

Career Development: An Imperative Determinant of Job Performance in University Libraries.

Mujdat Adeola BELLO

University Library, Fountain University Osogbo, Nigeria.

ARTICLE INFO

Article history:

Received: 26 April 2017;

Received in revised form:
29 May 2017;

Accepted: 10 June 2017;

Keywords

Career Development,
Job Performance,
University Libraries.

ABSTRACT

The study conducted on the effect of career development on job performance in University libraries reveals that there are no clear-cut processes for career development in various institutions of higher learning and where it exists; it is often focused only on preferred faculties. The study was conducted in six selected universities libraries in Nigeria. Questionnaire was the instrument used to gather data from professional librarians who were the chosen respondents. Statistics for Social Sciences Package (SPSS) was used to analyze the data obtained from the 94 professional librarians examined. Findings from the study reveals that paying attention to career development of individuals will be vital not only for skills development but also to help establish an enhanced performance at work by giving librarians a clearer sense of direction and purpose. The study thus concluded that the core reason for a need to give essential consideration to career development issues is to create an enduring job performance and effective service delivery in Universities libraries.

© 2017 Elixir All rights reserved.

Introduction

Libraries today are saddled with more tasks in their bid to offer services to their users. The library staff is expected to contribute the skills necessary to perform new tasks. Under this dispensation, librarians have come to take on, additional roles and responsibilities, while still performing their traditional functions (Amune, 2014).

Every establishment aims at high productivity or performance without which the goal and objective of such establishment cannot be realized. It is evident that the efficiency of an organization such as the library depends immensely on the attitude of workers towards their job and their level of commitment to job performance.

Gojeh, Ayde and Fantahum (2015) opined that in libraries and information centers, the production of qualified library staff with adequate theoretical knowledge and practical skills in the application of modern Information and Communication Technologies (ICTs) is found to be a strategic asset; that will bring about significant development and changes in any nation's economy, politics, education, agriculture and other national sectors of the economy.

In this light, effective career development support is important not only for individuals but also for the organizations that employ them. For both of them it is part of a strategy of achieving resilience to handle change more effectively. (Hirsh & Jackson, 2004). Also, recognizing that everyone potentially has a career and that, as a consequence, everyone has career development needs, means that attention must be paid to how career development is best supported.

On the other hand, Viswesvaran & Ones (2000) describe job performance as scalable actions, behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals. From an employee's point of view, job performance is essentially the result of a series of behaviors.

Cardy (2004) opines that the various tasks performed on a daily basis contribute to job performance in general.

According to Olaniyan and Ojo (2008) training and development can solve a variety of manpower problems, which militate against optimal productivity in institutions. These can be summarized as increasing productivity, increasing the quality of work and raise morale of personnel, helping to develop new skills, knowledge, understanding and attitudes for work, using rightly new tools and machines, processes and methods, reducing waste, accidents, turnover, lateness, absenteeism, and other overhead costs in organizations, implement new or changed policies or regulations, fighting obsolescence in skills and technologies, Increasing performance which meets the standard of performance for the job, developing replacements schedules, preparing people for advancement, improving manpower deployment and ensuing continuity of

Asante and Alemna (2015) in their work submitted that training and development, no matter the level of the staff in an institution or organization is an important tool to enhance the performance level and increase productivity as well as coping with new challenges of which staff of libraries are key stakeholders. The absence of training and development activity usually tend to affect the quality of service, professional career development and seemingly affecting productivity in the libraries

The general purpose for staff development and training is to insure that the library personnel are motivated, productive, and skilled in their jobs, and further understand and implement library purposes and policies. It also affirms their preparation for future contribution of the growth of each other, retention on the job and avoid staff turnover. But on the other hand, the success of training and development of staff rest squarely on the theoretically based academic libraries' official training and development policies.

These policies should focus on integrating job content training as well as management skills and leadership training in accordance with career levels. (Gojeh, Ayde and Fantahum, 2015)

Statement of the problem

The need for librarians and library services to the university community is so enormous that the university cannot function effectively without it. Continuous researches in the university might not be possible without effective function of libraries and librarians. (Igbokwe, 2011)

Also, the university library is supposed to serve all the areas of knowledge taught in the university. Therefore to achieve these ends, the librarians have a veritable role to play. (Ekere, 2006) However, it is apparent that there are often no clear processes for career development inside many institutions.

Objectives of the study

The goal of this study is to investigate the effect of career development on job performance of librarians in selected libraries in Nigeria. The specific objectives of the study are to;

- 1) To assess the level of job performance of library and information professionals.
- 2) Find out the career development measures put in place in the selected libraries.
- 3) Find out the effect of career development on job performance of library and information professionals.

