Information and Communication Technology Self Efficacy, Use of Office Application Software and Employees Job Performance in Public Polytechnics, Lagos State, Nigeria

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In Partial Fulfillment of the Requirements for the Award of Master Degree (M.Sc) in Office and Information Management

2022

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Certification

This is to certify that **Abigail Oluwakemi SOLANKE,** with matriculation number **LCU/PG/001709,** carried out this research work titled "Information and Communication Technology (ICT) Self Efficacy, Use of Office Application Software and Employees Job Performance in Public Polytechnics in Lagos State, Nigeria in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Nigeria for the award of Master Degree (M.Sc) in Office and Information Management and that this has not been previously submitted.

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Dedication

Gratefully dedicated to the Almighty God and to the memory of my late father, Mr Hosea Sunday Bajela and my mother Mrs. Marian Abeni Bajela.

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Acknowledgment

The completion of this Thesis has been made possible with the assistance of many institutions and individuals that no adequate expression of appreciation can be made here. I am highly appreciative of the services provided by the library staff of the Lead City University, Ibadan, Lagos State Polytechnic now Lagos State University of Science and Technology, Ikorodu Lagos, Yaba College of Technology, Lagos, my analyst and editor. I got a lot of insight into the subject-matter of this thesis from guidance and mentorship of my supervisor, Dr. (Mrs) Adepoju who took her precious time to give me the necessary orientation for this programme. I am so grateful for this.

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Even though the above-named institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors if any, found in the work.

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Abstract

The evolution and development in Information Communication Technology (ICT) and use of various office application software has drastically transformed the activities in the office. Day-to-day operations in the contemporary organisations are now executed in methods and procedures with various modern technology. The development of high level of efficacy in ICT will attract a great impact on the employees' job performance in the ever increasing information-based environment. Making use of ICT and office applications software towards achieving organisation goals are good but the difficulty in the deployment of office managers who have no prerequisite Information Communication Technology skills for the scheduled tasks. The study investigated Information Communication Technology self-efficacy, use of office application software and employee job performance in Public Polytechnics in Lagos state, Nigeria. The population of this study consists of four hundred and two (402) office managers (secretaries and administrative staff) of the two Government Polytechnics in Lagos State. The study adopted descriptive survey research design. A stratified random technique was used for selecting sample size of 201 derived from Krejcie and Morgan determination table. A structured questionnaire was utilized to acquire data from the respondent. Using regression analysis, all hypotheses were tested at 0.05 level of significance. The result of the findings revealed that Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software have high and positive correlation (R=0.799) with job performance of Office Managers as it also explain 60.3%(Adj.R^2=0.603) of the total variance in job performance of office managers in Public Polytechnics in Lagos State. Likewise, Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software, individually and combined, have significant influence on job performance of office managers ($p < 0.05$). The study therefore recommended that stakeholders should focus on both Information Communication Technology (ICT) self-efficacy and use of office application software as possible predInformation Communication Technology (ICT)ors of job performance of office managers and also ensure a balanced mix of policies that could facilitate effective use Information Communication Technology (ICT) tools among office managers.

Keywords: Information Communication Technology (ICT) Self-Efficacy, Office Application Software, Office Managers

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List of Acronyms

Abbreviation		Meanings
CPU	-	Central Processing Unit
ICT	-	Information and Communication Technology
ICTSESC	-	Information and Communication Technology Self-Efficacy Scale
IT	-	Information Technology
JPSC	-	Job Performance Scale
LASPOTECH	-	Lagos State Polytechnic
OA	-	Office Automation
OMT	-	Office Management Technology
OIS	-	Office Information System
QA	-	Quality Assurance
RAM	-	Random Access Memory
SPSS	-	Statistical Package for Social Sciences
TTF	-	Task Technology Fit
UOASSC	-	Use of Office Application Software Scale
YABATECH	-	Yaba College of Technology

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Chapter One

Introduction

1.1 Background to the Study

Employee productivity is essential for firms to deliver high-quality services, which in turn boosts consumer happiness. The value of performance can be seen in the creation of value for an organization's employees, which may be equal to or greater than the value anticipated by those who provide assets and enable the organization to exist transitorily. An organization's performance is determined by the effectiveness, quality, and efficiency of its overall output. This effectively illustrates how essential a worker is to the company. Their performance is the result of factors and actions taken by each employee of the company, which may be tangible, observable, or quantitative. The performance of employees is influenced by a variety of individual characteristics. Performance is the way an employee acts or anything they do. Both corporations and people place a high value on individual performance. Any company's performance mostly depends on how well its employees carry out and complete their assigned jobs. Every employee must contribute significantly to the company's returns, which are expected to be high.

It is important to remember that individual job performance can occasionally be linked to work behaviors relevant to accomplishing organizational goals that are under the control of the job holder. With this common understanding, performance management at work has developed into an important indicator for evaluating employee performance. There are various ways to define job performance. Initially as a way to accomplish a goal or set goals inside a job, role, or organization, but not the actual effects of the actions taken when performing a job1. It is also defined as a concerted effort to complete tasks that entail transforming inputs into outputs of a

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quality consistent with the staff's knowledge, expertise, and experience, with the aid of supporting elements and the proper working environment to carry out this effort accurately, swiftly, and affordably2. Every organization, including educational institutions, must follow this rule.

One of the key issues that has drawn the attention of academics and practitioners is the performance of office managers in educational institutions. The topic of education at all levels, particularly higher education, has been accorded top emphasis by governments around the world. The development of scientific and academic organizations is actively influenced by tertiary education, and scientific and academic data can be successfully processed and recycled provided office managers are given access to the appropriate and most cutting-edge technology3. Additionally, the effectiveness of an institution of higher learning depends on its office managers. The success of postsecondary education and societal prosperity are significantly influenced by office managers' performance4. This is because improved individual performance will result in improved organi High work performance enables varied organizations to achieve their objectives and ensures their survival and growth. It is now crucial for businesses to improve their performance and concentrate on their human resources in order to ensure excellence and prosperity6 due to the growing competition among organizations, both educational and service-related.

All businesses depend on office managers performing their jobs well. However, because of the crucial roles played by office managers in tertiary institutions in creating and nurturing data of

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students year after year who are the future generations who are expected to move the country and society forward to greater level, the importance increases in educational organizations in general and in tertiary institutions in particular national performance5. High work performance enables varied organizations to achieve their objectives and ensures their survival and growth. It is now crucial for businesses to improve their performance and concentrate on their human resources in order to ensure excellence and prosperity6 due to the growing competition among organizations, both educational and service-related.

All businesses depend on office managers performing their jobs well. However, because of the crucial roles played by office managers in tertiary institutions in creating and nurturing data of students year after year who are the future generations who are expected to move the country and society forward to greater level, the importance increases in educational organizations in general and in tertiary institutions in particular. Thus, office managers play a crucial role in society and make contributions by scientifically managing information to increase the effectiveness of tertiary institutions and society7.

There is no accepted method of measuring this kind of performance because it has numerous unique qualities. The evaluation of employee performance has evolved into a crucial metric for reaching organizational goals and targets. Performance has been viewed from a variety of angles; some highlight its unidimensionality, while others emphasize its multidimensionality. Different performance measurement standards in terms of "how" and "whom" to measure are the result of these distinct conceptions. These evaluations have been either subjective, objective, or a

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combination of the two. For example: As an illustration, performance may be evaluated based on the manager's subjective assessment of the employee's performance or an objective score based on the percentage of the employee's goals that were achieved.

Task performance refers to a person's competence in carrying out tasks that support the "technical core" of an organization. Depending on the situation, this contribution may be direct (as in the case of production employees) or indirect (as in the case of managers or staff members). Contextual performance describes actions that support the organizational, social, and psychological environment in which organizational goals are pursued but do not add to the technical core. Contextual performance encompasses not simply actions like supporting coworkers or being a dependable employee, but also suggestions for how to make work processes better.

However, a reliable method for assessing job performance is the John Campbell theory of performance, which was introduced in 19999. This hypothesis was founded on the idea that learning alters an individual's performance. Individual performance is further defined as performance that first improves with more experience in a particular job. The systems that underlie performance, nevertheless, evolve throughout time. Later in the skill acquisition process, performance largely depends on automatic processing, procedural knowledge, and psychomotor skills. Performance during the early phases of skill acquisition largely depends on "controlled processing," the availability of declarative knowledge, and the optimal allocation of limited attentional resources.

Task performance, contextual performance, and adaptable performance are the metrics. In educational institutions, office managers' individual job performance can be evaluated using

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these measures as important variables. These three (3) metrics will be used for the study's purposes to gauge the work performance of office managers at the chosen institution of higher learning. The efficiency with which an office manager completes tasks that support the "technical core" of the organization—whether those tasks are completed directly or indirectly—is referred to as task performance. Contextual performance describes actions that support the organizational, social, and psychological environment in which organizational goals are pursued but do not add to the technical core. Office managers' capacity to adapt to and comprehend change in the workplace is known as adaptive performance10,11.

Office managers require a positive work environment in order to perform their duties, and only a qualified office manager, service provider, or support personnel can fill this crucial statutory duty. It is a win-win situation in which the office managers provide services to help the tertiary institution function and be able to carry out their roles, and the input and output of the tertiary institution bring us and the society the most benefit in terms of growth and change in knowledge and research through community service. This is why the lack of commitment caused by these government tertiary institutions' incapacity to access competent, high-caliber, and responsive Office Managers has reduced or compromised their potential and capacity to function in the proper setting12. Therefore, organizational commitment is a key attitude in gauging how much an employee wants to help the organization achieve its goals and objectives. Office managers in government-owned organizations might not be fully committed to their tasks because of dissatisfaction with the workplace, which could lead to emotional or mental disengagement. This ultimately resulted in subpar completion of the assigned assignment. Performance on technological or technical tasks and performance on psychological tasks make up the two

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categories of entrusted task performance. The planning, arranging, and administration of daily tasks using one's technical expertise, business acumen, and other skills constitute the required job performance, which is referred to as technological or technical-task performance. Setting self-directed goals, keeping required performance standards, having prior knowledge, and being motivated by self-belief are all ways that psychological task performance is measured.

The majority of firms require purposeful action in an anticipatory manner in order to achieve the necessary level of performance from employees who are aware of industry best practices and operational standards. Performance of office managers is important because maintaining an efficient information management system is essential for maintaining the records and information needed for academic growth and gap analysis. Information is essential to every business. After a problem has been identified, information enables decision-makers to locate and evaluate choices. The goal of information management is to facilitate the systematic and structured use of information; it aims to streamline and improve information generation, storage, and usage to increase competitiveness, improve performance, and strengthen the capacity to adapt to changing environmental conditions. As a result, creating, maintaining, and improving the information management system14 falls under the purview of information management.

technology used in information and communication The idea of self-efficacy is emerging as a key component that characterizes the qualitative and quantitative usage of computers and the internet that promotes the interaction between a business, its employees' work processes, and how it influences job satisfaction. The term "self-efficacy" describes a person's confidence in their capacity to carry out a particular behavior successfully. In more detail, it is a self-evaluation

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of one's ability or competence to successfully plan and carry out a course of action necessary to achieve specific types of performances15. It is a multi-dimensional construct as a result, changing depending on the needs' domain16. An essential theoretical aspect of perceived self-efficacy is that it is not concerned with a person's skill set but rather with assessments of what that person can do with the skills that they do have. A person's judgments of her or his capacity to mobilize the drive, cognitive resources, and courses of action required to carry out a task within a certain setting are referred to as self-efficacy17. However, information and communication technology self-efficacy refers to a person's perception of his or her capacity to use information and communication technology and plays a positive significant role in decisions pertaining to the adoption and usage of information and communication technology18. Given that people with high information and communication technology self-efficacy have enough flexibility and the confidence to adapt to the environment of information and communication technology applications, information and communication technology self-efficacy is thought to be far more significant than competence in specific information and communication technology skills19. For the purpose of defining information and communication technology self-efficacy, two common traits stand out. First, computer literacy, which is defined as "the comprehension of a computer's characteristics, capabilities, and applications, as well as the capacity to apply this knowledge in an application of information and communication technology in a smart, productive manner." The second is internet literacy, which refers to the capability of finding information when required by using the internet or the capability required to access the Internet while taking into account the capability of appropriately communicating on the Internet and the capability of performing security measures. These translate to the skills and knowledge needed to use computers and the internet effectively for one's job20. According to a study, information and

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communication technology self-efficacy measures how well people use computers and the internet to complete tasks and how it influences their level of job satisfaction.

Information and communication technology self-efficacy will be measured using the following dimensions: mastery experience, employee anxiety, and social persuasion, which were adapted from Bandura Social Cognitive Theory in 1986, taking into account the above concept of ICT self-efficacy for the purpose of this study. By witnessing others accomplish things effectively, one can develop and improve one's own self-beliefs. Social persuasion, which includes coaching and providing performance evaluation, refers to activities that encourage employees to believe they can handle particular duties successfully.

The challenges of the rapidly evolving information and communication technologies are thought to be particularly difficult for Nigeria's public polytechnics, particularly those in Lagos State. (Information and Communication Technology and the unexpected transition to information and communication technology related job tasks that require that employees have the knowledge, competent skills, and strategies to integrate information and communication technology tools and platforms. However, many individuals lack the perceived capacity or lack of confidence to use cutting-edge technology in a professional setting, and they also lack positive self-efficacy attitudes regarding their ICT-related job activities. These issues may have reached their zenith as a result of the tertiary education system's insufficient support for students as they progress through the necessary information and communication technology courses and receive professional development for IT job activities. The public polytechnics in Lagos State, Nigeria, are thought to be facing a number of difficulties, including little to no experience, knowledge,

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competent abilities, and strategies for efficiently integrating digital ICT tools and platforms. Employees are more prone to withdraw and disengage from their tasks when firms do not give the appropriate information and communication technology resources. This leads to increasing workload issues regarding the quality and effectiveness of performance. Employees will perform at a level that they believe is achievable when they believe that their Self-Efficacy principles in relation to Information and Communication Technology (ICT) competencies impact the actions people pursue, effort put forth, steadiness in defeating obstacles or setbacks, adaptability to adversity, and their adaptation to environmental concerns.

The use of office application software is a complementing factor that is essential to the effectiveness of a company. The employment of AI and robotics technology is more common as businesses compete in the global economy. It supports the completion of difficult, technical jobs while augmenting more physically demanding and manual work activities. The use of office application software is typically understood to be the use of communications and computer systems that are integrated to assist administrative processes in an office setting. It is an office system that represents organized ways to produce, create, organize, and distribute office text through a network that is integrated. This system may include word processing for generating correspondence, graphic applications that allow people to manipulate graphics images with the aid of information systems, internet applications that allow people to communicate online, and links to corporate files both inside and outside of the company. In the automated office, office tasks will not only be carried out more quickly but also differently than they currently are23.

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The firm can acquire effective solutions for time-saving and time-efficient use by using these finest application software products. The workflow for managing communication is accelerated by automated solutions. Eliminate paper correspondence during the process for time-saving and effective use of resources. Office application software is used as a tool to enhance the effectiveness of an organization's correspondence, make it simple to search for previously stored information, respond to clients quickly, eliminate paper from the office correspondence cycle, maintain proper user control, and enhance internal communication24. The ability of employees to exert more influence over their business processes holds the greatest potential for office application software, not from the enhancement of clerical and administrative activities. Office application software skills are the abilities that allow users to operate and manipulate all computer applications that can expedite and enhance data collection, processing, analysis, transmission, and factual presentation to support logical decision-making, planning, and control of organizational operations25. It includes the capacity to carry out daily office tasks using a variety of office software tools. The capacity to collect, organize, and handle office data related to the management of clients, sales records, and staff payroll data also falls under the category of office application software skills. Examples of such software are Microsoft suites. It also involves the capability of using Internet-based tools for information gathering, processing, and distribution that will improve the efficiency of the business. The aforementioned skills can be acquired by effectively utilizing office technology, computer programs like Microsoft Office, pertinent software programs, and the Internet, among other things.

Use of Office Application Software will take into account factors such software work demand, software functionality, and person talents in this study. These metrics were developed based on

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the Task Technology Fit Theory. Software functionality refers to where the software is used and what tasks it aims to support to achieve a particular task, individual abilities refers to the various characteristics of an individual that may influence how proficiently they use the office application software to perform work tasks26, and software task requirements refers to the physical and cognitive actions individuals' carry out to turn inputs into outputs using application software. The effectiveness of tertiary institutions, particularly government-owned polytechnics, is typically based on the standard and quantity of task/work produced. The best institution, according to institutional rankings of tertiary institutions, nevertheless struggles with difficulties related to how personnel accomplish tasks, with an emphasis on efficiency, talents, initiatives, and the use of computer-based resources. This simply serves to support the idea that higher institutions in Lagos State, Nigeria, perform poorly as an institution. Employees at Public Polytechnics in Lagos State, however, require not only appropriate computer system abilities or aptitude across the numerous office administration areas, but also effective system applications. This is as a result of the fact that each department's obligations correspond to different aspects of their jobs. The quality of information they receive, generate, process, manage, and disseminate can also be greatly impacted by ineffective information and communication technology utilization and other application software. Others may be required to manage text-numeric and pictorial information, while some exclusively deal with text-oriented information. However, it is ideal for office managers to be well-equipped with a wide range of information systems applications skills to enable easy mobility between jobs and give them an advantage over other institutions in this time of limited job opportunities. This is true regardless of the type of information or data they may be handling or have to handle. The applicability of information and communication technology self-efficacy and use of office application software in resolving the

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issue is called into doubt by these difficulties. In light of the aforementioned considerations, the goal of this study is to examine the effects of office application software use and information and communication technology self-efficacy on the productivity of staff members at public polytechnics in Lagos State, Nigeria.

