

A CORRELATIONAL ANALYSIS OF RELATIONSHIP BETWEEN MEDIA AND INFORMATION LITERACY SKILLS AND JOB PERFORMANCE OF ACADEMIC STAFF IN HIGHER EDUCATION INSTITUTIONS IN DEVELOPING NATIONS

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Abstract

Media and Information literacy have recently received much interest, and they are being recognized as critical strategic organizational resources and skills that employees need to obtain to function at their workplaces. Yet, the role of employees' literacy seems neglected in current literature. This paper aims to explore the role of the relationship between media and information literacy and the employees' job performance in Nigeria as a developing nation. The study used a quantitative survey research approach using an online survey questionnaire to collect data from the academic staff of nine public colleges of education in Southeast Nigeria. The population of the study is 3200 and using purposive sampling technique to select the sample size of 725 respondents. The study measures the relationship between the variables using the Statistical Package for the Social Sciences (SPSS) and correlation analysis to analyze the data. Findings reveal a significant correlation between media literacy and information literacy skills and the job performance of academic staff at 0.01 level. The correlation was high and positive in the association between information literacy skills and job performance ($r=.710$, $p<0.01$) and moderate and positive in the link between media literacy skills and job performance ($r=.651$, $p<0.01$) of academic staff. The study recommends that the management of colleges of education in Nigeria should give attention to the literacy of their academic staff, providing opportunities for them to acquire the necessary and relevant skills needed to perform their functions of teaching, research, and community service effectively and efficiently.

Keywords: Media and Information Literacy, Media and Information literacy Skills, Media literacy skills, Information literacy skills, Individual Job Performance, Correlation analysis

Introduction

Considering the complexity associated with access to certain information, coupled with emerging concepts in ICT and the need to effectively utilize information resources in any library, a user requires a certain degree of skills and knowledge to access and use information. With the rapid growth in information development, the ability of citizens to be

media and information-literate has become critically essential. With the advent of the knowledge economy, it has become important for individuals to continuously improve their media and information literacy skills to adapt to the always-evolving information environment. Media and information literacy seem to be necessary for the formation of a citizenry capable of using information critically.

Media and information literacy covers competencies that enable people to make use of digital technologies critically and effectively. Capacities in these areas are indispensable for all citizens regardless of their ages or backgrounds (Azoula,2021). Media and Information literacy empowers individuals to be curious, to search, to critically evaluate, to use, and to contribute to information and media content wisely. In the digital age, where business success depends on staff performance, MIL integration is vital. Academic staff needs knowledge, skills, and psychological capacity to teach, research, and serve the community. Thus, enhancing MIL among learners and all citizens requires that educators themselves become media and information literate (UNESCO,2021) Given this, this study focused on the effect of media literacy and information literacy skills on individual job performance, concerning research productivity and online teaching of the academic staff of colleges of education in Nigeria.

Information is accessible through an infinite number of formats and sources. There is considerable variation in quality between the numerous available information sources. During a typical Internet search, a user can access and receive authoritative, up-to-date, and trustworthy information sources and biased, out-of-date, misleading, or inaccurate ones. In addition, a single online search is likely to yield more results than you might anticipate. Therefore, users demand numerous and diverse media and information literacy skills. Upon

acquiring these talents, the individual would be able to achieve independence. In addition, information literacy (IL) abilities are an essential component of the graduate qualities and skills required by the Nigerian workforce. (Krubu, 2015).

Should IL be approached from different viewpoints, the principal point of IL is being competent and confident in an ever-changing information environment, which will help the individuals become independent and lifelong learners. (Eze & Aduba (2022). Thus, academic staff must be information literate by mastering the ability to define their information needs, seek and access information from available sources, and identify relevant sources, enabling them to create an information product ethically. IL skill is conceptualized in this study as a set of skills that comprises the ability of the academic staff in colleges of education in Nigeria to know the need for information, identify, locate, evaluate, organize and effectively create, use and communicate information in an ethical manner to address issues or problems relating to individual job performance.

