

Impact of Technophobia on Job Commitment of Library Personnel in Public University Libraries in South-West, Nigeria.

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Abstract

Technology has been integrated into librarianship and library operations. This study examines the effect of technophobia on the job commitment of library personnel in public university libraries, South-west, Nigeria. The study adopted the descriptive survey design of correlational type and the population comprises three hundred and fifty two (352) library personnel from sixteen (16) public university libraries in south-west, Nigeria. The total enumeration technique was adopted while questionnaire was used for data collection. The analysis of data was done using descriptive statistics for the research questions, while Pearson Product Moment Correlation (PPMC) and multiple regression analysis were for the research hypotheses. The findings revealed that there were moderate levels of technophobia, and job commitment among the library personnel. Most of the respondents feel threatened using online software for cataloguing and classification of library materials, while others face technical problems which prevent them from proceeding with their work. There is a significant relationship between technophobia and job commitment of librarians and library officers.

Keywords: Technophobia, Job Commitment, Library Personnel, University Libraries, Nigeria.

Introduction

Libraries around the world have adopted the application of various forms of modern technologies in their daily routines. University libraries have for centuries played critically-important roles in supporting research in all subjects' areas and disciplines within their host communities (Research Information Network and the Consortium of Research Libraries, 2007). Researchers as well as students now explore online and digital resources as some of the most convenient sources for information resources used for their study and research. Part of the university library's responsibility is the

acquiring, processing, storing and disseminating needed information, to meet the mandates of the university (Odunewu and Omagbemi, 2008). Also, the university libraries negotiate licenses and other collaborative engagements with institutions of learning to provide access to portals and databases of those institutions to the users. Libraries exist with the aim of advancing the frontiers of knowledge. They help to enlarge human choices, skills and capabilities, by developing human resources through making available material resources in all formats.

In the 21st Century, it would have been thought that the fear or anxiety that goes with the use of technology innovations should have phased out. But according to specialists' research, about half of people in the modern world are susceptible to some forms of technophobia or others (Brosnan, 1998, cited in Nestik, Szabo, Zhuravlev & Batourina, 2018). The emergence of Artificial Intelligence (AI) such as ChatGPT which has the capacity to generate almost anything human can think of adds to the already existing ordeal of librarians' adoption of technologies. If one is technophobic, then, life at work can be stressful and anxiety-driven. While the rest of the world appears to be making headway technologically, the feeling of rapidly being left behind and the idea of playing catch-up leads to more frustrations, anxieties, and despair. The proliferation of gadgets used for information processing, retrieval and dissemination and their sophistication requires highly skilled librarians that are tech-savvy to adopt and use them. Faloye, Ranjeeth and Ako-nai (2022) corroborated that the emergence of new technologies has given rise to increased technophobia. In advanced societies where there is full deployment of these technologies, human presence is hardly felt, because most activities are carried out using robots, artificial intelligence, and state of the earth computers with self-serving mechanisms. People are grappling with these constant rapid changes in technology innovation and the widening digital divide increases anxiety in the users. The worst scenario would be better imagined in societies that are technologically backward. Libraries in Nigeria, Africa and other developing nations are still battling with the reality of having modern technologies. While in advanced societies, the application of modern technologies has been accepted and they are thinking of paperless libraries, the reverse is the case in developing countries.

Technophobia includes cognitive, emotional and behavioral components (Nestik, et al. 2018). The feeling that accompanies someone who is ignorant and unskilled or lacks the technical-know-how to effectively use a novel technology breeds unnecessary fear. Technophobes can be uncomfortable with many forms of technology (Roy & Das, 2022). Roy and Das defined technophobia to mean any psychological reaction to technology either mild or severe. Technophobia being the 'abnormal fear or anxiety about the effects of advanced technology', affecting one third of the population, causing health problems and inability to work efficiently (Ha, Page & Thorsteinsson, 2011) calls for the attention of librarians and library managers to ensure that there is motivation for librarians to embrace them. Academic libraries and librarians in citadel of learning are facing enormous pressures that require them to respond and adapt the use of these technologies. Studies have shown that all ages and sex and groups displayed levels of anxiety around technology (Ha, Page & Thorsteinsson, 2011). Rapid developments in technology, as well as change in areas such as scholarly

communication, data management, and higher education pedagogy are affecting user expectations and forcing university libraries to develop new resources and service areas, while the librarians' ability to effectively and efficiently channel these technologies for effective service delivery remains a point of emphasis.

