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**INFLUENCE OF DIGITAL LITERACY ON CAREER PROGRESSION
AND WORK MOTIVATION OF ACADEMIC LIBRARY STAFF IN
SOUTH-WEST, NIGERIA**

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ABSTRACT

The information profession, library and information studies have evolved from one that served individual institution to one that serves communities and nations. Academic libraries are libraries in tertiary institutions, meant to serve not just the staff and students within an institution but the communities where they are established as well. It is therefore very expedient that library staff possess the skills with which to serve these users and provide the needed information they desire. Library staff therefore are faced with the challenge of upgrading their skills. The research design used for this study was social survey design and a random sampling was used to collect data from the population of study. The total population of respondents was one hundred and fifty (150) professional and para-professional librarians from Kenneth Dike Library, University of Ibadan, Bells University of Technology Library, Babcock University library, Crawford University Library, and Adeniran Ogunsanya College of Education Library, but the total number of questionnaire returned was ninety six (96). Questionnaire and Observation method was used to get the views from the respondents and they were analyze through the use of frequency distribution, correlation coefficient and standard deviation techniques. Majority of the respondents reported that they were well motivated on their jobs. A total of 46 (47.9%) agreed that they liked working in the library and other colleagues. A total of 54 (56.3%) affirmed that they appreciated their boss and colleagues. On the extent to which digital literacy is utilized for job satisfaction, and career progression of library staff, 31 (32.3%) reported that they have not received training over time while a total of 56 (58.3%) agreed they were satisfied with progress in their career because their boss carries them along and had an increase on their pay overtime.

Keywords: Work Motivation, Career Progression, Digital literacy, Digital technology.

Visual literacy.

INTRODUCTION

The 21st century is an era of much technological advancement from cradle to adulthood. These developments have affected the whole essence of an individual's life. Every individual uses digital devices from cell phones to MP3 players to digital cameras, and computers, they are changing our everyday lives, (Wikipedia 2012). Computers are used for virtually every aspect of

life. They are also used in banking, mass media, publishing, communicating and they bring about quality in music, photography, marketing, and film making etc. Martin (2006) opined that the world of the 21st century is digitally infused: an e-world, a world permeated by the effects and products of electronic technology.

Libraries all over the world have been faced with the evolving technological advancement, globalization, and digitization of information. These have led to library automation, digital and virtual libraries, virtual conference, web-cast, pod-cast, community and online learning, Web 2.0 and Library 2.0. Campbell (2006) stated that digital technology has pervaded every aspect of our civilization, it has set forth a revolution not only in how we store and transmit recorded knowledge, historical records, and a host of other kinds of communication but also in how we seek and gain access to these materials.

In recent times also, many jobs require a working knowledge of computers and the internet to perform certain functions. In the twenty-first century computing has become an important part of our everyday life. Digital literacy introduces one to the fundamentals of computing, it explains the components of a computer and explores the basics of the operating system. Jones-Kavalier and Flannigan (2006) opined that literacy today depends on understanding the multiple media that make up our high-tech reality and developing the skills to use them effectively.

Many jobs require a working knowledge of computers and the Internet to perform basic functions. As wireless technology improves, more jobs require proficiency with cell phones and PDAs (sometimes combined into smart phones). Job recruiters often use employment Web sites to find potential employees, thus magnifying the importance of digital literacy in securing a job (Wikipedia 2012). Information literacy skills have further been broadened to areas of digital literacy, visual literacy, media literacy, computer literacy, library literacy, network literacy, cultural literacy etc. The focus of this research however is digital literacy skills.

All over the world, there is the proliferation of information and librarians are not finding it easy to manage the influx of information. Access and use of information has become so easier, that at the click of the mouse one can get all desired information one needs. The 21st century is a time of vast opportunities and challenges in the learning environment and it has been a time of

technological advancement and proliferation of information. Crosby (2000) opined that the work of librarians is increasingly varied as it expands to keep up with the flow of information.

