

**INFLUENCE OF INFORMATION LITERACY, TRAINING AND ICT COMPETENCE
ON JOB PERFORMANCE OF ARTISANS IN NORTH CENTRAL NIGERIA**

BY

**OYETUNJI, OLABISI ABIDEMI
MTECH/SICT/2018/8455**

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA**

JANUARY, 2023

**INFLUENCE OF INFORMATION LITERACY, TRAINING AND ICT COMPETENCE
ON JOB PERFORMANCE OF ARTISANS IN NORTH CENTRAL NIGERIA**

BY

**OYETUNJI, OLABISI ABIDEMI
MTECH/SICT/2018/8455**

**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL FEDERAL
UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
TECHNOLOGY IN LIBRARY AND INFORMATION SCIENCE**

JANUARY, 2023

ABSTRACT

The study investigated the influence of information literacy, training and ICT competence on job performance of Artisans in three states in North Central Nigeria. The study was guided by eight objectives with corresponding research questions and four null hypotheses. The objectives were to determine the information literacy level of artisans, type of training programmes provided for artisans, identify the information literacy skills, identify the ICT competence, determine the influence of information literacy skills on job performance, determine the influence of training on job performance, determine influence of ICT competence on job performance of artisans and to identify challenges facing information literacy, training and ICT competence on job performance. The population of the study was 2,371 Artisans and sample size of 341 respondents was used. The instrument used was a self-designed closed ended questionnaire. Descriptive statistics (frequency counts, mean and standard deviation) was used to analyse data collected on the research questions, while inferential statistical tools (multiple regression, regression coefficient and ANOVA) were used to test the four null hypotheses. Findings from the descriptive analysis revealed that artisans have exhibited high level of information literacy skill with 3.02 value, apprenticeship, use of case study and coaching/mentoring were the major styles preferred by artisans to acquire training with value of 3.45. Artisans were competent in basic and simple ICT operations needed for their job with 3.27 value. The study concluded that Artisans exhibited high skill in sourcing, identifying, use, location and evaluation of information with. Possession of information literacy skills by artisans has influenced their job tremendously as required. Training is the only avenue for gaining new knowledge and improving quality of products and services for Artisans. Competence in ICT among artisans enhances job performance by easing communication, increase productivity and encourage wider patronage. Results from hypotheses tested showed that all null hypotheses were tested at 0.05 level of significance revealed that for a unit increase in one unit of any of the independent variable, there was an increase in dependent variable. The study recommended amongst that Artisans should endeavour to strive for more competency in identification of accurate information and continue to use this information to improve service delivery. Librarians also should look beyond the learned society in catering for information needs of artisans and apart from the stereotype apprenticeship style of training common among artisans, Distance learning and Internet-based learning should be considered and utilized.

TABLE OF CONTENTS

Title Page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures	ix

CHAPTER ONE

1.0 INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the research Problem	9
1.3 Aim and Objectives of the Study	10
1.4 Research Questions	11
1.5 Hypotheses	11
1.6 Significance of the Study	12
1.7 Scope of the Study	13
1.8 Operational Definition of Terms	13

CHAPTER TWO

2.0	LITERATURE REVIEW	14
2.1	Conceptual Framework of the study	14
2.2	Theoretical framework	16
2.3	Information literacy and information literacy skill	18
2.4.	Training Programme and Development	21
2.5	Effect of training on job performance	25
2.6	ICT Competency/skills on job performance	28
2.7	Challenges of information literacy skills, training and ICT competence on job performance	32
2.8	Review of related empirical studies	50
2.9	Summary of literature Review	50

CHAPTER THREE

3.0	RESEARCH METHODOLOGY	51
3.1	Research Design	51
3.2	Population of the Study	51
3.3	Population Size	54
3.4	Sample Size	54
3.5	Sample Size and Sampling Technique	55
3.6	Data Collection Instrument	55
3.7	Validity of the Data Collection Instrument	55
3.8	Reliability of Data Collection Instrument	56
3.9	Procedure for Data collection	56

3.10 Method of Data Analysis

CHAPTER FOUR

RESULTS AND DISCUSSION	57
4.1 Response Rate	57
4.2 Descriptive Analysis of Demographic Data of the Respondents	57
4.3 Sample Distribution based on Years of Experience.	81
Distribution of Respondents based on Gender.	
Sample Distribution based on Vocation.	
Sample Distribution based on Academic Qualification.	
4.3 Presentation and Analysis of Data	82
4.3.1 Information literacy level of artisan	83
4.3.2 Type of training programmes available for artisan	84
4.3.3 Information literacy skills of artisan	85
4.3.4 ICT competence of artisan	86
4.3.5 Influence of information literacy skills on job performance of artisans	86
4.3.6 Influence of training on job performance of artisan	87
4.3.7 Influence of ICT competence on job performance of artisan	87
4.4 Hypotheses Testing	88
4.5 Summary of Major Findings	88
4.6 Discussion of Findings	89

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1	Conclusion	90
5.2	Recommendations	90
5.3	Contributions to Knowledge	92
5.4	Suggestions for Further Research	93
	References	94
	Appendices	102

LIST OF TABLES

Table	Page
3.1: Population of Registered Artisans in three states in North Central Nigeria	52
3.2 sample size of registered Artisans in three states in north central, Nigeria	53
Distribution of Respondents by years of working experience	57
4.2: Distribution of Respondents by Gender	58
4.3: Distribution of Respondents by vocation	59
4.4: Distribution of Respondents by academic qualification	60
4.6: Descriptive Statistics of Responses of Respondents on the information literacy skills artisan	61
4.7: Descriptive Statistics of Responses of Respondents on the training programmes available for artisans	63
4.8 Descriptive Statistics of Responses of Respondents information literacy skills of artisans	64
4.9: Descriptive Statistics of Responses of Respondents on the ICT competence of artisan	65
4.10 Descriptive Statistics of Responses of Respondents on the Influence of information literacy skill on job performance of artisan	67
4.11 Descriptive Statistics of Responses of Respondents on the Influence of training on job performance of artisan	68
4.12 Descriptive Statistics of Responses of Respondents on the ICT competence on job performance of artisan	70
4.13 Descriptive Statistics of Responses of Respondents on the Challenge of information literacy, training and ICT competence of artisan	72
4.11: Multiple regression model of influence of information literacy skills and ICT competence on job performance	72

Multiple regression model of influence of information literacy skills and training on job performance

Multiple regression model of influence training and ICT competence on job performance

Multiple regression model of influence of information literacy skills training and ICT competence on job performance

CHAPTER ONE

1.0

INTRODUCTION

1.1 Background to the Study

Job is whatever an Individual does to have financial freedom and fulfilment. While most people would agree that a job or an occupation is an essential part of life, Individuals view work differently, some people consider their job simply as a means to monetary compensation, while others consider it to be what defines their social status. We spend much of our time in the workplace; thus, we hope to find some personal interest and job satisfaction there since bringing the happiness and peace of mind is necessary to balance our personal lives and affects family and social relationships. Performance therefore is the abilities, efforts and skills put into a task by an individual. Consequently, job performance is regarded as the individual abilities, efforts and skills put into a task to actualise their job.

However, job performance is subjected to individual input and is dependent on individual abilities and skills. It is therefore important to have or work in a conducive environment with necessary facilities, adequate training, ability, skills and competence in access and use of useful information and digitization which will ease job and reach higher patronage and efficiency. Adebayo (2012) maintains that Information is very essential as it is the link to knowledge; therefore, the usefulness of information in any information source is assessed in terms of the information that is deemed valuable and is absorbed, in order to solve a problem. Information among the Economist has been identified as the fifth factor of production, this more importantly, a concept that must be utilized by everyone especially artisans to be abreast of initiatives and incentives, as well as competence in ICT and adequate training that will improve their job

performance and consequently, job satisfaction in the contemporary times. Quadri (2016) posits that work for the information professional has become characterised by fast-paced change and skills requirement. This means that Artisan are therefore required to acquire some set of skills that will help to recognise when Information is needed and the implication of it. These skills are regarded as information literacy skills.

Okebukola (2012) states that Literacy is the ability to read for knowledge and write coherently and think critically about the written word. However, Information literacy can be perceived as learning how to identify, source, access, locate, evaluate and use information. In a knowledge economy, Information literacy becomes a very important attribute of development of a Nation. Information Literacy is very important in the contemporary environment of rapidly growing or evolving technology and information age. Consequently, the ability to identify, retrieve and use Information becomes imperative for effective utilization of acquired information and by extension, efficient process and motivate job performance. It is also the ability to know when and why information is required, where to find Information, as well as how to assess, use, and disseminate Information.

Artisans are persons instructed in the fundamental theory of particular craft and are expected to continuously keep abreast of advancing technologies, new material and construction methods and as such necessary skills are required to effectively use information for quality job performance by American Library Association (2000), access and use information ethically and legally Classify, store, manipulate and redraft information collected or generated Recognise Information literacy as a prerequisite for lifelong learning.

Provision for lifelong learning opportunity for Artisans should be available to improve their skills and to prevent them from relapsing into ignorance and illiteracy, a conscious effort by all stakeholders at providing an avenue for artisans to upgrade their technical skills in order to keep abreast with the latest development in their job and this should incorporate basic Information literacy skills, effective training acquisition alongside it. An awareness campaign to raise the consciousness of artisans to the need to acquire Information literacy skills to have positive effect on their livelihood as regarded to survival, job, and that which enhance job performance and productivity. (Itunsanmi & Ojedeji 2019). Nkechi and Osadube (2016) report that availability of Information literacy programmes such as study skills, use of library and ICT Information skills are indices for proper training and as well increase performance. Artisans and rural dwellers need information mainly for survival. Hence any competencies that will improve their productivity and attract more customers will be critical to their survival. It is therefore expected that skills that will meet this critical need should be exhibited by artisans. In the same vein, Skill acquisition centers, technical schools and private artisans should focus on training and development so that applicants and or participants who invariably become artisans can keep pace with new technologies and the current market with adequate information, ICT competence and adequate and effective training.

Training is any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job/task; the acquisition or learning of specific competencies. Training implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal. Training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties

effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies and as well as understand their organization's culture. (Dewhurst *et al.*, 2012). Although artisans are manually skilled people that every time repeat their job to different customers but mostly lack information on trends in their job. Hence information on current tools and technology, health, survival opportunities should be constantly provided through training. Again while on the job, Artisans need to be updated through training and development to acquire competencies they did not have at the time of appointment. Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Artisans must seek to adapt to new structures, new cultures and new effective methods of performance to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For example, the introduction of new cars or hair styles, will require training to repair the car and fix the hair by mechanic and hair stylists. Ebitu *et al* (2016) in appraisal of skill acquisition training centers in Nigeria opined that skill acquisition is one of the indices for National development, ability for improvement and sustenance of socio-economic development must be predicated on development of competent skills. This fact holds particularly true for a developing Nation like Nigeria which is bedeviled with issues of insecurity, unemployment and underemployment. Skills acquisition is key to reduction of high rate of poverty, unemployment and insecurity as well as low level of technological development in the society. It is one of the proactive ways of ensuring the survival of individuals and invariably, economic growth and development of the nation. Employee development can manifest itself in many forms of training, evaluation, educational programmes, and even feedback. If executed correctly, the

effects of training on employee performance can often encourage growth within the worker and the organisation itself.

However, Apprenticeship is one of the oldest and the mostly adopted methods of training artisans in skills. In earlier centuries, the practice included a five-to-eight-year period of learning under a Master Craftsman through an indenture (agreement). The industrial revolution and the economic burden on poor families reduced the popularity of this long period of apprenticeship. However, mode of operation, duration and intensity varies from place to place and type of vocation. Training and development are basic needs to increase employee's accuracy role, reduce the role of conflicts among employees, and enhance the on-going learning process so that employees can adapt to changes in company practice. (Masa'deh *et al.*, 2013; Shannak *et al.*, 2010). In view of the above, Artisans should also not be left out. Government should also be continually engage the public on training them with manual skills commensurate the symbiotic relationship between industrial development and availability of relevantly skilled individuals to elevate the Nation.

ICT is the convergence of information, computers, telecommunication technologies to provide information. Computer technologies include computer and its accessories; telecommunication technologies include mobile phones, e-mails, faxmile, fax, skypeetc while broadcasting technologies include television, radio, teleconferencing etc. Yekini, (2014) perceives ICT technologies to include the Internet, wireless networks, cell phones, and other communication mediums. In the past few decades, Information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking media like Facebook, linkedln, Skype and the rest allow users from all over the world to remain in contact and

communicate, transact business and transfer goods and services on a regular basis. The use of ICT has been found by researchers to improve job efficiency and effectiveness. ICT programs like web-based and computer-based analysis of written works saves time in performing a job. Onyebuanyi *et al.* (2017) affirm that innovations in technology had contributed immensely to the development of man and few can imagine living without technology. This is also supported by Gambari, (2021) in his inaugural lecture concluded that in 21st century use of technology becomes necessity and compulsory to thrive as stated that ‘teachers who use conventional method to teach will be replaced by teachers who are ICT competent’. Technology as a key component of human life shapes the future and makes it compatible with nature through the discovery of more efficient methods and processes for the simplification of living. This advancement in technology has brought about tremendous change, effective use and sharing of Information.

Competencies are skills and knowledge required to perform a job to achieve high job performance. Incorporating this to ICT, ICT competence is skill, knowledge and capabilities applied to the use of ICT Systems, devices as well as the activities involved in the process. Therefore, ICT competence is the knowledge, skills and abilities to use computers and related technology efficiently from elementary use to advanced problem solving. Among the skills required to be competent in ICT as posited by Ayoku and Okafor (2015) are basic computer competency, use of e-mails, word processing, internet skills, database searching skills and maintenance skills. The aforementioned skills are needed by Artisans to thrive in the contemporary time in order to effectively execute task and increase job performance.

Thus, in this era of information and communication technology, Artisans should start investing in modern sophisticated technologies which will provide innovative training environment where both master and apprentice could move beyond the limits of what and how a craft is been done

from ages. It is pertinent to include ICT competency in acquiring effective skills which in turn achieve job performance. And as such Artisans should be able to search, identify and use information that will enable them aware of trending technology or tool in their chosen craft, achieve tangible achievement from the satisfaction derived from their job and ability to compete meaningfully with their peer in other region.

Coupled with advancement in technology and the knowledge-based economy which has brought in its stride globalization, new geopolitical relationships, increased market competition and a flurry of activities, the demand for highly skilled workforce has become acute. In India, for instance, Handicrafts and handlooms is one of the largest employment sector after agriculture, this is to show how significant the impact of Artisan in a nation that is striving for development. And as such this important sector of the economy should be equipped and acquire necessary skills to improve its job performance and by extension improve productivity such as the internet technologies which would lead to increased revenues, profits, and customers for SMEs. The internet can enable access to information about market trends and opportunities, government schemes, connecting with new customers, and disseminating information about products through websites and e-catalogues.

Everyone is required to exhibit at least to certain extent Information Communication Technology Competency for the utilization of ICT for retrieval and dissemination of Information by quickly locate and make use of Information by one's self or by means of the help of intermediaries and Usanga (2017) in his speech at the Lecture Series on Artisan and Economic Development in Africa, in Akwa Ibom State stressed that For individuals particularly artisans to function in an information rich, technology infused world, it is imperative for everyone to be ICT literate because ICT literacy

will empower and allow individual or groups and indeed artisan to search for information so as to ensure productivity.

Consequently, acquisition of relevant Information literacy, adequate training and ICT skills by citizens especially artisans of nations are imperative to the Nation Industrial and by extension, economic development. Corrali (2008) opines that for any Nation in search of high level of industrialization to succeed, provision of relevant skills must be given serious consideration. Most of these skills include craft, teaching, weaving, production and computer and information literacy.

Artisans are manually skilled persons, who uses local materials to make their craft and continually repeat their work. Oxford dictionary defined Artisan as someone who uses traditional skills and tools to make thing. Wikipedia went further to describe Artisan as a skilled manual worker who makes items that may be functional or strictly decorative including furniture, clothing and jewelry household items and tools or machines such as handmade devices. Artisan is a person who does skilled work with his or her hand. Mooko and Aina (2007) corroborates the Cambridge International Dictionary of English (1995) that Artisans are skilled Labour Worker who work on functional and decorative item and reach information that will enhance job performance and satisfaction. Artisans engage in such functional occupation such as Hair dressers/Cutting, Make-up Artists, Manicure and Pedicure Fixer, Mechanics, Refrigerator/Air conditioning Repairer, Masonry, Printing, Carpentry/Furniture Making, Shoe and Bag Making, Building and Construction, Electrical work, Spraying/Painting, Fashion Designing/ Tailoring, Vulcanizing, Book Binding, Plumbing, Panel beating and welding. Artisans practice a craft and may through experience and aptitude reach the expressive levels of an artist (Usanga, 2017).

Characteristics features of Artisan are high labour intensity, low capital requirement, a degree of skill, small or medium scale of production, simple technologies, self-employment, and the use of local raw materials. They are different in demography, gender, age, marital status, educational background, and socio-economic capability and responsibilities. They are formally and or informally equipped with vocational education. They served under a master as apprentice before they become skilled in their area of practice. Some are in the rural areas while others reside and practice in the urban areas.

Artisans require information on how to acquire skills, develop their craft and effectively provide services as well as information for survival, conversance with ICT facilities such as social media, internet based procedures and learning. As such, adequate and effective trainings on recent developments, skills and tools and machines are undoubtedly indispensable tools in craft making. Consequently cannot be overlooked.

1.2 Statement of the Research Problem

Continuing learning through training complimented with competence in computer facilities in carrying out basic task is pertinent in the 21st century as effective and efficient transactions and marketing depends largely on Information, ICT competence and continuous training. However, the production and availability of information is becoming alarming and as such the necessary skills required to identify, select, use and retain necessary information is quite important.

All artisans in various vocations are expected to acquire skills and training whether formally or informally irrespective of age gender, educational background to prosper especially in this interwoven society called global Village. This will enable them perform efficiently in their craft.

It will further enable them to learn how to identify, source, access, locate, use and evaluate the relevant information sources to their needs. This will further enrich their ICT competences.

