

## **ELECTRONIC LIBRARY FACILITIES AND JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA**

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### **ABSTRACT**

*This study is titled "e-library Facilities and Job Performance of Business Education Lecturers in Universities in South-South Nigeria". The study adopted correlational research design. The population of this work consisted of 141 business education lecturers in universities in south-south Nigeria. This population was a manageable size; therefore, the researcher adopted a census study. Two questionnaires were used to gather data from the target sampled population. Cronbach alpha was used to measure the internal consistency of the instruments at a coefficient index of 0.89. Descriptive statistics and Pearson Product Moment Correlation Coefficient was adopted for data analysis using SPSS version 22.0. Findings of the study revealed that there is relationship between Instructional Delivery Digitalization Dimensions and Measures of Job Performance of Lecturers in universities in South-South, Nigeria. This study thus concluded that e-library Facilities is a strong antecedent and irrefutable dynamic for enhancing Job Performance of Lecturers in universities in South-South, Nigeria. The study recommended among others that Universities in South-South should provide adequate training to enhance lecturers' competence in the use of instructional delivery digitalization in order to enhance lecturers' job performance in business education.*

**Keywords: Electronic Library Facilities, Job Performance, Business Education Lecturers**

### **INTRODUCTION**

The Electronic Library System enables users to obtain open digitized data from anywhere in the world by online access. The Electronic Library System was developed on the basis of the following five concepts: Digital Network Interactive Multimedia Scalable. With the various functions as shown below, the Electronic Library System supports a series of user's actions for searching and reading books. Retrieval support functions **include**; Bibliographic data retrieval Hypertext retrieval, Keyword retrieval, Retrieval using term hierarchy. Reading support functions include; Simultaneous reference to multiple books, Dictionary, Notes and tags, Translation, Speech output, and others (Velumani, 2013).

Digitization is the process of creating a digital image and then presenting it on a computer, local area network or the Internet. Digitization refers to the conversion of an item in printed. text, manuscript, image or sound, film and video recording from one format (usually print. or analogue) into digital the process basically involves taking a physical object and captured using a scanner or digital camera and converted to digital format that can be stored electronically and accessed via a computer. One of the primary methods of digital collection building is digitization. Digitization is an electronic process of converging information from an analog format to the digital format (Abdulahi, et al., 2019).

The Analog-to-Digital conversion means the transformation of continuous variable signal into the discrete variable signal. The process of digitization involves the scanning of the materials to be digitized. The scanned images are collected in various standard formats like Joint Photographic Expert Group (JPEG), Multimedia Hypermedia Expert Group (MHEG), Moving Picture Expert Group (MPEG), etc. depending upon the type of documents to be digitized. Optical character recognition technology is needed to transform the scanned image into hyper-text document. Digitization is also a high-speed data transmission technique. It is the conversion of any fixed or analog media (such as books, journals, articles, photos, painting, maps, microforms etc) into electronic forms through scanning, sampling or rekeying by using various technologies.

Digitization provides solutions to traditional library problems such as conservation, preservation, storage, space, multimedia documents, remote access to information collections, and acquisition of original digital works created by publishers, agencies and scholars, access to external materials not held in-house by providing pointers to websites, other library collections and publisher's servers. Digitization is the process by which analogue content is converted into a sequence of 1s and 0s and put into binary code to be readable by the computer. Digital information also has common characteristics and qualities regardless of whether the content is stored on Digital Versatile Disc (DVD), Compact Disc Rom or other digital storage media. It can be linked to other materials to create multimedia. It is not dependent upon spatial or temporal barriers or hierarchies, and it can be copied limited times without degradation of the original. Digitization is also a means of creating resources that can be re-purposed for unforeseen uses in future. So digitization is especially advantageous for maintaining access.

Digitization enables us to complete preservation of the basic image data and part of the secondary image data. From the physical data it is possible to preserve only information about brightness and colors of the original. However, this information is deformed by the attributes of all of the used techniques. Certain exactitude can be reached by digitizing the calibrated areas with defined colors along with the originals. The digital facsimile can be considered as a certain safety archival dimension of this original of its image. The further development, experience and measures, which will be available, will show how much and at what price the secondary image data should be preserved.

Technologies pose challenges as well as opportunities before us. It is for us to use these technologies for survival and to cope up with time. There is great hope that digital technology can help to preserve and make more accessible many rare and fragile items, because the quality of digital image is high and the use of electronic surrogates is easier than that of any form.