Okiy (2010) quoting Covi and Cragin, (2004) in their own view opined that Nigerian tertiary institutions have increasingly demanded and preferred access to electronic sources delivery and networked information from their respective libraries. This is why librarians must endeavour to equip themselves with technological skills that will be useful for their jobs. According to Jones-Kavalier, and Flannigan (2006), ironically, while some see the profusion of realities as threatening to us, to our children, and even to democracy, the new media is nothing if not simply another way of viewing our world, of interacting with one another, of opening ourselves to learning in realms of possibility we never conceived of before.

According to Campbell (2006) academic libraries—along with their private and governmental counterparts—have long stood unchallenged throughout the world as the primary providers of recorded knowledge and historical records. Within the context of higher education especially, when users wanted dependable information, they turned to academic libraries. The academic library all over the world have been distinguished as reliable for the provision of current, up-to-date and well rounded information on all subjects.

Campbell (2006) stated that academic libraries today are complex institutions with multiple roles and a host of related operations and services developed over the years. Yet their fundamental purpose has remained the same: to provide access to trustworthy, authoritative knowledge. He opined that today, however, the library is relinquishing its place as the top source of inquiry. The reason that the library is losing its supremacy in carrying out this fundamental role is due, of course, to the impact of digital technology. (Wikipedia, 2012). Information literacy skills have further been broaden to areas of digital literacy, visual literacy, media literacy, computer literacy, library literacy, network literacy, cultural literacy etc. The focus of this research however is digital literacy skills.

Academic libraries in Nigeria are most especially faced with the need to upgrade their systems in this era of digitalization. Lecturers and students from all discipline demand easy access to information and the internet has become an asset to all and sundry. Librarians can proffer a lasting solution through their support to the academics of higher institution and

assistance to students through the provision of adequate information resources, and the platform for utilization.

Campbell (2006) noted that even before the Web was introduced academic libraries had started to create digital libraries of trustworthy information. Digital literacy creates a platform where information users are able to access information on the internet at the instance they need it and these have consequently change the information seeking behavior of users. He further stated that the reality was that ease of access significantly affected users' willingness to consult a particular source of information. This circumstance drove academic libraries to exploit every means available in the classroom or on the Web to teach students how to assess critically the Web-based information they were determined to use.

Okiy (2010) stated that the central place of academic libraries is called into play because it is the duty of these libraries to provide the necessary information to the lecturers and students to achieve their teaching learning and research needs in the easiest, fastest and most comprehensive way. This central place of the library in academics has resulted over the years in the necessity for academic libraries to continue to evolve and move with the times so that they can deliver on the requirements of academic libraries in meeting the academic needs of their clientele in the tertiary institutions.

Terms like digital divide, social networking, and global impact all referred to the ability of users of the Web to network, communicate and exchange ideas and information. Academic libraries are seen as the nerve centre of the academic institutions, it is the centre of all learning activities. It is a place where all staff and students should canvass, communicate, network, share ideas and carry out meaningful studies and researches, be it in a virtual space or digital platform. Madu (2008) quoting Omekwu (2002) opined that a modern librarian should be ready to provide services that will ensure better access to information, possibilities for co-operation, resource sharing, improved productivity, up-to-date information services, efficient and affective delivery of service etc. He further stated that the librarian must of necessity be familiar and competent in the use of computer and internet based technologies in provision of information and in some cases a user may need assistance especially in the use of some of these technologies to search for information should be able to provide a leeway.

Academic librarians have the privileged of being able to easily navigate through the internet and get the required information because of their knowledge in selecting, acquiring, organizing, and disseminating information to their patrons. Madu (2008) stated that today's librarian and information handler who must provide information services to his clientele in this "globalised world" powered by the advances made in information technology, faces a challenging task. The career expectations of both staff and students form the basis from where the academic librarians perform their job.

Wikipedia (2012) report on digital literacy white collar jobs is increasingly performed primarily on computers and portable devices. Many of these jobs require proof of digital literacy to be hired or promoted. Also very recently, an academic librarian wanted to send a paper for publication in a certain academic journal but was shocked to find out that the editor, a Professor and Librarian lacked the necessary skill to access the article from his email. It was so frustrating to this young librarian but the Prof. did not have the required digital literacy knowledge to access the document or make corrections online and send it back through email. The younger librarian was faced with the challenge of having to spend more money and time to receive the paper through speed post and send it back. The young librarian in bid to proffer solution had to beg the Prof. to ask his Secretary to access it online, help make the corrections and send it through the email. In such a case, money, time and resources have been managed.