1.2 Statement of the Problem

For the growth of human capital, successful operation, and upkeep in any competitive context, office manager job performance in higher education is crucial21. In order to accomplish the objectives of the institutions, office managers of public polytechnics in Lagos State are involved in a variety of tasks, including maintaining official records (typically under the supervision of a Registrar), managing records, and supervising academic and non-teaching staff affairs such as hiring, promotion, tenure, and evaluation. Information records are effective when they are operating at their peak, and pupils are drawn to associate with them. . However, preliminary research has shown that workers in the majority of Public Polytechnics in Lagos State are experiencing a decline in job performance, particularly among Office Managers, and are therefore not performing at the optimal level needed in terms of their creativity with Information and Communication Technology resources, task quality, and productivity in terms of skills output. Their delayed work execution, ineffective work practices, and errors in computation of results, issuing of student transcripts, and tardy attention to departmental incoming and outgoing correspondences all serve as evidence of their bad performance. These alleged difficulties may be attributed to inadequate training in information and communication technology (ICT) office compliance, as the majority of office managers appear to lack the personal capabilities and fundamental skills needed to effectively use the information systems. Additionally, office managers have trouble utilizing and applying information and communication technology skills

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while creating official papers using tailored office application software, which is a sign that they haven't had enough exposure to the skillsets they need for the job. If these issues are to be resolved, it is necessary to identify the unique information system skills that office managers in tertiary institutions need in order to execute their jobs more effectively, particularly with regard to office managers in public polytechnics in Lagos State.

Additionally, the use of office application software in record management procedures has been noted as a potential factor contributing to the difficulties office managers in public polytechnics in Lagos State have in performing their jobs effectively. Although there are numerous studies on the relationship between use of office application software and job performance and information and communication technology self-efficacy. There are few empirical studies that coupled the two factors in relation to the performance of Office Managers at Public Polytechnics in Lagos State, though. There is a need for research to support the relationship between information and communication technology self-efficacy, use of office application software, and performance of employees, specifically office managers of public polytechnics in Lagos State, Nigeria. The few studies that have been done have concentrated on specific contexts, which supports the argument that more research is necessary. This study examined how employees at public polytechnics in Lagos State, Nigeria, performed on the job in relation to their use of office application software and their self-efficacy in information and communication technology.

1.3 Aim and Objectives of the Study

The purpose of the study is to look into employee job performance in public polytechnics in Lagos State, Nigeria, as well as information and communication technology self-efficacy, use of

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office application software, and employee job performance. Determine the level of work performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, according to the study's primary goal.

ii. assess the level of office managers' self-efficacy in information and communication technology at public polytechnics in Lagos State, Nigeria.

iii. assess the office application software that is offered to Office Managers at Public Polytechnics in Lagos State, Nigeria, in terms of task requirements, usability, and functionality.

iv. examine the impact of Information and Communication Technology Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria;

v. determine the impact of Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria;

vi. ascertain the combined influence of Information and Communication Technology Self-Efficacy and Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

1.4 Research Questions

This investigation's research questions are as follows.

i. What is the level of office managers' work performance at public polytechnics in Lagos State, Nigeria?
ii. What is the level of office managers' self-efficacy in information and communication technology at public polytechnics in Lagos State, Nigeria?

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iii. What percentage of public polytechnic office managers in Lagos State, Nigeria use office application software?

1.5 Hypotheses

The 0.05 level of significance is used to test the following hypotheses.

H01: The self-efficacy of office managers at public polytechnics in Lagos State, Nigeria, does not significantly affect their performance on the job.

H02: The use of office applications had no appreciable impact on the work output of office managers at public polytechnics in Lagos State, Nigeria.

H03: The use of office application software and self-efficacy in information and communication technologies had no substantial impact on the work output of office managers at public polytechnics in Lagos State, Nigeria.

1.6 Significance of the Study

Numerous stakeholders, including the administration of polytechnics, human resource managers, entrepreneurs, employees, researchers, and the government, will find this study to be comprehensive and quite helpful.

The study's findings aimed to address the competencies required of office managers at public polytechnics in Lagos State, Nigeria. Since the employees will have more faith in the management, it is projected that productivity would increase. Additionally, if the government provides the necessary technologies, potentials will be revealed and work performance will improve. The study also offered long-term solutions for information management in institutions. In the end, the study suggested a long-term solution to some of the related issues

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of human resource management combating information management and automation, which would lead to a comfortable environment for the staff of the institutions and a corresponding improvement in job performance. Entrepreneurs will benefit from knowing how to save and handle information for future requirements and when it is appropriate to automatically destroy papers that are of no use. The findings of this study will give workers additional knowledge to improve and expedite their work and feel satisfied in their jobs.

The study also serves as a resource and direction for upcoming academics working on related subjects. Additionally, governments and corporate institutions would be aware of the measures that should be taken to expand the role of office managers and provide the best results from job performance. It is important to remember that this study is grounded in current events, specifically the technological progress that fosters the emergence of new and cutting-edge technologies. The study contributed to the body of knowledge in the field of office automation and information technology by giving academics and students pertinent and up-to-date information.

1.7 Scope of the Study

The use of office application software, information and communication technology self-efficacy, and job performance of office managers at public polytechnics in Lagos State were the topics of this study. Task performance, Contextual performance, and Adaptive performance are the indices used in this study to gauge employee performance. While indicators for measuring use of office application software include task requirement, program functionality, and individual abilities, those for measuring information and communication technology self-efficacy include mastery experience, employee anxiety, and social persuasion. The Yaba College of Technology (YABATECH), located in Yaba, Lagos

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Mainland, and the Lagos State Polytechnic (LASPOTECH), located in Ikorodu, are the two public polytechnics in Lagos State. Three campuses house LASPOTECH's operations: Ikorodu, the administrative center, Isolo, the Isolo Local Government, and Surulere, the Surulere Local Government The Public Polytechnics indicated above will be covered by this study. The study also focuses on Secretaries and System Analysts of Public Polytechnics in Lagos State, Nigeria, who are members of the Administrative officer's cadre (Deputy Registrar - Senior Administrative), Executive Officer's cadre (Chief Executive Officer - Senior Executive Officer), and Office M

1.8 Limitations of the Study

Job Performance: This is the quantity of beneficial work or activities completed by office managers at public polytechnics in Lagos State, Nigeria, to ensure that organizational aim is met.

Task Performance: refers to the skill with which an office manager conducts tasks that support the "technical core" of the firm, which can include both direct and indirect contributions.

Contextual performance: refers to office manager actions that support the organizational, social, and psychological environment in which organizational goals are pursued but do not directly contribute to the technical core.

Adaptive performance: is the Office Managers of Public Polytechnics in Lagos State, Nigeria's capacity for adjusting to and comprehending change in the workplace.

Information and Communication technology Self-efficacy: Technology for Information and Communication Office managers' perceptions of their abilities to use specific information and communication technology tools and use those skills across a variety of application areas

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to complete everyday tasks effectively at public polytechnics in Lagos State are known as their self-efficacy.

Mastery experience: Through prior experiences with a specific task using information and communication technology resources, office managers at public polytechnics in Lagos State, Nigeria, develop a strong sense of mastery.

Employee Anxiety: The feeling that life is out of control that Office Managers in government owned polytechnics in Lagos State face is referred to as employee anxiety in these institutions.

Social Persuasion: Office managers at public polytechnics in Lagos State, Nigeria are encouraged to believe they can handle particular responsibilities by suggestion in this procedure.

Use of Office Application Software:

Office Managers can alter data by using information system, applications in Public Polytechnics in Lagos State, Nigeria, thanks to this system, which represents organized techniques to generate, construct, organize, and distribute office text through an integrated network of applications.

Software Task requirement: This illustrates the physical and mental processes taken by office managers at Lagos State's public polytechnics to convert software inputs into outputs.

Software Functionality: It has to do with the setting in which Office Managers use the software programs and the tasks that it is intended to support.

Individual ability: These qualities of the office manager affect how skillfully they use the office application software to carry out their duties in Lagos State's public polytechnics.

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Employees: In this study, the personnel who are in charge of planning all the administrative tasks that improve the efficiency of operations at Lagos State's public polytechnics are referred to as office managers.

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Chapter Two

Literature Review

This chapter reviewed related literature that enabled the researcher broaden her understanding on the research problem. The chapter is presented under the following headings:

2.1 Conceptual Review

2.1.1 Concept of Employee Job Performance

2.1.2 Concept of Information and Communication Technology Self-Efficacy

2.1.3 Overview of Use of Computer Application Software

2.2. Theoretical Review and Framework

2.2.2 John Campbell Theory on Employees Job Performance

2.2.2 Task Technology Fit Theory

2.2.3 Albert Bandura Theory on Information and Communication Technology) Self-Efficacy

2.3 Review of Empirical Studies

2.3.1 Information and Communication Technology Self Efficacy and Employee Job Performance

2.3.2 Use of Office Application Software and Employee Job Performance

2.3.3 Information and Communication Technology Self-Efficacy, Use of Office Application Software and Employee Job Performance

2.4 Conceptual Framework

2.5 Summary of Literature Reviewed

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2.1 Conceptual Review

2.1.1 Concept of Job Performance

Performance is essentially what happens once a project is completed. It stands for the degrees to which each work is accomplished as well as the accomplishment of any rules, standards, or requirements set forth by the organization for a particular position. The achieved result of actions with the talents of employees who perform in a circumstance is known as performance. Additionally, performance is productivity that conveys the scope, value, and significance of a work. Great productivity translates into high overall performance within the company. A deed is performed as a public display of skill. In other words, an employee's entire work results, such as efficacy, efficiency, and effectiveness3, constitute performance.

A person's performance as an employee is the outcome of the work he or she does in relation to his or her role in the organization. Employee performance is a joint outcome of effort, aptitude, and task perception. Performance is the result of activities taken by employees who perform in a given circumstance using their skills.

Job performance is a term that is constantly changing. It expresses the whole result of an individual's efforts, which start with capacities and a view of the role or tasks that show how well the individual's activities are completed1. The effectiveness of the organization has been viewed as critically dependent on job performance. Because those who possess this skill will see a good impact on their work and their relationship with their direct manager, their ability to speak and share information might be a sign of how well they will perform at work. Performance, which has been defined as the whole value of actions in which an employee directly and individually contributes, favorably or negatively, to accomplishing organizational objectives2, is therefore one of the most crucial functional outcomes.

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Employee performance—also known as job performance—is commonly understood as the extent to which a worker supports the company in attaining its goals. The financial and non-financial outputs of employees that are directly tied to the organizational performance of the company are expressed through job performance3. Job performance is described by another researcher as "the outcome of three factors: skill, effort, and the character of working environment. 4 The knowledge, skills, and competences a person offers to an organization are referred to as skills. The effort takes into account the employee's level of motivation and the nature of the working environment. Additionally, job performance shows how well an individual does their duties and how they adhere to the job's requirements5. The results of a person's performance while carrying out his tasks can also be referred to as job performance. The performance appraisal process begins with the collection of data that can be analyzed, and the results are used to judge the behavior or performance of the employee, whether high, medium, or low, in accordance with the benchmarking criteria used to assess the performance level. As a result, the definition of performance relates primarily to the individual's behavior during the implementation of the tasks that are required of him in addition to the performance evaluation process, which starts at the beginning of the collection of data that can be analyzed.

Additionally, a person's obligations and responsibilities in the execution of their work can be understood by the pace at which they are expected to work6. As a result, some research pointed out that work performance comprises of actions that people take while performing their tasks and that are important for achieving the objectives of the organization7. With the aid of supporting variables and the proper working environment, it makes a concerted effort

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to complete tasks that involve turning inputs into outputs of a quality compatible with the staff's skills, talents, and experience. This effort is accurate, quicker, and less expensive8. The concept of job performance can vary, but action (behavior) and outcome are two of the key components in determining job performance, according to experts, who have lately come to this consensus9. The worker's actions or behaviors in a work environment are represented by the action or behavioral aspect. The effect of the employee's behavior or action is the outcome.

The link between an action and its result, however, is not always clear-cut since some actions might not produce the results that were anticipated, and certain results may not necessarily follow from the actions that were planned. But not all actions are seen as performance; only actions that advance organizational objectives are regarded as job performance. For these actions to qualify as job performance, the business must also determine that they are relevant to the position and lend themselves to assessment. Since action and outcome combine to generate performance, it is challenging to sum up job performance into a single concept. As a result, work performance will be referred to as a multidimensional notion in this study. Task performance and contextual performance are the two categories into which job performance attributes can be divided.

The notion that job performance is a multidimensional variable is shared by many scholars. Task performance and contextual performance are often the two dimensions that make up job performance. 11, 12. Decisions regarding promotions and prizes are based on the manager's respective standards for behaviors connected to task performance and contextual performance as demonstrated by the subordinate.

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Task performance is described as the functional behaviors connected to core organizational tasks like product manufacturing, service provision, maintenance operations, stewardship, and service delivery. Accordingly, task performance behaviors have a relationship to the knowledge, experience, skills, and abilities possessed by the employee, which vary depending on the job itself. Task performance behaviors also have a relationship to the methods used by the organization to produce goods and services, as well as task performance behaviors are predetermined within the job description. In this study, task performance is defined as the total amount of work, work quality, job skills, and worker knowledge14. Functional behaviors relating to the culture and climate of the company, or, to put it another way, the setting in which the organization's primary tasks are carried out, are referred to as contextual performance. Any behavior that helps the organization as a whole, particularly with regard to extra activities or extra-role behavior, is referred to as contextual performance15. Collaboration and aiding others in their job, adhering to norms and regulations, and assisting the company are all examples of contextual performance. Contextual performance behaviors affect the organization's dominant social and psychological environment, which refers to the environment in which goods and services are produced. Contextual performance behaviors are not defined in the job description; rather, they belong to the employee themselves and are linked to other traits like personality and motivation.

In contrast, J.K. Cambell & Y.S. Hwa established eight performance parameters[16]. The methodologies used to evaluate this job's success are ones that are effective in accomplishing quantifiable goals, like output per hour. An outcome is a visible effect that is the result of

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work but cannot always be assessed in quantitative terms, whereas an output is a result that can be quantified. All jobs have elements that are challenging to quantify as outputs, but all jobs yield results even if they are not measured. The results may be represented in qualitative terms as a standard or degree of competency to be obtained, and it is therefore frequently required to measure performance by reference to what outcomes have been attained in relation to what outcomes were expected. As a result, a qualitative evaluation of an employee's performance can be made based on whether or not the job performed meets or exceeds organizational expectations, whether tasks are completed properly, or whether operations have reached a predetermined standard.

The performance indexes used to quantify work performance utilizing these components are as follows:

Quantity: A useful unbiased indicator of performance is the number of units produced, processed, or sold. Don't put too much emphasis on quantity at the expense of quality.

Quality: There are various ways to gauge how well a job was done. One such metric is the proportion of output that needs to be redone or is rejected. The proportion of inquiries that result in sales in a sales environment is a measure of the quality of the salesmanship.

Timeliness: Another performance measure that needs to be utilized with caution is how quickly work is completed. The typical customer's downtime during field service is a reliable predictor of timeliness. It might be the number of units produced each hour in manufacturing.

Cost-Effectiveness: Only in situations where the employee has some degree of cost control should the cost of work produced be utilized as a performance indicator. For instance, a

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customer service agent's performance is measured by the proportion of calls that must be escalated to more expensive and experienced agents.

Absenteeism/Tardiness: When an employee is not at work, it is evident that they are not performing. Absences may also have a negative impact on the performance of other employees.

Creativity: Although it can be challenging to measure creativity as a performance metric, it is crucial in many white-collar positions. Examples of innovative work should be tracked by managers and employees, and attempts should be made to quantify them. are significant

Adherence to Policy: Although it could seem that this is the antithesis of creativity, it is only a limit on creativity. Deviations from the rules signify a worker whose performance objectives are not closely matched with those of the business.

Manager Appraisal: A manager evaluates a worker's performance and gives them an appraisal. Since manager evaluations are typically top-down, they do not promote active participation from the workforce. As a result of the employee's lack of interest in its development, it frequently encounters resistance.

Leadership Style: Influencing the behavior of an individual or a group is crucial for achieving work performance17. A good leader serves as a signpost to direct or designate the job direction for subordinates to follow, pushing employees to take the appropriate path in order to achieve company goals. Leadership can encourage workers to confidently achieve company goals. Leadership style will have an impact on how followers and leaders interact, as well as how motivated and productive employees are18. Additionally, charismatic leaders who will inspire their followers' minds and provide them individual attention fall under the category of transformational leadership. The ability of a transformational leader to make his

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or her followers more willing to carry out organizational goals by enforcing, communicating, and directing them to do so can also be demonstrated.

For people working in organizational settings and the world of research, job performance is essential. Job performance is significant to businesses for two primary reasons19,20. First off, excellent job performance boosts productivity and raises the standard of services rendered. An organization that has high performers is one that can compete on both a local and international scale. The best performers are regarded as "lubricants" within an organization. An effective employee will be able to foresee issues before they arise, find solutions quickly, and support the company in providing services. Employees can inspire their coworkers and promote the company by acting as positive role models. Organizations are therefore justified to be worried about job performance and give enhancing employee performance a lot of attention.

Second, an employee's performance is the result of their work for organizations. It can be gratifying, proud, and more motivating to be able to carry out one's responsibilities effectively. High job performance can result in favorable returns and recognition for the individual, but bad job performance may generate dissatisfaction and be seen as a sign of failure. A favourable impression of the person is frequently reflected by good job performance, in addition to acknowledgment through promotion and monetary benefits. In light of this, it is understandable why businesses and individuals are so obsessed about performance21. Employee job performance is a measure of an employee's effectiveness and is directly related to the success of the organization. In addition, the working environment, leadership, relationships between teams and coworkers, training and career development, reward programs, rules and procedures, workplace wellbeing, and employee engagement are

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important factors that affect employee performance. The employee's overall perception of their behavior and contributions to the success of the organization are therefore embodied in apparent employee performance, which further stated that compensation practices, performance evaluations, and promotional practices are factors that determine employee performance.

Researchers have been investigating variables that affect job performance for the past ten years. They have produced new discoveries and confirmed earlier ones during this time. Positive attitude, work commitment, personality, job training, job security, job design, and autonomy are all associated with excellent job performance, according to studies22, 23, and 24.

