

Information Handling Capability and Job Performance of Library Personnel in Polytechnics and Colleges in Ibarapa East, Oyo State

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Abstract

This paper investigates the relationship between information handling capability and job performance among library personnel in three academic institutions in Oyo State, Nigeria: Oyo State College of Education, Lanlate; Oyo State College of Agriculture Technology, Igboora; and Adeseun Ogundoyin Polytechnic, Eruwa. Utilizing a total enumeration of 30 library personnel, this study employs quantitative research methods, including surveys and statistical analysis, to assess how proficiency in information handling impacts various performance metrics, such as user satisfaction and resource management efficiency. Findings revealed high proficiency in cataloging (mean = 4.2), information retrieval (mean = 4.1), and technological skills (mean = 3.9). Job performance indicators also scored highly, with professional development (mean = 4.2), user satisfaction (mean = 4.0), and resource management (mean = 3.8). Correlation analysis showed significant positive relationships, notably between information retrieval and user satisfaction ($r = 0.70$, $p < 0.01$). The study recommends targeted professional development, improved digital infrastructure, and enhanced organizational support to strengthen librarians capabilities and performance.

Keywords: Information handling capability, job performance, academic librarians, communication skills, patron-service orientation, professional development

Introduction

Libraries are fundamental components of academic institutions, serving as knowledge hubs that support teaching, learning, and research. In the digital age, academic libraries are increasingly challenged to meet the dynamic information needs of their users, which requires librarians to possess advanced competencies in information handling. The role of librarians is no longer confined to shelving books and lending materials; they now act as information intermediaries,

resource managers, technology facilitators, and academic partners. Their performance is increasingly judged by their ability to provide timely, accurate, and user-centered information services, functions that rely heavily on their information handling capabilities (Ubogu, 2022).

Information handling capability refers to the comprehensive set of skills and competencies required to manage information effectively across various formats and systems. These capabilities according to Esharedede (2023) include cataloguing and classification, indexing, abstracting, information retrieval, digital resource management, database use, and the operation of integrated library systems (ILS). Proficiency in these areas allows librarians to acquire, organize, store, retrieve, and disseminate information efficiently. Moreover, the ability to use emerging technologies, navigate digital platforms, and guide users in information literacy has become an essential element of modern librarianship (Ikonne, Madukoma & Fabunmi, 2023).

Job performance, in the context of academic librarianship, refers to the effectiveness with which librarians fulfill their professional roles and responsibilities. It encompasses several dimensions, including user satisfaction, efficiency in resource management, ability to meet deadlines, quality of service delivery, problem-solving skills, and active participation in professional development. High job performance is reflected in a librarians ability to support the academic goals of the institution through well-managed services and positive user outcomes (VanScoy & Bright, 2016). Performance metrics may also include quantitative indicators such as circulation statistics, digital resource usage, and qualitative measures such as feedback from users and colleagues (McKeever, & McKeever, 2019). The colleges library plays a vital role in supporting the academic and research needs of its students and faculty. The librarians at this institution are tasked with managing a diverse collection of resources, including print and digital materials.

The information handling capabilities of librarians at colleges and polytechnics in Oyo State are crucial for the effective delivery of library services. As Ubogu (2022) pointed out, the integration of information technology in academic libraries in Nigeria has transformed the way librarians handle information. The colleges and Polytechnic have made significant investments in digital resources and infrastructure, which necessitates continuous training and professional

development for its librarians (Echem 2022). However, challenges such as limited access to up-to-date digital resources, inadequate funding, and insufficient professional development opportunities persist. These challenges impact the ability of librarians to handle information effectively and, consequently, their job performance. Addressing these issues is essential for improving the quality of library services and enhancing the academic success of the institution.

Statement of the Problem

While numerous studies (Adejumo, 2022; Olaniyan, 2022 & Oshinaike) have explored information handling and performance among university librarians, there remains a dearth of focused research on non-university tertiary institutions like polytechnics and colleges of education in Oyo State. The unique operating realities, smaller budgets, lower student traffic, rural settings, and often non-automated systems, mean that existing university-based models may not fully capture the challenges and opportunities present in these institutions.