From the onset, media literacy and information literacy have been treated as separate fields of research, but at the present stage, sometimes for convenience of reference, they tend to be combined into a broad field with some common objectives and competencies that are vital for people's everyday life, work, or study. The most obvious point of convergence between these two disciplines is the application of critical thinking skills to their areas of focus. However, although these disciplines are clearly related and, in some instances, overlap, they remain distinct areas of study. Information Literacy applies critical thinking skills to the assessment of Information. Media Literacy is a critical thinking skill that is applied to the source of most of our information – the channels of mass communication” (Silverblatt, 2016).

In line with the digital era, media literacy and information literacy skills still need to be basic to support their job performance. Academics can easily access information resources to support their research. Financial limitations and limited internet bandwidth are two things that can make it difficult for university researchers to access materials for research employees of Nigerian universities. Information literacy abilities have a favourable impact on the research output of faculty members at Nnamdi Azikiwe University in Awka, Nigeria, according to Nwosu, Obiamalu, and Udem (2015). Job performance comprises behaviour that workers demonstrate in their jobs that are relevant to the establishment's goals. Job performance is of interest to organizational behaviour, and the result is an important factor for individual work effectiveness evaluation. Thus, an organization's success or failure depends on the job performance of the individuals in that organization (Popoola & Tabuke 2021). Performance is anything done by employees in their workplaces in accordance with the goals and ideas of the organization (Ramdali, Marliani and Rahman, 2019). This can be described as measurable (observable) behaviour., Ramdani et al. (2019) argue that three things occur in performance, namely, declarative knowledge (understanding and knowledge of works and tasks), procedural knowledge and skills (abilities and more specific knowledge about the procedure for daily things), and the third is motivation. Individual performance is one of the key indicators of team and organizational performance, and consequently, it contributes to companies' productivity and competitive ability. Therefore, it becomes paramount that management maintains, improves and optimizes individual job performance. The study investigated the relationship between the academic staff's job performance and their possession of media and information literacy skills in colleges of education in Southeast Nigeria. It also sought to ascertain the degree of proficiency they had.

Academic staff are vital to the functioning of colleges of education, performing teaching, research, and administrative/service duties. The primary responsibility of academic staff is the pursuit and dissemination of knowledge and understanding through teaching, research, scholarly activity, and creative artistic activity. They comprise researchers, teachers, and scholars. They play a crucial role in university governance, participating in decision-making at national, institutional, and academic levels (Palamarchuk, 2018). They should endeavour conscientiously to develop their scholarly competence and their effectiveness as teachers through media and information literacy. This article focused on the relationship between media and information literacy skills and the individual job performance of academic personnel in colleges of education in southeast Nigeria. It is a correlational study aimed at determining the degree of strength of the relationship between media and information literacy and the job performance of academicians.

Colleges of education in Nigeria are responsible for producing professional teachers for primary and junior secondary education, equipping them with relevant skills and methodologies (Ebisine, 2013). Colleges of education are training centres for preparing young students interested in the teaching profession. These colleges prepare their students to become competent teachers in the Society. Essentially, colleges of education are to provide full-time courses in teaching, instruction, and training and to conduct courses in education for qualified teachers. To achieve this objective, academic quality assurance is required. Colleges of Education award the Nigerian Certificate of Education (NCE) at the end of a 3-year programme, and bachelor's degree in education (B.Ed.) at the end of a 4-year programme, for degree awarding colleges of education. The students engage in a teaching practice programme as a prerequisite for certification as a teacher. In addition to this, they also sit for

the National Teachers' Registration Council Examination to qualify and register as a certified teacher. Most NCE-holders seek admission into the universities to obtain bachelor's degrees in education, the B.Ed., which could increase their chances of teaching at senior secondary schools or becoming head teachers at primary schools.

