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Nexus between information resources accessibility and academic librarians job performance: A case study of North-Central, Nigeria

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Nexus between information resources accessibility and academic librarians job performance: A case study of North-Central, Nigeria

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Abstract

This article examined the relationship between information resources accessibility and academic librarians' job performance in North-Central, Nigeria. Maslow and Task-Technology Fit theories underpinned this study. A descriptive survey research design was adopted for the study. The quantitative methods research approach of the explanatory type was adopted as means of data collection from 135 academic librarians, out of which 103 (81%) copies of the questionnaires were duly filled and returned. The data collected were analysed using frequency counts and percentages. Two research questions and one hypothesis tested at 0.05 level of significance were postulated for the study. The major findings revealed that the five most accessible print information resources are textbooks, newspapers, journals, encyclopaedias and dictionaries while the least accessible include indexes, manuscripts and technical reports. With regards to accessibility of information resources, findings showed that there is a need for libraries to subscribe to more e-resources and provide greater access links. Findings further indicated that a relationship between the level of information resources accessibility and academic librarians' job performance was established in the selected university libraries at ($\beta= 0.591$; $p<0.05$) level of significance. The hypothesis tested also revealed that job performance was significantly related to information accessibility. The study concluded that accessibility of information resources remains critical factors for enhancing the job performance of academic librarians.

Keywords: A*cademic librarians, accessibility, information, information resources, job performance.*

Introduction

Library and information centres are established with the purpose of facilitating ease of access to information resources for users. Information resources accessibility entails the provision of means of retrieving information bearing materials on any form for a variety of purposes. Access to information resources could be within library environment or at user's convenient point of location (remotely). The word information has become famous since the 1950s. The era of

globalisation has forced universities and other organisations to search for the best forms of i information to face the challenges of their future engagement. Nations across the globe have reacted differently to the dynamic nature of the information environment that influences their lives as information has changed from traditional to modern. It is the knowledge of information that contributes to the economic, cultural, social and political well-being of society (Cogburn 1998). In any academic institution, a library is established as a critical component of institutional infrastructure that support teaching and learning activities through the provision of necessary information resources to users which include print and non-print. Mason (2010) views the mission of the academic library as having to build and maintain a collection that will support the growth of information resources and job performance of both academic librarians and other library users.

Non information friendly has been the main reasons why some university libraries in Africa are not measured up to their contemporaries in western world on job performance. In other words, they do not pay much value on information (Abrahams, Burke and Mouton 2009/2010). Since most institutions acquire resources to support teaching and learning from the library, it is expected of librarians to ensure they have the commensurate information skills required to be productive. Effective job performance is said to be impeded because of the inability of some African university libraries to provide modern information resources through internet connectivity. The provision of timely information resources in university libraries as a result of modern ICT infrastructure has led to increases in job performance in advanced countries (Benat, Soumitra and Bruno 2013). This poses a challenge as to whether equal information accessibility can lead to a comparative increase in job performance in African university libraries (Frankor and Akussah 2012:3). If academic librarians in African university libraries have access to modern information resources and technologies, it is most likely that the quality of their job performance will increase and this will have a consistent positive impact on their job performance and output compared to the developed countries (Foster et al. 2008 and Frankor and Akussah 2012).

Overtime, information has been described as a significant factor for planning, decision making and forecasting (Otazu n.d). Therefore, to obtain quality information resources that will enable a librarian to accomplish the aforementioned functions, understanding the nature of information resources accessibility becomes utmost important. The most successful man in life according to Mchombu (2000) is the man with the best information. Information outfits a

person with the ability to pick and to act in a knowledgeable way (Balman 2015). However, information is stored and packaged in different formats representing information resources or information sources. Hence, information can be characterized as stages or media on which information is recorded with the aim of preserving, managing, storing, retrieving, disseminating and utilising it (Otazu n.d:56).

Andersen et al. (2002) defined information sources/resources as oral or written, human or virtual that are easily accessible. Adomi (2012) noted that information resources are media from which an individual or a group of people receive concepts, messages and direction that enable them to accomplish a given task such as taking a vital decision, as well as solving a problem. Information resources according to Stoker, Tsanng and Evans (2007) cited in Zaid (2011:1) are taken to be tangible and organised collections of such information, whether in print, microfilm or held on some computer storage media such as (CD) or digital versatile disc (DVD), media-print and non-media print. Information resource is a form of long-term storage, which is used for replicating and conveying meanings expressed in human-readable and machine-readable characters. Information resource is purposefully designed for use as an instrument for a certain activity, used for strongly pronounced consumer values, and which often permit product to be regarded as a commodity in information market (Berestova 2015:86).

Statement of the problem

Access to information is key to job performance of academic librarians in Nigerian university libraries, Africa in general, as practicable in advanced countries. Low user satisfaction is prevalent among library users and this could be attributed to poor job performance among academic librarians. Madukoma and Opeke's (2013) study on job performance of librarians employs only self-rated performance measurement scale to determine the job performance in selected universities which is contrary to Heilman, Block and Lucas's (1992) investigation on job performance that uses both self-rated and supervisor-rated scale measurement to determine job performance.

