ASSESSING THE WORD PROCESSING SKILLS REQUIRED FOR ENHANCING THE PRODUCTIVITY OF LIBRARY AND INFORMATION SCIENCE LECTURERS IN UNIVERSITIES IN SOUTH-EAST NIGERIA

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Abstract
This study assessed the word processing required for enhancing the productivity of Library and Information Science (LIS) lecturers in universities in South-East Nigeria. Utilizing a descriptive survey design, the research targeted 140 LIS lecturers from eight selected universities in the South-East region. Data were collected using a researcher-developed questionnaire, focusing on the current ICT skills needs and their impact on productivity. Analysis revealed that while LIS lecturers generally possess fundamental word-processing skills, there are significant gaps in advanced proficiency. The findings highlight the necessity for skills-specialized training programmes, continuous professional development, and improved institutional support to enhance ICT competencies. Recommendations include implementing targeted workshops, establishing structured development frameworks, fostering peer learning, incorporating ICT proficiency in evaluations, upgrading infrastructure, and conducting regular skills assessments. These measures aim to improve LIS lecturers' productivity and effectiveness in teaching, learning, and research.
Keywords: Word-Processing Skills, ICT Competency, Library and Information Science, LIS lecturers

Introduction
Universities play a crucial role in providing a conducive learning environment. They significantly contribute to social, economic, scientific, and technological development. One of their primary objectives is to promote scholarship, research, and learning across various fields, including Library and Information Science (LIS) (Eze & Uzoigwe, 2013). To achieve this, LIS lecturers have to effectively harness and integrate information and communication technology (ICT) into library education and training. This integration is essential for the efficient discharge of their duties and the promotion of knowledge building and production. Information and Communication Technology (ICT), defined as a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information (Rouse, 2017), is indispensable in today's learning environment. The effective use of ICT can enhance the quality of teaching and learning, improve the sharing of knowledge, and contribute to the overall development of various sectors, including education (Adebayo *et al.*, 2018). As such, it is expedient that LIS lecturers acquire and continually update their ICT skills and become proficient to remain productive and effective using word processing packages in their roles.

Word-processing skills are essential for LIS lecturers, allowing them to create, edit, format, and manage text documents efficiently. Proficiency in these skills facilitates the creation of

documents, such as letters, emails, reports, and other instructional materials, which are crucial for effective teaching and increased productivity (Yadar, 2021; Writer, 2020). Additionally, presentation skills are vital for delivering information clearly and engagingly. These skills involve structuring presentations, conveying key points, engaging the audience, and effectively using visual aids (Wani, 2019). The integration of ICT into teaching and learning has facilitated a shift from traditional pedagogical methods to innovative, technology-based approaches. This shift enables lecturers to communicate, create presentations, and interact with students and colleagues using various technological tools (Ubulom *et al.,* 2011). For LIS lecturers, possessing ICT skills such as word processing is crucial for enhancing their productivity and effectiveness in the digital age. This study aims to assess the word-processing skills required for the productivity of LIS lecturers in universities in South-East Nigeria. By identifying these skill needs, the study seeks to provide insight into how word-processing skills can enhance the teaching and learning process, ultimately contributing to the development of a knowledge-based society.

Statement of the Problem

The rapid advancement of information and communication technology (ICT) has transformed the educational landscape, necessitating that educators, including Library and Information Science (LIS) lecturers, acquire and utilize digital skills to enhance their productivity. Despite the evident benefits of ICT in improving the quality of teaching, learning, and research, there is a growing concern that many LIS lecturers in universities in South-East Nigeria do not integrate processing skills into the execution of their roles. This gap can impede how teachers can create an effective learning environment, and professional documents, engage effectively with students, conduct research, and stay updated with current trends in their field is also hampered by its deficiency. The integration of word-processing skills in educational settings has introduced new pedagogical approaches that require lecturers to be adept at using various technological tools and platforms. Without the requisite skills, LIS lecturers may struggle to deliver high-quality education, negatively impacting their productivity and the overall learning experience of their students.

