

INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY COMPETENCE (ICT) ON JOB PERFORMANCE OF LIBRARY STAFF IN UNIVERSITY LIBRARIES IN PLATEAU STATE, NIGERIA

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Abstract

The study investigated the influence of information and communication technology competence on job performance in university libraries in Plateau State, Nigeria. The study has four objectives, three research questions, and one hypothesis. The study adopted a quantitative research design. The population of the study was 122 library staff from the three university libraries in Plateau State, Nigeria. The instrument for data collection was a self-designed questionnaire. A total of 122 copies of the questionnaire were administered out of which 110 copies were retrieved and found usable, giving a response rate of 90.2%. Data collected were analysed and presented using descriptive and inferential statistics. The findings revealed that the extent of the job performance of the library staff in the university libraries in Plateau State, Nigeria was high with an average weighted mean of 3.21. The level of the information and communication technology competence of the library staff in university libraries was high with an average weighted mean of 3.00. There is a significant influence of information and communication technology competence on the job performance of library staff in the universities in Plateau State, Nigeria, with the standardized Beta value is 0.676, which shows that ICT competence has 67.6% effect on staff job performance and P- value is 0.000 which is less 0.05 level of significance. The study concludes that when library staff have the requisite skills it enhances the job performance of both professional and non-professional library staff. The study recommends that the Management of university libraries in Plateau State should concentrate on training library staff on computer hardware, digitisation skills, networking skills and library software installation.

Key Words: Information and Communication Technology, Competence, Job performance Library staff, University library.

Introduction

An employee's ICT competence could be key determinants of the standard of work and degree of productivity. Effective job performance entails the act of executing or discharging the right duty or responsibility to the right people at the right time and the right place. Job performance shows how library staff deliver their duties and responsibilities to achieve specific, desired outcomes.

Job performance may refer to how well an employee performs the tasks specified in his responsibilities. Hence, Anyim and Onyegbula (2021) said job performance refers to the level of output realised in carrying out a certain assignment task. Job performance is a critical variable used by a university library to determine its success or failure. Hence, Cankir and Arikan (2019), noted that it is essential to consistently and routinely assess employee performance to evaluate their ability to perform their tasks efficiently and objectively. In other words, job performance refers to actions directly associated with carrying out job-related tasks. In another way, Basahuwa, *et al* (2020) noted that job performance is a crucial factor in determining the success or failure of any library. Job performance therefore could be influenced by an element such as ICT skills and the application of ICT skills enhances the delivery of quality services to library users.

In recent times, significant changes have occurred in libraries worldwide concerning the acquisition, organisation, and provision of quality services using ICT facilities. These changes are attributed to the advancement and use of various information and communication technologies (ICTs) in libraries, which have also influenced various aspects of life. Hence, George *et al.* (2022)

defined competency as the personal attributes, including skills, knowledge, and attitudes, that an individual has or must develop to perform a specific activity in a particular context. It can also be viewed as a combination of knowledge, skills, attitudes, and values required to carry out a job or productive role successfully.

To support this, Sani and Musa (2020) defined Information and communication technology (ICT) competence for library professionals or staff as a blend of skills, knowledge, and behaviors associated with library technology. These competencies are crucial for organisational success, personal development and job performance, and career development. In the context of information technology competencies, this concept encompasses a set of skills, knowledge, and attitudes applied to utilising ICT systems and devices to complete tasks effectively. ICT has great potential for information preservation, dissemination and collaboration. It is understatement to mention that the personnel in the library need ICT facilities being major tools required to perform their core tasks in the 21st century libraries. Application of ICT infrastructure in the library and skills assist the personnel to offer effective and efficient library services that would be demanded by today's library patrons. Ubogu, (2019) therefore observed that significance of ICT in libraries cannot be ignored, being that ICT is immensely used in rendering library services, hence, it is something inevitable for the present day libraries, to measure up to expectation. For this reason, academic libraries are not separated from this technology revolution. As information providers, they are