In 2016, internet access was declared a basic human right by United Nations. However, 4 billion people—more than 55% of the world's population—do not use it. Globally, this is referred to as the digital divide: the gap between those regions and demographics that have access to modern information and communications technology, and those that do not. Reasons include lack of infrastructure and inability to purchase smart devices. In some countries, governments also restrict internet access to their populations. Women make up a majority of those without access to the internet which means that they are already disadvantaged from fully participating in globalization (Howell & Darrel, 2016).

## Hypotheses

The following hypotheses were formulated to guide this study;

- H<sub>01</sub> There is no significant relationship between the use of e-library systems and Instructional Supervision Capabilities of Business Education Lecturers in Universities in South-South, Nigeria.
- H<sub>02</sub> There is no significant relationship between the use of e-library systems and subject delivery of Business Education Lecturers in Universities in South-South, Nigeria.
- H<sub>03</sub> There is no significant relationship between the use of e-library systems and instructional evaluation of Business Education Lecturers in Universities in South-South, Nigeria.

## Electronic Library

With the various functions as shown below, the Electronic Library System supports a series of user's actions for searching and reading books. Retrieval support functions **include**; Bibliographic data retrieval Hypertext retrieval, Keyword retrieval, Retrieval using term hierarchy. Reading support functions include; Simultaneous reference to multiple books, Dictionary, Notes and tags, Translation, Speech output, and others (Velumani, 2013).

## E-book

An eBook is a non-editable, reflowable book that is converted to a digital format to be read on any digital device such as computer screens or mobile devices. To have a better understanding of what an eBook really is, let us take a look at the characteristics of an e-Book. For starters, eBooks are files that you can read on a digital device; a tablet, smartphone, computer, etc. But again, considering other files that *can* be read on digital devices (i.e. word documents) eBooks have specific characteristics that differentiate them. One distinct characteristic of an eBook: the text should not be editable. An eBook should always be converted into a format that ensures it's un-editable. With thousands of people having access to it on digital devices, people could potentially change any content without the author's permission. So, in order to qualify as an actual eBook, text should not be able to be changed in any way, just like a paperback book (David, 2015).

Another important characteristic is that *true* eBooks should be reflow able. This means that no matter what the size of the screen you're viewing the eBook on, it will always fit your screen; text will remain formatted with line breaks and chapters and images will resize to fit the proportions of the device you are reading on. There is one exception though: PDFs. Considering PDFs cannot be edited, but they are not reflowable, they technically do not qualify as eBooks according to the characteristics that differentiate eBooks. But with businesses taking advantage of the ease of PDF downloads and distribution, PDFs have become "unofficial" eBooks and are still widely used eBook formats. Ebook format include the following:

## e-mail

Electronic mail (e-mail) operates across computer networks, which primarily is the Internet. To use email requires an email package either on the host or on the client (your PC). *PINE* and *ELM* are packages installed on the host whereas *PCmail*, *Messenger*, *Outlook*, and *Eudora* are on PCs. All of these packages interact with the send mail program that connects

with the network but the amount of information that is passed between your PC and the host is relatively small. The host is always connected to the network and stores the mail it receives until you decide to open it on your PC and act on it. To use email, you need a terminal emulation software package on your PC that connects with the host, for example, *ProComm* and *Hyperterminal*. Alternatively, one will use SLIP (Serial Line IP) or PPP (Point to Point Protocol) with a modem to simulate being connected directly to a LAN. These packages either help you send commands to the email package on the host (PINE, ELM, etc.) or help your PC-based email package (Eudora, etc.) interact with the SMTP server. Web-based email such as Hotmail is also popular. It is a free email system ([www.hotmail.com](http://www.hotmail.com)), but the internet is needed as access to use it. The advantage with Web-based mail (in addition to the older Hotmail there is *Yahoo*, Gmail, Outlook and many others) is that you can receive and send email anywhere you can find access to the Web, for example, an Internet cafe anywhere in the world (Michael, 2003).

### **e-portfolio**

An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. An ePortfolio may contain all or some of the following: Files of various formats (text, pictures, video, etc.), Evidence related to courses taken, programs of study, etc., Writing samples (which might include several drafts to show development and improvement), Projects prepared for class or extracurricular activities, Evidence of creativity and performance, Evidence of extracurricular or co-curricular activities, including examples of leadership, Evaluations, analysis and recommendations.

