INFLUENCE OF MEDIA LITERACY SKILLS ON INDIVIDUAL WORK PERFORMANCE OF ACADEMIC STAFF OF COLLEGES OF EDUCATION IN A DEVELOPING COUNTRIES.

BY

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Abstract

Purpose: The study was ~~caried~~carried out to investigate the influence of media literacy skills on individual work performance of academic staff of colleges of education in southeast Nigeria.

Design/Methodology/Approach: The descriptive survey research design was adopted for this study. The research utilized a quantitative methodology and involved academic personnel from public colleges of education in Southeast Nigeria who were surveyed both offline and online. 725 questionnaire respondents were selected using purposeful sampling. Version 28 of SPSS was used for data analysis and hypothesis testing.

Findings: The findings revealed that media literacy skills are not correlated with academic staff's work performance. Statistically, the significance of media literacy skills on individual work performance was shown in the results where t-values evidently appeared to have weak values on the relationship (MLS -> IWP (t=0.284, β=0.465, p=< 0.338), indicating that media literacy skills does not have any significant effects on individual work performance. This shows that the enhancement of the media literacy skills of the academic staff does not lead to comparable increase in the work performance of the academic staff. This indicates that the media literacy skills have no significant relationship with individual work performance.

Implication: Suggested solutions to the challenges of enhancing media literacy of academic staff include development of media literacy initiative for education sector, providing adequate media facilities in schools with network coverage and providing comprehensive training on media literacy skills to academic staff for teaching and research activities.

Originality/Value: It was recommended that management of institutions should keep a close eye on their academic staff of Media Literacy Skills to maximize each academic staff's productivity.

Keywords: Media Literacy Skills, Individual Work Performance, Academic Staff, colleges of Education, Southeast Nigeria.

Paper type: Empirical research.

Introduction

Individuals can learn how to utilize media literacy to develop critical thinking abilities (Chan et al., 2017; Churchill, 2020). Media literacy empowered to exercise curiosity, conduct searches, assess information critically, utilize it intelligently, and contribute to it. In the digital age, where business success depends on staff performance, Media Literacy Skills (MLS) integration is vital. Academic staff needs knowledge, skills, and psychological capacity to teach, research, and serve the community. Given this, the study focused on the impact of media literacy abilities on the efficiency of specific job tasks, specifically on the online instruction and research productivity by academic employees at colleges of education in Nigeria.

The COVID-19 pandemic has resulted in a new digital culture that Nigerian higher education institutions have adopted: online learning, which has spread throughout the world. Due to this situation, both educators and students must engage autonomously in the online environment. The notion of online learning includes open learning and teaching over the Internet. Egielewa et al. (2022) research indicates that Nigerian higher education students exhibit a poor level of receptivity towards online learning technology. People must invest more time in online learning with media literacy skills to obtain the greatest education and information possible.

Media literacy is a must in this digital age as nowadays there is no limit to the formats and sources of information available in education. Proficiency in media literacy is crucial for achieving success in professional endeavours, academic pursuits, and one's personal life. The competencies, aptitudes, and dispositions for learning that educators have determined are critical for success in the 21st-century workplace and society are known as 21stcentury talents. This fits into an expanding global trend that highlights the skills students need to succeed in a digital society that is changing quickly. These talents are also associated with more profound learning, which relies on acquiring expertise in areas such as collaborative work, advanced problem-solving, and analytical thinking. These competencies have a specific focus on content, distinguishing them from the more general academic competencies (Cuban, 2015; Graham, 2015).

Media literacy refers to the skills, knowledge, and understanding that

empower individuals to utilize media securely and effectively. According to Ofcom (2015), media literacy is the capacity to access, comprehend, and generate messages in different situations. Ciurel (2016) proposed a practical definition of media literacy as a set of interconnected capabilities that empower individuals to actively engage with, evaluate, understand, and question media messages. It involves each person's ability to effectively communicate through media. All media are subject to media literacy. To make knowledge available to the public via the press, the Internet, recorded music, radio, television, and other digital communication media. It is crucial to understand that the media in question encompasses more than just different formats. Media refers to various types of communication, such as broadcast news, journalism, theatre, movies, and more recently, social media platforms like Facebook, Twitter, blogs, and similar platforms. New abilities are required, especially in evaluation. Important media-related concerns include how people choose which news sources to believe, how to evaluate the positions of various candidates, how to cast their ballots, and how to engage with the community.