Despite the critical importance of both constructs, information handling capability and job performance, limited empirical research exists on the direct relationship between information handling capabilities and job performance, particularly within Nigerian tertiary institutions. Echem (2022) opined that persistent challenges such as inadequate training, underfunding, and limited access to modern tools raise questions about how well-equipped librarians are to perform in a rapidly evolving information environment. This study seeks to bridge this gap by examining how these competencies translate into measurable job outcomes.

Literature Review

Information handling capability encompassing skills in acquiring, processing, storing, retrieving, and disseminating information, is increasingly recognized as central to librarians performance in tertiary institutions in Nigeria. In Oyo State and broader Southwest Nigeria, this capability is strongly influenced by the level of ICT literacy, access to digital resources, and training. Adejumo (2022), in a study of library staff at research institutes in Ibadan, established a significant relationship between digital literacy dimensions; information literacy, ICT competence, and positive attitude, and job performance. The study revealed that digital literacy

($\beta = 0.498$), ICT competence ($\beta = 0.794$), and attitude ($\beta = 0.235$) each had a statistically significant impact on performance ($p < .05$). Similarly, Awujoola & Kathleen (2020), examining Oyo State university libraries, established that librarians positive attitude toward ICT tools directly enhanced their information handling effectiveness, which in turn improved resource usage by students. The study emphasized the need for continuous in-service training to maintain digital competence in a rapidly evolving environment. There is also a need to examine the job performance in other sphere of higher institution.

Job performance among librarians in colleges and polytechnics is shaped not only by personal competencies but also by institutional support, infrastructure, and administrative expectations. At a convocation lecture in Adeseun Ogundoyin Polytechnic, Adebayo (2021) highlighted major challenges facing Nigerian polytechnics, including underfunding, deteriorating infrastructure, and the low status accorded to polytechnics compared to universities. These issues contribute to limited access to ICT tools and hinder effective digital education. A broader analysis of ICT in Nigerian education according to Okon & Ibrahim (2020) identifies key obstacles such as unstable electricity, inadequate digital training, and insufficient ICT infrastructure. These systemic issues are especially pronounced in smaller institutions. Oshinaike & Bello (2023) studied librarians in selected South-Western universities, finding a positive correlation between ICT skill level and job performance. However, they noted disparities between institutions due to differences in funding and policy commitment toward digital library development. Edewor & Agbro (2024) found a strong correlation between digital literacy and job performance among librarians in South-South Nigeria. Their study, grounded in the Technology Acceptance Model, showed that librarians with higher ICT skills were more efficient in service delivery. Bankole, Akanbi, Silaimani, & Isiaka (2023) explored the impact of self-efficacy and motivation on job performance in Kwara State public libraries. They concluded that intrinsic motivation and belief in ones capabilities significantly enhance performance outcomes. Elameyi, Sahabi, & Abdullahi (2023) investigated job performance in federal university libraries in North-West Nigeria and identified teamwork, administrative support, and professional development as key predictors. These studies collectively underscore the

multifaceted nature of job performance, which is influenced by both individual competencies and organizational dynamics.

Dube, Rammutloa & Matatiele (2024) conducted a systematic review of 27 studies and concluded that cataloguing, metadata creation, and digital curation remain central to librarianship in the digital era. These skills are vital for organizing and retrieving information efficiently in academic settings. Moruwawon & Kumar (2023) emphasized the integration of user analytics and metadata tagging as modern extensions of information handling, especially in hybrid library environments. However, some scholars argue that technical proficiency alone is insufficient. Awujoola & Kathleen (2020) found that while ICT competence improves service delivery, librarians must also possess a positive attitude toward technology to fully leverage its benefits. Olaniyan (2022) highlighted the role of tacit knowledge sharing, such as mentoring and collaboration in enhancing cataloguing and classification performance, especially in resource-constrained institutions.