Libraries are presently faced with under utilization of their information resources in Nigeria and most African nations, it seems many books acquired are not usually sufficient, adequate, relevant or it seem they lack the appeal to use by both staff and students. Most of the time lecturers go online to download the required text they need to teach their students and these are also usually not very elaborate enough. This has become the norm for many academic staff and it is a situation that is both bewailing and disturbing to the academic institution and the nation at large.

Sometimes too academic libraries outsource the management of their software system to Experts in the field of management and information system and systems for information services. If librarians were able to manage the library software, the libraries will be better managed and backup of information will be easily done in case of loose of data and information from the server. Madu (2008) opined that the modern librarian must not ignore the use of computer and

telecommunication in information handling. This is if they must remain relevant in the scheme of things in this “new” globalizing world.

There are also cases when due to inadequate skilled manpower in libraries, some libraries that had their libraries automated and acquired digital resources were unable to manage their resources. These systems were automated and running but after a period they degenerate and are packed up because of improper management of the automated system. Afebende and Uyanah (2008) however argued that despite the initial hick-ups and turns in this delight, many Nigerian university libraries have taken up the challenges of developing and promoting the use of electronic resources in their libraries.

The thrust of this still depends on academic librarians’ manpower and skill development. When individuals are empowered, they develop the skills that are needed on their jobs and equally they are more satisfied with the work they do. They are also well equipped to perform better, and are more productive on their jobs; hence they can be motivated, compensated, promoted and progress on their career path. Digital literacy skills empower people for productivity and career progression on their profession, but it seem that the older people get, the more difficult it is for them to learn on the job.

According to Bawden (2008) Digital literacy is the set of attitudes, understanding and skills to handle and communicate information and knowledge effectively, in a variety of media and formats. In their own view Bell and Shank (2008) stated that

Digital literacy is the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. It is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. It is also a person’s ability to perform tasks effectively in a digital environment. Digital literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.

Digital and visual literacy is all about acquiring skills that will be beneficial to the career progression of individuals in professions. Librarians in Nigeria and all over Africa at a time had

the concept that if libraries are automated, there will be no job for the professionals to do. In recent time however, there seem to be another notion that once the library software or computer system is programmed to import call numbers, from Library of Congress online catalogue, OCLC, and other virtual and digital libraries around the world, librarians will be left with little or nothing left to do. Poulsen (2010) emphasized that digital literacy is important and the new literacy is hard to estimate.

Jones-Kavalier and Flannigan (2006) opined that literacy today depends on understanding the multiple media that make up our high-tech reality and developing the skills to use them effectively. Librarians need to develop skills in the use of technological gadgets as this will improve their job productivity and enhance their skills to enable them to meet with the changing work terrain worldwide.

According to Wikipedia report (2012) Beyond access, a digital divide exist between those who apply critical thinking to technology or not, those who speak English or not, and those who create digital content or merely consume it. Many libraries in Nigeria are not automated and where they are, there are very few skilled people who are able to manage the databases and software of these libraries. Another Wikipedia (2012) report on the use of digital literacy in the society stated that it can also prevent hoaxes that are spread online which are the result of photo manipulation, e-mail frauds and phishing which fraudsters often use to take advantage of the digitally illiterate, costing victims money and making them vulnerable to identity theft.

Recently in Nigeria, fraudsters posted stories to personal emails of notable librarians on the Nigerian Library Association Online Forum (NLA online forum). They claimed their victims had been involved in an accident or robbery attack abroad due to casualty on some trips, and then solicited for some financial assistance in pound sterling and Euro from their friends and colleagues, but these were all sham. Without adequate knowledge about digital and visual literacy, people may have fallen into the nest of these swindlers, who will end up carting away with a good sum of people's hard earned money.

