Influence of Age, Job Status, ICT Literacy Skills and ICT Use on Task Performance of Library Personnel in Public Universities

Wuraola Janet Oyedipe*, Sunday Olanrewaju Popoola**

ARTICLE INFO

Article history:
Received 17 April 2019
Revised 14 July 2019
Accepted 29 August 2019

Keywords:
Age,
Job Status,
ICT Skills,
ICT Use,
Library Professionals,
Task / Job Performance,
Nigerian Universities

ABSTRACT

The purpose of the study is to investigate the influence of demographic factors (age and job status), level of ICT skills possessed by respondents and ICT use on task performances of library personnel. The study employed correlation design. Thirteen public universities were purposely selected while total enumeration was adopted to study 248 library personnel made up of librarians and library officers in public university libraries in South-west, Nigeria. Data was collected by questionnaire. The study established significant positive correlation between age, job status, ICT skills and task performance. Also, Anova test found significant joint influence of age, job status, ICT skills and ICT use on task performances of respondents. The study further indicated that age, job status, ICT skills possessed by respondents and ICT use had relative significant influence on task performances of respondents. It is therefore recommended that, library personnel must leverage their demographics positively to bring about positive disposition to their jobs while all categories of staff must ensure they possessed the requisite ICT skills that will ginger ICT use for effective task performance.

1. Introduction

University library provides support services to its parental organization through its professionals and paraprofessionals who are librarians and library officers respectively. They perform core functions (acquisition, organization, preservation, retrievals and dissemination). Some of the tasks performed by them ranges from collection development, cataloguing, classification, references, acquisition, budgeting, organization, serials controlling, online searching including the delivery of library services and dissemination of information in the right format, at the right time and in the right quantity, (Maceli & Burke, 2016; Oyedipe & Popoola, 2018). Though these functions are fundamental to the existence of a university library, the proliferation of information in this century has hindered

* Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria (oyedipe.wuraola@oouagoiwoye.edu.ng; wyedipe@yahoo.com) (First Author & Corresponding Author)
** Department of Library Archivals' and Information Studies, University of Ibadan (drpopoola@gmail.com) (Co-author)
International Journal of Knowledge Content Development & Technology, 9(3): 43-61, 2019.
http://dx.doi.org/10.5865/IJKCT.2019.9.3.043

their task performance greatly resulting in unsatisfactory services delivery.

Task performance which is the extent to which personnel performs core job responsibility is important for overall library success. Oyedipe and Popoola (2018) describe task performance as the outcome of personnel input in terms of actions and behaviours that enables the achievement of overall organization goals and objectives. Liang et al. (2011) also referred to it as work outcomes. The ability and capability of library personnel to perform functions competently is essential for the overall effectiveness of the library. Most library personnel attitude to performing duties and responsibilities leaves much to be desired and this result in unsatisfactory service delivery. Even though the library management in the public university libraries expected good task performances from their staff, nevertheless, the proliferation of information in this dispensation has made efficient task performance unattainable without the deployment of information and communication technology to carry out job functions.

Information and communication technology (ICT) can be described as the convergence of computers (equipment and software) and other micro electronics devices that are capable of capturing, processing, storing, retrieving and disseminating information to users. Such ICTs include computer, Internet, printers, CD/DVD, photocopier digital camera, projector, telephone fax and others. ICT facilities have become major tools needed by every personnel in the library to perform their core tasks. Though ICT has improved the speed of working and the delivery of accurate and timely result by information professionals nonetheless, several factors like personnel characteristics such as age, job status and the state of their ICT skills do impede on the use of ICT which have implication on personnel task performance.

The ability of library personnel to actually utilize ICT in practice requires the possession of some level ICT skills. Being competent in the use of ICT is important to task performance in the university libraries of the 21st century. The tasks of budgeting, acquisition, online cataloguing and classification, bibliographic compilation, online information searching, and the delivery of library services would be easily attainable. In the same vein, characteristics of the library personnel which is embedded in their demographics has implications on their task performance. Though demographics encompasses age, gender, marital status, educational status, work experience and income, this study would only consider the influence of age and job status on task performance of library personnel. Library personnel's age and job status can influence the way and manner personnel responds to duty and responsibilities in the library. Age is a demographic factor that has been found to have influence on performance of individual employee either directly or indirectly. It is the manifestation of different stages of growth in life. Human beings manifest different traits as they undergo different stages in their growth and this has some effects on their performances as well.

Job status on the other hand, is indicated by job titles which have to do with placement within a job hierarchy. Job status is the category a worker belongs to in the employment hierarchy within an organization and this could engender in individual sense of duty and responsibility which would enable personnel perform well on the job. It is associated with depth of knowledge, skills and experience expected of a person to perform a specific role.

Both age and job rank of individuals have inherent capacity to influence the way one reacts to or use information and communication technology (ICT). They have the capacity to affect personnel

preferences to acquire relevant ICT skills that will culminate into ICT use. Age affects the ability to acquire new skills. Many older people feel intimidated by technology and this is why they develop phobia for it. They are reluctant to use computer and other electronic devices. This perhaps might be due to their late exposure, and their non flexibility in learning new things which sometimes results in outright reluctance to use ICT (De Koning & Gelderblom, 2006). This is most often common with older library personnel who are very close to retirement. This kind of resistance is not peculiar to technology alone but majorly to change (Kunze, Boehm, & Bruch, 2013), and can be inimical to library personnel task performance. Moreover, ICT has assumed important role in the dispensation of information in libraries and other information centres, hence this study. It has been discovered that there is a dearth of literature on demographics in relation to ICT therefore, this study is an attempt to close such gap and add to literature in the field.