In addition to dedication and good attitudes, research have shown that elements like job satisfaction and engagement support employees' intentions to perform well on the job25, 26, 27 whereas work overload, a poor work environment, and stress are among the things that have a negative impact.

The individual, team, and organizational levels are among the levels at which these elements are investigated. When applied to a team, a circumstance that could have a detrimental impact on an employee's ability to perform their job could have the opposite effect. For instance, if work overload is shared around a team, it may reduce subpar performance. The workload of each team member would be decreased if, for instance, ten tasks were divided equally among a group of five people. This would result in each team member having to accomplish only two tasks, which might lower stress levels and improve job performance. New perspectives on understanding job performance have emerged as a result of studies on the numerous aspects affecting job performance (such as attitudes, dedication, engagement,

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and training) at the individual, team, and organizational levels. Organizations can use the knowledge gained from these viewpoints to improve employee performance28. When expectations are measured against actual production, an employee's job performance is determined. This productivity level in regard to job-related behavior or expectations can be classified as exceptional, good, average, or poor29. Performance in this context refers to task performance, which is behavior-based and dependent on a job holder's attitude toward the position30. All human behaviors that are displayed in a work environment are referred to as work behavior. He believes that interaction between the workplace and employees is necessary for optimal performance at the micro level. This type of interaction involves the behavioral component of the task (job content analysis), which, if improperly guided, could lead to a diversion from the activity's original plan in the form of subpar performance. The title of this manual is "work ethic." When it is strong, it encourages outstanding job performance; however, if it is weak, either short- or long-term performance is poor31.

The job performance of employees is important in all organizations, but it is especially important in educational organizations in general and in tertiary institutions in particular due to the crucial role played by the employees of the tertiary institutions in creating and nurturing future generations capable of advancing the nation and the society in terms of training teachers needed for universal primary education, the experienced doctors, nurses, and communicative specialists Thus, office managers play a significant role in society and provide contributions in the form of scientific research and teaching that improve the effectiveness of tertiary institutions and society32. We emphasized the importance of jobs in

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education, research and publication, and community service because these positions notably enhance social welfare, financial literacy, safety, and lower crime rates in communities33. Nevertheless, a certain educational institution could have its own definition of employee success based on the objectives and focus of the institution34. As a result, the responsibilities of an office manager in Nigeria's higher institutions have been listed as including: university admissions, supervision of academic activities like recruiting, promotion, tenure, and evaluation (with faculty input as necessary); Upkeep of official documents, creation of curricula, assistance with departmental management, and other relevant tasks35. As a result, both these specific tasks and others must be taken into account when evaluating the office manager's work performance. To be regarded as a good office manager at tertiary institutions, one must develop and implement administrative tactics that support efficient organizational performance36. However, the primary criterion utilized to evaluate office managers at educational institutions is information management37. Both significant advancements and significant continuity have occurred in performance assessment in higher education. There are numerous ways of judging quality in higher education, just like in business38. Higher education placed greater emphasis on academic metrics than on financial success. The expectations and satisfaction levels of students, professors, and staff were also mentioned as a factor that needs more focus when measuring in higher education39. Office managers' work effectiveness may be judged based on factors like personnel abilities, available resources, and volunteer labor. Community service is essential for the development of any nation since it improves social welfare, financial literacy, safety, and reduces crime in local areas. The efforts of both academic staff and non-academic staff (Office Managers) have a significant role in the success of higher institutions40.

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The connection and involvement of an employee with their educational institution is referred to as their commitment. It is a psychological ailment that explains how a person interacts with a learning environment41. When people feel that they and their work environment are well matched, they believe in the mission and values of the organization, want to stay there, and want to contribute to it, all of which are positive psychosomatic outcomes, they become committed to it42. organization's dedication to tertiary education Non-academic employment implies significant identification and involvement with the tertiary institution, acceptance of its goals and ideals, willingness to put out significant work on its behalf, and loyalty or a strong desire to continue being a student at the university43. It also implies a good employee–organization fit, which should lead to a willingness to carry out work that is in line with and supports the institution's founding principles. Given the tendency for non-academic employees to have a strong orientation and commitment to the vocation or profession rather than to the organization, it is imperative to understand the commitment of non-academic employees to the institution. The organizational skills and professional commitment of non-academic personnel may not always conflict. Increased productivity and professional commitment have both been found to be positively correlated with one another44. The desire of non-academic personnel to be well-connected and well positioned in their sector (professional commitment) is compatible with productivity (professional commitment). This could offer uncommon chances for success, which could lead to the institution gaining access to high-potential individuals, institutional significance, and a stronger reputation. Traditional definitions of employee commitment to their place of employment include three distinct, although related traits known as emotional, normative, and continuous commitment45. Emotional commitment, normative commitment, ideal commitment, economic commitment,

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and choice commitment are some of the five components that make up the paradigm of organizational commitment46. A worker's emotional attachment to, psychological interaction with, social affiliation with, identification with, and participation in the organization are all examples of affective commitment. It is an attitude or orientation toward an organization that links or attaches the employee's identity to the business and consumes the person's affective reserves. It entails the alignment of personal ideals with organizational values (identification) (identification). Additionally, it includes feelings of love, pride, dedication, and commitment to the group as well as the willingness to make sacrifices for its well-being (involvement) and to uphold membership in the group (loyalty)47. Normative commitment is based on a moral obligation to continue working for the company due to internalization of normative constraints, guilt brought on by quitting the company, a desire to repay favors received from the company, or a perceived expectation to return specific benefits to the company. A continuation commitment involves weighing the relative benefits that an employee would receive from staying with the company against the expenses of leaving it48. Consequences of economic judgements and reasoning brought on by the investment of personal resources and the anticipation of future benefits are commitment to continue. It's a "marriage of convenience" driven by enlightened self-interest and consideration for what the individual would lose if they left the organization49. Economic commitment stems from worry over a potential financial shortage if one quits their job, whereas choice commitment is based on one's lack of trust in their ability to find employment. Ideal commitment has to do with the employee's achievement of their professional goals. Continuous commitment evolves into economic commitment and choice commitment50.

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Governments all across the world should place a high priority on enhancing the standard of knowledge in higher education institutions. However, more recent works with novel viewpoints and the involvement of a wider range of stakeholders and international organizations in the areas of evaluation, measurement, and information quality assurance have given this subject in higher education new life51. The idea of the educational institutions' accountability to society is one of the new concerns of various players, and one of the aspects that seems to generate consensus about the topic "quality in higher education" is that quality is a complex notion, dynamic, historically established, multi-layered, multi-dimensional, multi-level, "unstable," it reflects different perspectives of individuals and society, and it is open to change and evolution due to the emergence of new concerns. Justice, competence, and efficiency are usually seen as synonyms for or related to quality.

Studies have been done on how administrators use the tools at their disposal to provide their students with appropriate learning experiences. The desire to establish a connection between information quality and the results of information processing is also growing, particularly among some stakeholders in the education and training systems. As a result, we are confronted with a systemic conception of quality evaluation that compels us to consider the various aspects of the educational phenomenon, which involves numerous agents (or players), while also taking into account the possibility that all components of an educational system may influence the system's overall quality53. It only makes sense to assume that the only way to improve school results is to first improve the information management system54, given that employee performance is one of the most important determinants of the quality of educational systems and is also the factor that has the greatest influence on student performance. Research has revealed that the many parties involved in the educational

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processes may evaluate the quality of the knowledge. The evaluation of information quality that takes into account students' opinions is important, especially if one believes that sometimes students' perceptions of a situation influence their behavior more than the actual events they encounter55. Therefore, creativity—which is generally associated with concepts like talent, spontaneity, and serendipity, i.e., attributes that cannot be controlled or predicted but are ultimately left to chance—is the last factor to consider when evaluating an employee's work performance. This is exemplified, for example, by the widely held belief that major scientific, artistic, or social achievements are the result of "creative leaps" or "flashes of genius" (such as Newton's observation of a falling apple) (e.g. Newton observing a falling apple). The present body of research on creativity, however, shows that while external factors like luck or chance undoubtedly play a role, creativity in higher education may also be influenced by institutional, environmental, and cultural factors. Teamwork, cross-cultural exchange based on sociocultural variety, trans- and interdisciplinarity, time and resources, and a risk-taking culture that accepts and even encourages failure are examples of favorable environments56. Although it is associated with creative people, creativity can also result from social contact.

2.1.2 Concept of Information and Communication Technology Self-Efficacy

People's perceptions of their capacities to achieve predetermined levels of performance that exert control over circumstances that affect their life are termed as perceived self-efficacy57. One of the fundamental components of Bandura's social-cognitive theory is the idea of self-efficacy. According to Bandura's theory,

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these expectations affect whether or not a particular behavior or performance will be attempted, how much effort the person will put into the behavior, and how long the behavior will be maintained in the face of challenges. How people feel, think, motivate themselves, and behave is influenced by their self-efficacy beliefs. Through four main processes—cognitive, motivational, affective, and selection processes—such beliefs bring about these various outcomes. A high sense of effectiveness is beneficial to one's well-being and ability to achieve in many ways. High self-confidence individuals regard challenging tasks as challenges to be conquered rather than as threats to be avoided. It might be seen as an upbeat and self-assured perception of one's capacity to handle particular life pressures. Such a successful viewpoint encourages intrinsic interest and total immersion in activities. People with high self-efficacy establish difficult objectives for themselves, remain steadfastly committed to achieving them, and intensify and sustain their efforts in the face of setbacks. They swiftly regain their sense of effectiveness after failures. They view failure as the result of inadequate effort or a lack of learnable information and abilities, thus they approach potentially dangerous circumstances with confidence that they can exert control over them.

However, when people are unsure of their talents, they tend to avoid challenging tasks because they feel threatened personally. They are susceptible to stress and depression quite readily. A low sense of self-efficacy is linked to feelings of sadness, anxiety, and helplessness. Poor self-esteem and gloomy beliefs about one's successes and personal growth are common among people with low self-efficacy58.

Self-Efficacy is sometimes conflated with ideas like self-concept, self-esteem, outcome expectations, and locus of control. Even though these words are frequently misused to mean the same thing, they actually refer to entirely different constructions. A generalized self-

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assessment known as self-concept includes a number of self-reactions and beliefs, such as sentiments of self-worth and broad competency beliefs. Self-Efficacy beliefs, on the other hand, are context-specific assessments of a person's capacity to plan and carry out an action plan in order to achieve a certain goal. Instead of a more general evaluation of "how good you are at anything," as provided by measures of self-concept59, self-efficacy focuses more intently on the actions or activities that a person feels capable of accomplishing.

A generalized self-assessment known as self-concept includes a number of self-reactions and beliefs, such as sentiments of self-worth and broad competency beliefs. Self-Efficacy beliefs, on the other hand, are context-specific assessments of a person's capacity to plan and carry out an action plan in order to achieve a certain goal. Instead of a more general evaluation of "how good you are at anything," as provided by self-concept tests, self-efficacy focuses more intently on the tasks or activities that a person feels capable of accomplishing.

According to research60, self-efficacy beliefs typically serve as superior behavioral predictors than outcome expectations. In terms of specific situations, generic behavior is referred to as outcome expectancies. Although these result expectancies are distinct and crucial for comprehending behavior, self-efficacy beliefs are responsible for a larger portion. The concept of perceived control, which is related to general expectations that outcomes are influenced by one's behavior or by other events, is drawn from prior studies on locus of control. According to this dualistic theory of control, an internal locus of control encourages self-directed behavior, but an external locus of control limits one's capacity for self-direction. Self-directed behavior will be more prevalent in people with an internal locus of control and high self-efficacy than in people with low self-efficacy or an external locus of control.

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A specific and a generic perspective on self-efficacy are both possible. Task-specific Self-Efficacy, which can be viewed as an expectation or judgment about the chance that a task will be effectively completed61, is an illustration of a specific angle. It is a potent behavior motivator because efficacy expectations influence whether someone decides to start a task, how much effort they put in, and how persistent they become in the face of difficulty. Self-efficacy can also be seen as a general, enduring belief or characteristic that people have and that expresses their expectation that they have the capacity to complete a task successfully in a range of contexts62,63.

As a result, self-efficacy gradually develops as a result of the experiences a person has. Self-Efficacy becomes more widespread when individuals consistently experience success in particular contexts throughout time and in various circumstances. However, since generalized Self-Efficacy and self-worth are the essential elements of self-esteem, one might anticipate that they would load on the same factor as self-esteem. Higher generalized Self-Efficacy is likely to result from repeated performance at a certain activity, the accumulation of successful experiences across a variety of tasks, and positive feedback from the work environment. Motivation can be hampered or improved by self-efficacy. People with high levels of self-efficacy opt to complete harder jobs more frequently64.

It has been proposed that a significant predictor of particular self-efficacy is general self-efficacy. According to some researchers65, the main benefit of having high levels of a certain Self-Efficacy perception is improved task performance. It seems plausible that the higher one's level of self-efficacy in some tasks, the higher one's positive affect associated with it66, despite the paucity of research on the potential effects of self-efficacy on employee attitude and commitment. Ineffective ideas may also result in tension and despair, which could lower

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levels of contentment. Employees that have poor self-efficacy avoid challenging jobs, have self-doubt, and are not highly dedicated to the objectives and aspirations they set for themselves. Researchers67 hypothesized that efficacy expectations affect environment selection as well. An employee with strong self-efficacy, for instance, might decide to apply for a job that is advertised and offers more challenge and salary, whereas a person with low self-efficacy would decide to stay in a position that is a dead end68. Efficacy expectations can be taught in four different ways, according to another study: through mastery experiences, vicarious experiences, social persuasion, and physical/affective status69.

Mastery experiences are the most efficient method to develop a strong sense of self-efficacy. It has been demonstrated that enactive mastery, which is defined as recurrent performance successes, boosts self-efficacy more than other types of cues. A person's self-efficacy expectations and behaviors are influenced by how accomplishments are perceived. Successes strengthen one's faith in one's own ability, whilst setbacks erode it. Additionally, whereas successful mastery experiences boost self-efficacy, setbacks have a tendency to do the opposite. People start to expect speedy outcomes when they only experience simple successes. Failure demoralizes people, thus occasional failures are beneficial in teaching that success typically involves consistent effort. When people are certain they "have what it takes," they persevere and rapidly bounce back from failures or losses. As a result, they develop self-efficacy and recover from failures stronger.

It's common for people to pick up beliefs through observation and interpretation. The learner can reflect on previous encounters with a particular behavior and determine its applicability in a new circumstance by watching others exhibit modeling behavior. Perceived likeness to the models has a significant impact on the influence of modeling on perceived Self-Efficacy.

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When models overcome challenges, rather than when they first perform simply, modeling is more effective70. Competent models impart knowledge and educate observers practical skills and methods for handling environmental demands through their behavior and expressed ways of thinking. Additionally, its benefits are strengthened when the behavior being modeled has obvious outcomes or repercussions and when the individual and the model are comparable in terms of maturity, aptitude, and other traits. Self-modelling is a specific kind of vicarious experience that frequently involves filmed feedback with faults removed. As the person can see themselves or themselves completing the action correctly, this encourages the sense of perfection. Another study also supported the idea that self-modeling increased self-belief, which boosted performance. The signals that are communicated by others have an impact on how people view themselves. Critique undermines self-efficacy whereas encouragement helps it. In some circumstances, verbal persuasion is thought to affect how effective people perceive themselves, but it is thought to be less effective than modeling or active mastery. People are more likely to demonstrate greater perseverance and sustain an activity if they are verbally convinced that they have the knowledge and talents to master it. Verbal persuasion encourages people to learn new things and motivates them to work harder to be successful. Additionally, those who have been convinced that they are incapable avoid difficult activities that develop potential and give up easily when faced with difficulty. Self-Efficacy suffers from the negative effects of stress and worry. According to a different study, modeling produced higher levels of Self-Efficacy and performance than psychological desensitization in situations that cause fear. Some people view their tension and stress response as indicators of susceptibility to subpar performance. People's opinions of their own effectiveness are influenced by their mood as well. Self-Efficacy beliefs can be changed through lowering

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stress responses, changing people's negative emotional tendencies, and changing people's physical states.

Significant connections between self-efficacy and subsequent task performance have been found in numerous studies71. Even in cases where efficacy perceptions have been manipulated, efficacy perceptions still predict subsequent performance. Although self-efficacy increases more with active mastery, modeling and other non-active modalities still show strong connections with performance. According to numerous research, self-efficacy outperforms past behavior as a predictor of future performances. However, other studies—such as Gist's—contradicted this (1987). Another researcher's studies72 offered some support for the idea that as task expertise rises, prior performance becomes more predictive than self-efficacy. an activity that did not allow subjects to see how they were doing and offered no feedback. Self-Efficacy may have lacked veracity in these circumstances. However, self-efficacy was a strong predictor of future performance when past performance was taken into account. However, there was a stronger link between self-efficacy and past performance than between self-efficacy and future performance73. The claim that efficacy beliefs moderate the impact of skills or other self-beliefs on subsequently attained performance levels is supported by the work of a second researcher. Researchers have also shown that these achievements are influenced by self-efficacy beliefs, which affect effort, perseverance, and perseverance74. Social cognitive researchers have described motivation as a mechanism that initiates and maintains goal-directed behavior75. Motivating behaviors include making an attempt, sticking with something, and choosing an activity. Two metrics of effort have traditionally been used in research: rate of performance and energy expenditure. The relationship between Self-Efficacy and both indices is supported by data. The Zimmerman model of self-

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regulation includes a number of motivational mechanisms, including task interest or value, result expectations, and self-efficacy. The major motivating factor, Self-Efficacy, will be linked to the other motivational processes, according to the model. There are several reasons why self-efficacy is a strong motivational construct that is effective in predicting various levels of self-beliefs and performance. Given that it is thought that self-efficacy predicts commitment levels76, this study will look at any potential connections between commitment and self-efficacy.

When working with technology, specifically information and communication technology, the Bandura concept of self-efficacy is applicable. The term "information and communications technology" has no set definition, but generally speaking, it refers to both the production, storage, and manipulation of digital information as well as the technologies that enable information transfer in a digital form (such as telecommunications networks) (e.g. computers, storage devices, software). Information and communication technology skills are seen as crucial to success in both the modern workforce and in education. The knowledge-based collaborative work that is so prevalent in these industries is built on an information and communication technology foundation77,78.

