Information resources availability, utilisation and job performance of academic librarians in selected university libraries in North-Central Nigeria

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Abstract: This study examined the level of information resources availability, utilisation and job performance in selected university libraries in North-Central Nigeria. Four research questions and three hypotheses were tested at 0.05 level of significance. Task-Technology Fit was the theoretical framework underpinning the study. The study population consisted of 128 academic librarians in seven university libraries. Out of this total, 103 copies were duly completed and returned for quantitative analysis, giving a response rate of 81%. Sampling was purposive and enumerative as all members of the population were used for the study. Data collected were analysed using SPSS. Findings indicated that 90% of the respondents noted that there is high availability of information resources for their job performance while 77(75%) of the respondents revealed that there is high utilisation of e- resources. A relationship between level of information resources utilisation and academic librarians job performance was established in the selected university libraries at (β= 0.591; p<0.05). The hypotheses tested revealed that job performance was significantly related to information utilisation. Though, information availability was found to be positively related to job performance, the relationship was not statistically significant (β= 0.081; p>0.05). Theoretically, the study contributed to validating Task-Technology Fit Theory. Based on these findings, some recommendations were made.

Keywords: *Availability, Job Performance and Utilisation.*

Background to the study

Availability and utilisation of information resources are variables that determine job performance of academic librarians. Performance is concerned with the alignment of the objectives of an organisation vis a vis the employees' agreed measures, competence, skills, development plans and results delivery. According to Campbell (1990), job performance is a means to reach a goal or set of goals within a job or organisation but not the real consequences of the acts performed within the job. Employee job performance, therefore, encapsulates the behaviour individuals engage themselves in or produce in the workplace which are in line with and contribute to organisation's goal (Ikyanyon and Ucho 2013). Similarly, despite the relevance of job performance as an outcome measure in empirical studies, it has been adequately investigated by researchers that self-rated and supervisor-rated measurement scales are best methods of determining individual job performance (Heilman, Block and Lucas 1992).

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 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. Mason (2010) views the mission of the academic library as having to build and maintain a collection that will support the growth of information 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 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 opportunity on information availability and utilisation 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 easy 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).

From the global viewpoint, it is availability of information resources that makes utilisation possible, while it is utilisation that makes performance achievable. Thus, the combination of availability of information resources and information technology will improve job performance of academic librarians. However, there is need for all developed and developing countries of the world to take information as tools that assist the enhancement of job performance of academic librarians through the use of modern information resources (Rosenberg 2005; Chuene

2000; Lancaster and Sandore 1997; Rada 1994). This can be possible if academic librarians realise the enormous role information resources play in improving efficient services. In Canada, for instance, information resource utilisation and its effect on job performance of academic librarians have been adopted. Librarians are leaders in using technology to improve traditional library resources and services to meet the challenges of the 21st-century. In Singapore, a committee was set up by the government and mandated to design an information resources plan for the country and ensure all libraries are ICT compliant for the betterment of the country (Chia, Lee and Yeo 1998). The foregoing reiterates government's commitment to improving library services and performance.

It is observed that Nigerian university scholars are not measured up compared to their contemporary in advanced countries in terms of job performance (Ani et al. 2016; 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 availability and utilisation of information resources

Research questions
1. To what extent are university academic librarians in North-Central Nigeria performing their job?
2. What is the level of availability of information resources in selected university libraries in North-Central Nigeria?
3. What is the level of utilisation of information resources in selected university libraries in North-Central Nigeria?
4. What is the relationship between information resources availability, utilisation and job performance among academic librarians in North-Central universities?

The following hypotheses are developed to answer research questions 4 raised above:

Research Hypotheses
1. There is no significant relationship between information resources availability and job performance among academic librarians in North-Central Nigeria.
2. There is no significant relationship between information resources utilisation and job performance among academic librarians in North-Central Nigeria.
3. There is no significant difference between information availability and information utilisation among academic librarians in North-Central Nigeria.

Significance of this study

As asserted by Nworgu (1991:67) the significance of a study is required because it tries to determine whether the research is of practical or professional value to the society. The results of this study are expected to assist library management and stakeholders in figuring out issues that exist in the library and create room for improvements and creativity. The findings are aimed at notifying policy makers' decisions on information resources, resource planning and capacity building for strengthening job performance among academic librarians. This study will also increase the librarians' level of awareness in Nigerian universities about the need to utilise ICTs and e-information resources as emerging tools for universal research and integration. Hence, the study will also contribute to the following: knowledge, practice, policy and further research.

Theoretical framework

This article provides the theoretical framework grounded on level of availability and utilisation of information resources and job performance of academic librarians in selected university libraries in North-Central Nigeria which form the basis of the study, in this case Task-Technology Fit and their application to the study. In line with the research questions 1, 2 and 3, the TTF will provide a guide in exploring availability and utilisation of information resources as determinants of academic librarians' job performance.