1.1 Objectives

The main objective of this study is to determine the influence of age, job status, ICT skills and ICT use on task performance of library personnel in public universities in South-west, Nigeria. The specific objectives are to:

1) Ascertain the demographic profiles (age, job status) of library personnel in public universities in South-west, Nigeria.
2) Establish the level of task performance of library personnel in public universities in the South-west, Nigeria.
3) Determine the ICT skills level of library personnel in public universities in the South-west.
4) Find out the frequency of ICT use by library personnel in public universities in the South-west.
5) Determine the relative influence of age, job status, ICT skills and ICT on task performance of library personnel in public universities in the South-west.

1.2 Research questions

1) Do demographics (age, Job status) influence library personnel task performance in public university libraries?
2) What is the level of task performance of library personnel in public universities in the South-west, Nigeria?
3) What is the level of ICT skills of library personnel in public universities in the South-west, Nigeria?
4) What is the frequency and level of use of ICT by library personnel in public universities in the South-west, Nigeria?
5) What is the relative influence of age, job status, ICT skills and use on task performance of library personnel in public universities in the South-west, Nigeria?

1.3 Hypothesis

1) There is no significant relationship among age, job status, ICT skills, and ICT use and task performance of library personnel in public universities.
2) There is no significant joint effect of age, job status, ICT skills and ICT use on task performance of library personnel in public university libraries.

2. Theoretical Background

2.1 Age and Task Performance

It has equally been observed that personnel differ in their physical, psychological, emotional, intellectual make-up, and such may affect their performances on the job. These differences affect the way and manner they respond to their environment, most especially the world of work. Age has been considered as a major factor in employment consideration. According toTishman, Van Looy, and Bruyère (2012), personnel who are older are described as high performer, based on certain character traits possessed and displayed by them like 'experience, knowledge, positive work habits and attitudes, commitment to quality, loyalty, punctuality, even temperedness and respect for authority' which enables them to be effective in their jobs. Robbins and Judge (2007) also considered older worker as possessing experience, judgement, strong work ethics and being highly committed to quality while lacking flexibility which can have consequences on their performances. Shaffril and Uli (2010) buttressed this further, by referring to older workers as possessing technical know-how, high working morale, and the awareness of quality. All these qualities reinforce and associate older personnel with good performances.

On the other hand, younger workers who are new entrants into the profession are regarded as having better performance than the older personnel because of their readiness and willingness to learn, including ability to grasp and adapt to new technology. They equally possess speed in carrying out prescribed tasks. Even though, age is gradually been demystified in employment in most European countries, this is basically because older personnel possess accumulated experience gained over the years that cannot be easily wished away and which can be very useful in stimulating high performance. Research outcomes differed in respect of age having direct or indirect influence on employee performance. Age can be said to have poignant effect on task performance either positively or negatively, this however was confirmed by Kahya (2007) in a study on demographic factors and work performance of employees. He found age to be an important determinant of individual performances. Baninajarian, Abdullah, and Bolong (2011) carried out a study on OCB and task performance and result showed that increase in age enables employees to internalized rules and procedures guiding a particular task better than younger ones.

Oyewole and Popoola (2014) investigated personal factors and work locus control as determinants of job performance of library personnel in Federal Colleges of Education and findings revealed that age was found to be significantly related to personnel job performance. Ugwu and Ugwu (2017)

investigated demographics variables and job performance of librarians in university libraries in South East. Findings revealed that age, education, job positions and work experience were significant predictor of librarians' task and contextual performance, with education being most significant predictor. They suggested that increase job performance should be based on age, work experience, and job rank. Age affects the ability to acquire new skills. This is the reason why young people generally are versatile with ICT compared with older people. In a metal analysis of age differences in performance among professionals and non-professionals carried out by Waldman and Avolio in 1986, findings revealed that age was positively related to performance.

2.2 Job status and task performance

Job status is the category a worker belongs to in the employment hierarchy within an organisation and this could engender in individual sense of duty and responsibility which would enable personnel perform well on the job. It is equally a reflection of the level of authority and respect that can be associated with particular position. According to Osakwe (2014) job status stimulates respect and can boost productivity. Loughlin and Murray (2013) found out that job status is a congruent of employees' job quality which may have effects on the efficiency and effectiveness of library personnel. Effective handling of this constructs by the library managers can determine the degree of effort and commitment personnel display towards assigned tasks. Job status therefore can be regarded as a form of incentive used by organisation to stimulate positive performance of personnel. According to Bonner and Sprinkle (2002), incentives stimulate efforts and channel employees' efforts at achieving more.

Job status can act as incentive catalyst for high performance on the job. When individual are allowed to rise through the different ranks in a job hierarchy without prejudices or rancour, this helps in stimulating better performances from such personnel and this may have consequences for their productivity. According to Lamptey, Boateng, and Antwi (2013), when necessary incentives are not put to use by relevant authority, it tends to breed discontent and lower morale. Inability to attain desired status on the job hierarchy due to favouritism and nepotism could impact negatively on individual task performances. It is important to note that there is a regulating force within individuals stimulated by their demographics, which can restrict or limit their performances. This can be activated positively when personnel are allowed to rise through the ranks without prejudices or rancour. To this extent; the job status of library personnel play major role in determining performance at the individual level. McCloy, Campbell, and Cudek (1994) found empirical evidence to buttress the fact that individual differences brought about by personnel demographics have effect on performance dimension of procedural knowledge, declarative knowledge and motivation.

Kahya (2007) revealed that there is a relationship between employee performance, job grade and environmental condition in the workplace. Gyanti (2015) carried out a study on influence of demography characteristics on academic employee performance in Kenya university and findings revealed that demographic characteristics influence employee's performance as shown in the variation recorded in the achievement of different demographic categories segments of age, gender and academic qualifications. It was recommended that demographics characteristics should be taken into consideration when conducting yearly appraisal assessment of individual personnel.