According to Jones-Kavalier, and Flannigan (2006), History provides examples of societies trying to build connectivity into their communications infrastructures two centuries ago. In our 21st century society—accelerated, media-saturated, and automated—a new literacy is

required, one more broadly defined than the ability to read and write. They stated that the technologies of their time, people sought methods by which they might communicate faster, easier, and better. They opined that today, we still seek better communication methods, only now we have myriad more choices, along with new tools and strategies and greater knowledge of effective communication. They furthered noted that the greatest challenge is moving beyond the glitz and pizzazz of the flashy technology to teach true literacy in this new milieu. Using the same skills used for centuries—analysis, synthesis, and evaluation—we must look at digital literacy as another realm within which to apply elements of critical thinking.

Jones-Kavalier, and Flannigan (2006) noted that in our development as higher-order thinkers, multiple realities are far less important to our survival than our ability to understand what we see, to interpret what we experience, to analyze what we are exposed to, and to evaluate what we conclude against criteria that support critical thinking. In the end, it seems far better to have the skills and competencies to comprehend and discriminate within a common language than to be left out, unable to understand. Librarians jobs involve the ability to interpret, analyze, evaluate and access information, the use digital literacy skill enhances their performance on the job.

European Commission President receives 9 Millionth ECDL/ICDL Skills Card user skills certification recognized by colleges, universities and employers worldwide highlights the importance of digital literacy for employability and sustainable economic growth. (ICDL, 2009) According to Scholar Howard Besser (ND) UCLA and many other universities are trying to address these issues and ultimately narrow the gap by emphasizing the importance digital and visual literacy (Wikipedia, 2012).

According to Wikipedia (2012) prior to the presentation ceremony, in a meeting on the contribution of digital literacy to making Europe a leading knowledge-based economy, ECDL Foundation delegation welcomed President Barroso's view that digital skills training enables society to fully reap the benefits of technology. Digital literacy is presently used on the jobs and on everyday life and digital literates is able to easily communicate, retrieve and disseminate information and use it to improve their lot in life. Librarians are more in dire need for these technological skills as they need them for every aspect of their job and daily lives. It is therefore very important that no matter the age, librarians should be encouraged to learn and grow in their

career.

Statement of Problem

The influx of information, globalization and the use of ICTs has made the world a global village where access and use of digital technology has become common place. There is lack of utilization of digital literacy skills in our libraries, many librarians in Nigeria seem to lack skills on how to operate the computer, access the email or interact through the internet. Many librarians also seem not to possess the skills to use the computer to access information and automate their libraries. These have constituted a challenge in the provision, maintenance and management of information resources in many academic libraries all over the nations.

Library Staff seem not to be equipped with digital literacy skills and are not encouraged to develop themselves. Librarians world over are faced with so many challenges on their jobs in the acquisition of both print and non print information resources, organization, retrieval and dissemination to all patrons and potential users of these information resources for their accessibility and utilization. Librarians however are not finding it very easy to manage the influx of information. Ogunsola (2004) asserted that it must be realized that many Nigerian libraries, especially in the universities, face various problems in their attempts to computerize their library operations. These problems are not really of the library's making but it is the usual problem confronting most of the computer installations all over the country today - the shortage of manpower and lack of spare parts.

Most libraries in Nigeria are also still operating the manual system and many librarian lack basic digital literacy skills. There is need for professional librarians to move ahead through the acquisition of skills that will help make their jobs more interesting, easier and stress free. These skills will also help them to assist patrons get their required information much more quickly and easily. Crosby (2000) referring to Librarians overseas opined that Librarians, now use databases and digital metadata tag. She stated that they are just as likely to organize websites and CD's as they are books and magazines. She further stated that they host book chats and story times and help readers find a good novel.

There seem to be generally a lackadaisical attitude on the side of the library's parent institution and there is no work motivation. Many librarians are not satisfied with their working

condition and there seem not to be career progression on their jobs. Many libraries are not automated and even when they are, they are not properly managed because of inadequate manpower or expertise. Academic Libraries that have a parent institution that can afford it, most time employ other IT staff, systems professional and experts to help manage the libraries that they end up paying them very much than the professional librarians. Since they are not versatile in librarianship, there is always a challenge in cataloguing, classification and other sensitive operations of the library.