Review of literature

The study reviewed important literature on the level of information resources availability, utilisation as well as job performance in print and non-print sources in Nigeria (Africa) and internationally in view of emerging trends in the ICT environment. The empirical and theoretical literature review was sourced from print and electronic resources in books, journals, databases and other related media

Information resources availability

The volume of information resources available in the world is massive; hence it becomes obligatory to review information resources availability for academic librarians' job performance. Studies by Okiki (2013), Naidu, Rajput and Motiyani (2007), Eason, Richardson and Yu (2000) and Abels, Liebscher and Denman (1996) reveal that availability of information resources improves job performance of academic librarians. Despite this view, Jimba and Atinmo (2000) in contrast posited that availability and utilisation of electronic information resources has no significant relationship with job performance in Nigeria. Mahajan (2006)

maintained that information usage for researchers had significant relationship on the performance of librarians that are science-based, while information usage revealed insignificant difference with performance of librarians in Humanities at Panjab University. Therefore, the inconsistencies in the findings of Jimba and Atimo (2000) and Mahajan (2006), makes it pertinent to further examine the effect of information availability and utilisation on academic librarian's job performance.

Ani, Ngulube and Onyancha (2014) conducted a study on electronic resources as a platform for conducting research in universities. Their report showed that accessibility as well as utilisation of electronic information resources had a significant positive influence on research productivity of researchers in the surveyed universities. Further, based on discipline, accessibility was reported to have no significant influence on electronic information resources utilisation by researchers. On the other hand, the research findings of some studies conducted in Nigeria present contrasting views on the subject matter (Ehikhamenor 2003a; 2003b and Jimba and Atimo 2000). These authors noted that the Internet contributes little to improving productivity. Even though 77.5% of the Internet users appraised e-journals as either important or very important, none of them could say how many journals they consulted. Therefore, the assessment of e-journals by the Nigerian scientists is based on their expectations rather than on their experience of actual use. Further studies by Mahmood, Hartley and Rowley (2011); Vakkari (2008); and Jankowska (2004); Nwezeh (2010); Badu and Markwei (2005); Ojedokun and Owolabi (2003) and Mgobozi and Ocholla (2002); Ajala et al. (2010); Popoola (2009); Ani and Biao (2005) agreed with the view by Ani, Ngulube and Onyancha (2015).

As averred by Nazan and Kurbanoglu (1998), scholars in social sciences, Turkish university used library resources (mostly refence resources) for teaching programmes and job performance. Also, Selvamani (2012) reported that books, periodicals and newspapers were the most used information resources for job enhancement among the faculty members in Chennai. Ani (2013) identified availability and utilisation of information as a single construct, whereas this present study examined availability and utilisation of information resources as two different concepts. This is because utilisation of information resources is determined by availability of the resources and thus, the need for the present study. Moreover, this study examined availability and utilisation of both electronic and non-electronic resources in Nigerian university libraries.

Information resources utilisation

The competence to use information materials effectively and resourcefully depends largely on the amount of information/knowledge the librarians possess about the available information resources and how best to explore such. Information utilisation entails creation of awareness and provision of means of accessing available information resources for diverse purposes (Eiriemiokhale and Ibeun 2017). The driving force for librarian's information use is to enhance job performance. Academic librarian functions typically revolve around teaching, community engagement, support for the research needs of its staff, faculty, and students to assist in supporting the school's curriculum and as a result they require a wide range of information (Omopupa 2016). According to Omopupa (2016:39), the growing diversity of information resources gives academic librarians a verity of sources of information to choose from depending on their competencies and individual efficiency. Cornwall (2011) noted that the way an information resource is presented determines the effectiveness of its use.

Ani et al. (2016) conducted a study on strategies for enhancing the ICT-based library resources utilisation in research and job productivity. Findings revealed that lack of access to ICT resources, high cost of Internet use, inadequate fund, incompetence of library staff, lack of ICT skills and poor awareness of ICT-based library resources were some of the challenges affecting the use of ICT-based library resources. A study by Hussain and Kumar (2013) reported the use of information resources by faculty of Pharmacy in Chennai. The findings showed that most of the academic librarians from the master school of management visit the library for adequate access of reference resources and services for effective and efficient job performance. Findings further showed that books, periodicals and newspaper are the most used information resources that enhance job performance among faculty members while maps, charts microfilms/microfiches are of less used. Similarly, Selvamani (2012) revealed a positive relationship in the use of information resources by faculty of Pharmacy college.

Wanjiku (2013) examined utilization of educational resources for instigating librarian's performance in selected secondary schools in Mbeere South, Mmbu country, Kenya. The study examined the status of physical and material resources in secondary schools and to determine how effectively students and staff utilize the available information resources in the libraries in influencing their performance. From the findings, it was observed that materials and physical resources such as textbooks and library services are inadequate which contributed to low performance in Kenya.

In Nigeria, Attama (2013) explored the impact of library resources on the publication output of academic staff in Nigeria polytechnics. From the findings, it was observed that there was average utilisation of some library information resources which led to low productivity level among academic staff in some polytechnics. The study further revealed that some library information resources had significant impact on job productivity of academic in terms of publication output. The findings showed that most respondents demonstrated poor skills in the use of library resources; inadequate modern ICT; poor electricity supply and non-availability of electronic resources as constraints to library resources utilisation. The study concluded that the libraries under study need to re-order their collection development and acquisition policies in order to meet expected goal of information resources utilisation which may have positive influence on job performance of academic librarians' research output.

