WORK ENVIRONMENT, STAFF DEVELOPMENT, PERSONAL VARIABLES AND JOB PERFORMANCE OF LIBRARY PERSONNEL IN PUBLIC UNIVERSITIES IN THE SOUTH-SOUTH, NIGERIA

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CERTIFICATION

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DEDICATION

I dedicate this thesis to Jehovah Almighty, a Kind and Marvelous God, the Author and Finisher of my faith, the Alpha and Omega, a Way Maker where there seemed to be no way, a Destiny Changer, a Giver of good health, the Source of my inspiration and knowledge, my Protector and the Perfecter of all that concerns me. There is none like Him. May His name be praised forever more. Amen.

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ABSTRACT

The job performance of library personnel is essential for the achievement of library goals and objectives in public universities. However, the job performance of library personnel in Nigerian public universities, especially in the South-south, has been relatively low. Previous studies have concentrated on job motivation, ICT skills and use by library personnel with little attention paid to work environment, staff development and personal variables. This study, therefore, was carried out to investigate Work Environment (WE), Staff Development (SD) and Personal Variables (PV – Educational Qualifications, Job Positions, Work Experience and Job Tenure) as predictors of Job Performance (JP) of library personnel in public universities in the South-south, Nigeria.

Job Performance and Hawthorne Effect theories provided the framework, while the survey design of the correlational type was adopted. Thirteen public universities (6 federal and 7 state) in the six states in the South-south, Nigeria were used in this study. All the 762 library personnel were enumerated. The instruments used were Work Environment (r = 0.76), Staff Development (r = 0.75) and Job Performance (r = 0.83) scales. Data were analysed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance.

Majority of the participants were 61.0% from federal and 39.0% from state public universities. Their qualifications were Doctorate (4.6%), Postgraduate Diploma (1.5%), Master' in Library Studies (14.7%), Bachelor's in Library Studies (29.3%), Higher National Diploma (19.8%), Master (5.1%) and Bachelor (11.2%) degrees in other disciplines, Senior Secondary School Certificate (12.2%), First School Leaving Certificate (1.5%). Their work experience ranged from 10 years and below (72.5%), 11-20 years (15.2%), 21-30 years (8.5%) and 31 years (3.8%). The level of JP ($\bar{x}$ = 76.34), conduciveness of WE ($\bar{x}$ = 72.97) and SD practices ($\bar{x}$ = 46.54) were moderately high against the thresholds of 100, 80 and 48 respectively. Significant relationships existed between WE (r = 0.40), SD (r = 0.41), PV (Educational Qualifications r = 0.177; Job Positions r = -0.116; Work Experience r = 0.158 and Job Tenure r = 0.074) and JP. The WE, SD, PV and JP had significant relationships ($F_{(6,659)}$ = 29.262; Adj. R^2 = 0.203) accounting for 20.3% of the variance in JP. The WE (β = 0.248), SD (β = 0.204) and PV (EQ - β = 0.177; WE - β = 0.155) relatively contributed to JP.

Work environment, staff development and personal variables influenced the job performance of library personnel in public universities in the South-south, Nigeria. Governments, university authorities and library management should take cognisance of these factors, especially staff development, for improved job performance of library personnel.

Keywords: Job performance, Library personnel, Public universities in South-south, Workplace, personal variables, Staff development

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CHAPTER ONE

INTRODUCTION

1.1   Background to the study

Public universities within the South-south, Nigeria are established and funded by federal and state governments of Nigeria to satisfy the information needs of stakeholders. Public universities within these areas exist with standard libraries and also as central points around which academic activities revolve. Public university libraries are integral parts and also among the most essential units of universities as well as the academic heart of those universities that established them. University libraries in Africa, particularly Nigeria generally, have the objective of providing literature support in different formats (print and electronics) thereby extending the frontier of knowledge through teaching, learning, research, and community services (Nwalo, 2012). Public university libraries help their founding institutions to achieve excellence in their teaching, research and community services functions. They help in providing and meeting users', faculty members' and staff' needs. Thus, they serve members of their university communities.

Public university libraries perform different functions in various universities they serve. These include: collection development; knowledge organisation for easy storage and retrieval; knowledge preservation for posterity use; knowledge dissemination to advance academic and research activities. They also provide services such as lending, provision of seating and study facilities, recreational, library loan services, document delivery, reservation, reference services, user education, current awareness service, among others. These libraries, generally, are organised into departments and various units or sections facilitating attainments of library goals and objectives. These departments include: Administrative Department which houses the Office of University Librarian where all administrative matters in the library are handled. The next department is Technical Services Department.

Technical Services Department comprises of the following sections: Collection Development/Acquisitions which is responsible for selecting information materials, procuring and processing books and electronic resources; Cataloguing, responsible for the cataloguing and classification of prints and electronic materials; Serials, responsible for the

subscription, processing of periodicals and display of journals; Reprographic handles photocopy services at moderate charges to users; Bindery is where damaged or mutilated books are repaired while limp materials are bound to make them withstand rough and heavy usage by users. Technical Services Department is important departments in public university libraries.

Technical services department serves as the heart of the library as the entire library system also serve as the heart of the institution that established it (Bitagi, 2010). Technical services department is the engine room of university libraries that controls activities in the Readers' Services Department. Services in Technical Services Department are so crucial that it is unimaginable to have a library without a Technical Services Department. Technical services in university libraries involves: acquisition, recording and preservation of materials. Furthermore, the American Library Collections and Technical Services (ALCTS) (2016) stated that, its tasks, involved placing of order for library materials, claiming, receipt, cataloguing and classification, serials control, database catalogue maintenance, binding, preservation and collection management.