It has been established that the promotion of MLS aims to enhance autonomous and diverse media structures, foster equitable availability of knowledge and information, and elevate educational benchmarks. These competencies empower individuals to comprehend the operations of media and other information sources, critically assess their content, and make well- informed choices as both consumers and creators of information and media content which United Nations Educational, Scientific, and Cultural Organization (UNESCO). Media and information literacy (MIL), as defined by UNESCO (2013), encompasses the essential skills that enable individuals to effectively engage with media, think critically, and develop lifelong learning capabilities for social integration.

Higher education institutions (HEIs) rely on –media literacy as a crucial ability that is essential for lifelong learning (Latifah et al., 2019; Liu & Zhang, 2021). People could acquire knowledge and improve their critical thinking skills by developing their information literacy and media competencies (Chan et al., 2017; Churchill, 2020). Media literacy are competency-based approaches that seek

to promote critical thinking and are necessary in today's knowledge society, they both help to raise the quality of education (Bintoro & Winarsih, 2022). A change that needs to be made in education is to provide young individuals with the tools they need to acquire essential knowledge and skills and become lifelong learners. For students and lecturers in HEIs to make meaningful choices in life—at work, in the classroom, and in society—and to grasp every chance and obstacle that comes up, meaningful education content must incorporate the media literacy skills needed to sustain themselves (Bintoro & Winarsih, 2022, citing UNESCO, 2008). If knowledge is thought to be derived primarily from information, people should be able to locate, assess, utilize, and transmit it.

To support their professional performance in the era of digitization, students and lecturers still need a fundamental comprehension of media literacy. Being a lecturer, performance at work refers to the actions employees take on the job that are pertinent to the objectives of the organization. Organizational behaviour is interested in job performance, and the outcome plays a crucial part in evaluating the effectiveness of each employee's work. Thus, the effectiveness of each person working for an organization determines whether it succeeds or fails (Popoola & Tabuke, 2021). Popoola and Tabuke (2021) define psychological capital as the positive psychological resources of individuals, including hope, optimism, resilience, and confidence, which they utilize to achieve excellence in both their jobs and personal lives. Aderemi (2019) and Mohammad (2018) made observations that psychological capital can significantly boost employees' performance, creativity, and inventiveness in university libraries. Psychological capital has a strong tendency to assist university employees' job performance, low intention to depart, problem-solving abilities, career resilience, and job happiness.

Additionally, research has demonstrated that information is not always used for research and other objectives just because it is available (Adamu et al., 2018); Adeleke & Nwalo, 2017; Bhukuvhani et al.,2012). Okiki (2013) argues that the issue in the contemporary digital era is not primarily a lack of information as it is an abundance of it. When conducting research, information users including

researchers often encounter a variety of media sources and forms. This may cause one to feel overpowered by information users who lack the necessary expertise. Thus, besides the obstacle of restricted access to information, media literacy and information literacy abilities pose a barrier. As a result, faculty members in education colleges need to acquire the ability to conduct the study, take advantage of opportunities to evaluate information and apply it to national decision-making to fulfil their responsibilities with honour.

Performance is defined as whatever workers accomplish at work that adheres to the company's goals and values (Ramdani et al., 2019). This activity is observable and measurable, and it may involve both psychological and physical components, including problem-solving and cognitive processes. Additionally, it places more emphasis on behaviour at work than on the outcome. The behaviour is multifaceted and compliant with organizational objectives (Koopmans, 2012). Referencing Ramdani, et al. (2019) contend that performance involves three distinct components: procedural knowledge and skills (abilities and a deeper comprehension of the process for daily activities), declarative knowledge (comprehension and knowledge of works and tasks), and motivation.