### **Concept of Subject Delivery**

Content competency

Lecturing encompasses the impartation of knowledge, skills and attitudes. The mastery of subject matter is an essential skill that a lecturer requires to be endowed with; in the teaching and learning process as it has a direct impact on teaching and learning process in schools. Lecturers are required to know what they are delivering because understanding of subject matter by a lecturer implies that the lecturer is able to grasp the main points and teach them to the learners, and to correct any misconceptions of knowledge, and all this revolves around the lecturer's understanding of the subject matter. The overall effectiveness of the system of education in any university is determined by the quality of its lecturers and the extent of their education and training. The lecturer, as an educator requires necessary abilities and skills in order to attain confidence and self drive for educational development, and these are acquired in teacher education.

According to William (2020) The foundations of any discipline are its definition, knowledge base, terminology, structure, methodology, and epistemology. As we move from basic knowledge to the complex organization and hierarchies of information in the disciplines, we parallel the levels of Bloom's cognitive taxonomy knowledge, comprehension, application, analysis, synthesis, and evaluation.

Traditional teaching methods, especially lecture and readings, are quite efficient at "delivering" this kind of information, the question is whether "delivery" is enough. Simply having the information at hand does not guarantee that students will understand it or know how to learn it. Are there ways to help students learn the material more effectively and also be able to use the information as they move into more complex cognitive tasks?

Technology has changed education and will continue to do so. Many educators understandably had reservations and fears about how, or even whether, to incorporate it into their teaching. However, failure to integrate technology into students educational experience may leave them ill-served when they join the [job market](#)

Technology is already a large part of their lives outside of the classroom so incorporating into their education makes sense, and doing so doesn't have to be limited to lecturing while using a PowerPoint presentation!

With planning and creativity, digital [technology](#) can be used to create meaningful learning experiences which will serve both students and instructors well. Technology has a role to play as a powerful teaching tool. Apart from subject competency, it is important that lecturers should be competent in Information and Communication Technology.

Students should be encouraged to have digital skills and devices for the purpose of supervision, subject learning and evaluation of their works either in the class room or outside the class room. There are a number of applications available to education providers which allow large groups of students to answer multiple-choice quizzes at once in real-time. This can give instructors instant feedback on whether students have understood concepts explained in class (where there is only one correct answer) or to generate debate on more nuanced philosophical topics. In classroom "clickers" have been in use since the 1990s, but moving to mobile devices makes sense for students and staff. They allow students to generate more open responses than the more limited pre-assigned responses available through the clicker devices. While there may be concerns about student distraction and affordability of devices these concerns do not seem to play out in reality. Interacting with students as regards to this seminar, project, and others will be relevant here (Deursen, et al., (2014).

### **e-Library System and Job Performance**

In the work of Gbadebo et al., (2016) on Extent of the Usage of Electronic Library Facilities in Colleges of Education in South-West Nigeria. The study investigates the extent of utilization of electronic library facilities by students in colleges of education. The study was guided by two research questions and two research hypotheses. The population of the study was made up of students in all public colleges of education in south – west Nigeria. A sample of nine (4 federal and 5 state-owned) out of the thirteen public colleges of education in south – west Nigeria was taken using simple random sampling technique. A total of twenty – five students from each of the sampled college was taken to make a total of two hundred and twenty-five respondents using stratified random sampling technique. Data were collected using a questionnaire titled Extent of Usage of E-Library Resources Questionnaire (EUELIRQ) with reliability co-efficient of 0.87. Responses to items in the questionnaire were analysed using percentages, frequency counts and t-test methods. Findings revealed that male students have more favourable attitudes towards the use of e-library resources than their female counterparts and that the use of e-library resources was not affected by students' course(s) of study. It was recommended, among others, that government should provide more enabling environment for the favourable of e-library resources in our colleges of education in Nigeria. Keywords: Electronic library, colleges of education, computers, e – library resources

### Situated Learning Theory

This theory describes learning to be unintentional and situated within authentic activity, context and culture. The tenets of assumption of situated learning theory include:

1. Learning involves legitimate peripheral participation which is usually unintentional.
2. Knowledge must be presented in authentic context.
3. Social interaction and collaboration are essential components.

This theory relates to this study with the number three tenet of assumption because digitalizing instructional delivery cannot be isolated from social interaction and collaboration. The lectures in the universities have to interact through the networks as a means to download material stored in the e-libraries all over the world in order to update and prepare for lesson delivery. The lecturer has to also collaborate with students through social media upload lessons download response from students. This encompasses lesson delivery, supervision of projects, seminars, teaching practice through video conferencing etc.