Research Questions

This study will provide answers to the following research questions

1. What is the level of job performance of librarians in the selected libraries?
2. What are the career development measures put in place in the selected libraries?
3. What are the effects of career development on job performances of library and information professionals in the selected libraries?

Significance of the Study

Paying attention to the career development of individuals will be vital not only for skill development but also to help motivate enhanced performance at work by giving people a clearer sense of direction and purpose. The key message for employers is that helping their employees and managers use and develop their talents and skills will attract and retain a more skilled and more highly-motivated workforce. This brings about their employees, being better utilized and more productive. Understanding how to motivate librarians in particular, is likely to be a critical factor for organizational success in an academic library.

Literature Review

Job Performance of Library and Information Professionals

Job performance can be defined as all the behaviors employees engage in while at work (Jex 2002). Job performance refers to how well someone performs at his or her work. Definitions range from general to specific aspects and from quantitative to qualitative dimensions.

Going by literature, defining and measuring job performance was not a straight forward process. These days, it is agreed that job performance consists of complicated series of interacting variables pertaining to aspects of the job, the employee and the environment (Berghe, 2011 citing Milkovich et al 1991).

The need for highly performing individuals that would help the institutions meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage is vital. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance if it is recognized by others within the organization is often rewarded by financial and other benefits. Performance is a major although not the only prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000).

Historically, there have been three approaches to define the dimensions of job performance (Berghe, 2011), one as a function of outcomes; as a function of behavior; as a function of personal traits. The majority of the studies have shifted their focus on defining job performance in terms of outcomes and behavior, since these are easier and more objective to define and to observe than personal traits (Hersen 2004). According to Pugno (2009) job performance can be defined as the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person work. Therefore, the job performance of an individual plays a vital role in an organization's growth. This is because it highly influences the overall firm's performance and also functions as the key variable in work and organizational psychology (Sonnentag and Frese, 2002).

Job performance in the view of Oduwale (2004) is how one carries out the task, duties and responsibilities associated with a particular job. Commenting further, job performance according to him is considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done. However, individual job performance is not stable and can fluctuate over time. Studies have shown that the performance of an individual changes by changing the time spent on a specific job. At the same time, individual performance changes as a result of learning and high performance is always the result of greater understanding towards the specific job instead of greater effort to the job (Sonnentag et al 2011 citing Frese and Zapf, 1994).

Career Development of Library and Information Professionals

Career development demonstrates the individual practitioner's personal commitment of time and effort to ensure excellence in performance throughout his or her career. The dynamic and changing library and information environment demands that library and information professionals maintain and continue to develop their knowledge and skills so that they can anticipate and serve the information needs of society and their individual clients. Also, professional development refers to enabling an individual to acquire the ability and capacity of performing certain tasks which could lead to his/her development career wise, thereby moving the individual from low to high level of development.

Udoh- Ilomechine (2009) emphasized in his study the role of staff training on meeting the technological changes, contributing to organizational development, and leading to greater satisfaction while motivating employees.

Training allowed better use to be made of human resources, by giving employees mastery over their work and the challenged by the modern technology and the resulting information explosion. Technological advancement had rendered old skills obsolete. Training was necessary to update obsolete skills and pave the way for higher productivity

Research and experience help us recognize that high-quality ongoing professional development that deepens librarians' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job-embedded, sustained, and collaborative will assist in the goal to remain up-to-date (Sparks, 2002). At the same time, it is an individualized experience that varies with the needs of specific work duties as well as resources available around ones working, social and academic environment. Career development benefits both the individual and the institution. For the individual, the ongoing process of acquiring new information and skills promotes job competencies for performance upgrades and promotion. On the psychological level, heightened competency may reduce job-related stress and increase interest, promoting job satisfaction. (Black, 2001).

Training is very important especially to meet the challenge of using modern technology in the library. Similarly Ajidahun (2007) also suggested that for university libraries in Nigeria to provide adequate training programs for library staff particularly professional staff to make them relevant to face the technological challenges of the twenty-first century through staff development process involving a definition of goals and objectives by assessing staff strengths and weaknesses and developing a short-range training program to attract the right funds. Due to its persistent and lasting nature, career development is known also as life-long learning. An active professional development program offers the institution a corporate strategy for dealing with change. Employee competency and satisfaction underwrite the improvement of library services.