The effectiveness of the vision and goal of a higher education depends largely on its academic staff. To meet their Key Performance Indicators (KPI), they must be capable and perform well. Academic personnel are a university's most valuable resource (Nasuruddin, 2018). They are essential in determining whether a university's vision and mission are successful. In addition to teaching and learning, academicians at universities are also responsible for research and publication, grant-seeking, attending conferences and seminars, consulting, training, innovation and commercialization, community service, and administrative duties. The universities established Key Performance Indicators (KPIs) for many of these duties, including research and publication production. They are expected to be capable and perform well in reaching their KPI. According to a study by Henry et al. (2020), University Teknologi MARA (UiTM) staff members' research output was impacted by behavioural, environmental, and personal factors. Academic staff play a vital role in determining the success of the vision and mission of a higher institutions of learning.

Literature Review

Information literacy skills

Information Literacy (IL) has been considered in different ways. It is an important skill to move ahead across the globe, flooded with information exponentially. It is an enabler that touches all aspects of learning and in fact, the key to success in any life endeavour in this information and technological era. Nowadays information literacy is an indispensable

competence as information is ubiquitous and overwhelming. This competence is required in all spheres and should be constantly improved.

Today's world is overloaded with various information; information is everywhere, and people perceive it in different ways. Modern media offer an overwhelming amount of news, facts, and opinions that are not always trustworthy and, therefore, should be checked. That is why information literacy (IL) plays a crucial role in the forming of people's horizons and makes the basis of education. Fedorov (2017) defines IL as the ability to analyze and synthesize reality, the ability to read the information text, and knowledge of the basics of information culture. In today's environment of rapid technological change and the explosive proliferation of information resources, information literacy is becoming increasingly very important. Due to the increasing complexity of this environment, individuals in different work environments are faced with a variety of information options. In such situations, reliance on information literacy allows the use of inherent opportunities in the information society (Sharkey 2006, cited by Toroghy, Sanatjoo, & Tajafari, 2022). They further stated that the environmental context of information use should also be considered when discussing information literacy because there is an interactive relationship between the individual and the environment in which he operates. Information literacy improves learning, skills, values, beliefs, and cultural awareness (Ashiver, Agoh & Ihongo, 2018). Information literacy encourages people to think critically about the information they receive and to generate new knowledge. To achieve information literacy, subject-specific knowledge, access to information resources, good research methodologies, and the smart use of information sources are required (Ogbo, Uzoagba & Nwebiem, 2017).

Media literacy skills

Media literacy (ML) is the result of the media education process, that is, the ability to select, use, perceive, create, analyze, evaluate, and transmit media texts (messages), to understand the sociocultural and political context of the functioning of the media, etc. (Fedorov, 2017). 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.

Media literacy is a new way to transfer knowledge by combining traditional concepts with technology (Kalimullina et al. 2021; Pfaff-Rüdiger & Riesmeyer, 2016). Media literacy enables citizens to access, understand, and create communication between individuals in various contexts. McAnulty (2020) explains that media literacy can help find the information needed quickly, easily, and relevant. It is based on the ability of the individual to access, analyze, evaluate, and create media texts of various forms and genres. It also enables the individual to comprehend the role of media and communication in society. According to Fedorov & and, Mikhaleva (2020), media literacy is one of the key competencies nowadays. It has become a vital skill for an individual to survive in the modern digital environment. The individual needs to be educated on how to understand media content and messages. Media literacy education, according to Fedorov, (2020) is the key to understanding the modern information society: today, a person is simply obliged to be media-competent, otherwise he or she will not only become an easy victim of numerous media manipulations but will not be able to fully enter the differentiated world of media culture.