2.3 Information and Communication Technology

Information and communication technology (ICT) was coined from two branches of knowledge computing and telecommunication. Information and Communication Technology can be described as the application of computers and other technologies for acquisition, organization, storage, processing, retrievals and dissemination of information to users, Saleem, Shabana, and Batcha (2013). Gargallo-Castell and Galve-Górriz (2012) described ICT as a shorthand reference to computers, software, networks and satellite links. ICT mostly used in the libraries as computers, Internet, CD/DVD, mobile phones, printers, photocopier and television. Functionality of ICT in the library can be grouped into computer technology, information resource building, data entry, cataloguing and classification, circulation control, serial control, documentation and retrievals.

ICT has impacted positively on libraries and the library personnel. It has expanded the roles and expectations of library professionals through diverse access to information resources within and globally. ICT has engendered procedural changes, demand for new skills and reclassification of positions, in the university library. ICT has shifted access domain from the library to the users directly, thereby, changing the position of information professionals from gatekeepers to guide (Sahu, 2008) and facilitator of information (Patridge, Lee, & Munro, 2010). ICT has improved the speed of working and the delivery of accurate and timely result by information professionals to their users.

2.4 ICT skills and task performance

Studies have lent credence to the fact that older people are not flexible to change, that is, they resist change at all cost, mostly and importantly, when it has to do with technology (Robbins et al., 2009; Oyewole & Popoola, 2014). This is contrary to younger professionals who have been described as technologically savvy or millennial professionals (Emmanuel, 2013). Their early exposure gives them confidence and the enthusiasm to explore ICT. However, ICT has become core requirement in every job and by so doing, it requires versatility from all personnel. The possession of relevant ICT skills and the ability to use ICT to perform assigned duties has consequences on the productivity and task performance of library personnel. Possession of adequate ICT skills by library personnel is fundamental to effective task performances in the university libraries of the 21st century.

Library personnel are expected to perform fundamental tasks with ICT such as budgeting, acquisition, online cataloguing and classification, bibliographic compilation, information searching online and the delivery of library services to achieve easy flow of work. Therefore, library professionals must be technologically savvy and be able to thrive in a digital environment, Priti (2013). He reiterated further that as professionals, they must be able to innovate with new technology, by being able to design, maintain web page and databases; be a manager and designers as well as a system analyst. Some of the skills required for efficient performance of tasks include the ability to enhance storage capacity of a computer (Batool & Ameen, 2010), network with other libraries to achieve their objectives and goals. Candidly, ICT skills requisition of library personnel have to be comprehensive. The inability to display required ICT skills by library personnel is inimical to efficiency in the present day library.

Some studies revealed variations in the level of ICT skills among library professionals. In a study on ICT literacy skills among library professionals in Tamil Nadu by Thanuskodi (2011), findings indicated that 95.12% of the respondents have basic knowledge of computer, 81.67% were able to explore the Internet, 42.68% had knowledge of computer, 81.67% have knowledge of multimedia while 26% possesses knowledge of computer programming. Akande (2014) examined ICT skills of library personnel using respondents from academic libraries in Oyo State. Result showed that library personnel had basic ICT skills, can use the Internet, computer, e-mail but lacked the skilled required for using advanced web-based technology, packages for web designed, trouble shooting and project management. Kapondera (2016) in a study conducted at Mzuzu University Library using 18 library staff as respondent revealed that all the sections in the university library were computerized while library professionals possessed good ICT skills. Contrarily, a study by Safahieh and Asemi (2010) revealed that librarians in Isphan University did not have good computer skills. Abass (2014) investigated ICT skills of academic librarian using 41 respondents in eleven institutions in Nigeria. The finding revealed a big difference between the benefits derivable from ICT and its actual use. It found out that there was lack of skill among librarians which prevented them from using the ICT facilities that were available to explore information resources on the web, while it equally revealed library personnel inability to make judicious use of specialized databases paid for by the university management such as Science Direct, Agora, Biological Abstract and others. He however, recommended the provision of ICT equipment and facilities, increased budgetary allocation to fund ICT project and advocated for a change of attitude among librarians towards ICT use.

2.5 ICT use and task performance

Generally, the library has changed in the ways functions are carried out and services provided. Most libraries in developing countries are hybrid in nature. They use both manual and electronic methods to deliver services. The use of ICT in performing tasks enable accuracy and precision in result. ICT has brought about changes in the way libraries are managed most especially in house-keeping operations and on the ways services are rendered. This was supported by Ugwuanyi (2009), Nwosu, Ugwoegbu, and Okeke (2013), Saleem, Shabana, and Batcha (2013), and Konappa (2014) who affirmed that ICT had revolutionized library services and has changed the scenario of the library environment totally. Reiterating on the changes that has taken place in the library through ICT, Singh and Pinki (2009), Patel and Bhavsar (2012) submitted that LIS professionals are no longer caretakers but rather facilitator, information providers, consultants, curriculum activists, instructional designers and enablers of library use through appropriate deployment of ICT tools such as e-mail, social media, SMS to facilitate information provision for client use. ICT having changed the pattern and modality of work in most university libraries, there is the need for library personnel to constantly retool and re-strategize for efficient information provision and handling.

The use of ICT has enabled library personnel to innovate on new products and services, like providing virtual desk, electronic resources provision, databases search, chat with a librarian, ask a librarian and the establishment of institutional repository (Fidelis, 2018). Contrarily, some study

has revealed that academic library staffs are actually not using ICTs for most important library functions like cataloguing and classification, ordering of serials and charging and discharging of library materials which mean there is low level of use among library practitioners (Ajayi, Shorunke, & Akinola, 2013). Mostert and Ntetha (2011) investigated availability, and utilization of ICT in delivering services in South Africa and findings showed that even though ICTs were available and use by staff, unavailability of computer and the Internet were major challenges limiting usage.

