

## INFLUENCE OF DIGITAL SKILLS GAP ON JOB PERFORMANCE OF ADMINISTRATIVE WORKERS IN UNIVERSITIES IN IMO STATE

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### Abstract

*This study examined the influence of digital skills gap on the job performance of administrative workers in Universities in Imo state. The study adopted descriptive survey research design. A sample of 317 administrative workers of public universities drawn from a population of 1,065 administrative workers of federal and state universities in Imo State. The study adopted a multi-stage sampling procedure. The instrument for data collection was a 50-item researcher developed questionnaire titled: Influence of Digital Skills Gap on Job performance Questionnaire (IDSGJPQ). The instrument was made up of three clusters on 4-point response scales of Very High Extent, High Extent, Low Extent, and Very Low Extent with 4, 3, 2, and 1 rating respectively that addressed the research questions. The face validation of the instruments was carried out by three experts. The internal consistency and the stability aspects of the reliability of the instrument was determined using Pearson Product Moment Correlation which yielded indices of 0.87. The data was collected by the researcher with the help of three research assistants. Out of 317 copies of the instruments administered, 304 copies representing 96% were returned and used for data analysis. Mean was used to answer the three research questions raised for the study while standard deviation was used to determine the closeness of the responses. T- test statistic was used to test the three null hypotheses that guided the study at 0.05 level of significant. The results showed among others that the word processing skills gap, information processing skills gap and communication skills gap to a very high extent influence job performances of administrative workers in federal and state universities. Based on the results, it was recommended among others that Government and University administration should organize regular seminars and workshops for administrative workers on effective ways of improving their digital skills on the areas mentioned*

**Keywords:** communication skills, digital skills gap, information, word processing,

### Introduction

Every organization works towards achieving a set goal using available human and material resources. At the individual level, members of the organization may differ in their personal goals while the goals become unified at the organizational level. The unity of purpose does not happen unaided rather, its success derives from a commitment to work in the direction defined by the organizational goal. Hysa (2013) opined that personnel's competence and capacity to perform delegated tasks determine the attainment of the set goal. Hence, to ensure that personnel and organizational resources are effectively utilized, measures need to be put in place to ensure that personnel acquire the capability to proficiently undertake tasks. This consciousness brought about the need for personnel's performance assessment. The advancement in Information Communication Technologies (ICTs) is changing the manner and means of performing jobs by personnel as well as the work environment of organizations (Okoroma, Nnadi, Anaeto, Echeta, Uche-Nwachi & Anaeto, 2015). Previously, office tasks were performed using mainly traditional machines such as manual typewriters, analogue telephones, vertical filing cabinets, and the telegraph



(Ejeka, 2015). Office tasks were slow, wasteful, time and energy consuming. The introduction of modern technologies such as printers, scanners, fax, computers (desktop and laptop), smart phones, and internet has lessened the office tasks of personnel and enable them to get more work done in lesser time. New digital devices now make jobs faster, neater, more accurate and more reliable. Akudolu and Onyeneke (2022) listed digital skills as digital foundation skills, digital communication skills, digital information and content handling skills, and digital problem-solving skills.

Word processing skills refer to the knowledge of using word processing software to create professional word document. These skills involve ability to; create letters and emails, reports and documents, align texts in the document and use different font sizes to create a presentable document. Nwankwo (2018) stated that word processing skills include ability to; create reports and letters, use different formatting option for itemization, open files saved in flash drive and CD, and copy files into flash drives and CD. Word processing skills are very vital for enhancing effectiveness and efficiency in job performance, hence, the need for administrative workers to acquire those (Ezenwafor & Gude, 2020) as they are part of digital problem-solving skills. Nwankwo (2018) stressed that a word processor provides tools for creating, editing, and formatting text-based documents. Word processing software is by far the most widely used software in personal computing. This programme stores, retrieves, revises and distributes information by means of a word processor which saves cost and improves the overall efficiency of typed documents. The editing, formatting, storing and retrieving facilities ensure that office documents are error proof, attractively displayed, securely stored and retrieved without difficulty for future use. Word processors are the most popularly used computer programmes in homes, schools, offices and business centres because of the increasing volume of literary works in circulation around the world (Nwankwo, 2018). Word processor has various features such as page size margins, word wrap which enables the Microsoft word to automatically move to the next line when administrative workers has filled one line with text, and it will readjust text if the administrative workers changes the margins. Print allows administrative workers to send a document to a printer to get hardcopy. Cursor control enables the administrative workers to easily move the cursor or insertion point from one character to another. Additionally, quick keys are available to move to the left or right of a word at a time. Block operation is another important feature, block operations enables the administrative workers to mark a portion of text and move, delete, or copy (2021). The administrative workers can even designate where page numbers will be positioned on the page. Check spelling and grammar feature on the other hand allows the administrative workers to check for spelling and grammar. It locates spelling mistakes and bad grammar in the document and offer corrections. Header and footer can only be installed once for each document. They can include page numbers which will adjust automatically to the number of pages in the document. Mail merge enables the administrative workers to combine files to create new document. File management allows the administrative workers to create, delete, move, and search for files (Hawks, 2021).