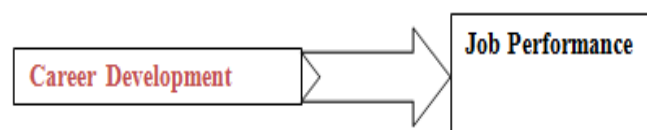
Asante and Alemna (2015) citing Ezeani (2008) confirmed that most academic libraries do not have staff development policies and those who do are not critically dedicated to it. The conclusion from the study was that, it affects the growth and continuing education programmes of many librarians and library staff. In addition, for continuing education to be properly tackled, libraries should of necessity have a well articulated staff development programme which will guide the building of capacities in relevant and needed areas in the library. The fact is visible because without regular training and development the individual cannot perform as expected in the profession.

Conceptual Research Model

In order to access how the influence of critical factors affecting Job Performance of Librarians and Information Professionals, Career development will be used as potential predictor of job performance of Librarians and Information Professionals in Selected Academic Libraries in South West Nigeria as presented in Figure below. From the theoretical review, the previous session has introduced the critical factors identified in previous study. This session will present Conceptual Research framework that will be used to explore the direct relationship between the critical factor and Career Development of Librarians and Information Professionals in Selected Academic Libraries in South West Nigeria. The contents mentioned below are research hypotheses based on this study model.

The independent variable is critical factor and the dependent variable is Job performance of Librarians and Information Professionals. These two variables have been chosen because we want to see the relationship between them. It is evident from the existing literature that there are various identified variables which affect Job performance of Librarians and Information Professionals. The research framework model is mentioned in Figure below.

Model



To assess the internal consistency of the data used for the survey, Cronbach's alpha, and the item-to-total Correlation coefficient were used to reject the inappropriate item. The formula for the standardized Cronbach's alpha is presented in Formula 3.1. In that, N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. From this formula, if increasing the number of items, alpha will be increased. Additionally, alpha will be low if the average inter-item correlation is low. Conversely, Cronbach's alpha will increase if the average inter-item correlation increases. In most Social Science research situations, Cronbach's alpha of 0.60 or higher is considered

Methodology

The study was conducted among library professionals in six selected University libraries namely; Adeleke University Library Ede; Fountain University Library Osogbo; Hezekiah Oluwasanmi Library (Obafemi Awolowo University Ile-Ife); Osun State University Library Osogbo, Tekena Tamuno Library (Redeemers' University Ede) and Kenneth Dike Library (University of Ibadan). Survey research design was utilized. The data collected were analyzed using Statistical Package for Social Sciences (SPSS).

Table 1. Distribution of Respondents by Institution.

Institution Library	Frequency	Percentage (%)
Adeleke University Library	9	9.6
Fountain University Library	5	5.3
Hezekiah Oluwasanmi Library	20	21.3
Osun State University Library	12	12.8
Tekena Tamuno Library	25	26.6
Kenneth Dike Library	23	24.5
Total	94	100.0

Table 1 above shows the distribution of respondents according to their institution. It depicts that librarian from three (3) private university libraries namely: Adeleke University Library (9.6%), Fountain University Library (5.3%) and Redeemers University Library (26.6%) participated in the study. Others are Federal University Library: Hezekiah Oluwasanmi Library (21.3%), Kenneth Dike Library (24.5%) and One state University Library: Osun State University Library (12.8%).

The table 2 below shows that 54%(57.4) of respondent agree that they sufficiently planned well before they begins field work, while 36% (38.3) are those that strongly agree that they sufficiently planned well before beginning field work. Others are 3% (3.2) with undecided and 1% (1.1) disagrees.

Table 2. Job Performance of librarians and information Professionals.

Job Performance Items	SA (%)	A (%)	U (%)	D (%)	SD (%)	Total (%)
I sufficiently planned well before I begins field work	36 (38.3)	54 (57.4)	3 (3.2)	1 (1.1)	0 (0)	94 (100)
Performance goals for my work group are clearly defined	33 (35.1)	54 (54.7)	5 (5.3)	2 (2.1)	0 (0)	94 (100)
I manage time effectively	26 (28.0)	59 (63.4)	6 (6.5)	1 (1.1)	1 (1.1)	93 (100)
It is clear to me what my supervisor expects of me regarding my job performance.	34 (36.2)	50 (53.2)	6 (6.4)	3 (3.2)	1 (1.1)	94 (100)
I have problems with prioritization	9 (9.6)	39 (41.5)	16 (17.0)	15 (16.0)	15 (16.0)	94 (100)
I met all the requirement of my job	16 (17.2)	56 (60.2)	9 (9.7)	11(11.8)	1 (1.1)	93 (100)
I often miss deadlines	17 (18.1)	32 (34.0)	8 (8.5)	23 (24.5)	14 (14.9)	94 (100)
I am familiar with the technical requirements of my job	33 (35.1)	53 (56.4)	4 (4.3)	3 (3.2)	1 (1.1)	94 (100)
I can initiate, manage and bring to a close a completed project	30 (31.9)	55 (58.5)	6 (6.4)	3 (3.2)	0 (0)	94 (100)
I allocate resources effectively.	31 (33.0)	54 (57.4)	3 (3.2)	3 (3.2)	3 (3.2)	94 (100)

