

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Summer 4-7-2022

Digital Literacy and Job Performance of Librarians in Rivers State University Libraries, Nigeria

Tamunoseimiebi Maxwell George Miss
tmaxwellgeorge@gmail.com

Emmanuel Okwu Dr.
emmanuel.okwu@iaue.edu.ng

Kolawole Ogunbodede
kolawole.ogunbodede@uat.edu.ng

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

George, Tamunoseimiebi Maxwell Miss; Okwu, Emmanuel Dr.; and Ogunbodede, Kolawole, "Digital Literacy and Job Performance of Librarians in Rivers State University Libraries, Nigeria" (2022). *Library Philosophy and Practice (e-journal)*. 7011.

<https://digitalcommons.unl.edu/libphilprac/7011>

**Digital Literacy and Job Performance of Librarians in Rivers State University
Libraries, Nigeria**

By

**Tamunoseimiebi Maxwell George
Postgraduate Student,
Ignatius Ajuru University of Education,
Portharcourt, Rivers State, Nigeria**

**Emmanuel Okwu
The University Library,
Ignatius Ajuru University of Education,
Portharcourt, Rivers State, Nigeria.
Emmanuel.okwu@iaue.edu.ng**

**Kolawole Francis Ogunbodede
The University Library
University of Africa, Toru-Orua,
Bayelsa State, Nigeria.
Kolawole.ogunbodede@uat.edu.ng**

Abstract

The study examined digital literacy skills and job performance of librarians in state-owned Universities in Rivers State. Five research questions and five hypotheses guided this study. A correlational survey design was adopted for the population of the study which comprised 26 librarians from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) and a total enumeration sampling technique was used because the population was manageable. The questionnaire was validated by the two experts and the Cronbach Alpha was used to establish the reliability of the instrument which yielded 0.75 on Digital Literacy Skills and 0.82 on Job Performance 0.77. Pearson's product-moment correlation coefficient was used to test the hypotheses at 0.05 significant levels. The test of hypotheses established that there is a significant relationship between digital literacy skills and the job performance of librarians in the study. Hence, if acquired by all the librarians it can positively influence their job performance and increase patronage of users in the library. Based on the findings, the researchers recommended that librarians should be encouraged with incentives/support to acquire these skills by the management.

Keywords: Digital Literacy, Job Performance, Librarians, Rivers State University Libraries

1.1. Introduction

University libraries play an important role in boosting students' learning experiences by providing them with all of the materials and services they require to further their education. In addition to items, university libraries offer librarians who are trained and professionals in discovering, choosing, circulating, and organizing information, as well as evaluating information needs, navigating, and analyzing huge volumes of data using a range of tools. Before this time, library collections primarily consisted of printed materials, but the rapid development of digital technology has expanded the boundaries of information access by allowing users to get and save data in a variety of formats. (Arthur and colleagues, 2013). With the world rapidly evolving toward digital media and information, most university libraries are progressively stocking digital resources, allowing students and faculty to access and use current and relevant materials for teaching, learning, and research.

Every aspect of university library services has been altered by digital technologies. It has established a new service environment that has pushed traditional boundaries even further, allowing for more effective information work and service delivery (Sani & Musa, 2019). Academic libraries needed to shift their focus from traditional activities like collecting, processing, storing, and accessing information to customer-centered automated information services generated by online/offline databases, e-resources, e-journals, networks, and consortia to survive in this new service environment. Computers and other digital devices are now employed to handle numerous housekeeping activities such as acquisition, cataloguing, circulation, and serials control, as well as to provide various services to library patrons. With these advancements, librarians are required to have a working knowledge of computers and Internet skills, making them digital literates who can efficiently provide information resources to their consumers (Agim & Azolo, 2019).

Digital literacy is the capacity to locate, analyze, use, and generate information using digital technology, communication tools, or networks (Bell & Shank, 2008). When provided via computers, it is the capacity to absorb and utilize information in a variety of formats from a variety of sources. It also refers to a person's capacity to complete things efficiently in a digital setting. The ability to read and analyze information, recreate data and images through digital modification, and assess and apply new knowledge received from digital settings are all examples of digital literacy (Itsekor & James, 2012). These are the abilities that Eytayo (2020) identified as being required of librarians now and in the future. Adepoju (2020) identified the

abilities and competencies that academic librarians must possess to satisfy the expectations of the present day and deliver excellent online library services to consumers. Communication skills, information retrieval skills, design skills, database administration abilities, and multitasking skills are among the talents and competencies required. These abilities are important for librarians to have to provide good information services in a digital world and to improve their job performance.