Information processing skills on the other hand are the ability to gather, analyze, manipulate, use and remember information. Information processing skills also include capability to collect all items of data together, perform operations on them and produce valid information for decision making. By acquiring the ability to systematically collate, manipulate and disseminate information, the administrative workers contribute towards the achievement of specified objectives of the organizations. The ability to communicate orally and in writing with superiors, colleagues and customers is one of the most important factors employers consider when recruiting administrative workers (Ofili & Idris, 2015). Information is made up of facts and knowledge relating to a specific event or situation that may stand as basis for job performance and decision making in organization. Information is knowledge acquired and result obtained when data are organized or analyzed in some meaningful ways or convenient form as it would be understood by management for effective decision-making and job performance. According to Akpan (2020), effective job performance cannot be achieved if a well-planned and well-organized information processing system is not put in place. Information processing can be referred to as how individuals perceive, analyze, manipulate, use, and remember information. **Information processing** is the acquisition, [recording](#), organization, retrieval, display, and dissemination of [information](#). Akpan defined it as a change of information in any manner detectable by an observer. The author stated that information

Information processing skills have become critical and survival skills for researchers and information consumers. Knowing how to identify, evaluate, absorb and apply information represents a core set of skills in technology-rich work environments (Marsh, 2018). Information processing skills is important because lack of them by employees can cause loss of productivity. In order to avoid low performance of administrative workers in the digital workplace, organizations (universities inclusive) do need to ensure that the administrative workers have adequate information procession skills to formulate appropriate searches



and locate needed information. Information processing skills include ability to formulate a search query on the intranet, identify the information needed in the digital workplace to perform a job, and find the information needed to carry out job functions (Mazmanian, Orlikowski & Yates, 2013).

Communication skills are very essential to the success of any employers. It prevents misunderstanding and mistakes in the workplace, enabling problems to be solved quickly with minimal friction. It is vital different departments be able to work together efficiently as a unit to remain profitable. They also bring about successful interaction between teams which in turn result in the creation of successful products and services. Line communication must be open in order to provide the best dynamic result possible. They also promote and create a positive atmosphere and strong morale. Communication skills such as listening, interpersonal, written and oral skills are important in predicting job success. Nwachukwu (2018) listed communication skills to include ability to; listen attentively, speak with precision and accuracy to others, use telephone in communicating to customers, and use body language in explaining ideas to others. In addition to possessing communication skills, the administrative workers also need skills in capturing; displaying and manipulating office data in a spreadsheet environment to effectively accomplish their assigned tasks. According to Solomon (2020), there are many benefits to the adoption of digital communication in the workplace. Solomon stated that today's workplaces are going digital and remote working has quickly become the new norm. According to Nebo, Nwankwo and Okonkwo (2015), communication is a critical factor in directing and mobilizing the employees towards the accomplishment of the organizational goals or objectives.

Digital communication skills enable employees to communicate key information so that management can feel well informed to make right decisions. Digital communication skills are needed by every individual or organization for survival in the digital age. Employees must acquire coding and comprehension skills plus a base of knowledge from which they can interpret new company ideas (Hobbs in Doyle, 2019). Similarly, employees should be able to use digital devices to exchange messages or share content among colleagues. To this end, employees need the ability to; respond to materials created and shared by others online, share with others the knowledge and content found or created, and proactive in spreading of news, content and resources (Ferrari, 2013). This study therefore sought to ascertain the influence of digital skills gap on job performance of administrative workers in universities in Imo State

### **Statement of the Problem**

The advancement in new technology has brought rapid changes in the way office functions and procedures are carried out in organization across the globe. Universities in Nigeria are recognizing the potentials of new technologies and are integrating them to ease the work of office staff and to promote efficiency and effectiveness in their educational service delivery. As a result, it is expected of every administrative worker in universities to acquire digital skills that will enable them utilize these new office technologies in enhancing their job performance. However, constant innovations in technologies are leading to new digital skills emerging while old skills have fizzled out. This invasion demands that administrative workers need different digital skills in order to effectively perform their job functions. Inadequate acquisition of digital skills by administrative workers would likely render them unfit for modern office tasks.