Literacy is the concept of being competent in and knowledgeable about a given field. A number of concepts used to describe particular skill sets and/or knowledge bases are used to describe literacy as it relates to computing technologies. In research literature, these several terminologies are frequently used interchangeably. Although there are no universally accepted definitions, there are common elements. Computer literacy comprises technical proficiency in word processing, spreadsheets, databases, presentation graphics, and fundamental operating system functions, as well as conceptual knowledge of both computer

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hardware and software 79. Knowledge of the social, ethical, and international issues related to computing is included in some definitions of computer literacy80. Information literacy is thought to be built on computer literacy. It takes more than just being able to find and access information to successfully use, evaluate, and manage the information streams that are accessible to solve certain challenges. Information and computer literacy are both included in the concept of digital literacy. Utilizing digital means to find, evaluate, generate, synthesize, and transmit information, including through multimedia, is the subject of digital literacy81.

The technical skills and knowledge found in the aforementioned literacies are included in definitions of information and communication technology literacy. All college or university students need information and communication technology abilities to accomplish many assignments, regardless of their chosen major83. The phrase information and communication technology literacy is used in this study to refer to the knowledge and abilities that are typically included in definitions of computer literacy, information literacy, and digital literacy. Information and communication technology literacy will specifically be used to refer to (a) conceptual knowledge of computer hardware and software; (b) technical skill with digital devices, including but not limited to word processing, spreadsheets, databases, and presentation graphics; and (c) the use of digital tools for information search, critical assessment, creation, synthesizing, and communication.

Belief is the foundation of self-efficacy. In particular, it entails the conviction that one can finish a task to the best of one's ability, depending on desire, prior knowledge, and accessible alternatives83. When faced with difficulties, people with higher levels of self-efficacy are more likely to persevere, whereas people with lower levels are less inclined to actively seek out difficult tasks. Prior computer experience consistently has a favorable link with

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computing Self-Efficacy84 in terms of views of information and communication technology proficiency.

In the topic of information systems, self-efficacy in computer and Internet usage has frequently been studied (IS). The Computer Self-Efficacy (CSE) construct is described in early studies as "an individual judgment of one's skill to utilize a computer85." Numerous studies demonstrate that CSE has a big impact on whether or not someone decides to use a computer. These studies offer preliminary proof that CSE has a significant impact on people's attitudes toward computing technology. Internet self-efficacy is defined as "the confidence in one's skills to plan and carry out courses of Internet actions necessary to generate specific attainments." The various aspects of Information and Communication Technology (ICT) Self-Efficacy have been examined and discovered. Previous experience is considered to be the most trustworthy self-efficacy indicator.

One's opinion of their ability to utilize a computing equipment, including the capacity to apply these abilities across a variety of application areas, is referred to as computer self-efficacy86. Prior studies have frequently used both a survey of perceived skills (pre-test, post-test, or both) as well as an objective evaluation of actual skills in order to measure computer literacies. Similar to the Dunning-Kruger Effect in psychology, comparisons between the two data streams typically reveal a discrepancy between perceived and actual ICT skills. Even after being shown proof of the misalignment, students whose skill judgments do not match their actual abilities may be less likely to seek help or remediation87. ICT Self-Efficacy, on the other hand, refers to a person's perception of his or her capacity to use ICT and plays a positive, substantial influence in decisions surrounding ICT adoption and usage88. ICT Given that people with high ICT Self-Efficacy have enough flexibility and the

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confidence to adapt to the rapidly changing landscape of ICT applications, Self-Efficacy is thought to be far more important than proficiency in specific ICT skills89.

According to the Self-Efficacy theory, people primarily rely on these four sources of knowledge when making Self-Efficacy judgments. The Self-Efficacy theory's four principal informational sources are as follows90: Mastery experience: Having mastery experiences is the best method to develop a strong sense of efficacy. (i.e., prior encounters with the particular task under investigation) 91. Vicarious experience - Getting vicarious experiences from social models, which are obtained by seeing others complete tasks effectively, is the second technique to develop and reinforce self-beliefs of efficacy. This is frequently referred to as modeling, and it might give onlookers the impression that by using what they have learned to better their own performance. The third method is social persuasion, which involves behaviors that lead people to believe they can handle particular tasks successfully through suggestion. Social persuasion techniques include mentoring and providing performance evaluation.

Employee Anxiety: An employee's unique physiological and mental conditions might affect how they feel about their ability to perform a certain activity. A person's capacity to complete or execute a task may be negatively judged as a result of emotional responses to such tasks, such as anxiousness. Commonly speaking, these mental states are referred to as emotions, such as fears, hate, and love; cognition, such as recovering memories, making plans for the future, and focusing on a task; and perception, such as face perception, color perception, and sound perception. People interpret their tiredness, aches, and pains as indicators of physical weakness. Experiencing simple accomplishments might hinder the growth of self-efficacy through the expectation of future outcomes that are similar to those experienced. A positive

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attitude increases perceived self-efficacy, while a depressing mood decreases it. The levels of three of these four efficacy factors and their relationships to the efficacy variables and gender of the study population are therefore examined in the current investigation. The three variables taken into account in the study are Employee Anxiety, Social Persuasion, and Mastery Experience.

2.1.3 Overview of Use of Computer Application Software

In order to develop, create, organize, and transmit information that is unique to an organization, people, including offices and institutions, employ information systems. In order to gather, process, store, and disseminate information to assist decision-making in any company, a variety of interconnected technology components are utilized as an information system. Because no organization can function without information, the author noted that information systems drive production in all organizations94. Information systems, according to studies, are technically a group of interconnected parts used to gather (or retrieve), process, store, and distribute information in order to enable decision-making, coordination, and control in any organization95. Further substantiating this, a different researcher defined information systems as a phrase used to describe hardware and software components that enable a person to access, retrieve, store, organize, manipulate, and present information using electronic methods.

The use of office application software is typically understood to be the use of communications and computer systems that are integrated to assist administrative processes in an office setting. Office application software represents structured methods of managing business text processing and communications through an integrated network. These methods may include word processing for generating correspondence, electronic message systems for

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person-to-person communication, teleconferencing services, facsimile transmission, electronic filing systems, online calendar systems, links to corporate files, and external services96. Office tasks will be carried out more effectively in the automated office, but office tasks themselves will also change97. The ability of managers to exert more control over their operations is projected to be the biggest benefit of office application software, not the improvement of clerical and administrative activities. Office application software may be broadly defined to include all computer technology used to support the "knowledge worker"98. This definition covers decision support systems, computer-aided design and graphics tools, and any other usage of personal computers for work-related tasks. In this essay, a more constrained perspective on office application software has been adopted, focusing on the administrative aspect of an organization's operation. Prior to the development of office application software, the organization's formal computer-based information systems99 did not facilitate the linkage and dissemination of information. The communication features of office application software are a crucial part of this focus; it has been stated that the use of communications technology is the most important factor in the redesign of companies. Text processing features and personal applications supporting office workers' administrative obligations are the other two key elements that need to be taken into account.

Office application software is typically based on interactive workstations connected to a communications network, according to the narrow definition. The workstations feature intelligence and storage capabilities that are either delivered to each workstation individually or controlled by a central computer. Workstation features can be customized for various tasks,

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such as management, professional, secretarial, or even for specific people. Communication, text processing, and personal apps would all function to some extent on each computer.

Automated office systems with text processing capabilities are widely used nowadays. In the future, the capacity to electronically store documents with cross-reference indexes and keyword searching will be added to the features that prepare, edit, and store text. There is additional equipment for automatic phototypsetting and automatic facsimile transmission. Any facilities for distributing correspondence to a recipient's electronic "mailbox" are considered aids for interpersonal communication. "Electronic mail," in which a user inputs a message at a workstation or computer terminal and it is automatically sent to the mailbox, is the most popular form of interpersonal communication. The message is immediately accessible to recipients after transmission. There are other audio-based communication systems that you can store and forward. The asynchronous nature of communication is a key characteristic of electronic mail and its audio analogues. The timing of each party's portion of the conversation is under the control of both parties, eradicating the inefficiencies of dropped calls and reducing the necessity for interruptions.

Individuals employ personal programs at their own choice and have the option of streamlining individual administrative duties. Online calendars and scheduling tools are examples of personal apps that can be used to keep track of a person's schedule and, if practical, compare the schedules of numerous people to decide when to meet. Reminder systems can be used to maintain project timelines, follow up on earlier messages, and remind people of appointments using an automatic calendar. To create personal correspondence or to get information like phone numbers, personal contacts may be stored electronically with multiple reference indexes.

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Easy accessibility is a crucial component of office application software according to this definition. To a minimum, "principals" (mainly managers and professionals) and support workers should have easy access to terminals or other access facilities. With the price of electronic equipment falling, centralized office support facilities, which were driven by equipment economies of scale, should recognize the requirement for easy access.

Although the likelihood that office application software will increase workplace productivity seems high, these gains won't happen immediately. Clear objectives, good planning, selecting a suitable location for a prototype, and gaining the cooperation and participation of involved stakeholders are all stressed in the study101. Little emphasis has been given to the long-term consequences of application software on organizational functioning, despite the fact that there have been numerous significant evaluations of its effects on office activities and communication patterns102. In this essay, we will look at some potential long-term organizational effects of adopting office application software.

Business enterprises are motivated to think about office application software by two main considerations. The first is the urgent need to increase the output of both managerial and clerical office staff. The complexity of corporate decision-making and information needs is the second factor driving interest in office automation. It's possible that the more conventional channels of communication, including the phone, mail, and face-to-face meetings, are inefficient for quickly processing vast amounts of information. This technology may be the only practical means of handling information processing in organizational environments that are becoming more complicated and changing quickly in the future103.

Organizational traits impacted by effective system deployment and integration are examples of probable consequences of office application software components on the organization and

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its people. It implies that the use of office application software will affect worker attitudes, management procedures, interpersonal and interdepartmental relationships, and organizational structure through intervening changes in the spatial and temporal definition of work, changes in the mode and timing of communication, and changes in the work product itself. The number of users, the number of organizational subgroups connected to the network, and the percentage of work completed through the system can all be taken into consideration when determining the maturity level of an automated office system. Before the system to change organizational communications patterns, a significant number of people must use its communications component104. For instance, alternative procedures must be put in place to account for the exception if one member of a communication's target group does not have access to the system. This significantly lowers the effectiveness of communications as a whole. Application skills for information systems are the abilities that allow users to operate and manipulate all the tools and machinery that can expedite and enhance data collection, processing, analysis, transmission, and factual presentation to support logical decision-making, planning, and management of business operations. It includes the capacity to employ a variety of office technology tools to carry out regular office tasks. The ability to use computer application software, such as Microsoft Office, in the collecting, organization, and management of office data related to the management of clients, sales records, and staff payroll data is another aspect of information systems application skills. It also involves the capability of using Internet-based tools for information gathering, processing, and distribution that will improve the efficiency of the business. The aforementioned skills can be acquired through thorough instruction in the use of office equipment, computer programs like Microsoft Office, pertinent software programs, and the Internet, among other things105.

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The Microsoft graphic application software is another application for information systems. Microsoft Graphic is a Windows-compatible application. It is a collection of programs that give information managers and secretaries the ability to work with graphics images through the use of information systems. A software program called Microsoft graphics is used to create graphics and drawings, ranging from graphs and logos to intricate drawings. When used with a data projector, Microsoft graphics software's predefined backgrounds and sample pages make it easier to create fully automated slide shows that can be used to present any sort of report106. In addition, the publisher software program is a program that a secretary uses to efficiently perform his office duties. Microsoft Publisher, often known as a desktop publishing application, is used with a computer to make documents that include text and graphics. A software program called Publisher enables the blending of text and pictures to create typeset-quality documents like newsletters, flyers, brochures, magazines, and other materials107. With a single integrated system, users may align, modify, and typeset pictures, graphics, and page layout. To be able to generate publications that combine charts, graphics, text, and headlines with a range of typefaces108, office information managers need to strengthen their skills using desktop publishing software.

Even without a significant reorganization of the features of office application software, a number of individual office tasks can be automated to streamline. Addressing, copying, formatting, and other correspondence preparation tasks can be performed more effectively, especially if word processing is incorporated into a communication network. The end product should look good physically as well. Additionally, there will be a decrease in the amount of media transformations needed to create and distribute correspondence109. The fewer the media transformations—between speech and writing, handwriting and typing, composer file

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and hard copy, etc.—the less chance of errors being added. The final outcome will be more precise. The output's appearance and accuracy should consequently be improved by the office application software system. Even in situations when no time savings can be proven, the quality of the job done should increase. It should be feasible to quickly and simply alter and modify content when using word processing, improving the quality of documents while still meeting time limitations.

The likelihood of using a software application has been found to predict actual usage110. Higher user performance was the explicit or implicit effect of actual consumption. However, the foundation of each of these behavioral models is the user's perception of a technology. Office application software use is not always choice, hence performance impact is increasingly based on a technology's supportive and instrumental value rather than its level of utilization (because one must utilize the technology regardless) 111. Therefore, increasing utilization won't boost productivity if the office application software doesn't meet user needs112.

Therefore, when researching the use of office application software in a digital workspace, the task-technology fit perspective should be taken into account. This perspective examines productivity factors as dependent upon the fit between three dimensions: task requirement, functionality of technology, and individual ability. The task-to-performance chain, which includes the task-technology fit model, is first presented in a larger context of general fit perspectives. Next, fit factors are discussed, along with the connections between task-technology fit and employee satisfaction, productivity, and the impact on application software performance.

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Task requirements are actions that people take to convert inputs into outputs to meet their information needs, according to the broad TTF approach. Tasks that can be completed using office application software are required. Task non-routineness, task dependency, and time criticality are just a few of the factors that might affect the requirements for a task. In earlier operationalizations of the TTF approach, researchers used a variety of task dimensions and contexts to measure the task construct, including interdependence and non-routineness, data file access, quantitative analysis, text and document organization, and literature searches, tasks with varying levels of structure, a set of managerial questions, communication requirements, and non-work-based information tasks. 114 using the web to plan, learn, diagnose, and modify personal travel and to eliminate uncertainty 115. Tasks supported by IT not only differ in terms of routineness, interdependence, and time criticality, but they also take place in a variety of organizational and non-organizational contexts, as well as in situations related to work and non-work. The idea is that users' assessments of TTF of the information technology will decline when jobs are harder or the system delivers fewer functionalities. In this exploratory study, the task is defined as the tasks that academics carry out as a part of their research and teaching for which they use the knowledge found in books as a resource.

Functionality of technology: Office managers use technology as a tool (hardware, software, and data) to complete their work. These technologies' characteristics can affect how they are used and how users view them. The TTF model takes into account the significance of matching the features and functionality of technology to the demands placed by specific needs. According to research116, a better fit will enhance perceived performance. Researchers build technological capabilities as those that users deem essential to a software

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application's usefulness. Platform and Content are the two dimensions that have been defined for this build. Platform is made up of the physical characteristics of the device, such as its weight, size, screen size, etc., while content is the functionality of the software that is put on it.

Individual aptitude: The individual's role in using office application software has been crucial to its use and adoption. Software use, software use behavior, software use processes, and time are the four key components of the use of application software construct that researchers have identified. Users, software artifacts, and work activities are the three main components of the software use factor118. The TTF viewpoint on office application software use and users looks at how task needs, personal skills, and IT system functionality align. It emphasizes how crucial alignment between the three factors is for generating effective IT-enabled performance. The premise of the current research is that e-books, when used on smart devices, are comparable to an IT system, and that certain characteristics of e-book users may have an impact on how well the e-books are considered to fit the user's task-related demands. Depending on a person's abilities, the assessment of a technology's fit and perceptions of performance may differ: familiarity using computers, smartphones, and related software, as well as training and experience in information skills.

The distinct office information processing technologies, such as word processing, data processing, micrographics, reprographics, and telecommunications, have all been combined into one software product, according to studies. It also refers to the numerous automated electronic techniques used to collect, process, reproduce, transmit, store, safeguard, and retrieve information120. This covers both the processes used to process office information and the resources used to collect, handle, deliver, and/or store office information. In this

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perspective, information might be thought of as any meaningful data or as any fact or figure that can impart knowledge. Electronic processing of alphabetic and alphanumeric data is known as word processing. Keyboard, electronic memory, a display unit, and printer make up a word processor. Word processors are beneficial for anyone who needs to create documents, including novels, letters, term papers, scientific papers, legal briefs, and any other sort of word-based document due to their versatility. They continued by listing the features of a word processor, which included saving, editing information, retrieving data, inserting and deleting text, underlining text using a variety of typefaces, moving text, page numbering, and saving. However, a word processor's functionality depends on the unique features of the application program. Office managers now have more exciting jobs thanks to word processing abilities. Even secretaries' status and working conditions have undergone significant adjustment. To achieve high-quality results in office operations, today's office managers need to be proficient in word processing.

By effectively utilizing magnetic storage and electronic transmission, micrography enables the storage and retrieval of data. So, the science and technique of producing images for microphotography can be used to describe it. Only with the use of optical aids like microscopic lenses can these images, which have been drastically shrunk in size, viewable. It is one of the more recent methods of storing information on electronic media like computer disks and microfilm. Automation in data storage has revolutionized the speed of information retrieval and made it possible to retrieve vast amounts of data without having to keep paper documents in heavy filing cabinets. There are also computer-assisted retrieval mechanisms in several micrographic systems. The use of cabinets and folders to organize paper documents has been replaced by a micrographic system. Office managers should be aware of and respect

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the significance of these film approaches since in an electronic office122, finding information stored on paper, disk, or filings is a crucial secretarial task. The manipulation or computation of numerical data (numbers) to get desired results is known as data processing123. He mentioned that organizing, filing, sorting, modifying, removing, recording, and sorting alpha numeric data for later use are all aspects of commercial data processing. Planning, controlling, managing, and facilitating organizational actions involve the transformation of all types of data utilized in a company into information124. He pointed out that, depending on the method, data processing can be carried either manually or automatically. Three steps make up data processing: input, manipulation, and output. Huge volumes of accounting data related to repetitive, normal tasks like accounts receivable, accounts payable, inventory, payrolls, and posting to large accounts are processed by computers. The type of operations carried out by a company depend on the data processing capabilities employed by that company. They continued by listing further data processing techniques, including batch processing, demand processing, interactive processing, real-time processing, and time stating processing. 124.