Technical services in libraries stated by Nwalo (2003) refers to all those activities preparing the ground for information delivery to users. This encompasses, the steps taken about the books from the package to the shelves. Technical Services Department provides services and products that provide intellectual access to information in some published format. Technical services are often referred to as "services behind the scene" (Ode & Omokaro, 2007; Nnadozie, 2013). This is because the services are rendered out of the sight of library users. Technical services are very tasking, sensitive and painstakingly undertaken. Activities in Technical Services Department are highly amenable to routines and also, followed more or less rigidly. The procedures in Technical Services Department require not only special job training, rather, a good understanding of those activities in the department is required to carry out most of its services to achieve library's set goals.

However, organisational structure of public university libraries in the South-south, Nigeria varies. In some libraries, Technical Services Department houses the Serials Section while in others, the Serials Section is under Readers' Services Department. Readers' Services Department in public university libraries comprises of the following sections: Circulation, Reserved Books, Reference, Serials, Research and Documentation, Africana, Information

Technology (IT)/Automation also called the E-Library. Readers' Services Department is created in libraries to take care of services to library users. In this department, activities of library personnel are glaringly seen. Readers' Services Department of any library is the nuclei of the library since it displays the quality or standard of the library. The department interacts directly with library users and offer services to them. Readers' Services are common to all types of libraries.

Readers' services that are provided in public university libraries include: registration of readers, charging and discharging of books, shelving of newly processed, consulted and returned books, organisation of library materials, reservation, reference services, information services, stock-taking, statistics, weeding, sending of overdue notices to library borrowers, collection of overdue fines from borrowers, monitoring of reserved materials, assistance to readers, displays, user education, guides and notices, and extension services rendered by librarians to library users. More importantly, Readers' Services Department in public university libraries depends solely on Technical Services Department for its services to users because every user needs information and if the Technical Services Department does not select, acquire, process, organise books and send them to Readers' Services Department to be shelved on books shelves, Readers' Services Department cannot function as expected. While Readers' Services Department in every university library is likened to the shop where products are displayed and sold to consumers, Technical Services Department is likened to the production section of a factory or industry where goods are produced.

However, public university libraries successes in performing expected roles rest not only on information resources, facilities and equipment but also on the quality of personnel as manifested in jobs they perform. It, therefore, shows that library personnel who are in charge of acquiring, organising, preserving and disseminating information play very important roles in university libraries. Library personnel in public university libraries perform different functions that enable libraries to achieve their set goals (Ifidon & Ifidon, 2007). They perform duties such as, administrative, technical services and readers' services. Activities carried out in public university libraries by their very nature are performed by a team of library personnel (librarians, para-professionals and library assistants). In line with Campbell (1990) believe, library activities are not single action, rather, they are complex

activities. Truly, library personnel are the backbone of library services offered by university libraries.

Library personnel in public universities are librarians who holds bachelor, master, postgraduate diploma and doctorate in library science. They may hold bachelor and master degrees of any other discipline. Therefore, for librarians to register and practice in Nigeria, the Librarian's Registration Council of Nigeria (LRCN) requires the possession of bachelor degree in library science. Librarians in every public university library hold leadership positions. They are heads of public university libraries, called University Librarians. University Librarians are among the Principal Officers and management staff of universities. Furthermore, librarians also head various units under them. Para-professionals and library assistants are subordinates to librarians.

Para-professionals as library personnel possess qualifications beyond Senior Secondary School Certificate. Para-professionals hold Certificates, National Diploma, Higher National Diploma of library science from universities or accredited polytechnics. Library assistants in public universities, on the other hand, refer to library personnel who are either holders of Senior Secondary School Certificate or the General Certificate in Education (GCE) Ordinary Level. Library assistants constitute majority of workers in public university libraries. All these library personnel, librarians, para-professionals and library assistants have different job descriptions.

The job description for University Librarians as heads of public university libraries, include: day-to-day administration of the university libraries. They are charged with overall responsibilities of planning and organisation of activities to be carried out in libraries. They are responsible for library staff management, including recruitment, training and/or supervisory duties. They are also charged with responsibilities of budgeting, negotiating of contracts, organisation of staff for maximum performance and initiation of practical plans for library resources and designing of job descriptions for library personnel (Eyo, Afebende & Nkanu, 2018). In the same vein, librarians are charged with responsibilities of day-to-day administration in departments and units and often engaged in such duties, for example, collection development, cataloguing and classification, reference services (answering readers' enquiries), user education, among others, while, para-professionals are involved in all library operations at all levels as well as pre-cataloguing, compilation of bibliographies,

compilation of indexes and abstract, keeping of statistics, supervision of duties assigned to library assistants, among others.

Para-professionals may either engage in routine activities or supervise and direct other staff in the clerical cadre. They may manage libraries or contribute very specialised expertise in some specific field. Furthermore, library assistants perform duties such as filing, books shelving, shelf-reading, loaning of books (charging of borrowed books), collection of books (discharging of returned and processed books) at circulation desks, entering and updating users' records on computer, stamping, accessioning, book packaging, bibliographic searching and any other routine work. Para-professionals and library assistants support librarians in library services delivery to users. Para-professionals and library assistants participate in varying degrees in technical and readers' services in every university library and have assumed great relevance in libraries that have implemented ICTs in their services. These are services that library administrators and librarians must take seriously.