Purpose of the Study: The purpose of the study is to examine the word-processing skills needed by LIS lecturers for their productivity in universities in South-East Nigeria.

Research Question: What are the word-processing skills needed by LIS lecturers for their productivity in universities in South-East Nigeria?

Research Hypothesis: There is no significant difference in the mean responses of the professorial cadre and other LIS lecturers on the word-processing skills needed by LIS lecturers for productivity in universities in South- East Nigeria.

Review of Related Literature

Word processing is a fundamental computer application that allows the creation, storage, electronic modification, and display of documents on a computer screen (HiiT Plc, 2013). Chun (2015) describes word processing as the application of computer technology to the input, editing, merging, sorting, formatting, and printing of text. In today's digital world, proficient word-processing skills are invaluable, enable individuals to create, edit, and format documents with precision and efficiency. These skills involve the ability to create documents from scratch or templates using word processing software such as Microsoft Word, Google Docs, or other similar applications. It includes the ability to effortlessly type, format and arrange text.

Proficient word processing skills enable users to effectively utilize the features and functionalities of the software, including creating new documents, setting up page layouts, adjusting margins, and selecting fonts and styles (Leyva *et al.*, 2021). According to the OECD (2016), with adept word-processing skills, one can seamlessly compose various documents, ranging from simple notes to complex reports, research papers, or professional correspondence. The ability to effortlessly type, format, and arrange text empowers individuals to express their ideas clearly and effectively, ensuring that the content is well-organized and visually appealing. Furthermore, skilled word processing includes proficiency in utilizing features such as font selection, paragraph formatting, headers and footers, bullet points, numbering, and alignment adjustments. These tools allow for the creation of documents that are not only easy to read but also visually cohesive, aiding in conveying information more comprehensively. Editing capabilities are a hallmark of advanced word processing skills, enabling lecturers to swiftly revise and proofread their work, making necessary changes to correct grammar, spelling, and punctuation errors. Effective information communication technology (ICT) skills require word processing proficiency, which has become essential for lecturers.

Collaboration is another dimension where effective word-processing skills make a difference. Many word-processing software platforms facilitate real-time co-authoring, enabling multiple lecturers to work simultaneously on the same document. This enhances teamwork as contributors can provide input, make edits, and offer feedback efficiently (Blanchard *et al.*, 2015). Word-processing skills are the core of other technology literacy skills that university lecturers need to possess. These skills include the ability to independently create text documents, edit (insert, delete, and replace) text and objects, format documents to enhance readability and appearance, print copies, and save documents for future use or reference (Jones & Bartlett Learning, 2021). A good knowledge of word processing facilitates effective manipulation of texts and related objects such as pictures using word processors. Word-processing skills are fundamental in providing professional, intellectual, and non-routine services in the university system, enhancing lecturers' abilities to perform teaching and learning functions while supporting research activities for both lecturers and students (Bajpai & Margam, 2019). Users with strong word-processing skills can effectively create documents with accurate formatting, spacing, and alignment. They can insert and format text, images, tables, charts, and other multimedia elements, and effectively use headers, footers, and page numbers to ensure consistency and professionalism in document creation. They can also apply styles, templates, and themes to ensure consistency and professionalism in document formatting (Ramirez *et al.*, 2020).

The ability of LIS lecturers to manipulate computers effectively and efficiently relies on word processing skills, which are fundamental for storing, editing, formatting, and printing text. Word processing focuses on the computer manipulation of text, including the creation, retrieval, modification, storage, and printing of text using a computer or other electronic equipment (Microsoft Encarta, 2010). United Nations Educational, Scientific and Cultural Organization (UNESCO (2015) states that word-processing software offers various features and commands that enable users to create attractive business documents easily and effectively. A word processor is a specialized computer package designed for preparing, storing, and printing documents, including a display unit, keyboard, floppy disk devices, and a letter-quality print head. Jones and Bartlett (2021) refer to word processing as the ability to independently create text documents, edit (insert, delete, and replace) text and objects, format documents to enhance readability and appearance, and print and save documents for future use or reference. According to Ibelegbu (2013), word processing refers to the various ways words are combined,

arranged, placed, formatted, organized, or presented for a defined purpose in letters, memos, technical reports, and more.