Reprography: It has a significant impact on how office information is processed and disseminated126, is all aspects of copying and duplication. Reprography, commonly referred to as copy processing, includes everything from simple photo typesetting tools connected to a computer to the usage of carbon. Document copies were typically made using carbon copies, ink duplicating, or spirit duplicating equipment in the old office. However, copies of documents are now made using contemporary technology and reprographic tools like photocopiers, computer prints, and scanning equipment127. Office managers' ability to

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process information effectively relies heavily on their ability to reproduce documents, so this skill should be emphasized in their training.

2.2 Theoretical Framework

2.2.1 John Campbell Theory

According to the idea, which John Campbell first proposed in 1990, performance is a multidimensional construct with eight essential components: Technical performance is ranked first, followed by communication, then initiative, persistence, and effort, then counterproductive work behavior, then supervisory, managerial, and executive leadership, then hierarchical management, then peer/team member leadership, and finally peer/team member management performance128.

The model put out a general theory of individual differences in performance that had a significant impact on how performance components, factors affecting job performance components, and predictors of these factors were differentiated. According to the idea, three factors—declarative knowledge, procedural knowledge and skills, and motivation—determine the performance components. Declarative knowledge covers facts, principles, objectives, and one's own self. It is presumable that it depends on a person's skills, personality, interests, education, training, experience, and relationships between aptitude and therapy. Cognitive, psychomotor, physical, and self-management skills are all examples of procedural knowledge and skills. Again, abilities, personality, and interests are predictors of procedural knowledge and skills, as are education, training, experience, and aptitude-treatment interactions, in addition to practice. Choice of action, intensity of effort, and persistence of effort are all components of motivation.

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The predictors of motivation are not specifically assumed in this model, but it is assumed that there are interactions between the three different performance determinants. Situational variables are also largely ignored as performance predictors. Additionally, this model contained research that found job knowledge and job abilities assessed by work sample exams to be reliable indicators of an individual's success. Additionally, while ability and experience had no direct impact on job performance, they were predictors of job knowledge and skills.

Additionally, other researchers,129 who expanded on this concept, concurred that factors related to cognitive capacity had an impact on task knowledge, task skills, and task habits. However, it is believed that personality traits affect task habits in addition to contextual knowledge, contextual skill, and contextual habits. Task-specific knowledge, skill, and habits are each recognized as predictors of task performance, while context-specific knowledge, skill, and habits are seen as predictors of context-specific performance. This suggests that whereas contextual performance is mostly a function of personality, task performance is primarily a result of cognitive capacity. This paradigm states that personality has a slight impact on task performance, which is mediated by task habits, while cognitive capacity has a minor impact on contextual performance, which is mediated by contextual information.

2.2.2Task Technology Fit Theory

The task-technology fit (TTF) theory makes assumptions about how tasks and digital technology (hereafter technology) relate to one another. TTF is a variance theory that describes how three factors—technology functionality, task needs, and individual abilities—interact at a particular time130. The TTF idea states that a better performance, or more effectively completed tasks, will result from a higher fit between technology, task needs, and

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individual abilities. Users that recognize how technology enhances task execution are more likely to adopt and use it, which results in better performance. The enhanced performance results from the TTF being at its best: Users may perform their activities more efficiently when technology matches the task qualities it wants to support and the specific abilities of the users.

The task specifications define the mental and physical processes people use to convert inputs into outputs in a particular setting. Different levels of complexity and needs for the technology supporting the work may be present in a task. The tools that people use to do tasks or that they use to help them complete their tasks are referred to as part of the technological functionality element. Computer systems (hardware, software, and data) and support services are examples of technologies (training, HR policies, and IT support). The context in which technology is utilized and the tasks it is intended to serve are related to the usefulness of the technology. This is the moderating factor since, in order to accomplish the activity better, persons must employ technology. Additionally, the individual talents indicate the various traits of a person that may affect how adeptly they use technology to carry out job-related duties. This component relates to a person's inner resources, such as drive, experience, and instruction in using various technologies131. The TTF component relates to how much technology aids users in carrying out their job-related tasks. The level of TTF is influenced by the task needs, technology functionality, and individual skills. The performance impacts serve as a representation of a person's task completion. A higher performance is predicated on a combination of increased effectiveness and efficiency, as well as increased output quality overall. The link between task requirements, individual abilities, and the functionality of the computer and its software is discussed in the task technology fit

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hypothesis, which is pertinent to this subject. Additional links can be made between the criteria for individual performance and the larger context of thinking about how information technology affects performance on an individual level. It is also employed. Assuming that the fit between Office Managers' jobs and performance effect task performance and, consequently, system success, predetermined profiles of fundamentally consistent qualities can be employed or accepted in the development of present method.

2.2.3 Albert Bandura Self-Efficacy Theory

Albert Bandura introduced the hypothesis in 1977. According to the hypothesis, things include why employees disclose their thought processes as they exhibit excellent skills and why employees who self-regulate outperform their counterparts in terms of achievement. 128 Self-efficacy, which is described as the confidence in one's capacities to plan and carry out the courses of action necessary to manage potential scenarios, or a person's confidence in his or her ability to succeed in a certain situation, is what fascinates this self-regulation. 129 These beliefs start to take shape as soon as a person enters the workplace and deals with a wide range of events, tasks, and situations. However, when people gain additional knowledge and experience throughout their lives, their level of self-efficacy grows even further. Therefore, according to these social learning theories, exposing employees to appropriate behavior in the workplace will aid in achieving the goals and objectives of both the employee and the organization as a whole. It will also create people who have the proper values and attitude to carry out their duties in an organization.

According to Albert Bandura's theory, a person's actions and reactions in almost every situation—including social behaviors and cognitive processes—are influenced by other people's behavior. Self-efficacy is a crucial component of social cognitive theory since it is

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formed from external experiences and self-perception and influences many events' outcomes. Self-Efficacy is a representation of how an individual views outside social factors132. According to Bandura's hypothesis, individuals with high levels of self-efficacy—those who have confidence in their ability to do well—are more inclined to regard challenging tasks as challenges to be overcome than as things to be avoided.

Self-Efficacy has an impact on all aspects of human activity. Self-Efficacy has a significant impact on both how much power a person actually has to face challenges successfully and the decisions that person is most likely to make by identifying the beliefs that person believes about their ability to control circumstances. Possessing a high sense of self-efficacy helps people achieve their goals and feel good about themselves. A person with strong self-efficacy sees problems as opportunities to learn, not as dangers to be avoided. These people can bounce back from failure more quickly and are more inclined to blame laziness for failure. They approach potentially dangerous circumstances with the conviction that they are in charge of them. These factors have been connected to lower stress levels and a decreased susceptibility to depression133. People with a low sense of self-efficacy, on the other hand, perceive challenging jobs as personal dangers and avoid them. When faced with challenging assignments, people tend to focus on their weaknesses rather than their strengths. After a failure, it is simple for them to lose confidence in their own talents. Higher levels of stress and sadness have been correlated with low self-efficacy.

The Albert Bandura Self-Efficacy hypothesis is pertinent to this study since it outlines the extent to which a person believes they can successfully complete a particular behavior necessary to produce desired results. Additionally, it clarifies a worker's self-efficacy, or self-knowledge in his or her capacity to schematize and assume actions required to produce win

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and overcome incapacitating problems. Additionally, it gives someone the ability to see themselves as capable and certain of landing employment that depend on their ability to use their skills. The theory is especially pertinent since it has been utilized as a strategic management tool to translate employees' beliefs in their capacity to do particular tasks. It has also been demonstrated to be a reliable predictor of motivation or task performance and an influence on individual goal-setting. According to the description, self-efficacy is a type of beliefs that has a significant and all-encompassing impact on how employees make decisions, set goals, decide how much effort to put into a task, persevere through failure or difficulty, manage their stress levels, and determine how likely they are to experience depression. This theory also revealed that the basic idea of social cognitive theory is self-efficacy. Self-Efficacy is the belief and confidence that enable workers to successfully carry out a behavior necessary to generate a result. When it comes to job performance, the higher the level of self-efficacy, the more self-assurance an individual has and believes they can carry out the actions required to achieve a given result (job performance).

2.3 Review of Empirical Studies

2.3.1 Information and Communication Technology Self-Efficacy and Employee Job Performance

A study was conducted to assess the origins of undergraduates' self-efficacy in information and communication technologies at universities, particularly in Sri Lanka. Out of the ten universities where HSS streams are taught, final year HSS undergraduates from four of those universities were randomly chosen to participate in the survey study design. 604 undergraduates were included in the sample. Pilot and validation studies were conducted on

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the structured questionnaire data. The findings revealed four variables that had an impact on students' effectiveness levels. It suggested that excellent information and communication technology training and library support will assist lower the higher levels of ICT anxiety and raise undergraduates' level of IT self-efficacy. In order to comprehend the degrees of ICT Anxiety, ICT Training, and Library Support better, the study advises performing a cross-sectional, longitudinal research study134.

The relationship between self-efficacy, inventive behavior, and job performance was also thoroughly studied. The data for this study came from a total of 511 workers that are involved in the online retail industry. The method of survey research was employed. The results of this study showed a statistically significant correlation between employees' job performance and self-efficacy and inventive behavior. In conclusion, statistics show that innovative behavior statistically mediates the association between self-efficacy and employees' job performance in Malaysia's online retail industry, supporting the hypothesis. This study further supports the idea that employees with high levels of self-efficacy are more inclined to adopt innovative behavior, which ultimately improves job performance. To sum up, inventive behavior combined with self-efficacy can improve employees' job performance in Malaysia's online retail industry.

Another study looked at how the workplace atmosphere affected how well employees performed at work136. Employees of Divine Word Colleges, specifically Divine Word College of Laoag and Divine Word College of Vigan, serve as the study's responders. These two universities are situated in Laoag City, the regional capital of Ilocos Norte, and Vigan City, the Ilocos Sur heritage city. The descriptive assessment and descriptive correlational research designs are used in this study. The conclusion also made clear that Self-Efficacy can

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only be accomplished when it is practiced in a setting that encourages it. This is corroborated by the study's findings, which show that the two characteristics of the three work environments—the humanistic environment and the working relationships—are all connected with self-efficacy, but the bureaucratic environment is not. This finding shows that the Self-Efficacy increases with the degree of humanism in the workplace and the quality of the working relationship between subordinates and employees. Therefore, this study contends that Self-Efficacy can influence work performance provided that the workplace is humanistic and the working atmosphere is one of harmony rather than of bureaucracy. Self-Efficacy is not aided by bureaucracy. The study concludes that the three elements of the work environment have an impact on work performance and serve as a mediating factor between self-efficacy and performance at work. According to the study's findings, work performance is not solely dependent on Self-Efficacy in terms of Information and Communication Technology (ICT).

A study looks at how employees' job satisfaction is impacted by their self-efficacy on computers and the internet. Descriptive evaluation and a correlational research design were employed in the study. All study participants were employees, including both teaching and non-teaching staff. The study indicated that both employee work satisfaction and computer and internet self-efficacy were high. It was discovered that computer and internet Self-Efficacy together have an impact on employees' job happiness. When considered separately, only computers could anticipate how satisfied workers would be with their jobs. In other words, the ability to accomplish work and job satisfaction of employees can be impacted by their knowledge of computers and the internet at the same time137.

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Similar research examines how teachers' perceptions of their own abilities with ICT can affect how well they perform in their roles. The study use path analysis techniques to provide a quantitative description. 1500 people call it home. They are the imams of the Islamic community in Semarang, Indonesia's Central Java. The results show that teachers' perceptions and levels of self-efficacy have a significant impact on their performance. Perception is also a key component in how teachers use ICT in the classroom, although self-efficacy is not a prerequisite for this. The conclusion suggests that self-efficacy and students' opinions of Islamic teachers are important factors in performance quality. The most important factor influencing how well teachers do in the classroom is the use of ICT138.

Another study looked at the impact of job satisfaction and self-efficacy on the productivity of teaching staff at public secondary schools in the Makurdi local government region of Benue State. The study used an ex-post factor research design. There were 260 total participants who were chosen at random using basic random selection and whose ages ranged from 20 to 41. The findings indicated that self-efficacy significantly influences work performance among secondary school teachers in the Makurdi Local Government Area, as well as that job satisfaction significantly influences work performance among secondary school teachers in the Makurdi Local Government Area of Benue State. Moreover, the results indicated that self-efficacy and job satisfaction jointly influence work performance among secondary school teachers in the Makurdi Local Government Area of Benue State. Therefore, it is advised that secondary school teachers' service conditions be made more appealing. Teachers should receive competitive pay and promotions when they are due. They should be given loans for cars, houses, etc. The morale of the instructor would also be boosted by this; the

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terms of employment for secondary school teachers should be more appealing. Teachers should receive competitive pay, and promotions should be granted when due139.

Similar to the last study, this one looked at how ICT affected staff performance at two universities in Nigeria's Oyo State. The necessary data were gathered using the descriptive survey study design. For this investigation, a combined total of 934 secretariat employees from the two universities were used. Purposively, 228 participants were used in this investigation. The study found a substantial relationship between the staff's capacity to effectively use ICT and their job performance in the two institutions and the availability of ICT facilities, in-service training, and restraints. The workers should receive ongoing ICT training in order to give them the new skills they need to use ICT equipment, according to the recommendation. Government should provide the facilities needed for successful and efficient job performance, such as power supply, Wi-Fi for internet connectivity, and a comfortable setting. This will encourage employees to advance their ICT140 abilities.

2.3.2 Use of Office Application Software and Employee Job Performance

In order to increase job performance in Rivers State141, a study was conducted to identify the information application package abilities needed by office management and technology graduates. The study used a descriptive survey research design. 418 Office Management and Technology students made up the population, and 125 responses were chosen at random from higher education institutions in Rivers State. With a favorable requirement index for improvement, the results showed that publishing and graphics application skills are highly desired. OMT graduates' ability to apply internet services for better job performance. The following suggestions were made, among others, in light of the findings that knowledge of

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Microsoft Publisher, Microsoft Graphics, and Microsoft Graphics applications affects work performance: that training institutions should create programs that would help OMT Graduates renew their skills at a confident time and place. OMT Graduates in the public sector should be made aware by their employers of the necessity to acquire information systems application skills.

Another study looked at how office automation affected secretaries' productivity in Ogun State's state-owned universities. A descriptive survey research design is being used for this investigation. 300 secretaries from Olabisi Onabanjo University and 102 from Tai-Solarin University of Education made up the target population in Ogun State, Nigeria's state-owned universities. Regression analysis was used to assess the data at the 0.05 level of significance. According to the findings, office automation had little to no impact on secretaries' interpersonal abilities, character traits, professional conduct, and job-related skills. Secretaries should attend seminars, conferences, and workshops to advance their knowledge of information technologies and Microsoft office suites, among other recommendations. The University Management was advised to regularly arrange in-service training for the Secretaries to instruct them on newly automated machines142.

In higher education institutions in Ogun State, a study143 examined secretaries' and office managers' level of understanding and use of computer office application packages as well as the effects of these on performance improvement. The survey design was used for the study's data collecting. The population of the study was made up of all Office Managers and Secretaries working for higher education institutions in Ogun State, Nigeria. The findings showed that office managers and secretaries had variable levels of awareness of office

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application tools and little understanding of and experience with computer application packages. The findings also indicated that office managers' and secretaries' performance is improved by their thorough understanding of and frequent usage of office application technologies. The study suggested that in order to ensure that office managers and secretaries have the most up-to-date knowledge and are making the best use of office application technologies, there should be a maximum institutional investment in resources, support, and personal development. Office Automation: A Tool for Quality Assurance in Work Delivery in Office Technology and Management was the subject of a separate research (OTM). The equipment used in an automated office was extensively investigated to determine how it contributed to the secretary's quality performance. The study's population consisted of 360 Office Technology and Management graduates who were chosen from both public and commercial organizations in the Delta South Senatorial District. 108 Office Technology and Management graduates made up the sample for this study. Based on the researcher's findings, recommendations are made to increase the chances that office technology and management graduates will be completely familiar with the modern equipment so that increased productivity can be ensured and quality can be improved. These recommendations include that secretaries should not entertain fear that automated devices will displace them but rather to see it as something which has come to assist them to do their jobs in order to improve their efficiency and productivity.

In a related study, the usage of information and communication technology by teachers at a private international school in Kampala, Uganda, was evaluated in relation to their job performance. 65 elementary teachers from a private international school in Kampala, central Uganda, made up the sample. The research method used was correlational. According to the

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findings, teachers performed well, and ICT-enabled school administration, electronic information resource access, and collaborative teaching and learning were all highly utilized. According to a regression study, teachers' use of electronic information resources had a positive and significant impact on their work performance, whereas ICT-enabled school administration and collaborative teaching and learning had a positive but minor impact. The access to electronic information resources was shown to be crucial for teachers' job performance, but ICT-enabled collaborative teaching and school administration were found to be less important. Therefore, it was advised that those involved in the education sector, such as the Ministry of Education, school administrators, and head teachers, should encourage teachers' access to electronic information resources while placing less emphasis on ICT-enabled collaborative teaching and school administration145.

