Psychological Capital and Information Literacy Skills as Determinants of Job Performance of Academic Library Employees in State Universities in South West, Nigeria

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Abstract

Rationale of Study – This study investigated psychological capital and information literacy skills as determinants of job performance of academic library employees of state universities in South-West, Nigeria. The specific objectives are to determine the levels of psychological capital, information literacy skills and job performance of the respondents and to ascertain the relationships among psychological capital and job performance of the respondents.

Methodology – The survey research design was adopted. The total enumeration technique and validated questionnaire were used to gather data on a population size of 140 academic library employees with 100 percent response rate achieved.

Findings – The findings revealed that psychological capital (r=0.636, p<0.05) and information literacy skills (r=0.682, p<0.05) had significant relationships with job performance of the respondents. Also, psychological capital had significant relationship with information literacy skills of the respondents (r=0.716; P<0.05). More importantly, psychological capital and information literacy skills significantly determined job performance of the respondents (F=60.004, df=2; 115; Adjusted R square=0.5020; P<0.05).

Implications – The study demonstrates that psychological capital and information literacy skills are critical ingredients in enhancing job performance of academic library employees in state universities in South-West, Nigeria.

Originality – Few study has been done on psychological capital and information literacy in relation to job performance of academic library employees.

Keywords

1 Introduction

The capability of library employees to offer effective and quality services to its users is emphasised in the organisational working environment. Library employees are required to possess substantive knowledge, skills and most importantly the psychological capacities required to deliver services effectively to library users. Staff working in university libraries comprise a large number of individuals of diverse gender, age, socio-religious and educational or literacy attributes. These individuals exhibit not only similar behaviour patterns and characteristics to a certain degree but also they show much dissimilarity (Vikramender, 2011). Job performance consists of behaviours that employees exhibit on their jobs that are relevant to the goals of the organisation. Rotundo (2000) explains that although researchers provide their own conceptualisation of job performance, a typical definition focuses on behaviours or actions of individuals, not results or outcomes of these actions and behaviours.

In a bid to understand and create a framework for developing and enhancing competitive advantage in organisations, scholars (Aboyade, 2014; Alayande, 2016; Koopmans, 2014) have studied employee organisational behaviour which affect their performance in the workplace. More recently, organisations such as university libraries, have focused on the development of positive psychological capital of their employees as a mechanism for achieving improved staff productivity and competitive advantage (Luthans & Youssef, 2004). Researches over the years have focused on the negative aspects of employee behaviour in organisations until Seligman (1998) changed the focus that there is need to examine and have better understanding of what is right with people rather than always focusing on their negative sides. Although this rapidly growing body of knowledge on positive psychology has many indirect implications for the workplace, the more direct application has emerged in what is called positive organisational behaviour (Luthans, 2002a, 2002b, 2003; Wright, 2003).

The main focus of positive organisational behaviour (POB) is on maximising individual strengths and improving their performance through positive intervention (Luthans, 2002b). POB is defined as "the study and application of positively-oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today's workplace" (Luthans, 2002b, p. 59). This definition suggests that in order for a construct to be considered a POB, it needs to fulfil a number of inclusion criteria which include the need for

psychological capacity. This indicates that POB have to do with collections of positively-oriented personal factors. Some scholars such as Luthans, Avolio, Avey, and Norman (2007) examine POB from psychological capital point of view. They perceive POB as a positive appraisal of circumstances and probability for success based on motivated effort and perseverance.

Luthans et al. (2007) investigated a number of behavioural constructs as potential for POB development. The constructs are four dimensions of psychological capital. The dimensions are self-efficacy, hope, optimism, and resilience. They best meet all POB criteria (Brouze, 2013). Psychological capital or known PsyCap is defined as "an individual's positive psychological state of development characterised by: 1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; 2) making a positive attribution (optimism) about succeeding now and in the future; 3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and 4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans et al, 2007, p. 3). Psychological capital may be seen as positive psychological resources (confidence, hope, optimism and resilience) which a person possesses and uses in order to succeed in work and life situations. Mohammed (2018 and Aderemi (2019) remarked that psychological capital has a great potential for fostering creativity, innovation and improved performance in library employees in universities. There is a great tendency that psychological capital will assist university library employees to have career resilience, job satisfaction, problem solving ability, low turnover intentions and high job performance.

Another major construct that may influence the job performance of employees in the workplace is information literacy. Information literacy is defined by Bowden (2001) as the competencies an individual summons to locate, retrieve, evaluate, select, and use information sources. The term information literacy first appeared in workplace discourse during the 1970s. In 1974, the President of the Information Industry Association called for an "information literate workforce" skilled at applying information resources for problem solving and enhanced organisational performance (Zurkowski, 1974). Fifteen years later, in 1989, information literacy became an essential element and part of academic library's mission; competencies were codified into tangible, and specific learning outcomes (Maughan, 2001).

