

## Transforming Job Performance through Digital Literacy: Insights from Kaduna State University Library, Nigeria

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### Abstract

*This study aimed to investigate the impact of digital literacy skills on job performance among librarians at Kaduna State University Library, Nigeria. Specifically, it sought to determine if there is a significant relationship between digital literacy skills and the job performance of library personnel. The study employed a survey design with a population of 41 academic librarians, using total enumeration sampling. Data was collected through a self-constructed, validated questionnaire and analyzed using frequency tables and mean scores. Hypotheses were tested using the Pearson correlation in SPSS v23. The findings indicated a significant positive relationship between digital literacy skills and job performance among librarians. The study concluded that librarians who apply new technologies demonstrate proficiency in information dissemination and retrieval. It also recommended that librarians should acquire basic digital skills to enhance job effectiveness, with management support through incentives and training opportunities.*

**Key-word:** Digital Literacy Skill, Job Performance, Librarians, Kaduna State Universities, Nigeria.

### Introduction

The primary aim of any organization is to achieve its goals and fulfill the mission and vision it has established. The success of these objectives depends largely on the contributions of its human resources its employees. Employees play a crucial role in achieving organizational goals through their job performance (Okolocha, Akam & Uchehara, 2021). These authors further assert that no organization can thrive without the active input of its employees. Therefore, every institution requires effective and efficient employees to accomplish its goals, and this can be achieved through their job performance. It is widely acknowledged that employees are vital to an organization's productivity. They are central to an organization's success, and no organization can advance without considering their contributions.

Job performance refers to how well an employee meets organizational goals through their abilities. It is a major consideration within any organization. Job performance encompasses how employees complete various tasks assigned by their organization (Ukangwa, Unuoha & Otuza, 2022). This includes work-related behaviors evaluated at both individual and organizational levels, playing a significant role in the success of both the employer and employee. According to Harikaran (2020), job performance is the result of a person's effort, modified by their abilities and role perceptions. This means job performance involves fulfilling statutory duties based on employees' specializations, aimed at achieving institutional goals. The effort employees put into their work also refers to the energy they use to perform tasks. In the context of library job performance, this involves fulfilling statutory duties based on employees' specializations, aimed at achieving library

objectives. Saka and Salman (2014) found that librarians' job performance includes work-related behaviors recognized and accepted by the institution, contributing to job and organizational goals. In higher education institutions, libraries significantly contribute to their parent institutions' growth through research, community service, and providing teaching resources (Okolocha, Akam & Uchehara, 2021). These educational contributions also promote national development. Libraries support the teaching and community service agendas of institutions and offer a wide range of services, such as reference and user services, benefiting students, staff, and the broader community. Adeniran (2010) posited that libraries are essential for knowledge generation, serving a diverse array of knowledge seekers. They support their parent institutions' curriculum and research initiatives and offer services aimed at user satisfaction. The quality of services provided by academic libraries reflects the quality of education in those institutions, with librarians being the primary service providers to the academic community.

Librarians perform various technical and user services, including cataloging, classification, acquisition, and responding to user inquiries (Jerry & Ifeka, 2020). They also provide educational services, selective dissemination of information to students, teachers, and the general library users, and preserve intellectual content in various formats. Librarians offer access to materials for physically impaired users and train users on how to utilize digital materials through soft skills. They aim to meet the social and educational needs of their community and promote literacy through information literacy programs. For any library to provide effective and efficient services, its librarians' job performance must be high.

According to the Librarians' Registration Council of Nigeria (2014), librarians' performance can be evaluated based on the competencies and skills they possess and demonstrate in their duties. Librarians need practical skills, cognitive abilities, and general skills, tailored to their specific job roles. Therefore, libraries emphasize job performance to encourage effectiveness and efficiency in fulfilling their responsibilities. Many organizations, including libraries, aim to achieve their objectives through effective job performance (Victoria, 2020). Nwokike (2021) adds that the expectations of librarians' job performance are based on their work-related behaviors.

Digital technologies have revolutionized university library services, profoundly impacting every aspect of their operations. This transformation has created a new service paradigm that extends beyond traditional boundaries, enhancing the effectiveness of information work and service delivery (Sani & Musa, 2019). Academic libraries, once focused on physical collections and manual processes, now heavily rely on digital resources such as online databases, e-journals, and electronic resources accessed through networks and consortia (Agim & Azolo, 2019). These technologies enable librarians to automate and streamline tasks like acquisition, cataloging, circulation, and user services, fundamentally reshaping how information is managed and accessed within library settings.

