12

RELATIONSHIP BETWEEN INFORMATION LITERACY SKILLS AND INDIVIDUAL WORK PERFORMANCE OF ACADEMIC STAFF OF COLLEGES OF EDUCATION IN A DEVELOPING NATION.

BY

Dr. Godwin Nwachukwu Arua[1], Prof. Shamila Mohammed Shuhidan[2], Dr. Haslinda Husaini[3]

Federal College of Education, Eha-Amufu, Nigeria[1].

Faculty of Information Management, Universiti Teknologi MARA,Malaysia[2,3]

Abstract.

Purpose: The study was carried out to investigate the influence of information 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: According to the research's findings, having information literacy skills, such as knowing when information is needed and how to locate, evaluate, and apply it, helps academic staff members perform better at work. The findings demonstrated the effect of information literacy skills on an employee's productivity, where t-values appeared to have strong values on the relationship (ILS->IWP (t=8.883, β=0.191, p=< 0.000). This suggests that academic staff members' individual work performance significantly influenced when their information literacy skills at education colleges rise.

Implication: Suggested solutions to the challenges of enhancing information literacy of academic staff include development of information literacy initiative for education sector, providing adequate information literacy facilities in schools with network coverage and providing comprehensive training on information 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's Information Literacy skills to maximize each person's productivity.

Keywords: Information Literacy Skills, Individual Work Performance, Academic staff, Colleges of Education, Southeast Nigeria.

Paper type: Empirical research

Introduction.

Individuals can learn how to utilize information literacy to develop critical thinking abilities (–Churchill, 2020). Information literacy is 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, Information Literacy Skills (ILS) integration is vital. Academic staff needs knowledge, skills, and psychological capacity to teach, research, and serve the community. Studies found that sociodemographic characteristics also contributed to academic staff performance (Mbugua, 2017). Given this, the study focused on the impact of information 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.

Information 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 information 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). Information Literacy refers to recognizing and efficiently identifying information needs, obtaining necessary information, and assessing and utilizing information (Wu, 2018). According to Lee et al. (2020), Information literacy refers to the proficiency needed to effectively find, access, and utilize diverse sources of information.

Higher education institutions (HEIs) rely on information 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 competencies (Chan et al., 2017; Churchill, 2020). Information 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 information 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 information 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.

Acquiring and applying accurate information for scholarly and research purposes is growing more and more crucial as the amount of available information increases. According to Nwosu et al. (2015), accessing and utilizing information resources is a challenge. Furthermore, Okiki and Mabawonku (2013) highlighted that information accessibility and availability alone are insufficient to guarantee that information consumers can arrive at a feasible conclusion. 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 information 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, 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). 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.

Problem Statement

Certain deficiencies have been highlighted by the literature evaluations of information literacy skills, in relation to the faculty members' work output. Thus, the following deficiencies were addressed by this research.

–Inadequate of Information Literacy Skills Literacy Skills

People need to improve their information literacy skills and media literacy skills throughout their careers and acclimate to the dynamic information environment due to the growth of the knowledge economy. Low media information literacy has an impact on lifelong learning (Emisiko & Severina, 2018). The capacity to ascertain whether a specific piece of knowledge is required, locate it, assess it, and utilize that knowledge to a problem or issue is known as information literacy (Emisiko & Severina, 2018). 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. Information literacy is the ability to obtain, analyze, and evaluate information from different information channels. It encompasses

skills like critical thinking, creativity, and problem-solving.

Information seeking is growing more and more crucial, particularly for academic and research purposes. Finding trustworthy and accurate data requires the capacity to navigate the abundance of available information in libraries and online, which is why it is becoming more and more crucial. Researchers have discovered that many academic staff are either illiterate or lack basic information literacy skills, preventing them from using Internet resources for their work (Ahmed & Yesmin, 2019; Niwaz et al., 2020).

Academic staff with information literacy skills can access, locate, and assess a wide range of information sources. These are essential for the academician to function effectively. Nevertheless, there is a deficiency in this set of skills required for information inquiry and successful utilization in this digital age (Belay & Bramo, 2017; Oyedipe & Popoola, 2021). In Nigeria, university librarian serves as academic staff to teach and guide information literacy to lecturers and students. Research production is crucial to academic success since it can lead to recognition and promotion as well as an increase in the compensation of academic staff, as demonstrated by earlier studies (Basiru, 2018). It has been noted that, especially in this day of unprecedented information, the calibre and volume of research generated by academic faculty members are significantly influenced by their information literacy abilities. In 2018, Odede and Zawedde observed that academic personnel in Nigerian education colleges have challenges in obtaining and using electronic information resources that assist these tasks. Findings indicated that tool literacy, critical literacy, social-structural literacy, emerging technology literacy, and publishing literacy skills are required in using electronic information resources, which academics lack. The findings further revealed that the use of electronic information resources is determined by competency in the various dimensional constructs of information literacy, suggesting a link between information literacy skills and the use of electronic information resources. Thus, effective utilization of both print and electronic information resources is closely associated with the possession of information literacy, a basic requirement to effectively use these resources.