Also, 54.7% of the respondents agrees that they performance goals for their, work group are clearly defined, while 35.1% strongly agrees, and 5.3% are undecided and 2.1% are those that disagree

The table also reveals that 63.4% of respondents are those that manage time effectively. Also, 53.2% of respondents agree that it is clear to them what their supervisor expects of them regarding their job performance, while 36.2% are those that strongly agree and 6.4% are undecided, while 3.2% are those that disagree. Also, 41.5% believes that they have problem with prioritization, while 9.6% are for strongly agree and 17.0% are undecided, where 16.0% are for disagree and strongly disagree. The table also shows that 60.2% of respondents met all the requirement of their job. Also, 34.0% of respondents often miss deadlines, while 56.4% of respondents are familiar with the technical requirements of their job. 58.5% of respondents agree that they can initiate, manage and bring to a close a completed project, while 31.9 % are those that strongly agree, 6.4% are for undecided and 3.2 % for disagree. Lastly, the table shows that 57.4% of respondents agree that they allocate resources effectively, while 33.0% is for strongly agree and 3.2 % for undecided disagree and strongly disagree.

Table 3 below shows the career development level of library and information professionals. The table reveals that 58.1% of respondents agree that workplace training opportunities encourage them to work better, while 25.8% are for strongly agree, 5.4% and 1.1% are for disagree and strongly disagree.

Meanwhile, the result of the analysis shows that 17.2% and 50.0% of respondents strongly agrees and agrees that they have benefited from work-based training and development in the last twelve months, while 9.7% and 11.8% are for disagree and strongly disagree. Also, 65.2% of respondents agree that they are motivated by the prospect of promotion in the near future within their organization, while 6.5% and 4.3% disagree and strongly disagree respectively.

Also, 60.0% of respondents agree that their job afford them the opportunity to learn. This is followed by 57.4% of respondents agree that people in their department communicate sufficiently with one another on how to develop their career. Also, 54.8% of respondents agree that their superiors provide them with actionable suggestions on how to improve. Again, 42.4% are satisfied with the career progression of their institution so far. While 52.2 % said their institution sponsors workshops and seminars for staff.

Discussion of Findings

Job Performance

The findings show that there is strong link between Job Performance and Career development of Librarians and Information Professionals in Academic Libraries. The result also shows positive correlation which was significant. The results show that Job Performance is appreciably affected by career development. These findings agree with the studies of (Cardy 2004) that the various tasks performed on a daily basis contribute to job performance in general which lead to career development.

Table 3. Career Development of library and information professionals.

Career Development Items	SA (%)	A (%)	U (%)	D (%)	SD (%)	Total (%)
I feel that workplace training opportunities encourage me to work better	24 (25.8)	54 (58.1)	9 (9.7)	5 (5.4)	1 (1.1)	93 (100)
I have benefited from work-based training and development in the last twelve months	16 (17.2)	47 (50.0)	10 (10.8)	9 (9.7)	11 (11.8)	93 (100)
I am valued as a hardworking individual within my organization	17(1)	57 ()	11 ()	2 ()	6 ()	93 (100)
I am motivated by the prospect of promotion in the near future within my organization	12 (13.0)	60 (65.2)	10 (10.9)	6 (6.5)	4 (4.3)	92 (100)
My job gives me the opportunity to learn	17 (18.3)	57 (60.6)	5 (5.3)	11 (11.8)	3 (3.2)	93 (100)
People in my department communicate sufficiently with one another on how to develop our career.	17 (18.5)	54 (57.4)	6 (6.4)	8 (8.5)	7 (7.6)	92 (100)
The morale in my department is high.	15 (16.3)	47 (51.1)	11 (12.0)	12 (13.0)	7 (7.6)	92 (100)
My superiors provide me with actionable suggestions on what I can do to improve	18 (19.4)	51 (54.8)	12 (12.9)	5 (5.4)	7 (7.5)	93 (100)
I am satisfied with the career progression of my institution so far	16 (17.4)	39 (42.4)	13 (14.1)	18 (19.6)	6 (6.5)	92 (100)
My institution sponsors workshops and seminars for staff	27 (29.3)	48 (52.2)	3 (3.3)	7 (7.6)	7 (7.6)	92 (100)

Career Development

The result of the finding shows that there is significant and positive relationship between career development and job performance. The result also shows a positive correlation. This finding is in line with. (Black, 2001) that Career Development is very important especially to meet the challenge of using modern technology in the library. Similarly, Ajidahun (2007) also suggested that university libraries in Nigeria should provide Career Development programs for library staff particularly professional staff to make them relevant to face the technological challenges of the twenty-first century.