Objective of the Study

The overall aim of this study is to find out if library practitioners possess and use certain digital literacy skills on their jobs, the level of career progression of all library staff and how well motivated there were.

The specific objectives of this study are to:

- i. investigate if academic library staff possess certain digital literacy skills;
- ii. examine the place of digital literacy in job satisfaction of academic library staff;
- iii. determine if academic library staff are well motivated on their uses of digital literacy skill on their job;
- iv. find out if library staff often go for training in the use of ICT on their job;
- v. examine the place of digital literacy skill acquisition and utilization in their career progression;

Research Questions

The research questions are meant to find out if library practitioners possess and use certain digital literacy skills on their jobs, the level of career progression of all library staff and how well motivated there were in their work.

- i. What digital literacy skills do academic library staff in the selected institutions possess?
- ii. What is the place of digital literacy in job satisfaction of academic library staff in the selected institutions?

- iii. Are academic librarians in the selected institutions well motivated in their use of digital literacy skills on their job?
- iv. How often do academic library staff in the selected institutions go for training on the use of ICT?
- v. What is the relationship between skill acquisition and utilization in academic library staff career progression?

Significance of the Study

Technologies are changing and there is need for both professional and para-professional library staff to embrace them. Librarians need much more in this digital age to embrace digital and visual literacy skills on their work than ever before. Digital literacy helps professionals of all works of life to develop skills that can add to their economic status and improve their overall standard of living.

There is need for librarians to learn digital and visual literacy skills, so that they can use them to progress on their jobs and on their careers. With digital and visual skills, librarians will be more equipped with the necessary skills for resource sharing, social networking, surfing the net, instant messaging and blogging. These skill can also help them on their jobs to assist users get desired information and education. Since these are skills that can be learnt, digital and visual literacy skills are skills that all information professionals should thrive to possess.

Scope of the Study

The scope focuses on digital literacy for librarians in Lagos, Ogun and Oyo State. Academic librarians of higher institutions in these three states are meant to be examined. Academic libraries are libraries of higher institution of learning; therefore the researcher will be investigating universities and college of education libraries in these States.

The study focuses on digital literacy skills of academic librarians in Lagos, Ogun and Oyo States. The six academic libraries to be investigated include;

- i. Crawford University Library, Igbesa, Ogun State,
- ii. Kenneth Dike Library, University of Ibadan, Ibadan, Oyo State,
- iii. Bells University of Technology, Ogun State,

- iv. Lagos State University, Ijanikin, Lagos State,
- v. Adeniran Ogunsanya College of Education, Lagos State,
- vi. Babcock University, Ogun State

Research Question 1: What digital literacy skills do academic librarians in the selected institutions possess?

Table 4.5: Digital literacy skills of Library Staff

NAAS - Not at all skilled NVS- Not very skilled FS – Fairly skilled VS- Very Skilled
E- Expert

S/N	Digital literacy skills	NAAS	NVS	FS	VS	E	Mean	S.D
1	As a library staff, I am skilled in using the computer	4 4.2%	25 26.0%	24 25.0%	27 28.1%	16 16.7%	3.27	1.15
2	I use the computer every day at work	9 9.4%	19 19.8%	24 25.0%	27 28.1%	17 17.7%	3.25	1.23
3	I know how to surf the web to get information I need	13 13.5%	27 28.1%	14 14.6%	26 27.1%	16 16.7%	3.05	1.33
4	I work easily with the computer without supervision	10 10.4%	31 32.3%	18 18.8%	24 25.0%	13 13.5%	2.99	1.24
5	I research using Microsoft packages easily	16 16.7%	28 29.2%	12 12.5%	24 25.0%	16 16.7%	2.96	1.38
6	I use the computer for library work and I am connected to the internet	11 11.5%	26 27.1%	27 28.1%	26 27.1%	6 6.3%	2.90	1.12
7	I know how to share resource with other colleagues online	19 19.8%	22 22.9%	21 21.9%	22 22.9%	12 12.5%	2.85	1.32
8	I am on a social network online (e.g. NLA online, facebook, Badoo, LinkedIn, Alert, BNET)	17 17.7%	24 25.0%	25 26.0%	21 21.9%	9 9.4%	2.80	1.24
9	I navigate through the cyberspace very easily	14 14.6%	32 33.3%	19 19.8%	21 21.9%	10 10.4%	2.80	1.24
10	I network with other colleagues via computers	13 13.5%	32 33.3%	22 22.9%	20 20.8%	9 9.4%	2.79	1.20
11	I enjoy blogging on the website	21 21.9%	32 33.3%	16 16.7%	23 24.0%	4 4.2%	2.55	1.20
12	I have an email and I am a member of NLA online	27 28.1%	28 29.2%	13 13.5%	19 19.8%	9 9.4%	2.53	1.34