Methodology

The study utilized a descriptive survey design. The research focused on South-East Nigeria. The study sampled 140 LIS lecturers from these institutions, which was also the population for the study. Data were collected using a researcher-developed and validated questionnaire, achieving a 100% response rate. Analysis of the data involved calculating Mean score and standard deviation for research questions and testing hypotheses with a dependent t-test at a 0.05 significance level.

Results and Discussion

Research Question: What are the word-processing skills needed by LIS lecturers for their productivity in universities in South-East Nigeria?

Table 1: Summary of Mean score of LIS lecturers word processing skills needed for their productivity in universities

S/N	Word processing skills need of LIS lecturers	Lecturers' Mean $\bar{X}_P$	Expert Mean $\bar{X}_N$	Skills Need $\bar{X}_N - \bar{X}_P$	Remarks
1	Create a name file	3.05	2.5	0.55	*SNN
2	Type with moderate speed	3	2.5	0.5	SNN
3	Skills for previewing documents	3.09	2.5	0.59	SNN
4	Effectively fax/email a document	3.2	2.5	0.7	SNN
5	Insert a table in a typed document	3.05	2.5	0.55	SNN
6	Backup documents on CDs	3.06	2.5	0.56	SNN
7	import/export text, graphics, tables from various sources	3.25	2.5	0.75	SNN
8	Saving information or data on storage device (CD-ROM, flash drive etc.)	3.26	2.5	0.76	SNN
9	Skills to add picture to a document	3.36	2.5	0.86	SNN
10	Effectively use bullets and numbering	3.27	2.5	0.77	SNN
11	Save typed documents in desired file	3.1	2.5	0.6	SNN
12	Change margins and line spacing	3.39	2.5	0.89	SNN
13	Use tab keys to indent words and lines	3.15	2.5	0.65	SNN
14	Format typed document	3.24	2.5	0.74	SNN
15	Easily correct typed words	3.19	2.5	0.69	SNN
	Cumulative Mean	**3.18**	**2.5**	**0.68**	**SSN**

*SNN- Skills Not Needed

Table 1 gives the summary of the mean and item analysis of the word processing skills needed by LIS lecturers for their productivity in universities in South East Nigeria. The result shows that the mean range for all the lecturers is 3.00-3.26. The responses have mean values of 3.0 and above and the cumulative mean is 3.18. However, the differences between the skills possessed by lecturers and the required skill level as set by experts are all positive. The cumulative Mean difference is 0.68. This indicates that when it comes to word processing skills, the lecturers generally have developed skills in the use of Microsoft Office for word processing and therefore, have no skills needed in word processing.

Ho: There is no significant difference in the mean responses of professors and lecturers on word processing skills needed by LIS lecturers for productivity in universities in South-East Nigeria.

Table 2: Summary of t-test analysis of significant difference in the mean responses of professors and lecturers on word processing skills needed by LIS lecturers for productivity