Rather unfortunately, as observed by the researcher, artisans are often perceived by the society to be people without any other skill other than craft making. secondly, many researches have been tailored towards the academic populace. It has been observed that this set of the population consist a smaller percentage of the entire population but a fertile sector for exploitation hence the need to investigate influence of information literacy, training and ICT competence on job performance of Artisan.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the Influence of Information Literacy, Training and ICT Competence on Job performance of Artisans in North Central Nigeria. The specific objectives of the study are to:-

1. Determine the Information Literacy level of Artisans in North Central, Nigeria.
2. Determine the type of training programme provided to Artisans in North central Nigeria.
3. Identify Information literacy skills of Artisans in North Central, Nigeria.
4. Identify the ICT Competency of Artisans in North Central Nigeria.
5. Determine the Influence of Information Literacy skills on job performance of Artisans in North Central Nigeria.
6. Determine the influence of training on job performance of Artisans in North Central Nigeria.

7. Determine the influence of ICT Competency on job performance of Artisans in North Central, Nigeria.
8. Identify Challenges to Information Literacy, Training and ICT Competency on job performance.

1.4 Research Questions

The study was guided by the following questions: -

1. What is the information literacy level of Artisans in North central?
2. What type of training programmes are provided to artisans in North Central Nigeria?
3. What are the Information literacy skills possessed by Artisans in North Central Nigeria?
4. What are the ICT competencies of artisans in North Central?
5. What is the influence of information literacy skills on job performance of artisans in North Central Nigeria?
6. What is the influence of training on job performance of artisans in North Central Nigeria?
7. What is the influence of ICT competency on job performance of artisans in North central Nigeria?
8. What are the challenges of information literacy skills, training and ICT competency on job performance?

1.5 Hypotheses

The following null hypotheses were formulated for the study:-

H₀₁ There is no significant influence of Information literacy skills and ICT competency on job performance of Artisans

H₀₂ There is no significant influence of Information literacy skills and training on job performance of Artisans

H₀₃ There is no significant influence of training and ICT competency on job performance of artisan

H₀₄ There is no relative contribution of information literacy, training and ICT competence on job performance of Artisans

1.6 Significance of the Study

It is anticipated that the result of this research will be beneficial to Artisans, Government, Non-governmental organizations, Libraries and Information centers in many ways. The study will provide adequate awareness of the availability of Information, improved Information literacy skills and training and also ICT competency for Artisans to improve their job performance and if harnessed will enhance job performance thereby bringing about higher productivity. An informed person is a powerful person because he or she when informed and utilize the information becomes knowledge and hence apply to job performance thereby increasing productivity by contributing to national development and impacting new and improved knowledge to younger generation (apprentice) as this is a common method of training among Artisans. The result will be an eye opener to Artisans in term of readiness to identify, locate, evaluate and ethically use Information which will prompt them to Information centers and by extension, Government, Non-governmental

organizations, Libraries and Information centers will buckle up on provision for the required Information and ultimately educate them on how to identify, access and use the information and provide proper training session and of course relevant ICT skills to compete effectively with their counterparts in developed world and the challenges facing job performance. The study will also change the mentality of Artisans by making information especially Information on their job, prospects, initiatives, training, funds accessibility and survival accessible with the required skills.

1.7 Scope of the Study

The research will focus on the Influence Information Literacy Skills, Training and ICT Competence have on job performance of Artisans while the geographical scope of the research will cover three States, namely Kogi, Nasarawa and Niger States within the North Central, Nigeria.

1.8 Operational definition of terms

Artisan: Artisan is a manually skilled Person that repeatedly do their job

ICT competence: is the ability to use ICT gadgets to improve craft making

Information literacy: is the ability of Artisan to know when Information is needed and how to consult and use Information.

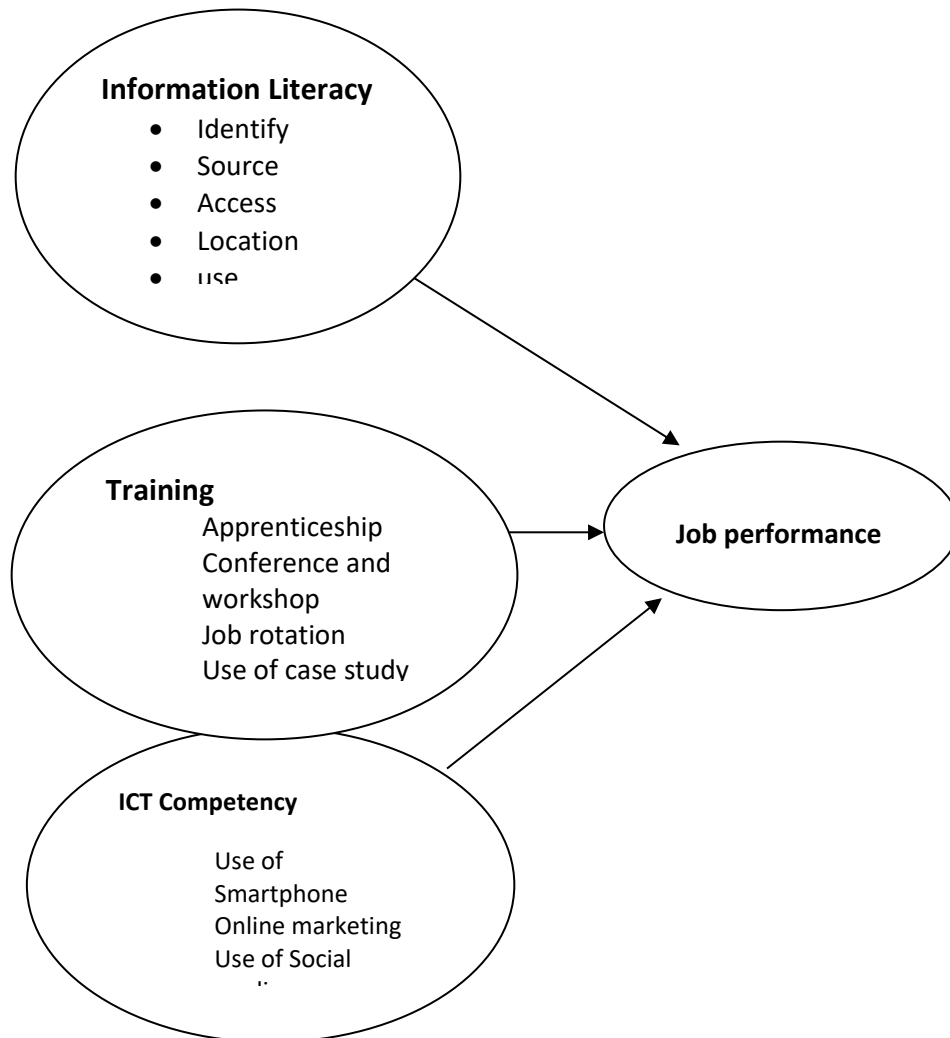
Job performance: is the ability, skills and technicality to create craft

Training: is the process of Artisan to continually seek for knowledge

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Conceptual framework of the Study



Source: researcher's concept (2021)

Figure 1: Proposed Conceptual framework of Influence of Information literacy skills, Training and ICT Competence on Job Performance.

The schema shows the interaction between, Information Literacy, training and Information Communication Technology (ICT) and the implementation of these variables to effectively influence job performance of Artisans. Training has been an important variable in increasing Organizational productivity and to support this, Heathfield (2012) identifies the functions of training as follow, Increase Productivity, Improves the quality of work, improves skills and Knowledge, Enhance the use of tools and machine, reduces waste, Accidents, Turnover, Lateness, Eliminates Obsolesce In Skills and Technologies, Methods, Products among others. More often newly graduated artisans put into practice what they have learnt from their master and as time goes on, they continue to achieve the competencies usually required for successful or excellent performance on their jobs (Dewhurst *et al.*, 2012).

During this training, the trainee/apprentice become informed as to the semantics of the job mostly craft. He/she is acquainted with the craft, raw materials used, how to source for them, prices and sales of the product by skillfully engaging in information searching, evaluation and use. Having undergone a training, the apprentice must have acquired skills and in turn become skillful in the trade or craft. In this contemporary time, Artisans are expected to be ICT competent to compete favourably with developed world, improve standards and in turn widen their market and sales opportunity. The traditional method alone may or may not help in achieving effective job performance, the application of ICT can, to a great extent help in achieving effective job performance while the application of both the traditional and ICT methods will always bring about effective job performance. Oluka and Onyebuenyi (2017), posited that innovations in technology had contributed immensely to the development of man and few can imagine living without technology. Hence the competence in using these innovations come to play. Technology as a key component of human life shapes the future and makes it compatible with nature through the

discovery of more efficient methods and processes for the simplification of living. This advancement in technology has brought about tremendous change in effective use and sharing of Information. With competence in the aforementioned variables, a high level of job performance would be achieved. (Akpan & Imran, 2014)

2.2 Theoretical framework

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals
2. To maintain itself internationally
3. To adapt to its environment

Further to this contention, Bass (1969) identified three other factors which could necessitate training activity as quoted by Monappa and Saiyadain (2008):

1. To keep pace with advanced industrialization for the organization's survival
2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms
3. Training inhuman relations has become necessary for tackling human problems for peaceful industrial relations.

Wainwright *et al* (2005) emphasized that innovations and ability in organizations are increasingly cited as desired competences which often depend on effective and creative use of ICT especially

within small firms. They suggested that development of ICT and knowledge skills which is indicative of high performing firms are linked to effective usage of ICT. The development, adoption and use of ICT tool is directly focused on improving small firm performance- linked to a human and organizational competence approach as opposed to only measuring technological capability.

Bradley (2010) compounded that individual is affected by ICT and its influence. Multiple communication channels influence reality. This reality is the job an individual does and how ICT has influenced the performance.

Social cognitive theory propounded by Schunk (2012) stated that the key role of vicarious, symbolic, and self-regulatory processes in the learning and performance of action is successive training and development. This theory is accordance with this study in portraying the importance of continuous training for improved job performance

The concept of Information Literacy has been interpreted in various ways since the early 1970s when it was first considered. Information literacy is an integral part of lifelong learning. (Candy, *et al.* 1994) Information Literate seek information for problem solving and decision making, maintain informal networks of personal contacts and use a range of strategies for staying up-to-date with developments in their field and to achieve this

To be Information literate an individual must recognize when information is needed and have the ability to locate, evaluate and use effectively the information needed. Ultimately information literate persons are those who have learned how to learn. They know how to learn because they know how information is organised, how to find information and how to use information in such a way that others can learn from them (ALA presidential committee on information literacy 1989, p.1).

2.3 Information literacy and Information literacy skills

Traditionally, literacy has been closely associated with the ability to read and write. In a knowledge economy, literacy becomes a very important attribute of development of a nation. Literacy is a sine qua non for the social, economic, cultural and political emancipation of everybody and so it should be functional and not limited to reading, writing and arithmetic. The impact of literacy should be felt in vocational skills embarked upon training the artisans to relate literacy to their skill with a focus on enabling them to get involved in community participation in the wider community. Adedokun and Oluwagbohunmi, (2013) and Odini *et al* (2018) posit that Literacy skill is a viable tool for all forms of development efforts and a strong tool for poverty alleviation. This means that literacy should bring people to an awareness of their condition and to the democratic rights, which will eventually enable them to participate in making decisions regarding their social, economic and political problems as well as the problems of their existence. McNicoll (1996) graphically highlights the limitations of the illiterate. In the present day society in which everything – law, rules, instructional directions are written, illiteracy is a severe handicap when participating in decision that affects life: it is tantamount to disability, affecting every aspect of living. It confines job opportunities to the most menial and low paid tasks

. The above implies that when people especially Artisans are not literate, their participation in national discourse and in social and economic transactions is hardly significant or meaningful. Literacy skills helps one to relate with customers in a friendly way (interaction) while information literacy keeps artisan abreast of trending activities and good interpersonal relationship. Acquisition

of literacy skills improves mastery of income-generating skills faster. Information age is among others characterised by information explosion hence information literacy is required of every individual (Wenger, 2014). Artisans are persons instructed in the fundamental theory of particular craft and are expected to continuously keep abreast of advancing technologies, new material and product in their craft hence the need to be informed and literate in acquiring relevant information arise. Ode and Mallam (2018) assert that the significance of Information in the overall socio-economic growth of local dwellers cannot be overemphasized as information is a prerequisite to economic development hence the emergence of information literacy.

Information Literacy is the ability to identify the need for information, access, evaluate and use the information. Information literacy according to Omehia, (2018) is a set of abilities requiring individuals to “recognize when information is needed and to have the ability to locate, evaluate and effectively use the needed information. In today’s rapid growth of Information, students are faced with a plethora of possible Information sources. Not only must they be able to find relevant information, they must be able to evaluate those sources for accuracy, reliability and currency. Ukachi (2016) assert that Information literacy and dissemination will help to strengthen agricultural advancement, through Information technology. Cai-Fang (2016) also has it that IL is the main resource for learning new skills in the global Information trend, the understanding and the use of internet and computers will help artisans to be independent and acquire new skills to resolve issues or problem arising especially for craft making and constantly changing innovations in craft making. Information literacy is capable of liberating man from the shackles of ignorance, misconception, economic stagnation, social unrest and political instability. This is an indication that anyone who lacks this essential input would continue to wallow in ignorance and would be unable to advance in any sphere of life, whereas having skills in information literacy can address

major problems that can enhance development. (Ode and Mallam, 2018). This is also supported by Odini, (2014) who opined that even if there is an ocean of useful Information, if the skills to access and use the Information is lacking, then the Information becomes useless and the proposed user becomes misled.

However, the potential inherent in Information Literacy acquisition in meeting up certain learning needs and challenges in such a way that skills acquired are immediately used to improve livelihood has long been stressed based on the fact people who acquired literacy skills tended to be more willing to take initiatives aimed at improving their livelihood. For Artisans to be equipped with abilities in surfing, evaluating and use relevant Information for improving their job in an evolving and innovative era invariably must possess skills. Also, as jointly opined by Ode and Mallam (2018), that the emergence of IL in the information and knowledge society is a significant intervention for artisans to be lifelong learners and be independent and self-reliant in achieving meaningful economic growth. Such skills as highlighted by the Council of Australian University Librarian (CAUL, 2001) are to;

- i. Recognize the need for information
- ii. Determine the extent of information needed
- iii. Access the needed information efficiently
- iv. Evaluate the information and its sources
- v. Incorporate selected information into their knowledge base
- vi. Use information effectively to achieve a purpose

- vii. Understand economic, legal, social and cultural in the use of information
- viii. Access and use information ethically and legally
- ix. Classify, store, manipulate and redraft information collected or generated
- x. Recognize information literacy as a prerequisite for lifelong learning

In essence, any activity that empowers people with necessary skills and knowledge to cope with developing challenges and difficulties in all spheres of human life could be regarded as information literacy. However, literacy is not an end in itself but literacy skills in acquiring information makes it possible for the beneficiary to engage in activities that will guarantee a lifelong learning sustainable living (Oguche 2017).

2.3 Training programme and Development

Training is any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job/task; the acquisition or learning of specific competencies. Imran and Tanveer (2015), define training as “the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job”. Training therefore is the only method of enriching artisans with knowledge, abilities and skills required to enable them carry out their job and effectively catch up with current trends. It is worth noting that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the

intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Awang, *et al* (2010) added that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development. Saka, *et al* (2016) support this trend by perceiving that every organization expects to achieve its stated objectives through efficient job performance and higher productivity. This can only be achieved if the workforce is adequately equipped with necessary but basic skills which can only be acquired through continuous and regular training and development of personnel through personal effort or organization. In a collaborative study, Jimoh *et al* (2012) find that all business management skills (technical, human relations, conceptual and communication) were required by auto-mechanic craftsmen for establishing small and medium scale enterprises in Lagos state. Akande (2014) find out that Library personnel acquired ICT skills through personal effort for self-development (through self-development). The hypothesis tested showed that there was no significant relationship between the level of ICT skills acquisition and the methods of skills acquisition. This translates to show that various methods could be used to acquire ICT skills. Ezeani (2013) posits that the changes brought about by ICT has necessitated not only the investigation into the skills and competencies of Individuals but also forced them to acquire many skills. In order to develop “new generation of future ready Artisans in Nigeria, there is the need for mentoring, continuing education programme, building relationships (both human and materials) to facilitate efficient performance and service delivery.

As opined by Ivancevich, (2010), training and development is a process that attempts to provide individuals with information, skills and understanding of the organization and its goals. Training

implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development, it is job oriented than personal. The ergonomics of the work environment, state of the art equipment as well as quality materials can make production possible, but it is the human resources that actually make production happen. This is evident among Artisans that repeat their job without further training to improve quality.

Individual assimilation level differs and training can be tedious and the need to identify what training type to adopt among the under listed training techniques by Imran and Tanveer (2015). Desslar (2011) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring, apprenticeship, orientation, demonstration and example. On the other hand, off-the-job training examples include conferences, role playing, and many more. (Armah-Ansah & Rita, 2019) Different organizations are motivated to take on different training methods for a number of reasons for example;

1. Depending on the organization's strategy, goals and resources available,
2. Depending on the needs identified at the time, and

3. The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Job rotation transfers is a lateral transfer of employee within organization. It involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. It could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization. In fashion designing for instance, a designer that is only familiar with sewing of fabrics and adult wears can further train on how to make embroidery and children wear respectively. It could also mean a case where an Artisan travel from one location to another to learn more or learn how to use trending tools and or technology in the craft or trade. This is evident among artisans as they apply the master/apprentice style to mostly train and transfer knowledge. (Kampkotter *et al* 2018).

Orientation is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures. (Bakhmat *et al* 2018)

Conference: As a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals. Even though this is more formal and not a regular training method, Artisans engage in conferences and anniversaries to discuss how to move the craft forward. (Woodrow 2018)

2.4 Effect of training on performance

In the real world, organizational growth and development is affected by a number of factors. During the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Armah-Ansar & Rita, 2019; Nassazi 2013) while others have extended to a general outlook of organizational performance. (In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Armah-Ansar & Rita (2019) posit that employees are major asset of any organization since they play an effective role towards a company's success. As a result, equipping

these unique assets through effective training becomes imperative in order to maximize the job and also position them to take on challenges of today's competitive business climate.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah, 2010). Training is a means of dealing with uncertainty and ignorance and improving one's abilities and skills in a chosen craft especially in the contemporary times where changes evolve within a twinkle of an eye.

However, apprenticeship is one of the oldest and the mostly adopted methods of training artisans in skills. In earlier centuries, the practice includes a certain period of learning under a master craftsman through an indenture (agreement). Apprenticeship training is taken to denote training programmes that combine vocational education with work-based learning for an intermediate occupational skill (i.e., more than routine job training), and that are subject to externally imposed training standards, particularly for their workplace component (Steedman, 2011). Moreso, the industrial revolution and the economic burden on poor families reduced the popularity of period of apprenticeship. The common practice in the twenty-first century, especially, in the informal sector is the abridged form of training of artisans. The mode of operation, duration and intensity varies from place to place (Ogbeifun, 2011).