2.6 Age, job status, ICT skills and ICT use and task performance

Demographic factors are individual based characteristics which can be associated with capacity to learn ICT based skills that can guarantee competent use of ICT. This was affirmed by Owolabi (2013) who found relationship between demographic factors (age, experience and income) and possession of ICT skills with consequential effect on use. Since library personnel are essential resource for library productivity it therefore behoves that ICT skills of library personnel is given adequate attention that will enable them to perform on the job thereby improving library productivity.

Age and status on the job have consequences for ICT skill acquisition and use in professional practice. Some research findings showed that both age and ICT impacted positively on employee performance. Elsaadani (2013) studied the influence of ICT on workforce productivity in Egyptian organization and findings revealed that ICT had contributed to organization productivity and overall performance. Sahu (2013) study on skill competence and current practice of Lis professionals in Engineering College Odisha and findings from the study revealed that internet and infrastructural advancement helped library personnel to improve on services delivered to its users. Okonedo et al. (2015) studied Influence of ICT use on librarian job performance and findings revealed that ICT use has influence on library job performance as ICT facilitates optimal performance and better service delivery. Okeoghene (2016) studied influence of ICT on librarians' job performance in the National Open University of Nigeria. Findings revealed that ICT use has influence on librarians' job performance.

3. Methodology

The study aimed at finding the influence of age, job status, ICT skills and use on task performance of public university library personnel. The study employed correlation design. The survey was carried out in the South-west geo-political zone in Nigeria. The population was made up of 330 library personnel (librarians and library officers) selected through total enumeration method, from 13 public university libraries. Questionnaire was used to collect data from the respondents with a response rate of 76.6%. The Questionnaire was divided into 2 categories: Library Personnel Task Performance Questionnaire (LPTPQ) and Supervisors' Ratings of Library Personnel Scale. (SRLPS). The library personnel task performance questionnaire (LPTPQ), was made up of four scales namely: demographics (DS), ICT Skills (ICTS), ICT Use (ICTU) and Self ratings of library Personnel, Scale (SRLPS). The SRLPS has 10 constructs and each of the constructs has five items each making fifty (50) items. The average of self-assessment and supervisors' ratings of task performance traits were taken

as task performance ratings of each respondent. The data was analyzed using mean standard deviation; regression and multiple regressions to answer the research questions and the null hypotheses.

4. Results

Table 1 indicates that respondents aged between 26-35 years were in the majority 125 (50.4%). This is followed by respondents aged 56 years and above constituting 36 (14.5%) while respondent within the age bracket of 36-45 years are the lowest 25 (10.1%). This indicates that young adults were in the majority which may have implication on respondents' use of ICT for their task performance. Distribution of respondents by their gender revealed that the male gender is in the majority. According to the result analyzed 163 (65.7%) of the respondents are male while 85 (34.3%) are female. This shows that majority of the respondents that constitute the population sampled are male. This is quite unusual in the profession where females used to be dominant. The table indicates that those in Librarian 1 cadre are 35 (14.1%) respondents, Principal Librarians, 33 (13.3%); while the least are Deputy University Librarians, 11 (4.4%); Chief Library Officer II, 11 (4.4%); Chief Library Officer I, 4 (1.6%). Inference from the table indicates that majority of those sampled are in the Librarian 1 cadre.

Table 1. Demographics Distribution of Respondents

Age	Frequency	Percentage
Less than 25 years	28	11.3
26-35 years	125	50.4
36-45 years	25	10.1
46-55 years	34	13.7
56+ years	36	14.5
Total	**248**	**100**
Male	163	65.7
Female	85	34.3
Total	**248**	**100**
Deputy University Librarian	11	4.4
Principal Librarian	33	13.3
Senior Librarian	32	12.9
Librarian 1	35	14.1
Librarian 11	30	12.1
Assistant Librarian	31	12.5
Chief Library officer I	4	1.6
Chief Library Officer II	6	2.4
Principal Library officers	14	5.6
Senior Library Officer	15	6.0
Higher Library Officer	16	6.5
Library officer	21	8.5
Total	**248**	**100**

- **Research Question 1:** What is the level of task performance of library personnel in public university libraries in South-west, Nigeria?

Table 2. Task performances of library personnel in public universities

S/N	Items	Overall average
1.	Job knowledge	20.77
2.	Task quantity	20.62
3.	Task quality	20.53
4.	Job skills	20.44
5.	Timeliness	20.34
6.	Adaptability	20.29
7	Supervisory/Management	20.27
8.	Planning and Organizing	20.25
9.	Communication	20.21
10.	Creativity	20.20
	Weighted Mean 20.4	

Table 2 presents the average of self-assessment and supervisor's ratings of task performances of respondents. Test of norm of the task performance questionnaire indicated that task performance of library personnel is high in the aspect of job knowledge, task quantity, task quality and job skills, and low in terms or planning and organizing, communication and creativity. The analysis reveals that job knowledge had the highest mean score of 20.77 followed by task quantity of 20.62 and task quality with a mean score of 20.53. Since weighted mean is 20.4 it means timeliness, adaptability, supervision, planning and organizing, communication and creativity have lower mean score. It could be inferred from the table that respondents' high job knowledge and skills could be due to the impact of seminars, workshops and conferences interventions by TETFUND.

- **Research Question 2:** What is the level of ICT skills of library personnel in public university libraries in the South-west, Nigeria?