——— **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 information literacy among academic staff was also deemed to be a crucial concern in getting pupils ready for a successful career, even though information literacy, which includes digital literacy, is becoming more and more important as a critical ability in many fields and professions (Hallam, et al., 2018). 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 information literacy skills to them for teaching, learning, and research. Library employees may become obsolete in the system and be unable to function at their best in a changing work environment without ICT capabilities. Ali and Richardson's (2018) study examined university library staff members' information literacy (IL) skill sets in Karachi, Pakistan. The average response rate to the survey was 54.17 percent, and 12 out of 24 competencies had scores below 50%. These results suggest that IL competency is typically low in the workplace. In a study of the Electronic Information Literacy Level and Challenges among Academic Staff to Support Teaching Learning in Addis Ababa and Jimma University, Ethiopia, Belay and Bramo, (2017) reported that most of the responses strongly agreed that the challenges facing teaching and learning activities include problems locating the most appropriate information resource, problems accessing too much time necessary to explore the information resources, lack of knowledge of search techniques to retrieve information effectively and problems to retrieve records relevant to the information need. The results, however, indicate that the information literacy skills test's mean scores for each of the seven components are less than the scale's midpoint, which is set at 2.5. As a result, faculty members at Jimma and Addis Ababa universities lack IL proficiency based on the average scores across all categories (Belay & Bramo, 2017). Similarly, Ahmed and Yesmin (2019) reported a study of ILS among librarians in public universities in Bangladesh. They stated that despite having a significant education and work**

experience, librarians' ILS were determined to be lacking. The result was that most librarians demonstrated inappropriate and insufficient understanding of information skills.

Research Objective

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

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

Hypothesis

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

Literature Review

2.1. Information Literacy Skills

Understanding how to effectively gather and evaluate information is crucial for continuous learning and reaching academic milestones. It is essential for lifelong learning, particularly in education, where the transfer of knowledge is of utmost importance to foster creative, critical thinkers and lifelong learners (Durodolu & Ochalla, 2017). The enhancement of learning, skills, values, beliefs, and cultural awareness is facilitated by information literacy (Ashiver et al., 2018). Developing strong information literacy skills promotes critical thinking and the ability to generate new knowledge. Various authors, scholars, and researchers have different definitions of information literacy.

As per the US National Commission on Library and Information Science, information literacy encompasses the skills of recognizing, locating, evaluating, generating, using, and sharing information to effectively tackle challenges and problems (Naik & Padmini, 2014). Every individual possesses the liberty to actively engage in the information society. To attain information literacy, it is necessary to

possess subject specific knowledge, have access to information resources, employ effective research methodologies, and make intelligent use of information sources (Ogbo, et al., 2017).

The ability to find and assess information and then apply it in decision-making and knowledge creation is a crucial skill known as the Information Library (IL) (Ekong & Ekong, 2018). Ashiver et al. (2018), assert that individuals who possess information literacy possess the ability to acknowledge the importance of precise and comprehensive information as a foundation for making informed decisions. They can generate inquiries based on their requirements, identify potential sources of information, utilize various technologies to access information, assess the credibility of information, and effectively organize information to incorporate new knowledge into their existing understanding. An individual who possesses strong information literacy skills should have the ability to access a wide range of information sources independently and efficiently. They should also be capable of comprehending and critically evaluating the information they encounter. Information literacy encompasses a range of skills necessary for effectively utilizing information. According to Ashiver et al. (2018), information literacy includes computer literacy, information technology literacy, Internet literacy, digital literacy, and media literacy. By mastering these skills, one can attain a sense of self-reliance. Information literacy is a necessary ability in today's digitally advanced world. In this age of information proliferation, it is acknowledged by the international community and Nigeria as a vital tool for advancement and growth (Krubu, 2015). It includes understanding a person's information concerns and requirements. It encompasses the techniques, abilities, and knowledge required to determine information needs, access, analyze, synthesize, use, and share information ethically, and adopt proper information behaviour (SCONUL 2011).

The 'Knowledge Age' is defined by the growth of ideas, massive volumes of data, and an abundance of knowledge and a period when you need to learn information literacy skills to assist you in understanding the vast amounts of knowledge you encounter every day, both offline and online (UNESCO,

2023). When someone is information literate, they can locate, evaluate, use, and produce information effectively to achieve their academic, professional, social, and personal goals. Information literacy allows people to obtain knowledge about their environment, jobs, education, and other vital aspects of life. Academics are essential in helping students develop critical and reflective digital citizenship since information literacy has become essential for managing the fast-paced media landscape of today (Trixa & Kasper, 2024). IL abilities are valued highly. Undoubtedly, these abilities enable the person to function as an impartial information seeker and assessor. For teaching professionals, information literacy skills are crucial. Information literacy abilities raise the calibre of research, improve search tactics, evaluate study findings, and highlight legal concerns in information utilization, by giving credit to the efforts of others (Louisiana State University, 2017). This corroborates the claim made by Tshuma and Chigada (2018) that information literacy abilities enable information users, or instructional personnel, to handle issues related to the complex and ever-evolving information landscape. Information literacy abilities are fundamental to self-assurance and the ability to deal with technology (Ikenwe & Udem, 2022).