Library activities are classified into tasks and extra-role performance. Tasks performance are core performance undertaken by library personnel to achieve library goals. Tasks performance, according to Campbell (1990) Theory, refers to activities employees undertake formally as jobs. These include what library personnel are employed to do in the library. They relevantly relate to their jobs. Tasks performance, in the library context, means activities undertaken to change unprocessed materials into processed products through technical skills. Examples of tasks performance in libraries include, core library tasks of collection development, cataloguing and classification, reference services, user education, filing, books shelving, shelf-reading, lending of books (charging and discharging), stamping, accessioning, bibliographic searching, and any other routine work.

Extra-role performance is undertaken by library personnel outside their job descriptions. Extra-role performance, in line with the definition of Campbell (1990) Theory, isspecific non-tasks, which employees perform that do not pertain to their jobs. Extra-role performance relates to tasks library personnel undertake outside their formal job requirements of what they were employed to do, but support the smooth function of libraries as organisations. These are voluntary roles. It involved jobs perform that are unrelated to formal tasks, for example, volunteering roles which involve helping and cooperating with colleagues in libraries to solve existing job problems, training new employees and old

colleagues on the job, coaching, mentoring, supporting organisations (Aboyade, 2012). Other examples of extra-roles perform in libraries include accepting orders and temporary impositions without complaints, supporting, encouraging tolerable work climate and distractions created by interpersonal conflict, protecting, conserving organisational properties and sustaining clean and physical hygiene of libraries (Bateman & Organ, 2012).

Extra-role activities are very essential in university libraries, inasmuch as these qualities are significant to tasks perform by library personnel. Extra-role performance in university libraries help to sustain and enhance social network and psychological climate that support technical tasks in libraries. In libraries context, library activities are performed towards attainment of library's goals and objectives relevant to jobs (Al-Omari & Okasheh, 2017). Thus, in libraries, jobs perform by library personnel are geared towards the contentment of users' information and research demands and also act as basis for personnel promotions. Jobs perform by personnel is the accomplishment of related jobs or skills (Bamgbose, 2014; Nurzainie & Narehan, 2015). It can also be employers' achievements of library set goals.

Library activities could be outputs of jobs perform by library personnel, measured in terms of quality and quantity (Farukuoye, 2015). For example, tasks perform by library personnel in Technical Services Department is adjudged by the balanced collections built, numbers of books catalogued, number of books classified, number of books processed, number of damaged books repaired and returned to Readers' Services Department for circulation using the available work tools. Similarly, tasks perform in Readers' Services Department is adjudged by number of loan transactions (adequate use of information materials on reserved books shelves, open books shelves, reference shelves), arrangement of books shelves and shelf-reading for easy location and retrieval of books and reference queries attended to.

Tasks perform by library personnel in universities are very important since it leads to successes of university libraries. In different types of libraries, libraries provide access to the use of intellectual information in some published format and organisations and utilisation of information resources as well help in the provision of quality services. Moreover, lack of proper organisation of information resources in libraries hinders students, lecturers and staff effective utilisation of available resources for teaching, learning and research. More

importantly, the library's ability to achieve orderliness, to provide quick access and retrieval of information reduce users' time wastage and frustration in utilisation of library information resources. Cataloguing and classification, for example, are intellectual basis of providing materials for users and these activities impose order on diverse library routines with the goal of making these resources easier to discover, manage, access and retrieve.

Library personnel, in Readers' Services Department, shelve consulted, processed, borrowed and returned books, shelf-read book shelves daily to enhance quick identification, location, retrieval of information materials in the library, without which the search for resources will be unguided, misdirected and haphazard. Library tasks performanceare very crucial to library's as well as its personnel' growth and development. This is important attributes measured frequently by all libraries. However, in this study, activitiesin completing given tasks by library personnel, is measured by technical performance efficiency and effectiveness, job knowledge, skills and job outputs. Effectiveness and efficiency of public university libraries come from tasks perform by personnel and outputs of services provided in terms of achievement of library objectives.

Quality tasks in any type of library is ideal. Library services, availability and accessibility of information resources are very vital to effectiveness of university libraries. Services, products, staff, facilities and spaces are linked to standard and effectiveness of university libraries (Adegun, Oyewumi, Oladapo & Sobalaje, 2015). Essentially, providing effective services on the part of libraries should not be taken for granted. It should be assessed based on the satisfaction expressed by library users. In line with the above statement, Gunasekera (2010) study revealed a close connection between the university library collection adequacy, services and facilities and perceptions of library effectiveness. The effectiveness and efficiency of a particular library is determined by the extent to which library resources and services satisfied users' needs, thus the required library resources and services are provided to satisfy the needs of users.

Furthermore, survival of libraries consequently depends on the quality of library contents treated as quality of services as well as quality of services affecting effectiveness of the library (Ugah, 2011). Ossai-Onah, Obichere and Iroeze (2013) asserted that to determine library effectiveness, activities and services require time to time assessment and evaluation to know how adequate the library has achieved its objectives and the justification for continuity

of services. By demands of quality assurance, Ababio, Aidoo, Korankoye, Saeed and Nsowah-Nuamah (2012) pointed out that standards demand users from time to time to assess and evaluate libraries. Standards of any university library, for instance, should relate to the standard of the community it serves. The library serving a university of science and technology, for example, is expected to reflect science and technology in terms of their collection and service goals.