In the provinces of Kohgilueh-va-boyer Ahmad, Fars, and Bushehr, a study was conducted to examine the connection between office automation and managers' and employees' perceptions of corporate performance and business services. Estimated sample size was 123 participants. The samples were chosen using the random sampling technique. The outcome showed that Administrative Automation has a substantial association with managers' and employees' performance (input of new ideas)146. According to the measured correlation coefficients, there is a positive association between the automation's component parts and new ideas introduced at a level of 1%. The introduction of new concepts and perception were significantly positively correlated. Davis' correlational pattern was therefore moderate. Additionally, the relevance of this correlation is indicated by the association between the entrance of new ideas and the volume of incoming letters, therefore Davis' pattern of correlation is strong. Finally, there was a strong association between input and fresh concepts

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that were used in meaningful ways. The study expands deeper on Software and Hardware to aid in understanding. Software is a set of instructions, programs, and processes that enables users to carry out certain computing tasks. The program instructs all linked auxiliary devices on the type of task to complete. Contrarily, computer hardware refers to the structural components and associated hardware of a computer. Software is a crucial component of the computer system since it serves as a bridge between the user and the hardware.

The following are the primary traits of software: Functionality is the capacity of software to carry out and manage the tasks for which it was created. All software kinds are created to offer users the functionality they need to perform their tasks; User-friendliness: The usability of software is measured by how simple it is to use. To ensure smooth operations, software should be straightforward and user-friendly. Even for those without an IT expertise, software that has a fluid flow and user-friendly interface is significantly more effective; Software efficiently makes use of both human and system resources. Time, effort, memory, CPUs, databases, and other such resources are examples. Regardless of a software's amazing features, it must utilize storage effectively and react to commands rapidly; Flexibility—A software is able to change as its component specifications do in the future. The software can accept alterations, the addition of new features, or the removal of existing ones without interrupting its basic mode of operation; Portability: A piece of software should be able to run on a variety of dynamic platforms. Software should be simple and easy to use to ensure seamless operations. Software with a smooth flow and user-friendly interface is much more effective, even for persons without IT skills; Software effectively utilizes both system and human resources. Examples of such resources include time, effort, memory, CPUs, databases, and others. Despite a software's incredible functionality, it must efficiently use storage and

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respond to orders; Flexibility: A software can adapt to future changes in the component specifications. The software can be modified, new features added, or old features removed without affecting how it functions in its core; Software should be portable if it wants to function on a number of dynamic systems. It ought to be simple to set up and use without any disruption from one platform to another.

Providing computer users with access to the information they need from their devices; enabling computers to perform data comparisons, make logical judgments, perform arithmetic computations, store data, and retrieve and execute sequential actions; A program written in another language can be translated into a language that computers can understand using certain software functionalities; Allow computers to work toward producing outputs that the user desires.

On the other hand, there are two major categories for computer hardware: internal hardware and external hardware. The computer system has embedded internal hardware. The motherboard, Random Access Memory (RAM), and hard drives are some examples. The components that support a computer system's functionality make up the external hardware. Examples of external hardware include things like keyboards, mouse, scanners, and monitors. The key properties of hardware include the following: They are made up of material components like hard disks; The type of software that will be utilized in a computer is determined by its hardware, which is frequently expensive to buy, set up, and maintain. It is nearly impossible to modify certain hardware components.

The primary purposes of hardware are as follows: Data is shown on hardware like displays in an understandable fashion for computer users; The computer's central processing unit (CPU)

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manages all systems connected to it; Text data is entered into the computer system using the keyboard; Data is saved on hard drives for later retrieval. Some of the parallels between software and hardware include the following: Both of them are crucial elements of the computer system. For proper operation, hardware and software are interdependent; The computer system is made up of both; both require constant upgrading; and they can both be quite expensive. Together, they produce the intended result.

Hardware and software have several distinct differences. These consist of: Software refers to the algorithms that tell the computer what to do, whereas hardware is a physical component that permits data processing; Software is an immaterial set of instructions and programs, whereas hardware is a physical part of the computer; Software cannot perform any function without the hardware, while hardware is required for software to operate; Computer viruses do not impact hardware, but software is more vulnerable to virus attacks; Software can be electronically transferred from one computer to another, although hardware cannot; Hardware that has been damaged must be replaced with a new piece; however, software features a backup system configuration that enables application reinstallation. A mouse, keyboard, RAM, CPU, hard drive, and monitor are examples of hardware, whereas Microsoft Office (including MS Word, Excel, and PowerPoint), Photoshop, and the Firefox browser are examples of software. System software and application software are two different types of software.

System software is the fundamental part of a computer and consists of predetermined instructions that govern how the hardware behaves. The purpose of systems software is to produce an output that the user desires. By providing the essential framework for running a program, it establishes a connection between the computer and the user, while application

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software works to instruct the machine to carry out user orders. Without system software, computer users would not be able to complete their tasks. Examples of system software include device drivers (printers, touchpads), operating systems (Linux), utility software (antivirus, system utilities), and management software (Windows Explorer).

2.4 Conceptual Framework

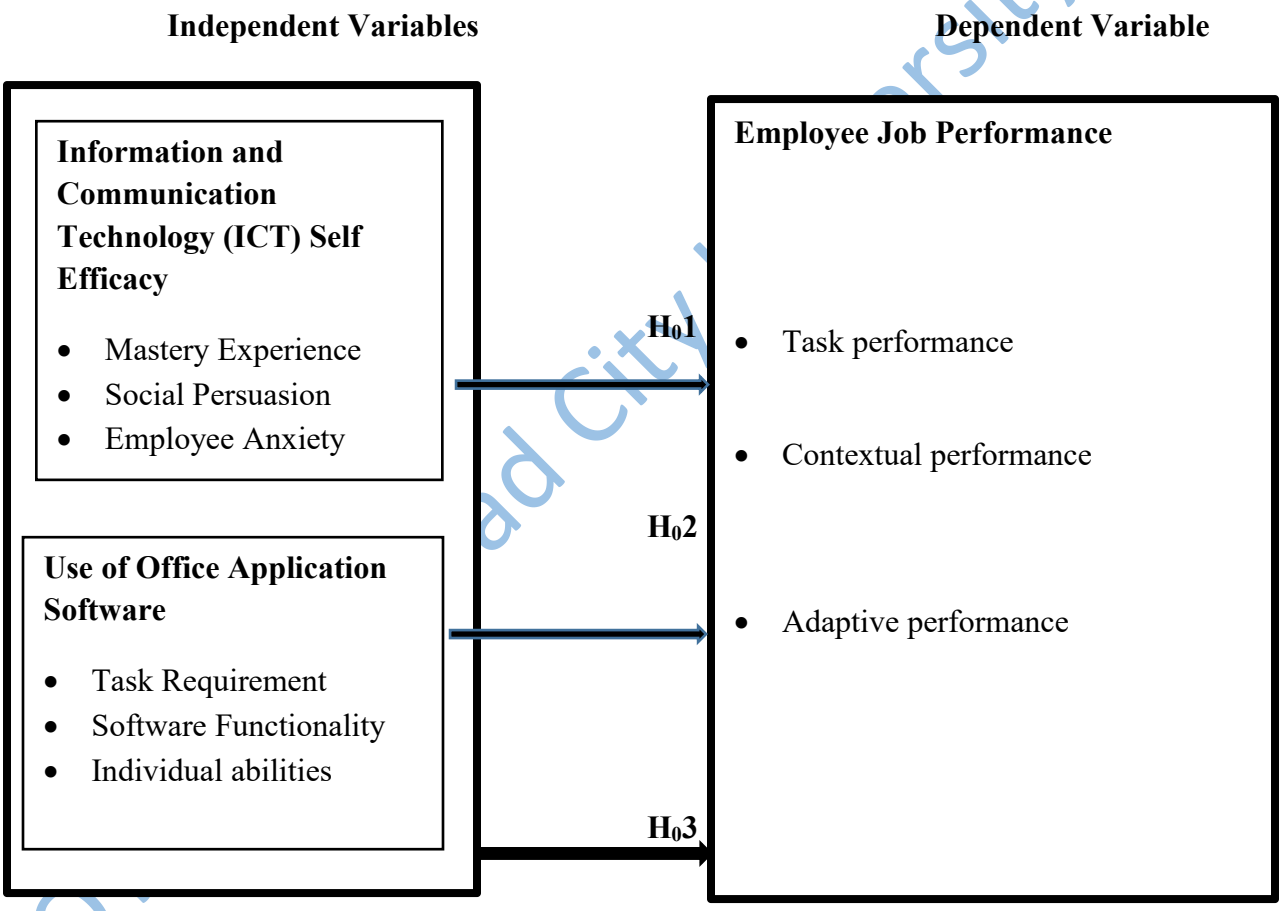

Figure 2.1 Conceptual Model of the independent (Information and Communication Technology (ICT) Self-Efficacy and use of office application) and dependent variable (Employee Job Performance).

Source: Researcher, 2022.

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Employee work performance is the dependent variable in this study, according to the conceptual model. In the context of this study, employee work performance will be evaluated using John Campbell's idea of individual performance147. Task performance, contextual performance, and adaptive performance are the three measures of the employee work performance (dependent variable) that are relevant for this study. Use of office application software, information and communication technology self-efficacy, and information and communication technology Mastery experience, employee anxiety, and social influence are used to assess self-efficacy, whereas task requirement, software functionality, and individual abilities are the three metrics of use of office application software that are pertinent to this study. The model's choices are founded on the conviction that, in this example, the performance of office managers at public polytechnics in Lagos State, Nigeria, invariably influences the quality of both input and output.

The conceptual framework demonstrates the interaction between the use of office application software and information and communication technology self-efficacy on the work output of office managers at public polytechnics in Lagos State, Nigeria. With the use of these factors, this study will determine the effect of Information and Communication Technology (ICT) Self-Efficacy on Office Managers' Service Quality in Hypothesis One. Office Managers' self-efficacy on the amount of work they produce, the impact of office application software use on office managers' operational effectiveness, the impact of office application software use on office managers' responsiveness, and the combined impact of these factors on office manager performance at public polytechnics in Lagos State, Nigeria

2.5 Summary of Literature Reviewed

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This chapter focuses on academics' opinions on the study's central question, which is how office managers at public polytechnics in Lagos State, Nigeria, use information and communication technology (ICT) to affect their own self-efficacy and job performance. The study shows the importance of information and communication technology self-efficacy, office application software use, and employee job performance. To gain a competitive edge in the global market and boost the prosperity of societies at large, office managers' performance in the educational sector, particularly in tertiary institutions, needs to receive enough attention. Office managers' improved performance at work will also improve institutional performance. The conceptions have been specified by the conceptual framework's examination (Use of Office Application Software, Information and Communication Technology Self-Efficacy on employees job performance). It illustrates the relationship between the independent variables and the dependent variable (the job performance of office managers) (Use of Office Application Software and Information and Communication Technology Self-Efficacy).

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Chapter Three

Methodology

This chapter presents the methodology used in this study. The different sub-sections include: research design, population of the study, sample and sampling technique, description of research instrument, validity of research instrument, reliability of research instrument, method of data collection and method of data analysis

3.1 Research Design

In this study, descriptive survey research was used. Descriptive research allows the researcher to analyze the relationship between measurements of several variables acquired simultaneously for the purposes of this study. This approach is suitable since it is useful in gathering information on phenomena that cannot be directly viewed. It also enables the researcher to look into how Office Application Software Use and Information and Communication Technology Self-Efficacy affect Office Managers' job performance in Public Polytechnics in Lagos State, Nigeria.

3.2 Population of the Study

Four hundred and two (402) Office Managers (secretaries and administrative personnel) from the two Public Polytechnics in Lagos State, YABATECH and LASPOTECH, make up the study's population. The staff Nominal Roll of each institution was used to determine the study's population, as indicated in Table 3.11.

Table 3.1: Population of the Study

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Institutions	Number of Staff
Yaba College of Technology	265
Lagos State Polytechnic	137
Total	**402**

Source: Author's Compilation, 2021. Extracted from the Staff Nominal Roll of each Institution

3.3 Sample and Sampling Technique

The sample size for this study was 200, made up of 400 office managers (secretarial and administrative employees), stratified to reflect the entire population from the secretaries and administrative staff of the population, at the government-owned Polytechnics in Lagos State, Nigeria. This sample size was calculated using the sample size table from Krejcie and Morgan (1970)2, which is displayed in Table 3.2.

Table 3.2: Table for Determining the Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291		302

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						0		6000	
45	40	170	118	400	196	130	297		364
						0		7000	
50	44	180	123	**420**	**201**	140	302		367
						0		8000	
55	48	190	127	440	205	150	306		368
						0		9000	
60	52	200	132	460	210	160	310		370
						0		10000	
65	56	210	136	480	214	170	313		375
						0		15000	
70	59	220	140	500	217	180	317		377
						0		20000	
75	63	230	144	550	226	190	320		379
						0		30000	
80	66	240	148	600	234	200	322		380
						0		40000	
85	70	250	152	650	242	220	327		381
						0		50000	
90	73	260	155	700	248	240	331		382
						0		75000	
95	76	270	159	750	254	260	335	10000	384
						0		0	

Source: Krejcie and Morgan (1970) Sample Size Determinant

Table 3.3 Stratified Sampling Calculation for the Sample Used[3]

S/N	Name of Institutions	% of total population	Calculated no for each sample
1.	Yaba College of Technology	$\frac{265}{402}$ X 100 = 66%	$\frac{66X\ 201}{100}$ = 133
2.	Lagos State Polytechnics	$\frac{137}{402}$ X 100 = 34%	$\frac{34\ X\ 201}{100}$ = 68
	Total	100%	201

Source: Researcher's Compilation (2021)

3.4 Description of Research Instrument

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Because it makes it simple for respondents to evaluate the structured questions and provide speedy responses to serve the study's aim, a structured questionnaire was used to collect data from the respondents. Information and Communication Technology Self-Efficacy, Use of Office Application Software, and Employee Job Performance Scale were the names of the tools employed. The design of the study, which used a Likert scale, allowed the researcher to offer options that the participants could choose from. The following sections are included in the questionnaire: Part A: The researcher created this section to collect respondents' demographic data. Gender, age, educational background, and years of work experience are all part of the respondents' biodata.

Section B: Job Performance Scale (JPSC) analyzes employee job performance in the selected Polytechnics by looking at three aspects: task performance, contextual performance, and adaptive performance. The items were created using existing theory as a guide, and the Cronbach alpha will be calculated (Cronbach alpha was tested) 3. The scale used a four-point answer likert scale format, with the following values: Very High (VH) = 4, High (H) = 3, Low (L) = 2, and Very Low (VL) = 1. A few examples of the scale's items are: doing tasks quickly and efficiently, delivering services quickly, achieving results that are required, utilizing technology to meet student needs, etc.

Section C: Information and Communication Technology Information and communication technology mastery, employee anxiety, and social persuasion are the three sub-variables that make up the Self-Efficacy Scale (CTSESC). The elements were taken from the existing theory4. The scale used a four-point answer format: 4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree. Examples of the scale's items include the capacity to work

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independently, current job knowledge, employee involvement in the pursuit of better success, etc. Software job requirements, software functionality, and individual talents are the three sub-variables that make up Section D of the Use of Office Application Software Scale (UOASSC). The elements were altered from office automation material that was already available5. The scale used a four-point response system, with 4 denoting "very agree," 3 agreeing, 2 disagreeing, and 1 strongly disagreeing.

3.5 Validation of the Research Instrument

This study's instrument was developed by the analysis of pertinent literature and customization of questions from other studies. Validation of the content and the construct was done. The internal validity of the study instruments was assessed using content validity, and this was confirmed by the supervisor and other information management industry experts. The final questionnaire that was distributed to the respondents for the research work was created using the corrections that were made.

3.6 Reliability of the Research Instrument

The questionnaire was put under the scrutiny of HR of the institutions under inquiry who gave their opinions on whether the hypotheses used to assess the concepts were legitimate in order to ensure it covers all factors under study in order to ensure the validity of the results. To determine the internal consistency of all the items measuring each variable in the study, the researcher subjected the questionnaire to a reliability test. Thirty (30) copies of the questionnaire were distributed to the office managers at the University of Lagos (UNILAG), who are not involved in the study, in order to conduct a pilot study to test the reliability of the instrument. The collected data was subjected to the Cronbach's alpha reliability test to verify the items' internal consistency. The following is the Cronbach Alpha report for each study

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variable: Information and communication technology scored 0.75, using office software earned 0.85, and worker productivity scored 0.89.

3.7 Procedure for Data Collection

Using a structured questionnaire in accordance with the body of accessible literature, primary data were collected to address the research's objectives. This tool works well with a cross-section survey design primarily because it makes it easier to acquire information on respondents' opinions and perceptions at a certain moment in time about current issues.

To acquire permission from the management of the government-owned polytechnics in Lagos State, Nigeria, for the survey, a letter of introduction received from the Department of Information Management at Lead City University in Ibadan was used. Four (4) research assistants had a three (3) day training to help with the administration, retrieval, and initial sorting of copies of the questionnaires and the number of responders. Office managers at Yaba College of Technology (YABATECH), Yaba, and the three campuses of Lagos State Polytechnics (LASPOTECH), in Lagos State, Nigeria, were each given 201 copies of the questionnaires.

3.8 Method of Data Analysis

For all of the items in the questionnaires' sections, the researcher used descriptive and inferential statistics to evaluate the data collected. The descriptive statistics is helpful in answering the research questions since it clarifies and summarizes data in terms of frequency distribution, mean, standard deviation, and percentage of response regarding the variables under examination. Inferential statistics with regression analyses one and two were mostly used to test the hypotheses that had been established. The Statistical Package for Social

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Sciences (SPSS), version 24, was used to analyze the research's data. Each research hypothesis is assessed at a significance level of 0.05.

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Endnote

1. Lagos State Polytechnic Staff Nominal Roll, 2021

2. Yaba College of Technology Staff Nominal Roll, 2021

3. R. V. Krejcie & D. W. Morgan, *Determining Sample Size for Research Activities.* **Educational and Psychological Measurement**, 1970. Accessed 30th November, 2020, https://www.kenpro.org/sample-size-determination-using-krejecie-and-morgan-table. 2020.

4. L. Koopmans; C.B. Bernard; V. H. Hildebrandt; S.V. Buuren; H.C.W. De Vet & A.J. Van der Beek, *Development of an individual work performance questionnaire*. **International Journal of Productivity and Performance Management**. Vol 62, Number 1, 2013,
Page 6-28

5. E. Macafee & G. Comeua, *The Impact of the Four Sources of Efficacy on Adolescent Musicians within a Self-Modeling Intervention.* Contributions to Music Education Vol. 45, 2020, page 205-236.