Information literacy skills are crucial for professionals in various industries and are influenced by cognitive talents. Language proficiency and technical literacy are essential characteristics of information literacy. These skills are essential for the Nigerian labour force and enable users to define their information needs, plan and strategize their search for appropriate information, and critically assess and use the information found. Understanding the relationship between information sources and technology is essential for information access and literacy. Socio-demographic aspects, including occupation and education, play a significant role in an individual's information literacy. A study by Mahmood et al. (2021) highlights the importance of considering these factors when analyzing information literacy levels. This understanding allows educational institutions and policymakers to establish targeted interventions to improve information literacy abilities among academic staff and the general workforce.

2.2. Relationship Between Information Literacy Skills and Individual Work Performance

Because it provides a competitive edge, boosts decision-making, and increases worker effectiveness and efficiency, information literacy (IL) is regarded as a crucial ability in the workplace (Naveed & Rafique, 2018). Information-focused learning processes and contexts involving individual, collaborative, and interactive information use occur in every workplace, and the study of information literacy experiences can provide insight into these processes. According to Solmaz (2017), IL is what propels informed learning in the workplace and makes it possible for people to use knowledge collaboratively within sociotechnical systems. Consequently, IL is a crucial area of expertise in the workplace that helps firms achieve their goals and boosts their productivity, effectiveness, and business prospects (Gilbert, 2017). Citing Bruce (1999), Toroghy et al., (2022) assert that it is important to consider the environmental context in which information is used, as there is a reciprocal link between a human and their operating environment. Bruce refers to this relationship as "the experience of information literacy." Information literacy is the ability of individuals in different work environments to effectively search for, find, and utilize a range of information resources and technology to accomplish tasks, address customer needs, and exchange information with colleagues. Understanding information literacy is crucial for the company's success as it enables managers and people to adapt to the constantly evolving work environments. In today's information world, academics must possess a strong level of information literacy to effectively utilize the wide range of information resources at their disposal. and conduct more productive research (Simisaye & Popoola, 2019). Experiences with information literacy at work produce the knowledge necessary for a better grasp of and successful completion of assigned duties and tasks (Forster 2015). Knowledge of the information required in each workplace setting, as well as the various sources, procedures, and "co-participatory practices" required to gain knowledge as the context changes, are examples of such experiences. Through IL, workers are better equipped to handle information-related tasks, use information wisely and

interpret it appropriately, adopt proper information behaviour, and make decisions based on knowledge to meet organizational goals. objectives (Suorsa et al.,2021; Naveed & Shah, 2022; Inayatillah, 2018).

Performance is anything done by employees in their workplaces following the objectives and concepts of the organization (Ramdani et al., 2019). This behaviour can be described as quantifiable (perceptible), and it may encompass both physiological and psychological actions including problem-solving and cognitive processes. They also stress that behaviour, not output, is what determines how well a job is done. Work performance is the culmination of 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 significant role in determining how effective each employee's work is. Therefore, an organization's ability to succeed or fail is based on how well its members do their jobs (Popoola & Tabuke, 2021). The efficacy of the institution depends on the competence with which academic staff members can carry out their duties.

Meanwhile, Individual job performance refers to the proficiency of employees in carrying out their tasks. according to the task given that is parallel with the organization's goals and objectives. (Rahim, et al.,2023). The performance measures how well one individual fulfills his or her work requirements (Agim & Azolo, 2019). To determine employee performance, identify non-performance reasons, and offer solutions, the management or employer should conduct a routine performance evaluation. It is therefore crucial that management preserve, enhance, and maximize each employee's productivity. Because of this, this study will consider two important factors that affect an individual's success at work: the productivity of research and the online instruction provided by academic staff at colleges of education.

Any country's ability to prosper is directly correlated with its productivity in research, both in terms of quantity and quality. Within Nigerian higher education institutions, one of the prerequisites for academic staff career advancement is research production. Research output among librarians in Nigerian colleges is low, despite the importance of the field (Tsafe et al.,2016; Ifijeh et al., 2018).

Proficiency in information literacy is essential for improving academic researchers' productivity. The researcher must have sufficient information skills to use information resources for the study in an efficient manner. Information literacy abilities' impact on librarians' research productivity in public colleges in Northeastern Nigeria was studied by Babalola & Bakum (2022). The results showed that information literacy abilities had a positive and significant effect on the research productivity of librarians in public universities in Northeastern Nigeria ($R2 = 0.056$, $F(1,163) = 9.698$, $p < 0.05$). The study indicates that librarians at public universities in Northeastern Nigeria had low research output (mean = 1.93) on a 4-point scale. However, they had a high level of skill in information literacy. The study concluded that librarians at public colleges in the Northeast were more productive researchers because they possessed information literacy skills. Education involves two essential and interdependent activities: teaching and learning, for good and effective teaching leads to learning. *Albrahim (2020), citing Ally (2008), defines online learning as an educational experience that allows students to develop personally, acquire knowledge, and construct their learning by giving students online access to course materials, allowing them to communicate with other students and the content instructor, and offering them help as they learn a new subject. Additionally, it is an educational experience that takes place on a variety of Internet connected devices in synchronous or asynchronous settings (such as PCs, laptops, smartphones, etc) (Hamed et al., 2021). According to Wilde and Hsu (2019), online or remote education entails the physical separation of students from teachers and requires a method of delivery. Technology serves as an intermediary in the interaction between students and instructors, facilitating mutual involvement and cooperation when utilized effectively.