Conclusion

The study reveals that there are no clear-cut processes for career development in various institutions of higher learning and where it exists; it is often focused only on preferred faculties. Effective career development support by employers to their employees in places of work meets both institution and individual needs. It will only be sustainable if the mutual benefit is clear to both parties. Paying necessary attention to career development is important as the employees become gradually more diverse: the performance of all employees' matters to the institution as well as to the individuals. A core reason for giving essential consideration to career development issues is to create an enduring job performance and effective service delivery in institutional libraries. Being positive and thinking ahead of time is part of the approach for achieving buoyancy in the face of uncertainty.

References

1. Ajidahun, C.O., 2007. The Training, Development and Education of Library Manpower in Information Technology in University Libraries in Nigeria, *World Libraries*, 17 (1). and Organizational Commitment. John Wiley & Sons Inc., New Jersey
2. Amune J.B. (2014) A comparative study of the determinants of job satisfaction among male and female librarians in public university libraries in Edo State of Nigeria. *International Journal of Education and Research* Vol. 2 No. 7.
3. Asante,E. and Alemna,A. (2015). Training and Development Issues: Evidence from Polytechnic Libraries in Ghana. *Library Philosophy and Practice* (e-journal) retrieved <http://digitalcommons.unl.edu/libphilprac/1221> on April 28, 2017
4. Berghe, J.V.(2011) Job satisfaction and job performance at the work place. Degree Thesis. *International Business*. 51p.
5. Black S.E.; Lynch L.M. (2001) *How to Compete: The Impact of Workplace Practices and Information Technology on Productivity*, The Review of Economics and Statistics, vol.83, n.3, pp.434-445
6. Cardy, R.L. (2004) *Performance Management: Concepts, Skills, and Exercises*. M.E.
7. Cedefop (European Centre for the Development of Vocational Training) (2008) *Career development at work A review of career guidance to support people in employment Luxembourg: 135 pp.* ISBN 978-92-896-0519-9
- Effectiveness. *European Journal of Scientific Research*, 24, (3), .326-331.
8. Gojeh, A.; Ayde, A.; Fantahum, A. (2015) Staff Development and Training on Turnover Pattern and Retention in Academic Libraries of Ethiopian Universities. *Journal of Library and Information Sciences*, Vol. 3, No. 1, pp. 1-32
9. Hersen,M. (2004) *Comprehensive Handbook of Psychological Assessment: Industrial*
10. Hirsh. & Jackson. (2004) *Managing careers in large organizations: a report for the corporate*
11. Horenstein, B.(May 1993): "Job Satisfaction of Academic Librarians: An Examination of the Relationships between Satisfaction, Faculty Status, and Participation," *College & Research Libraries* 54 255.69
12. Igbokwe P.C. (2011) *Job satisfaction and performance of librarians in federal university libraries in Southeast Nigeria*. Unpublished Thesis. University of Nigeria.
13. Jex, S.M. (2002) *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons, New York
14. Olaniyan.A. & Ojo, L. B. (2008). *Staff Development: A Vital Tool for Organizational*
15. Pugno.M. and Depedri.S. (2009) *Job performance and satisfaction: an integrated survey*. Discussion paper No 4
16. Sonnentag,S. and Frese,M. (2002) 'Performance concepts and performance theory', *Psychological Management of Individual Performance*. Chichester: Wiley, pp. 3-25.
17. Sonnetag.S. et al (2011) *Job performance*. Sage handbook of organizational behavior. Vol 1.pp.427-447p.
18. Udoh-Ilomechine,Q. (2009). *Patterns of In-Service Training for Special Libraries: A Pilot Study*. *Library Philosophy and Practice* (e-journal) retrieved from <http://digitalcommons.unl.edu/libphilprac/242>
19. Van Scotter,J.; Motowidlo,S.J; Cross,T.C. (2000). Effects of task performance and contextual performance on systemic rewards. *Journal of Applied Psychology*, 85, 526–535.
20. Viswesvaran C; Ones D.S. (2000) Perspectives on models of job performance. *Int J Select Assessment*. 2000; 8:216–226.