Table 3. Level of ICT skills of library personnel in public universities

S/N	ICT Skills	VH	H	M	L	V.L	Mean	S.D.
	Computing Skills							
1.	Word Processing	66 26.6%	26 10.5%	50 20.2%	22 8.9%	13 5.2%	3.73	1.11
2.	Printing, editing	46 18.5%	15 6.0%	82 33.1%	26 10.5%	14 5.6%	3.48	1.08
3.	Scanning and Uploading	59 23.8%	27 10.9%	76 30.6%	26 10.5%	19 7.7%	3.49	1.18
4.	Ability to download and save	88 35.5%	22 8.9%	52 21.0%	15 6.0%	13 5.2%	3.87	1.12
5.	PowerPoint presentation skills	62 25.0%	61 24.6%	84 33.9%	27 10.9%	14 5.6%	3.52	1.15

S/N	ICT Skills	VH	H	M	L	V.L	Mean	S.D.
6.	Formatting and document processing skills	74 29.8%	78 31.5%	62 25.0%	22 8.9%	12 4.8%	3.73	1.13
	Internet Navigation Skills							
7.	Browsing and navigating the Internet	93 37.5%	70 28.2%	57 23.0%	15 6.0%	13 5.2%	3.87	1.14
9.	Ability to use different online search engine	42 16.9%	76 30.6%	70 28.2%	35 14.1%	25 10.%	3.30	1.20
	Information sources evaluation skills	98 39.5%	76 30.6%	47 19.0%	13 5.2%	14 5.6%	3.93	1.14
10.	Web creation skills	28 11.3%	70 28.2%	42 33.1%	40 16.1%	28 11.%	3.12	1.16
11.	Ability to partake in online discussion	52 21.0%	94 37.9%	61 24.6%	211 8.5%	20 8.1%	3.55	1.15
	Computing Management Skills							
12.	Trouble-shooting skill	46 18.5%	87 35.1%	49 19.8%	38 15.3%	28 11.%	3.34	1.26
13.	Database creation and management skills	23 9.3%	57 23.0%	85 34.3%	48 19.4%	35 14.%	2.94	1.17
14.	Ability to install and activate anti-virus	48 19.4%	84 33.9%	56 22.6%	37 14.9%	23 9.3%	3.39	1.22
15.	E-mail management skills	53 21.3%	103 41.5%	50 20.2%	23 9.3%	19 7.7%	3.60	1.15
16.	Managerial skills	43 17.3%	75 30.2%	73 29.4%	36 14.5%	21 8.5%	3.33	1.17
G17.	Ability to use OCLC	56 22.6%	90 36.3%	61 24.6%	15 6.0%	26 10.%	3.54	1.21
	Computing Application Skills							
18.	Information storage and preservation skills	48 19.4%	80 32.3%	69 27.8%	30 12.1%	21 8.5%	3.42	1.18
19.	Bar-coding skills	50 20.2%	81 32.7%	67 27.0%	27 10.9%	23 9.3%	3.44	1.20
20.	Virtual learning skills	46 18.5%	99 39.9%	65 26.2%	18 7.3%	20 8.1%	3.54	1.12
21.	Ability to use OPAC for retrieval	93 37.5%	90 36.3%	33 13.3%	16 6.5%	16 6.5%	3.92	1.16
22.	Ability to use web 2.0 in library services	88 35.5%	88 35.5%	60 24.2%	49 19.8%	25 10.%	3.17	1.16
23.	Digitisation skills: Information capturing, classification	9 3.6%	177 71.4%	46 18.5%	11 4.4%	5 2.0%	3.70	0.70
24.	Library automation	59 23.8%	103 41.%	52 21.%	19 7.7%	15 6.0%	3.69	1.10

Overall mean 80.91 and SD 19.60
** VH=Very High; H=High; M=Moderate; L=Low and VL=Very low

Table 3 presents the descriptive analysis using frequency, percentages, mean score and standard deviation of ICT skills of respondents in university libraries in South-west. On sub items under computing skills, ability to download and save had the highest mean score ratings of $\bar{X}$= 3.87. This is followed by formatting and document processing skills as well as word processing skills with a mean score ratings of $\bar{X}$= 3.73 respectively. On Internet Navigation skills: The sub items

information sources evaluation skills has highest mean score ratings of $\bar{X}$= (3.93), followed by browsing and navigating skills with a $\bar{X}$= 3.87.

On Computing Management skills: E-mail management skills, has the highest mean score ratings of $\bar{X}$= 3.60; On Computing Application skills: the ability to use the OPAC for information retrieval, has the highest mean score rating of $\bar{X}$= 3.92 among the sub items. This is followed by digitization skills, with a $\bar{X}$=3.70 and library automation skills, equally has a $\bar{X}$= 3.69; Inference from the above indicates that information sources and evaluation skills has the highest mean score rating while database creation skills has the lowest mean score ratings.

- **Research Question 3:** What is the level and frequency of ICT use among library personnel?

Table 4. Level and frequency of ICT use in public university libraries

S/N	Type of ICT	Not at all	Monthly	Twice weekly	Weekly	Daily	Mean	S.D.
1.	Computer desktop/Laptop/tablet	7 2.8%	6 2.4%	4 1.6%	17 6.9%	214 86.3%	4.71	1.85
2.	Internet	36 14.5%	7 2.8%	9 3.6%	28 11.3%	168 67.7%	4.15	1.46
3.	Telephone/Ipad phones/Smart Phones	40 16.1%	10 4.0%	12 4.8%	33 13.3%	153 61.7%	4.00	1.51
4.	Printer	25 10.1%	24 9.7%	10 4.0%	68 27.4%	121 48.8%	3.95	1.35
5.	Photocopier	41 16.5%	32 12.9%	14 5.6%	47 19.0%	114 46.0%	3.65	1.55
6.	CD/DVD	65 26.2%	24 9.7%	18 7.3%	45 18.1%	96 38.7%	3.33	1.67
7.	Television	85 34.3%	37 14.9%	4 1.6%	33 13.3%	89 35.9%	3.02	1.76
8.	Scanner	74 29.8%	46 18.5%	23 9.3%	57 23.0%	48 19.4%	2.83	1.54
9.	Digital camera	107 43.1%	40 16.1%	13 5.2%	30 12.1%	58 23.4%	2.56	1.66
10.	Multimedia Projector/Projection Screen	112 45.2%	49 19.8%	20 8.1%	20 8.1%	47 19.0%	2.36	1.56
11.	Interactive white board	111 44.8%	45 18..1%	24 9.7%	27 10.9%	41 16.5%	2.36	1.53
12.	Videoconferencing	124 50.00%	38 15.3%	16 6.5%	26 10.5%	26 10.5%	2.31	1.58
13.	Barcode Reader	131 52.8%	25 10.1%	24 9.7%	27 10.9%	41 16.5%	2.28	1.57
14.	CCTV	137 55.2%	28 11.3%	7 2.8%	33 13.3%	43 17.3%	2.26	1.62
15.	Barcode Scanner	134 54.0%	35 14.1%	21 8.5%	29 11.7%	29 11.7%	2.13	1.46
16.	Fax machine	152 61.3%	21 8.5%	19 7.7%	23 9.3%	33 13.3%	2.05	1.50