Information literacy is believed not to be utilitarian in the academic settings only but has been applied to the workplace to predict and assess organisational performance. Information literacy skills in the workplace are defined by Bruce (1999) as peoples' ability to operate effectively in an information society. This involves critical thinking, an awareness of personal and professional ethics, information evaluation, conceptualising information needs, organising information, interacting with information professionals and making effective use of information in problem-solving, decision-making and research. It is these information-based processes which are crucial to the character of learning organisations and which need to be supported by the organisation's technology infrastructure. Bruce (1999) identified seven faces of information literacy in the workplace to include experiences of information technology, information sources, information process, information control, knowledge construction, knowledge extension, and the wisdom experience. Academic library employees are expected to link these experiences to their workplace processes of environmental scanning; provision of in-house and external information resources and services; information processing (packaging for internal/external consumption); information/records management and archiving; corporate memory; research and development; professional ethics/codes of conduct. Information literacy emphasises the need for careful retrieval and selection of information available in the workplace, at school, and in all aspects of personal decision-making.

Psychological capacity has been widely studied in the workplace to predict employees' performance likewise, information literacy in the workplace. However, there may be inner connections between psychological capacity and information literacy in predicting academic library employees' job performance based on the existing literature and logical reasoning. Therefore, this paper explores this gap by investigating the relationship between psychological capital and information literacy skills as determinants of the job performance of academic library employees in state universities in south west, Nigeria.

2 Statement of the problem

Academic library employees' performance is the backbone of the academic library productivity and effectiveness. Academic library employees which comprise professional librarians, para- professional and non professionals are responsible for acquisition of information materials, processing, storage, preservation and ultimately the creation of resource discovery tools that aid users in when searching and retrieving information

materials. The job performance of academic library staff is crucial for in attainments of library objectives.

Academic libraries need psychologically competent staff who are equipped with necessary skills to manipulate and use information effectively in order to achieve the organisational goals and objectives . Studies show that job performance is crucial to career progression, organisational profitability, effectiveness and survival (Moon, 2018; Aboyade, 2014) Quality of service delivery depends on the quality of employees' psychological capacities and quality of information resources at the disposal of employees for use. Academic library employees' contribution to libraries goal attainment justifies employability and job retention. Similarly, Azeez (2017) and Adewale (2019) remarked that inadequate positive psychological capacities, low intelligent information use and poor information skills could be responsible for low job performance of employees in Nigerian academic libraries. Library administrators seeking an increased level of employees' performance in the workplace may have failed to consider that the positive psychological resources of employees are as important to individual and organisational performances as their intellectual resources. A significant portion of library employees of Nigerian state university libraries particularly in south west, Nigeria might perform poorly on their job which may be due to low psychological capital and moderate information literacy skills.

It is premised on this background that this study sets out to critically examine the relative contribution of psycap and information literacy skills to the determination of job performance of academic library employees in Nigerian universities.

2.1 Objectives of the study
The broad objective is to determine psychological capital and information literacy skills as determinants of job performance of academic library employees of state universities in South-West, Nigeria. The specific objectives of the study were to:

1. Determine the level of psychological capital of the academic library employees in state universities in South-west, Nigeria;

2. Ascertain the level of information literacy skills among academic library employees in the state universities in South-west Nigeria;

3. Find out the level of job performance of academic library employees in state universities in South-west, Nigeria;

4. Establish the relationship between psychological capital and job performance of academic library employees in the state universities in South-west Nigeria; and

5. Determine the relative contribution of psychological capital and information literacy skills to the determination of job performance of academic library employees in the state universities in South-west Nigeria.

2.2 Hypotheses

1. There is no significant relationship between psychological capital (psycap) and job performance of academic library employees in the state universities in South- west, Nigeria?

2. There is no significant relationship between information literacy skills and job performance of academic library employees in the state universities in South-west, Nigeria.

3. There is no significant relationship between psychological capital (psycap) and information literacy skills of academic library employees in the state universities in South- west, Nigeria.

4. Psychological capital (psycap) and information literacy skills will not determine job performance of academic library employees in the state universities in South- west, Nigeria.

3 Literature Review

Literature relevant to the study was reviewed and presented hereunder in terms of themes of the study. The themes include job performance of employees in the workplace; library employees in academic libraries; and information literacy skills of Library Personnel in the workplace.

3.1 Job performance of employees in the workplace

Job performance is of interest to organisations behaviour which the result is an important factor for individual work effectiveness evaluation. This view implies that organisations' success or failure is dependent on job performance of the individuals in that organisation.

Borman and Motowidlo (1993) argued that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance. They describe task performance as behaviours that directly or indirectly

contribute to the organisation's technical core, and contextual performance as behaviours that support the organisational, social, and psychological environment in which the technical core must function. Examples of contextual activities are volunteering, persisting, helping, cooperating, and following rules. Task activities usually vary between different jobs, whereas contextual activities are common to many or all jobs.