Similarly, the covid-19 pandemic means that many administrative workers work from home thus the digital skill gaps in the administrative work setting became very obvious. Observation by the researchers show that some of the administrative workers in universities in Nigeria appear not to be competent in the digital skills which could be the reason for the unsatisfactory performance of their job functions. It is worrisome that the digital skills gap of administrative workers in universities in Nigeria especially Imo State is nothing to reckon with as it negatively affects administrative workers' job performance and consequently the overall quality of educational service delivery of these universities to the public. Hence, this study therefore ascertained the influence of digital skills gap on job performance of administrative workers in universities in Imo State.

### **Purpose of the Study**

The purpose of this study is to ascertain the influence of digital skills gap on job performance of administrative workers in universities in Imo State. Specifically, the study determined the extent of influence of:

1. Word processing skills gap on job performance of administrative workers in universities in Imo State.



2. Information processing skills gap on job performance of administrative workers in universities in Imo State.
3. Communication skills gap on job performance of administrative workers in universities in Imo State.

### **Research Questions**

The following research questions guided this study:

- To what extent do word processing skills gap influence job performance of administrative workers in universities in Imo State?
- To what extent do information processing skills gap influence job performance of administrative workers in universities in Imo State?
- To what extent do communication skills gap influence job performance of administrative workers in universities in Imo State?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance;

- Ho<sub>1</sub>. There is no significant difference between the mean ratings of administrative workers in Federal and State universities in Imo state on the extent word processing skills gap influence their job performance.
- Ho<sub>2</sub>. There is no significant difference between the mean ratings of administrative workers in Federal and State universities in Imo State on the extent information processing skills gap influence their job performance.
- Ho<sub>3</sub>. Administrative workers in Federal and State Universities in Imo State did not significantly differ in their mean ratings on the extent communication skills gap influence their job performance.

### **Methodology**

The study adopted descriptive survey research design. A sample of 317 administrative workers of public universities drawn from a population of 1,065 administrative workers of federal and state universities in Imo State. The study adopted a multi-stage sampling procedure. The instrument for data collection was 50-item researchers developed questionnaire titled: Influence of Digital Skills Gap on Job performance Questionnaire (IDSGJPQ). The instrument was made up of three clusters on 4-point response scales of Very High Extent, High Extent, Low Extent, and Very Low Extent with 4, 3, 2, and 1 rating respectively that addressed the research questions. The face validation of the instruments was carried out by three experts: two in Business Education and one in measurement and evaluation all from College of Education, Michael Okpara University of Agriculture, Umudike, Abia State. The internal consistency and the stability aspects of the reliability of the instrument was determined using Pearson Product Moment Correlation which yielded indices of 0.87. The data was collected by the researchers with the help of three research assistants. Out of 317 copies of the instruments administered, 304 copies representing 96% were returned and used for data analysis. Mean was used to answer the three research questions raised for the study while standard deviation was used to determine the closeness of the responses. T- test statistic was used to test the three null hypotheses that guided the study at 0.05 level of significant. The null hypothesis was accepted for the items whose t-calculated value was less than the t-table value at 0.05 level of significance while the hypothesis was rejected for any item whose t-calculated value was greater than the t-table value at 0.05 level of significance.

### **Results**

*The results of the analyses were presented in the tables as follow:*

#### **Research Question 1**

To what extent do word processing skills gap influence job performance of administrative workers in universities in Imo state?