The performance of librarians can impact the growth and success of university libraries. As a result, job performance has become a key indicator in determining an organization's likelihood of success or failure. Job performance simply refers to an employee's capacity to perform effectively in agreement with the job requirements to achieve the organization's goals and objectives. Job performance is defined by Igbinovia & Popoola (2016) as a set of workers' behaviors that can be observed, quantified, and assessed, and the behaviors must align with the organization's goals. Job performance is also influenced by a combination of qualitative traits, such as an individual's abilities, competencies, motivation, and dedication. Personal discipline, communication skills, organizational training, and individual self-development are some of the other abilities required. As a result, digital literacy, or working knowledge of computers and the Internet, is required of 21st-century librarians to improve job performance. Digital technologies improve work performance, productivity, accuracy, and space efficiency in library services (Satpathy & Mahanan, 2011; Bilal, 2011).

Traditional information services held influence in Nigerian university libraries before the introduction of digital technologies. The rising demand for information access, retrieval, and distribution overwhelmed traditional means (Badaru & Oyegunle, 2012). It can also be deduced that traditional information services and delivery techniques are no longer compatible with Ranganathan's fifth law, which characterized the library as a developing organism. According to Anyaoku (2012), librarianship as a profession should evolve in tandem with advances in information technology in terms of learning ICT skills for excellent job performance. In this digital era, librarians are expected to be adept at using computers, networking, and the Internet in the delivery of library services using digital technologies, according to Ezeama et al. (2014). Academic librarians' capacity to employ digital technology in the twenty-first century is heavily reliant on their ability to have the necessary abilities. However, the digital literacy skills and competencies of librarians in Nigeria in the use of digital technologies in providing library services have been noticed to be very low (Abdurrahman et al., 2018, Agim & Azolo, 2019).

Many librarians lack the necessary digital skills to operate a computer, access their email, interact on the Internet, or deliver services via technology devices, resulting in poor job performance. This could be because most of our university libraries lack digital technology. According to Aina (2019), academic libraries in Nigeria have several challenges, including the lack of e-libraries and suitably qualified workers. Many university libraries in Nigeria are not automated, which has an impact on service delivery and librarian performance. However, past research and close observation demonstrated a reduction in librarians' work performance, which resulted in frequent user complaints and, in many cases, users exploring other options (Basahuwa et al., 2020).

Digital literacy has become a crucial issue for librarians to achieve excellent performance. As a result, acquiring digital literacy skills is critical to the relevance and competence of today's librarians. Technology is a driving force in today's world, particularly in libraries. As a result of changing trends, librarians in university libraries in Nigeria must acquire relevant skills in the use of digital technologies in providing library services to meet the information needs of their users to remain relevant and competent in the delivery of quality services to their patrons. As a result, this study looked at the digital literacy and job performance of librarians at Rivers State Universities in Nigeria.

1.2. Statement of the Problem

The employment of digital technologies in libraries and information centers was aided by the presence of digital skills. Due to the influx of electronic information resources, the globe has become a global village where the use of various digital technologies has become known. As a result, librarians must be knowledgeable on how to use this technology. It has been recognized that technological advancements can boost income opportunities for everyone, including librarians and users.

However, digital literacy among librarians in Nigerian university libraries is relatively poor. Most librarians lack computer skills, are unable to access their electronic mail, and are unable to acquire the skills required to automate their libraries due to a shortage of manpower.

Without ICT skills, library staff will be unable to perform optimally in a changing work environment and may become obsolete in the system (Abbas, 2014). As a result, for effective library service delivery in the twenty-first century, library workers must learn and regularly

enhance their digital literacy abilities. As a result, this study looked at the digital literacy skills and job performance of librarians at Rivers State University.