The utilization of developing technologies by educators is crucial for enhancing their work performance and increasing the teaching and learning process in terms of educational quality. (Edeh, 2019). Technology is a tool that humans can use to improve their performance and adjust to changing circumstances. This means that to succeed in their jobs and blend in with the new workplace, academics and

other professionals need to constantly embrace developing technology and be ready to innovate. This study offered fresh views on the COVID-19 pandemic's impact on instructors' information literacy. Heriyanto et al., (2022) study shed new light on the experiences lecturers had with information literacy during the COVID-19 epidemic by examining a particular subset of faculty members in tertiary education. This study is believed to improve the way that a certain set of people, such as lecturers, investigate information literacy in each workplace and profession (Sayyad & Bruce, 2015). Results showed that information literacy abilities tend to provide sufficient student assistance and improve teaching and learning activities. The findings could also influence the theoretical understanding of information literacy, leading to new and exciting avenues of research in information literacy and emergency remote education.

Naveed et al.'s (2023) study looked at how information literacy (IL) fosters creativity and lifelong learning, which in turn impacts Pakistani journalists' ability to execute their jobs. The findings indicated that work performance was significantly and favourably impacted by IL. The findings showed that journalists' information literacy (IL) positively impacted their ability to do their jobs both directly and indirectly. Ingenuity and lifetime learning also had an impact on the link between IL and job performance. This study offered empirical proof of the direct and indirect effects of IL on work performance. The mediated roles of creativity and lifelong learning. These useful insights could educate academics and businesses on the value of IL in the workplace for improving organizational performance and gaining a competitive edge. The outcomes supported the earlier research's findings, which indicated that IL is positively correlated with job performance (Wu, 2018; Kozikoglu & Onur, 2019; Shao & Purpur, 2016).

In the context of the workplace, it can be seen as a mechanism for staff members to advance their own and their team's knowledge as well as "learn" in ways that enable them to support the goals of the company or organization. Despite the acknowledged positive association between IL and work performance, there is a lack of empirical data to substantiate this assertion. According to Middleton &

Hall (2021), IL plays a beneficial influence in the development of creative work behaviours and output. Additionally, IL influences work performance favourably and maintains a relationship with everyone's job fit (Popoola & Tabuike, 2021). According to Naveed (2023) and Travis (2011), there exists a direct relationship between IL and the job performance of knowledge workers, researchers, and teachers. Based on the prior discussions, it is presumed that displaying IL talents in diverse professional settings enhances performance. To date, there is no published evidence suggesting a connection between instructors' information literacy and their productivity. According to earlier research, as demonstrated by the talks above, IL improves employee performance. Consequently, it can be said that the following hypothesis:

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. Research methodology

One important thing to keep in mind while creating a survey questionnaire is to test it. 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 non-probability 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 time frame. 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 725 questionnaire respondents were selected using purposeful sampling. Version 28 of SPSS was used for data analysis.

4. Discussion of Research Findings on Direct Relationships

The objective of the study is to examine the influence of influence of information 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 RQ1. All hypotheses (H1 and H2) are supported by the empirical findings. The results are discussed in the following section.

Table 1.1

Summary of Hypothesis Testing Results

~~Research Questions and Hypotheses Testing Results~~				
Research Questions and Hypotheses Testing Results	-	**Hypothesis**	**Results**	**Decision**
To examine the influence of information literacy skills on individual work performance among academic staff at the Colleges of Education in Southeast Nigeria.	~~1.~~ ~~2.~~	**Information literacy skills Individual work performance**	**H1: Information Literacy Skills of academic staff have a positive relationship with work performance**	**Supported (t – 8.883, p < 0.000)**

Table 5.2.

Research Questions and Hypotheses Testing		Results
R01	To examine the influence of information literacy skills on the individual 3 work performance of academic staff at education colleges in Southeast Nigeria.	
H1	There is a significant relationship between information literacy skills and individual work performance among academic staff.	Supported

Summary of Hypothesis Testing Results 1

Research Questions and Hypotheses Testing	Results
To examine the influence of information literacy skills on the individual	-
R01 3 work performance of academic staff at education colleges in Southeast Nigeria.	
H1 There is a significant relationship between information literacy skills and individual work performance among academic staff.	Supported

Table 1.1 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 information literacy. Skills in information literacy have a good and substantial impact on the individual work performance of academic staff.