Halawi & Haydar, (2018) and Emezie & Anunobi (2019) posit that through proper training, the organization creates and improves the nature of the present workers. The training will influence the conduct of employees and their working abilities resulting in improved performance and

further productive changes that serve to build the performance of the employee. Training additionally has a noteworthy part of the employee performance by instilling in them the important skills required to perform different tasks in the workforce. To begin with, the importance of training on job performance, Ghaffari *et al* (2017) identify enhanced salary, fringe benefits, supervision, promotion, responsibility and training and development as factors that influence job performance. Training and development cannot be over emphasized when it comes to productivity enhancement because of its importance in achieving organizational objectives and efficiently improving standards. All things been equal, an employee is expected to be satisfied with his or her job but if not trained will in no time remain dormant.

Quartey (2012) elucidate that the firms that offer cognitive training focuses on the enhancement of the knowledge and skills of the trainees and also influences their attitudes through stimulating learning and bring about Top management support, Alignment with corporate mission and strategy, Hiring right people as trainers, Put quality as first, Manage carefully and with consensus, Act globally, Select and partner with best training providers, Integrate into all processes while focusing on the business, Access learning result, Persevere and thrive.

Training and development interventions therefore must aim at providing artisans with the required technical competencies for them to achieve and sustain high level of performance. Adoption of this position in a workforce would be the way for it to be very competitive in the global scheme. This does not however mean that training is the solution to all performance problems in an organization.

According to Heathfield, (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty

and contribution. The provision of effective and working training centers for artisans is creating headway for improved economic gain because of artisan input to the national Growth Domestic Product (GDP). This is because as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied as these are traits identified with artisans.

Equally, Jaoude (2015) organizations providing high-level training have been able to realize three times increasing profits compared to competitors. Artisans that continuously improve their skills through personal training have taken some steps ahead of the ones who only rely on the skills and knowledge their masters taught them and are having an edge over them especially in this contemporary times. However, to possess such high impact programs and employees is not simple; it requires a mixture of alignment and planning. This involves developing and designing training in a manner that meets the organization's top goals. Furthermore, artisans training should be based on gaps in the job market and how to improve on existing method of performing their job. This is done through identification of what artisans possess regarding skills and the ideal ones required for the job. Through this approach, training can effectively be offered based on motivation, skills mastery, and giving critical thinking skills to artisans. Lastly, training should be done based on practical and class lessons to produce effective and sustainable skills in the workforce (Urdinola, 2013).

2.5 ICT Competency/skills and Job performance

Competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute

or personality trait which a person possesses. Additionally, training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his/her good performance on the job provided to artisan is a driving force that will enhance creativity and innovation.

Government and relevant agencies play a significant role in the achievement of expansion and diversification of the economy; hence proper training on current skills is essential, even more critical in adoption and integration of Information and Communication Technology (ICT) to craft and service delivery. It has been discovered that knowledge of ICT usage improves capacity in every field of human endeavor, including trade and craft.

ICT has no doubt improved various aspects of service delivery, from the simple buying and selling to the improvement on designs and processes of innovation, marketing and communication of products and services. As a result of advancement in ICT and subsequent globalization, the present-day artisans are expected to be skilled in using electronic gadgets capable of making their work easier and faster, like mobile phones, computer, networking and internet to reach wider coverage. They are required to know various computer operations such as using computer, the general term representing all the technologies, hardware, software and telecommunication devices, through which information is captured, gathered, stored, manipulated, processed, presented and retrieved. Information and Communication Technology (ICT) is defined as a diverse set of technological tools and resources used to communicate, and to create, store, disseminate, and manage information. The technologies include broadcasting technologies (radio and television) as well as newer digital technologies such as computers and the Internet, which enable a set of powerful tools for educational change and reform.

Larbi-Apau and Moseley (2012) perceive that ICT is the general term representing all the technologies, hardware, software and telecommunication devices, through which information is captured, gathered, stored, manipulated, processed, presented and retrieved. Adequate literacy level coupled with ICT competence is seen as a crucial component here. It also depends on the extent to which ICT competences have been acquired by Artisans to implement the new skills designs and technology. The federal, state governments of Nigeria and private craftsmen are inculcating the skills, use and implementation of ICT into curricula (Hooker, Mwiyeria and Verma, 2011). However, despite the inclusion of computer education in all sectors of education, not significant number especially the older artisans are comfortable with modern technology as the fear that it will sweep off their feet and render artisans redundant. This is the assertion of Muazu and Mashi, (2019) that the gathering of internal and external information for business to become successful will require the application of various forms of communication channels and gadgets such as telephone communication, written communication and use of internet to communicate with one another because the means of communication and doing business has changed greatly with the adoption of ICTs. This corroborates the recommendation of Amidu *et al* (2018) that the advent of ICT has given LIS Graduates the opportunities to practice their profession like their contemporaries in other profession. This means that the adoption and implementation of ICT in craftsmanship will have a great influence on their job performance.

In a study carried out by Omoniyi and Quadri (2013), majority of teachers in secondary schools do not have the required competence in the use of ICT. Social studies teachers are not competent in majority of the ICT skills such as word processing (WP), data processing (DP) and Telecommunication (TC) and are not familiar with the micrographic competencies at any level of competence (Iwuamadi and Ajeka, 2010). There is significant difference between the mean rating

scores of the competency level of male and female social studies teachers in relation to ICT application in secondary schools in Owerri Zone of Imo State (Iwuamadi and Ajeka, 2010). ICT brings success to marketing and export activities and production part of the craft; but knowledge on marketing is very poor for most African artisans, especially in Akwalbom State. So, this event is an attempt to bring the opportunities and challenges of artisans in the handicraft industry to the fore so as to help them improve their standard of living and thus the nation's economy. Usanga (2017) opines that the adoption and use of ICT in the process of craft and the distribution of craftwork gives expansion to the market area and the target customers of such craft as this is a tool in achieving wider coverage and be on the advantaged side when competing with their counterpart in the developed world.

Oguche (2014) viewed ICT literacy as the set of skills and understanding required by people to enable meaningful use of ICT appropriate to their needs. ICT literacy according to Maldeni and Jayasena (2009) has a positive linear relationship with job performance and a strong correlation with factors such as artisan attitude towards ICT usage, ICT literacy level of artisan, scope and complexity of the ICT applications. ICT is practically a relief to job performance as shown by different studies because of the fact that its application makes job faster and easier, consequently, certain level of competence is required to adopt and profitably use ICT literacy has a significant positive impact on artisan job performance. For them, the ICT literacy of an individual is a relative measure of their capacity to make appropriate use of ICT for marketing and learning purposes. Relating their view to the current study, it can be phrased that the ICT literacy and competence of artisans in north central region of Nigeria is a relative measure of their capacity to make appropriate use of ICT for information on raw materials used for their craft, process of designing craft,

marketing their craft, trading, training apprentice and maximizing profits. It also involves the level of skills they need to independently function in a web-based and on-line learning environment.

Oguche (2014) opined that mere possession of ICT skills does not equate to ICT literacy rather, an individual's proficiency in applying ICT as a solution to real life problems is the true ICT literacy and competency. It therefore, suffices to state that an ICT literate and competent artisan in North central region of Nigeria should be able to independently operate and troubleshoot personal computers for use either at workshops or home.

Consequently, Akpan & Amran (2014) identifies the importance of ICT in enhancing the quality of craft making, training and learning to include:

1. Providing encouragement for staff and students to reflect on how they teach and learn.
2. Applying theory and research on learning and principles of good instructions to designing online learning environments.
3. Making teaching and learning more visible and public.
4. Encouraging collaboration and team work among staff and students.
5. Offering greater access to learning for more people.

Equally, Othman *et al* (2017) in a collaborative study reveal that competence in multimedia enable entrepreneur to be proficient in portability, flexibility multimedia marketing, sensitization, product design and global network.

In this emerging era of global, fast-paced knowledge-based economy, universities, as major centers of learning and research, are becoming increasingly important as sources of ideas, knowledge,

skills, innovation and technological advances. These ideas can be turned into new products, processes and designs needed to drive national economies, and thus placing acquisition centers at the center of the national creativity and innovation systems. Consequently, the necessary skills and abilities when properly provided to artisan is a driving force that will enhance creativity and innovation

2.6 Challenges to Information Literacy skill, training and ICT Competency and Job Performance

Information literacy, ICT competence and training is obviously besieged with number of challenges Omehia (2018) find out that Poor finance, unawareness of ICTs in craft making, lack of local well equipped libraries, difficulty in accessing information, inability to apply available information appropriately, power outages, poor internet use, poor access to libraries, poor extension services among others are challenges facing information literacy skills among oil palm farmers.

Challenges in the implementation of ICT in the university education in Nigeria are visible. The challenges in the teaching-learning process, conducting researches and performing administrative functions using ICT in the university can be addressed in different ways. In recent times, Nigeria universities education has adopted the use of ICT applications in carrying duties such as administrative jobs, research, teaching and learning in Nigerian universities is lack or inadequate ICT training and retraining of lecturers. Apparently, majority of Nigerian university lecturers undergo personal training in the use of ICT applications, and this may not be good enough because of the cost and time of such training. Hence in efficiency in the use of ICT application by the lecturers may arise, which will in turn lead ineffective performance of duties. The need therefore for capacity building in the use of ICT applications for job performance.

Ode & Mallam (2018) highlights some setbacks to effective provision and implementation of Information literacy which are digital divide, lack of awareness of information needs, ignorance of the role and importance of information, lack of information and poor delivery of information programmes, lack of funds, poor policy implementation and lack of internet facilities and literacy. This is as a result of increasing sophisticated computer facilities, information explosion, dispensation of irrelevant information by social media users, ignorance of legal, social and cultural implication of information and increasing cost of ICT facilities. Apart from the major setback of insufficient funds, increasing production of information is also a major hinderance to accessing relevant information.

Tambwe (2017) asserts that lack of institutional support, teachers' and students' educational background, low Students cooperation attitude, large class size, insufficient teaching and learning resources and lack of Teachers on the job training about CBET. The result of his study reveals that teachers should be trained regularly through seminars and workshops so as to update their knowledge and skills in order to meet the fast-changing technology and job market demands. Although the use of ICT in education has been a priority in most countries from the last decade, considerable barriers still exist. Some schools in some countries have integrated ICT into the curriculum and have transformed teaching and learning with the use of innovative technologies. However, most schools across the world are still in the early stage in adopting ICT and no records for significant improvements due to considerable barriers.

The teacher level barriers incorporate factors related to teachers' attitudes and approach to ICT such as lack of ICT skills, lack of motivation and confidence on ICT, and inappropriate teacher training. School level barriers include those related to the institutional context such as the absence and/or poor quality of ICT infrastructure, limited access to ICT equipment, school's limited project

related experience, lack of experience in project based learning, and absence of ICT mainstreaming into schools' strategies. (Iwuamadi & Ajeka, 2010)

Successful integration of ICT in Sri Lankan schools is challenged by number of major issues including: Lack of teacher training programs on the effective integration of ICT in teaching and learning, poor English language proficiency among school teachers that mainly hinder the use of World Wide Web, lack of connectivity especially in remote, rural, and disadvantaged areas, lack of teacher guides, resource books, and model question papers to support the curriculum, lack of awareness and resistance due to poor attitudes and motivation towards ICT among teachers and principals.

Anunobi (2013) reports inadequate finance as a major obstacle to staff capacity development policy implementation. Omehia (2018) reveals that poor finance, unawareness of ICTS in agriculture, lack of local well equipped local libraries, difficulty in accessing information, inability to apply available information appropriately power outages, poor internet use, poor access to libraries, poor extension service among others are the constraints to information literacy among oil palm farmers in the study area. Finally, provision of resourceful local libraries, equipping local libraries, encouraging agricultural extension services, provision of agricultural invention offices, agricultural development programmes (ADP), encouraging research in palm oil production, accessibility to internet resources among others are the strategies]to curb information illiteracy among oil palm farmers.

Center for Management and Organisational Effectiveness (CMOE) opined that the followings are barriers to training: fear of dealing with change, having to set new resources to developing leaders, engaging learners could be cumbersome, delivering consistent training, skill application and

conflict management. Also, time crunch, adapting to millennial workforce, hiring new talent, leadership skills, inadequate resources and insufficient fund are other challenges identified with training by (DeRosa, 2018).

2.7 Review of Related Empirical Studies

Indeed, many literatures have been found to exist on Information Literacy Skills, ICT competence and training as it affects job performance. These concepts have been described and analysed in various books, journal articles and online resources.

Onwukanjo (2017) conducts a study to determine the homophily-heterophily, staff quality, Information literacy and availability of Information resources as correlates of effective services in University Libraries in North Central Nigeria. Eleven specific objectives, five research questions and six null hypotheses were formulated. Descriptive statistics (frequency counts and percentages) as well as inferential statistics (PPMC, Regression analysis), descriptive design using correlational study was adopted. The population consisted of full time undergraduate students in 21 Universities in North Central Nigeria as at 2015. Nine universities were purposively sampled while stratified sampling technique was used to select 1500 undergraduate students. Four point Likert scale questionnaire was the only instrument used in data collection. Part of the results showed significant relationship between information literacy of staff and effective service delivery in university libraries in north central Nigeria using Pearson Product Moment Correlation (PPMC). The relationship between this study and the proposed study is that staff refers to artisan while service delivery refers to job performance.

Karfe, *et al* (2019) take a study on skills improvement needs of building craftsmen in building construction industries for national security, 61 Craftsmen consisting 34 Building Engineers and

27 Foremen in the Building Construction Industries was used as the population of the study with questionnaire as data collection instrument. Two research questions and two null hypotheses were formulated. Cronbach Alpha reliability test was used to validate the data and ascertain the extent of sameness and reliability co-efficient of 0.82 was obtained. Data collected was analysed using statistical package for social science (SPSS Version 22). Mean and standard deviation were used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significance. The study revealed that building Craftsmen in building construction industries required all the practical skills for improvement in their work for national security. This study is related to the current study in the sense that skills and improvement as a result of training and development is required for effective job performance.

Saka, *et al* (2016) collaborated on a study Influence of Continuing Professional Development and Skills Acquisition on Librarians' Performance in Two State Capitals in Northern Nigeria". Survey design was used for the study. The specific objective of the study was to find out the methods by which librarians acquired skills and types of skills attained for personal development and career advancement. It also investigated the influence of the methods of skills acquisition and the type of skills acquired on librarians' performance in Minna and Dutse metropolitan cities in Northern Nigeria. Simple random technique was used to sample 100 librarians from the two cites used for the study which form the population of the study. Four research questions guided the study. Four-point likert type of questionnaire was used as the instrument for data collection. Statistical Package for Social Sciences (SPSS) version 20 was used to conduct the statistical analysis. Descriptive statistical tools (frequency counts and percentages as well as mean and standard deviation) were used to analyze the data collected. Part of the study revealed that the influence of continuing professional development and skills acquisition on librarians' performance had the highest mean

score of 1.70 with SD of .46396 in giving concrete and clear instructions to subordinate which showed that effective communication between the superiors and subordinates will go a long way to enhance efficient and effective job performance. Very close to this was the mean score of 1.68 with SD of .47125 indicating harmonious working relationship with co-workers.

The lowest mean score of 1.50 with SD of .50452 indicating that the skills acquired has helped respondents in facing challenges of performing complex jobs, which showed that few respondents were able to withstand the challenges involved in the job performance. It was discovered that the lowest mean scores of 1.46 and S.D of .50324 showed that there was inefficiency and ineffectiveness of job performance on the part of the respondents in libraries under study. However, the study recommended that Organizations within the two state capitals should give opportunities for career advancement of librarians more especially in the areas of on-the-job training and participatory management. The implication is that as they are performing their professional duties, they should equally keep on acquiring the necessary skills. Heads of libraries or heads of sections/units within libraries should operate the democratic leadership style by creating opportunities for employees to participate in the decision-making process; representing them at the management meeting as well as given them leadership training through mentoring. The study is of significance to this study in the sense that Artisans when adequately skilled will pass on their knowledge and skills to their Subordinates which are the apprentices effectively.

Sani & Musa (2019) study the influence of ICT competencies on job performance among Library personnel in tertiary institutions in three higher institutions in Lokoja, Kogi State, Nigeria, four research questions were raised to achieve the objectives, survey methods was adopted for the study and structured questionnaire were used for data collection from 100 respondents, data collected were analysed using frequencies and percentages. Libraries studied showed that their staff

possessed computer skills and automation/digitization skills. Also majority of the respondents acquire computer/ICT skills through on-the-job training hence, IC competency enable them to meet up with the demands of their job thereby providing library services e-library/multimedia services, circulation services, research and bibliography services and other library services. The study showed that the level of ICT competence of library staff significantly enhance their job efficacy. Therefore, the study recommends that every library personnel should be engaged in ICT related jobs to enhance their level of ICT competence which will in turn boost work efficiency.

Abubakar & Saka (2021) conducted a study on provision of ICT facilities for training, use and job performance in University Libraries in Northern Nigeria. Two objectives and two research questions were raised to guide the study and one null hypothesis was formulated one hundred and sixty-nine library Personel was derived from the population of 1327 with multi-stage sampling technique in seven randomly selected universities in the geopolitical zone. Checklist and structured questionnaire were used to collect data. Test-retest method was used to test the reliability of the instrument and Cronbach alpha coefficient of 0.74 was obtained. Descriptive statistics and Pearson-Chi square were used to analyse data from research questions and test hypothesis respectively. Result from the study showed that ICT facilities are available and there is significant influence of the available facilities on the discharge of duties and rendering of services to library users. This result is in conformity with this study in the view that ICT facilities should be available to Artisans to enhance their job performance.

Konig, *et al* (2020) jointly conduct a research on adapting to online teaching during covid-19 school closure: teacher education and teacher competence effects among early career teachers in Germany to ascertain how teachers were coping and adapting to online teaching. The study analysed potential factors such as school computer technology, teacher- teacher education learning

opportunities pertaining to digital teaching and learning. Two research questions were raised to support the study, 89 participants among 165 early career teachers in greater Cologne were used for the study. Teachers' competence was also assessed on the use of instructional software to ascertain the level of assimilation of students. Findings from the research shows that 90% of the teachers communicate with students and parents and helped with students who needed extra support only 20% reported having provided lessons at least once in a week whereas nearly 10% did not use digital instrument. The study concluded that even as carnivorous as the covid19 pandemic, life at all facets must continue. Therefore, ICT integration is mandatory. School and businesses closure occurred during an era that has generally been shaped by extensive transformation in technological innovations and digitization. By contrast, digitization of services has become imperatively necessary even before the Covid-19 pandemic and the necessity became unavoidable during the lockdown. For instance, online stores kept increasing in sales and profit whereas artisans with visible stores remain closed and fall short of progression.