According to Koopmans et al. (2013), the phrase "individual work performance" (IWP) is frequently used interchangeably with other notions including productivity, presenteeism, and performance. Deciphering the significance of IWP and comprehending its underlying framework has necessitated extensive examination (Koopmans et al., 2013). "Behaviours or actions that are pertinent to the organization's objective." constitute the general definition of IWP (Koopmans et al., 2014). Therefore, rather than focusing on the outcomes of these acts, IWP is described in terms of employee activities or behaviours. Moreover, IWP only includes actions that an individual can control, eliminating actions that are influenced by their surroundings. Academic staff must have relevant information, abilities, and—above all—the psychological ability needed to effectively and efficiently perform their research, teaching, and community service roles. They are made up of many people with varying ages, gender, socio-religious, educational, and literary backgrounds. These people have

differences as well as some behaviour patterns and traits that are quite comparable (Popoola & Tabuke, 2021). The socio-demographic features of a group can be used to determine its commonalities. Rank/academic standing, age, family size, educational background, monthly income, gender, marital status, and work experience are examples of socio-economic or demographic factors (Olakunle & Olanrewaju, 2019). Individual job performance consists of a set of employees' behaviours that are perceived to agree with organizational goals that are measurable, trackable, and evaluative as a personal accomplishment (Nwokike & Unegbu, 2019). Baharuddin et al. (2023) say individual job performance is the capacity of workers to execute tasks under the assigned task, which aligns with the goals and purposes of the organization.

Statement of the Problem

People need to improve their media literacy skills throughout their careers and acclimate to the dynamic information environment due to the growth of the knowledge economy. Low media literacy may have an impact on lifelong learning The media is an essential component of daily communication and is now viewed as a time and lifestyle requirement for which students are being prepared by educational systems. Media literacy is the ability to obtain, analyze, and evaluate information from different media channels. It encompasses skills like critical thinking, creativity, and problem-solving. Academic staff in Nigerian institutions have the responsibility to teach, conduct research and engage in community service. They require access to the latest information sources to carry out these tasks successfully and efficiently and support their knowledge. They are required to possess sufficient knowledge to properly address their demands by using both print and electronic material. Lack of expertise in media-_ literacy among academic staff was also deemed to be a crucial concern in getting pupils ready for a successful career. However, because they rely too heavily on libraries and the Internet to find information, most academic staff members lack awareness of the crucial significance of media literacy skills to them for teaching, learning, and research.

Higher education instructors may experience apprehension over

technology-enhanced courses and the accompanying challenges (Palloff & Pratt, 2013, cited by Albrahim, 2020). Faculty and students encountered challenges such as technology, workload, digital competence, and compatibility. The impact of this lack of preparation is magnified in online learning environments. According to Hasan and Bao (2020), learners who lack digital competency may find it difficult to learn, especially if their only option is online courses. The degree of digital competency thus became pertinent as a prerequisite for their active engagement in digital learning. The absence of expert technical support is frequently the reason why educational technology adoption fails (Awofeso & Bamidele 2017; Regmi et al., 2016).

Research Purpose

The study investigated the relationship between the academic staff's work performance and their possession of media literacy skills in colleges of education in Southeast Nigeria. Specifically, it examines

1. To examine the relationship of media literacy skills on the individual work performance of academic staff in colleges of education in Southeast Nigeria.

Research Question

1. What is the relationship of media literacy skills on the individual work performance of academic staff of colleges of education in Southeast Nigeria?

Hypothesis

H1: There is a significant relationship between media literacy skills and individual work performance among academic staff.

Literature Review

2.1. Media Literacy Skills

As per Mallon (2018) and Suminas and Jastramskis (2020), media literacy pertains to the all-encompassing comprehension, aptitudes, and pragmatic capacities required to engage with modern society efficiently through the acquisition, scrutiny, assessment, and creation of media materials across diverse mediums. Various scholars have provided different definitions for media literacy in a variety of ways. Media literacy is the understanding of the knowledge or awareness of the operations of different means of communication within the print, broadcasting, and the internet arena, which allows an individual to use them attentively or rationally. Media literacy

is the set of perspectives that people frequently use to present themselves to the media and decipher the meaning of the communications they come across. Media literacy refers to a collection of viewpoints that we actively utilize to engage with the media and interpret the significance of the information we encounter (Malan & Malan, 2020).