In University of Nigeria, Ugwu (2008) examined effect of some personal characteristics on the information resources utilisation by social science researchers. Findings showed that education and position are good predictors of information use while professional experience had little influence in explaining variations in information resource use. Similarly, in Nigeria, Jagboro (2003) conducted a study on the use of Internet by university academic staff. Despite the advantages of internet to research, learning and teaching, a number of difficulties still persist in the use of Internet for academic purposes in science-based programmes. The author concluded that the use of Internet for research would positively improve librarian's job performance through the provision of access points at the faculty and departmental levels. In addition, the findings by Franca (2017); Hashim and Mokhtar (2012); Everhart and Logan (2005); Lonsdale (2003) and Zhang (1998) showed that Internet facilities had a significant contribution to academic librarian's job performance.

Job Performance

Job performance is referred to as the behaviour an individual engage him/herself in or produce in the workplace in line with an organization's goal (Ikyanyon and Ucho 2013). From the behaviourists point of view, it is the productivity of an individual's job-related behaviours (Shooshtarian, Ameli and Aminilari 2013; Zamanet et al 2014 cited in Ugwu 2018:4). However, job performance can be measured through punctuality, work quality, performance, personal characteristics, work environment, behaviour as well as job outcomes, and training effectiveness (Tseng and Huang 2011).

In Pakistan, Tahir, Mahmood and Shafique's (2010) study reported that library personnel's job performance was impacted by lack of formal training and skills to use modern technology. In terms of the preference of electronic resources over non-electronic resources, their findings showed no significant differences to librarians' job performance. The results also revealed that the scholars liked to use both electronic and non-electronic information resources.

Kebede (1999) adopted performance evaluation of academic librarians in three academic libraries in developing countries (South Africa, Ethiopia and Egypt). Issues of value awareness, evaluation cost, shortage of staff and lack of methods and tools to employ for the purpose were emphasized. The author concluded that performance evaluation templates for librarians working in the library in developing countries were almost absent. This is because the information resources in developing countries make performance a very difficult task to undertake.

A study by Lamptey, Boateng and Antwi (2013) on public universities in Ghana focused on motivation and job performance of librarians, the effect of motivation on performance, the intrinsic and extrinsic factors that contributed to low job performance. Similarly, Aiyetan and Oltuah (2006) examined the relationship between motivation and performance of workers in the Nigerian universities. The findings of Lamptey, Boateng and Antwi (2013) and Aiyetan and Oltuah (2006) established that staff were not carrying out their work as expected despite the fact that they were motivated.

In Nigeria, Oyewole and Popoola (2015) examined the effect of personal factors and work locus of control on library personnel's job performance. As revealed by the findings, there was a significant correlation among independent variables (such as work experience, age, position, academic qualification, monthly salary and work locus of control) and dependent variables (library personnel's job performance). The need for library administrators and managers to venture into the recruitment of personnel with the independence variables was recommended as a means of enhance job performance. This resonates with Belias, Sdrolias and Koutiva (2013) study that noted that demographic variables had a significant relationship with job performance of employee. However, the finding contrasted with outcome of similar research in Britain and United States of America that demographic variables that come with age, working experience appear to count less for job performance (Munk 1999).

In Nigeria, the relationship between staff development programme and librarians' job performance in Maiduguri were examined by Saka and Haruna (2013). Findings revealed no

significant relationship between formal education and staff's job performance in the branch libraries. Findings further revealed a significant relationship between conferences/seminars and job performance of academic librarians in branch libraries. The study also revealed a significant positive relationship between workshop attendance and librarians' job performance in the surveyed libraries. In spite of various forms of formal education available in the surveyed university, lack of dedication and commitment to duty hindered librarians job performance. Adomi and Famola (2012); Mbagwu and Nwachukwu (2010) and Saka (2008) also reported that a significant relationship existed between educational qualification and job performance and that there was high correlation between training programmes and job performance of academic librarians.

Madukoma and Popoola (2012) and Madukoma and Opeke (2013) examined job performance of librarians based on self-rated measure. The authors noted that the weakness of this approach is that the respondents (employees) may be biased in their assessment. This is the gap the study seeks to fill by adopting Heilman, Block and Lucas's (1992) self-rated and supervisor rated performance measure. The scale contains ten questions in all with the first five items measuring self-rated performance to be completed by academic librarians and the other five items measuring the supervisor rated, to be completed by the university librarians for employees under them in the selected universities.

In South-West, Nigeria, Amusa, Iyaro and Olabisi (2013) conducted a study on work environments and public university librarians' job performance. The authors reported that the work environment for librarians in terms of physical facilities, open communication, motivation and information resources in the libraries played a crucial role in determining their job performance. The study also established that there was a significant correlation between work environment, information resources and job performance of academic librarians. Improved physical facilities, personal emolument and constant funding by the government were recommended as means of improving performance within the system.