Pugno and Depedri (2009) carried out an integrated survey on job performance and job satisfaction and they found that job performance is found to be positively correlated with job satisfaction, whereas effort is assumed to be a disutility in the theory. Economic incentives are not found to be the main motivations of job performance; in some cases, indeed, they are even counterproductive. Interest in the job is found to account better for job satisfaction. Jankingthong and Rurkkhum (2012) conducted a literature review on factors affecting job performance and the results of the study revealed that organisational justice, work engagement, and public service motivation (PSM) have direct effects on job performance. Transformational leadership, however, has both direct and indirect effects toward job performance. Opeke and Madukoma (2013) carried out a study which surveyed information use and job performance of senior non-academic staff in Nigerian universities. The study concluded that information use had positive relationship with job performance of senior non-academic staff in Nigerian universities, and therefore recommends provision of and/or extension of current awareness services and selective dissemination of information to senior non-academic staff by information professionals specifically, librarians.

In the same vein, Oyewole and Popoola (2013) carried out a study on the effects of psycho-social factors on job performance of library personnel in federal colleges of education in Nigeria. The findings of the research revealed that the joint effect of self-concept, word-family conflict, job satisfaction and job stress on job performance of library personnel was significant.

3.2 Library employees in academic libraries

The term psychological capital has its origins in the emerging positive organisational behaviour (POB) literature. Luthans (Luthans, 2000b, 2002a) pioneered the positive approach in organisational behaviour by mapping out positive organisational behaviour (POB), with its focus on building human strengths at work rather than only managing weaknesses. Luthans recommended that POB researchers study psychological states that could be validly measured, and that are malleable in terms of interventions in

organisations to improve work performance. POB is defined as " the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today's workplace" (Luthans, 2002b in Brouze, 2013).

Luthans defined PsyCap as "an individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success (Luthans, Youssef, & Avolio, 2007).

Hope research has been linked theoretically and empirically to a variety of positive outcomes across a wide range of contexts. Related to the workplace, hope has been associated with profitability (Adams et al 2002; Peterson & Luthans, 2003), satisfaction and retention (Peterson & Luthans, 2003), leadership and supervisor-rated performance and salary (Luthans et al 2005), and performance, job satisfaction, work happiness, and organisational commitment (Youssef & Luthans, 2007).

The theoretical foundation for optimism as a POB strength is largely drawn from the discussions of positive psychologist Martin Seligman (1998). Specifically, he defined optimism as making an internal, relatively stable, and global attribution regarding positive events such as goal achievement, and an external, relatively unstable, and specific cause for negative events like a failed attempt at reaching a goal. Optimism represents positivity of individuals (Anjum, et al. 2014). Optimism has been linked to a variety of workplace outcomes, including performance, job satisfaction, work happiness, and organisational commitment (Luthans et al 2005; Youssef & Luthans, 2007).

Drawing from clinical and positive psychology, PsyCap resiliency is defined as 'the positive psychological capacity to rebound, to "bounce back" from adversity, uncertainty, conflict, failure or even positive change, progress and increased responsibility' (Luthans, 2002a; also see Luthans et al 2006. Resilient individuals possess 'a staunch acceptance of reality; a deep belief, often buttressed by strongly held values, that life is meaningful; and an uncanny ability to improvise'. Several empirical tests of these claims in organisational research offer support of individual-level benefits. During one documented change

event, individuals' high in resilience were found to have higher levels of performance (Luthans et al 2005) as well as commitment and happiness (Youssef & Luthans, 2007).

Self-efficacy, or simply confidence, is largely based on Bandura's (1986, 1997) social cognitive theory, and when applied to the workplace can be defined as 'an individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action necessary to successfully execute a specific task within a given context' (Stajkovic and Luthans, 1998b). Self-efficacy has been found to be strongly correlated with work-related performance (Stajkovic and Luthans, 1998a) and to be readily developable in workplace settings (Bandura, 1997, 2000). PsyCap has been linked to several workplace outcomes including performance and satisfaction, (Luthans, Avolio, et al 2007), decreases in stress and turnover, (Avey, Luthans, & Jensen, 2009), and reduced absenteeism (Avey, Patera, & West, 2006).

3.3 Information literacy skills of library personnel in the workplace

The term "information literacy" was coined outside of academia by a lawyer named Zurkowski in 1974, who was interested in intellectual property and industries. Zurkowski's emphasis was on the private sector (Bowden, 2001), and his concern was using information skills as a problem-solving approach for workplace contexts (Pinto et al 2010). The term Information literacy encompasses the application of skills to information resources, but is broader in referring not only to work, but also life in general.