6. PC. Pendharkar; M. Khosrowpour & JA. Rodger, *Development and Testing of an Instrument for Measuring the User Evaluations of Information Technology in Health Care*. **Journal of Computer Information Systems**. Vol 41, number 4, 2001, page 84-89

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Chapter Four

Results and Discussion of Findings

This chapter covers the presentation of data, analyses of the data and interpretation of results. For the analyses of data, the first two sections focus on descriptive analysis of the data while the third section focuses on inferential statistics. The first section shows the presentation of the analyses of demographic data using tables showing frequencies and percentages. The second section shows the presentation of the analyses of research questions using tables showing frequencies, percentages and mean distribution of the responses. The third section presents the test of hypotheses using regression analysis while the final section focuses on the discussion of findings.

The total number of questionnaire administered was 201 copies, and one hundred and seventy six copies were returned. Out of the total copies of questionnaires returned, one hundred and seventy-five (175) copies were certified as dully filled and considered usable. The usable questionnaire accounts for 87% response rate. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percent (%)
Returned and used	175	87.1
Not returned	25	12.4
Returned but not used	1	0.5
Total number of Distributed Questionnaire	**201**	**100**

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Source: Field Survey, 2022

4.1 Demographic Data of Respondents

This section, which is descriptive, presents the results of the demographic characteristics of the

respondents. Table 4.2 describes the gender, age, educational level and years of experience of the respondents.

Table 4.2: Demographic Characteristics of Respondents

Variables	Measurement	Frequency	Percentage
Gender	No response	9	5.1%
	Male	75	42.9%
	Female	91	52.0%
	Total	**175**	**100.0%**
Age	No response	3	1.7%
	20 – 25 years	36	20.6%
	26 – 30 years	64	36.6%
	31 – 35 years	27	15.4%
	36 – 40 years	31	17.7%
	41 – 45 years	11	6.3%
	46 years and above	3	1.7%
	Total	**175**	**100.0%**
Educational level	No response	6	3.4%
	NCE	26	14.9%
	Bachelor's degree	96	54.9%
	Master's degree	42	24.0%
	PhD	5	2.9%
	Total	**175**	**100.0%**
Years of experience	No response	12	6.9%
	5 – 10 years	71	40.6%
	11 – 15 years	50	28.6%
	16 – 20 years	29	16.6%
	21 – 25 years	10	5.7%

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26 – 30 years	3	1.7%
Total	**175**	**100.0%**

Source: Field Survey, 2022

Table 4.2's demographic breakdown by gender reveals that 91 respondents, or 52.0% of the total, were female while 75 respondents, or 42.9%, were male. This suggests that the majority of respondents were female. In addition, the gender profile shows that 9.1% of respondents, or 9 respondents, were not interested in sharing their gender. According to table 4.2's demographic information broken down by age, there were 64 respondents, or 36.6%, who were between 26 and 30 years old, 36 respondents, or 20.6%, between 20 and 25 years old, 31 respondents, or 17.7%, between 36 and 40 years old, 27 respondents, or 15.4%, between 31 and 35 years old, 11 respondents, or 6.3%, between 41 and 45 years old, and 3 respondents, or 1.7%, who were 46 years of age or older. The age profile also reveals that 3 respondents, or 1.7% of the total, were hesitant to reveal their age. As a result, the age profile shows that the majority of responders were between the ages of 26 and 30.

Table 4.2 of the demographic features by educational level shows that 96 respondents, or 54.9%, had a bachelor's degree, while 42 respondents, or 24.0%, had a master's degree, 26 respondents, or 14.9%, had an NCE, and 5 respondents, or 2.9%, had a PhD. The profile also reveals that 6 respondents, or 3.4%, were not interested in sharing their degree of schooling. The profile of educational attainment thus indicates that a bachelor's degree was the greatest level of education held by the majority of respondents. According to the profile by years of experience, there were 71 respondents, or 40.6%, who had between 5 and 10 years of work experience, 50 respondents, or 28.6%, who had between 11 and 15 years, 29 respondents, or 16.6%, who had between 16 and 20 years, 10 respondents, or 5.7%, who had between 21 and 25 years, and 3 respondents, or 1.7%, who had between 26 and 30 years. The profile also

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reveals that 12 respondents, or 6.9%, did not state how long they had been working. As indicated by the profile by years of experience, the majority of respondents had between 5 and 10 years of professional experience.

4.2 Analysis of Research Questions

Research Question One: What is the level of job performance of Office Managers in Public Polytechnics in Lagos State, Nigeria?

Table 4.3: Descriptive analysis of responses on level of job performance of Office Managers in Public Polytechnics in Lagos State, Nigeria

Task Performance	**Very High**	**High**	**Low**	**Very Low**	**Mean**
Carry out my work well with minimal time and effort	130 (74.3%)	36 (20.6%)	8 (4.6%)	1 (0.6%)	3.69
Deploy speed in delivering service to the students	119 (68.0%)	50 (28.6%)	6 (3.4%)	0 (0.0%)	3.65
Always keep in mind the work result needed to be achieved	78 (44.6%)	88 (50.3%)	8 (4.6%)	1 (0.6%)	3.39
Address student needs quickly by deploying technology	96 (54.9%)	63 (36.0%)	13 (7.4%)	3 (1.7%)	3.44
Weighted Mean					**3.54**
Contextual Performance	**Very High**	**High**	**Low**	**Very Low**	**Mean**
I work on keeping my job related knowledge up to date	119 (68.0%)	47 (26.9%)	4 (2.3%)	5 (2.9%)	3.60
Ability to work with less supervision in my unit	80 (45.7%)	81 (46.3%)	13 (7.4%)	1 (0.6%)	3.37

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I am able to perform increasing number of tasks in my unit	100 (57.1%)	48 (27.4%)	24 (13.7%)	3 (1.7%)	3.40
Actively participate in meetings or other consultations	84 (48.0%)	69 (39.4%)	13 (7.4%)	9 (5.1%)	3.30
Weighted Mean					**3.42**
Adaptive Performance	**Very High**	**High**	**Low**	**Very Low**	**Mean**
When new trends develop, I am usually the first to get on board	95 (54.3%)	60 (34.3%)	18 (10.3%)	2 (1.1%)	3.42
I try to be as creative as I can in my job	91 (52.0%)	68 (38.9%)	14 (8.0%)	2 (1.1%)	3.42
My colleagues feel that I am creative in my job	91 (52.0%)	59 (33.7%)	22 (12.6%)	3 (1.7%)	3.36
I also advice my colleagues on the need to unlearn obsolete information practice	80 (45.7%)	70 (40.0%)	13 (7.4%)	12 (6.9%)	3.25
Weighted Mean					**3.36**
Overall Weighted Mean					**3.44**

Decision rule for mean: 1.00 – 1.49 = very low; 1.50 – 2.49 = low; 2.50 – 3.49 = high; 3.50 – 4.00 = very high
Note: Very High (4), High (3), Low (2), Very Low (1)
Source: Field Survey, 2022

In terms of task performance, Table 4.3 shows that 74.3% of respondents do their tasks successfully with little time and effort, 20.6% do so to a high extent, 4.6% do so to a low extent, and 0.6% do so to a very low level. The replies about responders completing their work effectively and efficiently had a mean of 3.69. With regard to the following question, 68.0% of respondents use speed in service delivery to students to a very high level, 28.6% do so to a high extent, 3.4% do so to a low extent, and none do so to a very low amount. The

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replies on how quickly responders give services to students have a mean score of 3.65 on average. Furthermore, 50.3% of respondents, 4.6% of respondents, 0.6% of respondents, 44.6% of respondents, and 44.6% of respondents always keep in mind the work outcome that needs to be attained. The responses from respondents who were asked to always bear in mind the task at hand had a mean score of 3.39. Regarding the last task performance question, 54.9% of respondents said they used technology to swiftly meet student needs, 36.0% said they did so to a high extent, 7.4% said they did so to a low extent, and 1.7% said they did so to an extremely low amount. The replies on using technology to swiftly meet student needs had a mean score of 3.44 on average. The mean values for every aspect of task performance are either high or very high, as shown in Table 4.3. Additionally, task performance has a weighted mean of 3.54. This finding reveals that office managers at Lagos State's public polytechnics consistently perform their tasks at a very high level. According to Table 4.3, regarding contextual performance, 68.0% of respondents work to maintain their job-related information current to a very high extent, 26.9% to a high extent, 2.3% to a low extent, and 2.9% to a very low extent. The replies on respondents' efforts to stay current on knowledge relevant to their jobs had a mean of 3.60. Regarding the following question, 45.7% of respondents said that they could operate with less supervision in their unit to a very high extent, 46.3% to a high extent, 7.4% to a low extent, and 0.6% to a very low extent. The responses on whether respondents can work in their unit with minimal supervision had a mean of 3.37. Additionally, a growing number of duties within their unit could be performed to a very high degree by 57.1% of respondents, a high degree by 27.4% of respondents, a low degree by 13.7% of respondents, and a very low degree by 1.7% of respondents. The replies regarding respondents' ability to complete an increasing number of jobs within their unit had

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an average mean of 3.40. Table 4.3 shows that for the last contextual performance question, 48.0% of respondents indicated that they actively participated in meetings or other consultations to a very high extent, 39.4% to a high extent, 7.4% to a low extent, and 5.1% to a very low extent. Respondents who actively participate in meetings or other discussions receive an average score of 3.30. The mean values for all of the contextual performance items are either high or very high, as can be shown in Table 4.3. Furthermore, contextual performance's weighted mean is 3.42. This finding implies that office managers at public polytechnics in Lagos State function well in their setting. Regarding adaptive performance, Table 4.3 shows that 54.3% of respondents agreed—to a very high level—that they are typically the first to adopt new trends, followed by 34.3%, 10.3%, and 1.1% of respondents—to a high, low, and very low extent. Responses regarding respondents being the first to adopt new trends have a mean of 3.42 on average. Similarly, 52.0% of respondents indicated trying to be as creative as possible in their line of work to a very high extent, 38.9% to a high extent, 8.0% to a low extent, and 1.1% to a very low extent. The responses from respondents who are attempting to be as creative as possible at work have a mean of 3.42.

In addition, 52.0% of respondents said their coworkers thought they were creative in their work to a very high extent, 33.7% to a high extent, 12.6% to a low extent, and 1.7% to a very low extent. The replies from those who said their coworkers thought they were creative in their work have an average mean of 3.36. Regarding the final adaptive performance question, a very high percentage of respondents—45.7%—advised their peers to unlearn outdated information practices, followed by a high percentage—40.0%—7.4%—and a low percentage—6.9%—of respondents. The comments regarding respondents' recommendations

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to their peers regarding the necessity to relearn outdated information practices have a mean of 3.25.

The mean scores for every aspect of adaptive performance are high, as can be seen in Table 4.3. Additionally, the weighted mean for adaptable performance is 3.36, suggesting that office managers at public polytechnics in Lagos State have a high level of adaptive performance. In Lagos State's public polytechnics, the office manager job performance weighted mean score is 3.44. This implies that, according to this study, office managers at public polytechnics in Lagos State, Nigeria, do their jobs very well.

Research Question Two: What is the level of Information and Communication Technology) Self-Efficacy of Office Managers in Public Polytechnics in Lagos State, Nigeria?

Table 4.4: Descriptive analysis of responses on level of Information and Communication Technology Self-Efficacy of Office Managers in Public Polytechnics in Lagos State, Nigeria

Mastery Experience	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean**
I am a lot more confident about my Information and Communication Technology skills because I have always learned from past mistakes	128 (73.1%)	38 (21.7%)	8 (4.6%)	1 (0.6%)	3.67
I focus on the positive even when I Makemistakeswhileusing Computer	75 (42.9%)	84 (48.0%)	15 (8.6%)	1 (0.6%)	3.33
My confidence on use of computer	139	26	7	3	3.72

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increases as I gained more Information and Communication Technology skills	(79.4%)	(14.9%)	(4.0%)	(1.7%)	
Weighted Mean					**3.57**
Employee Anxiety	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean**
I get nervous when using a computer	64 (36.6%)	47 (26.9%)	42 (24.0%)	22 (12.6%)	2.87
I get easily distracted while using a computer	62 (35.4%)	44 (25.1%)	41 (23.4%)	28 (16.0%)	2.80
I make mistakes while using computers when I am tired	59 (33.7%)	55 (31.4%)	42 (24.0%)	19 (10.9%)	2.88
Weighted Mean					**2.85**
Social Persuasion	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean**
My level of confidence in use of computer depends on the opinion of other staff members on my output	100 (57.1%)	44 (25.1%)	23 (13.1%)	8 (4.6%)	3.35
I have more confidence in my Information and Communication Technology skills because my boss believe I'm so good	83 (47.4%)	78 (44.6%)	11 (6.3%)	3 (1.7%)	3.38
I like getting feedback so that I can know what to improve on	104 (59.4%)	50 (28.6%)	16 (9.1%)	5 (2.9%)	3.45
Weighted Mean					**3.39**
Overall Weighted Mean					**3.27**

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Decision rule for mean: 1.00 – 1.49 = very low; 1.50 – 2.49 = low; 2.50 – 3.49 = high; 3.50 – 4.00 = very high
Note: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)
Source: Field Survey, 2022

According to Table 4.4, for mastery experience, 21.7% of respondents strongly agreed, 4.6% of respondents disagreed, and 0.6% of respondents strongly agreed that they are much more confident in their information and communication technology skills because they have always learned from their mistakes. The responses have a mean value of 3.67 on average. Regarding the next question, 48.0% of respondents highly agreed, 8.6% of respondents disagreed, and 0.6% of respondents strongly agreed that it is important to look for the good even when using a computer. 42.9% of respondents strongly agreed. The results suggest a mean value of 3.33 on average.

Regarding the last mastery experience question, 14.9% of respondents strongly agreed, 79.4% of respondents strongly agreed, 4.0% of respondents disagreed, and 1.7% of respondents very disagreed that as respondents develop more ICT abilities, their confidence in using a computer rises. The responses have a mean value of 3.72 on average. The mean values for every item on the mastery experience scale are either high or very high, as can be shown in Table 4.4. Additionally, 3.57 is the weighted mean for mastery experience. This finding implies that office managers at Lagos State's public polytechnics have a very high level of mastery experience. Table 4.4 shows that, in terms of employee anxiety, 36.6% of respondents strongly agreed that they get anxious when using a computer, whereas 26.9% agreed, 24.0% disagreed, and 12.6% strongly disagreed. The responses have a mean value of 2.87 on average. Additionally, 16.0% of respondents strongly disagreed, 25.1% highly agreed, 23.4% disagreed, and 35.4% strongly agreed that they are easily distracted when

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using a computer. The results suggest a mean value of 2.80 on average. Table 4.4's results for the final question on employee anxiety show that 33.7% of respondents highly agreed, 31.4% agreed, 24.0% disagreed, and 10.9% strongly disagreed that people make mistakes while using computers when they are sleepy. The responses have a mean value of 2.88 on average. The mean scores across all items measuring employee anxiety are high, as can be shown in Table 4.4. Employee anxiety also has a weighted mean of 2.85. This finding reveals that office managers at public polytechnics in Lagos State experience significant levels of employee anxiety. According to Table 4.4, for social persuasion, 25.1% of respondents highly agreed, 13.1% of respondents disagreed, and 4.6% of respondents strongly agreed that their level of computer confidence depends on other staff members' opinions of their output. The responses have a mean value of 3.35 on average. More specifically, 44.6% of respondents agreed, 6.3% disagreed, and 1.7% strongly disagreed that they had more confidence in their information and communication technology skills because their supervisor thought they were so competent. Of those who strongly disagreed, 47.4% strongly agreed. The responses show a mean value of 3.38 on average. Regarding the final social persuasion question, 59.4% of respondents strongly agreed that they valued receiving feedback so they could know what to improve on, followed by 28.6% who agreed, 9.1% who disagreed, and 2.9% who severely disagreed. The responses have a mean value of 3.45 on average.

The mean scores for every item on social persuasion are high, as seen in Table 4.4. The weighted mean for social persuasion is 3.39, which indicates that office managers at public polytechnics in Lagos State have a high level of social persuasion. Office managers at public polytechnics in Lagos State have an overall weighted mean degree of information and communication

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technology self-efficacy of 3.27. This also suggests that there is high level of Information and Communication Technology Self-Efficacy among Office Managers in Public Polytechnics in Lagos State, Nigeria.

Research Question Three: What is the level of Use of Office Application Software by Office Managers in Public Polytechnics in Lagos State, Nigeria?