Igbinovia and Popoola (2016) investigated organizational culture and emotional intelligence as predictors of job performance among library personnel in academic libraries in Edo state, Nigeria. From the findings, it was revealed that there were high levels of job performance, emotional intelligence and organisational culture among library personnel. The study further showed a positive correlation between job performance of library staff and organisational culture. The direct combination of organizational culture and emotional intelligence were

found to predict job performance of library personnel in the academic libraries under study. This finding agrees with that of Parthasarathy and Ramalingam (2015); Olanipekun, Aje and Abiola-Falemu (2013); Ng'ang'a and Nyongesa (2012); Pizer and Hertel (2005). However, from the above scenario, it can be deduced that for academic librarians' jobs to improve there must be prediction between emotional intelligence and organisational culasture which is influenced by demographic, psychological and institutional factors.

Ikonne (2015:863) examined the impact of performance appraisal on library employees' job performance in selected South-West Nigerian university library and information Centers. Findings revealed that perceived performance evaluation of library staff (routine appraisal of an employees' job performance) as a management device designed to improve the personnel's performance; but not a management means for strengthening superior-subordinate relationship. The author further noted that performance appraisal could influence job performance as it can be used to motivate employees to work harder. The study, however, recommended suitable appraisal scheme that will suit the library personnel's performance and a regular feedback to the employees after an evaluation for effective job performance among librarians. This corroborates Schachter (2004)'s report on the importance of evaluation in enhancing academic librarian's job performance. The finding of the study was aligned with the submission of Heilman, Block and Lucas's (1992) on the importance of maintaining supervisor-rated performance measurement in an organisation.

A mediation model of transformational leadership was proposed by Ugwu (2018) for improving librarians' job performance in Nigerian university libraries. Ugwu reported that knowledge management has influence on the relationship between transformational leadership and librarians' job performance in the selected university libraries. This finding was in agreement with previous studies by Nwaigwe (2015); Manaf and Hatif (2014) and Walumbwa, Avolio and Zhu (2008) which revealed existence relationship between job performance and transformational leadership.

Maduokoma and Popoola (2012) investigate the relationship between utilisation of library and job performance of senior non-academic staff in Nigeria. The authors reported that non-academic personnel do not regularly use library owing to their busy schedule, unlike their academic counterparts, who must make use of the library for regular update in their teaching and research activities. As revealed from the findings, that there was no significant relationship

between job performance and gender of respondents. Besides, there was a significant relationship between utilisation of library and respondents' work performance.

Research methodology and method

Questionnaire and interview were the data collection instruments. Total enumeration method was thereafter adopted to select professional librarians in the selected universities in North-Central Nigeria. The sample size included 128 academic librarians. Of the 128 copies of administered questionnaires to academic librarians, 103 copies which constitutes 81% response rate were retrieved and found usable for the study. The items on both quantitative and qualitative schedules were adjusted based on the feedback from the pre-test. The quantitative data was analysed with the SPSS.

Table 1: Job performance of academic librarians in North-Central Nigeria

S/N	Statement	Excellent	Good	Average	Fair	Poor	Mean	Std Dev
1	Cataloguing	57 (55.4%)	46 (44.6%)	0 (0%)	0 (0%)	0 (0%)	4.55	0.500
2	Circulation	41 (39.9%)	61 (59.1%)	0 (0%)	0 (0%)	1 (1%)	4.37	0.594
3	Reference	35 (34%)	57 (55.4%)	10 (9.8%)	1 (1%)	0 (0%)	4.22	0.656
4	Acquisition of materials	40 (39.3%)	47 (46.1%)	10 (9.9%)	3 (3%)	2 (2%)	4.18	0.872
5	Information literacy	25 (24.6%)	55 (54%)	18 (17.7%)	2 (2%)	2 (2%)	3.97	0.826
6	Journal publication	24 (23.8%)	55 (54.5%)	15 (14.9%)	5 (5%)	2 (2%)	3.93	0.875
7	Current awareness services	19 (18.7%)	59 (57.9%)	16 (15.7%)	7 (6.9%)	1 (1%)	3.86	0.833
8	Selective dissemination of information	15 (15%)	56 (56%)	23 (23%)	3 (3%)	3 (3%)	3.77	0.851

S/N	Statement	Excellent	Good	Average	Fair	Poor	Mean	Std Dev
9	Exhibition and display	15 (14.9%)	43 (42.6%)	24 (23.8%)	13 (12.9%)	6 (6%)	3.48	1.083
10	Consortium service (Inter-library loan)	13 (13%)	32 (32%)	31 (31%)	10 (10%)	14 (14%)	3.20	1.214
11	Indexing	14 (13.8%)	30 (29.5%)	32 (31.4%)	14 (13.8%)	12 (11.8%)	3.20	1.194
12	Abstracting	9 (9%)	33 (32.7%)	35 (34.7%)	11 (10.9%)	13 (12.9%)	3.14	1.140