The test norm of the ICT use by the respondents indicate that a score of 1-26 implies low use of ICT, 27-52 moderate use of ICT and 53-80 high use of ICT. Since overall mean score of ICT use by the respondents is $\bar{X}$ = 47.92, SD = 14.28 and this falls within the interval 27-52. This revealed moderate use of ICT among personnel in public libraries in the South west.

Furthermore, the table presents frequency distribution of ICT tools used by library personnel. Computer daily use is 86.3%, with a mean score of (4.71, SD = 1.85). Daily use of the Internet is 67.7% with a mean score of (4.15, SD = 1.6). Daily use of the telephone/ipad phones/smart Phones is 61.7% with a mean score of (4.00, SD = 1.51). Daily use of printer is 48.8% with a mean score of (3.95, SD = 1.35). Daily use of photocopier is 46.0% with a mean score of (3.65, SD = 1.55) CD/DVD daily use is 3.33% with a mean score of (3.33, SD = 1.67).

- **Research Question 4:** What is the relative influence of age job status ICT skills and ICT use on task performance?

Table 5. Relative influence of Age, Job Status, ICT Literacy Skills and ICT Use on Task Performance

Model	Unstandardized Regression Coefficient		Standardized Regression Coefficient	T	Sig.P
	B	Std. Error	Beta		
(Constant)	6.737	1.616		4.17	0.0004
Age (A)	.857	0.188	.135	4.56	0.0031
Job Status (JS)	.841	0.270	.175	3.12	0.0122
ICT Skills (ICTS)	.501	0.197	.217	4.68	0.0023
ICT Use (ICTU)	.775	0.233	.381	3.33	0.0016

Predictor constant
Dependent Variables

The table shows that Age (β =.857, t= 4.56; P<0.05); Job status (β =.841, t= 3.12; P<.05) ICT skills (β =.501, t= 4. 68; P<.05) and ICT use (β = .775, t= 3.33; P<.05) had significant influence on task performance of respondents. The table above indicated that age of respondents were positive and significantly influence task performance of library personnel. Age has relative influence (β = 0.135), Job Status has a relative influence (β = 0.175), ICT skills has relative influence of (β = 0.217) and ICT use has relative influence (β = 0.81) on task performance of the respondents.

- **Ho 1:** There is no significant relationship among age, job status, ICT skills, ICT use and task performance of respondents.

Table 6. Summary of Test of Significant Relationships among the Variables of Study

Variable	$\bar{X}$	SD	Task Performance	Sig. P
Age	42.70	8.72	0.377	0.025
Job Status	6.8	2.78	0.477	0.015
ICT Silks	80,91	19.60	0.336	0.000
ICT Use	47.97	14.28	0.332	0.026

This table shows a summary of significant relationships between age, job status, ICT skills, ICT use by respondents and task performance of respondents. The result from this table indicates that a significant relationship existed between age and task performance (r= 0.377, P<0.05), job and task performance (r= 0.477, P<0.05), ICT skills and task performance (r= 336, P<0.05) and ICT use and task performance (r= 0.332, P<0.05). It can be implied from this result that age, job status, ICT skills and ICT use have significant positive relationship with task performance of library personnel in universities in the South-west.

- **Ho 2:** There is significant joint influence of age job status ICT skills, ICT use and task performance of respondents.

Table 7. The joint influence of the Age, Job Status, ICT Literacy Skills and ICT Use on Task Performance

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.356	.126			.112	29.1747	
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.P	Remark
Regression	29928.757	4	7482.189	8.791	.000	Sig.P
Residual	206831.94	243	851.160			
Total	236760.69	247				

Table 7 shows the joint influence of the independent variables (Age, Status, ICT Literacy Skills and ICT Use) on the Task Performance was significant. The table shows the coefficient of multiple correlations and multiple determinations of 0.356 and 0.126 respectively. This indicated that 12.6% of the variance in task performance of the respondents was accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at p<0.05. The table also shows that the analysis of variance (ANOVA) for the regression yielded a F-ratio of 8.791. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

The findings of this study revealed further that there is a joint influence of age, job status, ICT skills and use on library personnel performance of core tasks. Possession of relevant ICT skills and the ability to use ICT were found to have impacted positively on library personnel task performance. This was confirmed in study which found out that utilisation of ICT by library professionals is a factor of the level of literacy skills possessed by them. Both age and job status has consequences for possession of relevant ICT skills and its consequent use in performing job duties.

5. Discussion

The result indicated that there was significant influence between (demographics) age, job status,

ICT skills and ICT use and task performance of library personnel in university libraries in South-west, Nigeria. The result is consistent with the findings by Waldman and Avolio (1986), Shaffril and Uli (2010), who affirmed the relevance of age to task performance among employees. This is because mental functionality in human beings generally has been found to increase as one ages which means both age groups can be considered as essential resource for library productivity. Okeoghene (2016) equally reported that ICT use influence job performance of librarians at the National Open Universities in Nigeria thus confirming that ICT facilities are congruent of high performance in the library.