continually under pressure to make available relevant sources of information to their immediate communities. In the view of Udo-Anyanwu, and Emannuel (2020), gaining ICT skills is a requirement to meet the demands of today's knowledge-based economy. ICT tools and services are being used in university libraries to meet the needs of library users in a prompt, relevant, and precise manner. The current trends in the adoption of Information and Communication Technology (ICT) in libraries necessitate that library staff develop emerging ICT skills to effectively deliver services that address the information needs of their clients and achieve organisational goals. Library staff must improve their ICT skills in emerging areas such as database browsing, discovery tools, cloud computing, institutional repositories, RFID library security systems, and digitisation. Hence, Basahuwa, *et al* (2020) stated that in this changing library environment, the librarians or library staff must possess adequate ICT competence to manage modern libraries. Consequently, library staff usually gain these skills through various approaches, including formal and informal learning, workshops, seminars, conferences, online tutorials, and on-the-job training. This study examined how ICT impacts the job performance of library staff in specific areas: cataloguing, serial unit, reference, circulation, e-library and acquisitions of materials in university libraries in Plateau State.

Statement of the Research Problem

Since the introduction of ICT in library and information services, the focus has been on acquiring skills and competency in using ICT tools for efficient library service delivery or job performance has become compelling and

a necessity among library staff. University libraries in Plateau State are undergoing automation in one way or another. Hence, Library staff require strong ICT competence to enhance their job performance. While some staff have basic computer skills, many may still have inadequate ICT skills needed for effective library service delivery in this 21st-century.

Adoption of ICT for library services is no longer new as many libraries have been using Library Management Software (LMS) like KOHA for automating library processes. The preliminary investigation by the researcher revealed that university libraries in Plateau State are providing the standard traditional library services that are meant to be fully automated with library management software. The University libraries in plateau state are only using KOHA for cataloguing, while other modules in KOHA are not being utilised to deliver services to increase job performance of staff. They are using traditional methods of service delivery, thereby affecting the library staff's performance. According to Abbas (2014), library staff may struggle to perform effectively in an evolving work environment without ICT competency and could risk becoming obsolete within the system. The researcher believes that while ICT competence is essential, its impact on the job performance of library staff, particularly in terms of service delivery, is even more crucial. This is the core issue that led the researcher to undergo this research. The researcher is interested in knowing the influence of ICT competence (ICT) on job performance of library staff in universities in Plateau State Nigeria.

Research Questions

The following research questions were asked and answered in the study:

1. What is the extent of job performance of library staff in university libraries in Plateau State?
2. What is the level of information and communication technology competence of library staff for job performance in university libraries in Plateau State?
3. What are the strategies for acquiring ICT competencies for staff job performance in university libraries in Plateau State, Nigeria?

Research Hypothesis

The following null hypothesis was formulated for the study and tested at a 0.05 significance level

H0₁: There is no significant influence of information and communication technology competence on the job performance of library staff in universities in Plateau State, Nigeria?

Scope of the Study

The study focuses on influence of Information and Communication Technology (ICT) competence on the job performance of library staff in university libraries in Plateau State, Nigeria. The study covered the extent of the job performance of library staff; the level of information and communication technology competence of library staff for job performance; ways library staff acquire ICT competence; determined if there is any significant

influence of information and communication technology competence on the job performance of library staff in universities in Plateau State, Nigeria. The study covered Plateau State University Bokkos, University of Jos and Karlkum University Vom.

Research Methodology

The study used a survey research design, which was chosen because the data was collected through a questionnaire. This approach allows respondents to freely express their views, helping to achieve the study's objectives. The survey method was appropriate for this study as it enabled the collection of data to describe and interpret the influence between ICT competence and job performance of library staff in universities in Plateau State, Nigeria.

The study population was 122 library staff members from the University of Jos, Plateau State University Bokkos, and Karlkum University, Vom. This represents the target respondents for the study. According to Alvi (2016), a target population refers to all individuals who meet the criteria established for a research study.