Table 1 shows that over 75% of the respondents indicated excellent, good and average in all the questions in the table. Ranking the items based on the mean scores and standard deviation values shows that academic librarian perform the listed task in the following order of proficiency: Cataloguing ($\overline{X} = 4.55; SD = 0.500$); Circulation ($\overline{X} = 4.37; SD = 0.594$); Reference ($\overline{X} = 4.22; SD = 0.656$); Acquisition of materials ($\overline{X} = 4.18; SD = 0.872$); Information literacy ($\overline{X} = 3.97; SD = 0.826$); Journal publication ($\overline{X} = 3.93; SD = 0.875$); Current awareness services ($\overline{X} = 3.86; SD = 0.833$); Selective dissemination of Information ($\overline{X} = 3.77; SD = 0.851$); Exhibition and display ($\overline{X} = 3.48; SD = 1.083$); Consortium service (Inter-library loan) ($\overline{X} = 3.20; SD = 1.214$); Indexing ($\overline{X} = 3.20; SD = 1.194$); Abstracting ($\overline{X} = 3.14; SD = 1.140$). It can be deduced from the outcomes in Table 5.3 that most academic librarians perform better in terms of cataloguing, circulation and reference and least in consortium services, indexing and abstracting. The extent to which information resources improve individual performance in the library from a utilisation behavioural perspective is confirmed by the Task-Technology Fit theory [TTF] (Goodhue and Thompson 1995).

Table 2: Availability of print information resources

S/N	Print information resources	Highly Available	Available	Moderately Available	Not Available	Mean	Std Dev
1	Newspapers	74 (72.6%)	26 (25.5%)	2 (2%)	0 (0%)	3.71	0.499
2	Textbooks	72 (71.3%)	26 (25.8%)	3 (3%)	0 (0%)	3.68	0.528
3	Journal collections.	49 (50%)	46 (47%)	3 (3.1%)	0 (0%)	3.47	0.560
4	Dictionaries	44 (44%)	47 (47%)	9 (9%)	0 (0%)	3.35	0.642
5	Research reports	42 (41.2%)	49 (48.1%)	11 (10.8%)	0 (0%)	3.30	0.657
6	Encyclopedias	41 (40.6%)	45 (44.6%)	14 (13.9%)	1 (1%)	3.25	0.727
7	Thesis/ Dissertation	42 (42%)	41 (41%)	14 (14%)	3 (3%)	3.22	0.799
8	Magazines	33 (32.7%)	44 (43.6%)	22 (21.8%)	2 (2%)	3.07	0.791
9	Government Publications	28 (27.8%)	53 (52.5%)	19 (18.9%)	1 (1%)	3.07	0.711
10	Bibliographies	22 (22%)	58 (58%)	19 (19%)	1 (1%)	3.01	0.674
11	Handbooks	25 (24.8%)	51 (50.5%)	24 (23.8%)	1 (1%)	2.99	0.728
12	Pamphlet/ Posters	25 (25.6%)	45 (46%)	26 (26.6%)	2 (2.1%)	2.95	0.778
13	Seminars/ Symposium	19 (19.2%)	52 (52.6%)	27 (27.3%)	1 (1.1%)	2.90	0.707
14	Conference proceedings	15 (15.2%)	55 (55.6%)	27 (27.3%)	2 (2.1%)	2.84	0.696
15	Abstracts	19 (19.2%)	42 (42.5%)	33 (33.4%)	5 (5.1%)	2.76	0.822
16	Manuscripts	13 (13%)	49 (49%)	30 (30%)	7 (7%)	2.71	0.820
17	Technical reports	16 (16.4%)	41 (41.9%)	35 (35.8%)	6 (6.2%)	2.68	0.820
18	Indexes	15 (15.2%)	44 (44.5%)	33 (33.4%)	7 (7.1%)	2.68	0.819

Table 2 shows that over 90% of the respondents indicated highly available, available and moderately available to all the questions relating to the availability of print information resources. Ranking the items based on the mean scores and standard deviation values shows that the following print information resources are available in the following order: Newspapers ($\overline{X} = 3.71; SD = 0.499$); Textbooks ($\overline{X} = 3.68; SD = 0.528$); Journal collections ($\overline{X} =$

3.47; SD = 0.560); Dictionaries ($\overline{X}$ = 3.35; SD = 0.642); Research reports ($\overline{X}$ = 3.30; SD = 0.657); Encyclopedias ($\overline{X}$ = 3.25; SD = 0.727); Thesis/Dissertation ($\overline{X}$ = 3.22; SD = 0.799); Magazines ($\overline{X}$ = 3.07; SD = 0.791); Government Publications ($\overline{X}$ = 3.07; SD = 0.711); Bibliographies ($\overline{X}$ = 3.01; SD = 0.674); Handbooks ($\overline{X}$ = 2.99; SD = 0.728); Pamphlet/ Poster ($\overline{X}$ = 2.95; SD = 0.778); Seminars/Symposium ($\overline{X}$ = 2.90; SD = 0.707); Conference proceedings ($\overline{X}$ = 2.84; SD = 0.696); Abstracts ($\overline{X}$ = 2.76; SD = 0.822); Manuscripts ($\overline{X}$ = 2.71; SD = 0.820); Technical reports ($\overline{X}$ = 2.68; SD = 0.820); and Indexes ($\overline{X}$ = 2.68; SD = 0.819). Table 5.5 shows that the most available print information resources were newspapers, textbooks and journal collections while the least available include indexes, technical reports and manuscripts.