Success in business and other organisations requires the ability to monitor trends and readily adapt to them. Employers consider information literacy to be important to the workforce because they need a workforce that has the willingness and the ability to continually learn new skills. Employees should be "confident and competent in interacting with information to deliver maximum business value" (Cheuk, 2008).

Cheuk (2002), Lloyd (2013), and Lloyd & Williamson (2008) have all addressed the issue of workplace information literacy with varying degrees of complexity and with different concerns for the way in which it is applied. According to studies that have dealt with workplace IL, the skill set and education that dominates a particular work environment will depend on the education levels of the personnel. In those instances where the staff is predominantly tertiary-educated, information literacy will be most closely related to a text-based or ICT related skill set as well as to education provided by specialist librarians.

DeSaulles (2007) provides one of the few pieces of hard evidence in his 2007 analysis of the impact of lack of IL within SME environments with his conservative estimate of £3.7 billion per year (and likely to be much higher) as the cost to SMEs of inefficient searching for information. Gasteen & O'Sullivan (2000) describe impact of IL within a law firm as impacting on its success in the market place and its ability to maximize its profit, although this impact is not quantified.

Cheuk (2008) focused on the importance of workplace information literacy by highlighting the strategic issue of providing employees with "access to the right information at the right time" (p. 137). She has also emphasized the economic necessity of information literacy and its importance as "one of the top five essential competencies for solid job performance" (Cheuk, 2002, p.1).

Societies of information age need independent learners equipped with lifelong learning skills. Information literacy – the ability to find, use and communicate information-is the keystone of lifelong learning. Information literate people are critical thinkers, effective consumers of information, and self-directed learners who use and communicate information effectively and responsibly. Members of information society should be equipped with information literacy skills to be able to succeed in a world where change is the basic driving force of the daily life. However, acquiring information literacy skills is not enough by itself for success; individuals should also develop confidence, in other words strong self-efficacy beliefs in these skills (Kurbanoglu 2009).

Research by Bandura (1986) shows that efficacy perceptions develop from a gradual attainment of skills and experience over time. Within the construct of perceived self-efficacy, the motivation of behaviour is one's belief in the capability to perform an act (Bandura, 1997). Physiological state also influences self-efficacy beliefs. People gauge their degree of confidence by the emotional state they experience as they contemplate an action. Strong negative emotional reactions, such as anxiety, stress, and fear can lower self-efficacy perceptions (Bandura, 1986). Because high level of self-efficacy leads to a desire and willingness to act and to risk trying a new behaviour, it becomes important for the use of information literacy skills for lifelong learning. If individuals feel themselves competent and confident about their information literacy skills they will willingly undertake and solve information problems. Otherwise, it is more likely that they will avoid and hesitate to try solving information problems in their hands (Kurbanoglu, 2009). Adetoro et al. (2010) supports this assertion when it was stated that to function

effectively, information literate persons need to have the belief of being capable of performing tasks effectively. Such person's perceived self-efficacy should complement the work at hand. Self-efficacy beliefs determine how long individuals will persevere and how resilient they will be in the face of difficulties and how much effort they will expend on an activity. Individuals with a high self-efficacy perception expect to succeed and will persevere in an activity until it is completed. On the contrary, individuals with low self-efficacy perception anticipate failure and are less likely to persist doing challenging activities.

In a study of affective motivation, Nahl (2005) found a positive correlation between self-efficacy, optimism, and motivation for accomplishing an online information search task. Ng (2012) points to the relationship between individuals' technical abilities and cognitive abilities in order to navigate skillfully through Web to synthesize new understanding. By the same token, affective abilities, such as optimism and self-efficacy, enable people to work better together as a team (Nahl, 2005).

4 Methodology

This research employed the descriptive design. The purpose of descriptive survey, according to Ezeani (1998), is to collect detailed and factual information that describes an existing phenomenon.

The population for this study consisted of 83 librarians and 57 library officers totaling 140 in the state universities in south-west, Nigeria. Total enumeration method was adopted to cover all the 140 library employees, across the 8 state university libraries under consideration (see Table 1). The reasons being that the population size is small and the research budget could permit it.

Table 1: The Population of Library Employees

S/N	Universities	Academic Librarians	Library Officers	Total
1	Adekunle Ajasin University, Akungba-Akoko, Ondo State	7	4	11
2	Ekiti State University, Ado-Ekiti	13	7	20
3	Ladoke Akintola University of Technology, Ogbomoso, Oyo State	13	8	21

4	Lagos State University, Ojo	12	3	15
5	Olabisi Onabanjo University, Ago-Iwoye, Ogun State	14	14	28
6	Ondo State University of Science and Technology, Okitipupa	4	1	5
7	Osun State University, Osogbo	11	5	16
8	Tai-Solarin University of Education, Ijagun, Ogun State	9	15	24
		83	57	140

Source: Staff Record, Secretary to the University Librarian

The questionnaire tagged University Library Employee Performance (ULEP) was used to investigate the extent to which psychological capital and information literacy skills determine job performance of the respondents. The questionnaire consisted of four sections. The section A dealt with information on personal profiles of the respondents such as gender, age, marital status, university of work, academic qualification, working experience and job tenure.

