

**DIGITAL LITERACY SKILLS AS DETERMINANTS OF JOB
SATISFACTION AND CAREER PROGRESSION OF ACADEMIC
LIBRARY STAFF**

By

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Abstract

This era of digitization of library resource, e-resources, Library 2.0, digital and virtual libraries have made digital literacy common place in libraries. The digital systems have provided a better and faster way to communicate and share information resources. Therefore it is very important that librarians possess the necessary skills to enable them perform their jobs better and faster in an environment where the entire necessary infrastructure are put in place. The social survey design was used for this study. This survey assessed the status and practice of academic library staff, their job satisfaction and level of career progression in eight tertiary institutions in South-West, Nigeria. The total numbers of academic library staff in these higher institutions were 270, while 166 were randomly sampled but 105 copies of the questionnaire were retrieved and found usable for this study, this represents 62.25% of the response rate. The study revealed that the quality and quantity of work done in academic libraries is determined by the skills possessed by academic librarians. It is therefore recommending that librarians all over the world need to update their skills and upgrade their services to meet with the rising demand of this age.

Keywords: Digital Literacy Skills, Job Satisfaction, Career Progression and Academic Librarians

Introduction

Academic libraries facilitate the reading, studying and research needs of their clientele. They are the nerve centre of every higher educational institution. They have been institutional repositories that house the knowledge base of generations and they help to build capacities for nations. Professionals and para-professionals in academic libraries are employed and empowered to meet the information needs of both staff and students of the higher institutions and the communities where they are established.

Digital literacy involves the use of computer, the internet and other digital interfaces to access, evaluate, manipulate or interpret information. Rao and Babu (2001) stated that librarians now have the opportunity to use modern tools to provide quicker, more complete, and more sophisticated services to their users. Kennedy (2008) stated that to be described as digitally literate involves the ability to find, interpret, comprehend, understand, evaluate, restructure and

re-purpose the wide variety of media types that can be stored, retrieved and manipulated using a computer. Many jobs require a working knowledge of computers and the internet to perform basic functions. Ojha and Kothari (2005) opined that the use of internet to search for any kind of information has become a phenomenon nowadays. They further stated that to cope with the emerging trends in information technology, perhaps none can afford to ignore digitization in libraries.

Kasperek (2003) noted that if a prospective librarian has a good background in web design HTML, skills in other areas as well, and a disposition to learn whatever technology skills an institution already has in place this candidate will more than likely make a favorable impression. Literacy includes the ability to read and interpret media (text, sound, images) to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. Information literacy skills have further been broadened to areas of digital literacy, visual literacy, media literacy, computer literacy, library literacy, network literacy, cultural literacy etc. (Jones-Kavalier and Flannigan, 2006). The focus of this research however is digital literacy skills.

According to Alvin Toffler (1990) the illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn. Being literate is all about being informed, educated, learned and of sound judgment. The digital age has changed the way we access information, knowledge and education in this era. Information is meant to inspire people to imbibe the right attitude for sound reasoning and quality decision making. The digital platform makes this system faster and easily accessible. It is however very alarming that many people do not know that the online world has come to stay.

Jones-Kavalier and Flannigan (2006) opined that digital literacy represents a person's ability to perform tasks effectively in a digital environment, with "digital" meaning information represented in numeric form and is primarily for use by a computer.

Kennedy (2008) quoting Eshet-Alkalai (2004) in an empirical study on high-schools, university students and adults (over age 30) identified five literacies that contributed to digital literacy as Photo-visual literacy, Reproductive literacy, Information literacy, Branching literacy, and Socio-emotional literacy.

Statement of Problem

Many libraries in Nigeria are not adequately automated and where they are, there are very few skilled librarians who are able to manage the databases, computer hardware and software of these libraries. It cannot be over emphasized therefore, that academic librarians need to brace up to the new challenges of ICT competencies so that they can render more effective services to their library patrons in this electronic environment. The age-long apathy of older librarians towards ICT should be jettisoned. Okiy (2010), quoting Okorie and Ekere (2008) asserted that if information professionals do not keep abreast of the changing technologies, they will be unable to manage the different types of information resources and cope with the ever growing information needs of the users in this electronic age.

Faculty and students in higher institution are presently faced with the challenges of online course content, lecturing, power point presentation of lectures, online video lectures and online assignment submission. Academic librarians are therefore faced with these changes and challenges of helping them achieve adequate learning, teaching and research.

Patrons most times need to get information on their finger tips but they are not able to because they do not know how the library resources are organized and how to access them. They can only get information on the Online Public Access Catalogues (OPAC) when they know how to use them and it is only when they become very familiar that they can make good use of it. Sometimes too the OPAC in some libraries are not working and so users are compelled to use the traditional catalogues which are not only very outdated but not easy to search.