Table 3 utilisation of electronic resources

S/N	Utilisation	Very True	True	Seldomly True	Not True	Mean	Std Dev
1	I make use of important electronic materials on the Internet daily.	54 (54.6%)	39 (39.4%)	5 (5.1%)	1 (1.1%)	3.47	0.644
2	I use online databases for my job performance	52 (52%)	40 (40%)	8 (8%)	0 (0%)	3.44	0.641
3	I make use of 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 use 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 use electronic material.	44 (44%)	46 (46%)	8 (8%)	2 (2%)	3.32	0.709
6	I utilize electronic resources via institutional net work for my job performance	39 (38.7%)	46 (45.6%)	14 (13.9%)	2 (2%)	3.21	0.753
7	I desire to utilize 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 use e-resources for my job performance daily.	33 (33.4%)	49 (49.5%)	15 (15.2%)	2 (2.1%)	3.14	0.742
9	I use local area network in my office to retrieve e-resources for my job performance.	30 (30%)	49 (49%)	17 (17%)	4 (4%)	3.05	0.796
10	I use CD-ROM databases for my job performance	31 (31.4%)	40 (40.5%)	23 (23.3%)	5 (5.1%)	2.98	0.869

Table 3 shows that over 70% of the respondents indicated very true and true to all the questions relating to utilisation of e-resources. Based on the mean scores, the respondents' assessments of the different items in Table 3 indicate that using 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.

The fourth research question sought to establish the relationship between information resources availability, utilisation and job performance among academic librarians in North-Central universities.

Table 4: Electronic resources

S/N	E-Resources	Description	Response Freq	Response %
1	E-Journals	Journals published in electronic format, usually on the Internet.	101	98.1
2	E-Books	A book publication accessible in digital form, consisting of text, images, or both display on a computer's devices.	99	96.1
3	E-Newspapers	Newspaper that exists on the World Wide Web or internet.	86	83.5
4	E-Thesis/dissertation	These databases contain PhD theses and dissertations published through e-format.	81	78.6
5	E-Magazines	An E-magazine also known as ezine (spelled e-zine) is a electronic articles that is distributed by an electronic method.	69	67.0
6	Reference database	These are electronic format which are available on internet such as dictionaries, almanacs and encyclopaedias.	78	75.7
7	Online database	A database accessible from a local network/Internet, as opposed locally stored on individual computer. Examples are SCIENCE DIRECT, JSTOR, AGORA, HINARI, OARE, PUBMED, EBSCOHOST etc.	96	93.2
8	Full text database	Full-text database provide the full-text of a document instead of just a citation or abstract.	90	87.4
9	Multimedia Products	They are e- resources that feature wired and wireless telecommunication and data services, including cell phones, laptops and tablets.	77	74.8
10	Telecommunication product	An exchange of information over significant distance by electronic means and refers to all types of voice, data and video transmission.	60	58.3
11	Desktop and portable computers	This describe a computer capable of being moved easily. This include laptop or palmtop computers.	88	85.4
12	CD-ROM	CD-ROM is short for compact-disc read-only memory. The disc is used for the permanent storage of information	83	80.6
13	Others		15	14.6

Note: Percent (%) is computed based on the total number of valid responses of 103

The results show that e-journals, e-books and online databases are most frequently used electronic resources while multimedia products, e-magazines and telecommunication products are the least used electronic resources. Table 4. was guided by Task-Technology Fit by Goodhue and Thompson (1995) that stressed that information resources (internet sources, print resources and e-resources) bring quality and excellence into academic librarians' job performance.

Table 5. Task-Technology Fit (TTF) Reference from (Goodhue and Thompson 1995).

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std Dev
	Ease of Use						
1	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
2	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
3	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						
4	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
5	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
6	It is better to use the present information resources rather than other information resources	26 (26.9%)	52 (53.7%)	13 (13.5%)	6 (6.2%)	3.01	0.810
	Performance						
7	The information resources provide helpful guidance in performing my tasks	48 (49%)	47 (48%)	3 (3.1%)	0 (0%)	3.46	0.559
8	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
9	Using information resources improve my tasks Performance	46 (47.5%)	47 (48.5%)	4 (4.2%)	0 (0%)	3.43	0.576
10	Performing my tasks depend on information resources I use	42 (43.3%)	50 (51.6%)	5 (5.2%)	0 (0%)	3.38	0.585
11	Using information resources increases my productivity	49 (50.6%)	46 (47.5%)	2 (2.1%)	0 (0%)	3.48	0.542

Ease of Use: Table 5. shows that majority of the respondents (Over 80%) strongly agreed/agreed with the statements on ease of use of information resources in the following order: academic librarians can easily do what they want to do using the print and non-print information resources for accessing and analysing data $((\overline{X}) = 3.20; SD=0.657)$; it is easy to learn how to use the information resources that give access to data $((\overline{X}) =3.19; SD=0.653)$; and the information resources that give access to data are convenient and easy to use $((\overline{X}) =3.15; SD=0.635)$. It can be deduced from the results that respondents' assessment of ease of use of information resources among academic librarians is satisfactory.