The ranking of the digital literacy skills possessed by academic librarians in the selected institutions as perceived by the respondents are as follows:

As a library staff, I am skilled in using the computer 27 (28.1%) was ranked highest by the Mean Score Rating (Mean=3.27), and it was followed by I use the computer every day at work 27 (28.1%), I know how to surf the web to get information I need 26 (27.1%), I work easily with the computer without supervision 24 (25.0%), Majority that is 28 (29.2%) of the respondent revealed that they were not very skilled in using Microsoft packages to research. A total of 27 (28.1%) I use the computer for library work and I am connected to the internet. On I know how to share resource with other colleagues on-line 22 (22.9%) were not very skilled while the same percent were equally very skilled. A total of 25 (26.0%) agreed they were fairly skilled on being on a social network online (e.g. NLA online, facebook, Badoo, LinkedIn, Alert, BNET)). Majority of the respondents that is 32 (33.3%) accepted they were not very skilled at navigating through the cyberspace very easily. The same percent that is 32 (33.3%) also were not very skilled at networking with other colleagues via computers. A total of 32 (33.3%) were also not very skilled at blogging on the website while and 28 (29.2%) did not have an email and were not members of NLA on-line. It seem a majority of these respondents will be the para-professional librarians.

Research Question 2: What is the place of digital literacy in job satisfaction of academic library staff in the selected institutions?

Table 4.6: The place of digital literacy in job satisfaction of library staff
 SA –Strongly Agreed A- Agreed U – Undecided D-Disagreed SD-Strongly Disagreed

S/N	Library Automation	SD	D	A	SA	Mean	S.D
1	I prefer using the automated system to the traditional library system	4 4.2%	28 29.2%	33 34.4%	31 32.3%	2.95	0.89
3	I use Microsoft packages very effectively for my work	9 9.4%	20 20.8%	48 50.0%	19 19.8%	2.80	0.87
4	My work with the computer is faster, quicker and much easily accessible over the last two years (2010 – 2011)	10 10.4%	23 24.0%	40 41.7%	23 24.0%	2.79	0.93
5	My library work is more effective and efficient with the present automated system.	10 10.4%	17 17.7%	53 55.2%	16 16.7%	2.78	0.85
6	I enjoy working with the library computer software and the network systems	7 7.3%	30 31.3%	38 39.6%	21 %	2.76	0.88
7	My library software in my library	7	32	41	16	2.69	0.84

	is an interconnected network	7.3%	33.3%	42.7%	16.7%		
8	I am now vast with using the computer to perform various task	17 17.7%	20 20.8%	38 39.6%	21 21.9%	2.66	1.01
9	My library organizes computer training for staff over time	20 20.8%	31 32.3%	27 27.1%	19 19.8%	2.46	1.04
12	I do not know to surf the web or connect on-line with other colleagues	33 34.4%	24 25.0%	27 28.1%	12 12.5%	2.19	1.05

The ranking of the place of digital literacy in job satisfaction of academic librarians in the selected institutions as perceived by the respondents is as follows:

A total of 33(34.4%) prefer using the automated system to the traditional library system. The highest percent of 48 (50.0%) agreed to I use Microsoft packages very effectively for my work. On my work with the computer is faster, quicker and much easily accessible over the last two years (2010 – 2011) 40 (41.7%) agreed. A total of 53(55.2%) agreed to my library work is more effective and efficient with the present automated system. On I enjoy working with the library computer software and the network systems 38 (39.6%) agreed. A total of 41 (42.7%) agreed to my library software in my library is an interconnected network. A total of 38 (39.6%) agreed to I am now vast with using the computer to perform various task, while 33(34.4%) strongly disagreed to I do not know to surf the web or connect online with other colleagues.