5.1. The Relationship Between Information Literacy Skills and Individual Work Performance.

Academic staff members have a wealth of information resources at their disposal; therefore, having the information literacy abilities necessary to evaluate, access, and use these resources effectively is essential for maximizing research output. Numerous research has looked at academics' information-use abilities, demographics, and institutional variables. These studies, however, have not sufficiently addressed academics' information literacy needs. Thus, the goal of this study was to assess Nigerian academics engaged in higher education's level of information literacy. In colleges of education, not much was known about the connection between academic personnel's information literacy abilities and their work performance until this study was conducted. Information literacy skills play a major role in influencing an individual's ability to succeed at work, according to the study's theoretical framework. According to the research's findings, having information literacy skills, such as knowing when information is needed and how to locate, evaluate, and apply it, helps academic staff members perform better at work. The findings demonstrated the effect of information literacy skills on an employee's productivity, where t-values appeared to have strong values on the

relationship (ILS->IWP (t=8.883, β=0.191, p=< 0.000), thus worth discussing further. This suggests that academic staff members' individual work performance significantly influenced when their information literacy skills at education colleges rise.

IL abilities are valued highly. Undoubtedly, these abilities enable the person to function as an impartial information seeker and assessor. Possession of ILS by academic staff enhances the excellence of the colleges by building the capacity of available human resources. Therefore, in the workplace, IL is an essential skill that improves an organization's performance and opens new commercial prospects (Gilbert, 2017). Prospective academic staffs are not only required to master information literacy techniques to succeed, but they also need to understand how to instruct their future pupils in literacy in any information (Kovalik et al., 2011; Botturi & Beretta, 2022). This is because this skill is crucial that students conduct research independently to build rational statements from reliable information (Höttecke & Allchin, 2020).

The survey also discovered that academic staff members have higher levels of information literacy proficiency. This suggests that academic employees are generally capable of identifying information needs, finding and obtaining information, assessing information, using information, and arranging, applying, and disseminating knowledge in an ethical manner for their online teaching and also for research activities. Furthermore, the result reveals that the faculty members' capacity to identify information needs (mean=4.501), find and access information (mean=4.4893), evaluate information (mean=4.341), and use information (mean=4.489). were all high. The results of this study support those of (Okiki &Mabawonku, 2013), who noted that academicians had high information literacy levels. These abilities included being able to recognize when information resources are needed, distinguish between different types of information resources, create search strategies, evaluate and compare data collected from different sources, find and access information resources, organize, use, and communicate data, and synthesize and add to previously acquired data. These skills had a major impact on their research and teaching output. The research findings also show that the academic staff involved adopt the

characteristics of information literacy abilities that ACRL (2000) recommends for post-secondary education in carrying out their responsibilities. They have applied the information literacy abilities of recognizing the need for information, finding information, assessing information, and utilizing information. These findings are in line with previous research by Nwosu, et al. (2015), Shao and Purpur, (2016); Wu (2018), Kozikoglu and Onur, (2019); and Naveed, et al. (2023), who discovered a positive and direct relationship between information literacy abilities and work performance; and Igbinova (2016), Khalili, Azarang and Ghasemzadeh (2022), who concluded that information literacy (IL) predicts task performance among academic library employees. Academic staff who possess Information literacy abilities should enable autonomous and efficient access to a wide range of information sources, comprehend, evaluate them, and perform tasks well and creatively.

These findings provided insightful information regarding the value of IL in the workplace, how it affects organizational performance, and how it might provide academics and businesses with a long-term competitive advantage. A 21st-century educator must be able to filter information for teaching, learning, and community service using practical IL skills that would enhance lifetime learning. This is because employees who are information literate and who have greater IL skills can achieve more in the workplace (Toroghy et al., 2022). A person who is information literate, according to SCONUL (2011), should be responsive and have the information skills required to efficiently gather, use, manage, synthesize, and ethically create data and information. From the perspective of academic staffs, this expertise entails the capacity to understand the connections between information and practical application in the classroom environment, and the agility and comprehension to locate, assess, and use the information in a way that will help students. Worker performance and the employability of job sectors are both influenced by IL. Workers are currently undergoing a variety of trainings to make employees information literate (Filson & Kwafoa, 2016).

——6._——RECOMMWNDATION AND CONCLUSION.

In Nigeria, colleges of education play a crucial role in higher learning by

providing individuals with the essential skills needed for successful academic careers. Professors at these institutions play a vital role in imparting necessary knowledge to students and nurturing their independence and confidence. Academics must possess strong ILS to excel in their roles as educators and researchers. These competencies allow individuals to identify their information needs, access and evaluate sources of knowledge and overcome obstacles to acquiring information. Scholars can more effectively fulfil their roles by honing these skills, not only improving their teaching and research but also cultivating critical thinking and intellectual curiosity among students.

This study investigates the utilization of ILS by academic staff in Nigeria's colleges of education to meet the current teaching and research requirements. The research aims to fill a notable gap in the existing literature. This highlights the significance of these skills in allowing scholars to obtain, organize, and evaluate information resources, which in turn shapes how others in the educational system use information. The methodology of the study, which incorporates hypothesis testing and instrument validation, guarantees the reliability of its findings and their potential to enhance academic staff's work performance, particularly concerning ILS.