S/N	Word Processing Skills	Rank	N	Mean	Std. Dev	t cal	P value	Decision
1	Creating a document with a file name	Professorial Rank	36	1.61	0.87	-16.269	.001	S
		Other LIS lecturers	104	3.55	0.50			
2	Type with moderate speed	Professorial Rank	36	1.81	0.82	-10.863	.001	S
		Other LIS lecturers	104	3.41	0.75			
3	Skills for previewing documents	Professorial Rank	36	1.97	0.65	-9.883	.001	S
		Other LIS lecturers	104	3.47	0.82			
4	Effectively fax/email a document	Professorial Rank	36	2.11	1.01	-8.097	.001	S
		Other LIS lecturers	104	3.58	0.91			
5	Insert a table, (symbols and pictures on documents) in a typed document	Professorial Rank	36	1.64	1.15	-10.995	.001	S
		Other LIS lecturers	104	3.54	0.79			
6	Backup documents on CDs	Professors	36	1.72	0.97	-13.395	.001	S
		LIS lecturers	104	3.53	0.57			
7	Effectively import/export text, graphics, tables from various sources	Professors	36	1.94	1.04	-11.963	.001	S
		LIS lecturers	104	3.70	0.64			
8	Saving information or data on storage device (CD-ROM, flash drive etc.)	Professors	36	1.92	1.23	-10.565	.001	S
		LIS lecturers	104	3.72	0.73			
9	Skills to add picture to a document (and edit rows and columns)	Professors	36	1.78	1.17	-16.162	.001	S
		LIS lecturers	104	3.91	0.40			
10	Effectively use bullets and numbering	Professors	36	2.06	1.39	-8.653	.001	S
		LIS lecturers	104	3.69	0.79			
11	Ability to save, typed documents with desired file name	Professors	36	1.50	0.81	-13.457	.01	S
		LIS lecturers	104	3.65	0.83			
12	Change margins and line spacing	Professors	36	2.14	1.44	-10.205	.001	S
		LIS lecturers	104	3.82	0.52			
13	Use tab keys for indenting	Professors	36	2.33	1.26	-6.009	.001	S
		LIS lecturers	104	3.43	0.81			
14	Format typed document	Professors	36	2.42	1.25	-7.019	.001	S
		LIS lecturers	104	3.53	0.62			
15	With word processing skills correction can be made easily	Professors	36	1.97	1.16	-10.472	.001	S
		LIS lecturers	104	3.61	0.64			
	Cumulative		**36**	**1.925**	**1.074**	**-10.97**	**0.001**	**S**
			104	**3.61**	**0.692**			

Significant at p<.05.001

Table 2 presents the summary of the item-by-item t-test analysis and the cumulative scores as well. The result shows that all the items have probability values (p- values) less than .05, the alpha level. The cumulative p-value is .001. Since the p-value is less than the alpha level, the result is statistically significant. Thus, there is a significant difference in the mean responses of

professors and lecturers on word-processing skills need of LIS lecturers for productivity in universities South East Nigeria, with the professors' needing skills in word-processing than the lecturers.

The analysis of word-processing skills needed by Library and Information Science (LIS) lecturers to enhance productivity in universities in South-East Nigeria reveals a positive association between these skills and productivity. LIS lecturers demonstrate proficiency in creating new documents, setting up page layouts, adjusting margins, and selecting fonts and styles, indicating proficiency in the of word processing. The importance of ICT skills, particularly word processing, is underscored by HiiT Plc (2013), which highlights these skills as essential for lecturers. It agrees with Ramirez *et al.* (2020) which found that word processing skills which includes formatting text, images, tables, and multimedia elements, and using headers, footers, and page numbers are crucial for professionalism. Among lecturers, this proficiency contributes to effective learning, teaching and research.

Interestingly, the study found that younger LIS lecturers tend to have more advanced word-processing skills compared to their more senior colleagues. This aligns with the findings by Egbunefu *et al.* (2018), who identified similar skills needed by Business Education graduates for job performance. The study also highlighted the need for advanced word-processing skills, such as working with macros and automating repetitive tasks, indicating training gaps in these areas. To address these gaps, targeted training programmes, including hands-on workshops and online tutorials, are recommended to enhance word-processing skills among LIS lecturers. This approach will ensure that lecturers can leverage word-processing tools to improve their productivity and contribute more effectively to their academic roles.

Conclusion

The findings highlight a clear need for targeted training programmes to enhance LIS Lecturers' word-processing skills. Proficiency in the use of Microsoft Word, and Google Docs. Other software packages are crucial for Lecturers' productivity in teaching, research and collaboration. The study underscores the importance of putting in place comprehensive professional initiatives for Lecturers to bridge skill gaps, particularly for professors who show a greater need for advanced word-processing skills. Implementing such training can lead to better integration of ICT tools, thereby enhancing overall academic productivity and effectiveness in South-East Nigeria.

Recommendation

Specialized training programmes that include workshops, online tutorials, and hands-on sessions focused on advanced features and tools relevant to their academic and professional needs should be developed and implemented to address the specific word-processing skills gaps among LIS lecturers.

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