Ani (2013) investigates effect of accessibility and utilisation of electronic information resources. The study considered only utilisation of electronic information resources without considering the non-electronic resources this is a lacuna that needs to be investigated. Further findings from Ani (2013) viewed accessibility and utilisation to determine job performance of

academic librarians. Therefore, this present study considers the adequacy of accessibility of electronic and non-electronic resources vis-a-vis job performance of academic librarians as two different concepts. These are the gaps that necessitate this present study.

Research questions

The study is guided by the following research questions:

1. What is the level of accessibility of information resources in selected university libraries in North-Central Nigeria?

2. What is the relationship between information resources accessibility and job performance among academic librarians in North-Central universities?

The following hypothesis is developed to answer research question 2 raised above:

Research hypothesis

H_{01}: There is no significant relationship between information accessibility and job performance among academic librarians in North-Central Nigeria.

Theoretical framework

As noted, Maslow's Hierarchy of Needs and Task-Technology Fit Theory served as the theoretical framework for this study. Self-actualization and self-fulfilment have been the reason for the choice of Maslow's Hierarchy of Needs Theory, as they explain why certain individuals (including academic librarians) are productive, while some are less productive. It also shows how academic librarians with high need for job performance in research could work hard to improve their performance for successful profession development. This theory was rooted in the assurance that librarians consider their work as a great asset to the institution rather than a cost and the rewards to staff are valued. Maslow's theory could measure the changes in academic librarians' performance in in university libraries. In relation to the theory, the satisfaction of librarians' basic needs could enhance his/her self-actualisation. The need for self-actualisation encourages academic librarians to work in the direction of high job performance in order to be noticeable in their professional expertise. The self-fulfilment need offers the strength for excellence in research for librarians' career advancement. The need for self-actualisation will push academic librarians to access the infrastructural amenities, such as information resources (Internet sources, books and electronic resources) for realisation of quality and excellence in job performance. In another development, a safe environment as well as appropriate information resources accessibility in the library could enhance job performance of academic librarians.

The second theory, Task-Technology Fit Theory, assumes that information resources give value by being instrumental in some tasks. The proponents of the theory discuss the importance of technology characteristics, task characteristics, task-technology fit, performance impacts and accessibility towards motivating an individual in using technology to perform job functions optimally. When this theory is applied in accessing e-resources in rendering library services it is evident that its use goes a long way in helping or shaping the job performance of academic librarians. Information resources are aimed at helping librarians perform tasks more effectively. Libraries spend huge amounts of money on information resources to improve their institutions ranking and the performance of individuals (Goodhue and Thompson 1995).

Since the focus of this study is to determine the influence of information resources accessibility on individual's performance, this theory was adopted to assess the performance of academic librarians using extended Task-To-Perform Chain (TPC), as one of the most widely used models for evaluating sources of information accessibility and technology adoption on performance.

Literature review

The literature review in this section was aimed at introducing the reader to the current and previous research that has been done in area of information resources accessibility and librarian's job performance. The two major types of literature review are: 1) the empirical literature review, which focuses on related concept and 2) conceptual literature review, which is based on concept of theories (Kothari, 2004).

Information resources/sources

Chimah and Nwokocha (2013) explain that academia has been confronted with inadequate information resources that ought to facilitate their job performance in various discipline. The study by Chimah and Nwokocha (2013) presented a discourse on various concepts of information resources, characteristics, material resource, utilisation and web based (Internet) information. Findings from the study showed that librarians' and other researchers' job performance are determined by the means of accessing information resources in the library. Further findings showed that without good information resources communication channels, utilisation will be difficult, and accessibility might be impaired. Effective channel of information resources accessibility is paramount in the utilisation of information for job

performance. Accessibility (on the part of librarians) and (on the part of researchers) of these vital information resources that can enhance effective job performance in the academic libraries and research institution were recommended.

In Nigeria like in other undeveloped nations of the world, Oyelude and Bamigbola (2013) assessed the role of socio-economic factors on quality of rural inhabitants. Rural areas are either non-literate or semi-literate with poor quality of life. The authors observed that since independence, Nigeria has been experiencing some economic strangulation that has devastated the country and her citizenry. The authors further reported that the general social economic situation of Nigeria throughout the years had decayed because of poor and absence of good information resources. In corroborating this assertion, Adetimirin (2005)'s study on socio-economic factors of undergraduate students use of information communication technologies in Nigerian universities found that the patterns of consumption, the dispersion of income and wealth, the manner by which individuals act and overall quality of life has a critical role to play in their access of information resources.

It is observed that Nigerian university scholars are not measured up compared to their contemporary in advanced countries in terms of job performance (Madukoma and Opeke 2013; Maduokoma and Popoola 2012; Frankor and Akussah 2012; Adams, King and Hook 2010; Foster et al. 2008 and Aguolu 1996). Part of the problem has been traced to inadequate modern information resources and poor electricity supply in most of the university libraries resulting in low level of accessibility of information resources.