1.3. Objectives of the Study

The main objective of the study is to examine the digital literacy skills and the job performance of librarians in university libraries in Rivers State, Nigeria. The specific objectives are:

- To examine the relationship between electronic mailing and job performance of librarians in Rivers State universities.
- To investigate the relationship between the skills of resource sharing and job performance of librarians in Rivers State universities.
- To ascertain the relationship between the skills of surfing the Internet and the job performance of librarians in Rivers State universities.
- To examine the relationship between the skills of social networking and job performance of librarians in Rivers State Universities.
- To ascertain the relationship that exists between the use of Microsoft word and the job performance of librarians in rivers state universities.

1.4. Research Questions

The study is guided by the following questions

- What is the relationship that exists between electronic mailing and job performance?
- What is the relationship that exists between resource sharing and job performance?
- What is the relationship that exists between browsing the net and job performance?
- What is the relationship that exists between social networking and job performance?
- What is the relationship that exists between the use of Microsoft word and job performance?

1.5. Hypothesis

The study was guided by the null hypothesis

- There is no significant relationship between the ability to send emails and the job performance of librarians.
- There is no significant relationship between the act of resource sharing and the job performance of librarians.

- There is no significant relationship between the process of surfing the Internet and the job performance of librarians.
- There is no significant relationship between the knowledge of social networking and the job performance of librarians.
- There is no significant relationship between the ability to use Microsoft word and the job performance of librarians

2.1. Literature Review

Several studies on digital literacy and librarian job performance has been undertaken. This section provides an overview of some of these investigations.

ICT skills among librarians in engineering educational institutions in Tamil Nadu, India, were investigated by Babu et al. (2007). They discovered that while respondents had a strong foundation in ICT, they wanted to focus more on network-based services and digital libraries. The self-study was the most popular way of updating among medical library personnel, followed by workplace training and attending workshops and seminars, according to Gandhi's (2011) research of LIS professionals in Indian and Iranian medical libraries. Workshops, seminars, and conferences, according to this research, would provide greater results in the learning of ICT skills by information workers. Ansari (2013) investigated ICT library professionals in Karachi, Pakistan, to assess their ICT skills. According to the data, the majority of library professionals in Karachi's university libraries are somewhat skilled in ICT usage. Gender and type of university had a substantial impact on the respondents' skill level, according to the study's findings. Babu et al. (2019) investigated the ICT abilities and competencies of library and information science professionals at the University of Delhi's college libraries. Workshops/seminars/conferences were favoured by the majority of respondents as a method of obtaining ICT skills, followed by colleagues/friends, self-study, and trial and error.

In the Nigerian context, Emiri (2015) investigated digital literacy skills among university librarians in the twenty-first century. Nigerian states of Edo and Delta. Six objectives, research questions, and a hypothesis led the research. The study uses a descriptive survey approach, with the population consisting of all librarians from university libraries in the Nigerian states stated above. The questionnaire was utilized to collect data, and the results were evaluated using simple percentages and frequency counts for research questions, as well as SPSS version

14. Electronic mailing, social networking, PDAs, mobile phones, and internet surfing are the most popular DLS among librarians, according to the research. Among other things, it was discovered that librarians obtained DLS through the help of colleagues, trial and error, IT programs, and formal instruction and that librarians' use of DLS is minimal. The researcher suggests that university library administrators give training for librarians and pay more attention to librarian recruiting, among other things.

Okeji et al. (2020) conducted a study on the assessment of 21st-century librarians' digital literacy skills in private university libraries in Anambra State. The research used a descriptive survey design. The study's participants were all 23 working librarians from Anambra State's three private university libraries. Because the population was tiny and controllable, the entire population was used. The questionnaire was the data gathering instrument utilized in the study. Two professionals independently validated the instrument. Academic librarians in private universities in Anambra State have digital literacy skills, the librarians sponsor themselves for digital literacy training and attend trainings twice a year, and power failure and poor internet are the challenges that librarians in private universities in Anambra State face, according to the study's findings. According to the findings, academic librarians working in private universities in Anambra State should strive to acquire all of the digital literacy skills required for perfect service delivery; the management of private university libraries in Anambra State should provide financial sponsorship to academic librarians for digital literacy skill acquisition and professional development in general and that librarians should also attend training on a variety of topics.