However, efficiency in achievement of library objectives also comes from tasks undertaken by their personnel. Efficiency is being efficient at workplace. This is library personnel efficiency on their jobs at workplace. Workplace efficiency could be described by jobs or tasks an employee completed in a single workday, or the work a department or team completed in a given period of time. Personnel who are efficient work very hard and put in their best to complete tasks within a set time and meet the time limit to deliver timely services. Every library rewards its employees who are hardworking and competent, therefore, employees are expected to be efficient and proactive for better performance outputs. Personnel activities in libraries are very important criteria for the university library's accomplishment and survival. Outputs of jobs perform by library personnel in libraries are measured in terms of quality and quantity.

Outputs entailed how well personnel meet their performance objectives. Furthermore, in public university libraries, performance of personnel can be assessed to determine whether public university libraries indeed meet their objectives (Yusuf & Iwu, 2010). Activities in libraries carried out by library personnel could also be part of yard stick for accrediting a university. Moreover, the viability and credibility of parent institutions are strengthened by jobs performed by library personnel in universities because, when services of university libraries are assessed or evaluated, especially during accreditation, library personnel are equally indirectly assessed and evaluated. Nevertheless, tasks performance can be measured by job knowledge and skills of library personnel. These, however, relate to how well and equipped library personnel are, to perform their tasks in providing services.

When library personnel are adequately and continuously equipped with job knowledge and skills, it leads to outputs. Library personnel are, therefore, expected to understand their tasks and what they are required to do. Library personnel need a better understanding of the utmost importance of their jobs to the overall work design of the

organisation to avoid negligence and inability to distinguish the most important aspects of their tasks. However, job knowledge and skills measured, pointed out relevant job knowledge and essential job skills of library personnel, involving work practices, procedures, acquisition of resources, technical information, policies, readers' services and the relationship to library's work. Job knowledge and skills are important in workplaces because employers' expectations are that workers learn new job skills quickly, perform different tasks and accomplishing more tasks in less time.

Job skills required by library personnel include IT skills, teamwork and management skills, verbal communication skills, interpersonal skills, transferable skills inside and outside the library, and so on. To support the above statement, Aboyade (2012) and Oyewole (2013) averred that library tasks are direct function of declarative knowledge about facts and things, procedural knowledge or skills knowing about how to do something and what to do, and the motivation combining: what to do, how much energy to expend on the activity and how long to continue expending energy. Personnel must have the job knowledge, skills, ability and willingness to do jobs. Ability and willingness to do jobs interact to determine performance. This, therefore, means that job activitiesof library personnel depend on possession of job knowledge, job skills, ability, motivation and willingness to carry out tasks and if these characteristics are either low or absent, performance of library personnel will be low. Library tasksperform by personnel can be low, moderate or high.

Doing good jobs also relates to achievement of quality, quantity, cooperation, dependability and creativity. Moreover, conducive work environment could be combined with technical performance efficiency and effectiveness, job knowledge, job skills to influence job activities which therefore leads to job outputs. These influence good services rendered to users as well as organisational commitment of personnel in workplaces. The engagement of competent personnel has become a concern for present university libraries. Library employees who possess high job abilities to do jobs and honesty are very essential to university libraries. Hence, library personnel would be more committed, dedicated and productive. Nevertheless, tasks perform by library personnel can be determined by work environment, staff development and personal variables and so they deserve serious attention.

Work environment, described the conditions in which library personnel operate their jobs. Work environment is associated with natural conditions in the workplace building. The

work environment of library personnel refers to the architectural and aesthetics design of their workplaces such as the building with adequate lightings, ventilations, adequate workspaces, air quality, air conditioners, fans, comfort, good convenience with running water, adequate furniture with spaces for ICT facilities/equipment, outlets for ICT facilities, clean environments, among others expected to make library personnel feel comfortable and happy to do their jobs for better outputs. However, the study would concentrate on work environment such as the physical environment (lightings, ventilations, workspaces, technological facilities) as well as social environment (collaboration) among library personnel.

Work environment relates to areas arranged in the library so that the organisation can achieved its goal. These include: the inner part, outer part, a desk and a cubicle of university libraries. Work environment of library personnel influence them to adapt to the environment of their workplaces. The quality of comfort personnel derived from work environments mostly impact the level of job they perform. Personnel would be happy and motivated to come to work since conducive work environments motivate and sustain them throughout the day. Work environments influence how organisations strive. Work environment in which libraries operate essentially help in achievement of their goals and objectives. Library personnel would likely perform better if the work environment is favourable.

Work environment of library personnel on the other hand, involved social interactions with peers, subordinates and managers at workplaces. The social work environment includes: collaborations, relationships and interactions among librarians, para-professionals, library assistants as well as users. The social work environment of library personnel includes friends, colleagues as well as users in the library. This also refers to library personnel relationships and interactions among colleagues, including subordinates and managers. Social work environment as stated by Kokemuller (2017) could include relationships within and between departments and library personnel which also significantly influence tasks performance effectiveness, efficiency and enhancement of high quality library services. Hawthorne Theory (1924-32) researchers also hypothesised that choosing co-workers by workers, working as groups, giving special treatments to workers, sympathetic and loving supervisors help to increase job outputs.