### METHODOLOGY

This study adopted correlational research design. The population of the study comprised of Business Education Lecturers in ten public and state universities in the south-South zone of Nigeria. The researcher used the entire number of the population of Business Education Lecturers in the South-South Universities in Nigeria. This was because, the population was of a manageable size of 141 lecturers, and therefore, the study was a Census Study. They were structured questionnaires. Data collected through the use of questionnaires, were coded and entered into the computer by using the Statistical Package for Social science (SPSS version 22.0). The computation was made using the mean score statistics and standard deviation to analyze the research questions while the hypotheses were analyzed using the descriptive statistics and Pearson Product Moment Correlation at a 0.05 Coefficient. These established the extent to which the independent variable (Instructional Delivery Digitalization) related to the dependent variable (Job Performance of Business Education Lecturers in Universities in South-South Nigeria). Other analysis, such as the biometric data, were computed using the percentage and pie chart statistics.

### RESULTS

H<sub>01</sub> There is no significant relationship between the use of e-library systems and the Instructional Supervision Capabilities of Business Education Lecturers in universities in the South –South Region of Nigeria.

#### **Correlation of e-library systems and Instructional Supervision**

	<b>e-library system</b>	<b>Instructional Supervision</b>
Pearson's correlation	1	.700
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.700	1
FP sig. (2 – tailed)	.000	
N	140	140

\*\* correlation is significant at the 0.01 level (2tailed)

**H<sub>02</sub>:** There is no significant relationship between the use of e-library systems and Instructional Supervision Capabilities of Business Education Lecturers in universities in the South –South Region of Nigeria. (correlation. 7) reveals that: there is a significant relationship between the use of e-library systems and the Instructional Supervision Capabilities of Business Education Lecturers in universities in South –South, Nigeria (where  $\rho = .700$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of e-library systems and Instructional Supervision Capabilities of Business Education Lecturers in universities in the South –South Region of Nigeria.

H<sub>02</sub> There is no significant relationship between the use of e-library systems and subject delivery of Business Education Lecturers in universities South-South, Nigeria..

### **Correlation of e-library systems and subject delivery**

	<b>e-library system</b>	<b>subject delivery</b>
Pearson's correlation	1	.800
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.800	1
FP sig. (2 – tailed)	.000	
N	140	140

\*\* correlation is significant at the 0.01 level (2tailed)

**H<sub>02</sub>:** There is no significant relationship between the use of e-library systems and subject delivery of Business Education Lecturers in universities in the South-South Region of Nigeria. (correlation. 8) reveals that : there is a significant relationship between the use of e-library systems and subject delivery of Business Education Lecturers in universities in South-South, Nigeria. (where  $\rho = .800$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of e-library systems and subject delivery of Business Education Lecturers in universities in the South-South Region of Nigeria.

H<sub>03</sub> There is no significant relationship between the use of e-library systems and instructional evaluation of students' activities in universities in the South-South Nigeria.

### **Correlation of e-library systems and instructional evaluation**

	<b>e-library system</b>	<b>instructional evaluation</b>
Pearson's correlation	1	.702
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.702	1
FP sig. (2 – tailed)	.000	
N	140	140

\*\* correlation is significant at the 0.01 level (2tailed)

**H<sub>03</sub>:** There is no significant relationship between the use of e-library systems and instructional evaluation of students' activities in universities in the South-South Nigeria. (correlation. 9) reveals that there is a significant relationship between the use of e-library

systems and instructional evaluation of students' activities in universities in South-South, Nigeria. (where  $\rho = .702$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of e-library systems and instructional evaluation of students' activities in universities in South-South, Nigeria.

### **E-library systems and instructional supervision in business education**

Correlation 7 reveals that there is a significant relationship between the use of e-library systems and the Instructional Supervision Capabilities of Business Education Lecturers in universities in the South –South Region of Nigeria. (where  $\rho = .700$  and  $p = 0.000$ ). Amos (2019) revealed that e-learning facilities such as e-library and social media platform enhance instructional supervision, however the study recommended that google + should be added to e-learning facilities. Lecturers as well as students can always consult the browsers when there is difficulty in supervision. No wonder, when there is arguments in the defense hall, you hear Professors say "google it". It is interesting to note that millions of information about a subject matter can be found online. These materials are what we referred to as e-library. Digital libraries provide the students with the convenience of learning at their own comfort. Students can access and read the library materials in various digital formats (eBooks, audiobooks, videos on demand 24 hrs/day) anytime and anywhere using their preferred devices. Some of the advantages include the following: It saves and/or reduces the physical space taken up by library materials. It often adds enhanced searching capabilities in a digital format. The library materials are available at the user's desktop, regardless of where the user is physically located. In addition to preservation, libraries ensure access to materials through indexes, catalogs, and other finding aids that allow learners to locate items appropriate to their needs. Third, libraries serve social and intellectual roles in bringing together people and ideas.