Section B elicited information on the Psychological Capital (PC) of the respondents. It was a 24-item scale developed by Luthans, et al (2007). The scale contained six items for each of the sub-scales of self-efficacy, hope, resilience and optimism. The response format includes strongly agree (SA) = 4, agree (AD) = 3, disagree (D) = 2 and strongly disagree (SD) = 1. Sample items included "I feel confident analysing a long-term problem to find a solution," "If I should find myself troubled at work, I could think of many ways to overcome it," "When I have a setback at work, I have trouble recovering from it, moving on," "When things are uncertain for me at work, I usually expect the best." The reliability coefficient was r = 0.77 using Cronbach Alpha method.

Section C was the Information Literacy Skills Questionnaire (ILSQ); a 40-item scale developed by Kurbanoglu, Akkoyunlu and Umay (2004). The scale measured sub-scales of defining the need for information; initiating the search strategy; locating and accessing the resources; assessing and comprehending information; interpreting, synthesizing, and using information; communicating information; evaluating the product and process. Response format include scale, strongly agree(SA)=4, agree (A)=3, disagree(DA)=2 and

strongly disagree(SD)=1. The reliability coefficient was r = 0.99 using Cronbach Alpha method.

Section D was the Job Performance Questionnaire (JPQ); a 13-item scale developed by Koopmans et al (2014). The scale measured sub-scales of task performance and contextual performance. Response format include strongly agree (SA) = 4, agree (AD) = 3, disagree (DA) = 2 and strongly disagree (SD) = 1. Sample items included "I am able to plan my work so that I finished it on time," "On my own initiative, I start new tasks when my old tasks were completed." The reliability coefficient was r = 0.96 using Cronbach Alpha method. The questionnaire used for data collection was valid because the reliability coefficients obtained were above the threshold of 0.70 based on the Nunnality condition.

The data administration and collection for this study were done personally by the researchers to ensure accuracy and transparency in the distribution the questionnaires and that the target population actually filled them. A total of 140 copies of the questionnaire were administered and 119 were retrieved. This gives 85% response rate which is considered adequate for analysis. The returned questionnaires were collated, coded and analysed. The Statistical Package for the Social Sciences (SPSS) was used for the analysis. Descriptive statistics such as frequency and percentages were used to analyse research questions (1-4) while inferential statistics such as correlation and multiple regressions analyses were used for the five hypotheses which were tested at 0.01 level of significance.

5 Results

There were 119 respondents. Of these, 66(55.4%) were male while 53(44.5%) were female. Their age ranges from 20-60 years, with a mean age of 40.3 years and standard deviation 4.23 years. The academic qualifications of the participants are Diploma in Library Studies (DLS); Higher National Diploma (HND); Bachelor of Library and Information Sscience (BLIS); Masters in Library and Information Science (MLIS); Doctor of Philosophy (PhD). Their working experience ranged from 1-31 years, with an average of 12 years and standard deviation of 4.58 years.

Research question one: What is the level of psychological capital among academic library employees?

Table 2: Mean and Standard Deviation Scores of Psychological Capital of the Academic Library Employees

S/N	Psychological Capital Items	Mean	STD
	Self-efficacy (Confidence)		
1	I feel confident analysing a long-term problem to find a solution	3.67	0.56
2	I feel confident discussing my work area with the management	3.76	0.60
3	I feel confident contributing to discussions about the library's strategy	3.74	0.64
4	I feel confident helping to set targets/goals in my work area	3.75	0.57
5	I feel confident contacting library users to discuss problems	2.70	0.61
6	I feel confident presenting information to a group of colleagues	2.67	0.56
	Hope		
7	If I should find myself troubled at work, I could think of many ways to overcome it	3.7	0.63
8	At the present time, I am energetically pursuing my work goals	3.68	0.56
9	There are lots of ways around any problem	2.73	0.53
10	Right now I see myself as being pretty successful at work	3.73	0.54
11	I can think of many ways to reach my current work goals	3.76	0.59
12	At this time, I am meeting the work goals that I have set for myself	2.85	0.66
	Resilience		
13	When I have a setback at work, I have trouble recovering from it and moving on	2.66	0.95
14	I usually manage difficulties one way or another at work	2.90	0.59
15	I won't hesitate to take my own decision at work if necessary	3.89	0.58
16	I usually take stressful things at work in stride	2.86	0.67

17	I can get through difficult times at work because I've experienced difficulty before	3.86	0.7
18	I feel I can handle many things at a time at this job	3.94	0.8
	Optimism		
19	When things are uncertain for me at work, I usually expect the best	3.95	0.6
20	If something can go wrong for me work-wise, it will	2.27	0.76
21	I always look on the bright side of things regarding my job	3.81	0.67
22	I'm optimistic about what will happen to me in the future pertaining to work	2.05	0.84
23	In this job, things never work out the way I want them to	2.53	0.88
24	I approach this job as if "every cloud has a silver lining"	1.88	0.62

The test norm for psychological capital scale is a score of 1-32 which indicates low psychological capital; 33-64 moderate psychological capital; and 65-96 high psychological capital.