In a study to ascertain the Impact of ICT on job performance of Librarian in Federal University in Nigeria by Oguche (2014), two research questions and two objectives were raised for the study as well as a null hypothesis was formulated. 364 Librarians was adopted for the population of the study. Survey research was adopted and purposive sampling technique was employed to select six (6) federal university libraries one each from the six geo-political zones in Nigeria. The purposive random sampling was used to select six federal university libraries comprising three first generation universities and three second generation universities was adopted and data was collected with questionnaire. Guttman Split half/spearman brown prophecy formula was used to test the validity and reliability of the instrument and gave a co-efficient reliability of 0.78. the study revealed that The ICT literacy competence of the Librarians was regarded high where they carry

out their duties using the ICT skills acquired. It is regarded as moderate where they carry out their duties using a slight improvement over the traditional method. Similarly, it is regarded as low where they carry out their duties using only the traditional method without applying ICT skill. staff performance depends on among other things, their ability and motivation. The staff will perform their jobs better when they are committed and given the required, ICT literacy competence of librarians in all the federal university libraries studied has helped them to simplify their work process and also motivated them to do their jobs. the ICT literacy competence of librarians in Nigerian federal university libraries has significant impact on their job performance.

In a joint study by Mbajiorgu and Ubochi (2021) on influence of information literacy skills on students' utilization of library resources and services in tertiary institutions in Owerri, Nigeria. The research was guided by six objectives and six research questions. Research population of 2,162 was adopted using proportionate sampling technique. Questionnaire was used to collect data. Descriptive statistics was used to analyse data. Results showed data students in tertiary institutions possess high level of information literacy skills and the students' level of information literacy skills influences their use of print resources, audio-visual resources, electronic resources and library services. Also, lack of ICT facilities, institutional commitment to information literacy among others are challenges to acquisition of information literacy skill. This study is related to the present study in relation to the level of information literacy skills of artisans influencing their job performance.

Agu and Eya (2019) jointly conduct a study on improving skills in senior secondary schools for effective performance in computer-based test and security. Three research questions and a null hypothesis were formulated to support the three objectives of the study. Survey research designs was adopted for the study with a population of 310 students randomly selected from the three

educational zones of Enugu state. Four points scale Questionnaire was used to collect data. The reliability of the instrument was determined using Cronbach alpha and a reliability coefficient of 0.79 was obtained. The instrument has four-point rating scale. Data was analysed using mean. The study revealed that students possess the skills in computer usage to a low extent and it was not to their advantage and there is need to improve the skills of both students and teachers in computer operation to enhance quality CBT in JAMB examination. Unarguably, artisans with high computer skill will have high job performance.

Dang Kum *et al* (2014) conduct a study on the impact of training and development on employee performance: A case study of ESCON Consulting. Four objectives were raised. A random sampling technique was used to arrive at the population of 60 employees for the study. The findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. A total of 60% of participants agreed that a lack of opportunities for career development affects training, 5% were neutral on the matter and only 7% disagreed that a lack of opportunities for career development affects training, 77% of participants agreed that training improves performance of employees by reducing uncertainty; 16% of participants remained neutral on the issue and only 7% of participants disagreed, 72% of participants agreed that training improves their performance and gives them a greater level of job security; while 5% were neutral on the matter and 23% disagreed that training actually improves their performance. 28% of participants agreed that employees gain new knowledge after training; 10% were neutral in this regard and a total of 62% disagreed that employees gain new knowledge after training. 55% of participants agreed that training increases employee confidence when performing his/her tasks

after training; 13% were neutral on the issue and 20% disagreed that training increases employee confidence while performing their tasks, 60% of participants agreed that training improves the quality of the products produced by employees as a result of fewer mistakes; 18% was neutral and only 10% disagreed that training improves the quality of products produced by employees as a result of fewer mistakes being made. The findings show that this would improve employee performance in the organization hence, the employer should improve training programmes so that employees acquire new knowledge during training. The employer should have compulsory training programmes for all employees in order to improve the knowledge and understanding of annual business strategy and objectives. Employees should be provided with effective training in order to reduce the time spent by managers on supervising employees. Employees should be provided with more training programmes in order to reduce the cost of recruiting and training new staff members. If training is provided effectively in the organisation there will be a reduction in staff turnover.

Afroz (2018) takes a study on effect of training on employee performance - A Study on Banking Sector, Tangail Bangladesh. Four objectives, four research question and four hypotheses were formulated. Survey design was adopted for the study. Questionnaire was used for data collection from 200 respondents in fourteen banks which are Uttara Bank Limited (Ltd), National Bank Ltd, Jamuna Bank Ltd, Premier Bank Ltd, Prime Bank Ltd, Southeast Bank Ltd, Bank Asia, Dhaka Bank Ltd, Standard Bank Ltd, Sonali Bank Ltd, City Bank Ltd, Al-arafah Islami Bank Ltd, Janata Bank Ltd and Finally Shahjalal Islami Bank Ltd. Statistical package for social sciences (SSPS) 32 for analysis. Descriptive analysis, mean, T-test, Correlation, regression, ANOVAs test was adopted. The study revealed that there is positive impact and relationship between training and Employee performance. According to the correlation analysis, it can be found that correlation

between all of the independent and dependent variable were highly positive. The variables were correlated at 0.01 significant levels. The Regression model was established, if training was increased by 1%, this would result in 36.8% increase in performance that was greater influence than other variables. Where 1% change in employee motivation could result in 31.3% change in employee performance if 1 X and 3X remains constant which was lower influence than employee engagement but greater than employee Thus, if training was increased by 1%, this will result in 31.3% increase in performance, therefore the study recommended that training and development programs should be associated with the employee's career development, so that the performance and engagement level of employees could be enhanced along with achieving organizational goal.

Kaluyu *et al* (2015) studied the effect of ICT proficiency among quality assurance officers in Kenya and observed that the Advanced level skills had the highest impact on Job performance, followed by Midlevel skills and finally basic skills. The irony was that, based on background characteristics, most of QAOs had basic and midlevel skills. This is consistently observed in the Job performance rating that indicated that most of QAOs were rated as simply satisfactory. Logically it follows that because of the low basic skills in ICT for Quality management, the QAOs are challenged in their work and therefore many are not rated as good or excellent in performance. Analysis of coping mechanisms when QAOs are faced with IT skills challenge showed that the larger proportion opt to consult experts or colleagues. This translates into more expenditure on institutions or more time wasted as other colleagues' attention is diverted to this work.

Nassazi (2013) carries out a study on effects of training on employees' performance. Evident of Uganda. The purpose of the study was to evaluate the effects of training on employee performance, using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training

programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance.

The study was based on three case studies of the biggest telecommunication companies operating in Uganda, with the population of 120 respondents. Simple random technique was used to sample the respondents from Mobile Telephone Network (MTN), Warid and Uganda TeleCom (UTL) were selected for the study, questionnaire was used for data collection and descriptive survey was adopted. 87 respondents representing a 72.5%, have undergone training with the respective case companies. The remaining 33, representing a 27.5%, indicate that they have not gone through any sort of training by the company for which they work for, 34 respondents were selected for training under the criteria of all employees going through the training which is 28.3%. It is however surprising that although other employees were selected based on their supervisors recommendation (16 respondents representing a 13.3%), upon their own request to receive training (6 respondents representing 5%), a big number of the response rate came from the respondents who were not aware of why they were selected for training, 25% of the respondents were seen to participate in training every two years, 17.5% participated once a year, 7.5% every six months and the rest of the respondents indicated that they were scheduled for training on a quarterly basis, responses obtained from the respondents on the impact of training methods on their skills, the findings showed that the majority of the respondents, 86.7%, believed that the training methods used during training had an impact on their skills. However, a small percentage (13.3) believed otherwise. Majority of the respondents (83 representing 69.2%) reported clear effectiveness of these trainings on their work. The findings reported in this study suggest that training and development have an impact on the performance of employees with regards to their jobs.

Nnamani *et al* (2019) investigate the availability and utilization of ICT resources for English language teaching and learning in secondary schools in Nsukka Urban: implication for national security. Two objectives and a null hypothesis was formulated. Descriptive survey design using purposive sampling technique was adopted to select nine (9) English teachers out of the twenty-nine (29) English teachers in public urban secondary schools in Nsukka Local Government Area. Data was collected using checklist and questionnaire. Part of the result shows that little ICT resources were available in public secondary schools were not often made use of and the study recommends that Nigerian government should make available the necessary ICT resources for English teachers for effective teaching and learning, there I need to organize seminars and training from time to time for teachers on how to use ICT resources. The relationship between this finding and the proposed study is that if ICT resources are being underutilized, job performance will be low as a result of lack of ICT knowledge that will lead to ICT competence.

Udensi (2019) studies improving acquisition of maintenance skills in agricultural equipment and implementation mechanics work workshops in technical colleges for job security in Enugu state. Descriptive survey design was adopted. The population of the study consist of 4 schools administrator, 10 trade teachers and 55 final year students of the three technical colleges offering the course making a total of 69 respondents. A five point rating Questionnaire was used to collect data. Cronbach alpha was used to determine the consistency at a reliability co-efficiency of 0.87. The result shows that all strategies for teaching are appropriate for teaching maintenance skills in agricultural technology workshop in Enugu state. Skills acquisition through training is basic and fundamental to all human endeavour including artistry and the ability to exhibit and maintain acquired knowledge is a lubricant to effective job performance and in turn to service delivery.

Omehia (2018) studies the Influence of IL on agricultural development on oil palm farmers in east senatorial district of rivers state. Descriptive survey design was adopted to sample the opinion of 288 oil palm farmers in East Senatorial district of Rivers State using random sampling technique to select the population from 8 LGAs making the geographical scope of the study. A four-point rating scale questionnaire was used to collect data. Cronbach alpha reliability co-efficient was used to achieve co-efficient of 0.77. mean and standard deviation were used to answer the research questions while z-test statistical tool was used to test the hypothesis at 0.05 level of significance. Part of the result shows that IL facilitates Farmers adoption of innovation, increases Farmers idea and knowledge for better farming practices, enhances farmer's skills on decision making on market price among others. Also that unawareness of ICTs in agriculture, difficulty in accessing information, inability to apply information appropriately, poor internet use are constraints to IL among oil palm farmers in the study area. This result is in consonance with the proposed study in that IL facilitates job performance of artisans by increasing innovative ideas that will bring about new designs, generate a favourable and reasonably affordable prices and also equip artisans with information on how to access and use information and necessary ICT skills for their crafts.

Emezie and Anunobi (2019) investigate library staff knowledge of ICT skills for digitization of information resources in federal universities in south east Nigeria. Descriptive survey design was adopted. Data was collected with a test of knowledge of ICT skills for digitization. A pretest for 20 library staff in university of Port Harcourt was used to ascertain reliability. Data was analysed using the Kuder-Richardson formula 20(KR-20). 0.96 co-efficient was achieved. 287 staff were used for the study. Descriptive and Inferential statistics was used for the analysis. The result show that Library staff should acquaint themselves with the various ICT skills required for digitization and engage in training to change the statuesque and retain jurisdiction in digital information

provision. This result is in relation to the proposed study in making artisans acquire necessary ICT and digitization skills that will enable market their craft online and amass higher patronage and continually look out for current trends in their craft through training and development especially in Nigeria and north central in particular where ICT skills is still low when compared to the developed nations.

Amidu *et al* (2018) assess the entrepreneurship opportunities and preferences among library and information science graduates in university libraries in north central states of Nigeria. Three objectives and research questions were raised for the study. Survey research design was adopted. The population of the study consisted of 169 graduates in the 10 selected university libraries from six states including the FCT in the north central. Questionnaire was used to collect data. Frequency distribution, percentages and mean scores was used to analysed data. The study revealed that adequate training is necessary for LIS graduates to continuously be seasoned entrepreneurs. recommended that LIS graduates should be equipped with ICT skills as it will give them edge and opportunity to practice their profession like their contemporaries in other profession. this result is related to the proposed study that the profession in LIS IS craft making in Artisans job and incorporation of ICT skills and competency will give an artisan edge over others in this digital age.

Palagolla and Wickramarachchi (2013) in a study, Effective integration of ICT to facilitate the Secondary education in Sri Lanka. Survey was adopted for the study. The paper mainly explores potential barriers towards the effective integration of ICT and its impact on the performance of the secondary education. A structured survey questionnaire gathered empirical data from a random sample of teachers from selected schools in the North Central Province (NCP) of Sri Lanka. Six (6) hypotheses were raised for the study. The study indicate that ICT training has not much contributed in improving ICT competency as well as attitudes of individuals towards ICT. Quality

of ICT training programs conducted and target audience selected for training may have played a part in this. Impact of ICT usage on job performance is examined shows positive relationships between all dimensions and performance at higher levels of significance. It is notable that the higher the use of ICT, higher the job performance and vice versa.

Akpan and Amran (2014) carries out a research on ICT Competence and Lecturers' Job Efficacy in Universities in Cross River State, Nigeria. two (2) null hypotheses and objectives were formulated to guide the study, the simple random sampling technique was used in selecting 500 academic staff from University of Calabar and academic staff from Cross River University of Technology, Calabar with 300 and 200 staff respectively. A breakdown showed that 187 were females and 313 were males. One of the findings of this study reveals that gender does not significantly influence lecturers' level of ICT competence. In other words, male and female lecturers do not differ significantly in their level of ICT proficiency. This finding depicts that male and female lecturers used in the study are familiar with the use of ICT tools on a regular basis for academic work. The finding also suggests that gender should not be considered as a major factor that can hinder or promote ICT competence among lecturers. Further explanation to this finding is that perhaps both male and female lecturers must have seen the need to acquire ICT skills to enable them to reduce pressure of work in terms of time and energy and to enhance their job efficacy. The acquisition of appropriate ICT competence enables academic staff to meet up with the demands of their job. The finding of this study agrees with the research findings of Jusuf (2005) who reported that overwhelming majority of teachers (males and females) in Europe use ICT to plan and teach their lessons more efficiently and effectively. This paper therefore recommends that: Management of universities should encourage both male and female lecturers to participate in ICT training programs. Acquisition of ICT skills from such training programs would help to improve lecturers'

job efficacy and this would lead to high productivity. The management of universities should ensure that academic staff offices are provided with ICT facilities and also connected to the internet. This would enable the lecturers to access and download information or materials quickly and easily for lecture preparation, teaching, research and other allied duties. This would enhance lecturers' job efficacy.

Itusanmi (2017) adopts a quantitative research approach to assess literacy skills of artisan in Ibadan metropolis with 200 artisans who were randomly selected and were analyzed using frequency counts, percentages and mean score. Result shows that literacy status of artisans in Ibadan metropolis is high. 77% can, 32% cannot use internet facility to search for information while 68% can, 68% can use social media like Facebook, WhatsApp, BBM, twitter etc. while 32% cannot, 21.5% don't understand their duties and rights as a citizen of this country while 78.5% do as well with their counterparts all over the world. The study also reveals that the need for more technical skills in their profession ranked first, followed by the need for basic literacy skills (reading, writing and arithmetic) which ranked second, how to send SMS ranked third, more knowledge about the environment ranked fourth, how to use latest technologies ranked fifth, knowledge about health and general wellbeing ranked sixth, how to properly care for one's family and the need for knowledge on duties and rights of a citizen were both ranked seventh, knowledge of different financial services that could promote their work ranked eight, and knowledge about religion ranked ninth. Literacy skills helps one to relate with customers in a friendly way (interaction) while information literacy keeps artisan abreast of trending activities and good interpersonal relationship. Acquisition of literacy skills improves mastery of income-generating skills faster.

2.8 Summary of Literature Review

Review of related empirical studies on Influence of Information literacy, Information literacy skills, ICT Competence and training on Job performance were carried out. It is therefore, clear that many studies have been conducted on Information literacy skills, ICT competency and training on but none of these studies have investigated influence of Information literacy skills, ICT competence and training job performance of Artisan in three States in North Central, Nigeria. This study will fill the gap by examining the influence of Information literacy, Training and ICT competence in three states in North Central, Nigeria.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This study adopted descriptive survey research method. Survey method was used for the study because data was collected so as to describe and interpret the influence of Information literacy skills, ICT competence and training on job performance of Artisans in three States in North Central, Nigeria. The survey research method allows the selection of random samples from large and small populations to obtain empirical knowledge of a contemporary nature. According to Oyedum (2011) the survey research is also used to assess a situation with a view to correcting inadequacies or effecting improvements.

3.2 Population of the Study

The population of the study is 2,371 consisting of registered Artisans in the ten vocations identified with their artisans in Niger, Kogi and Nasarawa States in North Central, Nigeria. The decision to use three states was based on the fact that they are close to the Federal Capital Territory (FCT), Abuja. Niger state happens to harbour Federal Government establishment like the Federal University of Technology, Minna that provide some sort of trainings and skills, Kogi state harbour the Ajaokuta steel company where people acquire skills and Nasarawa state being the only state that share close boundary with the FCT, Abuja.

Table 3.1: Population Table

S/N	Vocation	Association	Membership strength		
			Kogi	Nasarawa	Niger
1	Fashion designers	Tailors Association of Nigeria	80	73	97
2	Hairdressers	Association of Hairdressers and Make-up artists	79		82
3	Welders	Welders Association of Nigeria	45	49	51
4	Furniture makers	Association of Furniture Makers	82	73	102
5	Carpenters	Association of Carpenters	91	94	97
6	Bricklayers	Bricklayers Association of Nigeria	102	125	153
7	Vulcanizers	Vulcanizers Association	55	39	41
8	Mechanics	National Automobile Technician Association	123	103	100

9	Electrician		105	72	91
10	Bakers	Nigerian Bakers Association	35	47	33
		Total	797	727	847
		Grand total		2371	

Source: Artisans Association Leaders

Table 3.1 shows the ten vocations that was studied along their respective associations and membership strength.