Within social work environments are library personnel leadership, hierarchies, policies, and rules and regulations. In every university library, librarians are leaders and para-professionals and library assistants are their subordinates. Librarians head university libraries, departments and various sections/units in libraries. Librarians are higher in organisational hierarchies. The social work environment in which library personnel operate importantly determine the tasksthey perform. The climate in work areas is a very important drive to positive tasks personnel perform. For instance, if young librarians, para-professionals and library assistants work with experienced librarians on higher organisational hierarchies, interactions among them will stimulate individual involvement, offering opportunities for criticism, shared of discoveries and providing pressure to do good jobs which invariably enhance higher performance. By so doing, quality assurance in quality library services delivery through standards will be maintained and strictly followed without a mix-up in the standard of practice (Ossai-Onah et al. 2013; Okozor & Obidike, 2014).

An organisation environment is categorised into internal and external environments. Organisations internal and external factors are relevant to it. Internal factors are generally controlled by organisation, since the organisation could change such factors, for example, its personnel, physical facilities, technological facilities, organisations and functional means to suit the work environment. However, in the workplace context, the work environment of personnel is the internal work environment, that is, physical and social work environments, including the elements in the work environment.

External factors, therefore, is uncontrollable as these have direct and intimacy on the organisation, for instance, the socio-cultural factors, demographic factors and economic factors. McGee and Sawyer (2003) stated that, external environment, social and physical factors outside the typical boundaries of organisations negatively influence its performance and future existence. Nevertheless, disturbances at work environment could affect personnel performance. These are lack of good relationship, interactions and collaborations among personnel and leaders, lack of convenience and running water, clean work environment, lack of flexible workspaces, poor lightings, ventilations, lack of ICT facilities, excessive noise, hazardous substances in the air, and hot or cold temperature, among others causing discomfort and lack of concentration.

Work environment of library personnel need to be improved upon to improve job outputs and enhance jobs done by library personnel at their workplaces. However, inappropriate work environment lessened or diminished tasks perform by personnel. Staff development is another factor that can determine personnel jobs undertaken in public universities in Nigeria. Development and training are almost used together in the corporate world and concentrated to improve job skills, job knowledge and tasks performance to increase job outputs of library personnel. Staff training is subsumed in staff development. Staff development and training are expected to jointly provide the required job knowledge and skills to help library personnel achieve goals of organisations, staff advancement and progression (Singh, 2015). Staff development entailed education, training and retraining for personnel to acquire job knowledge, job skills, increase efficiency and improve competencies on the job to contribute to attainment of organisation goals. Staff development has to do with the development of intellectual power through acquisition of knowledge and prepares those who receive them for some tasks (Abioye, 2013). Staff development activities prepare library personnel for additional long term job roles (Duggan, 2017).

Staff development plays important roles in ongoing career development of library personnel and makes them ready for changes in the profession. Staff development concentrated in building job knowledge, job skills, abilities and experience of library personnel to make them fit to accept new tasks and difficult tasks. Staff development also adds values to what already exist. Therefore, without staff development, library personnel cannot meet demands of its users. However, with staff development practices in libraries, qualified library personnel, for example, can be assigned greater responsibilities, they can take over leadership when older personnel retire, replaced retired colleagues or those promoted to higher positions of greater heights or reduce their roles in the organisation, thereby supporting organisation growth and expansion. Library personnel can as well fill vacant positions or cover job roles when colleagues are absent on annual or sick leave. They can organise training programmes in the department thereby saving library management costs of employing experts or consultants from outside to train staff on the job.

These allow personnel to become excellently better in operational efficiency, attain customer satisfaction, reach higher standards, accept great challenges, enhance on-the-job performance and the possibility to work confidently and competently. Long term training

practices help personnel to be ready for advancement opportunities, reduce library personnel high turnover, increase morale and bring in changes and new inventions (Duggan, 2017). Staff development is significant and need to be a serious concern to employers and employees. Staff development for library personnel, has been importantly emphasised in the National Policy on Education (2004), therefore, charging government establishment in charge of education, while providing funds to establish libraries in every educational institution to train librarians and library assistants for such library services.

Similarly, Ifidon and Ifidon (2007) is of the opinion that in an organisation, if staff development practices do not complement recruitment and evaluation, the intention for staff recruitment and evaluation exercises is frustrated. A well-grounded and competent personnel is dependable and very useful to any library. Enang (2004) further supported that trained manpower for productive services are needed for the complex nature in library operations, hence the justification for staff development for librarians and other library personnel in university libraries. Staff development contributes crucially to job activities inasmuch as staff who possess the necessary job knowledge, job skills, work experience and abilities can use them to achieve library goals and higher job outputs. Therefore, staff development can enhance library personnel tasks activities.

Staff development can be formal and informal. Formal staff development is the formal education for certification. Formal staff development pertains to sponsorship of library personnel to acquire certificates, diploma and degrees. These also include formal attendance at conferences, workshops, seminars, short courses, among others that have a beginning and end date to update job knowledge of personnel in their area of professional practices. This type of staff development takes place in a formal setting. In the same vein, informal staff development is achieved by training library personnel on-the-job, for example, job rotation, internal or in-house training, assigning responsibilities to staff and overall performance in the organisation. Irrespective of staff development practices, the aim of formal and informal staff development practices is to enhance job competencies of library personnel and to enable them perform their jobs confidently and competently achieving organisation goals.