The overall mean score of the psychological capital of the respondents is (^{X} =44.87; SD=7.96). This falls between a score of 33-64. This implies that the respondents have moderate psychological capital. The reasons for this is that the majority of the respondents claimed that they feel confident: analysing a long-term problem to find a solution; contributing to discussions about the library's strategy; discussing their work area with the management; if they should find themselves troubled at work, they could think of many ways to overcome it; at the present time, they are energetically pursuing their work goals; right now, they see themselves as being pretty successful at work; they won't hesitate to take their own decisions at work if necessary; they can get through difficult times at work because they have experienced difficulty before; they feel they can handle many things at a time at their job; when things are uncertain for them at work, they usually expect the best; and they always look on the bright side of things regarding their job.

Research question two: What is the level of information literacy skills among academic library employees?

Table 3a: Mean and Standard Deviation Scores of Information Literacy Skills of the Academic Library Employees

S/N	As a Librarian and Researcher I feel confident and competent to:	Mean	STD
	Defining the need for information		
1	Define the information I need	3.56	0.54
	Initiating the search strategy		
2	Identify a variety of potential sources of information	3.73	0.69
3	Limit search strategies by subject, language and date	1.97	0.69
4	Initiate search strategies by using keywords and Boolean logic	3.02	0.74
	Locating and accessing the resources		
5	Decide where and how to find the information I need	3.66	0.55
6	Use different kinds of print sources (such as books, periodicals)	2.66	0.55
7	Use electronic information sources	3.67	0.56
8	Locate information sources in the library	3.64	0.57
9	Use library catalogue	2.66	0.58
10	Interpret information on the library catalogue	3.63	0.63
11	Locate resources in the library using the library catalogue	3.61	0.58
12	Use internet search tools (such as search engines, directories, etc.	3.63	0.57
13	Use different kinds (types) of libraries	2.82	0.64
14	Use different kinds of library catalogues (i.e. card catalogues, online catalogues)	3.73	0.66
15	Use/search indexes and electronic databases	3.75	0.63
	Assessing and comprehending information		

16	Use many resources at the same time to make a research	3.75	0.68
17	Differentiate between fact and opinion	3.78	0.64
18	Recognise errors in logic	2.90	0.6
19	Classify the information	3.75	0.62
20	Recognise interrelationships among concepts	3.88	0.66
21	Determine the authoritativeness, correctness and reliability of the information sources	3.74	0.64
22	Evaluate information critically	3.75	0.58
23	Select information most appropriate to the information need	3.83	0.75
24	Identify points of agreement and disagreement among sources	3.85	0.65
25	Evaluate www sources	2.93	0.63
	Interpreting, synthesising, and using information		
26	Synthesise newly gathered information with previous information	3.85	0.65
27	Synthesize and summarize information gathered from different Sources	3.91	0.61
28	Paraphrase the information	2.94	0.71
29	Interpret the visual information (i.e. graphs, tables, diagrams)	2.82	0.55
	Communicating Information		
30	Write a research paper	2.82	0.61
31	Make an oral presentation	2.81	0.65
32	Determine the content and form the parts (introduction, conclusion) of a presentation (written, oral)	3.73	0.54
33	Prepare a bibliography	3.74	0.67
34	Create bibliographic records and organize the bibliography	3.84	0.68
35	Create bibliographic records for different kinds of materials	3.80	0.68

	(i.e. books, articles, web pages)		
36	Make citations and use quotations within the text	2.85	0.75
37	Choose a format (i.e. written, oral, visual) appropriate to communicate with the audience	2.68	0.58
38	Determine the level appropriate to communicate with the audience	3.78	0.60
	Evaluating the product and process		
39	Learn from my information problem solving experience and improve my information literacy skill	3.17	0.59
40	Criticise the quality of my information seeking process and its products	3.92	0.69

The test norm of information literacy skills scale is a score of 1-53 indicating low information literacy skills, 54-107 moderate information literacy skills and 108-120 high information literacy skills. The overall mean score of information literacy skills of the respondents ($\bar{X}$= 110.51; SD=15.25) falls within a score of 108-120. This shows that the respondents have high information literacy skills. In fact, the majority of the respondents claimed that they can define their information needs; identify a variety of potential sources of information; decide where and how to find the information they need; locate the resources in the library using the library catalogue; use/search indexes and electronic databases; differentiate between fact and opinion; classify the information; recognise interrelationships among concepts; use Internet search tools such as search engine directories; determine the authoritativeness, correctness and reliability of information sources; evaluate information critically; synthesise newly-gathered information from different sources; prepare bibliography; and criticise the quality of their information seeking process and its products.

