

**ICT AVAILABILITY AND USE AS CORRELATES OF JOB PRODUCTIVITY
AMONG TEACHER-LIBRARIANS IN SECONDARY SCHOOLS IN
ABEOKUTA, OGUN STATE, NIGERIA**

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Abstract

This study investigated the influence of ICT use on job productivity among Teacher-Librarians in Abeokuta, Ogun State. Copies of questionnaire were administered on selected teacher-librarians from Abeokuta, Ogun state. The findings of the study revealed that majority of the teacher-librarians in school library media centres in Abeokuta, Ogun state do not possess qualification in librarianship. The study further established a moderate ICT competency level among the teacher-librarians just as it revealed a high level of ICT facilities use among the teacher-librarians (Mean = 2.86). The study further revealed that ICT use has positive influence on job productivity among the teacher librarians in Abeokuta, Ogun state. The study recommended adequate training and retraining for the teacher-librarians on librarianship and on the use of ICT for library activities and operations.

Key words: *Availability, ICT use, Job productivity, Teacher-librarian*

Introduction

The impacts of new technologies are felt by libraries in every aspect. With the invention of information communication technology, libraries now use various types of technologies to aid the services they render. Everyday new technological advances affect the way information is handled in libraries and information centres. Information communication technology (ICT) plays greater role on the job productivity of the user and has fundamentally affected the operations of library and information services. The

application of ICT to library operations has made electronic cataloguing and online reference services possible, along with other library operations, such as digital information, online access and file transfer, networking and sharing of information resources. Aina (2004) observes that ICT has been implemented in information handling and processing because of the increased workload involved in coping with an information explosion.

Madu and Adeniran (2000) describe the values of ICT as helping to enhance job productivity. According to them, ICT makes it possible for an individual to meet all their information related needs rapidly and easily. The application of ICT to the library works and services could be seen as the best way that could be used to assist users to adequately solve their literature need for effective research activities. It also helps libraries in the provision of efficient services, the utilisation of network operations such as cataloguing, authority control, inter library loans and cooperation and in the participation of international bibliographic. Also Dike (2000) claimed that instant access to information from a multiplicity of source is one of the major roles of ICT application to library services. Not only can it help in locating the materials where the required information can be found easily but ICT helps in sorting out what information is relevant from a mass of irrelevant information.

Ali (2004) reiterated that there is need for the training of library professional to make use of the ICT base resources and service for optimum performance in the library operation and service delivery. This is corroborated Udoh – Ilomechne (2010) views that emphasized the need for school library staff to be professional trained in the art and science of librarianship for effective management of the school library media centres in Africa do not enjoy the same information delivery methods like those in developed countries except those in South Africa.

The work of teacher-librarian involves a high level of documentation and information processing, storage, retrieval, and users services. The information intensiveness of any school library media centre (SLMC) responsibility is such that tools and technologies that would speed up the documentation, management and information handling are not only important but professionally necessary. The value of accuracy, correctness, completeness, relevance and timeliness are characteristics of information which ICT do generate to meet support of teacher-librarian in job productivity.

The role of teacher-librarian in school library media centre is very essential in the education sector and in the society. The range of services which the teacher-librarian offers to meet the information needs of users demands the use of ICT to ensure adequate service delivery. The various services provided in the libraries are complimented by available facilities, some of which are technology driven. In modern library, technology application in the provision and performance of library services provided by libraries to patrons. The utilization of emerging technologies in recent times in libraries worldwide has proved beyond reasonable doubt, that a library, whatever its services can perform better when facilities are adequately provided to enhance access to the content of the

library. However, the services rendered in a library differ from one library to another, depending on their clientele, the parent body and type of library.

Ekundayo (1995) and Oyeboade, (2005) pointed out that, the services of teacher-librarian are needed in the schools just as Omekwu (2003) posited that computers in the school library media centre are useful for the performance of the following functions; to information service delivery, information storage, and information management and to ensure correctness and completeness of information into designed sequence, store data for future reference and use.