2.3. Media and Information Literacy Skills

The goal of media and information literacy is to empower people to take active roles in their communities and make ethical decisions. The modern media environment makes it extremely important to have media and informational competencies. Its basic and major function is to provide access to information and knowledge and promote free, independent, and pluralistic-mediated social environments. UNESCO (2020) states that media and information literacy recognize the primary role of information and media in our everyday lives. It lies at the core of freedom of expression and information – since it empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producers of information and media content. Traditionally, media literacy and information literacy have been treated as separate fields of research, but at the present stage, through the efforts of UNESCO, they are combined into a broad field with some common objectives and competencies that are vital for people's everyday life, work, or study. Silverblatt (2016) argued the concurrence in applying critical thinking skills for the development of IL and ML. He asserted that both are separate domains according to the purpose of their application as IL uses them to assess the information, and ML to choose the source of the channels of mass communication. Fedorov & Mikhaleva, (2020) support this point of view.

Media and information literacy contribute to increasing the quality of education because both aim to foster critical thinking and are competency-oriented approaches that our current knowledge societies demand (Cited by Bintoro & Winarsih, 2022). Meaningful education content needs to include the information skills that citizens need to be able to feed themselves to make decisions in life intellectually: at school, at work, and in society, and to meet every challenge and opportunity that life offers (UNESCO, 2008, cited by Bintoro &

Winarsih, 2022). If information is regarded as a basic knowledge input, individuals ought to know how to find it, evaluate it, use it, and communicate it. Individuals' intellectual ability to think critically and learn how to study is enhanced by media and information literacy (Chan et al., 2017; Churchill, 2020). In this electronic information age, academic staff must be able to identify relevant information among the massive amount of information available on the internet, integrate it from many sources, and use it effectively to make choices on issues and solve problems. Being digitally literate is vital for becoming a good instructor in this world. Enhancing MIL among learners and all citizens requires that educators themselves become media and information literate (UNESCO,2021).

2.4. Job Performance

Given the current digital landscape, it remains crucial for individuals to possess fundamental media and information literacy skills to enhance their work performance. Job performance comprises behaviours that workers demonstrate in their jobs that are relevant to the establishment's goals. Job performance is of interest to organizational behaviour, and the result is an important factor for individual job effectiveness evaluation. Performance is anything done by employees in their workplaces by the goals and ideas of the organization (Ramdani, Marliani, and Rahman, 2019). This can be described as measurable (observable) behaviour, which may include physical activities and activities that may occur in the psychological individual, such as cognitive processes and problem-solving. They also emphasized job performance is based on behaviour rather than results. Muhammed (2018) and Adeyemi (2019) remarked that psychological capital has a great potential for fostering creativity, innovation, and increased performance in university library personnel. There is a great tendency for psychological capital to assist university employees in having career

resilience, job satisfaction, problem-solving ability, low turnover intentions, and job performance. Academic staff are required to possess substantive knowledge, skills and most importantly, the psychological capacity required to perform their functions of teaching, research, and community services effectively and efficiently.

Employee job performance is a source of concern for the survival and competitiveness of any establishment. The vision and mission of an organization can be achieved only through employees willing to exert effort and extra effort to carry out the duties and responsibilities assigned to them (Abun, Ubasa, Magallanes, Encarnacion & Ranay, 2021). According to Ramdani et al. (2019), performance is influenced by three factors: understanding and knowledge of work and tasks, abilities and specific knowledge about daily procedures, and motivation. Employees will be motivated to enhance their work performance to improve the institution's overall productivity and increase their resilience in the face of potential re-organization and downsizing. Therefore, management must uphold, enhance, and maximize individual job performance. The employer or manager should undertake a regular evaluation of work performance to ascertain the performance of the employees, find reasons for non-performance, and provide solutions to them. Job performance consists of a set of employees' behaviours that are perceived to agree with organizational goals that can be measured, monitored, and assessed as an achievement at an individual level (Nwokike and Unegbu, 2019). The academic personnel's job performance is that aspect of work behaviour relevant to the institution's success. Thus, an organization's success or failure depends on the job performance of the individuals in that organization (Popoola & Tabuke, 2021). The ability and capability of academic personnel to perform functions competently is essential for the institution's overall effectiveness of higher learning.