Table 3.2 Sample Table

S/N	Vocation	Association	Membership strength					
			Kogi	Nasarawa	Niger	Kogi	Nasarawa	Niger
1	Fashion designers	National Association of Tailors	80	73	97	12	10	14
2	Hairdressers	Association of hairdressers and make-up artists	79	52	79	12	7	12
3	Welders	Welders association of Nigeria	45	49	51	6	8	8
4	Furniture makers	Association of furniture makers	82	73	102	12	10	14
5	Carpenters	Association of carpenters	91	94	97	13	13	14
6	Bricklayers	Bricklayers association of Nigeria	102	125	153	15	17	22
7	Vulcanizers	Vulcanizers association	55	39	41	8	6	6
8	Mechanics	National Automobile	123	103	100	17	14	14

		technician Association						
9	Electrician		105	72	91	15	10	13
10	Bakers	Nigerian bakers association	35	47	36	8	6	5
	Total		797	727	847	118	101	122
	Grand total			2,371			341	

Source: Terhadroost (2016)

3.3 Sample and Sampling Technique

From the population of 2,371 Artisans in the three States in North Central Nigeria, 95% confidence level was used to select 341 Artisans. However, Taherdoost (2016) states that in a population of 3000, a sample size of 341 (95% confidence level) is adequate for the study. As such the sample size of the study will be 341 artisans which cut across the ten vocations. Proportionate stratified sampling technique was further used to select the 341 Artisans among the ten (10) vocations. The 341 instrument was distributed on the basis of the higher the artisans in a vocation, the higher the copies of instrument allocated to the vocation.

3.4 Data Collection Instrument

The research instrument for the proposed study will be adopted four-point rating scale questionnaire. However, it is observed that not all the artisans are literate, therefore the questionnaire will be interpreted in local language for the ones that couldn't read and understand

in English Language. The questionnaire was in two sets. One set is for Artisans and the second set is for the Heads of the Artisans in the Association. The first set of the questionnaire was designed into nine sections. Section A contained items on demography, section B, C, D, E, F, G, H and I were designed to capture the eight research questions. Section B address level of information literacy of artisan, section C, D and E address training programme for Artisan, Information literacy skills of Artisans and ICT competence of Artisans influence of information literacy and information literacy skills on job performance of artisans. Other sections contain items on the influence of training on job performance influence of ICT competence on job performance, and challenges facing Information literacy, training and ICT competence were treated in section F, G, H and I respectively. However, parts of questionnaire were adopted from Saka *et al* (2018), Badau and Sakiyo (2013), Chukwuedo and Igbiniedion (2014), Adedokun and Oluwagbohunmi (2013), and Akpan and Imran (2014). The second set contain job performance questionnaire and is to be assessed and filled by leader of the Artisans in a particular location. The job performance of the subordinate Artisans are to be assessed. Part of job performance questionnaire was adopted from Dessler (2011).

3.5 Validity of the Data Collection Instrument.

The questionnaire was validated by two lecturers in LIT Department and two from science education and statistics departments. The Lecturers went through the instrument noting some errors, omission and commission. Observation and corrections were pointed out.

3.6 Reliability of the Data Collection Instrument.

The corrected version of the instrument was pretested in Wuse and Kubwa areas of Federal Capital Territory (FCT), Abuja. In this case, 40 copies of questionnaire were administered on artisans

using split half method and all were retrieved but 31 copies of the questionnaire were found usable. The usable copies were subjected to statistical analysis using alpha Cronbach coefficient and the reliability co-efficient was obtained at 0.86 showing that the instrument was reliable for data collection.

3.7 Procedure of Data Collection

The researcher identified days of holding association meetings and administered copies of the instrument. Questionnaire was translated with the help of a translator who translate in local language (hausa and pidgin). Questionnaire was administered and retrieved in eight weeks with the help of three research assistance.

3.8 Method of Data Analysis

Descriptive statistics (frequency counts and percentages as well as mean and standard deviations) and inferential statistics were used in data analysis. The descriptive statistics was used to analyse demographic characteristics of respondents. Such as age, educational qualification, work experience etcetera as well as data emanating from the research questions. The inferential statistics that was used are regression model to test all the null hypotheses on the relationship between Information literacy skills, ICT competence and training on job performance as well as relative contribution of independent variables and dependent variable.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0 Data Analysis

4.1 Questionnaire Response Rate

A total of three hundred and forty-one (341) copies of questionnaires were administered to the Respondents in this population. Two hundred and forty-one (241) copies of the questionnaire were filled and found usable for the analysis representing 72.69% response rate.

4.2 Descriptive Analysis of Demographic Data of the Respondents

In this section the demographic data are presented, showing the distribution of the Respondents in this population based on year(s) of experience, gender, vocation, and educational qualification.

Respondents' Distribution based on Years of Experience.

The distribution of demographic data of the respondents in this population based on years of experience and the analysis is presented in Table 4.1.

Table 4.1 Distribution of Respondents by Years of Experience

Years of Experience	Frequency	Percent
1 - 5 years	55	23
6 - 10 years	73	30
11 - 15 years	57	24

16 - 20 years	56	23
Total	241	100

Table 4.1 shows the distribution of the sample size based on years of experience. Respondents with 6 – 10 years of experience were seventy-three (73) representing 30% of the total respondents showed that Respondents with 6-10 years of working experience have the highest population. This is because youths fall more in this category and they have been identified to show interest and participate in governance and by extension their respective vocation association and also due to unemployment to white collar job they now participate more in craft making while respondents with 1-5 (55) and 16- 20 (56) years of experience covered 23% each have the lowest percentage respectively. This is owing to the fact that respondents with 1-5 years are still new in the craft and still finding their way around gaining ground in the craft while respondents with 16-20 years working experience are becoming retiring and are leaving it for the younger generation.

Distribution of Respondents based on Gender.

The distribution of demographic data of the respondents of this population in terms of gender and the analysis is presented in Table 4.2

Table 4.2: Distribution of Respondents based on Gender.

Gender	Frequency	Percent
Male	190	79

Female	51	21
--------	----	----

Total	241	100
--------------	------------	------------

Table 4.2 shows the distribution of the sample size based on gender. One hundred and ninety (190) respondents, representing 79% of the total respondents were males. While fifty-one (51) of the total population representing 21% of the respondents were females. The males have the highest percentage (79%) because majority of the vocation are energy sapping and time consuming and this can only be done effectively by men while females have the lowest percentage (21%) and this is more evident in female centered craft like tailoring, hairdressing and baking because it require lesser energy and one can even do these craft while sitting and also because of the fragile nature of women and commitment to domestic chores, they require less energy and less time consuming craft to be able to meet up with foster responsibilities.

Table 4.3: Sample Distribution based on Vocation.

Vocation	Frequency	Percent
Welder	28	12
Mechanic	29	12
Carpenter	21	9
Furniture Makers	29	12
Hairdresser	39	16
Bakers	11	5
Electrician	15	6

Vulcanizers	15	6
Tailor	33	14
Bricklayer	21	9
Total	241	100

Table 4.3 shows the distribution of the sample size based on the respondents' vocation. Hairdressers constituted the largest percentage because it is the only vocation with only females. This is because in this part of the country, hair making is seen as only female craft and it becomes absurd to the society when males engage in it. Bakers on the other hand is accumulated the lowest percentage because no association meeting has happened among them since the Covid-19 lockdown was over and the researcher randomly collected data individually.

Sample Distribution based on Academic Qualification.

The distribution of demographic data of the respondents in this population based on academic qualification and the analysis is presented in Table 4.4.

Table 4.4 Distribution of Respondents by Academic Qualification

Educational Qualification	Frequency	Percentage
FSLC	22	9
SSCE	123	51
DIPLOMA	16	7
NCE	55	23

BSC	25	10
Total	241	100

Table 4.4 shows the distribution of the sample size based on academic qualification. One hundred and twenty three (123) respondents held the senior secondary certificate examination (SSCE) are the largest respondent in this category. This is because mostly, handcraft is majorly for the less educated as it is the mostly engagement when an individual could not afford tertiary education while first school leaving certificate FSLC constituted 22 respondents with the lowest percentage of 9%. This is because Artisans have realized the need to acquire education beyond the basic education and more so, the contemporary society have raised the benchmark far above just a basic education.

Answering Research Questions.

The research questions were answered based on the stated research questions as highlighted in chapter one.

Research Question one: What is the information literacy level of Artisans in three states in North central? To answer this research question, mean and standard deviation was used and the analysis is presented in Table 4.5.

Table 4.5 Information Literacy Level of Artisans

S/N	Information Literacy level of Artisan	N	Mean	Std. Dev.	Decision
1	Ability to synthesis and identity accurate and reliable information	241	3.02	.75	High

2	Easy access to accurate information	241	2.99	.65	High
3	Access to information through individuals or access to tools	241	2.96	.78	High
4	Easy location of relevant information	241	2.95	.79	High
5	Identification of source of information	241	2.98	.74	High
6	Meaningful, relevant, and current information being extracted from mass information	241	2.92	.72	High
7	Ability to constantly use information to meet job performance needs	241	2.88	.73	High
8	Ability to use information to make decision	241	2.72	.93	High
	Sectional Mean	241	2.93	.73	High

Table 4.5 reveals that eight (8) items were listed on the information literacy level of Artisans. All the eight items produced high mean scores which were above the benchmark of 2.50; the mean of below 2.50 is considered low level of information literacy level of Artisans. On the other hand, the mean of 2.50 and above is considered high level of information literacy level of Artisans. In view of the benchmark, all the items have a mean of above 2.50, this indicates that respondents (artisans) have high level of information literacy level. The findings showed the sectional mean of 2.93 which indicates the high level of information literacy among artisans in the three understudied states in North-central Nigeria. However, the data showed highest level of Ability to synthesis and identity accurate and reliable information ($\bar{x}=3.02$; $SD=0.75$). this is because every individual no matter the level of educational qualification or literacy level, have realized the need for information

and have developed skills in identification of information when needed. Meanwhile, among the data set showed that ability to use information to make decision has the lowest mean of ($\bar{x}=2.72$; $SD=0.93$) because even though Artisans can identify information, they are still skeptical about information received and most at times, they still consult one or two colleague to confirm the authenticity of the information to make decision on their job.

Research Question two: What type of training programmes are provided to artisans in North Central Nigeria? To answer this research question, mean rank and standard deviation was used and the analysis is presented in Table 4.6.

Table 4.6: Training program provided for Artisan

S/No	Training program provided for Artisan	N	Mean	Std. Dev.	Rank
1	Practical training programmes are available for Artisans	241	3.448	.7461	1
2	Apprenticeship training style	241	3.373	.8175	2
3	Use of case study to acquire knowledge	241	3.232	.7719	3
4	Conference and workshops are organized specifically for Artisan	241	3.033	.7576	4
5	Mentoring/Coaching is done through association President or experience Artisan	241	3.021	.8389	5
6	Job rotations enhance multi-tasking	241	2.988	.8635	6
7	Distance and internet-based learning encourage wider coverage	241	2.680	1.0336	7
8	Seminar are organized on regular bases	241	2.618	.8388	8
Sectional Mean		241	3.05		

Table 4.6 shows the mean rank of training programmes are provided to artisans in Niger, Kogi and Nasarawa States in North-central, Nigeria. The findings reported that Practical training programmes are available for Artisans in the three states with the highest mean of 3.45 and rank first because even though not all the training type are common among Artisans, practical training is undoubtedly available to acquire basic and necessary knowledge of the craft. However, organization of seminars on regular basis is ranked the last among the items because majority of Artisans believed that trainings are

acquired from experienced (master) Artisan i.e a master-apprentice style of training and sometimes incapacitated by funds to organize seminars on a regular basis that will cater for all members.

Research Question three: What are the Information literacy skills possessed by Artisans in three States in North Central Nigeria? To answer this research question, mean and standard deviation was used and the analysis is presented in Table 4.7.

Table 4.7 Information Literacy skills of Artisans

S/N	Information Literacy skills of Artisan	N	Mean	Std. Dev.	Decision
1	I know how to source for information when I need it	241	3.299	.67	High
2	I can identify correct information	241	3.203	.64	High
3	I use information to make decision on my job	241	2.992	.77	High
4	Ability to locate correct information	241	2.913	.84	High
5	Evaluation of information is too technical for me	241	2.498	.95	High
Sectional Mean		241	2.981	.77	High

Table 4.7 reveals that five (5) items were listed on the information literacy skills of Artisans. All the five items produced high mean scores which were above the benchmark of 2.50. The data showed a high level of knowledge on how to source for information when needed ($\bar{x}=3.29$; $SD=0.67$). sourcing for information among Artisans is high because they are skilled in identification of information, sourcing for information when needed is very pertinent especially in this information explosion era. Therefore, Artisans have the knowledge of who or where to contact.

On the other hand, even though information is not a new concept among Artisans, yet, the evaluation of information remain largely the job of information professionals as seen in the data that indicated that evaluation of information received by Artisans showed the lowest mean of ($\bar{x}=2.5$; $SD=0.95$).

Research Question four: What are the ICT competencies of artisans in North Central? To answer this research question, mean rank and standard deviation was used and the analysis is presented in Table 4.8.

Table 4.8 ICT Competence of Artisans

S/N	ICT Competence of Artisan	N	Mean	Std. Dev.	Decision
1	Use ICT to market my product online	241	3.27	.74	High
2	Booting of computer is easy for me	241	2.99	.84	High
3	Use of ICT to learn new ways of doing works and catch up with trend in the craft	241	3.05	.76	High
4	Ability to use Microsoft office	241	2.81	.88	High
5	Use search engines social media, website and email to find customers and raw materials for my work	241	3.00	.80	High
6	Use of AutoCAD and other pictorial software to design	241	2.57	.94	High
7	Use of radio and Television	241	3.10	.83	High
8	Use of video conferencing for lecturing	241	2.56	.94	High

9	Use of Smartphone	2.92	1.00	High	
		241	2.93	.73	High

Table 4.8 shows the mean rank ICT Competence of Artisans in Niger, Kogi and Nasarawa States in North-central, Nigeria. The findings indicated that use of ICT to market product, has the highest mean ($\bar{x}=3.27$; $SD=0.74$) among the data set. This is owing to the fact that use of Smartphone is almost compulsory for everybody to live in the global village and as such the possession of electronic gadget like Smartphone enable Artisans to perform operations like easy communication, learning new ways of doing work and catch up with trends in their chosen craft and ultimately portray to the world what they are capable of doing by marketing their product and services via a wireless network especially with social media as the greatest, fastest and cheapest tool to display ones abilities.

However, Artisans have been observed from the data set to have limitation to the use of Smartphone as some of them are less educated and ICT expert, other facilities that the Smartphone and computer can be used for like videoconferencing for teaching or training apprentice is still a mirage among the less educated Artisans especially the older Artisans.

Research Question five: What is the influence of information literacy skills on job performance of artisans in North Central Nigeria? To answer this research question, mean and standard deviation was used and the analysis is presented in Table 4.9.

Table 4.9: Influence of Information Literacy skills on job performance of Artisan

S/N	Influence of Information Literacy skills on job performance of Artisan	N	Mean	Std. Dev.	Decision
1	Use of knowledge acquired to perform job better	241	3.44	.72	High
2	Ability to search & use information to improve job	241	3.27	.72	High
3	Information literacy enables Artisan to keep record to daily transactions	241	3.04	.87	High
4	Information literacy skill enhances communication skills and identification of relevant information required to perform job	241	3.35	.72	High
5	Adequate information guide Artisans to places where materials can be obtained for job performance	241	3.23	.66	High
6	Being information literate simplifies job performance	241	3.18	.76	High
7	Information literacy do not have influence on knowing ones right & privileges in terms job ethics	241	2.66	.92	High
8	Information literacy does no give guaranty to loan & grants to purchase materials/tools use for job performance	241	2.57	.95	High
	Sectional Mean	241	2.93	.79	High

Table 4.9 reveals that eight (8) items were listed on the influence of information literacy skills on job performance of Artisans. All the eight items produced high mean scores which were above the

benchmark of 2.50; the highest mean score of (\bar{x} =3.44; SD=0.72) revealed that Artisans use knowledge acquire to perform job better which of course is expected as a result of their high information literacy skill to enable them perform greatly in their respective craft and by extension satisfactory service delivery. However, Artisans are still of the view that whether one is information literate or not, it does not give guaranty to loans and grant (\bar{x} =2.57; SD=0.95). as some of these opportunities may have passed them without being aware of the opportunities.

Research Question Six: What is the influence of training on job performance of artisans in North Central Nigeria? To answer this research question, mean and standard deviation was used and the analysis is presented in Table 4.10.

Table 4.10: Influence of training on job performance of Artisan

S/N	Influence of training on job performance of Artisans	N	Mean	Std. Dev.	Decision
1	Training promotes innovation fabrication, construction, lubrication, design.	241	3.44	.72	High
2	Adequate training increase communication skills to perform job/ tasks	241	3.29	.72	High
3	Training is not necessary for job performance	241	1.91	.99	Low
4	Training expose artisans to the nitty-gritty of the job	241	3.11	.87	High
5	Training helps to be current and aware of trend in the location of artisans	241	3.33	.69	High
6	New knowledge is gained through training	241	3.25	.78	High
7	High level of confidence is exhibited when doing job related to the knowledge gained during train	241	3.27	.80	High
8	Training helps to eliminate mistakes	241	3.15	.87	High

9	Master craftsmen are confident in their trainee after training course	241	3.10	.88	High
10	Training improves quality of product and services	241	2.98	1.00	
Sectional mean			3.05		

Table 4.10 shows that ten (10) items of were analysed on the influence of training on job performance of artisans in Niger, Kogi and Nasarawa States in North-central, Nigeria. The findings indicated that item one: training promotes innovation, fabrication, construction, lubrication and design, has the highest mean score of (\bar{x} =3.44; SD=0.72) and highly needed for job performance. Artisans have seen the need to continuously undergo training to improve their skills and performance and to compete with their counterparts from other clans. On the other hand, few artisans with the lowest mean score of needed (\bar{x} =1.91; SD=0.99) are of the perception that training is not necessary because of the syndrome of being stagnant to only what they learnt from their master during the time of their apprenticeship.

Research Question Seven: What is the influence of ICT competency on job performance of artisans in North central Nigeria? To answer this research question, mean and standard deviation was used and the analysis is presented in Table 4.11.