Utilization: Table 5. also shows that majority of the respondents (Over 80%) strongly agreed/agreed with the statements on utilization of information resources in the following order: academic librarians think the information resources are suitable for my task $((\overline{X}) =.20; SD=0.606)$; think the present information resources should be main facility tools in

further tasks (($\overline{X}$) =3.12;SD=0.711); and it would be much better for them to use the present information resources rather than other information resources (($\overline{X}$) =3.01;SD=0.810). It can be deduced from the results that respondents' assessment of utilisation of information resources among academic librarians is satisfactory.

Performance: Table 5. 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 use and relationship are the two determinants of information resources usage. Specifically, the ease of use proposes that librarians will improve job performance if they believe in the task characteristics that can lead them to high performance.

Hypotheses Testing

In this section, a regression analysis was performed to establish the relationship between the dependent variable (job performance) and independent variables (information availability and information utilisation). The results are shown in Tables 5.12 to 5.14 below:

Table 6: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.813[a]	0.661	0.651	0.5259174	2.082

a. Predictors: (Constant), Information Availability and Utilization

b. Dependent Variable: Job Performance

Table 6. shows that when the independent variables: information availability and information utilisation were regressed on job performance, 0.661 was obtained as the coefficient of determination (R^2). The value of the Adjusted R^2 is 0.651. This implies that information availability and information utilisation jointly explain 65.1% of the variation in job

performance. The value of Durbin-Watson statistic is 2.082 implying the absence of first order serial correlation.

Table 7: ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	53.406	3	17.802	64.363	0.000[b]
Residual	27.382	99	0.277		
Total	80.788	102			

a. *Dependent Variable: Job Performance*

b. *Predictors: (Constant), Information Availability and Utilisation*

Table 7 showed that F-statistic of 64.363 is statistically significant at $p<0.05$ (p=0.000). This implies that there is a statistically significant relationship between the job performance and the explanatory variables (information availability and information utilisation).

Table 8: Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.602	0.331		1.817	0.072		
Availability	0.081	0.096	0.050	0.842	0.402	0.986	1.014
Utilisation	0.591	0.097	0.604	6.091	0.000	0.348	2.875

a. *Dependent Variable: Job Performance*

The results in Table 8 reveal that job performance is positively and significantly related to information utilisation. Though information availability is positively related to job performance, the relationship is not statistically significant at 5% level of significance. The relationship between the job performance and explanatory variables (information availability and information utilisation) are shown as follows: information availability ($\beta= 0.081$; $p>0.05$) and information utilization ($\beta= 0.591$; $p<0.05$).

Hair, Black, Babin and Anderson (2014) specified that the tolerance level should not be less than 0.10 while variance inflation factor (VIF) should be below 5 before it can be concluded multi-collinearity is absent in any data set. Table 5.14 showed that the tolerance values ranged from 0.348 to 0.986. It can be implied that the scores obtained are higher than the speculated

benchmark. Also, the variance inflation factors (VIFs) that ranged from 1.014 to 2.887 are less than the acceptable benchmark as suggested by Hair et al. (2014).

The results in Table 8 were used to test hypotheses one and two accordingly

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

The results in Table 8 show that there is a positive but statistically insignificant relationship between information availability (β= 0.081; p>0.05) and job performance. The t-statistic values of 0.0842 confirmed the results. The results showed that the null hypothesis should be rejected. It can be concluded that job performance of academic librarians in North-Central Nigeria is not significantly influenced by information availability.

H_{02}   *There is no significant relationship between information utilization and job performance among academic librarians in North-Central Nigeria.*

The results in Table 8 show that there is a positive significant relationship between information utilisation (β= 0.591; p<0.05).and job performance. The t-statistic values of 6.091 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 utilisation.

The results in Table 9 were used to test hypothesis three.

H_{03} *There is no significant difference between information availability and information utilisation among academic librarians in North-Central Nigeria.*

To determine if there is any significant difference among information availability and information utilisation among academic librarians in North-Central Nigeria, analysis of variance (ANOVA) was used because the variables of interest are two categories. The result is shown in Table 9

Table 9: Mean, Standard Deviation ANOVA Results of Information Availability and Utilization

Anova: Single Factor/one-way SUMMARY						
Groups	Count	Sum	Average	Variance		
Availability	103	315.507	3.063	0.296		
Utilisation	103	303.333	2.945	0.828		
ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.9931	2	0.4965	0.7674	0.4651	3.0253
Within Groups	198.0057	306	0.6471			
Total	198.9988	308				

The result (F=0.7674; ρ=0.4651; F Crit=3.0253) shows that there is no statistically significant difference in academic librarians' perception of information availability and information utilisation. Since the ANOVA result is found to be statistically insignificant, post-hoc-test was not conducted. Based on the results in Table 9, it is therefore concluded that there is no significant difference in academic librarians' perception of information availability and information utilisation in North-Central Nigeria.