**Table 1: Mean Analysis of Responses of Administrative Workers in Federal and State Universities on the extent word processing skills gap influences their job performance**

S/N	Item Statement	Federal (N=149)			State (N=155)		Remark
		X <sub>1</sub>	SD <sub>1</sub>	RM K	X <sub>2</sub>	SD <sub>2</sub>	
1.	Ability to create a document using word processor	2.76	0.73	HE	2.60	0.78	HE
2.	Storing documents for future reference	2.64	0.67	HE	2.67	0.60	HE
3.	Making corrections on the documents	2.65	0.72	HE	2.71	0.81	HE
4.	Document formatting skills	2.71	0.69	HE	2.72	0.77	HE
5.	Skills on page numbering	2.63	0.80	HE	2.65	0.87	HE
6.	Skills in spell check commands	2.67	0.76	HE	2.67	0.66	HE
7.	Skills in the use of scanners	2.69	0.83	HE	2.72	0.97	HE
8.	Skills in saving/ opening documents	3.05	0.89	HE	2.97	0.81	HE
9.	Skills in creating tables	2.89	0.77	HE	2.76	0.69	HE
10.	Skills in inserting symbols	2.80	0.72	HE	2.67	0.81	HE
<b>Cluster Mean</b>		<b>2.75</b>	<b>0.76</b>	<b>HE</b>	<b>2.71</b>	<b>0.78</b>	<b>HE</b>

VHE= Very High Extent, H.E= High Extent, LE=Low Extent, VLE=Very Low Extent.

The results in Table 1 show the mean ratings of administrative workers in the federal and state universities on the extent word processing skill gap influence their job performance in Imo state. The table show that the mean responses of administrative workers in the federal and state universities in all the items (1-10) ranged between 2.60 to 3.05 which fall within the real limit of number range of 2.50-3.49 indicating high extent mean responses. The cluster mean of 2.75 and 2.71 for administrative workers in the federal and state universities respectively which also fall within the real limit of number range of 2.50-3.49 affirmed that word processing skill gap to a high extent influence job performances of administrative workers in federal and state universities. The cluster standard deviation of 0.76 and 0.78 for administrative workers in the federal and state universities respectively showed that the responses are not far from the mean and from each other.

**Hypothesis 1**

There is no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent word processing skills gap influence their job performance.

**Table 2: t-test Analysis of mean ratings of Administrative Workers in Federal and State Universities on the extent word processing skills gap influence their job performance**

University	N	$\bar{x}$	Sd	Df	t-cal.	t-crit.	Remark
Federal	149	2.75	0.76	302	0.449	1.96	NS
State	155	2.71	0.78				

The results in Table 2 reveal a t-calculated value of 0.449 and the t-critical value of 1.96 at degree of (df) of 302. Since the t-calculated value of 0.449 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent word processing skills gap influence their job performance.

**Research Question 2**

To what extent do information processing skills gap influence job performance of administrative workers in universities in Imo state?



**Table 3: Mean Analysis of Responses of Administrative Workers in Federal and State Universities on the extent information processing skills gap influences their job performance**

S/N	Item Statement	Federal (N=149)			State (N=155)		
		X	SD	Remark	X	SD	Remark
11	Skills to formulate a clear information	3.01	0.73	HE	2.78	0.85	HE
12	Gaining access to needed organizational resources	2.89	0.78	HE	2.87	0.77	HE
13	Formulating a search query on the intranet	2.72	0.89	HE	2.76	0.82	HE
14	Skills to identify information needed in the digital workplace	2.82	0.80	HE	2.68	0.87	HE
15	Ability to find out the information needed to carry out office functions	2.77	0.88	HE	2.89	0.79	HE
16	Skills in retrieving resources	2.52	0.78	HE	2.67	0.86	HE
17	Accessing contents of document	2.61	0.79	HE	2.66	0.74	HE
18	Skills in obtaining information from videos	2.68	0.77	HE	3.00	0.67	HE
19	Ability to assess relevance of data found in the digital workplace	2.62	0.67	HE	2.66	0.88	HE
20	Skills in disseminating relevant office information.	2.64	0.81	HE	2.73	0.88	HE
	<b>Cluster Mean</b>	<b>2.73</b>	<b>0.78</b>	<b>HE</b>	<b>2.77</b>	<b>0.81</b>	<b>HE</b>

VHE= Very High Extent, H.E= High Extent, LE=Low Extent, VLE=Very Low Extent.