Professional and para-professional are also not very satisfied when they do not have the platform to disseminate information to their clientele. In most libraries in Nigeria it seems that adequate infrastructures are not available for them to work and when these infrastructures are available, they do not possess the skills to match their work. There is therefore need for librarians to become more proactive, assertive and purposeful in their careers, so as to progress to the demands of the society.

Objectives of the Study

The overall aim of this study is to find out if library practitioners possess and use certain digital literacy skills on their jobs, their level of career progression and how satisfied they are with their jobs.

The specific objectives of this study however are to:

- i. determine whether academic library staff possess certain digital literacy skills needed to assist students and faculty in their learning, teaching, and research;
- ii. ascertain the place of digital literacy skill acquisition and utilization in their career progression;
- iii. find out the changes and challenges for emerging trends in the use of ICT on their job;
- iv. determine the attitude of academic library staff towards the use of digital literacy skills on their jobs.

REVIEW OF RELATED LITERATURE

The literature will be reviewed under the following sub topics;

- Digital literacy skills
- Schools of Library and Information Science and Job Satisfaction
- Attitudes of Academic Librarians towards Skills Acquisition and
- Career Progression of Academic Librarians

Digital Literacy Skills

According to Jones-Kavalier and Flannigan (2006) weaved throughout the definitions of each term are a host of other sub classifications including information literacy, lateral literacy, and reproduction literacy. Specifically, each term defines skills inherent in a digitally or visually literate individual. Kennedy (2008) further buttressed this point by stating that students who are more digitally literate are better able to find information, develop better mental models and represent those models in a concept map, exhibiting a deep understanding of the content domain. It is also very essential that librarians develop these skills, as amongst the nine key elements listed by Bawden (2001) and quoted by Kennedy (2008) as follows;

- Evaluate a wide variety of content from different sources, without bias
- Demonstrate well developed search skills

- Filter messages and use Internet agents
- Create a personal information strategy
- Operate in a community of practice
- Define a problem and develop questions
- Judge the completeness of information.

Academic librarians need to employ the use of these seven keys elements and digital literacy skills to make information and information resources more accessible to assist their patron get the necessary information and they can only do this when they are digital literate. Ahiauzu (2006) on his part stated that, the librarian must up-date his professional skills and knowledgeable to be able to advance his leadership role in an ever-forward moving knowledge age. The use of the internet and computer in this age is not only very important; it is very necessary and expedient.

Digital literacy is presently used on the jobs and on everyday life and the digital literate is able to easily communicate, retrieve and disseminate information and they use it to improve their lot in life. Academic librarians are more in dire need for these technological skills as they need them for every aspect of their jobs and daily lives. It is therefore very important that no matter the level, librarians should be encouraged to learn and grow in their career.

Rao and Babu (2001) posited that perhaps no innovation has impacted the library profession to such a great extent as the internet, World Wide Web and networked resources. He opined that the interconnection of the world through the use of internet and web has changed the fundamental roles, paradigms and culture of libraries and librarians once and for all. With digital knowledge people are able to identify online fraud at an instance and interpret phishing and scam. Campbell (2006) further postulated that utilizing the increasingly ubiquitous internet and powered by ever-improving search engines, the World Wide Web rapidly became the largest and easiest-to-use storehouse of information in the world.

Academic librarians are presently vast with information literacy skills which are a broad term. Those who are digital literacy skilled, however work more effectively with the support of technology, thus achieving specific goals more efficiently and in a shorter time. Rao and Babu (2001) were of the opinion that the digital era has created many roles for librarians to perform. They can produce professional quality documents and presentations without support from other staff, carry out complex calculations, manage emails effectively, understand associated risks and

keep the organization's IT systems secure. Through reducing administrative burdens, improving external and internal communications and eliminating the lack of skills that can lead to wasted money and time, digital literate staff can help an institution perform at its best.

Digital Literacy skilled employees enable institutions to use technology more effectively, leading to increases in productivity and competitiveness and ensuring that operational objectives are achieved more efficiently. According to Shaughnessy (2006) quite a few libraries are able to remotely access databases and maintain their own computerized databases. Since automation has become so common within libraries, it is important that librarians are skilled in database searching. Librarians are responsible for the development and indexing of databases as well as instructing patrons on how to efficiently search through and locate needed reference and information materials. (Career Overview)

A study by Newman (2008) of A Review of Digital Literacy in 3-16 Year Olds: Evidence, Developmental Models, and Recommendations revealed that the prevalent view of young people as being digitally literate is not only false, but also poses serious problems for approaches to technology-based education. She noted that though users between the ages of 3-16 are perceived as adept technology users, evidence reveals that they are able to do little more than locate information via technological channels. She stated that they still lack the ability to evaluate information and solve problems by using technology, and they apply little or no critical thinking processes to digital environments. She averred that by way of analogy, it is as though young digital users possess phonemic awareness and word recognition, but lack the abilities to read a text, make sense of it, evaluate it and analyze it, or otherwise interact with it. In "book" terms, they are functionally illiterate. However, this demographic's ability to handle a wide variety of savvy "gadgets" reinforces the facade of their digital literacy. Libraries and librarians are therefore very important here, as they can help inculcate the right skills in these ages and all other age groups.