The data from the study was analysed using both descriptive and inferential statistical methods. Descriptive statistics such as frequency distribution, mean, and percentages were employed, while Simple regression was used to test the null hypotheses at a 0.05 level of significance. SPSS version 27 was the statistical software used for the analysis.

Response Rate**Table 1: Response Rate**

S/N	University	No. of Administered questionnaire	No. of Returned questionnaire	Percentage(s) (%)
1	University of Jos	89	79	89
2	Plateau State University, Bokkos	27	25	92
3	Karl Kumm University, Vom	6	6	100
Total		122	110	90.2

Table 1 reveals that 89 copies of the questionnaire were administered to the library staff in University of Jos, 79 copies representing (89%) were returned, 27copies of questionnaire were administered to library staff in Plateau State University, Bokkos, 25

copies representing (92%) were returned, 6 copies of questionnaire were administered to library staff in Karl Kumm University, Vom, 6 copies representing (100%) were returned. The total response rate was 90.2%

Table 2: shows the demographic distribution of respondents according to their qualifications

S/N	Qualification	Frequency	Percentage (%)
1	SSCE/NECO	27	24.5
2	ND/HND	50	45.5
3	BLIS/B.TECH	5	4.5
4	MLIS/M.TECH	20	18.2
5	PhD	8	7.3
Total		110	100.0

Table 2 shows the demographic distribution of respondents according to their qualifications. Majority of the respondents were holders of ND/HND with 50 (45.5%),

followed by respondents with SSCE/NECO 27(24.5%), MLIS/MTECH degree 20(18.2%), PhD 8(7.3%), and BLIS/B.TECH 5(4.5%) respectively.

Table 3 shows the distribution of the respondents by experience

Years	Frequency	Percentage (%)
1-5 Years	30	27.3
6-10 Years	54	49.1
11-15 Years	17	15.4
16- 20 Years	-	-
21 years and above	9	8.2
Total	110	100

Table 3 shows the distribution of the respondents by experience. Majority of the respondents had 6-10 years' work experience 54(49.1%), followed by respondents with 1-5 years' work experience 30 (27.3%), then 11-15 years' work experience 17(15.5%) and

21 years and above work experience 9(8.2%) respectively.

Data Analysis and Results

Research Question One: What is the extent of Job Performance of Library Staff in University Libraries in Plateau State, Nigeria

Table 4: Extent of Job Performance of Library Staff in University Libraries in Plateau State, Nigeria

S/N	Statements	Extent of Job Performance of Library Staff										Mea n	Decisio n
		VHE (4) Fq %		HE (3) Fq %		LE (2) Fq %		VLE (1) Fq %		N	FX		
1	Circulation services provision to users	82	74.5	24	21.8	4	3.6	-	-	110	408	3.71	Very High
2	Reference services provision to users	80	72.7	29	26.4	1	0.9	-	-	110	409	3.72	Very High
3	Serials service provision to users	40	36.4	44	40.0	26	23.6	-	-	110	344	3.13	Low
4	Online Public Access Catalogue services to users	19	17.3	12	10.9	79	71.8	-	-	110	270	2.45	Low
5	Selective Dissemination Information services to users	71	64.5	35	31.8	4	3.6	-	-	110	397	3.61	Very High
6	Current awareness service	37	33.6	27	24.5	46	41.8	-	-	110	321	2.92	Low

	provision to users												
7	Bibliographic services provision to users	12	10.9	5	4.5	93	84.5	-	-	110	249	2.26	Low
8	E-library services provision to users	98	89.1	11	10.0	-	-	1	0.9	110	426	3.87	Very High

Decision: Average Weighted Mean =3.21

Key: VHE= Very high extent, HE= High extent, LE=Low extent, VLE=Very low extent

Table 4 reveals the extent of job performance of library staff in university libraries in Plateau State, Nigeria. The average weighted mean of 3.21 is the decision mean. This implies that all means equal or greater than the average weighted mean (3.21) indicates high extent of job performance while all means less than the weighted mean (3.21) indicates low extent of job performance.