Laura (2015) opined that technology continues to change and evolve. In many institutions, positions are being re-organised, either to meet the demands of emerging areas, or to compensate for reduced budgets and staff. These changes often involve new skills and competencies, signaling a "need for a workforce that is flexible, forward-moving, and highly skilled". Librarians without the requisite skills to drive these technologies might be less relevant in the discharge of qualitative service to the users.

Library personnel refers to the group of individuals saddled with the responsibilities of providing services which are crucial to satisfying the information needs of the library users and ensuring the proper functioning of their parent institutions. The work of library personnel is a service delivery to patrons on a daily basis; they provide services to different people from different background, culture, feelings/emotions, skills and characters (Olaajo and Oyeboade, 2016). Providing quality services to university community is now a major issue among academic librarians. They see the library more in terms of the provision of access to quality service than as just a physical place for storing books and non-books materials. In university libraries, there consist of these components of the workforce: the professionals and para-professionals. Professional librarians constitute the smallest group in the hierarchy of library personnel. They typical must have earned at least one graduate degree and or a master's degree in library and information science.

The professional librarians serve in leadership roles, administering both the total organisation and the various departments and sub-units, and assume primary responsibility of providing reference and library instruction programmes, developing and managing the collections, and overseeing cataloguing and classification. The support staff activities cover a wide range of essential work, including the task of inputting, coding, and verifying bibliographic data, maintaining book funds, ordering, claiming serials, filing, non-original cataloguing, and other tasks that support the library's daily operations. With the changing trends in information gathering and dissemination, the capacity and capability of library personnel have been put to test. While some libraries are still holding tight to the old systems of operations, others have embraced technology to some extent.

Statement of the Problem

The increasingly prominent role of Information and Communication Technologies (ICTs) in libraries is an undeniable reality (Pyati, 2007). Technological change occurs rapidly followed by quick acceptance by our society, and the speed in introducing new ones after the space of about six months, can lead to anxiety, insecurity, and irrational fear on one's ability to cope with those changes. Libraries in developing countries like ours have been battling with inadequate availability and application of technology in its services, couple with poor skill development of the library personnel. This may

have direct effect on the job commitment and performance of the library personnel. As technology advances with new apps breakthroughs and the use of Artificial Intelligence, irrational fears increase in the minds of the people. In this 21st Century, the library's old wooden card catalogue is now a computerised online catalogue welcoming patrons as they visit the library. Reference services can now be provided virtually. The use of robots and other technologies would likely cause anxiety for the personnel. Obviously, despite the availability of some technologies in libraries today, technophobia (i.e. irrational fear of technology) still exists. Therefore, this study aims at ascertaining the level of technophobia and its impact on the job commitment of library personnel in public university libraries, South-West Nigeria.

Objectives of the Study

The specific objectives of this study were to;

1. Find out the level of technophobia of library personnel in public university libraries, South-west, Nigeria.
2. Examine the level of job commitment of library personnel in public university libraries, South-West Nigeria.
3. Find out the impact of technophobia on job commitment of library personnel.

Research Questions

The following research questions guided the studies:

1. What is the level of technophobia of library personnel in public university libraries South-West Nigeria?
2. What is the level of job commitment of library personnel in public university libraries South-west, Nigeria?
3. What is the impact of technophobia on job commitment of library personnel?

Hypotheses

Ho1: There is no significant relationship between technophobia and job commitment of library personnel in public universities, South-west, Nigeria.

Methods

Descriptive survey design of correlational type was adopted for the study and the population comprises three hundred and fifty-two (352) library personnel from sixteen (16) public university libraries in South-West, Nigeria. The total enumeration technique was adopted while questionnaire was used for data collection. The analysis of data was done using descriptive statistics for the research questions, while Pearson Product Moment Correlation (PPMC) and multiple regression analysis were for the research hypotheses.

Results

The results of the analysis of the data collected is presented

Level of technophobia of library personnel in public university libraries, South-West, Nigeria