Park (2007) revealed that information resources have been hindered by economic and as well as lack of good infrastructure for contact with poor based information sources. This author further observed that inadequate infrastructure has obstructed the academic librarians from accessing information resources that could boost their research activities thereby limiting their ability to improve on job performance. In the same vein, Jiyane and Ocholla (2004) carried out a study in South Africa and observed that academic librarians are overstretched and have no opportunity to seek appropriate information, locate the right information sources and even learn to read in order to improve on job performance. From the review of literature of these authors, it exposed extant factors influencing academic librarian's job performance. This study is distinct from previous studies owing to the focus on the importance of access of print and non-print information resources in determining academic librarians' job performance.

Falk (2003) investigated the use of e-books for learning and information gathering in some colleges in United States of America as against the printed materials. The findings indicated that e-books were oversubscribed among students and librarians as a means of their learning and job performances. The author further submitted that in utilising e-books for teaching and learning, distance learning is one of the areas that benefitted more. In the same vein, Abdullah and Gibb (2008) studied the use of e-books by scholars at University of Strathclyde. Their findings revealed unawareness of the accessibility of e-book by more than half (57%) of the respondents, while about 60% of the respondents had not utilised an e-book. Despite unawareness of e-books and the low level of utilisation, respondents indicated their preparedness to study more about e-books. It can therefore, be concluded that e-books are in digital form which can be accessed using an Internet browser, a computer, or any other electronic devices. Also, the content of e-book can be in form of text, images or both (Dinkelman and Stacy-Bates 2007; Martin 2008; Johnson et al 2012).

The main essence of preparing information resources is to facilitate ease of access which will in turn enhance the job performance of academic librarians (Sejane, 2017; Onifade and Sowole 2011; Nnadozie 2007; Afolabi 2007; Falk, 2003; Kitao and Kitao, 2001; and Nwozu, 2000; Rao; 2000). Despite the important role of easy access of information resources in enhancing job performance of academic librarians, scholars such as Toll (2001) cited in Jiyane and Ocholla (2004) found that, the use of information resources (reference sources) is fraught with problems. They asserted that many academic librarians do not know where to begin their search and most of them have little or no idea of how to access the online catalogue or perform searches in databases hence, hinder their job performance.

Onifade and Sowole (2011) in their study on reference services in the university libraries found that majority of the respondents do not find reference resources relevant because they are obsolete and do not meet their information need for enhancing their job performance. The dearth of current and up-to-date information for research in university libraries in Nigeria is ascribed to poor levels of developing both print and electronic information resources (Afolabi 2007 cited in Gakibayo, Ikoja-Odongo and Okello-Obura 2013). Hence, there is need for libraries in Nigeria to stand as vanguards for reception of innovation exchange emanating from the developed economies.

In Africa, Mchombu (2000) emphasized that the utilisation and accessibility of information resources is still dismally low. Anderson (1995) agreed with Mchombu (2000) and noted that there is still a gap in the information exchange process in Africa. For instance, in South Africa, Jiyane and Ocholla (2004) observed that there are adequate information resources, but that academic librarians are overworked and so have no time to seek or locate appropriate information. This is not the case in Nigeria where most of the information resources are not relevant because they are obsolete (Onifade and Sowole 2011 and Afolabi 2007).

From the foregoing, the description and analysis of the nature of information sources was to put into proper perspective the type of information sources (textbooks, journals, e-books, thesis) and other information resources that academic librarians make use in the course of carrying out their daily activities. The use and access of these information resources is to facilitate job performance of academic librarians.

Information resources accessibility

In a study conducted by Cilliers (1994), information accessibility is described as related to information resources availability of an information infrastructure, such as communication channels, delivery system and access points needed for acquisition, processing and use of information. However, the availability of information resources does not mean accessibility (Musa 2017; Aguolu and Aguolu 2002:3). Librarians or users of information resources should be informed, that is, they must be able to search and use information resources efficiently and effectively to enhance their performance. Scholars such as Moon, Hossain, Kang and Shin (2012); Adeloye (2000); and Cillers (1994:18) have linked access to information to a librarian's job performance.

Ishola and Obadare (2014) revealed high level of accessibility of information resources in the selected universities studied. It was also reported that services provided in the library were not proactive, customer oriented and innovative, rather they were conventional, reactive and product oriented. The study further showed that for productivity to improve, the libraries must factor in ICT facilities and innovative approaches in their library services to further improve access and use which will increase job performance of librarians and users of the libraries. This was also noted by (Bakare 1994 as cited in Asikhia 2010).

In Lesotho, access and use of e-resources in some selected academic libraries was investigated by Sejane (2017). The study was informed by the UTUAUT model, and post positivist

paradigm was adopted, and mixed methods were used for data collection. Findings revealed that e-resources (such as e-mail, websites and search engines) were mostly accessed and used. Further, the findings revealed the main purpose of e-resources is to support academic librarians in their professional research. Besides, low internet bandwidth, obsolete information, budget cuts, inadequate searching skills and high cost of databases subscription were revealed as the major challenges to access and use of e-resources in the libraries. The author concluded that libraries must strive to ensure that information users enjoy unrestricted access to information resources. Evaluation and resource sharing procedure enhanced efficient management of e-resource collection as well as the use of e-collection development policies for enhanced academic librarian's job performance were recommended by (Sejane 2017). The gap in the literature reviewed showed that most authors studied factors influencing accessibilty and utilisation of e-resources among scholars (reseachers) without recourse to the utilisation of non-electronic resources. This study expanded the frontiers of scholarship by incorporating non-electronic resources.