Media literacy, as defined by the European Commission (2007) and referenced by Rasi et al. (2021), is the ability to utilize media, understand and evaluate different aspects of media and media environments, and produce communications in a variety of contexts. This explanation expands upon three essential components:

i. Media and content access.

ii. The capacity to critically analyze and comprehend media messages. iii. The ability to be creative, communicative, and productive.

iii. The term "media literacy" describes the creative and instructive written, spoken, and visual content that is available in all forms of media, such as social media, video games, radio, television, and film. Digital literacy is included since "media literacy" includes all media (Rasi et al., 2021). According to Fedorov (2017), media literacy (ML) is the result of media education, that is, the ability to select, employ, perceive, create, evaluate, analyze, and distribute media texts (messages), as well as comprehend the political, sociocultural, and operational framework of the media.

Millions of people can quickly become aware of a message through the media. (Sisman & Yurttas, 2015). When it comes to media literacy, active people replace passive people as we move from the mainstream media's conservative perspective to a critical one. The public that attracted the attention of Media representatives would scrutinize the exchanges with "a vigilant eye." One of media literacy's primary goals is accurate analysis of media messages. This includes essential autonomy. McDougall et al. (2018), discuss challenging prevailing notions and challenging critical literacy perspectives. The objective of media literacy is to cultivate readers who can scrutinize, evaluate, and understand the fundamental structures found in the media. They should be able to distinguish the facts as portrayed by the media and identify the factors that lend credence to the prevailing viewpoint. To raise the necessary awareness, media literacy education would need to be

systematized. A useful educational strategy for shielding people from the harmful impacts of the media is media literacy, especially for younger audiences. McDougall et al. (2018) claim that this education could help people acquire the following skills.

a. **The capacity to evaluate and comprehend the messages' impact.**
b. **The capacity to distinguish between intellectual and emotional responses while responding to the topic.**
c. **Raising the unrealistic standards for media content.**
d. **The capacity to examine the structure that is shaped by the various publication forms and how they relate to one another.**
e. **The capacity to decipher the intricate code used by different media. The goal of media literacy is to develop truth-aware people who can accurately assess media messages.**
f. **Media literacy is a complex idea that includes moral, aesthetic, emotional, and cognitive development (Malan & Malan, 2020). Additionally, media literacy skills are made up of three building blocks: knowledge structure, skills, and personal locus. To construct solid knowledge structures, one employs their talents as tools to work on the information in media messages. Personal locus provides the motivation and guidance needed to complete the task. The purpose of the study is to assess the degree of media literacy among academic employees at educational institutions.**

As per Guess et al. (2020), quoted as stating that the notion of digital media literacy encompasses the abilities, comprehension, and techniques required to effectively manoeuvre through a complicated and dispersed information landscape. Even in ideal situations, most people struggle because of their limited skills and lack of contextual knowledge when evaluating the quality of information, they find online, which hinders their ability to differentiate between high-quality and low-quality news sources. A collection of abilities, know-how, and comprehension known as media literacy (ML) enables people to engage with media productively and securely. According to Ciurel (2016), media literacy is a collection of related abilities that enable people to evaluate, comprehend, analyze, and critically engage with media messages.

Media literacy, as defined by UNESCO, is the process of acquiring the necessary skills to navigate and understand the technological systems that underpin the modern media landscape. It involves developing the operational abilities needed to comprehend and effectively utilize the codes that govern this system. It also involves retrieving, evaluating, and analyzing the impact of words, sounds, and images that permeate modern culture and affect our daily lives The ability to communicate successfully through media is referred to as media literacy.

It is crucial to emphasize that media literacy extends beyond different types of media. It includes broadcast news, journalism, cinema, and theatre, as well as social networking websites like Facebook, Twitter, and blogs. With the changing media landscape, new competencies, particularly those connected to evaluation, are becoming increasingly important. How individuals evaluate the credibility of news sources, interpret political stances, engage in voting processes, and partake in civil society are key issues that intersect with media literacy.