Research question three: What is the job performance level of academic library employees?

Table 4: Mean and standard deviation of Job Performance of the Academic Library Employees

S/N	Job Performance Items	Mean	STD
	Task Performance		
1	I am able to plan my work so that I finished it on time	3.62	0.56
2	I keep in mind the work result I needed to achieve	3.65	0.52
3	I am able to distinguish main issues from side issues	3.71	0.55
4	I am able to carry out my work well with minimal time and effort	3.63	0.57
5	I plan my work optimally	3.61	0.55
	Contextual Performance		
6	On my own initiative, I start new tasks when my old tasks were completed	2.75	0.56
7	I take on challenging tasks when they are available	2.81	0.68
8	I work on keeping my job-related knowledge up-to-date	2.72	0.59
9	I work on keeping my work skills up-to-date	3.63	0.63
10	I come up with creative solutions for new problems	3.66	0.52
11	I take on extra responsibilities	2.79	0.66
12	I continually sought new challenges in my work	3.77	0.66
13	I actively participate in meetings and/or consultations	2.74	0.66

The copies of job performance instrument were given to library employees and the supervisors of the sampled library to complete and the average/mean of their ratings were obtained. The test norm of perceived job performance scale is a score of 1-17 indicating low job performance, 18-35 moderate job performance and 36-52 high job performance. The overall mean score of the perceived job performance of the respondents ($\bar{X}$= 22.00; SD=5.29) falls within a score of 18-35. This shows that the respondents have moderate job performance. The majority of the respondents claimed that they are able to plan their work so that they finished it on time; keep in mind the

work result they needed to achieve; distinguish main issues from side issues; carry out their work well with minimal time and effort; plan their work optimally; continually seek new challenges in their work; and come up with creative solutions for new problems, among others.

Test of the hypotheses

Based on the research questions stated in this study, four null hypotheses have been formulated and tested respectively.

Hypothesis one: There is no significant relationship between psychological capital and job performance of academic library employees.

Hypothesis three: There is no significant relationship between psychological capital and information literacy skills on job performance of academic library employees

Table 5: Pearson's Zero Order Correlation Matrix showing Test of Significant Relationships among Psychological Capital, Information Literacy Skills and Perceived Job Performance of The Academic Library Employees

	Variables	Mean	SD	N	1	2	3
1	Psychological capital	44.87	7.96	119	-		
2	Information literacy skills	110.51	15.246	119	.716* Sig p=0.024	-	
3	Job performance	22.00	5.29	119	.636* Sig p=0.013	.682* Sig p=0.002	-

The Pearson's zero order correlation matrix shows tests of significant relationships among the variables of interest which are psychological capital, information literacy skills and job performance of the respondents. The result shows that there is a significant positive relationship between psychological capital and information literacy skills (r=.716, p<.05), psychological capital and job performance (r=.636,p<.05), and between information literacy skills and job performance (r=.682,p<.05) of the respondents.

Table 6 presents the summary of multiple regression analysis to test hypothesis five that states that psychological capital and information literacy skills will not significantly

determine job performance of the respondents. It is inferred from the data analysis that psychological capital and information literacy skills are significant determinants of perceived job performance of the respondents (F=60.004; df=2;115; P<0.05). Furthermore, there is a significant multiple relationship among psychological capital, information literacy skills and perceived job performance of the respondents (adj R=0.715, P<0.05). The adjusted (R square =0.502, p<0.05) which is the coefficient of determination of the regression model fit showing that there is a goodness of the model fit. This also implies that about 50.2 percent of the variance in job performance of the respondents could be explained by the linear combination of their psychological capital and information literacy skills.

Further data analysis also reveals that psychological capital (β=0.202, t=3.247, p< 0.05) and information literacy skills (β=0.157, t=4.996, p<0.050) are individually significant determinants of the job performance of the respondents. More importantly, psychological capital (Beta=0.303) has a relative contribution of 30.3 percent while information literacy skills (Beta=0.466) has relative contribution of 46.6 percent to the determination of the job performance of the respondents.

Hypothesis five: Psychological capital and information literacy skills will not significantly determine job performance of academic library employees.