In Malaysia, Hashim and Mokhtar (2012) studied trends and issues in preparing 21st century librarians and information professionals. The authors noted that globalization of information, integrated and widespread ICT applications among others are the major factors required to facilitate information access (Hashim and Mokhtar 2012). From the foregoing, it can be discerned that for academic librarians' job performance to be efficient, there must be new skills and competencies, particularly in the area of current trend in ICT so as to be able to manage library collections and services for easy access.

In India, Parameshwar and Patil's (2009) study on the utilisation of library resources at the Gulbarga University with emphasis on access to Internet. The authors reported low use of the university electronic information resources despite the huge investment and other collaborations with international agencies on information system development. The authors recommended the needs for Gulbarga University management to maintain a well-equipped Virtual Learning Resource Centre as well as provision of mechanism for creating awareness on the accessibility of e-resources and Internet facilities for effective job performance by librarians at Gulbarga University. Similarly, Zhang (1998) evaluated the impact of e-resources on job performance of academic librarian's as against the print resources at Rolling's College in the United States. The author observed that the impact of e-resources on formal scholarly communication in Library and Information Science is low, compared with the impact of print

resources, as measured by e-resources cited. Zhang (1998) further reported that e- journal format is the most cited source owing to user needs as against the print journal format.

In some selected universities in South-West Nigeria, Franca (2017) carried out a study on e-information resources accessibility and utilisation and research output of librarians. The study focuses only on e-resources. Findings revealed that all the surveyed universities have access to e-resources, but none of them exploit these resources to the fullest for their job output. Findings further showed that, the major problem faced by librarians in these universities is lack of time as a result of routine tasks, thus affects their level of access and research output.

Ani (2013) investigated the impact of e-information resources accessibility and utilisation by academic librarians on job performance at two selected universities in Nigeria. Ani (2013) highlighted e-information resources accessibility and utilisation without considering non-electronic resources. Maslow's Hierarchy of Needs theory was used to underpin the study. This present study expanded the frontier of scholarship by incorporating non-electronic resources. Ani (2013) recommended that future study should consider non-electronic information resources. The position of this author resonates with Habohm (1999) and Olanlokun and Lawoyin (1995) who noted that academic librarians depend on the use of textbooks, theses, monographs, dissertations and periodical literature for their research endeavours

Research methodology

This study was conducted within the paradigm of post-positivism due to the use of both quantitative and qualitative approaches. This study therefore, adopted a survey approach which underpinned the study. This study used the census method, where all the one hundred and twenty-eight (128) academic librarians were surveyed and interviews were conducted with the seven (7) head of libraries to elicit information from them. The use of total enumeration was justified by O'Leary (2007:102), who noted that, the use of total enumeration becomes utmost important when the population is in few thousands and manageable to the researcher.

Data analysis and presentation

In any research, the purpose of data analysis and presentation of findings is to answer the empirical findings and summarise the research questions. In this article, one hundred and twenty-eight (128) copies of questionnaire were administered across the seven university

libraries. Out of this total, 103 copies were duly completed and returned for quantitative analysis.

Table 1. shows the presentation and analysis of data on the background information of the sampled academic librarians in terms of gender, age, highest educational qualification, professional rank, working experience, salary per month and marital status of the respondents

Gender: Table 1 below shows that majority of the respondents were male, (57) accounting for 55.3% of the total respondents. Female respondents were 41, representing 39.8% of the total respondents. 5 (4.9%) of the total respondents did not indicate their gender.

Age of Respondents: The age distribution shows that majority of the respondents (36, 35.0%) were between 30 to 39 years old. This is followed by 50-59 years old (30, 29.1%) and 40-49years (24, 23.3%). Only (9, 8.7%) of the respondents were below 30 years old while (3, 2.9%) were 60 years old and above. Only one of the total respondents did not indicate his/her age category.

Highest Educational Qualification: Table 1 also shows that majority of the respondents 73 have masters' qualifications (M. Sc/MLIS/MA) as their highest educational qualification. This category accounts for 70.9% of the respondents. There were 15 PhD holders which represents 14.6% of the respondents. 15 (14.6%) of the total respondents did not indicate their highest educational qualification.

Professional Rank: Table 1 presents the cadre of the respondents in the selected universities. The respondents were categorized into five: Librarian II, Librarian I, Senior Librarian, Principal Librarian and Deputy University Librarian. The results of the finding revealed that the majority of the respondents (62, 60.2%) are either Librarian II or Librarian I. Senior Librarian, Principal Librarian and Deputy University Librarian account for 10(9.7%), 9(8.7%) and 4(3.9%) respectively. 18 (17.5%) of the respondents did not indicate their professional rank.

Working Experience: From Table 1 showed that, majority of the respondents (55) have worked between zero to ten years which account for 53.4% of the total respondents, while 22 (21.4%) have worked for twenty-one years and above. Respondents who have worked for eleven to twenty years account for 23(22.3%). However, 3(2.9%) of the total respondents did not indicate their working experience.