Obviously, tasks perform by librarians have changed and the traditional concept of librarianship is no longer tenable, thus, it is the expectations of librarians to transform

themselves through staff development practices and retraining to meet up with expectations of changing roles. Personnel working in university libraries are expected to have basic ICT education for jobs they perform for maximum performance. They need to remain inform of the latest trends and developments in their profession. Library personnel are expected to demand for training, when they are presented with new jobs or tasks, when there is any innovation in technology or process and procedure update. Furthermore, depending on individual, performance reviews should describe the need for the remedial training and development opportunities. If libraries set goals are to be achieved, therefore, it is important to expose library personnel to the use of new technologies for the development of different professional job knowledge, skills and to improve their competence (Ahmad & Yaseen, 2009).

Every university library is expected to take the development of its staff very seriously especially in this ICT Age for achievement of set goals and objectives. Apparently, the development of library personnel is an indispensable tool to transform them and library services to enviable standards to meet the increasing level of users' demands in Nigeria public university libraries. Another factor that determine personnel tasks performancein public universities is personal variables. Personal variables are attributes of human population that are studied statistically. Personal variables are independent variables by definition because they cannot be manipulated. Personal variables are personal factors or individual-based variables that include information such as age, gender, income level, educational level, job positions or ranks, job tenure, work experience, marital status, monthly salary, among others (Oyewole, 2013). Personal variables refer to quantifiable personal characteristics of library personnel in Nigerian university libraries.

Similarly, frequently used personal variables gleaned from the literature include: age, sex (gender), education, income, employment status, religion, marital status, etcetera. However, personal variables tested in this study against job performance are: educational qualifications, job positions or ranks, work experience and job tenure. Personal variables are very essential in workplaces as they add values to tasks activities that already exist, and as well, influence the quality of expected jobs perform by library personnel as well as the quality of personnel to be employed to work in workplaces. Library personnel who possess quality personal variables will be able to give and perform good quality jobs. They can

transmit these characteristics to unskilled andunknowledgeable personnel and unskilled beginners. Personal variables enhance jobs perform by library personnel enabling them to efficiently and effectively deliver information services to users.

Personal variables do not only develop library personnel to perform assigned roles, they provide libraries with more flexible and capable workforce, reducing work stoppages and backlogs when their personnel are out on extended sick leave, annual leave or study leave. Personal variables enable employee to have better insights into how their organisations work and what strings to pull to get jobs done. Library personnel with good educational qualifications, job positions or ranks, wealth of experience, job tenure can impact on staff and improve services. Education facilitates performance in most jobs. Personnel are very well equipped to perform productive library tasks. Experience is gained from a gradual improvement in job performed within a specialty. This can be 10 years' experience in the specialty. Job tenure results from the length of time that library personnel are exposed on the job to learn different jobs that require new skills and different responsibilities.

These built organisational knowledge, abilities and experience of library personnel to get things quickly done than others who are not exposed. Any library personnel can double in her roles and can handle any aspect of job assign to her in the library. They can also fill vacancies and solve problems from employees who had tools but not experience. They can engage in practical as well as theoretical work. The organisation can also benefits from personal variables, mostly, educational qualifications, work experience and job tenure, by not having to recruit and train new employees thereby saving money and also maintaining high level of outputs because they do not lose time. Significantly, personal variables in any organisation have been important criteria for and during employments. Moreover, the emphasis placed on educational qualifications and work experience especially at the time of employing new staff, is always very high.

During staff employment interview, educational qualifications and work experience are considered first and mandatory (Ifidon & Ifidon, 2007). This, therefore means that, without maximal educational qualifications, job positions, work experience and job tenure to do jobs in public university libraries, library personnel will show inability in roles performance assigned to them. Only library personnel with good educational qualifications, high job positions, work experience and job tenure that can perform jobs assigned to them

maximally in university libraries. Therefore, when the work environment is conducive, library personnel are developed to acquire necessary job knowledge, job skills, abilities, competencies as well as adequate considerations given to personal variables such as educational qualifications, job positions, work experience and job tenure these determine and influence jobs undertaken by library personnel as well as being more efficient doing their jobs.

Considering the importance of library tasks undertaken by library personnel to attain library goals and objectives of public universities in South-south, Nigeria, yet, the performance of library personnel in public universities in the South-south, Nigeria is hindered by some factors contributing to low level of performance as well as difficulties in performing jobs to expectation. Studies also support this fact that the level of performance in most public university libraries today is low due to job dissatisfaction of its personnel (Ajala, 2012; Babalola, 2013; Al-Omari & Okasheh, 2017). These have been a cause for concern. There is the need to investigate some factors that influencetasks perform in public universities especially in the South-south, Nigeria. However, a gap is created in literature on work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria, and the study will bridge this gap. Consequently, this study investigated work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria.

1.2 Statement of the problem

The researcher observation and preliminary investigations of some public university libraries in the South-south, Nigeria revealed that adequate attention has not been given to libraries and library personnel by library management, probably, contributing to low level of performance as well as difficulties in performing jobs to expectation. Furthermore, interactions with personnel also showed that, they perform jobs in unfavourable physical and social work environments, (poor illumination, ventilations, inadequate workspaces and technological facilities), without staff development practices to expose them to acquire job skills, abilities, increase efficiencies and improve their competencies to achieve library set goals. Without staff development practices in libraries, library personnel would not up-date

and acquire the necessary job knowledge, job skills, abilities, work experience and improve their competencies on the job to accomplish their tasks for achievement of organisational goals. This is a problem when one considers the strong need for staff development in an increasingly computerised library services environment in universities in Nigeria.