The finding from this study showed that there is significant relationship between age and job performance. This is in consonance with Oyewole and Popoola (2014), Kahya (2007) who reported that employee job grade has relationship with his job performance. Job status was equally found to have significant relationship with the task performance of respondents. This is an indication that job status of personnel is highly relevant to effective handling of assigned tasks, duties and responsibilities. This finding is in consonance with that of Gyanti (2015) which found out that demographic characteristics influence academic employees' performance in Kenya university. It equally affirmed the findings of Loughlin and Murray (2013) which showed that job status is a congruent of job quality, which has much to do with efficiency and effectiveness of personnel. Age, job status, ICT skills and ICT use were found to have joint influence on task performance. This is because demographics of personnel can determine their response to ICT use which can only be possible when personnel have acquired relevant ICT skills.

6. Conclusion

This study has highlighted the relevance of ICT use in library practice and the possession of ICT skills as important requisition for library personnel. It is evident in this millennium that ICT has become mandatory for personnel working in the university library. Therefore, all categories of age groups of varying professional status must strive to acquire relevant ICT skills that will empower them to use ICT to carry out their job tasks. Both should engender efficiency and effectiveness in personnel performance. Library personnel must carry out their job responsibilities with promptness, alacrity and sense of purpose in order to attain high task performance. The study recommended among others the followings:

- Demographics of personnel should be given consideration when assessing personnel task performance and during recruitment because of its inherent capacity to influence personnel performances and productivity.
- Library should create an enabling atmosphere for library personnel to use ICT to do their jobs while leveraging their demographics positively to bring about positive disposition to their jobs.
- Possession of require ICT skills should be made mandatory for all categories of staff in the library. This will enable tasks to be dealt with promptly, expeditiously and thereby prevent redundancy and waste of our human resources.

References

Abbas, K. D. (2014). Automation in Nigerian university libraries: mirage or reality. In *Information and Knowledge Management, 4*(4), 1-6.

Ajayi, S. A., Shorunke, O. A., & Akinola, A. O. (2013). Factors influencing the use of information communication technologies (ICT) by library personnel in college libraries in Osun and Oyo States, Nigeria. *The Information Technologist, 10*(1), 143-156.

Akande, S. O. (2014). ICT skills of library personnel in a changing digital library environment: A study of academic libraries in Oyo State, Nigeria. *Information Technologist (The), 11*(1).

Baninajarian, N., Abdullah, Z., & Bolong, J. (2011). The role of email in improving task performance among the executives in Malaysia. *Australian Journal of Business and Management Research, 1*(4), 52.

Batool, S. H., & Ameen, K. (2010). Status of technological competence: A case study of Universities Librarians. *Library Philosophy and Practice*, 1-9.

Bonner, S. E., & Sprinkle, G. B. (2002). The effects of monetary incentives on effort and task performance: theories, evidence, and a framework for research. *Accounting, organizations and society, 27*(4-5), 303-345.

De Koning, J., & Gelderblom, A. (2006). ICT and older workers: no wrinkled relationship. *International Journal of Manpower, 27*(5), 467-490.

Elsaadani, M. (2013). Influence of ICT on work productivity in Egyptian industrial organisation. *International Journal of Advance Information Technology, 4*(3), 1-11.

Emanuel, J. (2013). Digital native academic librarians, technology skills, and their relationship with technology. *Information technology and libraries, 32*(3), 20-33.

Fidelis, A. (2018). Usage of information and communication technology to support innovative library services in universities: a case of the University of Dar es Salaam Wilbert Chagula Library. *University of Dar es Salaam Library Journal, 13*(2), 3-17.

Gargallo-Castel, A., & Galve-Górriz, C. (2012). The Impact of ICT on Productivity: The Moderating Role of Worker Quality and Quality Strategy. In *Management of Technological Innovation in Developing and Developed Countries*. IntechOpen.

Gyanti, T. (2015). *The influence of demographics characteristics on performance of academic employee in Kenyatta University* (Master's thesis). University of Kenyatta, Nairobi, Kenya.

Kahya, E. (2007). The effects of job characteristics and working conditions on job performance. *International journal of industrial ergonomics, 37*(6), 515-523.

Kapondera, S. K., & Hart, G. (2016). The use of multipurpose community telecentres and their services in Malawi: the case of Lupaso Community Telecentre. *South African Journal of Libraries and Information Science, 82*(1), 13-25.

Konappa, K. (2014). Use of electronic information resources in university libraries of Tirupati (AP): An analytical study. *International Journal of Library and Information Science, 6*(1), 5-13.

Kunze, F., Boehm, S., & Bruch, H. (2013). Age, resistance to change, and job performance. *Journal of Managerial Psychology, 28*(7/8), 741-760. doi:10.1108/JMP-06-2013-0194.

Lamptey, R. B., Boateng, M. S., & Antwi, I. K. (2013). Motivation and Performance of Librarians

in Public Universities in Ghana. *Library Philosophy & Practice,* 1-25.

Liang, T. L., Chan, L. C., Lin, C. W., & Huang, Y. L. (2011). Relationship between leadership behaviors and task performance: The mediation role of job satisfaction and the moderation role of social distance. *African Journal of Business Management, 5*(14), 5920-5928.

Loughlin, C., & Murray, R. (2013). Employment status congruence and job quality. *Human Relations, 66*(4), 529-553.

Maceli, M., & Burke, J. J. (2016). Technology skills in the workplace: Information professionals' current use and future aspirations. *Information Technology and Libraries, 35*(4), 35-62.

McCloy, R. A., Campbell, J. P., & Cudeck, R. (1994). A confirmatory test of a model of performance determinants. *Journal of applied psychology, 79*(4), 493-505.

Mostert, B. J., & Ntetha, M. A. (2011). Availability and utilisation of information and communication technologies for service delivery: a South African case study. *South African Journal of Libraries and Information Science, 77*(2), 125-137.