Research Question 3: Are academic librarians in the selected institutions well motivated in their use of digital literacy skills on their job?

Table 4.6: Motivation of library staff on their job

SA –Strongly Agreed A- Agreed D-Disagreed SD-Strongly Disagreed

S/N	Motivation	SD	D	A	SA	Mean	S.D
1	I like working in the library and I am enjoy working with other colleagues	6 6.3%	8 8.3%	48 50.0%	34 35.4%	3.15	0.82
2	I learn every day on the job and I have progressed in my career	7 7.3%	8 8.3%	51 53.1%	30 31.3%	3.08	0.83
3	I appreciate my relationship with my boss and colleagues	7 7.3%	9 9.4%	54 56.3%	26 27.1%	3.03	0.81
4	Everyone works together to solve problems	8 8.3%	13 13.5%	45 46.9%	30 31.3%	3.01	0.89
5	I am self-motivated on this career	9 9.4%	9 9.4%	51 53.1%	27 28.1%	3.00	0.87
6	I am well motivated by my institution on librarianship career	18 18.8%	18 18.8%	40 41.7%	20 20.8%	2.65	1.02

The ranking of the motivation given to Academic librarians in the selected institutions to their use of digital literacy skills on their job is as follows:

Majority of respondents 48(50.0%) agreed to I like working in the library and I am enjoy working with other colleagues. A total of 51(53.1%) agreed to I learn every day on the job and I have progressed in my career. Majority of respondent that is 54(56.3%) agreed to I appreciate my relationship with my boss and colleagues. To everyone works together to solve problems, 45 (46.9%) agreed. The highest percent 51(53.1%) agreed to I am self-motivated on this career while 40(41.7%) agreed to I am well motivated by my institution on librarianship career.

Research Question 4: What is the relationship between digital literacy skill acquisition and utilization in academic library staff for career progression?

Table 4.7: Job Satisfaction and Career progression of library staff
 VD-Very Dissatisfied D-Dissatisfied S-Satisfied VS- Very Satisfied

S/N	Career Progression	VD	D	S	VS	Mean	S.D
1	How satisfied are you with the training you have received over time doing this job?	14 14.6%	9 9.4%	50 52.1%	23 24.0%	2.85	0.95
2	I appreciate my relationship with my boss and other colleagues	12 12.5%	12 12.5%	54 56.3%	18 18.8%	2.81	0.89
3	I am progressive in my career because my boss carries me along	16 16.7%	11 11.5%	56 58.3%	13 13.5%	2.69	0.91
4	I am satisfied with the job and my pay has increased overtime	15 15.6%	16 16.7%	51 53.1%	14 14.6%	2.67	0.91
5	I enjoy my work, I have been promoted over time and the pay is good	17 17.7%	16 16.7%	46 47.9%	17 17.7%	2.66	0.97
6	People skills are matched to their work	15 15.6%	15 15.6%	54 56.3%	12 12.5%	2.66	0.89
7	Management and supervisors encourage us set high goals	15 15.6%	23 24.0%	42 43.8%	16 16.7%	2.61	0.94
8	Complaint are handled fairly	11 11.5%	27 28.1%	46 47.9%	12 12.5%	2.61	0.85
9	Poor performance is handled sensitively	16 16.7%	18 18.8%	54 56.3%	8 8.3%	2.56	0.87
10	I am well compensated for the job I do.	24 25.0%	28 29.2%	35 36.5%	9 9.4%	2.30	0.95

The ranking of the extent to which the utilization of academic librarians' career progression as perceived by the respondents is as follows:

A total of 50 (52.1%) agreed they were just satisfied to the question, how satisfied are you with the training you have received over time doing this job? On I appreciate my relationship with my boss and other colleagues 54 (56.3%) were satisfied. A total of 56 (58.3%) were satisfied with their progress in their career because their boss carries them along. Majority that is 51(53.1%) agreed that I am satisfied with the job and my pay has increased overtime. On I enjoy my work, I have been promoted over time and the pay is good 46(47.9%) were satisfied. A total of 54 (56.3%) agreed that people skills are matched to their work. On management and supervisors encourage us set high goals 42 (43.8%) were satisfied. A total of 46 (47.9%) were satisfied that complaint are handled fairly. On poor performance being handled sensitively 54(56.3%) were satisfied while 35(36.5%) were satisfied and agreed that they were well compensated for the job they do.