A novel approach to information transfer that blends technology, and conventional ideas is media literacy (Kalimullina et al., 2021). Media literacy enables individuals to communicate in various contexts by understanding, creating, and accessing information. Media literacy can assist in locating the necessary information swiftly, simply, and relevant. Media literacy is predicated, in part, on an individual's capacity to access, comprehend, appraise, and produce media texts across a range of formats and genres. Nonetheless, media literacy is today one of the most important skills since it enables a person to comprehend the function of communication and the media in society (Fedorov & Mikhaleva, 2020). Understanding the modern information society requires knowledge of media literacy. "Today, people must be media literate; In today's digital world, media literacy is crucial, as Fedorov (2020) stresses. Without it, students would not only be vulnerable to different forms of media manipulation but also unable to participate fully in the unique fields of media culture.

The capacity to retrieve and analyze data from any type of

transmission is known as media literacy. A person with high media literacy can make sense of a given message and is more conscious of its significance, which improves comprehension. Control is made possible by the fact that he is better at programming his mental codes. Appreciation is increased when someone like that can extract what he needs from the messages. A high level of media literacy can lead to better knowledge, management, and appreciation, claimed in (Malan & Malan, 2020).

2.2. The Relationship Between Media Literacy Skills and Individual Work Performance

Media literacy is an innovative approach to disseminating information that integrates conventional principles with technology (Kalimullina et al., 2021). Fedorov (2017) asserts that media literacy encompasses the capacity to select, employ, perceive, generate, scrutinize, assess, and disseminate media texts (messages), while also comprehending the sociocultural and political context and the influence of the media functions are all components of media literacy (ML), which is the outcome of the media education process. Therefore, a person's capacity to access, comprehend, appraise, and produce media texts in a variety of formats and genres is the foundation of their media literacy. However, Media literacy enables individuals to comprehend the intricacies of communication and the media function in society: These days, one of the most important competencies is media literacy (Fedorov & Mikhaleva, 2020). A person now needs media literacy to thrive in the contemporary digital world. Tselykh and Fedorov (2020) state that the key to understanding the modern information world is media literacy education. Presently, an individual must possess media literacy to avoid susceptibility to different types of media manipulation and to actively participate in the wide-ranging domain of media culture.

Technological advancements encourage organizations to enhance the quality of their services. Enhancing service quality is contingent upon employee performance. By fostering employee engagement and leveraging their abilities, organizations may enhance employee performance. Proficiency in digital literacy is essential

for the development of a high-quality service. The study conducted by Nusannas et al. (2021) utilized path analysis to determine the causal relationship between Employee Engagement and Ability and employee performance. The findings indicated that these factors have a substantial and statistically significant influence on employee performance, which is mediated by digital literacy.

Media literacy, visual literacy, technology tool literacy, and conventional literacy are all included in the category of digital literacy (Churchill, 2020). In a separate study, Erdem et al. (2023) proposed that media literacy is a crucial component of digital citizenship. However, the specific dynamics of this relationship and the influence of other mediating factors, such as digital literacy, have not been empirically examined in various contexts. Digital literacy provides numerous advantages, while media literacy refers to the ability to evaluate, analyze, and understand messages conveyed through various forms of media with a critical eye. traverse a world that is getting more and more online. Media literacy and digital literacy are similar in that they both teach people how to engage with media. But there are some significant distinctions between the two. The study of media literacy examines how the media shapes our understanding of the world. Understanding how digital media tools— like social media platforms, websites, and apps—interact with society at large is the main goal of digital literacy. Additionally, there are differences in the methods used to teach these two types of literacy. (Grisham, October 27, 2021). In this study, both terms would be used interchangeably. In summary, media information refers to the content disseminated through various media channels, whereas the term digital literacy" encompasses the skills and proficiency necessary to effectively explore, assess, and generate digital materials. Improving digital literacy facilitates departmental and employee communication, which results in a more efficient workflow. Employees can communicate with each other through a variety of channels, such as social networking, video conferencing, instant messaging, and email.

The results of Celebi and Copur's (2019) study on secondary school teachers' media literacy ability levels are presented. Four sub-themes

are commonly found in media literacy, as determined by a literature evaluation. The process of information retrieval involves examining and evaluating the obtained data, which is subsequently conveyed across different channels by generating new messages. The analysis of the data indicates that secondary school teachers possess exceptional levels of media literacy in all areas. Further examination of the sub-dimensions indicates that the analysis level, with a percentage of 81.9%, demonstrated the highest degree of media literacy among secondary school teachers. This suggests that these teachers were conscious of the messages sent by the media and were skeptical about the reliability of their sources.