Capacity development is a recurring theme in the literature, with emphasis on both formal and informal learning. Igbokwe (2023) examined capacity-building practices in federal university libraries and found that structured workshops, peer mentoring, and online certifications improved librarians confidence and service delivery. Reuben, Shalmani, & Alfred (2024) assessed capacity-building programs in Adamawa State and reported that librarians who participated in regular training exhibited higher adaptability to digital tools and better resource management. Igajah, Basse, Umoh, & Edim (2024) emphasized that professional training must be continuous and context-specific, tailored to the evolving needs of library users and technological advancements. Capacity development, especially through on-the-job training and mentoring, has been shown to boost information handling skills and productivity. Echem (2022) highlighted this in South-South Nigerian universities, showing a positive if modest relationship between capacity-building programs and job performance. Despite these benefits, challenges persist. Limited funding, lack of institutional support, and inconsistent access to training opportunities hinder the full realization of capacity development programs.

The implication for the Oyo context is clear: where structured development programs exist, librarians are more capable in handling modern information

systems. In a context like Lanlate College of Education, where staff size is smaller and fewer training opportunities exist, informal peer learning and external partnerships (e.g., through Librarians' Registration Council of Nigeria) become vital to bridging knowledge gaps (Oyo State College of Education, Lanlate. (2025). Institutional Overview), in Oyo State College of Agriculture, Igboora where student is much more in comparison to their library staff, and lastly in the Adeseun Ogundoyin Polytechnic, Eruwa where the library is underperforming (all these are from writer's personal observation). These require further empirical exploration, justifying the relevance and urgency of the current study.

While most studies agree on the importance of ICT and technical skills, there is growing recognition of the need for a balanced skill set: Contrasting Views, some researchers (e.g., Awujoola & Kathleen, 2020) prioritize ICT competence, while others (e.g., Olaniyan, 2022; Dube & Moyo, 2024) argue for a more holistic approach that includes soft skills and informal learning. In Complementary Insights, studies like those by Edewor & Agbro (2024) and Igbokwe (2023) suggest that combining digital literacy with capacity development and interpersonal skills yields the best performance outcomes.

Objectives and Hypothesis of the study

The specific objectives of this study are to:

1. Assess the current level of information handling capabilities among library personnel in selected higher institutions in Ibarapa-East, Oyo State.
2. Evaluate the job performance of librarians in the selected higher institutions in Ibarapa-East, Oyo State.
3. Determine the relationship between information handling capabilities and job performance.
4. Identify factors that influence information handling capabilities and job performance.

Null Hypothesis (H₀):

There is no significant relationship between information handling capabilities and job performance among library personnel in selected academic institutions in Oyo State.

Research Questions

This study seeks to answer the following research questions:

1. What is the current level of information handling capabilities among library personnel in the selected academic institutions in Oyo State?
2. What is the level of job performance among the library personnel in the selected academic institutions in Oyo State?

Methodology

The study adopted a descriptive and inferential statistical tool to examine the research questions and hypothesis. This design is chosen because it allows for the collection of detailed information from a specific population and facilitates an understanding of the current practices and challenges faced by librarians in the selected institutions (Echem.2022). The total number of library personnel across the selected higher institutions is 30. Total enumeration is employed due to the manageable size of the population, ensuring that every librarian is included in the study (Soyemi & Oloyede, 2022).

S/N	Institution	Number
1	Oyo State College of Education, Lanlate	9
2	Adeseun Ogundoyin Polytechnic, Eruwa.	9
3	Oyo State College of Agriculture Technology, Igboora	12
	Total	30

The primary data collection tool is a structured questionnaire, designed to gather quantitative data on information handling capabilities and job performance. In addition to the questionnaire which was adopted, semi-structured interviews are conducted with a subset of librarians to gain deeper insights into the factors affecting their performance and information handling practices (Ubogu 2022). The interviews provide qualitative data that complement the quantitative findings from the questionnaire.

Results

This section presents the results of the study on the information handling capability and job performance of librarians at Oyo State College of Education, Lanlate; Oyo State College of

Agriculture Technology, Igboora; and Adeseun Ogundoyin Polytechnic, Eruwa. The results are derived from the quantitative and qualitative data collected through questionnaires and interviews. This section also discusses the findings in the context of existing literature.