Table 1: Level of Technophobia of Library Personnel

	SA	A	D	SD	\bar{x}	STD
1. I feel tensed when using ICTs to carry out my assigned duties in the library	105	123	24	5	1.72	.711
2. I hate using automated information system to render services to users in the library.	109	115	19	14	1.76	.813
3. I feel reluctant using photocopier/scanner to provide reference services to users.	111	121	19	6	1.69	.710
4. I am not comfortable using online public access cataloguing system to provide information service to library patrons.	99	105	21	32	1.95	.983
5. I feel scared when using library application and system software to process library information materials.	104	109	35	9	1.80	.803
6. I feel disturbed when asked to conduct library orientation programme for library users using the projector	102	102	27	26	1.91	.950
7. I feel angry using the internet services to provide current awareness service to the library users.	94	102	38	23	1.96	.935
8. I am always jittery in responding to library users queries using the online chat platforms	108	102	23	24	1.86	.931
9. I feel threatened using online software for cataloging and classification of library materials.	86	97	44	30	2.07	.986
10. It dreads me any time I assist library users in searching for information resources on the databases.	88	97	40	32	2.06	.998
11. My heart beats whenever I use library software to provide library services to users.	115	116	24	2	1.66	.678
12. I feel apprehensive providing selective dissemination of information to library users through the e-mail services.	93	103	40	21	1.67	.709
13. I am always annoyed using smart phone to upload document to the library users.	106	120	28	3	1.72	.701
14. I feel reluctant using cameras for documentation purposes in the library.	98	106	30	23	1.91	.923
Grand Mean (\bar{x})					25.74	11.83

Table 1 shows the mean scores and standard deviation of technophobia by the respondents. Norm test was carried out in order to analyse the level of technophobia

of library personnel in public university libraries. The analysis revealed that the highest possible maximum mean score was 56 and the score range indicated that 0 - 19 represents low level of technophobia, 20 - 38 connotes moderate level of technophobia while 39 - 56 signifies high level of technophobia by the respondents in the selected university libraries. It could therefore be observed that the weighted mean score for technophobia which is 25.74 falls within the range of moderate level of technophobia by the respondents. Analysis further revealed that most of the respondents feel threatened using online software for cataloguing and classification of library materials while some are scared to assist library users in searching for information resources on the databases. This is evident in the mean score and standard deviation ($\bar{x} = 2.07$, $STD = .986$) and $\bar{x} = 2.06$, $STD = .998$) in items 9 and 10 respectively.

Table 2: Level of Job Commitment of Library Personnel in Public University Libraries, South-west, Nigeria

S/N	Items on the level of job commitment	SA	A	D	SD	\bar{x}	STD
1	Work should be considered central to life.	76	111	56	14	2.03	.856
2	The most important things that happen in life involve work.	79	84	50	44	2.23	1.067
3	I feel emotionally attached to my work	66	83	37	71	2.44	1.148
4	I do not feel like quitting my work	63	83	62	49	2.38	1.054
5	My employer invest a lot of resources for my development	43	68	63	83	2.72	1.089
6	An individual's life goals should be work oriented.	62	79	54	62	2.45	1.103
7	Life is only worth living when people get absorbed in work.	70	77	45	65	2.41	1.139
8	The major satisfaction in my life comes from my job.	79	85	53	40	2.21	1.047
9	I live for my job.	102	93	21	41	2.00	1.059
10	I do my work whole-heartedly	50	65	72	70	2.63	1.082
11	Working in my current profession is important to me.	5	21	102	109	3.38	.072
12	Working hard leads to doing my job well	79	62	62	54	3.07	.834
13	Working hard leads to high productivity	11	48	111	87	3.10	.812
14	I accept duties assigned to me	10	46	101	100	3.14	.844
15	I am willing to do more than my job description requires	63	75	71	48	2.40	1.053
16	Generally speaking, I am very satisfied with this job	32	42	88	95	2.96	1.017
17	In my work, I like to feel that I am making some contribution, not only for myself, but for my employer as well	67	64	67	59	2.46	1.111
Grand Mean \bar{x}						44.0	16.39
						1	

Table 2 shows the mean scores and standard deviation of job commitment of the respondents. Norm test was carried out in order to analyse the level of job commitment of library personnel in public university libraries. The analysis revealed that the highest possible mean score was 78 and the score range indicated that 0 - 26 represents low level of job commitment, 27 - 52 connotes moderate level of job commitment, while 53 - 78 signifies high level of job commitment by the respondents in the selected university libraries. It could therefore be observed that the weighted mean score for job commitment which is 44.01 falls within the range of moderate level of job commitment by the respondents. In addition to this, most of the respondents stated that working in their current profession is important to them while other accept the duties assigned to them. This can be noticed in the mean score and standard deviation $\bar{x} = 3.38$, $STD = .072$) and $\bar{x} = 3.14$, $STD = .844$) in items 11 and 14 respectively.