The findings indicate that ILS. a substantial positive effect on academic productivity. . This indicates the importance of customized strategies to enhance IL processing in various academic settings. The study suggests that the National Commission of Colleges of Education should consider integrating the use of information 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 ILS. This research provides important insights into the impact of ILS on academic performance, specifically in Nigeria's colleges of education. The importance of ongoing skill development is emphasized to meet the changing requirements of higher education and to ensure that academics can effectively fulfil their roles as educators and researchers

~~Refeferences~~REFERENCES

Aderemi, M. S. (2019). Relevance of Positive Psychological resources to Work performance of employees in organizations.

***Journal of Applied Management and Sociological Studies. 4*(2):132-143.**

ACRL (2016), *"Framework for information literacy in higher education"*, available at: www.ala.org/acrl/standards/ilframework (accessed 21 March 2018.

Adeleke, D, S. & Nwalo, K.L.N. (2017). Availability, Use, and Constraints to Use of Electronic Information Resources by Postgraduate Students at the University of Ibadan. *International Journal of Knowledge Content Development & Technology .7*(4): 51-69,

Agim, E. C. & Azolo, E. M. (2019). Digital literacy and job performance of 21st century library –staff in Imo State. *Library Research Journal.* file:///C:/Users/Kolawole/Documents/Digital%20Literacy%20Skills/frankfreds

Ahmed, S. M. Z., & Yesmin, S. (2019). Information skills of librarians working at public Universities in Bangladesh: A task-based analysis of pre-and posttraining performance scores information skills of librarians working at Public Universities in Bangladesh. *International Information & Library Review, 51*(3), 1–8. https://doi.org/10.1080/10572317.2018.1550319

Ashiver, E. A., Agoh, J. A. & Ihongo, D. A. (2018). Influence of Information Literacy Skills Requirements of Academic Library Staff for National Development, *International Journal of Innovative Research and Development.,7* (9):40-46.

Babalola, Y. T. & Bakum, D. A. (2022). Influence of Information Literacy Skills on Research Productivity of Academic Librarians in Public Universities in NorthEast, Nigeria. *Jewel Journal of Librarianship, 17*(1): 78-89. https://www.jeweljournals.com. Nigerian Library Association, Gombe State Chapter.

Basiru, A. (2018). Level of research productivity of academic staff in private universities in Southwest Nigeria. *International Journal of Current Research, 10*(08): 73124-73130.

Belay, M & Bramo, S.S. (2017). Investigation of electronic information literacy level and challenges among academic staff to support teaching and learning in Addis Ababa and Jimma University, Ethiopia: Cross-sectional survey method. International Journal of Information Science,7 (1), 1-11. Retrieved from http://www.journal.sapub.org/ijis

Bhukuvhani, C., Chiparausha, B., & Zuvalinyenga, D. (2012). Effects of electronic information resources skills training for

lecturers on pedagogical practices and research productivity. *International Journal of Education and Development using Information and Communication Technology (IJEDICT), 8(*1), 16-28.

Bintoro, T. & Winnarsih, M. (2022). Integrating Information and Media Literacy into Pre-service Special Education Teachers Teaching and Learning. *Journal Pendidikan –Don Pengajaran, 55*(1):42-55. DOI: https://dx.doi.org/10.23887/jpp.v55i/.44744.

Churchill, N. (2020). Development of students' digital literacy skills through digital storytelling with mobile devices, *Educational Media International,57*(3): 271284-.

Cuban, L. (2015). *Content vs. skills in high schools - 21st-century arguments echo 19th century conflicts,* November 3, 2015. Retrieved 2022-03-12.

Dawardi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education, 2*(2), 25-36DOI: https://doi.org/10.46809/jpse.v2i2.20.

Durodolu, O.O., & Ochalla, D.N., (2017). Insight into Information Literacy Skills and Personal Abilities of Secondary School Teachers: Some Experiences from Lagos, Nigeria and Durban, *South Africa. Crimea International Forum and Conference,* 167-176. Accessed from scholar.google.co.za/citations?view=op=view-citation.

Ekong, U. & Ekong, V. E. (2018). Impact of Information Literacy Skills on the Use of e-library resources among tertiary institution students in Akwa Ibom State. *Nigerian Journal of Technology. 37*(2):423-.

Emisiko, M. & Severina, N. P. (2018). Enhancing Lifelong Learning Tendencies Through Information Literacy Practices in Higher Education Institutions: A Case of Cooperative University in Kenya. *University Journal of Social Sciences and Information Technology, 4(10): 169-180*.

Enwezor, C. H. & Obi, E. (2022). Academic Staff Work Environment and Work Orientation as Correlates of their Job Satisfaction in Colleges of Education in Southeast, Nigeria. *Unizik Journal of Educational Research and Policy Studies,11*(1) :81-93. https://unijerps.org.

Filson, C. K. & Kwafoa, P.N. Y. (2016). The Impact of Information Literacy Skills on the Performance of Past Students at their Workplaces: The Case of University of Cape Coast,

Ghana. *Journal of Applied Information Science, 4* (2): 1-8.