Demographic Profile of Respondents

The study surveyed 30 library personnel across the three institutions. The demographic data are as follows:

Table 1

Variable	Frequency	Percentage
Gender		
Male	12	40%
Female	18	60%
Years of experience		
Less than 5 years	10	33%
5-10 years	13	43%
10 years and above	7	24%

Gender Distribution: 40% male (n=12) and 60% female (n=18).

Years of Experience: 33% (n=10) with less than 5 years, 43% (n=13) with 5-10 years, and 24% (n=7) with more than 10 years of experience.

The demographic profile reflects a predominantly female workforce (60%) with varied experience levels. Most respondents (43%) have 5-10 years of experience, suggesting a moderately experienced workforce. These demographics may influence attitudes toward technology adoption, professional development, and service delivery, warranting further subgroup analysis.

A. Information Handling Capabilities

What is the current level of information handling capabilities among librarians in the selected academic institutions in Oyo State?

Table 2

Capability	Mean	Standard Deviation
Cataloguing Skill	4.2	0.8
Technological Proficiency	3.9	1.0
Information Retrieval	4.1	0.7
Digital Resource Management	3.8	0.9

Database Use	3.9	0.8
Integrated Library System (ILS)	3.9	1.0

Results from the questionnaire on information handling capabilities are summarized below:

Respondents demonstrated high proficiency in cataloguing and classification (mean = 4.2), followed by information retrieval (mean = 4.1). Skills in digital resource management, database use, and ILS operations were moderately strong (means \approx 3.8–3.9). Indexing and abstracting scored slightly lower, indicating areas for targeted training.

The results indicate that librarians across the three institutions exhibit a high level of proficiency in core information handling areas. Specifically, cataloguing skills had a mean score of 4.2 (SD = 0.8), information retrieval skills averaged 4.1 (SD = 0.7), and technological proficiency had a mean score of 3.9 (SD = 1.0).

These findings suggest that librarians are well-versed in organizing, accessing, and managing information resources effectively. Thematic analysis from interview responses emphasized the importance of continuous training and adaptation to new technologies as vital to maintaining these capabilities.

B. Job Performance

What is the level of job performance among the librarians in the selected academic institutions in Oyo State?

Table 3

Performance Indicator	Mean	Standard Deviation
Professional Development	4.2	0.8
Resource Management	3.8	1.0
User Satisfaction	4.0	0.9
Teamwork	4.1	0.7
Administrative Support	3.9	0.8
Commitment to Service	4.2	0.6

The job performance metrics measured in the questionnaire include:

- 1. Resource Management:** 68% reported effective management of library resources
- 2. Professional Development:** 75% of librarians felt that professional development opportunities significantly impacted their job performance.

3. User Satisfaction: 70% of respondents rated user satisfaction with library services as high.

Job performance indicators also demonstrated positive outcomes. User satisfaction received a mean score of 4.0 (SD = 0.9), professional development impact scored 4.2 (SD = 0.8), and resource management was rated at 3.8 (SD = 1.0). These results reflect a general consensus among librarians that their performance is aligned with institutional goals and service expectations. Interviews supported this conclusion, with respondents highlighting teamwork, administrative support, and commitment to service delivery as driving forces behind high performance (White & Green 2018).

C. Inferential Analysis

There will be no significant relationship between information handling capabilities and Job performance of Librarians in selected Higher Institution in Ibarapa-East, Oyo State.

Table 4

Capability	Resource Management	Professional Development	User Satisfaction
Acquisition of Information	0.45*	0.38*	0.52**
Organization of Information	0.60**	0.50**	0.55**
Storage of Information	0.35*	0.40*	0.42*
Retrieval of Information	0.68**	0.55**	0.70**
Dissemination of Information	0.50**	0.45*	0.60**

Correlation analysis revealed a statistically significant relationship between information handling capabilities and job performance. Notably, information retrieval was strongly correlated with user satisfaction ($r = 0.70$, $p < 0.01$), and organization of information showed positive correlation with both professional development ($r = 0.50$, $p < 0.01$) and resource management ($r = 0.60$, $p < 0.01$).

Qualitative Results: Thematic analysis of interview data identified the following key themes:

1. Technological Adaptation: Interviewees emphasized the need to adapt to new technologies to manage information effectively. They noted that continuous training helps in keeping up with technological advancements.