The majority of the respondents indicated that the extent of their job performance in university libraries in Plateau State was very high in the following services: E-library services provision to users (3.87); reference services provision to users (3.72); circulation services provision to users (3.71); and Selective Dissemination Information services to users (3.61)

However, majority of the respondents indicated that the extent of their job performance in the University libraries in Plateau State was low in and serials service provision to users (3.13) , current awareness service provision to users (2.92), Online Public Access Catalogue services to users (2.45) and bibliographic services provision to users (2.26). Generally, the extent of job performance of the library staff in the University libraries in Plateau State, Nigeria was high with the average weighted mean of 3.21.

Research Question Two: What is the level of information and communication technology competence of staff for Job performance in the university libraries in Plateau State, Nigeria?

Table 5: Level of information and communication technology competence of staff for Job performance in the University libraries in Plateau State, Nigeria

Level of information and communication technology competence of staff													
S/N	Statements	VHL		HL		LL		VLL		N	FX	Mean	Decision
		Fq	%	Fq	%	Fq	%	Fq	%				
1	I have the computer software skills (such as Microsoft Office, Graphic Package, and Database management for performing my duties	59	53.6	44	40.0	7	6.4	-	-	110	382	3.50	High
2	I have basic computerising skills (such as booting and shutting down, locating and launching of application, creating and saving of documents) for rendering services	82	74.5	24	21.8	4	3.6	-	-	110	408	3.71	Very High
3	I have the knowledge of computer hardware skills (such as keyboard, mouse, scanner, and printer)	17	15.5	8	7.3	66	60.0	19	17.3	110	243	2.21	Low
4	I have the ability to access and use information that are on electronic platforms and provide services to users	71	64.5	21	19.1	18	16.4	-	-	110	383	3.48	High
5	I have the ability to store electronic files in such a	51	46.4	43	39.1	16	14.5	-	-	110	365	3.32	High

	manner that it can easily be retrieved by users												
6	I have the ability to digitise the available information resources that are on paper to electronic form	14	12.7	23	20.9	73	66.4	-	-	110	271	2.46	Low
7	I have the ability to use computer to search information on Internet and Database for library users	62	56.4	32	29.1	16	14.5	-	-	110	376	3.42	High
8	I have the computer networking skills (Internet connectivity, Searching and Retrieving of information) that help me perform my duties	8	7.3	37	33.6	65	59.1	-	-	110	328	2.48	Low
9	I have the ability to install different Library Application Software and other software for better services	20	18.2	20	18.2	57	51.8	13	11.8	110	267	2.43	Low

Decision: Average weighted Mean =3.00

Key: VHL= Very high level, HL= High level, LL=Low level, VLL=Very low level

Table 5 reveals the level of information and communication technology competence of the library staff in the University libraries in Plateau State, Nigeria. The average weighted mean of 3.00 is the decision mean. Majority of the respondents indicated that their levels of information and communication technology competence were very high in the basic computerising skills (such as booting

and shutting down, locating and launching of application, creating and saving of documents) for rendering services (3.71). (Very high is between 3.5 and 4.0) Majority of the respondents indicated that their levels of information and communication technology competence were high in the ability to access and use information that are on electronic platforms

and provide services to users (3.48); ability to use computer to search information on Internet and Database for library users (3.42); ability to store electronic files in such a manner that it can easily be retrieved by users (3.32) and computer software skills (such as Microsoft Office, Graphic Package, and Database management for performing my duties (3.11) respectively. (high is between 3.0 and 3.4)

However, majority of the respondents indicated they had low information and communication technology competence in computer networking skills (Internet

connectivity, Searching and Retrieving of information) that help me perform my duties (2.48); ability to digitise the available information resources that are on paper to electronic form (2.46); ability to install different Library Application Software and other software for better services (2.43) knowledge of computer hardware skills (2.21) respectively. Generally, the level of information and communication technology competence of library staff in the University libraries in Plateau State, Nigeria was high with the average weighted mean of 3.00

Research Question three: What are the strategies for acquiring ICT competencies for staff job performance in university libraries in Plateau State, Nigeria?