Thus, an organization's success or failure depends on the job performance of the individuals in that organization (Popoola & Tabuke, 2021).

To support their professional performance in the era of digitization, students and lecturers still need a fundamental comprehension of media literacy and 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).

Research Productivity

Research Productivity provides an important background for academic staff to become successful, as they are from documented studies that other researchers have done. Research productivity plays a major role in defining success in academic circles, as it is related to the promotion, tenure, and salary of academic staff (Okonedo, 2015). Creswell (2014) states that the most frequently used measure for the quantity or amount of research productivity is a numerical publication count over a certain period. Most studies measure productivity by calculating a composite indicator derived by summing the number of finished research reports, published reports, and utilized research reports. Okonedo (2015) and Tsafe, Basaka, and Mohammed (2016) conducted independent studies on research productivity in Southwest and Northern Nigeria respectively which revealed that scholars in Nigerian universities published an average of one research paper per year. Ifijeh, Ogbomo, & Ifijeh (2018) deplored the low rate of research publication when compared to scholars in developed countries.

Access to relevant information resources is essential in conducting any type of research. Iroaganachi and Izuagbe (2018) state that research productivity is highly dependent on the effective utilization of quality information resources, so academic libraries must be well stocked with relevant information resources in diverse formats and equipped with adequate facilities that will ensure that researchers and other library users can utilize the available resources effectively and maximally. The availability of information resources to the researcher encourages the researcher to conduct research and helps to situate his/her work in the context of available literature. Very often the available resources in the library are underutilized due to lack of information literacy skills. This is acknowledged in studies such as Nwosu, Obiamalu, and Udem (2015) who examined the relationship between ILS and the research output of academic staff of Nnamdi Azikiwe University, Awka, Nigeria, and found amongst others, a positive correlation between ILS possessed by the academic staff and research output. Udem & Anaehobi, 2020) in a different environment found a correlation between ILS and research productivity. It is obvious that informed users of today, including academic staff, need to be equipped with ILS to effectively feel the need, access, and use information that abounds in this information age. The uncertainty of quality and increasing volume of information poses a great challenge for any information user.

It is obvious from the literature that information literacy can greatly improve academics' research productivity. Olakunle and Olanrewaju (2019) investigated the relationship between ILS and the research productivity of researchers in Nigeria, using socioeconomic factors as the mediator. The study used a questionnaire for data collection; out of 782 academic staff in research institutes in Southwest, Nigeria, 610 respondents completed the questionnaire. Descriptive correlation analysis was used to analyze the data. The study

reveals a significant relationship between every component of ILS and the research productivity of the academic faculty of research institutes in Nigeria. Anekwe and Uzoamaka (2018) investigated the impact of web-based information literacy skills on academic research productivity in Nigerian Federal Universities. The study's findings indicated that the possession of web-based information literacy skills has greatly improved research productivity among academic staff in federal universities in the country.

Academic staff

As per the Academic Calendar of the University of Manitoba (2023), "Academic Staff" includes all individuals primarily involved in instruction, research, or service/academic administration. This encompasses employees holding academic ranks such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or their equivalents. They are primarily responsible for teaching, learning, and research functions (Palamarchuk, 2018). Their responsibilities extend beyond teaching and research to include representation in governing bodies like the Senate and the University Council (Palamarchuk, 2018). The intensification of academic work, balancing research and teaching responsibilities, and maintaining work-life balance are ongoing challenges for academic staff (Houston et al., 2006). Despite these challenges, academic staff remain essential to universities' core functions and effective governance (Palamarchuk, 2018).

The quality of academic staff is a key consideration in higher education accreditation frameworks, encompassing factors such as qualifications, research intensity, disciplinary orientation, diversity, and international orientation (Sarrico & Alves, 2015). While academic staff quality generally meets standards, qualifications and research intensity issues may need addressing in some cases (Sarrico & Alves, 2015).