Digital literacy skills have become indispensable for librarians in this evolving landscape. Digital literacy encompasses the ability to effectively navigate, evaluate, and utilize information in digital formats using various tools and platforms (Bell & Shank, 2008). It includes proficiency in using computers, software applications, internet resources, and digital communication tools—all essential for librarians to perform their roles effectively in modern libraries (Itsekor & James, 2012). Eytayo (2020) underscores the necessity for librarians to continuously develop these skills to meet the dynamic demands of digital information environments.

Job performance among librarians is intricately linked to their digital literacy competencies. Effective job performance, as defined by Igbinovia & Popoola (2016), involves observable behaviors aligned with organizational goals, increasingly influenced by digital skills in today's

library settings. Digital technologies enhance librarians' efficiency, accuracy, and capacity to deliver timely and relevant information services (Satpathy & Mahanan, 2011; Bilal, 2011). However, challenges such as inadequate ICT infrastructure and insufficient digital literacy training persist in Nigerian university libraries, impacting service quality and librarian performance (Abdurrahman et al., 2018; Aina, 2019).

The shift towards digitalization necessitates that academic librarians in Nigeria acquire and apply advanced digital literacy skills to uphold service standards and meet user expectations effectively (Ezeama et al., 2014). This entails not only mastering technical skills but also adapting workflows and service models to leverage digital resources optimally. The integration of digital literacy into librarianship is crucial for enhancing information access, facilitating research, and supporting learning within university communities. As libraries continue to evolve digitally, addressing these challenges becomes imperative to ensure librarians remain competent in leveraging technology to fulfill their roles as information professionals in the twenty-first century.

### **Statement of the Problem**

Despite the growing importance of digital literacy in enhancing job performance, a significant gap remains in its implementation among librarians in many academic institutions, including Kaduna State University Library. Ideally, digital literacy skills should empower librarians to efficiently manage information resources, enhance user services, and support academic and research activities within the university (Afshar & Doosti, 2020).

However, while it is expected that librarians possess the necessary digital competencies to effectively navigate and utilize digital tools, many librarians at Kaduna State University Library still struggle with basic digital tasks. This discrepancy between the ideal and actual performance levels highlights a broader issue of inadequate training and support for digital literacy (Uzohue & Yaha, 2021). This situation is further exacerbated by limited access to contemporary digital tools and resources, hampering the ability of librarians to fully integrate digital literacy into their daily operations (Taduvana, 2021).

If these challenges persist, the potential for digital literacy to transform job performance and improve library services will remain unfulfilled. The future of academic libraries, particularly at Kaduna State University, hinges on their ability to adapt to digital advancements and equip their staff with the necessary skills (Vee, 2023). Failure to address these issues could lead to a decline in the quality of library services and, consequently, affect the overall academic performance of the university.

While digital literacy holds promise for enhancing job performance, the existing gaps in training, resources, and support must be addressed to realize this potential (Abbas, 2014). By focusing on these areas, Kaduna State University Library can ensure that its librarians are well-equipped to meet the demands of the digital age and significantly contribute to the institution's academic success.

### **Research Question**

The following question have been prepared for the study:

1. Is there a significant relationship between digital literacy skills and job performance of librarians in Kaduna State Universities, Nigeria?

### **Research Hypothesis**

**Ho1:** There is no significant relationship between digital literacy skills and job

**Research Methodology**

This study employed a survey research design, which is suitable for collecting data from a specific population to identify patterns, relationships, and trends. The study population consisted of 41 academic librarians working at the Kaduna State University (KASU) library. Given the manageable size of the population, the researcher employed a total enumeration sampling method. This means that all 41 academic librarians at KASU library were included in the study, ensuring comprehensive coverage and eliminating sampling bias. The research instrument used in this study was a questionnaire. The questionnaire was designed to gather relevant information from the academic librarians regarding their perspectives and experiences related to the study objectives. The data collection process involved distributing the questionnaires directly to the academic librarians. The researcher ensured that each participant received a questionnaire and provided instructions for completion to ensure clarity and consistency in responses. To ensure the validity and reliability of the questionnaire, it was subjected to a thorough review process. The content validity was established by consulting experts in the field, who assessed the relevance and comprehensiveness of the questionnaire items. Reliability was tested using a pilot study involving a small sample of librarians similar to the study population. The results were analyzed to ensure consistency and dependability of the instrument. The collected data was analyzed using descriptive and inferential statistics. This statistical method was chosen to examine the relationships between the variables of interest and to identify any significant predictors or trends in the data. The analysis was performed using appropriate statistical software SPSS V. 23, for ensuring accuracy and precision in the results.

**Result**

This section presents an analysis of the data obtained from questionnaires. The findings and interpretations are based on the collected data, focusing on frequency counts, percentages, and insights derived from the study.