Gilbert, S. (2017). Information literacy skills in the workplace: Examining early career advertising professionals. *Journal of Business and Financial Librarianship, 22*

Foster, M. (2018) How is Information Literacy experienced in the workplace? In

Kurbanoğlu, S., Boustany, J., Špiranec, S., Grassian, E., Mizrachi, D., Roy, L. (eds) Information Literacy in the Workplace. ECIL 2017. *Communications in Computer —and Information Science, 810:* 11 - 28. DOI: https://doi.org/10.29085/9781783301348.003.:111–134. [Google Scholar] [CrossRef][Green Version]

Hallam, G., Thomas, A. & Beach, B. (2018). Creating a Connected Future Through Information and Digital Literacy: Strategic Directions at The University of Queensland Library. Journal of the Australian Library Association,67 (1):42-54

Ifijeh, B.A; Ogbomo, M.N; & Ifijeh, G. (2018). Utilization of academic resources for research productivity among lecturers in private universities in South-South Nigeria. *Library Philosophy and Practice (e-journal).* 2071. http://digitalcommons.unl.edu/libphilprac/2071.

IgbinovIia, M.O. (2016). Emotional self-awareness and information literacy competence as correlates of task performance of academic library personnel. *Library Philosophy and Practice, 1370,* 1–22. [Google Scholar].

Ikenwe, I.J., & Udem, O.K. (2022). "Innovative digital transformation for dynamic information service sustainability in university libraries in Nigeria". *Folia Toruniensia.* http://dx.doi.org/10.12775/FT.2022.004. In, J. (2017). Introduction of a pilot study. *Korean Journal of Anesthesiology. 70*(6): 601-605. Online access in http://ekja.org pI. Inayatillah, F. (2018) Media and Information Literacy (MIL) in journalistic learning: Strategies for accurately engaging with information and reporting the news. IOP *Conference of Service of Material Science Engineering, 296,* 012007.

Khalili, L., Azarang, I. & Ghasemzadeh A. A. (2022). The Predictive Role of Information Literacy in Promoting Librarians' Creativity and Job Involvement. *Journal of Knowledge-Research Studies, 1*(2): 1-19.

Koopmans, L. (2014). *Measuring Individual Work Performance. A Thesis performed at Body @work centre for Physical Activity, Work and Health.* Funded by the Netherlands Organization of

Applied Scientific Research, Netherlands. Vii - 200pp.

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Cw, H., & Vet, D. (2013). *Measuring individual work performance: Identifying and selecting indicators*. Galley Prof, 00, 1–10. doi.org/10.3233/WOR-131659

Kozikoglu, I.; Onur, Z. (2019). Predictors of lifelong learning: Information literacy and academic self-efficacy. *Cypriot Journal of -Educational Science, 14*, 492–506. [Google Scholar] [CrossRef] [Green Version.

Krubu, D. E. (2015). *Information Behavior of Nigerian in the World of Web 2.0: The Case of Federal University of Petroleum Resources, Delta state, Nigeria; a Specialized University. Ph.D. Thesis*. Bellviles University of the Western Cape.

Latifah, S., Susilowati, N. E., Khoiriyah, K., Saidy, S., Yuberti, Y., & Rahayu, R. (2019). Self-Efficacy: Its Correlation to the Scientific-Literacy of Prospective Physics Teacher. *Journal– of Physics: Conference Series*. https://doi.org/10.1088/1742-6596/1155/1/012015.

Mahmood, M., Syeda, H. & Mukhtar, A. (2021). Investigating Digital Information Literacy with Demographic factors: A Case of women in Pakistan. *Library Philosophy and Practice. (e-journal)*. 1-16.12.

Middleton, L. and Hall, H. (2021), "Workplace information literacy: a bridge to the development of innovative work behaviour", *Journal of Documentation, 77 (*6): 1343-1363. https://doi.org/10.1108/JD-03-2021-0065.

Mohammed, P.O. (2018). Psychological Capital and its Benefit to Employee's Creativity, Innovation and Job Performance in Business Organizations. *Education and Management Review. 2*(2):109-120. 1515-Libri-2021-0116-.

Naik, M. M. & Padnini (2014). Importance of Information Literacy. *International Journal of Digital Library Services. 4*(3):92-100.

Naveed, M. A., Iqgal, J., Asghar, M. Z., Shaukat, R., & Seitamaa-hakkarainen, P. (2023). Information Literacy as a Predictor of Work Performance: The Mediating Role of Lifelong Learning and Creativity. *Behav. Sci.,13*(1): 24; https://doi.org/10.3390/bs13010024

Naveed, M. A. & Shah, N. A. (2022). Information literacy in the legal workplace:Current state of lawyers' skills in Pakistan. *Journal of Librarianship, Information Science*, 09610006221081895. [Google Scholar] [CrossRef].

Naveed, M.A.; Rafique, F. (2018). Information literacy in the workplace: A case of scientists from Pakistan. *Libri, 68*, 247–257. [Google Scholar] [CrossRef].

Nwokike, O. A. & Unegbu, V. E. (2019). Evaluating the Job Performance of Librarians in Universities in South-East, Nigeria. *Library Philosophy and practice journal*

Nwosu, O. C., Obiamalu, A. R. & Udem, O, K, (2015). Relationship Between Information Literacy Skills and Research Output of Academic Staff in Nnamdi Azikwe University, Awka, Nigeria. *Journal of Applied Information Science and Technology, 8*(1): 89-108.