Literature on personal variables of library personnel in universities were scarce. Studies related to personal variables on the relationship between personal variables (age, gender, educational qualifications) and performance have been carried out, but with few studies on personal variables (educational qualifications, job positions, work experience and job tenure) and performance of library personnel in public universities. However, low personal variables negatively have impact on jobs perform by library personnel in Nigerian universities. Studies also concentrated on job motivation, ICT skills and use by library personnel with little attention paid to work environment, staff development and personal variables. If management of public university libraries do not mind whether or not adequate work environment, staff development and personal variables are put in place to enable library personnel perform their jobs, these could negatively hinder effective tasks perform by library personnel.

However, right work environments, compelling need of staff development and adequate attention given to personal variables enhance tasks perform by library personnel to attain organisational goals and objectives, while, lack of these contribute to low level of performance of library personnel in public universities in Nigeria. It is against this backdrop that the study was carried out to investigate work environment, staff development and personal variables as factors that determine job performance of library personnel in public universities in the South-south, Nigeria.

1.3   Objectives of the study

The main objective of the study was to investigate the relationship of work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria. The specific objectives were to:

i.   ascertain the personal variables of library personnel in public universities in the South-south, Nigeria;

ii. determine the level of job performance of library personnel in public universities in the South-south, Nigeria;

iii. ascertain the conduciveness of work environment of library personnel in public universities in the South-south, Nigeria;

iv. examine staff development practices for library personnel in public universities in the South-south, Nigeria;

v. ascertain the relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria;

vi. ascertain the relationship between work environment and job performance of library personnel in public universities in the South-south, Nigeria;

vii. ascertain the relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria;

viii. ascertain the relationships that exist among work environment, staff development, personalvariables (educational qualifications, job positions, work experience and job tenure) and job performance of library personnel in public universities in the South-south, Nigeria; and

ix. ascertain the relative contributions of work environment, staff development, personal variables to job performance of library personnel in public universities in the South-south, Nigeria.

1.4 Research questions

The following research questions were answered in the study:

1. What are the personal variables of library personnel in public universities in the South-south, Nigeria?

2. What is the level of job performance of library personnel in public universities in the South-south, Nigeria?

3. How conducive is work environment of library personnel in public universities in the South-south, Nigeria?

4. What are staff development practices for library personnel in public universities in the South-south, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria.

2. There is no significant relationship between work environment and job performance of library personnel in public universities in the South-south, Nigeria.

3. There is no significant relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria.

4. There are no significant relationships among work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria.

5. There are no significant contributions of work environment, staff development, personal variables to job performance of library personnel in public universities in the South-south, Nigeria.

1.6 Scope of the study

The scope of this study covers governments-owned universities within the South-south, Nigeria, which at the inception of this study had six federal and seven state established universities. Governments of Nigeria established and funded public universities. Public universities housed libraries. South-south, Nigeria belongs to Nigeria's six geo-political zones made up of six states. These are: Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. This study focused on library personnel, that is, librarians, para-professionals and library assistants working in library administration, technical services and readers' services departments and units of public university libraries. Other library personnel, for example, secretarial, clerical and support staff were not involved in the study since they do not belong to the line staff.

This study concentrated on work environment (collaboration, lightings, ventilations, workspaces and ICT facilities), staff development (formal and informal) and personal variables (educational qualifications, job positions or ranks, work experience and job tenure) as factors that determine job performance (technical performance effectiveness and

efficiency, job knowledge, job skills and job outputs) of library personnel. The study also established relationship of independent variables (work environment, staff development and personal variables) and dependent variable (job performance) of library personnel in public universities in the South-south, Nigeria.

1.7 Significance of the study

Results of this study would be useful to all stakeholders (library personnel, library management, governments and management of higher educational institutions) in the South-south, Nigeria and would lead to improvement on library activities of library personnel and attainment of set goals of public university libraries. The result of this study would guide management of public universities and public university libraries to identify factors in work environment that motivate personnel to enhance their performance. The study would help management of governments-owned universities in the South-south, Nigeria to support mission and services of university libraries by improving budgetary allocation and releasing adequate funds to public university libraries to enable them improve upon factors that would lead to low performance as well as development of personnel for enhance job activities at workplaces.

This result would further guide management in public university libraries to provide conducive work environment, such as good and convenient lightings, ventilations, adequate workspaces, ICT facilities, as well as collaboration, that make library personnel feel comfortable and happy to enhance jobs they perform. Management of public universities and public university libraries would also enjoy the different form of services delivery render by library personnel. Findings of this study, would further help management of public university libraries develop their personnel better on the job through staff development practices that meet their needs equipping them with job knowledge, job skills, abilities and work experience expected of them to be able to fit in well in their work environment. Moreover, the result would contribute to produce competent manpower in public universities and elsewhere. These could boost the morale of personnel and enhance their tasks activities.

Besides, the study would help library personnel to seek development opportunities that can help them to continually develop and equip themselves for better and higher performance on the job in this Information Age. Not having appropriate job knowledge, job

skills and competencies to work with, is a hindrance to effective performance of library personnel. Results of this study would be useful to management of public university libraries when deploying library personnel for job roles, to base deployments on educational qualifications, job positions or ranks, work experience and job tenure. The findings would be useful to federal and state governments to improve funding to and upgrade infrastructural facilities in public universities for improvement and sustainability of conducive work environment for better performance of tasks by library personnel in the South-south, Nigeria.