**Question 1:** Is there a significant relationship between digital literacy skills and job performance of library personnel?

**Table 1:** Respondent on question 1

Options	Frequency	Percentages
Yes	21	60
No	09	26
Undecided	05	14
Total	35	100

Source: Field Survey, 2024

From table 1 above, the participants were asked to indicate their stance on a particular issue. Out of the total 35 respondents whose answers were valid and included in the analysis, the majority, comprising 60% of the sample, answered "Yes". This indicates that 21 participants agreed with the statement or question presented.

Conversely, 26% of respondents, totaling 9 participants, answered "No", indicating disagreement with the statement or question. These individuals expressed a negative perspective or disagreement regarding the issue under consideration.

Additionally, 14% of participants, totaling 5 respondents, chose "Undecided". This group indicated uncertainty or neutrality towards the statement or question posed, suggesting a need for further information or deliberation before forming a definitive opinion. In summary, the distribution of

responses among participants provides valuable insights into the varying perspectives and attitudes towards the topic explored in the questionnaire. The majority affirming stance, along with contrasting opinions and undecided responses, contributes to a nuanced understanding of participant viewpoints within the study context.

**Test of Hypotheses**

Null Hypothesis (H0): There is no significant association between digital literacy skills and job performance among library personnel.

Significance Level: 0.05

**Table 2: Pearson Correlation Table showing the relationship between digital literacy skills (DLS) and job performance of library personnel (JPLP).**

		DLS	JPLP
DLS	Pearson Correlation	1	.821**
	Sig. (2-tailed)		.000
	N	35	35
JPLP	Pearson Correlation	.821**	1
	Sig. (2-tailed)	.000	
	N	35	35

Source: Survey data, 2024

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

The table shows the correlation coefficients between Digital Literacy Skills (DLS) and Job Performance of Library Personnel (JPLP).

Correlation Coefficient: The correlation coefficient between DLS and JPLP is strong, with a Pearson correlation coefficient of 0.821.

Significance Level: The p-value associated with this correlation is less than 0.001 ( $p < .001$ ), indicating that the correlation is statistically significant.

Sample Size: The correlation analysis was based on a sample size of 35 participants for both DLS and JPLP.

The strong positive correlation coefficient of 0.821 suggests a robust relationship between Digital Literacy Skills and Job Performance of Library Personnel. This indicates that as Digital Literacy Skills improve among library personnel, their job performance in library-related tasks also tends to improve. The high level of statistical significance ( $p < .001$ ) further supports the reliability of this finding, suggesting that this correlation is unlikely to have occurred by chance.

This finding has practical implications for libraries and their management. It suggests that investing in the development of digital literacy skills among library personnel can lead to enhanced job performance, potentially improving efficiency, service delivery, and overall effectiveness in meeting the needs of library users. Future research could explore specific aspects of digital literacy and job performance in more detail, possibly identifying which particular skills or competencies have the most significant impact on job performance in library settings.

**Discussion of the Findings**

The findings of this study provide insightful perspectives into how digital literacy skills influence the job performance of librarians in Kaduna State Universities, Nigeria. This discussion critically

examines each key finding in relation to existing literature, highlighting practical implications and recommendations for enhancing digital literacy among librarians.

**Relationship between Digital Literacy Skills and Job Performance:** The study revealed a significant positive relationship between digital literacy skills and job performance among librarians. Previous research supports this finding, emphasizing that proficiency in digital technologies enhances productivity and effectiveness in information management (Abbas, 2014; Sani & Musa, 2019). Librarians who possess strong digital skills are better equipped to handle the complexities of modern information environments, thereby improving overall service delivery. For instance, Abbas (2014) argues that digital literacy enables librarians to efficiently manage electronic resources and provide timely access to information, which is crucial for meeting user demands in academic settings. Similarly, Sani & Musa (2019) highlight those digital skills empower librarians to adapt quickly to technological changes, enhancing their ability to deliver high-quality services.

### Conclusions

There is a significant relationship between digital literacy skills and the job performance of librarians. The benefits of digital literacy skills for librarians at Kaduna State Universities include enhanced knowledge and skills in operating systems, increased efficiency in providing information resources, competence in applying new technologies to library operations, and proficiency in information retrieval and dissemination. Barriers to digital literacy training for librarians include inadequate funding, resistance to new technologies among older staff, insufficient ICT facilities, and lack of management interest.

### Recommendations

In light of the study's findings, the following recommendations are proposed:

- 1- Encourage librarians to utilize digital communication tools regularly for effective job performance, promoting ICT-enabled information sharing.
- 2- Ensure that every librarian acquires basic digital skills to enhance job effectiveness, with management support through incentives and training opportunities.

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