Omekwu (2003) also indicated that, the use of digital technology has led to migration of library services to the digital world. Many users, teacher- librarians, scholars, and researchers have all discussed how ICT developments will impact on library services now and in future. Eke (2006) wrote that ICT is impacting different sectors of Nigerian economy, especially in librarianship profession. Due to the importance and relevance of ICT in libraries, there is a paradigm shift from acquisition of print information resources to electronic resources in libraries. For instance, availability of the ICT or related computer network (such as Local Area Network) can provide quick access to relevant information in electronic format in libraries than is manually possible. Hence, effective adoption and use of ICT in school libraries will be immensely beneficial for sustainable development in Nigeria by ensuring that relevant and current information is made available for teacher- librarian for enhanced productivity.

Productivity has been describe as the basic pre- requisite expected from the staff of any organisation . Unfortunately, however, it does appear that such appeals ignore the root of the seeming laxity and unfavorable attitude to work. Even when there has been concern about the human problem in the cause of work, it is found that the symptoms are treated instead of the disease. Productivity is an outcome of work. It is a concept that has greater significance in the usefulness of the man in the world. Without, productivity, we cannot attract any creativity to man. Toheeb (2010) stress that job productivity by individuals in organizations is to ensure that the goals of the organisation are achieved just as job productivity is described as the strength of an individual's identification with and involvement in a particular organisation. They characterise it by three psychological factors: desire to remain in an organisation, willingness to exert considerable efforts on its behalf, and belief in and acceptance of its goals and values.

Also, Brown (2003) in their study established productivity and business advantages to the company that had a commitment strategy. The study concluded that employees that had a higher level of commitment would also have a higher level of turnover cognitions. Eatwell and Newan, (1991) defined productivity as a ratio of some measure of output to some index of input use. Put differently, productivity is nothing more than the arithmetic ratio between the amount produced and the amount of any resources used in the course of production. This conception of productivity is perceived as the output per unit input or the efficiency with which resources are utilized (Samuelson and Nordhaus, 1995).

Information communication technology has been described as a useful tool that can be used in maximising the productivity of staff in the school library media centre. Also ICT availability and use can be seen to have the ability to influence and sustain the productivity of staff of school library media centres to job. This has been against the backdrop that school authorities and administrators of schools and school library media centre are investing in ICT facilities through provision of computers and training of staff in a bid to increase ICT availability and use among the teacher-librarian. Though, it is expected that ICT availability would result in corresponding use, ultimately lead to productivity of teacher- librarian, it was observed that most teacher-librarian productivity can be called to question. It is on this basis that this study intends to investigate the influence of ICT facilities availability and use on teacher –librarians’ productivity in secondary schools in Abeokuta, Ogun state.

Objectives of the Study

The specific objectives of the study are to:

1. find out the types of ICT facilities available in school library media centres in secondary schools in Abeokuta, Ogun state;
2. find out the frequency of use of ICT facilities among teacher -librarian in secondary schools in Abeokuta, Ogun state;
3. find out the perception of the teacher-librarian on their job productivity in school library media centre;
4. Find out the perception of the teacher-librarians on the influence of ICT on their job productivity.

Research Questions

1. What are the types of ICT facilities are available in the school library media centres in secondary schools in Abeokuta, Ogun state?
2. What is the frequency of use of ICT facilities by the teacher-librarian?
3. What is the perception of the teacher-librarian on their job productivity?
4. What is the perception of the teacher-librarians on the influence of ICT on their productivity?