Table 4.11: Influence of ICT Competence on job performance of Artisans

S/N	Influence of ICT Competence on job performance of Artisans	N	Mean	Std. Dev.	Decision
1	Knowledge of ICT enables effective record keeping	241	3.32	.72	High
2	ICT eases communication	241	3.30	.59	High
3	Encourage independent learning	241	2.91	.87	High

4	Encourage collaboration and teamwork with the use of social media platform	241	3.00	.87	High
5	Use of ICT makes work easier	241	3.10	.74	High
6	ICT increases productivity	241	3.00	.76	High
7	Use of ICT enables wider patronage as a result of wider coverage	241	3.05	.82	High
8	Competence in ICT enable Artisans to be aware of new technologies	241	2.90	.93	High
Sectional Mean		241	2.93	.79	High

Table 4.11 reveals that eight (8) items were listed on the influence of ICT competence on job performance of Artisans. All the eight items produced high mean scores which were above the benchmark of 2.50; with the highest mean score of ($\bar{x}=3.32$; $SD=0.72$) revealed that knowledge of ICT enables effective record keeping among Artisans. This of course with ICT in place in craft making, effective record keeping which will in turn enable effective organization and very close to effective record keeping is ease of communication with mean score of ($\bar{x}=3.72$; $SD=0.59$). In the same vein result from research question four also showed that Artisans in the three states have high level of ICT competence and as a result have utilized it full capacity in communication. On the contrary, the lowest mean score of ($\bar{x}=2.90$; $SD=0.93$) showed that Artisans have not utilized their ICT skills to be aware of new technology. This is because craft making does not require high technological tools and as such a particular tool can still serve the same purpose for a very long time.

Research Question Eight: What are the challenges of information literacy skills, training and ICT competency on job performance? To answer this research question, mean and standard deviation was used and the analysis is presented in Table 4.12.

Table 4.12: Challenges to Information literacy, training and ICT competence

S/N	Challenges to Information literacy, training and ICT competence	N	Mean	Std. Dev.	Decision
1	There is inadequate training for artisans	241	2.96	.86	High
2	ICT facilities are inadequate	241	2.98	.72	High
3	Information literacy programme is lacking	241	2.78	.77	High
4	There is absence of evaluation, analysis, synthesis and use skill on the part of artisan	241	2.66	.91	High
	Sectional Mean	241	2.981	.77	High

Table 4.12 reveals that four (4) items were listed on the challenges facing information literacy, training and ICT competence of artisans in three States in North Central, Nigeria. All the four items produced high mean scores which were above the benchmark of 2.50; In view of the benchmark, all the items have a mean of above 2.50, this indicates that respondents (artisans) are faced with the listed challenges of programme and absence of evaluation, analysis, synthesis and use skills on the part of artisans. The highest mean score of (\bar{x} =2.98; SD=0.72). revealed that inadequate ICT facilities is the major challenge of Artisans in acquiring information literacy skill, adequate training and ICT competence to higher level than what was revealed in research question two, three and four. This is because ICT facilities are costly and Artisans are known to be low income earners and may not afford the ever-changing ICT gadgets to access and filter relevant information, increase training and competence in ICT skill like their counterparts in a more ICT oriented society or developed society. However, table 4.12 revealed that all the four items listed have relatively little difference between them and as such all the items are great challenges

hindering effective and efficient acquisition of information literacy skill, adequate training and high competence in ICT

Testing Research Hypotheses

The formulated hypotheses were tested using inferential statistics (multiple regression) at 0.05 significant level.

Hypothesis one: There is no significant influence of Information literacy skills and ICT competence on job performance of Artisans. This formulated hypothesis was tested using multiple regression, and the analysis is presented below.

Table 13a: Multiple Regression Model Summary on the Influence of Information Literacy Skills and ICT Competency on Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.103 ^a	.0106	.010	10.948

a. Variables: (Constant), IctCoA, ILSOA

Table 4.13a shows the regression coefficient result for the independent variables; Information literacy skills and ICT competency, and the dependent variable; job performance. The result shows $r(2,238) = .103$, $r^2 = .011$ indicating that only 1.1% of job performance can be influenced by Information literacy skills and ICT competency among Artisans in North-Central, Nigeria. To determine whether the model was a good predictor, ANOVA result presented in Table 4.13b

Table 13b: Regression ANOVA on Information Literacy Skills and ICT Competency on Job Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.798	2	3.899	.021	.979 ^b
	Residual	43980.683	238	184.793		
	Total	43988.481	240			

a. Dependent Variable: Job Performance

b. independent variables: (Constant), IctCoA, ILSoA

Table 4.13b display ANOVA results. The findings shows that there is no significant influence of Information literacy skills and ICT competency, and job performance, $F(2,238) = 0.21$, $p(0.98) > 0.05$. This indicates that the model is not a good predictor of the influence of Information literacy skills and ICT competency and job performance. The regression coefficient is presented in the next Table 4.13c

Table.13c: Regression Coefficient between Information Literacy Skills and ICT Competence on Job Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	79.213	6.488		12.210	.000
	ILLoATot	.007	.073	.006	.098	.922
	IctCoATot	-.012	.062	-.013	-.194	.847

a. Dependent Variable: Job performance

Table 4.13c shows the regression coefficient of information literacy skills and ICT competency on job performance. The result shows information literacy skills is not a significant predictor of job performance ($B = .006$, $t = .098$, $p(0.92) > 0.05$). The regression coefficient indicates that for any increase in one unit of information literacy skills will cause an increase in 0.007 units of job performance (when all other factors are constant) among Artisans in the population. Secondly, The

regression coefficient of the influence of ICT competency on job performance, ($B = -0.01$, $t = -0.19$, $p(0.85) > 0.05$), indicating that for any increase in one unit of ICT competence will cause a decrease in -0.12 units of Job performance among artisans in North Central Nigeria.

Hypothesis two: There is no significant influence of Information literacy skills and training on job performance. This formulated hypothesis was tested using multiple regression model and the analysis is presented below.

Table.14a: Multiple regression Model Summary on the Influence of Information Literacy Skills and training on Job Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.044 ^a	.002	-.006	13.582

a. independent variables : (Constant), IoToJP, ILSoA

Table 4.14a shows the regression coefficient regression for the independent variables; Information literacy skills and training and the dependent variable; job performance. The result shows $r = 0.044$, $R^2 = .00$. indicating that only 0.2% of job performance can be influenced by Information literacy skills and training among Artisans in North-Central, Nigeria. To determine whether the model was a good predictor, ANOVA result presented in Table 4.13b

Table 4.14b: Regression ANOVA on Information Literacy Skills and ICT Competency on Job Performance

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	85.033	2	42.516	.230	.794 ^b
	Residual	43903.449	238	184.468		
	Total	43988.481	240			

a. Dependent Variable: Job performance.

b. Predictors: (Constant), IoToJP, ILSoA

Table 4.14b display ANOVA results. The findings shows that there is no significant influence of Information literacy skills and training on job performance, Since $F(2,238) = 0.23$, $p(0.79) > 0.05$, we therefore fail to reject the null hypothesis and conclude that the model is not a good predictor of the influence of respondents' Information literacy skills and training on job performance. The regression coefficient is presented in the next Table 4.13c

Table .14c: Regression Coefficient between Information Literacy Skills and ICT Competency on Job Performance

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	77.695	6.047		12.848	.000
	ILS4ATot	.046	.070	.045	.652	.515
	IoToJPTot	-.029	.070	-.029	-.412	.681

a. Dependent Variable: Job performance

4.13c shows the regression coefficient of information literacy skills and training on job performance. The result shows information literacy skills is not a significant predictor of job performance ($B = .050, t = .652, p(0.52) > 0.05$). The regression coefficient indicates that for any increase in one unit of information literacy skills will cause an increase in 0.046 units of job performance (when all other factors are constant) among artisans in the population. Secondly, The regression coefficient of the influence training on job performance, ($B = -0.029, t = -0.41, p(0.68) > 0.05$), indicating that for any increase in one unit of training will cause a decrease in -0.029 units of Job performance among Artisans in North Central Nigeria.

Hypothesis three: There is no significant influence of training and ICT competency on job performance of Artisan. This formulated hypothesis was tested using Regression, and the analysis is presented below.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.147 ^a	.022	.013	13.448

a. Predictors: (Constant), IoIctCoJP, IotoJP

Table 4.15a shows the regression coefficient regression for the independent variables; training and ICT competence while the dependent variable; job performance. The result shows $r = 0.147, R^2 = .022$ indicating that only 2.2% of job performance can be influenced by training and ICT

competence among Artisans in North-Central, Nigeria. To determine whether the model was a good predictor, ANOVA result presented in Table 4.15b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	946.398	2	473.199	2.617	.075 ^b
	Residual	43042.084	238	180.849		
	Total	43988.481	240			

a. Dependent Variable: Job performance

b. Predictors: (Constant), IoIctCoJP, IotoJP

Table 4.15b display ANOVA results. The findings show that there is no significant influence of training and ICT competence and job performance. Since $F_{cal}(2,238) = 2.62$, $p(0.75) > 0.05$, we therefore fail to reject the null hypothesis and conclude that the model is not a good predictor of the relationship between respondents' training and ICT competence on job performance. The regression coefficient is presented in the next Table 4.15c

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	87.102	5.978		14.570	.000
	IoToJPTot	.053	.071	.052	.746	.456

IoIctCoJPTot	-0.160	.070	-0.160	-2.280	.024
--------------	--------	------	--------	--------	------

a. Dependent Variable: Job performance

4.15c shows the regression coefficient of training and ICT competence on job performance. The result shows training is not a significant predictor of job performance ($B = .053$, $t = .746$, $p(0.46) > 0.05$). The regression coefficient indicates that for any increase in one unit of training will cause an increase in 0.053 units of job performance (when all other factors are constant) among artisans in the population. Secondly, The regression coefficient of the influence ICT competence on job performance, ($B = -0.160$, $t = -2.28$, $p(0.02) < 0.05$), indicating that for any increase in one unit of ICT competence will cause a decrease in 0.160 units of Job performance among artisans in North Central Nigeria.

Hypothesis four: There is no relative contribution of information literacy, training and ICT competence to job performance. This formulated hypothesis was tested using Linear Regression, and the analysis is presented below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142 ^a	.020	.012	13.457

a. Predictors: (Constant), IoIctCoJP, ILLoA

Table 4.16a shows the regression coefficient regression for the independent (predictor) variables; Information literacy skills and training, while the dependent variable; job performance. The result shows $r = 0.142$, $R^2 = 0.02$. Indicating that only 2% of the variance in job performance can

be explained by Information literacy skills training and ICT competence among artisans in North-Central, Nigeria. To determine whether the model was a good predictor, ANOVA result presented in Table 4.13b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	887.421	2	443.711	2.450	.088 ^b
	Residual	43101.060	238	181.097		
	Total	43988.481	240			

a. Dependent Variable: JP

b. Predictors: (Constant), IoIctCoJP, ILSoA

Table 4.16b display ANOVA results. The findings shows that there is no significant difference between the predictors (Information literacy skills and training), and the dependent variable (job performance), Since $F_{cal} = 2.45$, $p(0.088) > 0.05$, we therefore conclude that the model is not a good predictor of the relationship between respondents' Information literacy skills and ICT competence on job performance. The regression coefficient is presented in the next Table 4.13c

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	87.435	6.654		13.141	.000
	ILLoATot	.035	.073	.031	.480	.632

IoIctCoJPTot	-.145	.065	-.144	-2.213	.028
--------------	-------	------	-------	--------	------

a. Dependent Variable: JP

4.16c shows the regression coefficient of information literacy skills and training on job performance. The result shows information literacy skills is not a significant predictor of job performance ($B = 0.035$, $t = .480$, $p(0.632) > 0.05$), which implies that the regression coefficient indicates that for any increase in one unit of information literacy skills will cause an increase in 0.035 units of job performance (when all other factors are constant) among artisans in the population. Secondly, The regression coefficient of the influence training on job performance, ($B = -0.142$, $t = -0.144$, $p(0.028) < 0.05$), indicating that for any increase in one unit of training will cause a decrease in 0.142 units of Job performance among artisans in North Central Nigeria.

4.2 Summary of Major Findings

1. Artisans in the three states have high level of information literacy especially in the synthesis and identification of accurate and reliable information
2. Different training programmes are available for Artisans, apprenticeship, use of case study and coaching/mentoring are the major styles preferred by Artisans to acquire training even though conferences and workshops are organized for Artisans. Artisans rotate and repeat their job to enhance multi-tasking while distance and internet based learning were accommodated by few especially among the young and well educated and exposed Artisans
3. The result also showed that Artisans have high skills in information literacy even though evaluation is technical for artisans

4. Findings also shows that Artisans are highly competent in basic and simple ICT operations that will enhance the job like the use of Smartphone, marketing of products and services online and to learn new ways of doing their job and to also be aware of new trends in, use of social media and mass media.
5. Findings shows that possession of information literacy have great influence on job performance as it enables Artisans to use acquired knowledge to perform job and improve job, keep records and enhances communication and identification of relevant information and simplifies job. Information literacy skills also guide Artisans on how to source for raw materials for their craftwork.
6. Training is essential for increased job performance by promoting innovations, gaining new knowledge, eliminating mistakes, exposing Artisans to the nitty-gritty of their craft and improving quality of products and services.
7. Artisans are ICT competent and use the competency in their job for effective service delivery and make work easier.
8. Findings also revealed that even though artisans are information literacy skilled, acquire knowledge and are ICT competent, Artisans in the three states are faced with inadequate training and ICT facilities. Information literacy programmes are lacking and they have to source for information themselves.
9. Null hypothesis one tested at 0.05 level of significance revealed that job performance is only influenced by 1.1% of information literacy skill and ICT competence of Artisan which is insignificant. Even though Artisans are ICT competent, they have not effectively used it to influence their job. Significance value of 0.98 is greater than 0.005 which implies that null hypothesis is accepted.

10. Null hypothesis two tested at 0.05 level of significance revealed that p-value of 0.79 > 0.005. Therefore the hypothesis was accepted. The regression co-efficient indicated that for any increase in one unit of information literacy skill will cause an increase in 0.046 units of job performance. However, even though influence of training has negative value, there is an influence on job performance of Artisans which showed that part of the hypothesis was rejected.
11. Null hypothesis three tested at 0.05 level of significance revealed only 2.2% influence of training and ICT competence on job performance of Artisans. Null hypothesis was rejected because p-value<0.005
12. Null hypothesis four revealed that only 2% of job performance of Artisans can be influenced by information literacy skill, training and ICT competence. Therefore, part of the hypothesis that tested information literacy skills and ICT competence was accepted while test on ICT competence was rejected.

4.3 Discussion of Findings

The discussion of the findings emanating from this study are presented below and guided by the research questions.

The finding on research question one (1) that dealt with the information literacy level of artisans in Niger, Kogi and Nasarawa States in North Central, Nigeria. Revealed that majority of artisans in North Central, Nigeria have high level of information literacy. This is because of the significance of information in contemporary society and as such artisans too have harnessed the benefits of being information literate to for any meaningful development in one's job and effectively improve performance. This finding is in line with the study by Itusanmi (2017) who

adopted a quantitative research approach to assess literacy skills of artisan in Ibadan metropolis. Result shows that literacy status of artisans in Ibadan metropolis was high. Information literacy keeps artisan abreast of trending activities and good interpersonal relationship. Acquisition of literacy skills improves mastery of income-generating skills faster.

The findings on research question number two (2) that investigated the type of training programme available for artisans in North Central, Nigeria revealed that: there are training programme for artisans in their various vocations which facilitate job performance. Among the training style available for artisans are conferences and workshops, seminars, coaching/mentoring, use of case study job rotation and distance/internet learning. Similarly, apprenticeship and use of case study were ranked the highest acceptable style of training as first and second respectively after the establishment of the fact that training programme are available for artisans in Niger, Kogi and Nasarawa States in North Central, Nigeria. This is because apprenticeship is the oldest form of training in trading and craft making and the easiest to artisans before technology. This finding is in line with Deug-Yong and Park (2013) on case study on development and use of technical training contents using virtual reality found that applying virtual reality technology to the technical education verified that educational effects of virtual training through the use of case study is effective in knowledge dissemination.

Research question three sought to find out the information literacy skills of artisans within the understudied states in North Central Nigeria revealed that artisans possess high skill in knowledge of how to source for needed information, identification of correct information and use of information to make constructive decision on their job. Although, artisans were able to slightly scale above the benchmark but evaluation of information according to the findings showed that evaluation can be a bit technical for them. This finding conforms with the findings of Saka, *et al*

(2018) and Muthee, *et al* (2018) respectively. Saka, *et al* (2018) in a collaborative study on influence of information literacy on agricultural research innovation among extension workers in Kaduna state and FCT Abuja, Nigeria, reported that information literacy skills of agricultural research innovation was high with the highest mean in synthesis and identification of information. Furthermore, Muthee, *et al* (2018) carry out a study on the influence of information literacy on the access and use of information services in special corporate libraries in Kenya and found that majority of the Kenya power and lighting company staff to a considerable extent can identify, access, evaluate, use and understand economical, legal and social issues surround information.

In answering research question four (4) on the ICT competence of artisans in North Central Nigeria, revealed that artisans indicated their competence in simple and basic ICT operations needed for daily activities. Even though artisans it is revealed by the research that use of AutoCAD and other pictorial software to design and videoconferencing may not be prevalent among artisans but simple use of Smartphone, to make communications easier, for social media, to learn new trends in their craft and to market their product and services online is evident to be more easier to do This finding is in line with that of Emezie and Anunobi (2019) and Awa *et al* (2016) respectively. Emezie and Anunobi (2019) investigate library staff knowledge of ICT skills for digitization of information resources in federal universities in south east Nigeria. The result show that Library staff should acquaint themselves with the various ICT skills required for digitization and engage in training to change the status quo and retain jurisdiction in digital information provision.

Awa *et al* (2016) who revealed that the adoption of ICT into English classrooms enhances learners interest and improve achievement as it gives them the opportunity to learn English in a communicative way and that ICT improves teachers' efficiency and student effectiveness in

English language classroom. This evident in the response of artisan in ICT competence in teaching and learning. But on the contrary, the finding of this research disagree with the finding of Agu and Eya (2019) and Kaluyu *et al* (2015) respectively. Agu and Eya (2019) who collaboratively conducted a study on improving skills in senior secondary schools for effective performance in computer-based test and security. The study revealed that students possess the skills in computer usage to a low extent and it was not to their advantage and there is need to improve the skills of both students and teachers in computer operation to enhance quality CBT in JAMB examination. Unarguably, artisans with high computer skill will have high job performance. Also, but in contrary, Kaluyu *et al* (2015) studied the effect of ICT proficiency among quality assurance officers in Kenya and observed that because of the low basic skills in ICT for Quality management, the QAOs are challenged in their work and therefore many are not rated as good or excellent in performance. Analysis of coping mechanisms when QAOs are faced with IT skills challenge showed that the larger proportion opt to consult experts or colleagues. This translates into more expenditure on institutions or more time wasted as other colleagues' attention is diverted to this work.