### **E-library systems and subject delivery in business education**

Correlation 8 reveals that there is a significant relationship between the use of e-library systems and subject delivery of Business Education Lecturers in universities in the South-South Region of Nigeria. (where  $\rho = .800$  and  $p = 0.000$ ). Casado-Lubrebras (2014) indicate that online learning system influence subject delivery as such supervisor are advice to minimize negative attitude and monitor student performance as if left along will not attain the objective which he/she is expected to actualized. Digital libraries have obvious roles to play in formal learning settings by providing lecturers and learners with knowledge bases in a variety of media. In addition to expanding the format of information (e.g., multimedia, simulations), digital libraries offer more information than most individuals or schools have been able to acquire and maintain. Digital libraries are accessible in classrooms and from homes as well as in central library facilities where specialized access, display, and use of tools may be shared. Remote access allows possibilities for vicarious field trips, virtual guest speakers, and access to rare and unique materials in classrooms and at home. The promise is one of better learning through broader, faster, and better information and communication services. These physical advantages promise several advantages to lecturers and learners by extending the classroom, however, as with all technologies, there are costs and tradeoffs to these advantages. Students bring interesting and important information to class discussions and in many cases lead teachers and classmates to new electronic resources and tools

Digital libraries will support communities of interest and allow business education courses to be offered. The most important changes that digital libraries bring may be in advancing informal learning. The same advantages that accrue to classroom learning also accrue to individuals pursuing their own learning. In many ways, the development of Freenets are extensions of the public library system. Digital libraries are digital schools that offer formal packaging for specific skills and topics as well as general browsing for creative discovery and self-guided, informal learning. The design community has already begun to consider ways to support learning on demand in electronic environments (Gary & Harmanu, 1995).

### **E-library systems and instructional evaluation of students' activities in business education**

Correlation 9 reveals that there is a significant relationship between the use of e-library systems and instructional evaluation of students' activities in universities in the South-South Nigeria. (where  $\rho = .702$  and  $p = 0.000$ ). Christoph et al., (2016) stated that online learning such as e-library and social media influence student academic performance negatively as such do not utilize the benefit that comes from it rather use it for non academic activities as such it was recommended that students should ensure to use online learning facilities effectively in order to enhance student academic performance.

According to Gary and Harmanu (1995) Even more challenging, however, is building intellectual infrastructures for digital libraries. These include techniques for using electronic information in teaching and learning and evaluation. Teachers must learn how to teach and evaluate with multimedia resources and to share informational authority with students. Designing activities that take advantage of digital library resources requires time and effort to examine what is available and integrate information into modules and sequences appropriate to the students and curriculum. Furthermore, modeling the research process for students requires teachers to grapple with problems on-the-fly, make mistakes, recover, react to dead ends, and demonstrate all the other uncomfortable and frustrating aspects of problem solving. Just as teachers must learn new strategies for using electronic tools in teaching, students must learn how to learn with multimedia (both actively and passively) and how to take increased responsibility for directing their own learning.

### **CONCLUSION**

This study has primarily investigated e-library and Job performance of lecturers in universities in South-South Region of Nigeria and found that there is a strong relationship between the two variables. It also significantly investigated the relationship between e-library and measures of Job performance of lecturers in South-South Region of Nigeria. The findings show an irrefutable relationship between and among them. This study thus concluded that e-library is a strong antecedent and irrefutable dynamic tool for enhancing Job performance of lecturers in universities in South-South Region of Nigeria.

### **RECOMMENDATIONS**

The following recommendations were drawn from the study:

1. Universities in south-south Nigeria should provide adequate training to enhance lecturers' competence in use of instructional delivery digitalization in order to enhance lecturers job performance of business education lecturers in universities in South-South Region of Nigeria.
2. Universities in south-south, Nigeria should provide adequate network facilities in order to enhance instructional delivery digitalization in business education.

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