Research Methodology

This study adopted the survey method while the use of questionnaire was adopted in collecting data from the respondents. The population for the study consists of all the teacher-librarian in all the secondary schools in Abeokuta, township, Ogun state. Abeokuta Township is made up of two local governments viz: Abeokuta North and Abeokuta South local governments. There are eighty one (81) secondary schools spread across the two local governments that make up of Abeokuta Township. All the secondary schools in the selected local governments have school library media centres. The total enumeration method was adopted in selecting the sample for this study as all the 81 teacher-librarians in all the schools within the location of the study were chosen for this study. Also, a Pre-test was done in which twenty five copies of the questionnaire were administered on the teacher-librarian in the secondary schools in Odeda local government. The returned copies of questionnaire were subjected to analysis and the

results of the analysis gave a reliability coefficient (Cronbach Alpha) 0.72 which is considered adequate for this study.

Analysis and Discussion of findings

A total of one eighty one(81) copies of questionnaire were administered on teachers-librarians in secondary schools in Abeokuta, Ogun state, out of which only seventy eight (78) were returned with useful responses. This gives a response rate of 96.3%.

The demographic information of the respondents revealed that there are more public schools (52 or 66.7%) than private schools (26 or 33.3%) in Abeokuta, Ogun state and that there are more male teacher-librarians (53 or 67.9%) than female (25 or 32.1%). Further analysis on the respondents background information showed that all the respondents are within the age range of 21 – 30 years and also that majority of the respondents (73 or 93.6%) are heads of their respective school library media centres while only few (5 or 6.4%) are library assistants. Information gathered on the work experience of the respondents revealed that majority of the teacher-librarians (49 or 62.8%) have work experience of between 1 – 10 years. This may mean that majority of the teacher-librarians have cognate working experience. Furthermore, the analysis revealed that majority of the respondents (32 or 41.0%) hold NCE. This may be due to the fact that NCE is the minimum qualification for working in secondary schools in Nigeria

Table 1: Respondents opinion on possession of qualification in Librarianship

| Possession of Librarianship qualification | Frequency | Percentage % |
|---|-----------|--------------|
| Yes | 22 | 28.2 |
| No | 56 | 71.8 |
| Total | 78 | 100.0 |

Table 1 presents information on respondents' opinion on possession of qualification in Librarianship and it revealed that majority of the respondents (56 or 71.8%) attested that they do not have any qualification in Librarianship. This implies that majority of the teacher-librarians in school library media centres in secondary schools in Ogun state do not possess the required qualification in librarianship to work as professionals in the school library media centres

Table 2: ICT Competency level of respondents

| Competency level | Frequency | Percentage % |
|----------------------|-----------|--------------|
| Highly competent | - | - |
| Moderately competent | 60 | 76.9 |
| Low competency | 18 | 23.1 |
| Not Competent | - | - |
| Total | 78 | 100.0 |

Table 2 presents information on the ICT competency level of the respondents and it showed that majority of the respondents (60 or 76.9%) affirmed possession of moderate

competency in the use of ICT facilities. It can therefore be implied that majority of the teacher- librarians in the selected schools have moderate ICT competency level.

Research questions 1: What types of ICT facilities are available for the use of teacher-librarians in secondary schools in Abeokuta, Ogun state?

Table 3: Respondents' Opinion on available ICT facilities in their school library media centre

| ICT facilities | Frequency | Percentage (%) | Mean | Std. deviation |
|------------------------------------|-----------|----------------|------|----------------|
| Computers | 69 | 88.5 | 1.12 | .322 |
| Internet/E-Mail | 14 | 17.8 | 1.82 | .386 |
| Instructional video/ Audio tapes | 21 | 26.9 | 1.73 | .446 |
| Digital camera | 8 | 10.3 | 1.90 | .305 |
| Multimedia projector | 36 | 46.2 | 1.54 | .502 |
| Presentation software (powerpoint) | 18 | 23.1 | 1.77 | .424 |
| Scanner | 37 | 47.4 | 1.53 | .503 |
| Telephone | 44 | 56.4 | 1.44 | .499 |
| CD-ROM | 16 | 20.5 | 1.79 | .406 |
| Online databases | 25 | 32.1 | 1.68 | .470 |
| Radio | 57 | 73.1 | 1.27 | .446 |
| Television | 51 | 65.4 | 1.35 | .479 |
| Teaching courseware | 31 | 39.7 | 1.60 | .493 |
| Printer | 44 | 56.4 | 1.44 | .499 |