Table 3: Correlation Showing the Relationship Between Technophobia and Job Commitment of Librarians’ Public University Libraries

Variables	N	Mean	St.Dev	Df	r	Sig P
Job commitment	257	44.01	16.39	256	-.403*	.039
Technophobia	257	25.74	11.83			

*. Correlation is significant at the 0.05 level (1-tailed).

Table 3 revealed that there is a significant relationship between technophobia and job commitment of library personnel in South-west, Nigeria; ($r_{(256)} = -.403^*$, $p < 0.05$). Thus, the null hypothesis that there is no significant relationship between technophobia and job commitment of library personnel in public universities South-west Nigeria is rejected. Hence, it could be inferred that technophobia will reduce the job commitment of librarians and library officers in public universities South-west, Nigeria.

Discussion of Findings

The study revealed that technophobia exists among librarians in public university libraries in South-West Nigeria at a moderate level. This is evident in the mean score and standard deviation. Most of the respondents feel threatened using online software for cataloguing and classification of library materials while some are scared to assist library users in searching for information resources on the databases. Although technology is permeating the library system, the gap still exist between regions or geographical locations to another and there is an urgent need to bridge this gap through availability of ICT and skills enhancement for all librarians to ensure low level and impact of technophobia.

This is in agreement with Dhawan and Sharma (2015); Ahmed, Kamba and Usman (2012) and Aquillina (2011) who in their various findings discovered moderate level

of technophobia among library personnel. The threat of using the online software and the fear of using the databases to assist students search for information may not be unconnected with their low-level skills in using the system.

On the level of job commitment of librarians in public universities South-West Nigeria, findings of this study and the weighted mean of the analysis revealed that, library personnel experience moderate level of job commitment. In addition to this, 89.9% of the respondents stated that working in their current profession is important to them, while 78.2% accept the duties assigned to them and 71.2% feel satisfied with their job. This result is in consonance with earlier study by Oloajo, Oyeboade and Gbotosho (2017), Olatunji and Adeboye (2016), Saka and Salman, (2014) whose findings revealed that respondents have moderate work commitment in their various libraries. In contrast, Akinyemi and Ifijeh (2013) found out that the level of job commitment of employees in the selected libraries was above average and that there were significant variations in job commitment among employees of the selected libraries.

The study revealed that there is a significant relationship between technophobia and job commitment of library personnel in South-west, Nigeria; ($r_{(256)} = -.403^*$, $p < 0.05$) and this rejected the null hypothesis. Also, the result revealed that technophobia exists among library personnel at a moderate level of technophobia and job commitment of library personnel in public university libraries South-West Nigeria.

This study shows that there is moderate impact of technophobia on the job commitment of library personnel due to the fact that librarians are not totally ignorant and inexperienced in the use of technologies in libraries. This is in line with Monika (2014) that the influence of technophobia leads to reluctance to use computers and related technologies, resistance to automatic processes, unwillingness to change from one system to another or one software to another, highly critical of any technology changes or implementation, Passive resistance to new technology initiatives, unwillingness to attend training classes and slow to learn new technologies.

Conclusion

The study shows moderate level of technophobia and job commitment of library personnel in public university librarians. It is directed towards ensuring a favourable disposition of library personnel towards incessant innovations that lead to transformation in technology. Technophobia definitely has direct impact on the job performance and library personnel in public university libraries because, any form of negative influence on the use of technology in libraries affects the job performance of the staff. Therefore, it can be deduced that technophobia and job commitment are critical elements that must be taken seriously by libraries and information centres' managers if they look forward to a committed workforce that would bring about growth and development in the libraries. Technology is the driving force of today's libraries in which information is required at a speed of light. Failure of library

personnel to key into this technology adaptation could be retrogressive to effective information delivery.

Recommendations

Following the findings of the study, the following recommendations were made:

1. It is important for library management to meet the demands of their personnel by way of motivating them through training and retraining, promotion, improved, rewards, awards, etc to strengthen their commitment, satisfaction, and to maximize turnover.
2. There is an urgent need for library management in public universities to lobby for improved budgetary allocations which will help the libraries acquire the latest technological equipment and create a conducive working environment for improved services.
3. Management of public university libraries in Nigeria need to provide on-the-job training and retraining of library personnel so as to reduce the ripple effect of technophobia among librarians in public universities.
4. Nigerian academic libraries should source for support from private organisations in order to procure and maintain modern ICT facilities required for the proper functioning of library.
5. Librarians' Registration Council of Nigeria (LRCN) in collaboration with Nigerian Library Association (NLA) should partner with NGOs and other donor agencies for adequate support in the area of ICT development in libraries.

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