Discussion of findings

The research question sought to determine the extent to which academic librarians in universities in North-Central Nigeria are performing their job. The research question was linked to Task-Technology Fit theory [TTF] by Goodhue and Thompson 1995). It was found that 73(75%) of the respondents indicated that they were relatively up to the task at hand. It was also discovered that most of the academic librarians performed better in terms of cataloguing, circulation and reference services.

The finding is in agreement with assertion of Hussain and Kumar (2013); Chukwuemeka et al (2015). The least available services were consortium services, indexing and abstracting. This finding is in agreement with Nwachukwu, Abdulsalami and Salami (2014), who reported a similar finding on abstracting and indexing services. A significant number of the respondents in their study indicated that information services in their libraries needed improvement. Gabriel (2012) found that there was efficiency in indexing and abstracting services in the dissemination of agricultural information resources in the Institute for Agricultural Research Library, Ahmadu Bello University, Nigeria. The findings corroborate those by Hussain and Kumar

(2013) in Karanata University Library in India, which revealed that services like reference service, current awareness, bibliographic and online search engine strategy services were the mostly used.

Also, Selvamani (2012) in a study at Channai University, India, showed that most of the respondents 75(63%)) utilised journals/periodicals and circulation services for their job performance followed by 65(54%) for selective dissemination of information, 64(54%) for abstracting and indexing services, while current awareness services and reference service recorded 59(49%) and 57(48%) respectively. The findings of the present study correspond with the previous studies conducted by Owusu-Ansah, Mprah and Kumah (2014). In it, the majority of the respondents believed that the influence of information resources on library services was critical to the growth of academic librarians' job performance. They noted that two sets of needs (esteem and self-actualisation) of Maslow's (1954) hierarchy theory relate to personal growth and development which improves performance as noted by (Ferri et al 2010). Although the theoretical view suggest that self-esteem level of academic librarians should either be high or low, the literature suggests that such effects are either available or non-existent (Ferri et al. 2010).

The findings contrast with the studies of Onifade and Sowole (2011) and Wanjiku (2013), which reported that reference materials and services available in Federal University of Agriculture Library, Nigeria and Mbeere South, Mmbu Country, Kenya, respectively, were very old and this had negative effect on the services rendered by the personnel of the libraries. Onaolapo (2016) found that services such as reference services, lending of books, displays and exhibitions and research support services rendered by Federal Polytechnic Offa Library in Nigeria are not optimally utilised by most of the target users owing to several inherent factors.

Furthermore, results from Table 2 and 3 of the study revealed that 93(90%) of academic librarians indicated that all the identified information resources were available for use with the highest mean of ($\overline{X} = 3.71; SD = 0.499$). The findings correspond with the submission by Okiki (2013); Popoola (2009) that noted increasing availability as well as level of utilisation of information resources for job performance in the university libraries. Academic researchers have also observed with keen interest variation into the level of availability as well as utilisation of information resources amongst nations and institutions. The result of this present study showed a relationship amongst level of availability as well as utilisation of information resources by the respondents in the selected university libraries. Further, the results of the

finding showed that with adequate and recent information resources, there is higher degree of utilisation among the respondents. This is in agreement with the findings of Oriogu, Chukwuemeka and Oriogu-Ogbuiy (2018), Ishola and Obadare (2014), Hussain and Kumar (2013) and Selvamani (2012) on the utilisation of information resources. The findings contradict the position of Sheeja (2010), that there are major differences between availability and utilisation of information resources between scholars in science and those in social science of four universities in Kerala, India. In view of the empirical findings and submissions in the literature, it is, therefore, submitted that availability of information resources remains an effective means of facilitating teaching, research and learning as well as virile services among the personnel of academic libraries.

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 used 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 utilised 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 available 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. This finding corroborates Goodhue and Thompson (1995), who used TTF theory to test utilisation of information resources as instrument for evaluating job performance.

Also, discussion on the hypotheses, findings further revealed that job performance is significant to information accessibility as well as information utilisation. Though information availability displayed positive influence on job performance, the relationship indicated non-significant at 5% level of significance. The relationship between the job performance and explanatory variables (information availability, information accessibility and information utilisation) are

shown as follows: information availability (β= 0.081; p>0.05) while information utilization (β= 0.591; p<0.05). Thus, this study is in agreement with the findings of Ani, Ngulube and Onyancha (2014) and Attama (2013).

Conclusion

The study demonstrated that the availability, accessibility and utilisation of information resources remain 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 available resources among the respondents, while the least available included indexes, technical reports and manuscripts.

Recommendations

It is therefore, recommended that all the selected university libraries should concentrate on the provision of newspapers, textbooks, journal collections, dictionaries and research reports to ensure maximal utilisation to improve job performance. The study also 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.

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