X=Means Scores=1.57

Table 3 presents information on the ICT facilities available for the use of teacher-librarians in secondary schools in Abeokuta, Ogun State. It showed computers (69 or 88.5%), Radio (57 or 73.1%), Television (51 or 65.4%), Printer (44 or 56.4%), and Telephone (44 or 56.4%) as topping the list of ICT facilities available for the use of teacher librarians. This implies that computers, radio, television, printer and telephone are the ICT facilities commonly available for the use of teacher-librarians in Abeokuta, Ogun State. On the other hand, the weighted average estimated mean of ICT facilities availability is 1.57 which is greater than the expected mean of 1.49. This implies that there is a high level of ICT facilities availability for the teacher-librarians use.

Research question 2: What is the extent of use ICT facilities by teacher- librarians in secondary schools in Abeokuta, Ogun State?

Table 4: Respondents' opinion on the extent of use of ICT facilities for library work and service delivery

| ICT facilities | Highly Used | Used | Fairly used | Not used | Mean | Std. dev. |
|------------------------------------|---------------|---------------|---------------|---------------|------|-----------|
| Computer | 45 (57.7%) | 26 (33.3%) | - | 7 (9.0%) | 1.60 | .888 |
| Internet/E-mail | 15 (19.2%) | 37 (47.4%) | - | 26 (33.3%) | 2.47 | 1.148 |
| Instructional Video/Audio tapes | 23 (29.5%) | 1(1.3%) | - | 54 (69.2%) | 3.09 | 1.379 |
| Digital cameras | 11 (14.1%) | 1 (1.3%) | - | 66 (84.6%) | 3.65 | 1.065 |
| Multimedia projector | 12 (15.4%) | 9 (11.5%) | - | 57 (73.1%) | 3.31 | 1.177 |
| Presentation software (PowerPoint) | 2 (2.6%) | - | 4 (5.1%) | 72 (72.3%) | 3.82 | .639 |
| Scanner | 14 (17.9%) | 28 (35.9%) | - | 36 (46.2%) | 2.74 | 1.221 |
| Telephone | 12 (15.4%) | 24 (30.8%) | 42 (53.8%) | - | 2.92 | 1.214 |
| CD-ROM | 1 (1.3%) | 6 (7.7%) | - | 71 (91.0%) | 3.81 | .625 |
| Online databases | 11 (14.1%) | - | 11 (14.1%) | 56 (71.8%) | 3.29 | 1.163 |
| Radio | 54 (69.2%) | 24 (30.8%) | - | - | 1.31 | .465 |
| Television | 40 (51.3%) | 24 (30.85) | 14 (17.9%) | - | 1.85 | 1.106 |
| Teaching courseware | 4 (5.1%) | 11 (14.1%) | - | 63 (80.8%) | 3.56 | .920 |
| Reprographic facilities | 16 (20.5%) | 27 (34.6%) | 35 (44.9%) | - | 2.69 | 1.241 |

\bar{X} =Means Scores=2.86

Table 4 presents information on the extent of use of ICT facilities by the respondents. It revealed that majority of the respondents affirmed Radio (78 or 100.0%), Computer (71

or 91.0%), Television (64 or 82.1%), Internet/ E-mail (52 or 66.6%), Reprographic facilities (43 or 55.1%), and Scanner (42 or 53.8%) as the most commonly used ICT facilities by the respondents. This implies that majority of the teacher-librarians makes use of radio, computers, television, Internet/E-mail, reprographic facilities and scanner on a regular basis. On the other hand, the weighted average estimated mean of the extent of use of ICT facilities is 2.86 which is greater than the expected mean of 2.83. This may mean that there is high level of use of ICT facilities among the teacher-librarians in secondary schools library media centres in Abeokuta, Ogun state.