Basahuwa et al. (2020) looked into librarians' ICT skills and job performance in public universities in Nigeria's north-central region. For this study, a survey research design was used. The study's participants were 282 librarians from North-Central Nigeria. The entire population was counted using total enumeration. Data was collected using a structured questionnaire that has been tested. The construct's Cronbach's alpha reliability coefficients ranged from 0.914 to 0.95. 97.5 percent of people responded. Descriptive and inferential statistics were used to analyze the data (multiple regression, frequency distribution, simple percentage, mean and standard deviation). ICT abilities have a substantial impact on librarians' job effectiveness, according to the findings. The findings also revealed that basic ICT abilities had no bearing on librarians' job performance. The level of professional ICT was very high. The study concluded that librarians' job performance was influenced by their ICT skills. The study advised that

stakeholders and professional organizations such as the Nigerian Library Association (NLA) and the Librarian Registration Council of Nigeria (LRCN) boost plans for developing librarians' ICT abilities through training and retraining.

Oyovwe-Tinuoye et al. (2021) examined the impact of ICT skills on librarians' job performance in university libraries in Nigeria's South-South region. The study used a descriptive survey design using a self-created questionnaire as the data gathering tool. The study provided answers to five research questions. In the South-South of Nigeria, 233 librarians are working in six federal, seven states, and eight private university libraries. The study used a technique called purposive sampling. For easier interpretation and understanding of the results, the data were analyzed utilizing frequency, percentages, and tables. The majority of respondents in the university library acquired ICT skills through self-sponsorship, according to the findings. It also revealed that the majority of respondents lacked knowledge in system administration, web application development, and tools such as system troubleshooting, webinar/digital conferencing tools, Web 2.0, website design, and digital communication. The study found that ICT skill training resulted in enhanced service delivery, library administration, efficiency, work performance, and reduced job stress. Inadequate training, poor planning and implementation, librarian non-sponsorship, and a lack of policy for evaluation and assessment were also shown to be barriers to ICT skill acquisition. The article proposed that ICT skills training be prioritized, with internal training programs at the university library is strongly supported.

Ambrose & Ogunbodede (2022) examined information literacy skills and the use of electronic resources by Library and Information Science undergraduate students amid the COVID-19 pandemic lockdown in the University of Benin, Nigeria. The research was directed by three (3) research questions and one (1) hypothesis. The study used a descriptive survey design. The data was collected via an online questionnaire. The study included all 93 undergraduate students. The study used all of the respondents who filled out the questionnaire, hence no sampling was done. The findings demonstrated that the students had excellent information literacy abilities as well as a high degree of use of various sorts of e-resources. During the COVID-19 shutdown, it was also determined that irregular power supply, slow internet connectivity, and high data subscription costs were the three biggest impediments to the successful use of e-resources. The hypothesis test indicates that there is a link between information literacy skills and the usage of e-resources by undergraduate LIS students at the University of Benin in Benin City, Nigeria. According to the findings, university libraries

should hold workshops and seminars regularly to train students in information literacy skills to ensure effective and efficient use of electronic resources following the COVID-19 epidemic.

2.2. Methodology

In this study, a descriptive survey design was adopted. 26 librarians from Rivers State University (RSU) and the Ignatius Ajuru University of Education made up the study's population (IAUE). Because the population was tiny and controllable, the entire population was used. The instrument used to collect data was a questionnaire. The responders were given the instrument by the researchers. A four-point Likert scale of 'Strongly Agree,' 'Agree,' 'Disagree,' and 'Strongly Disagree' response types was used for study questions 1 to 5. Cronbach Alpha was used to determine the instrument's dependability, with results of 0.75 for digital literacy abilities and 0.82 for work performance. Based on the obtained coefficient, the questionnaire was rated reliable. Data were analyzed using descriptive statistics such as frequency counts, sample percentages, and mean, as well as Pearson's product-moment correlation and hypothesis testing at 0.05 significance levels. The results are listed in the tables below.

KEY: SA= Strongly Agree; A=Agree; SD=Strongly Disagree; D=Disagree.

Results

This section discusses the findings of this study based on the hypotheses raised. The results are presented in Tables 1-5.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between the ability to send emails and the job performance of librarians in the university libraries.