Library and Information Schools and Job Satisfaction

Fleming (2003) noted that patrons expect that a librarian will have all the necessary technical skills to provide assistance when something goes wrong with the sophisticated equipment present in almost all libraries. In recent times however, ICT skills have become most preferable, and digital literacy skills are in high demand too. Academic libraries for one need

more than ever to integrate these changing times into their routine work and changing environment. Computer technologies are becoming a part of many library jobs and as we progress into the 21st century, the role of technology in information services will expand. What technology will become standard or adopted by a particular institution or libraries, is anybody's guess, but what is certain is that developing good computer skills is essential for the librarian of the future. (Kasperek, 2003)

Schools of library and information science appear to be aware of this and are changing their curricula, they have generally been at a disadvantage in preparing the kind of information scientists needed and in preparing large enough numbers to build the digital library future. They have small faculties, must cover a large range of subjects to maintain accreditation, and are unable to achieve a critical mass of specialists in an area. (Campbell, 2006) For staff of libraries of the 21st century to manage and control our information rich environment, we need staff with sophisticated technical skills. We need staff with tried and true personal values from a simpler time. Finally, we need staff with the willingness to help. They need to be able to help our patrons learn to find their way through the glut of information available to them. They need to be able to help the profession reassess or reinvent itself. (Hall, 2003)

Okiy (2010) opined that librarians must be involved in training and retraining. They must retool in order for them to be able to manage successful electronic library services, and it is only the acquisition of digital literacy skills that can make this possible. Hramiak (2012) posited that an average teenager at home will multi task on Facebook, MSN, online games and whatever internet pages interest them at that time. Belshaw (2012) however averred that everyone, young and old alike, needs to learn how the web works, the ways ideas proliferate through networks, and to use digital tools to work purposefully towards a pre-specified goal. None of these skills, however, are in the domain of computer science. Professional and para-professional librarians therefore most take up the challenge to equip themselves.

Fox (2012) stated that in the UK, successive governments have been unequivocal about how vital digital skills and infrastructure are for our competitiveness. He emphasized that prioritizing digital literacy in schools will ensure that children reach the jobs market with the right skills to build new businesses, products and services to keep Britain strong. It seem that in many nations however, emphasizes have not been on the need to learn these new skills from childhood to adulthood. When individuals develop themselves positively with the right skills,

they have limitless growth on their careers and jobs.

Campbell (2006) however asserted that whereas many senior librarians may simply not know how to function in the evolving environment, not enough recent library school graduates have the necessary technical expertise. Academic librarians therefore can be of help here, they may well have the necessary skills to take up broader roles to assist users if the infrastructure is available and provide a conducive environment for their patrons to learn and be equipped with the right skills. Using the library helps students to build the necessary skills that they need for their career and work and also help them to chart a path for progress for them.

Attitudes of Academic Librarians towards Skills Acquisition

Academic libraries most times are designed with all necessary equipment and infrastructure and are meant to provide services that involve the use of digital literacy skills. Shaughnessy (2006) further stated that those who are skilled in computers and information systems might be employed as automated-systems librarians and be, involved in the planning and operation of computer systems, or as information architect librarians, who design information storage and retrieval systems and develop techniques for the collection, organization, interpretation, and classification of information. These librarians work on analyzing and planning for information needs that might arise in the future.

However, with digital literacy skill all librarians should be meaningfully engaged in one aspect of library operation or the other. Librarians as technical communicators require a passing familiarity with digital literacy in order to perform their work because modern technologies have fundamentally changed the way documents are developed, written, revised, and shared. With the internet, technical writers need to understand the effects that the digital environment could have on the reading and comprehension of a document.

Beetham, McGill and Littlejohn (2009) on the key messages on digital literacy noted the following:

- Learners can, under the right conditions, become more critical, evaluative, self-aware, self-confident, skilled and capable in the use of technologies
- Learners can also, under the right conditions, develop a wider and more effective range of strategies for their own learning
- Although some of these capabilities may be 'generic', the consensus is that they are best

supported in 'communities of practice', 'communities of inquiry', or 'learning groups' focused on tasks of value and interest to the learner

- Skills acquired iteratively, through practice within authentic tasks and as needed are better retained than those taught one-off, in isolation, and through instruction

Academic librarians can become so vast in their field such that they will be sorted out in every field of knowledge when they possess the required skills for their jobs and careers. Shaughnessy (2006) posited that an increasing number of librarians are utilizing their information management and research skills in fields beyond libraries, like database development, reference tool development, information systems, publishing, internet coordination, marketing, web content management and design, and training of database users. Librarians with entrepreneurial desires might found their own consulting firm, or work as freelance librarian or information brokers for other corporations, government agencies, or libraries. (Career Overview)

Career Progression of Academic Librarians

Librarians have multiple role; they can function as academics, professionals and overtime they have progressed from being University Librarians to a wider role of becoming the Dean of Information Strategy, or to even becoming the Vice Chancellor of institution before joining the Library again to retire and conclude their careers progression path. It is therefore very important to strategically build on one's skills for the height we desire in our careers as information professionals.