The finding on research question five which investigated the influence of information literacy skills on job performance revealed that being information literate is compulsory in the contemporary time for any meaningful development in artisans daily activities and development in their craft and trading. This findings from the analysis showed that all the Artisans in North Central are aware of the importance of being informed and use their acquired information to perform their job better. This finding supported the research of Onwukanjo (2017) and Omehia (2018) respectively. Omehia (2018) that studied the Influence of information literacy on agricultural development on oil palm farmers in east senatorial district of rivers state. Part of the

result showed that information literacy facilitates Farmers adoption of innovation, increases Farmers idea and knowledge for better farming practices, enhances farmer's skills on decision making on market price among others. Also that unawareness of ICTs in agriculture, difficulty in accessing information, inability to apply information appropriately, poor internet use are constraints to Information literacy among oil palm farmers in the study area.

Onwukanjo (2017) conduct a study to determine the homophily-heterophily, staff quality, Information literacy and availability of Information resources as correlates of effective services in University Libraries in North Central Nigeria. The study reported significant relationship between information literacy of staff and effective service delivery in university libraries in North Central Nigeria Also in accordance with this study is

The findings from research question six which examined the influence of training on job performance revealed that all the artisans in north central strongly agreed that training is necessary for job performance because it's the only way for improvement in their existing knowledge. Only few of the artisans chose to be static to available knowledge and this is observed that these artisans are static and mostly backward in craft when compared to their counterpart in the craft. The importance of training cannot be overemphasized as it is revealed that training increase communication skill to perform job, promote innovations, expose artisan to the nitty-gritty of their job, helps to be current aware of trends in the craft, gain new knowledge and improves quality of products and services.

This finding corroborate the findings of Saka *et al* (2016) collaborated to find out the Influence of Continuing Professional Development and Skills Acquisition on Librarians' Performance in Two State Capitals in Northern Nigeria. The study revealed that the influence of continuing professional

development and skills acquisition on librarians' performance had the highest mean score of 1.70 with SD of .46396 in giving concrete and clear instructions to subordinate which showed that effective communication between the superiors and subordinates will go a long way to enhance efficient and effective job performance. It was discovered that the lowest mean scores of 1.46 and S.D of .50324 showed that there was inefficiency and ineffectiveness of job performance on the part of the respondents in libraries under study. Equally Dang Kum *et al* (2014) undertook a study on the impact of training and development on employee performance: A case study of ESCON Consulting. Part of the findings revealed that conducting of employee training on a continuous basis is required., 77% of participants agreed that training improves performance of employees by reducing uncertainty. The findings show that this would improve employee performance in the organization. Hence, the employer should improve training programmes so that employees acquire new knowledge during training. The employer should have compulsory training programmes for all employees in order to improve the knowledge and understanding of annual business strategy and objectives. Employees should be provided with effective training in order to reduce the time spent by managers on supervising employees. Employees should be provided with more training.

Findings from research question seven investigated the influence of ICT competence on job performance of Artisans in North Central Nigeria. Findings revealed that all Artisans in Niger, Kogi and Nasarawa States in north central strongly agreed that ICT competence has a great influence on job performance. ICT simplifies job, eases communication, enhances effective record keeping and increases productivity. Findings also revealed that ICT enable wider patronage and encourage independent learning. This finding is in conformity with the findings of Sani and Musa (2019) studied the influence of ICT competencies on job performance among Library personnel in tertiary institutions in three higher institutions in Lokoja, Kogi State, Nigeria, Libraries studied

showed that their staff possessed computer skills and automation/digitization skills. Also, majority of the respondents acquire computer/ICT skills through on-the-job training hence, ICT competency enable them to meet up with the demands of their job thereby providing effective library e-library/multimedia services, circulation services, research and bibliography services and other library services. The study showed that the level of ICT competence of library staff significantly enhance their job efficacy. Also, in collaboration with a study to ascertain the Impact of ICT on job performance of Librarian in Federal University in Nigeria by Oguiche (2017), the study revealed that the ICT literacy competence of the Librarians was regarded high where they carry out their duties using the ICT skills acquired. Also it was established that the staff will perform their jobs better when they are committed and given the required, ICT literacy competence of librarians in all the federal university libraries studied has helped them to simplify their work process and also motivated them to do their jobs. The ICT literacy competence of librarians in Nigerian federal university libraries has significant impact on their job performance

Findings from research question eight examined the challenges facing information literacy, training and ICT competence and majority of the Artisan agreed that although there are training programmes available for artisans in north central but these trainings are inadequate to what is obtainable. ICT facilities are obtained by respective individual unlike a more ICT inclined society where government provide adequate facilities. This to an extent has pose a great threat to Artisan competence in ICT as these ICT gadget are quite expensive and Artisans are known to be on a low income and low budget individuals. Findings also revealed that Information literacy skills of artisans are self-thought as there is little or no programmes on information literacy and this is why information literacy skills are more evident among the learned society.

Saka *et al* (2016) and Omehia (2018) respectively supported this finding. Saka, Oyedum and Song (2016) collaborated on a study Influence of Continuing Professional Development and Skills Acquisition on Librarians' Performance in Two State Capitals in Northern Nigeria. It was discovered that the lowest mean scores of 1.46 and S.D of .50324 showed that there was inefficiency and ineffectiveness of job performance on the part of the respondents in libraries under study. Omehia (2018) that studied the Influence of information literacy on agricultural development on oil palm farmers in east senatorial district of rivers state. The result showed that information literacy facilitates Farmers adoption of innovation, increases Farmers idea and knowledge for better farming practices, enhances farmer's skills on decision making on market price among others. Also that unawareness of ICTs in agriculture, difficulty in accessing information, inability to apply information appropriately, poor internet use are constraints to IL among oil palm farmers in the study area. This result is in consonance study in that IL facilitates job performance of artisans by increasing innovative ideas that will bring about new designs, generate a favourable and reasonable affordable prices and also equip artisans with information on how to access and use information and necessary ICT skills for their crafts.

Hypotheses one tested at 0.05 level of significance shows that increase in job performance of artisan is almost unnoticed. The influence of information literacy skill and ICT competence is insignificant. This finding contradict Sani and Musa (2019) who reported that ICT competence of library staff greatly influenced their job performance.

Hypothesis two shows that only 0.045 unit of job performance will be influenced by a unit increase in information literacy skills among artisans in north central, Nigeria and that there is negative influence on job performance. This may be because artisan repeatedly do their job and new knowledge may not be unnoticed. This result contradict the report of Dang kum, Cowden and

Karodia (2014) who reported that regular employee training is required to improve performance and reduce uncertainty.

Hypothesis three regression coefficient of the independent variables training and ICT competence and dependent variable shows that only 2.2% of job performance can be influenced by training and ICT competence among artisans in the three states under study. This shows that influence of training and ICT competence does not have significant influence on job performance of artisans. This is against the finding of Abubakar and Saka (2021) which stated that availability and use of ICT facilities has significantly influenced service delivery of library staff in university library staff in northern Nigeria.

Hypothesis four showed no relative contribution among information literacy skills and training to job performance of artisans. However, it is assumed that at individual level they can contribute but when they are united there would be little or no contribution to job performance. This finding contradicts that of Afroz (2018) who reported positive impact and relationship between training and employee performance in Banking sector, Tangail Bangladesh.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From the findings of the study, it could be concluded that artisans in the studied states in North Central, Nigeria have high level of information literacy. The high level of information literacy of artisans enable them have access to relevant and required information. Even though all forms of training programmes are available for artisans, apprenticeship and use of case study are the most preferred training style among artisans in north central. Artisans exhibited high skill in sourcing, identifying, use, location and evaluation of information. Artisans are competent in basic and simple ICT operations required for daily activities. Another conclusion from the findings is that possession of information literacy skills by artisans has influenced their job tremendously as required and relevant information is obtainable when needed. Training on the other hand, is the only avenue for gaining new knowledge and improving quality of products and services for Artisans. And of course Competence in ICT among artisans enhances job performance by easing communication and collaboration increase productivity and encourage wider patronage.

Conclusion on the hindrances to information literacy, training and ICT competence to be inadequacy in training, ICT facilities, lack of information literacy programme which in turn created a gap between artisans and a more learned and organized society in terms of evaluation, analysis, synthesis and use skill on the part of artisan.

Recommendations

Based on the findings of the study, the following recommendations are hereby made:

1. Artisans in the studied area should endeavour to strive for more competency in identification of accurate information and continue to use this information to improve service delivery. Librarians also should look beyond the learned society in catering for information needs of their host and extending the gesture to their surrounding community especially public and academic libraries as they are the custodian of information. Government too should properly fund local libraries in order to fully meet the information requirement of their host communities.
2. Apart from the stereotype apprenticeship style of training common among artisans, artisans should explore other forms of training that are ICT oriented especially now that the world has turned to a village where anyone can reach whatever is needed by simple communication via internet. Distance learning and Internet-based learning should be considered and utilized.
3. Information is a veritable tool for any meaningful development and as such Libraries and information centres should provide community programmes that will enhance information literacy skills of artisans in north central,
4. In other developed countries and of course many developing countries have provided for their citizens sophisticated ICT facilities like free or subsidized internet access, computer centres and subsidized cost of ICT gadgets. This culture should also be imbibed here in Niger, Kogi and Nasarawa States in north central Nigeria especially to cushion the effect of low income that is common with artisans and enable them compete favourably with their counterpart in other clans.
5. Influence of information literacy on job performance has been established from the findings of the research and as such governments, libraries especially public and academic libraries, (as

a form of corporate social responsibility) should create programmes for artisans that will improve their ability in access to accurate information. Respective associations too should collaborate with information centres for relevant information on the course of creating craft and trading.

6. Training and retraining programmes should be provided for artisans in order to improve their proficiency in craft, trading innovations and quality of products and services
7. Awareness should be provided for artisans in north central, Nigeria on current ICT facilities and technologies in their craft.
8. Adequate and continue learning programmes should be made available, relevant information in improving crafts should be available through mass media and social media for artisans to harness.
9. Artisans should utilise their competence in information literacy skill, training and ICT effectively on their job to improve performance.

5.3 Contribution to Knowledge

This research is unique and has contributed to knowledge in the following ways:

1. The study unlike previous researches has identified high level of information literacy in sourcing, identification, locating and use of information except for competent evaluation of information among artisan in north central Nigeria and artisans are harnessing these skills to improve their job. The study has also identified that conferences, seminars and

workshop are not regularly organised as expected and that distance and internet-based knowledge is still a mirage among artisans

- 2 The research has identified that although simple ICT operations are performed by artisan especially among the young and well-educated Artisans, older and less educated Artisans are a bit behind development stage and should also be considered in improving their ICT skills that will meet up with an average individual in contemporary time. Factors that influence job performance of Artisans include adequate training, improved information literacy skills and competence in ICT.

5.4 Suggestions for Further Research

This study was on influence of information literacy, training and ICT competence on job performance of artisans in three states in north central Nigeria. It is, therefore suggested that similar research in only female inclined vocation in South Western Nigeria should be carried out.

REFERENCES

- Abubakar, L. & Saka, K. A. (2021). Provision of ICT facilities for training, use and job performance in University Libraries in Northern Nigeria. *IBBUL Academic*, 4(1), 238-262
- Adebayo, O. (2012). Information as an Economic Resource. The Role of Public Libraries in Nigeria. *Chinese Librarianship. An International Electronic Journal*, 3(4), 66-75
- Adedokun, M. O. & Oluwagbohunmi, M. F. (2013). The Impact of Literacy on Vocational Skills Acquisition for Better Community Participation. *International Journal of Education & Literacy Studies (IJELS)*, 1(2), 12-17
- Adeyinka, T. & Mutula, S. (2010). A proposed model for evaluating the success of web course content management system. *Computer in human behaviour*, 26(6), 1795-1805 retrieved from sciencedirect.com
- Afroz, N.N. (2018). Effect of training on Employee Performance - A Study on Banking Sector, Tangail Bangladesh. *Global Journal of Economics and Business*, 4(1), 111 - 124
- Agu, B.G.C. & Eya, G. M. (2019). Improving skills in senior secondary schools for effective performance in computer-based test and security. *International Journal of Integrated Research in Education (IJIRE)* 1(1) 167-174
- Akande, S. O. (2014). ICT Skills of Library Personnel in a Changing Digital Library Environment: A Study of Academic Libraries in Oyo State, Nigeria. *Information Technologist*, 11(1), 76-85.
- Akpan, E. O. & Amran, N. A. (2014). Board Characteristics and Company Performance: Evidence from Nigeria. *Journal of finance and accounting*, 2(3), 81-89. retrieved from article.jfinance.com
- ALA (1989). American Library Association American Presidential committee on information literacy. 1989 final report, Washington, DC.

- ALA (2000). Information Literacy Competency Standards for Higher Education. Retrieved from Arizona.edu
- Amidu, G., Mohammed, Z. & Ayodele, R. A. (2018). Assessment of Entrepreneur Opportunities and Preferences among Library and Information Science Graduates in University Libraries in North Central States of Nigeria. *Journal of Nigerian Library Association*, 2(1), 126-139
- Anunobi, C. V. (2013). Human Capacity Building in Nigerian University Libraries: An Imperative for Academic Libraries' Contribution towards National Development. *African Journal of Library, Archives and Information Science*, 23(1), 33-44.
- Appaih, B. (2010). *The Impact of Training on Employee Performance: A Case Study of HFC (Ghana) Limited*. (Unpublished MLS Thesis). Ashes University College. Retrieved from <http://hdl.handle.net/2050011988/63>.
- Argyris, C. (1971). *Management and Organizational Development, the path from XA to YB* McGraw Hill Book Company, New York. Retrived from eric.edu.gov.
- Armah-Ansah & Rita, Q. (2019). Effect of Training on Employee performance in Ga East Hotels. *ACTA Scientific Paediatrics*, 2(7), 2-7
- Armah-Ansah & Rita, Q. (2019). Effect of Training on Employee performance in Ga East Hotels. *ACTA Scientific Paediatrics*, 2(7), 2-7
- Awa, H.O., Ukoha, O. & Eke, B. C. (2016). Adoption of Emerging ICTs: the role of actors in a social network. *Cogent business and management*. 3(1), 1259879 retrieved from tandfonline.com. doi.org/10.1080/23311975.2016.1259879
- Awang, H.A., Ismail, R. & Noor, Z.M (2010). Training impact on Employee's Job Performance. A Self Evaluation Economic Research. *Ekonomskai strazwanja*. 23(4) 78-90. Retrieved from hrcak.srce.hr
- Ayoku, O.A. and Okafor, V.N (2015). ICT Skill Acquisition and Competencies of Liberians: Implications for Digital and Electronic Environment in Nigerian Universities Libraries. *The Electronic Library*, 33(3), 502-523 <https://doi.org/10.1080/10601822.2013.815555>
- Badau, K.M. & Sakiyo, J. (2013). Assessment of ICT Teachers competence to implement the new ICT curriculum in north eastern Nigeria. *Assessment*. 4(27), 10-18. Retrievel from academia.edu
- Bakhmat, N. V., Dudka, T. Y. & Liubarets, V. V. (2018). Multimedia Education Technologies Usage as the Condition for Quality Training of the Managers of Socio-Cultural Activity. 64(2). 98-109. Retrieved from elibrary.ru
- Bass, F.M. (1969). A new Product Growth from Model Consumer Durables *Managemtn Science* 15(5), 215-227 Retrieved from pubsonline.Informs .org

- Bradley, G. (2010). Convergence theory on ICT, society and human beings- towards the good ICT society. *Triplec* 8(2): 183-192). Retrieved from <http://www.tripl-c.at>
- Cai-fang, W. (2016). Research in cultivation of Farmers Information literacy in Information age. *International conference on services science, technology and engineering*. 96-101 retrieved from file:///C:/Users/USER/Downloads/6485-9315-1-SM.pdf
- Cambridge International Dictionary of English. Cambridge University Press. Retrieved from google
- Candy, P.C., Crebert, R.G & O'leary J. (1994). *Developing Lifelong Learners through Undergraduate Education*. Australian Government Publication. Service. Retrieved from litec.curtin.edu.au.
- Chukwuedo, S. O. & Igbinedion, V. I. (2014). ICT Competences and Capacity building needs of Technical and Vocational Education Lecturers in Nigerian Universities. *African Journal of Interdisciplinary Studies*, 7(5), 45-53.
- Corralli, S. (2008). Information literacy strategy development in higher education. An exploratory study. *International journal of information management*, 28(1), 26-37. View at sciencedirect.com
- Council of Australian University Librarians (2001). Information Literacy Standards. *Australian Academic and Research Libraries* 32(1), 16-25. Retrieved from search.informit.org
- DangKum, F., Cowden, R. & Karodia, A. M. (2014) The Impact of Training and Development on Employee Performance: A Case Study of ESCON Consulting, *Singaporean Journal of Business Economics and Management*, 3(3), 72-105
- Dangkum, F., Cowden, R. & Karodia, M. (2014). The Impact of Training and Development on Employee Performance: A case study of ESCON Consulting. *Singaporean journal of business economics and management studies*. 3(3), 72-105. Retrieved from platform.almanhal.com
- Dang-Yong, A. & Park, H. (2013). Case Study of the Development and Use of Technical training contents using virtual reality. *Journal of practical engineering education*. 5(2), 117-122. <http://doi.org/10.14702/JPEE.2013.117>. Retrieved from [koreascience .or.kr](http://koreascience.or.kr)
- DeRosa (2018). *Improving Individuals, Teams and Organization*. Centre for Management Organization Effectiveness. Retrieved from <https://come.com>
- Dessler, G. (2011). *fundamentals of Human resource management*, 12th Eds. Boston; Pearson Education Inc.
- Dewhurst, M., Harris, J. & Heywood, S. (2012). "The Global Company's Challenge". *McKinsey Quarterly*, 3(2), 76-80.