Research question 3: What is the perception of the teacher-librarians on their productivity level?

Table 6: Respondents' opinion their productivity level

| Statement | SA | A | D | SD | Mean | Std. dev. |
|--|------------|------------|------------|----|------|-----------|
| Find fulfillment in everything I do in my office | 12 (15.4%) | 66 (84.5%) | - | - | 1.85 | .363 |
| My schedule of work is moderate enough to enhance my productivity | 33 (42.3%) | 45 (57.7%) | - | - | 1.58 | .497 |
| Being productive gives me more career opportunities | 68 (87.2%) | - | 10 (12.8%) | - | 2.13 | .336 |
| I find it difficult to get motivated to do my work | 1 (1.3%) | 49 (62.8%) | 28 (35.9%) | - | 2.35 | .505 |
| I have good interpersonal relationship with people | 32 (41.0%) | 46 (59.0%) | - | - | 1.59 | .495 |
| I am now more efficient in job | 3 (3.8%) | 75 (96.2%) | - | - | 0.00 | .194 |
| There is increase in the quality of job output | 69 (88.5%) | - | 9 (11.5%) | - | 2.12 | .302 |
| I am more diligent at work | 1 (1.3%) | 77 (98.7%) | - | - | 1.99 | .113 |
| I have acquired more skills and knowledge in my area of specialization | 2 (2.6%) | 76 (97.4%) | - | - | 1.97 | .159 |
| I enjoy faster and speedier execution of jobs | 9 (11.5%) | 69 (88.5%) | - | - | 1.88 | .302 |

\bar{X} =Means Scores=1.74

Table presents information on the respondents' opinion on their productivity level and it revealed that majority of the respondents have a positive perception towards their

productivity level. According to the table all the respondents affirmed, finding fulfillment in everything they do in office; moderate scheduled of work to enhance productivity; good interpersonal relationship with people; diligence at work; acquisition of more skills and knowledge, efficiency in job production and faster and speedier execution of jobs as areas where they experience improvement that affects their productivity level positively. It may be deduced from the information presented above that the teacher- librarians in secondary schools in Abeokuta affirmed high productivity level in their work. On the other hand, the weighted average estimated mean of the productivity level of the teacher-librarians is 1.74 which is greater than the expected mean of 1.59. It may therefore be concluded that the teacher-librarians affirmed that they are productive.

Research question 4: What is the perception of the teacher-librarians on the influence of ICT on their job?

Table 7; Respondents' perception on the influence of ICT on their job

| Statement | SA | A | D | SD | Mean | Std. dev. |
|--|---------------|---------------|---------------|-------------|------|-----------|
| ICT helps in faster and speedier service delivery to library users | 15 (19.2%) | 59 (75.6%) | - | 4 (5.1%) | 1.91 | .628 |
| ICT allows me to send and reserve information from users, colleagues and the school management | 8 (10.3%) | 67 (85.9%) | - | 3 (3.8%) | 1.97 | .509 |
| ICT enables me to have less stress in writing reports | 2 (2.6%) | 73 (93.6%) | - | 3 (3.8%) | 2.05 | .423 |
| ICT helps in cutting costs of library operations | 2 (2.6%) | 63 (80.8%) | 10 (12.8%) | 3 (3.8%) | 2.18 | .528 |
| ICT reduces risks of operations | 2 (2.6%) | 60 (76.9%) | 13 (16.7%) | 3 (3.8%) | 2.22 | .550 |

X=Means Scores=2.07

Table 7 presents the respondents opinion on the influence of ICT on their job and it showed that majority of the respondents attested to the fact that "ICT allows sending and receiving of information from users, colleagues and the school management, and that ICT enables the respondents to have less stress in writing reports with 75 or 96.2% and 75 or 96.2% respectively. Moreover, ICT use in cutting costs of library operations, ICT use in faster and speedier service delivery, and ICT use in reducing risks of operations were also affirmed factors influencing the respondent's jobs. However the weighted average estimated mean of the perception of the teacher-librarians on ICT influence on job output

is 2.07 which is greater than the expected mean of 2.05. This may mean that ICT has been found to have positive influence on job output of the teacher-librarians in terms of library service delivery.