The results in Table 3 reveal the mean ratings of administrative workers in the federal and state universities on the extent information processing skills gap influence their job performance in Imo state. The table shows that the mean responses of administrative workers in the federal and state universities in all the items (11-20) ranged between 2.52 to 3.01 which fall within the real limit of number range of 2.50-3.49 indicating high extent mean responses. The cluster mean of 2.73 and 2.77 for administrative workers in the federal and state universities respectively which also fall within the real limit of number range of 2.50-3.49 affirmed that information processing skills gap to a high extent influence job performances of administrative workers in federal and state universities. The cluster standard deviation of 0.78 and 0.81 for administrative workers in the federal and state universities respectively showed that the responses are not far from the mean and from each other.

**Hypothesis 2**

There is no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent information processing skills gap influence their job performance.

**Table 4: t-test Analysis of mean ratings of Administrative workers in Federal and State Universities on the extent Information processing skills gap influence their job performance**

University	N	X	Sd	Df	t-cal.	t-crit.	Remark
<b>Federal</b>	149	2.73	0.78	302	-0.449	1.96	NS
<b>State</b>	155	2.77	0.81				

The results in Table 4 reveal a t-calculated value of -0.449 and the t-critical value of 1.96 at degree of (df) of 302. Since the t-calculated value of -0.449 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean



ratings of administrative workers in federal and state universities in Imo state on the extent information processing skills gap influence their job performance.

**Research Question 3**

To what extent do communication skills gap influence job performance of administrative workers in universities in Imo state?

**Table 5: Mean Analysis of Responses of Administrative Workers in Federal and State Universities on the extent communication skills gap influences their job performance**

S/N	Item Statement	Federal (N=149)			State (N=155)		
		X <sub>1</sub>	SD <sub>1</sub>	RMK	X <sub>2</sub>	SD <sub>2</sub>	Remark
21	Skills on poor interaction and collaboration of employees online	3.65	0.89	VHE	3.69	0.87	VHE
22	Participation in online communities and networks	3.59	0.94	VHE	3.77	0.87	VHE
23	Skills on critically assessing the information consumed and distributed to colleagues	3.63	0.88	VHE	3.68	0.80	VHE
24	Poor written and oral communication skills using digital media	3.57	0.86	VHE	3.62	0.72	VHE
25	Following existing rules on appropriate ways of communicating with colleagues over the internet	3.65	0.89	VHE	3.88	0.79	VHE
26	Lack of business presentation skills	3.57	0.91	VHE	3.60	0.88	VHE
27	Lack of interaction skills	3.61	0.95	VHE	3.78	0.81	VHE
28	Ability to properly share digital documents with co-workers	3.68	0.90	VHE	3.63	0.79	VHE
29	Poor use of email, messenger and texting in digital communication	3.72	0.89	VHE	3.70	0.86	VHE
30	Explaining ideas to colleagues in a clear manner	3.66	0.88	VHE	3.57	0.79	VHE
	<b>Cluster Mean</b>	<b>3.63</b>	<b>0.90</b>	<b>VHE</b>	<b>3.69</b>	<b>0.82</b>	<b>VHE</b>

VHE= Very High Extent, H.E= High Extent, LE=Low Extent, VLE=Very Low Extent.

The results in Table 5 show the mean ratings of administrative workers in the federal and state universities on the extent communication skills gap influence their job performance in Imo state. The table shows that the mean responses of administrative workers in the federal and state universities in all the items (21-30) ranged between 2.57 to 3.88 which fall within the real limit of number range of 3.50-4.00 indicating very high extent mean responses. The cluster mean of 3.63 and 3.69 for administrative workers in the federal and state universities respectively which also fall within the real limit of number range of 3.50-4.00 affirmed that communication skills gap to a very high extent influence job performances of administrative workers in federal and state universities. The cluster standard deviation of 0.92 and 0.82 for administrative workers in the federal and state universities respectively showed that the responses are not far from the mean and from each other.

**Hypothesis 3**

There is no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent communication skills gap influence their job performance.

**Table 6: t-test Analysis of mean ratings of Administrative workers in Federal and State Universities on the extent Communication skills gap influence their job performance**

University	N	X	Sd	Df	t-cal.	t-crit.	Remark
Federal	149	3.63	0.90	302	-0.632	1.96	NS
State	155	3.69	0.82				

Data in Table 6 indicated a t-calculated value of -0.632 and the t-critical value of 1.96 at degree of (df) of 302. Since the t-calculated value of -0.632 is less than t-critical value of 1.96, the hypothesis of no



significant difference was upheld. Therefore, there is no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent communication skills gap influence their job performance.