Salary per month: Table 1 shows that 42 (40.8%) earned more than ₦120,000; 23(22.3%) earned more than ₦150,000; 12(11.7%) earned more than ₦200,000; 6(5.8%) earned more

than ₦250,000; while 5(4.9%) earned more than ₦300,000. 15 (14.6%) of the total respondents do not indicate their monthly salary.

Marital Status: With regards to marital status, 13 (12.6%) of the respondents were single, while 83 (80.6%) were married. Only 4 respondents representing 3.9% are widows. 3(2.9%) of the total respondents did not indicate their marital status.

Table 1: Background information of respondents

S/N	Variable	Category	Frequency	Percent (%)
1	Gender of Respondents	Male	57	55.3
		Female	41	39.8
		Missing	5	4.9
		Total	103	100.0
2	Age of Respondents (Years)	< 30years	9	8.7
		30-39	36	35.0
		40-49	24	23.3
		50-59	30	29.1
		> 60	3	2.9
		Missing	1	1.0
		Total	103	100.0
3	Highest Educational Qualification	PhD	15	14.6
		M.Sc/MLIS/MA	73	70.9
		Missing	15	14.6
		Total	103	100.0
4	Professional Rank	Librarian II	38	36.9
		Librarian I	24	23.3
		Senior Librarian	10	9.7
		Principal Librarian	9	8.7
		Deputy University Librarian	4	3.9
		Total	85	82.5
		Missing	18	17.5
		Total	103	100.0
5	Working Experience (Years)	0-5	27	26.2
		6-10	28	27.2
		11-15	14	13.6
		16-20	9	8.7
		21 Above	22	21.4
		Total	100	97.1
		Missing	3	2.9
		Total	103	100.0
6	Salary per month (₦)	>120000	42	40.8
		>150000	23	22.3
		>200000	12	11.7
		>250000	6	5.8
		>300000	5	4.9
		Missing	15	14.6
		Total	103	100.0
7	Marital Status	Single	13	12.6
		Married	83	80.6
		Widow	4	3.9

S/N	Variable	Category	Frequency	Percent (%)
		Missing	3	2.9
		Total	103	100.0

Research question 1: What is the level of accessibility of information resources in your library?

The first research question sought to establish the level of accessibility of information resources in selected universities libraries in North-Central Nigeria. Table 2 below shows that over 95% of the respondents indicated highly accessible, accessible and moderately accessible to all the questions relating to the accessibility of print information resources. Ranking the items based on the mean scores and standard deviation values shows that the following print information resources are accessible in the following order: Textbooks ($\overline{X} = 3.73; SD = 0.510$); Newspapers ($\overline{X} = 3.69; SD = 0.524$); Journal collections ($\overline{X} = 3.63; SD = 0.561$); Encyclopedias ($\overline{X} = 3.47; SD = 0.672$); Dictionaries ($\overline{X} = 3.46; SD = 0.655$); Research reports ($\overline{X} = 3.37; SD = 0.614$); Magazine ($\overline{X} = 3.36; SD = 0.729$); Thesis/ Dissertation ($\overline{X} = 3.33; SD = 0.750$); Government Publication ($\overline{X} = 3.26; SD = 0.688$); Bibliographies ($\overline{X} = 3.25; SD = 0.719$); Handbooks ($\overline{X} = 3.24; SD = 0.733$); Seminars/ Symposium ($\overline{X} = 3.18; SD = 0.694$); Pamphlet/ Posters ($\overline{X} = 3.12; SD = 0.732$); Conference proceedings ($\overline{X} = 3.11; SD = 0.656$); Abstracts ($\overline{X} = 3.05; SD = 0.830$); Indexes ($\overline{X} = 3.04; SD = 0.877$); Manuscripts ($\overline{X} = 2.94; SD = 0.827$); and Technical reports ($\overline{X} = 2.94; SD = 0.810$). Table 2 shows that the five most accessible print information resources are textbooks, newspapers, journal collections, encyclopedias and dictionaries while the least accessible include indexes, manuscripts and technical reports. Hence, the TTF theory on accessibility confirms that information resources give value by being instrumental in some tasks or collection of tasks and librarians reflect on this in evaluating their job performance (Goodhue and Thompson 1995).

Table 2: Accessibility of print information resources

S/N	Print information resources	Highly Accessible	Accessible	Moderately Accessible	Not Accessible	Mean	Std Dev
1	Textbooks	77 (75.5%)	22 (21.6%)	3 (3%)	0 (0%)	3.73	0.510
2	Newspapers	73 (72.3%)	25 (24.8%)	3 (3%)	0 (0%)	3.69	0.524
3	Journal collections	68 (66.7%)	30 (29.5%)	4 (4%)	0 (0%)	3.63	0.561