Ugboma and Edewor (2008) opined that libraries in higher institutions of learning are aimed at supporting the objectives of their institution, which has to do with learning, teaching, research and service. This is done by assembling, organizing, and disseminating a wide range of information resources in all formats. They asserted that today, library and information service provision has witnessed a paradigm shift from purely traditional, physical manipulation of information resources to technological manipulation as well as electronic provision of library and information service.

Academic libraries are gradually changing their context from the traditional library to technology laden building known as information commons. Lippincott (2006) stating the pervasiveness technology opined that the technology in an information commons is intentionally

more pervasive than in most traditional academics libraries. Information commons according to her may be part of new buildings that combine library and technology resources with a large number of enabled-classrooms, such as the University of Georgia Students Centre.

According to Campbell (2006), although these emerging, digital-age library services may be important, even critical, in the present era, there is no consensus on their significance to the future academic library or even on whether they should remain as library functions carried out by librarians. In addition, at this point, the discussion of the future of the academic library has been limited to librarians and has not widened, as it should, to involve the larger academic community. consequently, neither academic librarians nor others in the academy have a crisp notion of where exactly academic libraries fit in the emerging twenty-first-century information panoply. (Campbell, 2006)

Ojha and Kothari (2005) however averred that the traditional libraries earlier used to work in isolations due to one or the other reasons are now stepping up in a positive way and seem to be ready to share their resources and are prepared to opt for newer IT to convert library resources in digital form. The introduction of information communication technology (ICT) has improved the way libraries operate. Ugboma and Edewor (2008) quoting Song and Khong (2001) further posited that the internet has become the means of accessing and sharing information of any kind and it has further extended its potential to library and information service provision, pushing it beyond the physical realm and making it possible for libraries to have new and limitless ways of accessing and disseminating information which has extensively enhanced its information provision services.

Methodology

The research design adopted for this study is the social survey, a descriptive type. This is adjudged appropriate because it is a systematic approach of collecting data (which covers attitudes, ideas, perceptions and thoughts) in order to ascertain or make estimates from the target population. Three main instruments were used to collect data: a questionnaire, interviews, and direct observations. This survey assesses the status and practice of academic library staff, their job satisfaction and level of career progression in eight tertiary institutions in South-West, Nigeria. The total numbers of academic library staff in these higher institutions were 270, while 166 were randomly sampled but 105 copies of the questionnaire were retrieved and found valid

for this study. Four research questions were raised and analyzed using descriptive and inferential statistics of frequency counts, percentages, mean and cross tabulation of variables using the Software Package SPSS for Statistical analysis.

Demographic Information of Respondents

Table 1: Selected sample size from the selected academic libraries.

S/N	Schools	Population	Questionnaires Administered	Retrieved Questionnaires
1	Bells University of Technology, Ogun State.	24	15	10
2	Crawford University Library, Igbesa, Ogun State.	20	15	13
3	Kenneth Dike Library, University of Ibadan, Ibadan, Oyo State.	92	65	35
4	Babcock University, Ogun State.	15	15	11
5	Lagos State University Library, Lagos State.	65	25	15
6	Adeniran Ogunsanya College of Education, Lagos State.	14	15	12
7	Ibadan Polytechnic	20	10	04
8	Federal University, Oye Ekiti	20	06	05
	Total	270	166	105

Questionnaire Distribution and Return Rate

Table 2 shows the number of questionnaire distributed and returned from the sample studied. However, of all the one hundred and sixty-six (166) questionnaires administered, a total of one hundred and five (105) copies of the questionnaire were retrieved in the following table 2 as categorized below:

Table 2: Selected sample size from the selected academic libraries.