Table 6: Summary of Multiple Regression Analysis of the Psychological Capital and Information Literacy Skills as Determinants of Job Performance among Academic Library Employees

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715(a)	.511	.502	3.73419
a Predictors: (Constant), Information literacy skills, Psychological capital				

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1673.410	2	836.705	60.004	.000(a)

Residual	1603.581	115	13.944			
Total	3276.992	117				

a Predictors: (Constant), Information literacy skills, Psychological capital

b Dependent Variable: Job performance

Model	Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.P
		B	Std. Error(B)	Beta	B	
1	Constant	1.937	1.989		.974	.332
	Psychological capital	.202	.062	.303	3.247	.002
	Information literacy skills	.157	.031	.466	4.996	.000

a Dependent Variable: Job performance

6 Discussion of results

The results from this research reveals that academic library employees' level of psychological capital was moderate. It can be noted that library employees in state universities in South-West Nigeria who exhibited moderate psychological capital would display moderate or average level of job performance. An individual's positive psychological state of development is characterised by having confidence (self-efficacy) to take on challenges and put in the necessary effort to succeed at challenging tasks; make a positive attribution (optimism) about succeeding now and in the future; perceive goals appropriately and, when necessary, redirect paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustain effort and bounce back and even beyond (resilience) to attain success (Luthans, Avolio, Avey & Norman, 2007).

The finding calls to mind the fact that employers are on the lookout for employees with positive psychological resources in order to achieve competitive advantage over their

counterparts. This is because with positive psychological resources, employees are positioned better for eventualities that may arise in the course of their jobs, tackle them head-on with the best of their ability, take informed and independent decisions when the need arises and bounce back on course when beset by uncertainties. This assertion supports Same (2012) in Alee, Hadis and Mostaghimi, Mahmoud Reza (2015) who aver that many experts in the organisation and management fields believe that psychological capital is a competitive advantage in today's challenging work environment. Those individuals with high psychological capital have stronger beliefs in their ability to handle job-related obstacles and have positive expectations of outcomes.

The findings of this study contrasts with the findings of Ojedokun (2014) and Anyaoku, Ezeani and Osuigwe (2014) who found that the majority of Nigerian librarians are not yet ready to execute information literacy education in their various environments. Morakinyo (2015), however, reported that library personnel in public universities in South-Western Nigeria were information-literate persons.

This finding is at variance with the previous studies that reported high level of job performance among library personnel in Universities in South-West Nigeria (Uchime, 2017; Iyoro, 2016; Alayande, 2016, Aboyade, 2014.

This study also revealed that there was significant relationship between psychological capital and job performance of the respondents. Past studies equally indicated that there was significant positive relationship between psychological capital and job performance of employees (Youssef & Luthans, 2007).

The result of this study indicated that there was significant positive relationship between psychological capital and information literacy skills of academic library employees in state universities in South West, Nigeria. According to Kurbanoglu (2009) success is not only based on the possession of necessary skills, it also requires the confidence to use these skills effectively. Hence, besides learning information literacy skills individuals of today's societies must also develop confidence in the skills that they are learning. Attainment of strong sense of self-efficacy beliefs becomes as important as possessing information literacy skills. Individuals with a high self-efficacy perception expect to succeed and will persevere in an activity until it is completed. On the contrary, individuals with low self-efficacy perception anticipate failure and are less likely to persist doing challenging activities. The higher the sense of efficacy, the greater the effort, persistence, and resilience (Kurbanoglu, 2009) which are two factors crucial for information problem

solving, self-regulated learning and lifelong learning. Also, in a study of affective motivation, Nahl (2005) finds a positive correlation between self-efficacy, optimism, and motivation for accomplishing an online information search task.

7 Conclusion and Recommendations

The factors necessary for the provision of library information services in the universities are human, capital, materials, technology and time. Of these resources, human resources appear to be the greatest and vital ingredient because they harness and coordinate as well as mobilise other resources to achieve library objectives and goals. The university administrators and library managers in the universities are interested in hiring employees who can perform optimally to meet ever increasing information need of their students, academic and non-academic staff as well as researchers outside the universities. Library employees in the universities having high psychological capital and information literacy skills are good assets for achieving goals, missions, and objectives of set up the libraries. The study established that there was strong significant positive relationship between psychological capital and job performance of academic library employees; there was a strong significant positive relationship between information literacy skills and job performance of academic library employees; there was strong significant positive relationship between psychological capital and information literacy skills of academic library employees in state Universities in South-west, Nigeria.

Consequent on the findings of this study, the following recommendations are made:

1. Employees should not only focus on acquiring information literacy skills but also focus on the attainment of high positive psychological resources. This will enable them to persevere on tasks and exert greater effort in the face of difficulties;

2. Library science educators should intensify to include information literacy in their curriculum through which students can acquire information literacy skills needed for survival in the world of work;

3. Librarians Registration Council of Nigeria and state chapters of the Nigerian Library Association should organize professional development programmes in information literacy skills for employees in State Universities in South-West, Nigeria so as to improve their Job Performance.

4. University administrators and library managers should endeavour to pay due attention to psychological capital when planning to recruit people into the library.

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