George et al. (2022) investigated the job performance of librarians employed in state-owned colleges in Rivers State, specifically focusing on their proficiency in digital literacy skills (DLS). The survey was conducted on a population of 26 librarians from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) using a correlational design. The complete enumeration technique was used to sample the manageable population. Pearson's product-moment correlation coefficient was used to assess the hypothesis. The results showed a significant relationship between DLS and the productivity of the librarians at these universities. As a result, all librarians' adoption of DLS can enhance their effectiveness at work and encourage library and information consumers to visit them more frequently. Sejane (2017) used the Lesotho Library Consortium's Academic Libraries to study how patrons used and accessed electronic information resources. He made use of 24 librarians from the nine participating institutions in the library consortium. Additionally, library patrons utilize many resources such as search engines, websites, the Online Public Access Catalogue (OPAC), e-journals, online full-text, Institutional Repositories (IRs), online databases, and Compact Disc-Read Only Memory (CD-ROM). To enhance professional research, assignments, and lecture requirements, individuals mostly rely on email, search engines, and websites as means of communication. OPACs, e-journals, full-text databases, institutional repositories (IRs), and reference databases are thereafter employed. Thus, the use of media resources by academic personnel in discharging their professional duties is

made possible by the possession of media literacy skills. From the ongoing discussions, media literacy shows a positive influence on job performance, as supported by past literature. Therefore, it is concluded that the hypothesis follows:

2.3. Colleges of Education

The College of Education system is one of the tripods of tertiary education in Nigeria and it has the primary role of training teachers who will be awarded the minimum teaching qualification of Nigerian Certificate of Education (NCE). This certificate qualifies one to teach in junior secondary schools and technical colleges in Nigeria and it takes three years to complete. These teachers' institutions were formally known as Advanced Teachers' Colleges and were affiliated to different universities in Nigeria. They were later transformed into Colleges of Education under the supervision of one umbrella body known as the National Commission for Colleges of Education (NCCE) established in 1989. (Onifade & Onifade,2011) Colleges of education encompassed the production of professional teachers who are equipped with skills and methodologies of teaching in our primary and junior secondary levels of education in Nigeria. Essentially, colleges of education are to provide full-time courses in teaching, instruction, and training and to conduct courses in education for qualified teachers. Academic staff members are individuals employed by educational institutions who contribute to the institution's core functions of teaching, research and or providing academic support. According to the Academic Calendar of the University of Manitoba (2023), "Academic Staff" includes all individuals primarily involved in instruction, research, or service/academic administration. They include faculty members who teach courses and conduct research, as well as various administrative and support staff who play roles in academic program management, student services and institutional administration. Academic staff collectively contribute to the academic and administrative well-being of the institution.

3.0. Research methodology

Testing the questionnaire is an important thing to keep in mind while creating a survey. Pre-testing has a direct impact on the questionnaire's quality and is a crucial phase (Taherdoost, 2022). Pre-testing is used to identify any

problems with the questions, confusion in the inquiries or other hindrances to collecting information through a survey. The instrument was pre-tested to enhance the validity and content of the study. Pretesting is considered essential for developing survey questions and is also vital for enhancing data collecting in quality-of-life studies. (Dawadi, 2021). After revising the questionnaire based on the recommendations provided by the expert evaluators, the researcher conducted the pilot study. Conducting a pilot study with possible participants is crucial once the survey's platforms, contents, and instruments have been determined. According to In (2017), preliminary investigation examines whether a certain task can be accomplished, whether it is worth pursuing, and if so, the appropriate approach to take. The five-Likert scale, ranging from "strongly disagree" (coded as 1) to "strongly agree" (coded as 5), is employed in all parts. A sample of 39 academic staff members from Nwafor Orizu College of Education, Nsugbe, Anambra State, and Federal College of Education, Eha–Amufu, Enugu State, Nigeria, were included in this study. The College was selected based on its convenient location for the researcher. The respondents were asked to assess their answers using the Likert scale. The results of the pilot research were subjected to statistical analysis to ensure that no alterations to the instrument were necessary. Likewise, necessary changes were made and inquiries that did not add to data collection were eliminated. A specific sample is used for research, and the findings are extrapolated to a broad or full target population. As stated by Shukla (2020), the term "population" in research denotes the entirety or categorization of all the entities to which the findings will be applicable. Sample size refers to the complete number of individuals selected from the research community. The researcher employed nonprobability sampling approach. and purposive sampling. Purposeful sampling is a set of non-probability sampling procedures that select units based on specific features needed for the sample. This study utilized a sample size calculator to determine the minimum sample size. Raosoft.com (2019), provides a 5% error margin and 95% confidence level. According to Raosoft's sample calculator, the recommended sample size is 344 academic staff from these colleges of education. Six geographical zones make up Nigeria: North-Central, Northeast, Northwest, Southeast, South-South, and Southwest. Five states make up the Southeast region: Abia, Anambra,