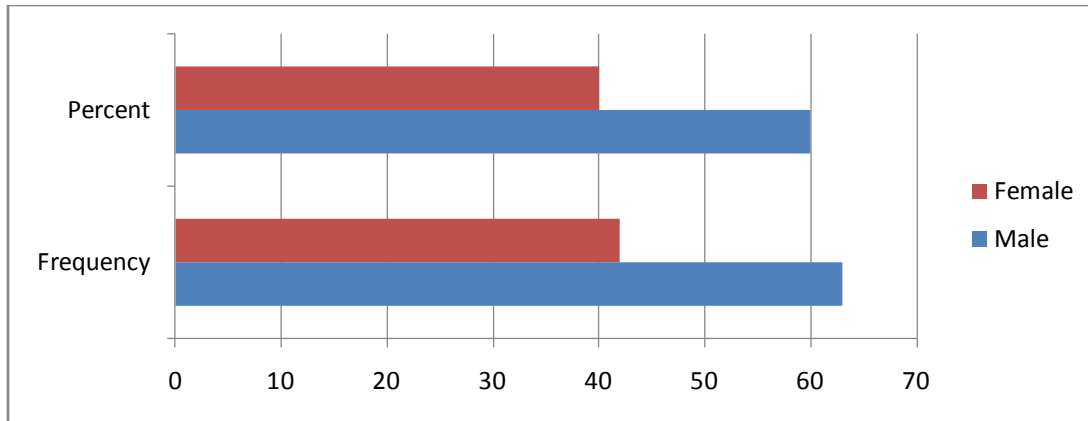
Academic Libraries understudied		Library Staffs	
S/N		Frequency	Percent (%)
1	Bells University of Technology, Ogun State.	10	9.52
2	Crawford University Library, Igbesa, Ogun State.	13	12.38
3	Kenneth Dike Library, University of Ibadan, Ibadan, Oyo State.	35	33.33
4	Babcock University, Ogun State.	11	10.48
5	Lagos State University Library, Lagos State.	15	14.29
6	Adeniran Ogunsanya College of Education, Lagos State.	12	11.43
7	Ibadan Polytechnic	04	3.81
8	Federal University, Oye Ekiti	05	4.76
	Total	105	100%

Table: Questionnaire Distribution and Return Rate**Gender of respondents**

Table 3 represents the demographic variables of the sex of respondents in frequency and percent. The table reveals that the total of questionnaire retrieved were from 63 (60%) respondents who were male while 42 (40%) were female.

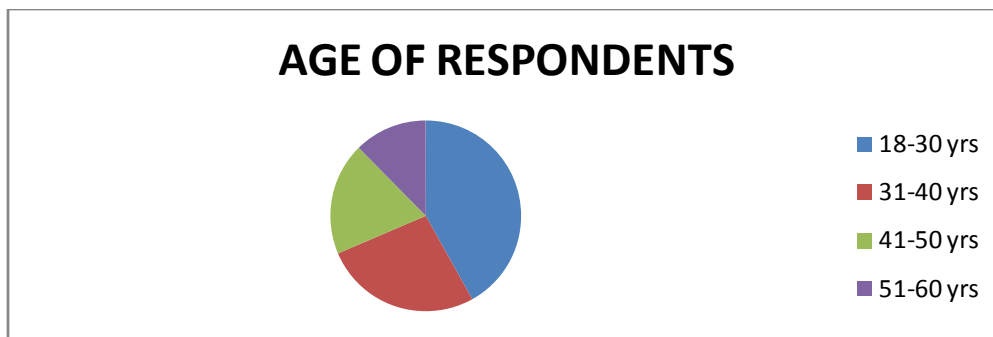
Gender	Frequency	Percent
Male	63	60.00
Female	42	40.00
Total	105	100.00

Table 3 Gender of Respondents



Age of respondents

Table 4 below represents age range of respondents. The results reveals that majority of them are between 18-30 years (41.9%) while the older age bracket 51-60 years (12.38%) are the least represented.



Age	Frequency	Percent (%)
18-30 yrs	44	41.90
31-40 yrs	28	26.67
41-50 yrs	20	19.05
51-60 yrs	13	12.38
Total	105	100

Table 4 Ages of Respondents

Academic Qualifications of respondents

Table 5 below represents the highest academic qualifications of the respondents. The results reveals that majority of them have their first degree i.e. BSc. / HND 36 respondents (40.6%) and SSCE 30 respondents (28.57%) while 18 respondents (13.5%) have masters degree in Library Science.

Highest Academic Qualification	Frequency	Percent (%)
SSCE	30	28.57
TCII/Diploma	17	16.19
BSc./HND	36	34.29
MLS/PhD	18	17.14
Masters (Non MLS)	4	3.82
Total	105	100

Table 5 Highest Academic Qualification of Respondents

Results and Discussion

Table 6: What digital literacy skills do academic librarians in the selected institutions possess?