### **Discussion of Findings**

It was found from the study that word processing skills gap to a high extent influence job performances of administrative workers in federal and state universities in Imo State. The study specifically showed that administrative workers in both federal and state universities agreed that the word processing skills gap such as the inability to create a document using word processor, inability to store document for future reference, inability to make corrections on document very conveniently as well as lack of document formatting skills among others influence job performance of administrative workers to a high extent. This however, means that those skills which they do not have in word processing highly influence their effectiveness in carrying out their administrative works. The results further showed that there was no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent word processing skills gap influence their job performances. This affirmed that they agreed on the finding irrespective of the differences in their gender. The results agreed with Ekoh-Nweke (2018) posited that Nigerian employees are yet to understand the relevance of technology in this digital 21<sup>st</sup> century which affects their job performance. This implies that the much they can have access and use the word processor determine to a large extent their performances in their jobs. Also stressing the need for word processing skill in the work place, Egbunefu, Amadi and Nwobike (2018) noted that word processing skills are necessary skills for effective job performance. They suggested that it is very important to the individual employees and the organizations in particular that workers acquire word processing skills to enable them meet their daily targets. In a similar vein, the result agreed with the results of Manjunah, Shrahan and Dechakka (2019) in their study on the influence of skills gap on workforce performance which showed among others that word processing among other skills influence the performance workforce.

The result also revealed that the information processing skills gap to a high extent influence job performances of administrative workers in federal and state universities in Imo State. It specifically showed that there was no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent information processing skills gap influence their job performances. Information processing skills gap such as lack of skills to formulate a clear information need of the office, inability to gain access to the needed organizational resources, inability to formulate a search query on the intranet as well as lack of skills to identify information needed in the work place among other influence the job performances of administrators in the federal and state universities. This result showed that the administrators' ability to process effectively the information received in the workplace greatly influences their job performances. The result went further to reveal that there was no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent information processing skills gap influence their job performances. This implies that the administrators irrespective of their type of university agreed that information processing skills gap influence their job performances. The result agreed with Okpokwasili (2018) who carried a study on information systems application skills required of secretaries for job performance which showed among others that information systems application skills were required for effective job performance. The result equally aligned with (Akpan, 2020) who argued that effective job performance cannot be achieved if a well-planned and well-organized information processing system is not put in place.

The result showed that the communication skills gap to a very high extent influence job performances of administrative workers in federal and state universities in Imo State. The result specifically showed that communication skills gaps such as poor interaction and collaboration of employees online, inability to participate in online communities and networks, inability to critically assess the information consumed and distributed to colleagues as well as poor written and oral communication skill using digital media among others influence administrative workers in federal and state universities to a very high extent. The result simply means that the communication skills possessed by and administrator determine to a very high extent the job performance of such an administrator. In other words, an administrator with excellent communication skills is mostly likely to show excellent job performance than their counter with poor or low communication skills gap. The result further showed that there was no significant difference between the mean ratings of administrative workers in federal and state universities in Imo state on the extent communication skills gap influence their job performances. This also implied that the respondents did not differ in their opinion based on their gender. The result agreed with Doyle (2019) who while stressing the need for adequate communication in the place of work noted that employees across industries are looking



for employees with digital communication skills in maintaining long term relationships at all levels in modern organization. According to Suarta and Suwintana (2021) as well as Marsh (2018) who were all recommending that employees with high level of communication skills should be hired in industries for effective job performance. In a similar vein, result agreed with the findings from the earlier study by Manjunath, Shravan and Dechakka (2019) in their study on the influence of skills gap on workforce performance which showed among others that communication skill influence workforce performance to a very great extent.

### Conclusion

Based on the findings of the study, it was concluded that word processing skills, information processing skills and communication skills gaps to a high extent influences job performances of administrative workers in universities in Imo state. This implies that lack of digital skills acquisition in those vital areas has a negative impact in the job productivity of the institution which hinders the growth and efficiency in the institution. Having found out the implications, care should be taken to update the workers on those relevant digital skills for job effectiveness and satisfaction.

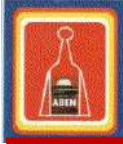
### Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Government and University administration should organize regular seminars and workshops for administrative workers on effective ways of improving their word processing skills.
2. Administrative workers in the universities should regularly and on their own develop their information processing skills in order to enhance their job performance.
3. University authority should conduct periodic assessment to identify administrative workers that have communication skills gap for a refresher training.

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