S/N	Print information resources	Highly Accessible	Accessible	Moderately Accessible	Not Accessible	Mean	Std Dev
4	Encyclopedias	57 (56.5%)	34 (33.7%)	10 (10%)	0 (0%)	3.47	0.672
5	Dictionaries	56 (55%)	37 (36.3%)	9 (8.9%)	0 (0%)	3.46	0.655
6	Research reports	44 (44%)	49 (49%)	7 (7%)	0 (0%)	3.37	0.614
7	Magazines	49 (48.6%)	41 (40.6%)	9 (9%)	2 (2%)	3.36	0.729
8	Thesis/ Dissertation	49 (48.6%)	37 (36.7%)	14 (13.9%)	1 (1%)	3.33	0.750
9	Government Publications	40 (39.7%)	47 (46.6%)	14 (13.9%)	0 (0%)	3.26	0.688
10	Bibliographies	39 (39.4%)	48 (48.5%)	10 (10.2%)	2 (2.1%)	3.25	0.719
11	Handbooks	40 (40.9%)	43 (43.9%)	14 (14.3%)	1 (1.1%)	3.24	0.733
12	Seminars/ Symposium	33 (33.7%)	51 (52.1%)	13 (13.3%)	1 (1.1%)	3.18	0.694
13	Pamphlet/ Posters	33 (33.4%)	45 (45.5%)	21 (21.3%)	0 (0%)	3.12	0.732
14	Conference proceedings	27 (27.6%)	55 (56.2%)	16 (16.4%)	0 (0%)	3.11	0.656
15	Abstracts	31 (31.7%)	46 (47%)	16 (16.4%)	5 (5.2%)	3.05	0.830
16	Indexes	34 (35.1%)	38 (39.2%)	20 (20.7%)	5 (5.2%)	3.04	0.877
17	Manuscripts	26 (26%)	47 (47%)	22 (22%)	5 (5%)	2.94	0.827
18	Technical reports	26 (26.6%)	43 (43.9%)	26 (26.6%)	3 (3.1%)	2.94	0.810

Furthermore, on accessibility of electronic information resources, Table 3 below shows that over 70% of the respondents indicated very true and true to all the questions relating to the accessibility of e-resources. Based on the mean scores, the respondents' assessments of the different items in Table 3 indicate that accessing relevant electronic resources on the Internet daily is of paramount important to academic librarians while the use CD-ROM databases in performing their jobs is of little usage.

Moreover, ten attributes measured were significant, except one which had a mean value below 3.0. Therefore, it could be said that the items with means score above 3.0 showed high level of accessibility of electronic information resources among the academic librarians. The top-ranked item in Table 3 was "I access important electronic materials on the Internet daily", with

93(94%) respondents agreeing with the statement. All the items were significant, except items ten ("I access CD-ROM databases for my job performance"), with a mean score less than 3.0. Interviews with the seven Heads of the sampled libraries confirmed that there was high level of accessibility of print and electronic resources.

Table 3: Accessibility of electronic resources

S/N	Accessibility	Very True	True	Seldomly True	Not True	Mean	Std Dev
1	I access most of the important electro nic materials on the Internet daily.	54 (54.6%)	39 (39.4%)	5 (5.1%)	1 (1.1%)	3.47	0.644
2	I access and use online databases for my job performance	52 (52%)	40 (40%)	8 (8%)	0 (0%)	3.44	0.641
3	I access electronic journals regularly on the web	46 (45.6%)	49 (48.6%)	6 (6%)	0 (0%)	3.40	0.601
4	I know the relevant of databases accessibility in my area of study	43 (42.6%)	50 (49.6%)	8 (8%)	0 (0%)	3.35	0.623
5	I have enough ability to access and use electronic material.	44 (44%)	46 (46%)	8 (8%)	2 (2%)	3.32	0.709
6	I access electronic resources via institutional network for my job performance	39 (38.7%)	46 (45.6%)	14 (13.9%)	2 (2%)	3.21	0.753
7	I desire to access electronic materials than print resources for my job performance	39 (39.4%)	40 (40.5%)	17 (17.2%)	3 (3.1%)	3.16	0.817
8	I spend appreciable time to access e-r esources for my job performance daily.	33 (33.4%)	49 (49.5%)	15 (15.2%)	2 (2.1%)	3.14	0.742
9	I access local area network in my offi ce to retrieve e-resources for my job performance.	30 (30%)	49 (49%)	17 (17%)	4 (4%)	3.05	0.796
10	I access CD-ROM databases for my job performance	31 (31.4%)	40 (40.5%)	23 (23.3%)	5 (5.1%)	2.98	0.869

Research question 2. What is the relationship between information resources accessibility and job performance among academic librarians in North-Central universities?

The second research question sought to establish the relationship between information resources accessibility and job performance among academic librarians in North-Central universities. Table 4 below shows that majority of the respondents (Over 70%) strongly agreed/agreed with the statements on accessibility of information resources in the following

order: academic librarians can access information resources quickly and easily when they need it (($\overline{X}$=3.28;SD=0.679); The information resources academic librarians used are accessible (($\overline{X}$) = 3.23;SD=0.568); it is easy to access desired information resources (($\overline{X}$)= 3.02;SD=0.677); and academic librarians can count on the information resources to be 'up' and accessible when they need it (($\overline{X}$) =2.96;SD=0.720). It can be concluded that academic librarians' assessment of accessibility of information resources is satisfactory.