Key: NAAS- Not at all skilled, NVS- Not very skilled, FS- Fairly skilled, VS – Very skilled, E- Expert

S/N	Digital literacy skills	NAAS	NVS	FS	VS	E	Mean
1	As a library staff, I am skilled in using the computer	4 3.80%	25 23.81%	30 28.57%	28 26.67%	18 17.14%	3.30
2	I use the computer every day at work	10 9.52%	21 20.00%	27 25.71%	29 27.62%	18 17.14%	3.23
3	I know how to surf the web to get information I need	14 13.33%	28 26.67%	17 16.19%	28 26.67%	18 17.14%	3.08
4	I work easily with the computer without supervision	11 10.48%	33 31.43%	22 20.95%	25 23.81%	14 13.33%	2.98
5	I research using Microsoft packages easily	16 15.24%	30 28.57%	16 15.24%	25 23.81%	18 17.14%	2.99
6	I use the computer for library work and I am connected to the internet	15 14.29%	26 24.76%	28 26.67%	30 28.57%	6 5.71%	2.87
7	I know how to share resource with other colleagues online	19 18.10%	23 21.91%	25 23.81%	25 23.81%	13 12.38%	2.91
8	I am on a social network online (e.g. NLA online, facebook, Badoo, LinkedIn, Alert, BNET)	18 17.14%	24 22.86%	27 25.71%	25 23.81%	11 10.48%	2.88
9	I navigate through the cyberspace very easily	14 13.33%	32 30.48%	24 22.86%	25 23.81%	10 9.52%	2.86
10	I network with other colleagues via computers	13 12.38%	32 30.48%	25 23.81%	26 24.76%	9 8.57%	2.87
11	I enjoy blogging on the website	22 20.95%	34 32.38%	20 19.05%	25 23.81%	4 3.81%	2.53
12	I have an email and I am a member of NLA online	28 26.67%	29 27.62%	17 16.19%	20 19.05%	11 10.48%	2.59

Table 6: Digital literacy skills of Library Staff

The ranking of the digital literacy skills possessed by academic librarians in the selected institutions as perceived by the respondents are as follows:

“As a library staff, I am skilled in using the computer” was ranked highest by the Mean Score Rating (Mean=3.30); of all the respondents, 76(72.38%) are skilled in using the computer and it was closely followed by “I use the computer every day at work” with 68(70.8%) respondents.

A total of 63(60%) respondents know how to surf the web to get information they need while, 59(56.19%) research easily using Microsoft packages closely following was 61(58.09%) respondents can work easily with the computer without supervision.

Majority of respondents 63(60%) know how to share resource with other colleagues online and they are on a social network online (e.g. NLA online, facebook, Badoo, LinkedIn, Alert, BNET)). The mean value of 2.87 was gotten respectively for the questions “I use the computer for library work and I am connected to the internet” with 64(60.95%) respondents and “I network with other colleagues via computers” with 60(57.4%) respondents.

Although 59(56.19%) respondents navigate the cyberspace easily, majority of them do not enjoy blogging on internet i.e. 56(53.33%) while 57(54.29%) respondents are not members of NLA (Nigerian Library Association) online and they are not very skilled with the electronic mail. It could be inferred from this research that majority of these respondents are para-professional librarians and the digital literacy skills of respondents, that is library staff in the institutions researched are moderate.

6. Challenges and Changes of digital literacy in job satisfaction of academic library staff in the selected institutions.

Table 7: The place of digital literacy in job satisfaction and of library staff
SD- Strongly Disagree D-Disagree A – Agree SA – Strongly Agree

S/N	Library Automation	SD	D	A	SA	Mean
1	I prefer using the automated system to the traditional library system	4 3.81%	30 28.57%	35 33.33%	36 34.29%	3.66
2	My institution provides adequate funds to equip the library with modern ICT (Computer and other gadgets)	11 10.48%	24 22.86%	37 35.24%	33 31.43%	3.54
3	I use Microsoft packages very effectively for my work	9 8.57%	24 22.86%	48 48.57%	19 20.00%	3.49
4	My work with the computer is faster, quicker and much easily accessible over the last two years (2011 – 2012)	10 9.52%	26 24.76%	45 42.86%	24 22.86%	3.45
5	My library work is more effective and efficient with the present automated system.	10 9.52%	19 18.10%	57 54.29%	19 18.10%	3.53
6	I enjoy working with the library computer software and the network systems	7 6.67%	34 32.38%	42 40.0%	22 %	3.36
7	My library software in my library is an interconnected network	8 7.62%	32 30.48%	45 42.86%	20 19.05%	3.35
8	I am now vast with using the computer to perform various task	17 16.19%	23 21.91%	43 40.95%	22 20.95%	3.29
9	My library is automated, and I am very familiar with its operations	11 10.48%	34 32.38%	34 32.48%	26 24.76%	3.29
10	My library organizes computer training for staff over time	20 19.05%	34 32.38%	32 29.52%	19 18.10%	2.96
11	It is not easy for me to learn and practice using ICT gadgets	29 27.62%	37 35.24%	27 25.71%	12 11.43%	2.58
12	I do not know to surf the web or connect on-line with other colleagues	33 32.38%	31 29.52%	28 26.67%	12 11.43%	2.55

The challenges and changes of using digital literacy in job satisfaction of academic librarians in the selected institutions as perceived by the respondents is as follows:

A total of 71(67.62%) prefer using the automated system to the traditional library system. The highest percent of 70 (66.67%) agreed with the statement “I use Microsoft packages very effectively for my work”. A total of 69(65.72%) respondents agreed with “My library work is more effective and efficient with the present automated system”. On the statement “My work with the computer is faster, quicker and much easily accessible over the last two years (2011 – 2012)”,72

(68.57%) agreed. On the statement “I enjoy working with the library computer software and the network systems 64(60.95%) agreed. A total of 65 (61.91%) respondents agreed to the statements “My library software in my library is an interconnected network and to “I am now vast with using the computer to perform various task”, while 65(61.9%) strongly disagreed to the statements “I do not know to surf the web or connect online with other colleagues”.