Table 4.5: Descriptive analysis of responses on level of Use of Office Application Software by Office Managers in Public Polytechnics in Lagos State, Nigeria

Task Requirements	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean**
I deal with routine office task	118 (67.4%)	39 (22.3%)	17 (9.7%)	1 (0.6%)	3.57
I deal with non-routine assigned task	54 (30.9%)	85 (48.6%)	31 (17.7%)	5 (2.9%)	3.07
I deal with both routine and non-routine tasks	84 (48.0%)	56 (32.0%)	28 (16.0%)	7 (4.0%)	3.24
Weighted Mean					**3.29**
Software Functionality	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean**
I use software application tools for word processing	124 (70.9%)	35 (20.0%)	4 (2.3%)	12 (6.9%)	3.55
I use software application tools for spreadsheet work	90 (51.4%)	71 (40.6%)	6 (3.4%)	8 (4.6%)	3.39
I use software application tools for desktop publishing	103 (58.9%)	45 (25.7%)	18 (10.3%)	9 (5.1%)	3.38

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I use software application tools for document production	94 (53.7%)	62 (35.4%)	7 (4.0%)	12 (6.9%)	3.36
Weighted Mean					**3.42**
Individual Abilities	**SA**	**Agree**	**Disagree**	**SD**	**Mean**
I have acquired enough education on Use of Office Application Software	121 (69.1%)	43 (24.6%)	10 (5.7%)	1 (0.6%)	3.62
My office application skill is adequate for my job	78 (44.6%)	79 (45.1%)	15 (8.6%)	3 (1.7%)	3.33
I need to acquire other orientation in administrative area to aid my use of office application software	121 (69.1%)	32 (18.3%)	19 (10.9%)	3 (1.7%)	3.55
Weighted Mean					**3.50**
Overall Weighted Mean					**3.40**

Decision rule for mean: 1.00 – 1.49 = very low; 1.50 – 2.49 = low; 2.50 – 3.49 = high; 3.50 – 4.00 = very high
Note: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)
Source: Field Survey, 2022

Table 4.5's task requirements demonstrate that a large majority of respondents (67.4%) strongly agreed that they dealt with standard office tasks, whereas 22.3% agreed, 9.7% disagreed, and 0.6% severely disagreed. The responses show a mean value of 3.57 on average. Additionally, 30.9% of respondents highly agreed, 48.6% agreed, 17.7% disagreed, and 2.9% strongly disagreed that they handled non-routine tasks that were assigned to them. The responses show a mean value of 3.07 on average. In response to the final question on work requirements, 48.0% of respondents strongly agreed that they dealt with both routine and non-routine tasks, 32.0% agreed, 16.0% disagreed, and 4.0% strongly disagreed. The results suggest a mean value of 3.24 on average. The weighted mean has a value of 3.29, indicating that the respondents accepted the task requirements to a high degree.

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The majority of respondents (70.9%) highly agreed that they used software application tools for word processing, followed by 20.0% who strongly agreed, 2.3% who disagreed, and 6.9% who strongly disagreed, as shown in table 4.5. The results suggest a mean value of 3.55 on average. The following question asked respondents whether they used software application tools for spreadsheet work. Of those who responded, 51.4% strongly agreed, 40.6% agreed, 3.4% disagreed, and 4.6% strongly disagreed. The results suggest a mean value of 3.39 on average. Additionally, 25.7% of respondents strongly agreed, 10.3% disagreed, 5.1% strongly disagreed, 58.9% strongly agreed, and 5.1% strongly agreed that software application tools were employed for desktop publishing. The responses show a mean value of 3.38 on average. Table 4.5 shows that for the final question about software functionality, 35.4% of respondents highly agreed, 4.0% of respondents agreed, and 6.9% of respondents strongly disagreed that they employed software application tools for document production. The results suggest a mean value of 3.36 on average. The weighted mean is 3.42, which further suggests that the respondents approved of a high level of program functionality. Regarding individual skills, Table 4.5 reveals that 24.6% of respondents strongly agreed, 69.1% strongly agreed, 5.7% disagreed, and 0.6% strongly disagreed that they had sufficient education in the use of office application software. The results show a fairly high mean value of 3.62 on average. In addition, 44.6% of respondents highly agreed, 45.1% agreed, 8.6% disagreed, and 1.7% strongly disagreed that they have the necessary office application abilities for their position. The results show a high mean value of 3.33 on average. Table 4.5's results for the final question on individual talents show that 69.1% of respondents strongly agreed that they needed to get more training in administrative areas to help them use office software, whereas 18.3% agreed, 10.9% disagreed, and 1.7% highly disagreed. The results suggest a mean value of 3.55 on average. With a weighted mean of 3.50, the respondents appear to have agreed on a fairly high degree of individual abilities. Office managers at public polytechnics in Lagos State use office application software at an average level that is weighted at 3.40. This suggests

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that there is high level of Use of Office Application Software among Office Managers in Public Polytechnics in Lagos State, Nigeria.

4.3 Presentation of Test of Hypotheses

The regression analyses performed on hypothesis one through three are presented in this section. The study used a method called linear regression analysis. H01: There is no significant impact of Information and Communication Technology Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. The acceptable level of significance for all regression analyses conducted in this study is 0.05.

Simple linear regression analysis was used to test the null hypothesis mentioned above. The data on information and communication technology self-efficacy were regressed on the data on job performance. In the tables 4.6 a, b, and c below, the regression analysis's findings are displayed.

Table 4.6: Regression analysis for influence of Information and Communication Technology Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607[a]	.368	.365	.33997

a. PredInformation and Communication Technology (ICT)ors: (Constant), Information and

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Communication Technology (ICT) Self Efficacy

b. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.663	1	11.663	100.907	.000[a]
	Residual	19.996	173	.116		
	Total	31.659	174			

a. PredInformation and Communication Technology (ICT)ors: (Constant), Information and Communication Technology (ICT) Self Efficacy

b. Dependent Variable: Job Performance

c. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.613	.184		8.781	.000
	Information and Communication Technology (ICT) Self Efficacy	.062	.006	.607	10.045	.000

a. Dependent Variable: Job Performance

Source: Field Survey, 2022

Table 4.6a demonstrates a strong and favorable connection (R = 0.607) between Information and Communication Technology Self-Efficacy and Job Performance of

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Office Managers at Public Polytechnic in Lagos State, Nigeria. Additionally, the information and communication technology self-efficacy of office managers at public polytechnics in Lagos State, Nigeria, accounts for 36.5% of the variance in overall job performance, according to the coefficient of determination (Adj. R2 = 0.365). Other factors not taken into account in this study can be used to explain the remaining 63.5% difference in the job performance of Office Managers at Public Polytechnics in Lagos State, Nigeria. Information and Communication Technology Self-Efficacy had a substantial impact on the job performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, according to Table 4.6b (F(1, 173) = 100.907, p 0.05). Table 4.6c also demonstrates that, with a 95% level of confidence, a unit change in Information and Communication Technology Self-Efficacy will, assuming all other factors remain constant, result in a 0.062 increase in the job performance of Office Managers at Public Polytechnics in Lagos State, Nigeria (B = 0.062, p 0.05). Therefore, the null hypothesis one, which asserts that there is no significant influence of Information and Communication Technology Self-Efficacy on job performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, is rejected based on the findings of the regression analysis.

H02: The use of office application software had no appreciable impact on the work output of office managers at public polytechnics in Lagos State, Nigeria.

Simple linear regression analysis was also used to evaluate the second null hypothesis. Data on the use of office application software were regressed on the data on work

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performance. In the tables 4.7 a, b, and c below, the regression analysis's findings are displayed.

Table 4.7: Regression Analysis for Influence of Use of Office Application Software on job Performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736[a]	.541	.539	.28975

a. PredInformation and Communication Technology (ICT)ors: (Constant), Use of Office Application Software

b. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.134	1	17.134	204.093	.000[a]
	Residual	14.524	173	.084		
	Total	31.659	174			

a. PredInformation and Communication Technology (ICT)ors: (Constant), Use of Office Application Software

b. Dependent Variable: Job Performance

c. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.259	.154		8.164	.000

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Use of office application software	.064	.004	.736	14.286	.000

a. Dependent Variable: Job Performance

Source: Field Survey,

Table 4.7a shows that Office Application Software Use and Job Performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, have a strong and positive connection (R0.736). The information and communication technology self-efficacy of office managers at public polytechnics in Lagos State, Nigeria, also explains 53.9% of the overall variance in work performance, according to the coefficient of determination (Adj. R2 = 0.539). The remaining 46.1% variation in the work performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, was explained by additional characteristics not examined in this study. Additionally, Table 4.7b shows the model's overall significance, which shows that Office Application Software Use has a substantial impact on Office Managers' work performance at Public Polytechnics in Lagos State, Nigeria (F(1, 173) = 204.093, p 0.05). Furthermore, Table 4.7c demonstrates that a unit change in the use of office application software will result in a 0.064 increase in the job performance of office managers at public polytechnics in Lagos State, Nigeria, at a 95% level of confidence, assuming all other factors remain constant (B = 0.062, p 0.05). Thus, taking into account the findings of the regression analysis, null hypothesis number two—that there is no discernible impact of using office application software on office manager performance at public polytechnics in Lagos State, Nigeria—is likewise rejected.

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H03: The use of office application software and self-efficacy in information and communication technologies had no substantial impact on the work output of office managers at public polytechnics in Lagos State, Nigeria.

Through the use of multiple linear regression analysis, the third null hypothesis was examined. Data on information and communication technology (ICT) self-efficacy and use of office application software were regressed on the data on job performance. In the tables 4.8 a, b, and c below, the regression analysis's findings are displayed.

Table 4.8: Regression analysis for influence of Information and Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779[a]	.608	.603	.26878

a. PredInformation and Communication Technology (ICT)ors: (Constant), Use of Office Application Software, Information and Communication Technology (ICT) Self Efficacy

b. ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.233	2	9.617	133.120	.000[a]

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Residual	12.425	172	.072
Total	31.659	174	

a. Predictors:Information and Communication Technology (ICT), (Constant), Use of Office Application Software, Information and Communication Technology (ICT) Self Efficacy

b. Dependent Variable: Job Performance

c. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.821	.165		4.988	.000
	Information and Communication Technology (ICT) Self Efficacy	.031	.006	.303	5.390	.000
	Use of office application software	.050	.005	.576	10.237	.000

a. Dependent Variable: Job Performance

Source: Field Survey, 2022

Table 4.8 displays the findings of the third null hypothesis. Table 4.8a demonstrates that Office Managers at Public Polytechnics in Lagos State, Nigeria, had high and favorable correlations (R = 0.779) between their use of office application software and their personal information and communication technology self-efficacy. Additionally, the use of office application software and information and communication technology self-

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efficacy account for 60.3% (Adj. R2 = 0.603) of the variance in the job performance of office managers at public polytechnics in Lagos State, Nigeria. The remaining 39.7% difference in the work performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, was explained by factors not examined in this study. Additionally, Table 4.8b provides the model's overall significance, which shows that Office Application Software Use and Information and Communication Technology Self-Efficacy have a significant impact on Office Managers' job performance at Public Polytechnics in Lagos State, Nigeria (F(2, 172) = 133.120, p 0.05). As shown in Table 4.8c, a unit change in Information and Communication Technology Self-Efficacy will result in a 0.031 increase in the job performance of Office Managers at Public Polytechnics in Lagos State, Nigeria, at a 95% level of confidence, assuming all other factors remain constant (B = 0.031, p 0.05). Similarly, a unit change in the use of office application software will result in a 0.05 increase in the work performance of office managers at public polytechnics in Lagos State, Nigeria (B = 0.05, p 0.05), assuming that all other parameters remain constant at the 95% level of confidence. We therefore reject null hypothesis 3, which states that there is no combined significant influence of Information and Communication Technology Self-Efficacy and Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria, based on the strength of the regression analysis results.

4.4 Discussion of Findings

What is the level of office managers' work performance in Lagos State's public polytechnics? The study's initial research question is this. The poll found that office managers at public Polytechnis perform at a high level, as seen by the total weighted

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mean of 3.44, which was shown on a 4-point scale. In order to evaluate the work performance of office managers at public polytechnics in Lagos State, this study used three indicators: task performance, contextual performance, and adaptive performance. These metrics, with weighted mean scores of 3.54, 3.42, and 3.36, respectively, are crucial for the efficient implementation of every working activity. Research Question 2 of this study inquires, "What is the level of Information and Communication Technology Self Efficacy of Office Managers in Public Polytechnics in Lagos State, Nigeria?" The overall weighted mean score in this study, 3.27, is also high, indicating that it will somewhat influence job performance. Three primary factors—the mastery experience, employee fear, and social persuasion—make up office managers' information communication self-efficacy. This result that employees with high self-efficacy are inclined to adopt creative behavior which subsequently lead to enhanced job performance was supported by a study done at the online retail sector in Malaysia. The third research question of this study examines the extent to which office managers at Public Polytechnics in Lagos State, Nigeria, employ office application software. The adoption of office application software among office managers is relatively prevalent in Lagos State's public polytechnics. An overall weighted mean of 3.40 on a scale of 4 supports this. This study used three variables to try to determine how often office managers utilize office application software. Task demand received a weighted mean of 3.29 on a scale of 1 to 4, and software functionality obtained a weighted mean of 3.42 on a similar scale, both of which are high signs. The third and last indication, individual ability, had a weighted mean of 3.50. Office Technology and Management (OTM) graduates in specific public and private organizations in the Delta South Senatorial District participated in a study to investigate office automation, a tool for quality assurance in work delivery. The results of

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the study were used to validate these conclusions. The researcher advised secretaries to reject fears that automated devices will replace them in favor of viewing them as tools that have come to help them perform their duties and increase their productivity. The three null hypotheses for this study state that: I Information and Communication Technology Self-Efficacy has no significant impact on the job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria; (ii) Use of Office Applications has no significant impact; and (iii) Information and Communication Technology Self-Efficacy and Office Application Use Have No Significant Impact. Based on the findings of the regression analyses, all three of the null hypotheses were disproved. The study hypothesized that Information and Communication Technology (ICT) individually and collectively have a substantial and significant influence on the work performance of office managers in Public Polytechnics in Lagos State, Nigeria.

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Chapter Five

Conclusion

This chapter summarized the overall research findings, conclusion, make recommendations, contribution to knowledge and suggestions for further studies

5.1 Summary of Findings

i. The study discovered that office managers at Public Polytechnics perform at a high level on the job. It was discovered that task, contextual, and adaptive performance are crucial determinants of how well all working procedures are implemented. To maintain the performance level in terms of adaptive performance, however, little effort is put forward.

ii. The study discovered that office managers at public polytechnics in Lagos State, Nigeria, have a high level of information and communication technology self-efficacy. Employee anxiety around the use of information and communication technologies, however, was not as high as it may have been for tasks related to those technologies. Due to social pressure from other group members, some responders have high levels of expertise in information and communication technology when executing jobs.

iii. The study also discovered that office managers in public polytechnics use office application software at a significant rate. However, the work requirements for using application software are the lowest, indicating that there may be a problem with the normal duties that Office Managers are required to perform.

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iv. According to the study, Office Managers' degree of job performance is significantly influenced by their self-efficacy with regard to information and communication technology. It was established that individuals would perform at a higher level in ordinary tasks as their level of Self-Efficacy in the use of information and communication technology increased.

v. The results indicated that Office Managers' job performance is influenced by how they use office application software.

vi. The study discovered that Office Managers' job performance is significantly influenced by their use of both Information and Communication Technology Self-Efficacy and Office Application Software, both individually and collectively.

Conclusion

The development of scientific and academic organizations is actively influenced by tertiary education, and scientific and academic data can be successfully processed and recycled provided office managers are given access to the appropriate and most cutting-edge technology. One important area that needs to be given top focus in the educational sector at all levels, particularly at the higher education level, is the performance of office managers in educational institutions. Additionally, the effectiveness of office managers contributes significantly to the development of tertiary education and the well-being of societies. This is because improved individual performance will result in improved organizational performance. When the link between self-efficacy, the use of office software, and job performance is made evident, people's job performance and general success at work will also improve.

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It is possible for firms to improve work performance by looking at the relationship between Self-Efficacy, application software use, and job performance. It is therefore encouraging that Public Polytechnics in Lagos State should make concrete efforts to improve on the Self-Efficacy in Information and Communication Technology usage as well as utilization of office application software by Office Managers in their operations is a good indication of future progress. This insight may prove to be useful for organizations to survive in an environment that is becoming more competitive. The level of information and communication technology self-efficacy and use of office application software among office managers in public polytechnics, however, must be highlighted as being significantly lower than what is possible even in some fellow African countries, rendering work processes in public polytechnics virtually obsolete. It also makes it more difficult to influence students' knowledge for improved socioeconomic sustainability in the nation.

5.3 Recommendations

The following suggestions are deemed appropriate based on the data and conclusions of this study;

i. For the management of office procedures, Public Polytechnics in Lagos State, Nigeria, should employ more dependable and custom-built software. By doing this, the current systems' functions will be improved and their potential uses will be broadened.

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ii. Office managers require ongoing capacity-building programs in order to further expand their skills in the use of information and communication technology and application software in areas where they fall short.

iii. Office managers should always work to expose themselves to new trends in information and communication technology as well as other office application software to stay up to date on the latest advancements and be efficient users of ICT in daily operations.

iv. To keep up with the most recent advancements in information and communication technology and to improve the level of job performance, the Information and Communication Technology requirements in terms of competencies and mastery of Office Managers in the use of Information and Communication Technology tools in Public Polytechnics should be continuously reviewed.

v. The importance of Office Managers' Information and Communication Technology Self-Efficacy and Use of Office Application Software points to the need for a well-balanced mix of policies that can take into account factors related to Office Managers' daily routines and the effective use of ICT tools in work processes.

5.4 Contributions to Knowledge

This study has added to understanding conceptually, empirically, and theoretically. The careful evaluation of the literature that was able to contextualize ideas like information and communication technology self-efficacy and usage of information and communication technology as it applies to office managers is where the conceptual contribution of the study can be observed. An current mode of operation for the use of information and communication technology and software in public polytechnics may be

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based on the literature review itself. The paper is designed for publication so that academics working on related studies can use the conceptual review as a platform. To measure job performance in relation to self-efficacy in using information and communication technologies as well as the use of office application software among office managers in public polytechnics in Nigeria, the study was able to integrate three different theories, including the John Campbell theory of performance, task technology fit theory, and information and communication technology self-efficacy theory. This model was created and validated for the first time in this work, and other researchers conducting related research can use it.

Additionally, the study has offered empirical data to support the relationship between self-efficacy and the use of office application software and information and communication technology (ICT) on job performance, which supports the need for office managers to develop their skills and for an environment that is supportive of ICT innovations.

5.5 Suggestions Eas.for Further Studies

The study looked at the impact of office application software use and information and communication technology self-efficacy on office managers' effectiveness at work in Nigeria's Lagos State Public Polytechnics. However, the study was only conducted at two public polytechnics in Lagos State, Yaba College of Technology (YABATECH), located in Yaba, Lagos, and Lagos State Polytechnic (LASPOTECH). Future research could concentrate on privately owned polytechnics, which may differ from public polytechnics in terms of their organizational structure and working conditions. Additionally, as this study

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concentrated on Nigeria's Lagos State Public Polytechnics, other researchers may choose to concentrate on the nation's other postsecondary schools.

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