Table 1: Relationship between the ability to send emails and the job performance of librarians in university libraries

Variable	Mean	Standard Deviation	N	R	p-value	Remark
Email	19.7	2.77	26	0.119	0.027	Significant
Job Performance	16.0	2.84				

$\alpha = 0.05$

Table 1 shows the relationship between the ability to send emails and the job performance of librarians in university libraries. The table shows a positive low correlation coefficient of 0.019 and a p-value of 0.027. Testing the hypothesis at the 0.05 the p-value is less than the alpha value of 0.05. This means that the null hypothesis is rejected. Therefore, there is a significant relationship between the ability to send emails and the job performance of librarians in university libraries.

Hypothesis 2: There is no significant relationship between the act of resource sharing and the job performance of librarians in the university libraries

Table 2: Relationship between the act of resource sharing and the job performance of librarians in university libraries

Variable	Mean	Standard Deviation	N	R	p-value	Remark
Resource Sharing	24.7	3.23	26	0.599	0.001	Significant
Job Performance	17.1	2.12				

$\alpha = 0.05$

Table 2 shows the relationship between the act of resource sharing and the job performance of librarians in university libraries. The table shows a positive correlation coefficient of 0.599 and a p-value of 0.001. Testing the hypothesis at the 0.05 the p-value is less than the alpha value of 0.05. This means that the null hypothesis is rejected. Therefore, there is a significant relationship between the act of resource sharing and the job performance of librarians in university libraries.

Hypothesis 3: There is no significant relationship between the process of browsing the Internet and the job performance of librarians in university libraries

Table 3: Relationship between the process of browsing the net and the job performance of librarians in the university libraries

Variable	Mean	Standard Deviation	N	R	p-value	Remark
Browsing Internet	24.8	3.00	26	0.196	0.037	Non-Significant
Job Performance	17.1	2.61				

$\alpha = 0.05$

Table 8 shows the relationship between the process of browsing the Internet and the job performance of librarians in university libraries. The table shows a correlation coefficient of 0.196 and a p-value of 0.037. Testing the hypothesis at the 0.05 the p-value is less than the alpha value of 0.05. This means that the null hypothesis is rejected. Therefore, there is a significant relationship between the process of browsing the Internet and the job performance of librarians in the university libraries.

Hypothesis 4: There is no significant relationship between the knowledge of social networking and the job performance of university librarians

Table 9: Relationship between the knowledge of social networking and the job performance of university librarians

Variable	Mean	Standard Deviation	N	R	p-value	Remark
Social Networking	25.7	3.21	26	0.685	0.000	Significant
Job Performance	16.1	3.62				

$\alpha = 0.05$

Table 9 shows the relationship between the knowledge of social networking and the job performance of librarians in the university libraries. The table shows a correlation coefficient of 0.685 and a p-value of 0.000. Testing the hypothesis at the 0.05 the p-value is less than the alpha value of 0.05. This means that the null hypothesis is rejected. Therefore, there is a significant relationship between the knowledge of social networking and the job performance of librarians in the university libraries.

Hypothesis 5: There is no significant relationship between the use of Microsoft word and the job performance of librarians in the university library.

Table 10: Relationship between the use of Microsoft word and the job performance of librarians in the university library.

Variable	Mean	Standard Deviation	N	R	p-value	Remark
Microsoft Word	16.6	1.97	26	0.445	0.023	Significant
Job Performance	17.5	2.15				

$\alpha = 0.05$

Table 10 shows the relationship between the use of Microsoft word and the job performance of librarians. The table shows a correlation coefficient of 0.445 and a p-value of 0.023. Testing the hypothesis at the 0.05 the p-value is less. This means that the null hypothesis is rejected. Therefore, there is a significant relationship between the use of Microsoft word and the job performance of librarians.