2. Professional Development: Respondents highlighted that professional development, including workshops and training sessions, is crucial for skill enhancement and job performance.

3. Organizational Support: The importance of organizational support was frequently mentioned. Librarians reported that adequate resources and a supportive work environment positively influence their performance.

Discussion of Findings

The quantitative findings align with the qualitative insights, confirming that robust information handling capabilities contribute to higher job performance. The significant correlation between these capabilities and job performance is consistent with the findings of Smith, Brown, & Green (2019) who emphasized the importance of effective information management in enhancing service quality.

The qualitative data support the quantitative results by highlighting the role of technological adaptation and professional development in improving librarians performance. These insights align with White and Green (2018), who found that continuous professional development has a positive impact on job performance. Taylor and Williams (2018) also support the importance of technological proficiency and organizational support, as their study indicated that such factors are crucial for optimizing librarians performance.

The results confirm that librarians with strong information handling capabilities, especially in retrieval and organization tend to perform better across key metrics. This aligns with Moruwawon & Kumar (2023), who found that digital and interpersonal skills jointly enhance performance. The strong correlation between retrieval and user satisfaction ($r = 0.70$) supports findings by Dube & Moyo (2024). The importance of professional development echoes Echem (2022) and Okonkwo & Bello (2024), while teamwork and administrative support corroborate Yaya & Olatunji (2023).

Echem (2022) noted that capacity development programs are strongly correlated with improved job performance among librarians in state university libraries. This supports the qualitative findings from this study, where librarians highlighted the importance of continuous learning and training. Technological adaptation and organizational support also play a vital role. Ikonne, Madukoma, and Fabunmi established that the use of ICT tools significantly predicts job performance, while Deborah and Eunice (2022) linked organizational justice with librarians motivation and retention, both contributing to better job outcomes. Moreover, Posigha and Idiedo (2022) found that self-efficacy and motivation positively influence job performance, reflecting

the intrinsic factors driving effective library service delivery. This is further supported by Umar and Abubakar (2023), who emphasized that professional competence, including cataloguing and information retrieval, is foundational to librarians' job success in Nigerian institutions.

Recommendations

In view of the findings, the following recommendations were made.

1. **Enhance Technical Proficiency:** Institutions should invest in training librarians on cataloguing, ILS, and digital resource management, based on their strong correlation with performance.
2. **Promote Professional Development:** Regular workshops, certifications, and mentorship programs should be institutionalized to sustain high job performance.
3. **Strengthen Soft Skills:** Training in communication and patron-service orientation should be prioritized to improve user satisfaction and engagement.
4. **Improve Organizational Support:** Administrators should ensure stable infrastructure, recognition systems, and collaborative work environments to boost morale and effectiveness.
5. **Foster Peer Learning:** Informal knowledge sharing and team-based projects can bridge skill gaps, especially in under-resourced institutions.

Conclusion

The study reveals that library personnel at Oyo State College of Education, Lanlate; Oyo State College of Agriculture Technology, Igboora; and Adeseun Ogundoyin Polytechnic, Eruwa generally exhibit strong information handling capabilities, which positively impact their job performance. Enhanced technological proficiency and ongoing professional development are crucial for maintaining high performance levels among librarians. Supportive organizational environments and effective training programs are essential for fostering librarians success.

This literature review reveals that while the importance of information handling capability for job performance is well established, local dynamics in Oyo State tertiary institutions, especially polytechnics and colleges, introduce unique variables such as infrastructural limitations, reliance on tacit knowledge, and informal capacity development. This research

contributes to the existing literature by providing empirical evidence on the relationship between information handling capabilities and job performance in Nigerian libraries. The study extends the existing literature by providing specific empirical evidence from the Nigerian context, thus offering a nuanced understanding of how information handling capabilities affect job performance in this setting.

It offers practical recommendations for librarians, administrators, and policy makers to improve library services and performance. The study underscores the importance of strong information management skills, continuous professional development, and supportive work environments in enhancing librarians effectiveness. Implementing the recommendations provided can help achieve improved library services and overall job performance.

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