Niwaz, A., Khan, K. & Sahibzada, H. E. (2020). Investigation about Information Literacy Skills of Research Scholars. *Sir Syed Journal of Education & Social Research, 3*(4):194-204. OI: https://doi.org/10.36902/sjesr-vol3iss42020(194-204).

Odede, I. R., & Zawedde, N. (2018). Information Literacy Skills in Using Electronic Information Resources. *Library Philosophy and Practice (e-journal). 1947.*

Ogbo, E.I., Uzoagba. N.C., & Nwebiem, C.P. (2017). Information Literacy Skills as a tool for national development. *NLA 2017 Conference Papers,* 124-137.

Onifade, G. O. & Onifade, F. (2011). Staffing Patterns of State Colleg.es of Education Libraries in Nigeria

Okiki, O. C. & Mabawonku, I. M. (2013). Information Literacy Skills of Academic Staff in Nigerian Federal Universities. *International Journal of Library Science, 8*(2) :63-77.

Olakunle, S. A. & Olanrewaju, P. S. (2019). Relationship Between Information Literacy Skills and Research Productivity of Researchers in Nigeria, and the Mediating Role of Socio-Economic Factors. *LIBRES: Library & Information Science Research Electronic Journal, 29*(1): 51–76.

Oyedipe, W.J. & Popoola, S.O. (2019). Influence of Age, Job Status, ICT Literacy Skills and ICT Use in Task Performance of Library Personnel in Public Universities. *International Journal of Content Development and Technology, 9*(3):43-61.

Popoola, S. O. & Tabuke, W. P. (2021). Psychological Capital and Information Literacy Skill as Determinants of Job Performance of Academic Library Employees in State Universities in Southwest, Nigeria. *Regional journal of Information and Knowledge Management, 6*(1):1-16.

Ramdani, Z, Marliani. R. & Rahman, A. A. (2019). The Individual Work Performance Scale: A Psychometric Study and its Application for Employee

Performance, *Humanities and Social Sciences. Review 7*(5):405-414.

Raosoft.com. (2019). *Sample Size Calculator.* http://www.raosoft.com/samplesize.html

Shao, X.; Purpur, G. (2016). Effects of Information Literacy Skills on Student Writing and Course Performance. *Journal of Academic Librarianship. 42,* 670–678. [Google Scholar] [CrossRef].

Shukla, S. (2020). Concept of Population and Sample. *Conference Paper.* https://www.researchgate.net/publication/346426707.

Simisaye, A. O. and Popoola, S. O. (2019). Relationship between Information Literacy Skills and Research Productivity of Researchers in Nigeria, and the Mediating Role of Socio-Economic Factors, *LIBRES: Library & Information Science Research Electronic Journal, 29* (1): 51–76.

Society for Colleges, National and University Libraries (2011). *The SCONUL Seven Pillars of Information Literacy: Core Model for Higher Education*. Accessed from eprints.nd.ac.uk/file-store/production/192827/15627C4-30EE4356A2ED-A48D9D474286.pdf on 15th July 2021.

Solmaz, D.Y. (2017). Relationship between Lifelong Learning Levels and Information Literacy Skills in Teacher Candidates. *University Journal of Education Resource 5,* 939–946.

Suorsa, A.; Bossaller, J. S.; Budd, J. M. (2021). Information Literacy, Work, and Knowledge Creation: A Hermeneutic Phenomenological Point of View. *Library Quarterly, 91,* 457–472.

Taherdoost, H. (2022). What are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations. *Journal of Management Science & Engineering Research, 5*(1): 53-63.

Toroghy, F.K., Sanatjoo, A. and Tajafari, M. (2022). Examining information literacy experience considering activity theory and task complexity. *Malaysian Journal of Library & Information Science, 27*(3): 97-127 https://doi.org/10.22452/mjlis.vol27no3.5

Travis, T.A. (2011). From the classroom to the boardroom: The impact of information literacy instruction on workplace research skills. *Education Librarianship.* 34: 19–31.

Trixa, J. & Kasper, K. (2024). Information literacy in the digital age: information sources, evaluation strategies, and

perceived teaching competencies of preservice teachers. *Secondary Educational Psychology, 15*.Sec. Educational Psychology

Tshuma, T., & Chigada, J. (2018). "Analysing information literacy practices at selected academic libraries in Zimbabwe". *South-African Journal of Information Management, 20(1)*. https://hdl.handle.net/10520/EJC-110b6b1155**.**

UNESCO (2023). *About Media and Information Literacy.* Last update: 20 April 2023. Retrieved 1.08.2023 from https://www.unesco.org/en/communicationinformation/media-informationliteracy/about.

University of Manitoba, (2023). Responsibilities of Academic Staff with Regard to Students Policy and Procedure. Academic Calendar,2023-2024. http://umanitoba.ca/admin/governance/governing_documents#students.

Wilde, N., & Hsu, A. (2019). The influence of general self-efficacy on the interpretation of vicarious experience information within online learning. *International Journal of Educational Technology in Higher Education, 16*(1), 1–20.8.

Wu, M.-S. (2018). Information literacy, creativity, and work performance. *Information Development, 35*, 676–687.