Discussion

The research looked at librarians' digital literacy abilities and work performance in state-owned universities in Rivers State. The first hypothesis found that there is a link between electronic mailing and librarian job performance in university libraries. The data support Daniel's (2003) assertion that the email service has had a substantial impact on reference librarian services. The study discovered that there is a substantial association between the act of sharing resources and the job performance of librarians in university libraries, based on hypothesis two. According to Chatterjee (2013), the establishment of library consortia is a promising development of ICT since it has opened up new prospects for increased cooperation among libraries, which has been supported and encouraged resource sharing among libraries. Hypothesis 3 found that there is a substantial link between Internet browsing and librarian job performance in university libraries. According to hypothesis four, there is a favorable association between librarians' understanding of social networking and their job performance in university libraries. This research supports the findings of Akporhonor & Olise (2015), who found that blogs and Facebook are the most commonly used social media platforms in libraries to promote library and information resources and services. Finally, hypothesis 5 discovered that there is a link between the use of Microsoft Word and librarians' work performance in university libraries. According to Osuala (2009), this finding assisted librarians in recovering works they believed they had lost, discovering a better search and navigation experience, checking spelling, bullet, and numbering, finding and replacing, indentation, and doing more with an increased user experience. This is also in line with Celestina & Joshua (2018), who claim that librarians utilize this expertise to align content in a document by employing different font sizes to create a suitable word document. The test of hypotheses reveals that there is a link between digital literacy skills and librarian job performance in the study. The positive link suggests that these skills can help librarians perform better at work in this study.

Conclusion and Recommendation

The research investigated librarians' digital literacy abilities and work performance in state-owned universities in Rivers State. The test of hypotheses reveals that there is a link between digital literacy skills and librarian the job performance in the study. Based on their findings, the researchers suggested that every librarian should learn fundamental digital skills to improve their job effectiveness in libraries. Management should also encourage librarians to learn these skills by providing incentives and support.

References

- Abbas K.D. (2014). From techno-illiterate to techno-literate era: Nigerian academic librarians in perspective. *International Journal of Humanities and Social Science*, 4(5), 221-224.
- Adepoju, O. D. (2020). Supporting academic libraries in the COVID-19 era. web.aflia.net/webinar-supporting-academiclibraries-in-thecovid19-era/
- Agim, E. C. & Azolo, E. M. (2019). Digital literacy and job performance of 21st century library staff in Imo State. *Library Research Journal*.
<file:///C:/Users/Kolawole/Documents/Digital%20Literacy%20Skills/frankfreds,+LIBA+JRN+2.pdf>
- Aina, L. O. (2019). Nigeria: Why academic libraries fail to live up to expectations. <https://www.allafrica.com>.
- Akporhonor, B. A., Olise, F. M. (2005). Librarian's use of [social media for promoting library and information resources and services in university libraries](#) in South-South Nigeria. *Information and Knowledge Management*, 5(6). <http://www.site.org/journals>
- Ambrose & Ogunbodede (2022). Information literacy skills and use of electronic resources by undergraduate students amid the COVID-19 pandemic lockdown in Nigeria. *Communicate: Journal of Library and Information Science*.
- Ansari, N. N. (2013). ICT skills and proficiency of library professionals: A case study of universities in Karachi, Pakistan. *Chinese Librarianship: An International Electronic Journal*, 36, 13. <http://www.icic.us/>
- Anyaoku, E. N. (2012). Computer skills set of librarians in Nigeria: Confronting the stereotype *Annals of Library and Information Studies*, 59(2), 128- 134. https://www.researchgate.net/publication/281297620_Computer_skills_set_of_librarians_in_Nigeria_Confronting_the_stereotype/
- Arthur, C., Brafi, P. O. & Kuranchie, A. (2013). The use of academic libraries among students in tertiary institutions in the Sunyani Municipality, Ghana. *Journal of Education and Practice*, 4(2).

- Babu, B. R., Vinayagamoorthy P. & Gopalakrishnan S. (2007). ICT skills among librarians in engineering educational institutions in Tamil Nadu. *DESIDOC Bulletin of Information Technology*, 27 (6), 55–64.
- Badaru, A. and Oyegunle J. (2012). Impact of ICT on technical services. www.idapo22.blogspot.com/2012impact
- Basahuwa, C.B., Unegbu V.E. and Babalola Y.T. (2020). ICT Skills and job performance of librarians in public universities in North-Central, Nigeria. *ATBU Journal of Science, Technology and Education*, 8 (1). <http://www.atbuftejoste.com/index.php/joste/article/view/959>
- Bell, T. & Shank, J. (2008) Digital literacy, definition and resources: What is digital literacy? <http://cleach.wordpress.com/what-is-digital-literacy>
- Bilal, D. (2011). Automating media centre and small libraries unlimited. Greenwood Publishing Group Inc
- Celestina, J. D. and Joshua N. D. (2018). The Impact of microsoft word on office technology and managements. *Knowledge Review*, 37(2). <https://sites.google.com/sites/tsbulgates12345/microsoft-impact>
- Chatterjee, A. (2013). *Resource Sharing among Libraries in Industrial Era: Role of Consortia*. <http://www.isical.an.in/serial/c>
- Daniel, L. L. (2033). *The effects of email on academic library*. Reference Service, Chapel Hill, North Carolina.
- Emiri, O. T. (2015). Digital literacy skills among librarians in university libraries in the 21st century in Edo and Delta States, Nigeria. *International Journal of Scientific & Technology Research*, 4(8).
- Eyitayo, S. A. (2020). Emerging skills for information service delivery being a webinar paper presented at the NLA maiden webina with the theme: Emerging role of librarians during and post COVID-19 era.