Ebonyi, Enugu, and Imo. The study's population consists of faculty members of education colleges in Nigeria's southeast region. There are four federal and five state schools of education that make up the Colleges of Education (COE) were utilized in this study. With a population of roughly 3200, the 9 COE got from Statistics of academic employees at Nigerian education colleges, (Enwezor & Obi, 2022), of whom 344 academic employees will be the respondents in a representative sample, derived from Sample Size Calculator by Raosoft, Inc. The survey for this research was published using the internet platform Google Forms. The survey link was opened to respondents from 17th July 2023 until 31st October 2023 (4 months). Respondents had the flexibility to participate at any point during the specified timeframe. The online forms have been submitted individually to the respondents through email. The following chapter presents the analysis's findings. The printed survey was also sent to the participants in areas with limited or insufficient network coverage with the help of colleagues. Both hard copy and online forms were used, along with an introduction, a cover letter, and a deadline for completing the questionnaire. To speed up the process of distributing and collecting the questionnaire, copies were given to the participants. The research utilized a quantitative methodology and involved academic personnel from public colleges of education in Southeast Nigeria who were surveyed both offline and online. 725 questionnaire respondents were selected using purposeful sampling. Version 28 of SPSS was used for data analysis.

4. 0. Discussion of Research Findings on Direct Relationships

The objective of the study is to examine the influence of influence of media literacy skills on individual work performance of academic staff of colleges of education in Southeast Nigeria. Two research hypotheses were formulated. As shown in Table 6.2, a summary of the research hypotheses is provided under RQ2. All hypothesis is supported by the empirical findings. The result is discussed in the following section.

Table 1.1
Summary of Hypothesis Testing Results

Research Questions and Hypothesis Testing	Results

RQ1	**To examine the influence of media literacy skills on individual work performance of academic staff of colleges of education southeast Nigeria.**

			There is a significant relationship between media literacy skills and H2 individual work performance among academic staff	**Not Supported.**
1. To examine the influence of media literacy skills on individual work performance among academic staff at the Colleges of Education in Southeast Nigeria.	1. Media literacy skills 2. Individual work performance		H1: Media Literacy Skills of academic staff have a positive relationship with individual work performance.	Not Supported (t - 0.284, p < 0.338)
~~1. To examine the influence of media literacy skills on individual work performance among academic staff at the Colleges of Education in Southeast Nigeria.~~	~~1. Media literacy skills~~ ~~2. Individual work performance~~		~~H1: Media Literacy Skills of academic staff have a positive relationship with individual work performance.~~	~~Not Supported (t - 0.284, p < 0.338)~~

Table 1.15 shows an overview of the analysis using multiple regression conducted on the relationship between the dependent variable of individual work performance and the independent variables of media literacy. Skills in media literacy skills did not show a

positive influence on each worker's performance.