Furthermore, Table 4 below also shows that majority of the respondents (Over 90%) strongly agreed/agreed with the statements on job performance in the following order: using information resources increases academic librarians' productivity (($\overline{X}$) =3.48;SD=0.542); the information resources provide helpful guidance in performing their tasks (($\overline{X}$) =3.46;SD=0.559); using information resources improve the quality of the tasks academic librarians' do (($\overline{X}$) =3.45; SD=0.540); using information resources improve tasks performance (($\overline{X}$) =3.43;SD=0.576); and academic librarians' successfully use the information resources to perform their tasks (($\overline{X}$) =3.38;SD=0.585). It can be concluded from the results that respondents' assessment of performance of information resources among academic librarians is satisfactory. This analysis of this table is guided by Task-Technology Fit owing to the fact that ease of access and relationship are the two determinants of information resources usage. Specifically, accessing information resources proposes that librarians will improve job performance if they believe in the task characteristics that can lead them to high performance.

Table 4 Task-Technology Fit (TTF) Reference

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std Dev
		Accessibility					
1	I can access information resources quickly and easily when I need it	37 (39%)	50 (52%)	6 (6.4%)	2 (2.2%)	3.28	0.679
2	The information resources I used are accessible	28 (28.9%)	64 (66%)	4 (4.2%)	1 (1.1%)	3.23	0.568
3	It is easy to access my desired information resources	21 (21.7%)	59 (60.9%)	15 (15.5%)	2 (2.1%)	3.02	0.677
4	I can count on the information resources available when the need arises	19 (19.6%)	59 (60.9%)	15 (15.5%)	4 (4.2%)	2.96	0.720
		Ease of Use					
5	I can easily do what I want to do using the print and non-print information resources for accessing and analysing data	31 (31.7%)	58 (59.2%)	7 (7.2%)	2 (2.1%)	3.20	0.657

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std Dev
6	I can learn how to use the information resources that give access to data	30 (30.7%)	59 (60.3%)	7 (7.2%)	2 (2.1%)	3.19	0.653
7	The information resources that give me access to data are convenient to use	27 (27.9%)	59 (60.9%)	10 (10.4%)	1 (1.1%)	3.15	0.635
Utilization							
8	I think the information resources are appropriate for my job	29 (29.9%)	58 (59.8%)	10 (10.4%)	0 (0%)	3.20	0.606
9	The present information resources should be the main tools in further tasks	29 (29.9%)	53 (54.7%)	13 (13.5%)	2 (2.1%)	3.12	0.711
10	It is better to use and access the present information resources rather than other information sources	26 (26.9%)	52 (53.7%)	13 (13.5%)	6 (6.2%)	3.01	0.810
Performance							
11	The information resources provide helpful guidance in performing my tasks	48 (49%)	47 (48%)	3 (3.1%)	0 (0%)	3.46	0.559
12	Information resources use enhance the quality of the job I do	46 (47.5%)	49 (50.6%)	2 (2.1%)	0 (0%)	3.45	0.540
13	Using information resources improve my tasks Performance	46 (47.5%)	47 (48.5%)	4 (4.2%)	0 (0%)	3.43	0.576
14	Performing my tasks depend on information resources I use	42 (43.3%)	50 (51.6%)	5 (5.2%)	0 (0%)	3.38	0.585
15	Using information resources increases my productivity	49 (50.6%)	46 (47.5%)	2 (2.1%)	0 (0%)	3.48	0.542

Hypotheses Testing

H_{01} *There is no significant relationship between information accessibility and job performance among academic librarians in North-Central Nigeria.*

The results show that there is a positive significant relationship between information accessibility (β= 0.231; $p<0.05$) and job performance. The t-statistic values of 2.365 confirmed the results. The results showed that the null hypothesis should be rejected. Conclusively, job performance of academic librarians in North-Central Nigeria is significantly influenced by information accessibility.

Table 4 also reveals the relationship between the constructs of the study. The findings showed that all the items with a mean value above 3.0 were significant, except one which had a mean value of 2.96. It could, therefore, be said that items with above mean score of 3.0 demonstrated

high relationship for job performance. It can, therefore, be concluded that the professional librarians' assessment of accessibility of information resources was satisfactory, using all the constructs.

Discussion of findings

The first research question sought to establish the level of accessibility of information materials in selected institutions libraries in North-Central Nigeria. The results showed that the five most accessible print information resources are textbooks, newspapers, journal collections, encyclopedias and dictionaries while the least accessible include indexes, manuscripts and technical reports. Also, 72(70%) of the respondents indicated "very true" and "true" against all the questions relating to the access of e-information materials.

This result corroborates the findings by Ishola and Obadare (2014), that textbook was the most accessible print information resources 3379(92%), followed by dictionary 3284(90%) and encyclopaedia 3277(90%) and Newspapers 3200(91%) in academic libraries in South-West Nigeria. The mean score was X=3.07, SD= 0.801. On the access to electronic resources, this study showed that accessing e-journals on the Internet regularly 95(94%) and accessing important e-resources on the Internet everyday 94(94%) were of paramount importance to academic librarians. The use of CD-ROM databases 71(72%) in performing their jobs was little.