Nwosu, C. O., Ugwoegbu, U., & Okeke, I. (2013). Levels of motivation as correlates of librarians' task performance in University Libraries in South−East, Nigeria. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 8*(4), 81-83.

Okeoghene, M. A. (2016). Influence of Information Communication Technology (ICT) use on librarians' job performance in the National Open University of Nigeria. *Lagos Journal of Library and Information Science, 5*(1-2), 32-41. Retrieved from https://www.ajol.info/index.php/Ijlis/article/view/168787

Okonedo, S., Popoola, S. O., Emmanuel, S. O., & Bamigboye, O. B. (2015). Correlational analysis of demographic factors, self-concept and research productivity of librarians in public universities in South-West, Nigeria. *International Journal of Library Science, 4*(3), 43-52. doi:10.5923/j.library.20143.01

Osakwe, R. N. (2014). Factors Affecting Motivation and Job Satisfaction of Academic Staff of Universities in South-South Geopolitical Zone of Nigeria. *International Education Studies, 7*(7), 43-51. doi:10.5539/ies.v7n7p4

Owolabi, S. (2013). Socio-demographic factors as determinants of access and use of ICT by staff of university libraries in Oyo State. *LIbrary Philosopht and Practice, 947*, 1-18.

Oyedipe, J. W., & Popoola, S. O. (2018). ICT skills, use and task performance among library personnel in public university libraries. *Information Impact: Journal of Information and Knowledge Management, 9*(2), 82-97. doi:10.4314/iijikm.v9i2.7

Oyewole, G. O., & Popoola, S. O. (2015). Personal Factors and Work Locus of Control as Determinants of Job Performance of Library Personnel in Federal Colleges of Education in Nigeria. *Chinese Librarianship, 40*(0), 15-31.

Partridge, H., Lee, J., & Munro, C. (2010). Becoming" Librarian 2.0": The skills, knowledge, and attributes required by library and information science professionals in a Web 2.0 world (and beyond). *Library Trends, 59*(1), 315-335.

Patel, U., & Bhavsar, V. (2012). The changing role of library professionals in academic libraries. *IJSR: International Journal of Scientific Research- Library Science, 1*(5), 73-74.

Priti, J. (2013). A paradigm shift in the 21st century academic libraries and librarians: Prospectus

and opportunities. *European Journal of Academic Research, 1*(3), 133-147.

Robbins, S. P., & Judge, T. A. (2007). *Organisational Behaviour* (12th ed.). New Jersey: Prentice Hall.

Robbins, S. P., Judge, T. A., Odendaal, A., & Roodt, G. (2009). *Organisational Behaviour: Global and southern African Perspectives* (2nd ed.). Cape Town: Pearson Education South Africa.

Safahieh, H., & Asemi, A. (2010). Computer literacy skills of librarians: a case study of Isfahan University libraries, Iran. *The Electronic Library, 28*(1), 89-99.

Sahu, A. K. (2008). *Information Management in New Millennium: Opportunities and Challenges for Library Professionals.* Delhi: Ess Ess Publications.

Sahu, M. K. (2013). Skill, Competences and Current Practice of Library Professionals in Engineering College Odisha: An Analytical Study. *International Research: Journal of Library and Information Science, 3*(4), 631-647.

Saleem, A., Shabana, T. S. Z., & Batcha, M. S. (2013). Application and uses of Information Communication Technology (ICT) in academic libraries: an overview. *International Journal of Library Science, 2*(3), 49-52. doi:10.5923/j.library.20130203.01

Shaffril, H. A. M., & Uli, J. (2010). The Influence of Socio-demographic Factors on Work Performance among Employees of Government Agriculture Agencies in Malaysia. *Journal of International Social Research, 3*(10), 459-469.

Shehu, A. (2018). Demographic study of librarians in public university libraries in Nigeria. *Information Impact: Journal of Information and Knowledge Management, 9*(2), 98-112. doi:10.4314/iijikmv9i12.8

Singh, S. P., & Pinki, H. (2009, October). New skills for LIS professionals in technology-intensive environment. In *International Conference of Academic Library organized by University of Delhi, Delhi (India)* (pp. 5-8).

Thanuskodi, S. (2011). ICT literacy among library professionals in the engineering college libraries of Tamil Nadu: An analytical study. *International journal of digital library services, 1*(2), 131-141.

Tishman, F. M., Van Looy, S., & Bruyère, S. M. (2012). *Employer strategies for responding to an aging workforce*. The NTAR Leadership Center, Rutgers, The State University of New Jersey.

Ugwu, C. I., & Ugwu, M. E. (2017). Demographics variables and job performance of librarians in university libraries in South-east. *Library Philosophy and Practice*, 1-23.

Ugwuanyi, F. C. (2009). Information and communication technology (ICT) Literacy among academic librarians in Enugu State. *Information Technologist (The), 6*(1).

Waldman, D. A., & Avolio, B. J. (1986). A meta-analysis of age differences in job performance. *Journal of applied psychology, 71*(1), 33-38.

[About the authors]

Wuraola Janet Oyedipe is the head of Technical Service Department at Olabisi Onabanjo University, Ago Iwoye. She holds a B.A.(Ed) degree from University of Ilorin and Master's in Library Studies from the University of Ibadan. She is currently a Ph.D student at the Department of Library, Archival and Information Studies, University of Ibadan. Her research interest cut across ICT for Library Development, Library Management and knowledge Management. Orcid Acount: https://orcid.org/0000-0002-4658-3294

Sunday Olanrewaju Popoola is a Professor and currently the head of Department of Library, Archival and Information Studies, University of Ibadan. He has published extensively and supervised many Ph.D students. His research interest spans Knowledge Management, Information and Communication Technology for Library Development and Archives Management.