Table 6. Strategies for acquiring ICT competencies for staff job performance in university libraries in Plateau State, Nigeria

		Strategies for acquiring ICT competencies											
S/N	Statements	SA 4 Fq	%	A 3 Fq	%	DA 2 Fq	%	SD 1 Fq	%	N	FX	Mea n	Decision
Strategies for acquiring ICT competence could be:													
1	Regular reading of professional literatures and books in basic computer applications	12	10.9	32	29.1	66	60.0	-	-	110	276	2.51	Low Perception
2	Regular attendance of relevant conferences, workshops, professional association meetings, discussing professional	69	62.7	17	15.5	23	20.9	1	0.9	110	374	3.40	High Perception

	matters with colleagues and others												
3	Develop policy that allows library staff of all cadres to partake in continuous professional development	69	62.7	32	29.1	9	8.2	-	-	110	390	3.55	Very High Perception
4	Teaching of core ICT applications in training at diploma and degree levels	59	53.6	24	21.8	27	24.5	-	-	110	362	3.29	High Perception
5	Adequate budget provision for staff skills acquisition	61	55.5	13	11.8	36	32.7	-	-	110	367	3.34	High Perception

Decision: Average Weighted Mean = 3.21

Key: SA = Strongly Agreed, A= Agreed, DA = Disagreed, SD= Strongly Disagreed

Table 6 reveals the strategies for acquiring ICT competencies for staff job performance in the University libraries in Plateau State, Nigeria. The average weighted mean of 3.21 is the decision mean.

Strategies for acquiring ICT competence:

The data analysis shows that majority of the respondents had high perception with the strategy of developing policy that allows library staff of all cadres to partake in continuous professional development for acquiring ICT competencies with the mean of 3.55, regular attendance of relevant conferences, workshops, professional association meetings, discussing

professional matters with colleagues (3.40); adequate budget provision for staff skills acquisition (3.34) and teaching of core ICT applications in training at diploma and degree levels (3.29). However, regular reading of professional literatures and books in basic computer applications had low perception of 2.51.

HYPOTHESIS

The hypothesis was formulated and tested at the 0.05 level of significance:

H₀₁: There is no significant influence of information and communication technology competence on the job performance of

library staff in universities in Plateau State, Nigeria.

Table 7.1: Influence of information and communication technology competence on the job performance of library staff in universities in Plateau State, Nigeria.

Model	R	R- Square	Adjusted Square	R	Std. Error of the estimate
	0.676	0.457	0.452		0.23589

Predictors: (Constant), ICT competence

Table 1 shows the values of $R=0.676$, R - Square $=0.457$ and Adjusted R Square is 0.452 . $R=0.676$ shows a positive correlation between the ICT competence (independent variable) and job performance of library staff

(dependent variable). The R - Square indicates what percentage of the variability of the dependent variable is accounted for by the regression on the independent variable, which is 45.7% .

Table 7.2: ANOVA Model of Regression Analysis of information and communication technology competence on job performance of library staff in university libraries in Plateau State, Nigeria.