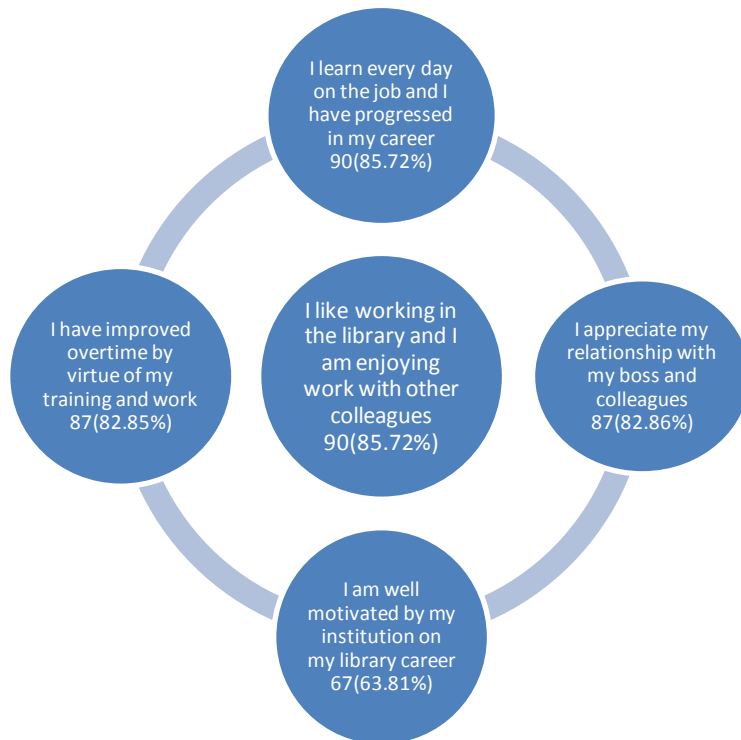
It can be deduced from this study that the place of job satisfaction of academic library staff cannot be over-emphasized.

Attitude of academic librarians in the selected institutions as well as their use of digital literacy skills on their job

Table 8: Attitude of library staff on their job

SD- Strongly Disagree D-Disagree A – Agree SA – Strongly Agree

S/N	Motivation	SD	D	A	SA	Mean
1	I like working in the library and I am enjoying work with other colleagues	6 5.71%	9 8.57%	53 50.48%	37 35.24%	4.01
2	I learn every day on the job and I have progressed in my career	7 6.67%	8 7.62%	57 54.29%	33 31.43%	3.96
3	I appreciate my relationship with my boss and colleagues	7 6.67%	11 10.48%	57 54.29%	30 28.57%	3.88
4	Everyone works together to solve problems	8 7.62%	15 14.29%	51 48.57%	31 29.52%	3.78
5	I am self-motivated on this career	9 8.57%	12 11.43%	54 51.43%	30 28.57%	3.80
6	I am well motivated by my institution on my library career	19 18.10%	19 18.10%	45 42.86%	22 20.95%	3.31
7	I have improved overtime by virtue of my training and work	9 8.57%	9 8.57%	56 53.33	31 29.52	3.87



The attitude of Academic librarians in the selected institutions in their use of digital literacy skills on their job is as follows:

Majority of respondents 90(85.72%) like working in the library and they enjoy working with other colleagues. Also, a total of 90(85.72%) agreed to the statement “I learn every day on the job and I have progressed in my career”. Majority of respondents, that is 87(82.86%) agreed to I appreciate my relationship with my boss and colleagues. On the statement “Everyone works together to solve problems”, 82(78.09%) respondents agreed. 84(80.0%) agreed to the statement “ I am self-motivated on this career” while 67(63.81%) claim they are well motivated by my institution on librarianship career. 87(82.85%) respondents have improved overtime by virtue of their training and work.

It can be deduced from this research that professional and para-professional librarians in the selected institutions have a good disposition in their use of digital literacy skills on their job, and they enjoy working with other colleagues in the library.

8: What is the relationship between digital literacy skill acquisition and utilization in academic library staff for career progression?