- Ebitu, E. T., Glory, B. & Alfred, U. J. (2016). An appraisal of Nigeria's Micro Small and Medium Enterprise (MSMES): Growth, challenges and prospects. *British Journal of marketing studies*. 4(5), 21-36. Retrieved from researchgate
- Emezie, N. A. & Anunobi, C. V. (2018). Library Staff Knowledge of ICT Skills for Digitization of Information Resources in Federal Universities in South East Nigeria. *Journal of Nigerian Library Association*, 2(1), 67-77
- Emezie, N.A. & Anunobi, C.V. (2019). Library Staff Knowledge of Information Communication Technology Skills for Digitization of Information Resource in Federal Universities in South-East Nigeria. *Nigerian Libraries* 52(1) 67-77
- Ezeani, C. N. (2013). Envisioning Future Libraries: Can Nigerian Libraries Stay within the Curve? A Key Note Address presented at the 13th Conference/Annual General Meeting of the Nigerian Library Association (NLA) Enugu State Chapter. National Library of Nigeria, Enugu.
- Gambari, I. A. (2021), Educational Technology; A Nexus of Education in 21st Century. Unpublished Inaugural lecture at Federal University of Technology, Minna, Niger State.
- Ghaffari, S. et al 2017. Investigation and Evaluation of key BWM. *Decision science letters* 6(3) 295-306
- Halawi, A. & Haydar, N. (2018). Effects of Training on Employee Performance: A Case Study of Bonjus and Khatib & Alami Companies. *International Humanity studies*, 5(2), 124-132
- Heathfield, S. (2012). Five tips for effective employee recognition. Retrieved from oelause.org
- Hooker, M. Mwiyeria, E. & Verma, A. (2011). ICT Competency Framework for Teachers in Nigeria: Teacher Development for the 21st Century (TDev21) pilot
- Imran, M. & Tanveer, A. (2015). Impact of training and development on Employees' in Banks of Pakistan. *European Journal of training and development*, 3(1), 22-44
- Itusanmi, S. A. & Ojedeji, S. O. (2017). Literacy Needs Assessment of Artisans in Ibadan Metropolis, Oyo State, Nigeria. *International Journal of Education & Literacy Studies*, 7(2), 57-64
- Ivancevich, J.M. (2010). Human Resource Management. Boston, Pearson Retrieved from Aufl.Boston, MA. 196.188.170.250
- Iwuamadi, F. & Ajeka, P. (2010). Assessing Social Studies Teachers Level of Competence Information and Communication Technology in Nigeria Secondary Schools. *Journal of Teacher Perspectives* 11 (2), 55-62

- Iwuamadi, F. & Ajeka, P. (2010). Assessing Social Studies Teachers Level of Competence Information and Communication Technology in Nigeria Secondary Schools. *Journal of Teacher Perspectives* 11(2), 55-62
- Jaoude, H. (2015). Labour Market and Employment Policy in Lebanon, European training Foundation. Turin, Italy. Retrieved from <http://hdl.voced.edu.au/10707/353592>
- Jimoh, Y. A., Olajide, R. & Saheed, O. (2012). Influence of Leadership Style and Emotional Intelligence on Job Performance of Local Government Workers in Osun State, Nigeria. *Journal of alternative perspectives in the social Sciences* 3(4) 973-996
- Jusuf, H. (2005). Improving Teacher Quality, a keyword for improving education facing global challenges. *Turkish online journal of educational technology. TOJET.* 4(1), 33-37. Retrieved from eric.ed.gov
- Kaluyu, V., Wambugu, H. & Oduor, C. (2015). Impact of Proficiency in Information Communication Technology Skills on Job Performance: A case of University Quality Assurance Officers in Kenya. *International Journal of Economics, Commerce and Management*, 3(2),
- Kampkotter, P., Harbring, C. & Sliwka, D. (2018). Job rotation and employee performance-evidence from a longitudinal study in the financial services industry. *The International Journal of Human Resource Management.* 29(10). 1709- 1735
- Karfe, R. Y., Idris, A. M. & Abdullahi, M. H. (2019). Skills Improvement Needs of Building Craftsmen in Building Construction Industries for National Security. *International Journal of Integrated Research in Education (IJIRE)*, 1(1), 144-154
- Konig, J., J-Jager-Biela, D. and Glutsch, N (2020). Adapting to Online Teaching during Covid 19 School Closure: Teacher Education and Teacher Competence effects among Early Career Teachers in Germany. *European Journal of Teacher Education*, 43(4), 606-622. Retrieved from Doi: 10.1080/028/9768.2020.1809650
- Larbi-Apau, J. A. & Moseley, J. L. (2012). Computer Attitude of Teaching Faculty: Implications for Technology-Based Performance in Higher Education. *Journal of Information Technology Education Research*, 1(1), 233-241
- Maldeni, H & Jayesena, S. (2009) Information Communication Technology Usage and Bank Branch Performance. *International Journal on Advances in ICT EemrgingRegions (ICTer)* 2(2), 29-37 Retrieved from [academia .edu](http://academia.edu)
- Masa'deh, R.M. (2013). The Impact of Information Technology Infrastructure flexibility on Firm Performance: An Empirical Study of Jordanian Public Shareholding Firms. *Jordan Journal of Business Administration.* 153 (954), 1-42.

- Mbajiorgu, O. F. & Ubochi, I. V. (2021). Influence of Information Literacy Skills on Students' Utilization of Library Resources and Services in Tertiary Institutions in Owerri, Nigeria. *Information Technologist: An International Journal of Information and Communication Technology (ICT)*. 18(1), 159-172.
- McNicoll, G. (1984) consequences of rapid population growth: an overview and assessment, *Population and development review*, 10(2), 177-240. retrieved from <https://www.jstor.org/stable/1973081>
- Monappa, A. & Saiyadain, M. (2008). Personal Management 2nd ed. Tata McGraw Hill New Delhi. Retrieved from iirdpub.org.
- Mooko, N. and Aina L.O (2007). Information Environment of Artisans in Botswana. Walter de Gruyter and co.KG 57 (1), 27-33. Retrieved from researchgate.net
- Muazu, U. & Mashi, R. A. (2019). Utilization of Information by Small Scale Entrepreneurs in Katsina State. *University of Ibadan Journal of Library and Information Science (UI-JLIS)*, 2(1), 58-67
- Muthee, W. T., Thairu, W. & Georgre, G. N. (2018). Influence of Information literacy on the access and use of information services in special corporate libraries in Kenya : *A journal of the Kenya Library Association* 7(2), 50-57.
- Nazzazi, A. (2013). Effects of training on Employees Performance, Evidence from Uganda. An unpublished thesis submitted to VaasanAmmattikorkeakoulu University of Applied sciences,
- Osadube, N. E. (2016). Information literacy: a panacea for unhealthy youth development in 21st century, Nigeria. *Journal of applied information science technology*, 9(2), 122-129
- Nnamani, A. P., Ukoha, E. O. & Nwachukwu, V. N. (2019). Availability and Utilization of Information and Communication Technology (ICT) Resources for English Language Teaching and Learning in Secondary Schools in Nsukka Urban: Implication for National Security: *International Journal of Integrated Research in Education (IJIRE)* 1(1), 210-2017
- Ode, E. O. & Mallam, I. H. (2018). Provision of Information Literacy as an Antidote for Socio-economic Growth of the Rural Dwellers in Nigeria. *Nasarawa Journal of Library and Information Science (NAJLIS)*, 2(1), 24-33.
- Odini, C., Chege, A. & Mbugua, E. N. (2018). Provision of Information Services to the Visually Impaired Students at Thika School for the Blind. *International Journal of Humanities and Social Science*. 8(8), 46-56. Doi:10.30845/ijhss.v8n8p5
- Odini, S. (2014). Access to Use of Agricultural Information by Small Scale Women Farmers in Support of Efforts to attain Food Security in Vihiga County, Kenya. *Journal of Emerging Trends in Economics and Management Sciences* 5(2), 80-86. Retrieved from ingentaconnect.com

- Ogbeifun, E. (2011). 'Training Artisans on-site', *Australian Journal of Construction Economics and Building*, 11(3), 82-91
- Oguche, D. (2014). Impact of ICT Literacy Competence on Job performance of Librarians in federal universities in Nigeria. *The Information Technologist*. 13(1), 65-71
- Okebukola, F. (2012). The Views of Nigerian Teachers in Public and Private Primary Schools on the Teaching of Early Literacy in English: *Literacy* 46(2), 94 – 100. Retrieved from online library.wiley.com.
- Oluka S.N. and Onyebuenyi, P.N. (2017). Skills Required for Effective Utilization of Solar Energy for Sustainable Self Employment of Electrical/Electronics Technology Education Graduates in Enugu Urban. *International Scholars Journal of Arts, Humanities and social sciences* 5(3), 234-240
- Omehia, A. E. (2018). Influence of Information Literacy on Agricultural Development among Oil palm Farmers in East Senatorial District of Rivers State. *Journal of Nigerian Library Association*, 51(2), 1-13
- Omoniyi T. & Quadri, A. T. (2013). Perceived Competence of Nigerian Secondary Schools Teachers in the Use of Information and Communication Technology (ICT) *Methods* 4(10), 157-164.
- Onwukanjo, S.A. (2017). *Homophily-Heterophily, Staff Quality, Information Literacy Availability of Information Resources as Correlates of Effective References Services in University Libraries in North-Central, Nigeria*. (Unpublished PhD Thesis). University of Ibadan.
- Onyebuenyi, P. N., Mbah, C. O. & Odeluga, P. E. (2017). Enhancing practical skill acquisition among technical college students through information and communication technologies (ICTS) for self-reliance in Abia State. *Odumegwu Ojukwu Journal of Vocational Education and Research*, 2 (1); 252-264.
- Othman, W. R. W., Apandi, Z. M. & Ngah, N. H. (2017). Impact of social media usage on students academic performance in Terengganu, Malaysia. *Journal of applied environmental and biological science*, 7(5), 140-144. Retrieved from researchgate.net
- Oyedum, G.U. (2011). Physical Facilities as Determinants of Undergraduate Students' Use of Federal University Libraries in Nigeria. *Library philosophy and practice. (e-journal)*.1(6), 23-30. Retrieved from <https://digitalcommons.unl.edu/libphilprac/616>
- Palagolla, C. K. & Wickramarachchi, A. R. (2013). Effective integration of ICT to facilitate the Secondary Education in Sri Lanka 108-115
- Quadri, S. M. K. (2016). Information Availability: An insight into the most important attribute of information security. *Journal of information security* 7(3), 185-194. Retrieved from scirp.org.suhail

- Quartey, S. (2012). Effect of Employee training on the perceived Organizational Performance: A case study of the Print-media industry in Ghana. *European Journal of Business and Management*, 4(15), 77-87.
- Saka, K. A., Mommoh, R. L. & Mohammed, A.A. (2018). Influence of Information Literacy on Agricultural Research Innovation among Extension Workers in Kaduna State and FCT Abuja, Nigeria. *Maktaba: A journal of the Kenya Library Association* 7(2), 39-49
- Saka, K. A., Oyedum, G. U. & Song, A. I. (2016). Influence of Continuing Professional Development and Skills Acquisition on Librarians' Performance in Two State Capitals in Northern Nigeria. *Journal of Balkan Libraries Union*, 4(1), 1-7
- Sani, O. J. & Musa, A. (2019). Influence of ICT Competencies on Job Performance among Library Personnels in Tertiary Institutions in Lokoja, Kogi State, Nigeria. *Samaru Journal of Information Studies*, 19(1), 57-71
- Shannak, R., Obeidat, B. & Almajali, D. (2010). Information Technology Investments: A literature Review. Proceedings of the 14th IBIMA Conference on Global Business Transformation through Innovation and Knowledge Management: *An academic perspective*, 1356-1368. Istanbul – Turkey, 23rd – 24th June, 2010. Retrieved from academia.edu.com
- Shunk, D. H. (2012). Social cognitive theory: theories, constructs and critical issues. APA Educational Psychology handbook. 101-123. <https://doi.org/10.1037/13273-005>
- Steedman, H. (2011). Apprenticeship Policy in England: Increasing Skills Versus Boosting Young People. *Job Prospects*, 1(2), 1-9 viewed at papers.ssrn.com
- Taheerdroost, H. (2016). Sampling Methods in Research Methodology; how to choose a sampling technique for research. *International journal of academic research in management (ijarm)* 5(2) 18-27
- Tambwe, M. (2017). Challenges facing implementation of Competency-Based Education and Training (CBET) System in Tanzanian Technical Institutions. *Education Research Journal*, 7(11), 277-283
- Udensi, E. O. (2019). Improving acquisition of maintenance skills in agricultural equipment and implement mechanics workshop in technical colleges for job security Enugu State: *International journal of integrated research in education (IJIRE)*, 1(1), 282-291
- Ukachi, N. B. (2015). Information Literacy of Students as a correlate of their use of a Resouces in University Libraries in Nigeria. *The Electronic Library* 33(3), 486-501. Viewed at emerald.com
- Urdinola, A. (2013). Building Effective Employments Program for the Unemployed Youths in the Middle East. Washington: World Bank.

- Usanga, U. J. (2017). Putting Artisan at the center of development: The Akwalbom State experience as a Microcosm of the Continent of Africa, Africa Artisans day Lecture series, Uyo, Nigeria
- Wainwright, D., Yarrow, D. & Green, G.(2005) towards a framework for benchmarking ICT practice, competence and performance in small firms. Performance measurement and metrics. The international journal of library and information services 6(1). 39-52
DOI:10.1108/14678040510588580. Retrieved from
<https://www.researchgate.net/publication/41886497>
- Wenger, E. (2014). Learning in Landscapes of Practice: Boundaries, Identity and Knowledgeability in Practice-based Learning (ed.). Routledge, London.
- Woodrow, H. (2018). The effect of type of training upon transference. *Journal of Educational Psychology*, 18(3), 159-172. <https://doi.org/10.103/h0071868>
- Yekini, N.A (2014).*Information Communication Technology (ICT) Concept and Application*, Hafem publication center, Lagos.

APPENDIX II

Demographic Information

Vocation

S/N	Training program provided for Artisan	SA	A	D	SD
1	Practical training programmes are available Artisans				
2	Conference and workshops are organized specifically for Artisan				
3	Seminar are organized on regular bases				
4	Mentoring/Coaching is done through association President or experience Artisan				
5	Apprenticeship is the most preferred training style				
6	Use of case study to acquire knowledge				
7	Job rotation enhance multi-tasking				
8	Distance and internet-based learning encourage wider coverage				

Table 3: Information literacy skills of Artisan

RQ 3 What are the Information literacy skills of Artisan

S/N	Information literacy skills of Artisan	SA	A	D	SD
1	I know how to source for information when I need it				
2	I can identify correct information				
3	I use information to make decision on my job				

4	I can locate accurate information				
5	Evaluation of information is too technical for me				

Table 4: ICT Competence of Artisan

RQ 4 What are the ICT Competence of Artisans

S/N	ICT Competence of Artisans	SA	A	D	SD
1	Use ICT to market my product online				
2	Booting of computer is easy for me				
3	Use off ICT to learn new ways of doing works and catch up with trend in the craft				
4	Ability to use Microsoft office				
5	Use search engines social media, website and email to find customers and raw materials for my work				
6	Use of AutoCAD and other pictorial software to design				
7	Use of radio & Television				
8	Use of video conferencing for lecturing				
9	Use of Smartphones				

Table 5: Influence of Information literacy skills on Job Performance of Artisan

RQ5 What is the Influence of Information literacy & Information literacy skills on Job Performance of Artisan

S/N	Influence of Information literacy & Information literacy skills on job performance of Artisan	SA	A	D	SD
1	Use of knowledge acquired to perform job better				
2	Ability to search & use information to improve job				
3	Information literacy enables Artisan to keep record to daily transactions				
4	Information literacy skill enhances communication skills and identification of relevant information required to perform job				
5	Adequate information guide Artisans to places where materials can be obtained for job performance				
6	Being information literate simplifies job performance				
7	Information literacy do not have influence on knowing ones right & privileges in terms job ethics				
8	Information literacy does no give guaranty to loan & grants to purchase materials/tools use for job performance				

Table 6: Influence of training on Job Performance of Artisan

RQ6 What is the Influence of training on job performance of Artisans

S/N	Influence of training on job performance of Artisans	SA	A	D	SD
1	Training promotes innovation fabrication, construction, lubrication, design.				
2	Adequate training increase communication skills to perform job/ tasks				
3	Training is not necessary for job performance				
4	Training expose artisans to the nitty-gritty of the job				
5	Training helps to be current and aware of trend in the location of artisans				
6	New knowledge is gained through training				
7	High level of confidence is exhibited when doing job related to the knowledge gained during train				
8	Training helps to eliminate mistakes				
9	Master craftsmen are confident in their trainee after training course				
10	Training improves quality of product and services				

Table 7: Influence of ICT competence on Job performance

RQ 7 What is the Influence of ICT Competence on job performance

S/N	Influence of ICT Competence on job performance	SA	A	D	SD
1	Knowledge of ICT enables effective record keeping				
2	ICT eases communication				
3	Encourage independent learning				
4	Encourage collaboration and teamwork with the use of social media platform				
5	Use of ICT makes work easier				
6	ICT increases productivity				
7	Use of ICT enables wider patronage as a result of wider coverage				
8	Competence in ICT enable Artisans to be aware of new technologies				

Table 8: Challenges of Information literacy, training and ICT competence

RQ 8 What are the Challenges of Information literacy, training and ICT competence

S/N	Challenges of Information literacy, training and ICT competence	SA	A	D	SD
1	There is inadequate training for artisans				
2	ICT facilities are inadequate				

3	Information literacy programme is lacking				
4	There is absence of evaluation, analysis, synthesis and use skill on the part of artisan				

To be filled by Head of Association or Union

Job Performance Questionnaire

Table 9: Job Performance

S/N		Excellent	Good	Average	Fair
1	Job knowledge/competency				
2	Efficiency and effectiveness				
3	Commitment to Job				
4	Command of language				
5	Human relation				
6	Problem-solving ability				

Cronbach Alpha Reliability Analysis Result

Notes

Output Created	29-FEB-2020 10:05:11
Comments	

Input	Data	C:\Users\dell\Desktop\ANALYSIS\Mum_A.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=S1 SB2 SB3 SB4 SB5 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.03

CRONBACH ALPHA RELIABILITY COEFFICIENT DATA

SECTION B

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.747	.665	8

SECTION C

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.918	.842	8

SECTION D

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.798	5

SECTION E

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.863	9

SECTION F

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.935	8

SECTION G

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.835	10

SECTION H

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.775	.72	8

SECTION I

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.894	8

The total Cronbach's Alpha = 0.747 + 0.918 + 0.869 + 0.882 + 0.859+0.892+0.775+0.938

$$= \frac{6.88}{8} = 0.86$$

Cronbach's Alpha = 0.86 (This indicates that the instrument is reliable and usable for the study)