Colleges of Education.

Colleges of Education are tertiary institutions primarily focused on training primary and junior secondary school teachers (Aina, 2014; Ebisine, 2013). In Nigeria, these colleges offer three-year programs leading to the Nigerian Certificate of Education (NCE), (Onifade & Onifade, 2011). This certificate qualifies the recipient to teach in junior secondary schools. These colleges have evolved, with some originating from teacher training institutes (Newman, 2013). In Nigeria, colleges of education are recognized as a kind of educational institution with a higher level of study. The target audience for these programmes, which are intended to provide excellent preparation and instruction, is individuals who wish to pursue a successful academic career in education. Colleges of Education play a crucial role in addressing teacher shortages and improving educational quality (Negasi, 2023).

Statement of the Problem

This study examines the relationship between information literacy and media literacy skills and individual work performance among academic staff of colleges of education in Southeast Nigeria. The identified problems include the followings, namely: Inadequate Information Literacy Skills and Media 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 and information literacy have an impact on lifelong learning (Emisiko & Severina, 2018). 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, 2019).

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 and 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).

Methodology

Research Questions:

From the specific objectives, the following research questions were drawn, namely

1. What is the influence of information literacy on the individual job performance of academic staff of colleges of education in Southeast Nigeria?
2. What is the influence of media literacy skills on the individual job performance of academic staff of colleges of education in Southeast Nigeria?

Hypotheses:

H1: Information Literacy Skills of academic staff have a positive relationship with individual job performance.

H2: Media Literacy Skills of academic staff have a positive relationship with individual job performance.

Based on the review of related literature, a 69-item questionnaire was constructed. The study is a quantitative survey method. A purposive sampling technique was employed to select a 725-representative sample from the population of the study. 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.

To ensure the validity, reliability, and normality of data, the research instrument was pre-tested by experts/scholars. A pilot test was also carried out through a survey and thirty-nine (39) academic staff participated. Copies of the questionnaire were distributed electronically through Google Forms by the researcher to the academic staff of colleges of education in southeast Nigeria. Data was processed using SPSS. The level of respondents' agreement was measured using a Likert scale, with 1 representing "strongly disagree" and 5 representing "strongly agree." According to this study's findings, a total of 725 valid questionnaires were collected. The first part elicits respondents' background information, the second part focuses on aspects of individual work performance of lecturers, the third measures the aspects of information literacy skills, while the fourth part assesses the media literacy skills of the respondents. All obtained data were evaluated using statistical packages for the social science programme (SPSS), with frequency analysis and percentage analysis serving as the fundamental analyses.

The descriptive statistics were analyzed to summarize the information about the respondent. Pearson correlation was used to describe the strength and direction of the relationship between two variables. In this study, the relationship between media and information literacy skills and individual work performance was investigated using this analysis. A positive correlation indicates that as one variable increases, so does the other variable. A negative correlation indicates that as one variable increases the other decreases. A perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value of the other variable. On the other hand, a correlation of 0 indicates no relationship between the two variables. (Zali, Razlan, Baniamin, & Setia, 2022). The Bivariate correlation procedure was subjected to a two-tailed test.

Findings and Discussion

5.1. Demographic Profile of Survey Respondents

In this research, the collective information of the respondents is visually tabulated in the following format in Table 1 to observe the percentage level and frequency of the sample (N=725). Respondents according to the faculty or school of duty. 192 (26.5%) came from the school of Education, 147 (20.3%) were from the School of Sciences, 138 (19.0%) were from the School of Arts and Social Sciences, 126 (17.4%) were from the School of Vocational and Technical Education, while 113 (15.4%) came from the School of Languages. There are also other respondents from other schools (6,1.4%). For the academic status category, there are five academic statuses of respondents for this research. Respondents who are Chief Lecturers are 215 (29.7%), Principal Lecturers (207, 28.6%), Lecturers (150,20.7%), Senior Lecturers (146, 20.1 %), and others (7, 1.0%) respectively. Out of the