Discussion of findings

This study investigated the relationships among ICT availability, ICT use, and job productivity among teacher-librarians in secondary schools library media centres in Abeokuta, Ogun state. The findings of the study revealed that most of the teacher-librarians in senior secondary schools library media centre in Abeokuta do not possess any qualification in librarianship. This may be due to the fact that the teacher-librarians were drawn from teachers within the selected schools. Hence, they have not gone for any formal schooling on librarianship. This corroborates Ude-Ilomechie (2010) view which emphasised that most school libraries staff are not professionally qualified, hence the need for school library staff to be professionally trained in the art and science of librarianship for effective management of the school libraries. On the ICT competency level of the teacher-librarians, the study revealed a moderate ICT competency level among the teacher-librarians. This is in support of Ali (2004) findings which reiterated the need for training of library professionals in the use of ICT in order to enable them to be able to make use of ICT based resources and services for optimum performance in library operations and service delivery.

The study further revealed a high level of ICT facilities availability for the use of the teacher-librarians. Computers, radio, television, printer, and telephone were found to be among the commonly available facilities for the use of the teacher-librarians. However, some of the teacher-librarians interviewed affirmed the means of availability to include school library media centres, cybercafé, and personal provision. This is at variance with Moahi (2002) that reported that only few schools provides ICT tools to support services and operations in the school library media centre.

The finding of the study on the extent of use of ICT facilities by teacher-librarians revealed a high level of use as radio, computer, television, internet/e-mail, reprographic facilities, and printers were found to be among the commonly and regularly used ICT facilities by the teacher-librarians. The high level of use may be due to the high level of availability and the possession of skills and competency in the use of ICT by the teacher-librarians. Moreover, the findings of the study showed that the teacher-librarians affirmed the influence of ICT facilities on their productivity..

Summary and Conclusion

This study investigated the relationships among ICT availability, Use, and productivity of teacher-librarians in secondary schools' library media centres in Abeokuta, Ogun state. The study examined the range of ICT facilities available for the use of teacher-librarians and the extent of use of the ICT facilities by the teacher-librarians. The study concluded that there is a high level of ICT availability and regular use of ICT facilities among the teacher-librarians in secondary schools in Abeokuta, Ogun state. Moreover, the study concluded that the teacher-librarians posses average competency level while also

establishing that ICT use does influence productivity of teacher-librarians in Abeokuta, Ogun state.

Recommendations

The following recommendations were made based on the findings of the study:

1. There is need for adequate provision of ICT facilities in the school library media centres for the use of the teacher-librarians
2. There is also the need for the teacher-librarians to go for formal training in the field of librarianship to acquire qualification in school media. Diploma in school media is the minimum requirement for working in a school library media centre. Such formal training would enable the teacher-librarians to equip themselves with the necessary skills and knowledge for proper management of the school library media centres
3. There is also the need for training and retraining of the teacher-librarians in the use of computers and other ICT facilities to improve the ICT competency level of the teacher-librarians from moderate to high competency level. This would enable the teacher-librarians to be able to integrate ICT facilities in library operations and service delivery..
4. There should be adequate orientation for the teacher-librarians on the importance of ICT facilities in library operations and service delivery. This will ultimately encourage the teacher-librarians' regular use of the ICT facilities.
5. There is also the need for the provision of a good policy environment for the effective use of ICT facilities by the teacher-librarians.

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