4.2. The Relationship Between Media Literacy Skills and Individual Work Performance.

Not much work has been done on the relationship between media literacy and individual work performance among academicians until this study was conducted. Literature on media literacy skills and the performance of teachers are very scanty. The study also found that the level of media literacy skills of the academic staff members is high. This implies that to a high extent; the academic staff can access the media content, analyze the media content, assess the media content, and communicate media messages effectively. The result further reveals that the ability of the academic staff to access the media content (mean=4.368), analyze the media content (mean=4.164), assess the media content (mean=4.2796), and communicate media messages (mean=4.3324) effectively is high. Based on the conceptual framework developed, this study hypothesized that the possession of media literacy skills positively and significantly influences the individual work performance. Similarly, this study has confirmed that information literacy skills consisting of recognizing the need for information, locating, evaluating, and use of information has strong impact on individual work performance. Statistically, the significance of media literacy skills on individual work performance was shown in the results where t-values evidently appeared to have weak values on the relationship *(MLS -> IWP (t=0.284, β=0.465, p=< 0.338)*, indicating that media literacy skills does not have any significant effects on individual work performance. This shows that the enhancement of the media literacy skills of the academic staff does not lead to comparable increase in the work performance of the academic staff, thus making this factor worthy to be discussed further. This indicates that the media literacy skills have no significant relationship with individual work

performance. Thus, the hypothesis was not supported.

Being literate in a media era requires critical thinking skills that empower us in decision-making, whether in the classroom or the workplace. Empowering people through media literacy is an important prerequisite for fostering equitable access to information and knowledge. (Tsortanidou, Daradoumis, & Barberá, 2019). Media literacy is one of the key competencies nowadays (Fedorov, & Mikhaleva, 2020). Media literacy has become a vital skill for an individual to survive in a modern digital environment. To integrate the proper use of media in our daily lives, a certain degree of media literacy is necessary. In a world where media spreads faster than air, media literacy is the key to keeping communities well-informed and well-represented. Digital literacy improves communication between employees and departments, resulting in a more efficient workflow. It allows employees to communicate with each other through various platforms, such as email, instant messaging, video conferencing, and social networking (Marsh, 2021)

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6. Conclusion and Recommendation.

The goal of IL and ML is to empower individuals to engage in a process of inquiry and critically assess the media and content they encounter. According to UNESCO (2020), the goal is to empower individuals to actively participate in their communities and make ethical choices. In today's media landscape, having media and informational skills is essential. It's essential to approach information with a critical mindset, regardless of its source or credibility. The goal of media and information literacy is to offer a basic comprehension of how media and information channels function in democratic societies. It also focuses on developing essential skills and practical awareness to assess the effectiveness of information and media providers in fulfilling their intended roles. The study's findings shed light on the significance of IL and ML in gaining a lasting competitive edge for academics and organizations. It also highlights it influence on workplace effectiveness and performance. This information is crucial for colleges of education and other institutions of higher learning, such as universities, polytechnics, and technology institutes. These institutions should consider implementing training programs for faculty members who will be teaching IL and ML courses.

In today's digital age, having strong skills in medialiteracy is crucial, as online platforms play a significant role in supporting teaching and learning processes. Academics and students must access accurate, useful information. Therefore, it is crucial to thoroughly investigate the impact of individual work performance, specifically the connection between media literacy. Academic staff needs to have the necessary skills to enhance their task performance, as this can lead to improved work performance. In today's digital era, the College of Education Management needs to recognize the individuals who would benefit from literacy training. By providing them with focused and relevant training, they can acquire new skills that will enable them to excel in their roles and meet the demands of the fast-paced workplace. Training and literacy interventions are designed to assist individuals who need to enhance their literacy skills. Employers must regularly assess their employees' work performance to evaluate their effectiveness, pinpoint the reasons behind any subpar performance, and provide appropriate solutions. Furthermore, employees are motivated to enhance the organization's productivity and efficiency, thereby increasing its chances of withstanding any future reorganization that may involve downsizing. Therefore, colleges must prioritize and optimize everyone's productivity in the workplace.

The findings reveal that the impact of media literacy on work performance is not as significant. This indicates the importance of customized strategies to enhance ML processing in various academic settings. The study suggests that the National Commission of Colleges of Education should consider integrating the use of media Literacy skills when assessing the performance of academic staff. To promote the production of valuable research and contribute to personal and societal development, it is imperative to prioritize continuous efforts aimed at improving media literacy skills. This research provides important insights into the impact of MLS on academic performance, specifically in Nigeria's colleges of education.

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