725 respondents, 375 were females (51.7%) and 350 (48.3%) were males. The respondents were aged between 30 and 65 years old, with most (267) being 41-50 years old and the least of them (17) were aged below 30 years. As shown in Table 1, the largest group was 41 – 50 years (n=267,38.8%), followed by 51 -60 years (n=196, 27.0%), and 31 – 40 years (n=185, 25.5%), above 60 years (n=60, 8.3%). The smallest age group was below 30 years (n=17, 2.3%). As regards educational qualification, the largest were the holders of master's degrees (n= 364, 50.2%), followed by holders of Ph.D. degrees (n= 277, 38.2%), and holders of bachelor's degrees (n= 80, 11.0%). The least were holders of other qualifications, such as Postgraduate Diploma in Education (n= 4, 0.6 %).

For the category of work experience of respondents, respondents who have 11-20 years of working experience recorded highest (254, 35.0%), followed by those with 21-30 years of working experience (155, 21.4%), 1 -10 years' experience (154, 21.2%), below one year experience (82,11.3%), and those within 31 years and above (79, 10.9%) experience has the last record—respondent within the income level between N 101,000. - 200,000 were 242 (33.4%) of the income level between N201,000 - 300,000. were 221 (30.5%) of income level between N301,000 - 400,000 and 142 (19.6%) below N100,000. were 70 (9.7%), and of income above N400,000 were 49 (6.8%) respectively.

Table 1.0. Demographic Profile

Demographics Items	Frequency (N)	Percentages
Faculty/School/Unit		
Arts and Social Science	138	19.0
Education	192	26.5
Languages	112	15.4

Sciences	147	20.3
Vocational and Technical Education	126	17.4
Others	10	1.4
Total	725	100%

Academic Status

Chief Lecturer	215	29.7
Principal Lecturer	207	28.6
Senior Lecturer	146	20.1
Lecturer	150	20.7
Others	7	1.0
Total	725	100%

Gender

Male	350	48.3
Female	375	51.7
Total	725	100%

Age

Below 30	17	2.3
31-40	185	25.5
41-50	267	36.8
51-60	196	27.0
Above 60	60	8.3
Total	725	100%

Highest academic qualification

Ph.D.	277	38.2
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Master's	384	50.2
Bachelor's	80	11.0
Others	4	0.6
Total	725	100%

Working experience

Below 1 year	82	11.3
1-10 years	154	21.2
11-20 years	255	35.2
21-30 years	155	21.4
Above 30 years	79	10.9
Total	725	100%

Income Level

Below N100,000	70	9.7
N101,000-200,000	242	33.4
N201,000-300,000	222	30.6
N301,000-400,000	142	19
Above N400,000	49	6.8
Total	725	100%

Questionnaire Reliability

Table 2.0. shows the Cronbach alpha coefficients as the reliability and internal consistency of Likert scale questions results for this study. All the Cronbach's alpha coefficients were more than 0.7, suggesting the questionnaire is reliable.

Table 2.0. Reliability statistic for the questionnaire.

Variables	Cronbach's Alpha
Information Literacy Skills	0.913
Media Literacy Skills	0.937
Individual Job Performance	0.796

Table 3.0. Correlation analysis

Correlations		ILS	MLS	IWP
ILS	Pearson Correlation	1	.814**	.710**
	Sig. (2-tailed)		.000	.000
	N	725	725	725
MLS	Pearson Correlation.	.814**	1	.651**
	Sig. (2-tailed)	.000		.000
	N	725	725	725
IJP	Pearson Correlation.	.710**	.651**	1
	Sig. (2-tailed)	.000	.000	
	N	725	725	725