This result is in consonance with the findings by Sejane (2017). In the study, 4 (10%) of respondents opined that CD-ROM databases were the least electronic resources access by academic librarians in Lesotho Library. The results also support the findings of Gakibayo, Ikoja-Odongo and Okello-Obura (2013) at Mbarara University Library in Uganda. Internet search engines were the most accessible electronic information resources in the university library 168(63%). Scholarly databases were the least used, with 15(5%) usability, as against CD-ROM in the present study. Dhanavandan and Tamizhchelvan (2012) found that Internet was the most accessible electronic resources in Tamil Nadu library, India (used by 133 (95%) of the respondents), with e-book as the least e-resource (used by 50 (36%) respondents).

Conversely, Parameshwar and Patil (2009) reported low use of the university electronic information resources despite the huge investment on access to Internet. Similarly, Gakibayo, Ikoja-Odongo and Okello-Obura (2013) assert that librarians may not be aware of the value of CD-ROM to their job performance. Also, the results of the findings by Ani (2013) showed that

a positive influence exist amongst information accessibility as well as utilisation with regards e-resources by faculty members for the enhancement of their academic and research productivity. Moreover, the present study revealed that the higher the level of accessibility of information resource the higher the probability that the resources will impact positively on academic librarian's job performance is. Hence, accessibility has positive influence as this was confirmed in this study. This finding corroborates Goodhue and Thompson (1995), who used TTF theory to test accessibility of information resources as instrument for evaluating job performance.

On research question two, the relationship between information resources accessibility and job performance among the sampled respondents in North-Central universities revealed that a strong relationship exists between information resources accessibility and librarians' job performance. To establish the findings, hypotheses was generated in the study.

H_{01}: There is no significant relationship between information accessibility and job performance among academic librarians in North-Central Nigeria.

On the question of accessibility of e-resources for job performance, thirteen items were used to establish this. The respondents (103) noted that four of the items, namely e-journals, e-books, online databases and full text databases were the most accessible by academic librarians in selected university libraries. Dhanavandan and Tamizhchelvan (2012) on the aspect of accessibility, their report revealed that of all the listed electronic access mode available at the institution libraries, OPAC was the major access point. The results of the study further showed that the construct from the TTF theory on accessibility of information resources used was reported to be the highest ranked with 92(94.9%) respondents submitting that the information resources they preferred to use were accessible. Nevertheless, the finding contrasts with that of Ani, Ngulube and Onyancha (2014) who found that accessibility had no significant impact on use of e-information resources by researchers based on discipline.

The present finding is consistent with the submission of Goodhue and Thompson (1995), who reported a positive relationship between information resources accessibility and job performance. It also tallies with that by D'Ambra, Wilson and Akter (2013) who found that a strong relationship exists between TTF and job performance. Luarn and Huang (2009) also found a moderate support in the use of TTF to establish positive effect of job performance of academic librarians.

However, the result here contrasts with the submission by Maduokoma and Popoola (2012) who reported no significant relationship between job performance and gender of the study's respondents. Hassan and Ogunkoya's (2014) study on the outcome of a research in Nigeria established that demographic variables that come with age and work experience appeared to count less for job performance. Saka and Haruna (2013) examined the relationship amongst staff development programme and job performance of librarians in Maiduguri, Nigeria, they reported no positive differences relationship between formal education as well as job performance.

On the hypotheses testing, regression method was employed to establish the relationship between the dependent variable (job performance) and independent variables (information accessibility). The result showed that when the independent variables: information accessibility was regressed on job performance; a significant percentage was obtained at 0.661. This implies that information accessibility jointly explains 65.1% of the variation in job performance. Findings further revealed that F-statistic of 64.363 is statistically significant at $p<0.05$ (p=0.000). The result also showed that all the twelve items measured were significant to job performance, except telecommunication products 60(58%) and e-magazines 69(67%), which were the least. Furthermore, the majority of the respondents agreed with the statement that e-journals, e-books and online databases were the highest ranked items that are most accessible by academic librarians in the surveyed university libraries

Conclusion
The study demonstrated that accessibility of information resources remains critical factors for enhancing the job performance of academic librarians in some selected academic libraries in North-Central region of Nigeria. It is noticeable from the overall findings of this study that the level of performance of academic librarians in the surveyed academic libraries was high. Printed information resources, such as newspapers, textbooks, journal collections, dictionaries and research reports, were found to be the most accessible resources among the respondents, while the least included indexes, technical reports and manuscripts.

On the issue of accessibility of information resources, the findings showed that there is need for libraries to subscribe to more e-resources and provide greater access link. The respondents' basis for choosing to access certain information resources and for not accessing some was attributed to several factors. Notably, the respondents identified poor skills in accessing library resources; inadequate modern ICT; inadequate power supply, inadequate funds, poor Internet

connectivity and unavailability of electronic resources as constraints to library resources accessibility.

Recommendation

The analysis showed that access to theses/dissertations and technical reports in most of the libraries studied was low. This study therefore, recommended that resource sharing should be encouraged through institutional repository services. This can be done by encouraging the researchers and academics to deposit their publications annually in the university repository. Librarians must be trained and retrained on how to upload on the institutional repository (IR). This will permit users to access and use the data and content. It was also observed that CD-ROM play a significant role in the growth of any academic library. However, this role has not been harnessed by the sampled academic librarians as a result of financial constraints.

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