Table 9: Job Satisfaction and Career progression of library staff
 VD – Very Dissatisfied, D – Dissatisfied, S – Satisfied, VS – Very Satisfied

S/N	Career Progression	VD	D	S	VS	Mean
1	How satisfied are you with the training you have received over time doing this job?	15 14.29%	10 9.52%	53 50.48%	27 25.71%	3.64
2	I appreciate my relationship with my boss and other colleagues	12 11.43%	12 11.43%	60 57.14%	21 20.00%	3.63
3	I am progressive in my career because my boss carries me along	16 15.24%	14 13.33%	61 50.10%	14 13.33%	3.41
4	I am satisfied with the job and my pay has increased overtime	15 14.29%	19 18.10%	56 53.33%	15 14.29%	3.35
5	I enjoy my work, I have been promoted over time and the pay is good	19 18.10%	19 18.10%	49 46.67%	18 17.14%	3.27
6	People skills are matched to their work	17 16.19%	20 19.05%	56 53.33%	12 11.43%	3.25
7	Management and supervisors encourage us set high goals	15 14.29%	25 23.01%	46 43.81%	19 18.10%	3.28
8	Complaint are handled fairly	14 13.33%	29 27.62%	50 47.62%	12 11.43%	3.16
9	I have improved on my job, by virtue of constant training and skills	18 17.14%	21 20.00%	49 46.67%	17 16.19%	3.45
10	Poor performance is handled sensitively	16 15.24%	24 22.86%	57 54.29%	8 7.62%	3.16
11	I am well compensated for the job I do.	25 23.81%	32 30.48%	37 35.24%	11 10.48%	2.78

The ranking of the extent to which the utilization of academic librarians' career progression as perceived by the respondents is as follows:

A total of 80 (76.19%) agreed they are satisfied are you with the training you have received over time doing this job? On I appreciate my relationship with my boss and other colleagues 81 (77.14%) were satisfied. A total of 56 (58.3%) were satisfied with their progress in their career because their boss carries them along. Majority that is 66(62.86%) have improved on their job, by virtue of constant training and skills while 57(54.29%) agreed that are not well compensated for the job they do.

How often do academic library staff in the selected institutions go for training on the use of ICT?

Table 10: Training of library staff on the use of ICT
SD- Strongly Disagree, D-Disagree, A – Agree, SA – Strongly Agree

S/N	Library Automation	SD	D	A	SA	MEAN
1	My institution provides adequate funds to equip the library with modern ICT (Computer and other gadgets)	11 10.48%	24 22.86%	37 35.24%	33 31.43%	3.54
2	My library organizes computer training for staff over time	20 19.05%	34 32.38%	32 29.52%	19 18.10%	2.96
3	My library is automated, and I am very familiar with its operations	11 10.48%	34 32.38%	34 32.48%	26 24.76%	3.29
4	I have improved overtime by virtue of my training and work	9 8.57%	9 8.57%	56 53.33	31 29.52	3.87
5	It is not easy for me to learn and practice using ICT gadgets	29 27.62%	37 35.24%	27 25.71%	12 11.43%	2.58

Majority of the respondents that is 70(66.67%) agreed to that their institution provides adequate funds to equip the library with modern ICT (Computer and other gadgets). To my library organizes computer training for staff over time, 54(51.43%) disagreed. Majority of the respondent 45(42.86%) disagreed to the fact their library is automated, and they are very familiar with its operations. A total of 87(82.85%) agreed to I have improved over time by virtue of my training and work while 39(37.14%) also disagreed to it is not easy for me to learn and practice using ICT gadgets.

Conclusions and Recommendations

The main finding is that many libraries in Nigeria are not automated and where they are, there are very few skilled people who are able to access, manipulate the internet, manage their databases and operate the software of these libraries. Most academic libraries have attempted to automate their library systems and operations, however they have not been able to maintain these automated system. Many academic librarians can surf the web for information, google search and send email but that is as far as they can get. From my observation of these automated systems, most libraries have technologist or system librarians who are not well trained or skilled to manage the automated system. Therefore many systems breakdown and suffer loss of vital information. Also interviews conducted with University and senior librarians revealed that many

of the libraries are in dire need to train and equip their staff with the required skills to manage the automated system. Many academic libraries are therefore compelled to continue to use the traditional methods of library operation to organize their libraries and attend to library patrons. Since digital literacy skills are not a yard stick for promotion of librarians from one level to another in many of these institutions. Rather these institutions have structures in place for motivating their staff towards career progression. The acquisition and possession of vital digital literacy skills in information communication technology (ICT) though by academic library staff has been discovered to enhance individual job satisfaction and career progression but they need further on the job training.

For libraries to fulfill their primary aim of meeting the information needs of users and the institutions, library staff must be empowered with all necessary digital literacy skills to accomplish their mission of teaching, learning, research and community building. The level of expertise of the academic library staff determines to a large extent how effectively they are able to perform and carry out their routine jobs in the library and the academic institution. When libraries are automated and functioning, librarians are also very satisfied with how well they perform their jobs and they are also well motivated and progressive in their careers.

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