**. Correlation is significant at the 0.01 level (2-tailed).

Note: ILS - Information Literacy Skills

MLS - Media Literacy Skills

IJP - Individual Job Performance

Correlation analysis was conducted to determine the strength of the relationship between information literacy skills, media literacy skills, and individual job performance among the academic staff of colleges of education. It was found that media and information literacy skills have a significant correlation with the individual job performance of academic staff. The correlation matrix is shown in Table 3.0 above. The correlation is $r=.710$, $p<0.01$ for ILS, and $r=.651$, $p<0.01$ for MLS with individual job performance at the 0.01 level (2-tailed). This means that an increase in the possession of ILS by the academic staff would lead to higher work performance. The correlation is said to be high and positive since the size of the correlation is $+.70$ to $+.90$. Similarly, an increase in the possession of media literacy skills would also lead to higher performance and productivity at the workplace. The correlation is said to be moderately positive with the size of correlation of $+.50$ to $+.70$. A positive correlation means that the variables move in the same direction. Put differently, it means that as one variable increases, so does the other, and conversely, when one variable decreases, so does the other. In this study, the increase in the possession of media literacy and information literacy skills possessed by academic staff would lead to an increase or high performance at the workplace. On the other hand, if the media and information literacy skills of the academic staff decrease, the job performance would also decrease.

Pearson product correlation of media and information literacy skills with individual job performance was found to be high, positive, and statistically significant ($r=.71$, $p\leq.001$ for ILS), and moderate, positive, and statistically significant ($r=.65$, $p\leq.001$ for MLS). Thus,

H1 and H2 were supported. This shows that an increase in the possession of media and information literacy skills would lead to higher work performance and service delivery by the academic staff of colleges of education in Nigeria.

Recommendations

Results showed there was a significant, strong, positive correlation between the relationship of media literacy and information literacy skills on individual job performance among academic staff of colleges of education in southeast Nigeria. Individual job performance (IJP) is one of the key indicators for team and organizational performance. Consequently, it contributes to the productivity and competitive ability of institutions. The success or failure of an organization depends on the job performance of the individuals in that organization (Popoola & Tabuke, 2021). The capability of academicians to perform functions competently is essential for the overall effectiveness of the institution of higher learning. The study recommends that

1. Academic staff would be encouraged to increase their job performance level to boost the institution's performance and productivity.
2. Literacies are such an important skill set in the digital era and management should identify which work groups or individuals require literacy training and instruction and provide specific and relevant training or literacy interventions to increase their literacy level.
3. Since the increase in the possession of media and information literacy skills leads to higher performance at the workplace, the management of colleges of education should pay close attention to the literacy levels of their staff. This is because better MILS possession

would boost and improve the individual job performance of College of Education academic professionals.

Conclusion

The academics who work in educational institutions are responsible for conveying essential knowledge to pupils, intending to develop the students' independence and self-confidence. Academics must be able to identify when information is needed, know the sources of information that can meet their needs, understand how to access information to fill the knowledge gap and be able to minimize the barriers that obstruct their access to information to carry out their primary functions of teaching and research effectively. Only then will they be able to fulfill their jobs as instructors and researchers effectively? The knowledge and skills contained in the information literacy concept could benefit both students and teachers. A student's academic career will be considerably more gratifying and trouble-free if they have a firm foundation in the appropriate abilities. If lecturers are equipped with the skills necessary for information and media literacy, they can train students to become critical thinkers, intellectually curious observers, information makers, and information consumers. Therefore, it becomes paramount that management maintains, improves, and optimizes their individual job performance, by undertaking a regular evaluation of work performance to assess the performance of the employees, find reasons for non-performance, and provide solutions to them. They should also conduct relevant training or literacy interventions aimed at helping those who lack sufficient literacy to update their skills. This study contributes to the body of knowledge by increasing research on academic staff's media literacy and information literacy and individual job performance.

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