- Ezeama, T. J., Ugwanyi, C. F & Ugwu C. I. (2014). Skills requirements of academic librarians for the digital library environment in Nigeria, Nsukka. A case study of university of Nigeria, Nsukka. www.iifactor.com
- Igbinovia, M. O. & Popoola, S. O. (2016). Organizational culture and emotional intelligence as predictors of job performance among library personnel in Edo State, Nigeria. *Journal of Information Science Theory and Practice*, 4 (2), 34-52
- Itsekor, V.O. & James, J.I. (2012) Influence of digital literacy on career progression and work motivation of academic library staff in South-West, Nigeria. *Library Philosophy and Practice* (e-journal). 863. <http://digitalcommons.unl.edu/libphilprac/863>
- Okeji, C. C., Nwankwo, N. G., Anene, I. A. & Olorunfemi, E. A. (2020). Assessment of digital literacy skills of 21st century librarians in private university libraries in Anambra State. *International Journal of Library and Information Science Studies*, 6(4), 34-47.
- Osuala, E. C. (2009). Business computer education. Cheston Agency Publisher, Enugu.
- Microsoft Corporation, (2014). Review of Microsoft Word Version So far. 1(3) 89-91. https://sites.google.com/site/tsbillgates12345/microsfot_impact
- Oyovwe-Tinuoye, G. O., Omeluzor, S. U. & Ijiekhuamhen, O. P. (2021). Influence of ICT skills on job performance of librarians in university libraries of South-South, Nigeria. *Information Development*, 1-4.
- Sani, O. J. & Musa, A. (2019). Influence of ICT competencies on job performance among library personnel in tertiary institutions in Lokoja, Kogi state, Nigeria. *Samaru Journal of Information Studies*, 19(1).
<https://www.ajol.info/index.php/sjis/article/view/195455#:~:text=The%20findings%20of%20the%20study,%2Dthe%2Djob%2D%20training.>
- Satpatht, S. K. & Mahanan, R. K. (2011). ICT skills of LIS professionals in Engineering institution in Oriss, India. *Library Philosohy and Practice*. <http://unlib.unl.edu.LPP>

APPENDIX

Correlations (Email)

		EmailA	EmailB
EmailA	Pearson Correlation	1	.119
	Sig. (2-tailed)		.027
	N	26	26
EmailB	Pearson Correlation	.119	1
	Sig. (2-tailed)	.027	
	N	26	26

** . Correlation is significant at the 0.05 level (2-tailed).

Correlations (Resource Sharing)

		RSA	RSB
RSA	Pearson Correlation	1	.599**
	Sig. (2-tailed)		.001
	N	26	26
RSB	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.001	
	N	26	26

** . Correlation is significant at the 0.05 level (2-tailed).

Correlations (Internet Browsing)

		InternetA	InternetB
InternetA	Pearson Correlation	1	.196
	Sig. (2-tailed)		.037
	N	26	26
InternetB	Pearson Correlation	.196	1
	Sig. (2-tailed)	.037	
	N	26	26

** . Correlation is significant at the 0.05 level (2-tailed).

Correlations (Social Network)

		SNA	SNB
SNA	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	26	26
SNB	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	26	26

** . Correlation is significant at the 0.05 level (2-tailed).

Correlations (Microsoft Word)

		MSA	MSB
MSA	Pearson Correlation	1	.445*
	Sig. (2-tailed)		.023
	N	26	26
MSB	Pearson Correlation	.445*	1
	Sig. (2-tailed)	.023	
	N	26	26

*. Correlation is significant at the 0.05 level (2-tailed).