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	5.056	1	5.056	90.869	0.00
Residual	6.010	108	0.056		
Total	11.066	109			

a. Dependent Variable: job performance of library staff

b. Independent Variable(predictor) ICT competence

Table 2 shows Regression Sum of Squares $= 5.056$ which quantifies the variation in the dependent variable that the model explains. Residual $= 6.010$ quantifies the unexplained variation or error in the model. Total Sum of Squares $= 11.066$ quantifies the total variation in the dependent variable. Regression Mean Square $= 5.056$ explains the average amount of variation explained by the regression model. The F-statistic $= 90.869$ shows the regression model explains a high significant portion of the variation in the dependent variable. This p-value $= 0.000$ indicates the overall regression model is statistically significant since $(0.000 < 0.05)$

Table 7.3: The Beta Coefficient in the Regression

		Coefficients			T	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.819	0.148		12.324	.000
	ICT competence	0.470	0.049	0.676	9.533	.000

Dependent Variable: job performance of library staff

Table 3 shows the coefficients, both unstandardized and standardized. The Beta weighting for the standardized coefficient gives greater precision, comparability and accuracy. The Beta weighting of 0.676 is the measure of effect size. It implies that for every unit change in the (independent variable (ICT competence) the dependent variable (job performance of staff) will rise by 0.676 (67.6%). The null hypothesis which states that there is no significant influence of information and communication technology competence on job performance of library staff in university libraries in Plateau State, Nigeria is rejected. Hence, there is significant influence of information and communication technology competence on job performance of library staff in university libraries in Plateau State, Nigeria.

DISCUSSION OF FINDINGS

The extent of the job performance of the library staff in the University libraries in Plateau State, Nigeria was high with an average weighted mean of 3.21. The extent of E-library services provision to users, reference services provision, circulation services, selective dissemination Information services, and was high. This study corroborates with Nwokike, and Unegbu (2019) in their evaluation of the job performance of librarians in universities in

South-East, Nigeria. They found out that the level of the job performance of librarians in universities in South-East, Nigeria was high with a mean of 3.03. The study revealed that the level of job performance of library staff was high.

The finding revealed that the extent of information and communication technology competence of the library staff in university libraries in Plateau State, Nigeria was fairly high with an average weighted mean of 3.00. Most library staff are competent in booting, shutting down, and saving documents. They can access and use information on electronic platforms, and use computers to search for information on the Internet and databases. ability to store electronic files in such a manner that they can easily be retrieved. This study corroborates the study of Basahuwa et al. (2020) that explored the relationship between librarians' ICT skills and job performance in public universities in Nigeria's North-Central region, one of the findings revealed that the level of staff ICT skills was high.

The strategies for acquiring ICT competencies for staff job performance in the University libraries in Plateau State, Nigeria. The study reveals that continuous professional development, private computer

training, workshops, seminars and conferences, computer-assisted instructions, and Internet training or online learning, are the means through which library staff acquire ICT competencies. This is in line with Agaja (2019) that librarianship is being gradually accepted as a dynamic profession whose members should constantly seek new and better ways of information acquisition, storage, and dissemination through participation in short- and long-term courses such as on-the-job training, conferences, workshops, and seminars as means of training and enhancing efficient job performance. This study agreed with the findings of Isibika et. al (2021) who revealed that libraries spend money, time, and effort to sponsor staff on training with the capacity for greater achievement and are available for greater responsibilities.

CONCLUSION

Library staff ICT competence has a positive influence on job performance as it enhances circulation services, Current Awareness Services (CAS), Selective Dissemination of Information, and reference services in university libraries in Plateau State. Hence, when library staff have requisite skills, it would enhance the job performance of both

professional and non-professional library staff.

Recommendations

1. The study recommends that the Management of university libraries in Plateau State should continue to provide more training on information and communication skills to maintain or improve the level of the job performance of library staff

2. The study recommends that the Management of university libraries in Plateau State should concentrate on training of library staff on computer hardware, digitisation skills, networking skills and library software installation. These were areas where staff information and communication technology competence were low.

3. Management of university libraries should focus on continuous professional development; regular attendance of relevant conferences, workshops; adequate budget provision for staff skills and teaching of core ICT applications in training at diploma and degree levels.

4. Since there is a significant influence staff ICT competence on job performance, the Management of university libraries in Plateau State should make staff competence training a priority to keep the library up-to-date with service delivery.

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