Research Question 5: How often do academic library staff in the selected institutions go for training on the use of ICT?

Table 4.8: Training of library staff on the use of ICT

SA –Strongly Agreed A- Agreed D-Disagreed SD-Strongly Disagreed

S/N	Library Automation	SD	D	A	SA	Mean	S.D
2	My institution provides adequate funds to equip the library with modern ICT (Computer and other gadgets)	11 11.5%	20 20.8%	33 34.4%	32 33.3%	2.90	1.00
10	My library organizes computer training for staff over time	20 20.8%	31 32.3%	27 27.1%	19 19.8%	2.46	1.04
8	My library is automated, and I am very familiar with its operations	11 11.5%	33 34.4%	29 30.2%	23 24.0%	2.67	0.97
3	I have improved over time by virtue of my training and work	8 8.3%	8 8.3%	51 53.1%	29 30.2%	3.05	0.85
11	It is not easy for me to learn and practice using ICT gadgets	25 26.0%	35 36.5%	25 26.0%	11 11.5%	2.23	0.97

Majority of the respondents that is 33(34.4%) agreed to my institution provides adequate funds to equip the library with modern ICT (Computer and other gadgets). To my library organizes computer training for staff over time, 31(32.3%) disagreed. Majority of the respondent 33(34.4%) disagreed to my library is automated, and I am very familiar with its operations. A total of 51(53.1%) agreed to I have improved over time by virtue of my training and work while 35(36.5%) also disagreed to it is not easy for me to learn and practice using ICT gadgets.

5.3 Conclusions

The acquisition and possession of vital digital literacy skills in information communication technology by academic library staff has been discovered to enhance individual job satisfaction and career progression. For academic libraries to fulfil their primary aim of meeting the information needs of users and the institutions, the library academic staff must be empowered with all necessary digital literacy skills to accomplish their mission of teaching, learning, research and community building. Professional Librarians of this present age are very involved with other faculties in the dissemination of knowledge to both staff and students of higher institutions. Para-professionals are also an asset to libraries when they are skilled in meeting the information needs of all patrons of the library. The level of expertise of the academic library staff will determine to a large extent how effectively they are able to perform their jobs and carry out routine jobs in the library.

When libraries are automated and functioning, the librarians are also very satisfied with how they perform their jobs and they are also well motivated and progress on their career. Also on the motivation and career progression of library practitioners, majority of librarians agreed they were well motivated on their jobs and they also agreed that they were all motivated by their various institutions, career progression will definitely lead to higher motivation.

According to Kasperek (2003) most positions, library and otherwise, list both required and preferred skills. Academic libraries for one need more than ever to integrate these changing times into their work routine and changing environment. Salter (2003) further pointed out that our observation and responses to technology over the last decades have successfully integrated into our trading such watershed as icon, the internet, digitization and electronic records. Our examination, experimentation and investigation of these have globally changed the face of libraries. She noted that the disappearance and replacement of the profession's icon – the card catalogs – reveals that we are collectively willing to experience and make changes.

O'English (2003) noted that for the past few decades the profession of librarianship has been characterized as a profession in tradition. She stated that new libraries of the 21st century will need to be comfortable with change because that is very likely going to be the environments in which they live out their careers. She opined that librarians do not exist in a vacuum and the trend of the future will strongly influence the future of the profession.

Hall (2003) noted that to staff the libraries of the 21st century, to manage and control our information rich environment we need staff with sophisticated technical skills. We need staff with the tried and true personal values from a simpler time. Finally, we need staff with the willingness to help. They need to be able to help our patrons learn to find their way through a glut of information available to them. They need to be able to help the profession reassess or reinvent itself.

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