Finally, this study has added to the body of knowledge in the field of library science, therefore, bridging the gap that existed in the literature on combine influence of work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria. The result would stimulate further research in ways to improve tasks perform in public universities in the South-south, Nigeria.

1.8   Operational definition of terms

Terms used in the study are hereby operationally defined as follows:

Job performance: is outputs of jobs perform by personnel in public universities in the South-south, Nigeria that could be measured in terms of job quantity as well as quality. This includes major duties and responsibilities. It has to do with technical performance efficiency and effectiveness, job knowledge, job skills, job outputs.

Library Personnel: These are librarians, para-professionals and library assistants working in public universities in the South-south, Nigeria.

Personal variables: refer to individual-based or quantifiable personal characteristics of library personnel in public universities in the South-south, Nigeria such as educational qualifications, job positions or ranks, work experience and job tenure.

Public Universities: These are universities within the South-south, Nigeria established and funded by federal and state governments of Nigeria.

Staff development: is education, training and retraining of librarians, para-professionals and library assistants in public universities in the South-south, Nigeria to acquire certificates, job

knowledge, skills, to broaden and deepen skills to increase efficiency and improve performance.

Work environment: relates to the conducive nature of work environment such as (lightings, ventilations, workspaces, technological facilities) and social environment (collaboration among colleagues), expected to motivate library personnel in public universities in the South-south, Nigeria to happily and comfortably perform jobs for enhance outputs.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviewed literature pertinent to the study. The literature has been reviewed under the following sub-headings:

2.2   Personal variables of library personnel in universities

2.3   Job performance of library personnel in universities

2.4   Work environment of library personnel in universities

2.5   Staff development practices for library personnel in universities

2.6   Personal variables and job performance of library personnel in universities

2.7   Work environment and job performance of library personnel in universities

2.8   Staff development and job performance of library personnel in universities

2.9   Theoretical framework

2.10   Conceptual model

2.11   Appraisal of the literature reviewed

2.2   Personal variables of library personnel in universities

Personal variables are attributes of human population that are studied statistically. Personal variables by definition cannot be manipulated because they are independent variables. Personal variables are personal statistics about individual employee that include information such as income level, gender, work experience, educational level, marital status, etcetera. Oyewole (2013) stated that personal variables are personal factors or individual-based variables that include information such as age, sex (gender), income level, educational level, job levels or positions or ranks, job tenure, work experience, marital status, monthly salary, among others. Hassan and Ogunkoya (2014) identified personal variables as demographic variables which include: age, marital status, educational qualifications, job tenure and gender. In the same vein, Ugwu and Ugwu (2017) also identified personal variable as demographic variables such as: age, gender, education, job positions or designations and years of work experience.

Personal variables gleaned from the literature include: age, sex (gender), race/ethnicity, education, location of residence, socio-economic status (SES), income, employment status, religion, marital status, ownership (home, car, pet, etcetera), language, mobility, population size and family size. Nevertheless, personal variables of library personnel in public universities refer to their quantifiable personal characteristics. These characteristics include their age, gender (sex), marital status, educational qualifications, job positions or ranks, work experience, job tenure, etcetera. In this study, personal variables tested against job performance include educational qualifications, job positions or ranks, work experience and job tenure. In universities, personal variables play important role as determinant of jobs perform by library personnel.

Educational qualifications relate to degrees, diplomas, certificates, professional titles and so forth that individual employee has acquired whether by full-time, part-time or private studies, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examination bodies or professional bodies. Possession of educational qualifications therefore refer to the successful completion of a course of study or training programme. Employment of personnel into higher level jobs is often restricted to college graduates, in many cases, college graduates and professionals' degrees are the requirements for tasks performance. The education possess by employees is person oriented and not jobs or organisations oriented. With the acquired education and training, employees effectively and efficiently do their jobs better, while, the profession, on the other hand, invariably maintains high professional standards, efficiency and services fostering enhance performance.

In the library profession, educational qualifications qualifying library personnel to work in libraries include: library science certificate, diploma, bachelor, master, postgraduate diploma and doctorate degrees recognised by the Librarian's Registration Council of Nigeria (LRCN) (Ifidon & Ifidon, 2007). Other additional qualifications include: Senior Secondary School Certificate as well as First School Leaving Certificate.

Job positions or ranks are categories of authority in organisations. Job positions or ranks of employees are the official names or designations for the title of what organisations call employees employed into organisations to perform specific jobs. Job positions are whatever responsibilities employees might have in organisations. Each level of job positions

is typically associated with a salary range and series of job titles. Job position is what people would probably put on a resume to show what work they actually do. Job positions, in the context of library practices include different hierarchies. The terms typically used are National Librarian who heads the national library, Director who heads the public libraries or the State Library Board, University Librarian heading university libraries, College Librarian heads colleges, for example, college of education, college of agriculture, and so on, Polytechnic Librarian for those heading the polytechnics. Other job positions are Chief Librarian, Deputy University Librarian (Reader or Associate Professor), the Senior Librarian, Librarian I, Librarian II, Assistant Librarian and Graduate Assistant (Ifidon & Ifidon, 2007).

Positions for para-professionals include: Chief Library Officer, Assistant Chief Library Officer, Principal Library Officer I, Principal Library Officer, Senior Library Officer, Higher Library Officer, and Library Officer. The categories of junior positions include: Head Bindery Attendant, Assistant Library Officer, Senior Library Assistant, Library Assistant, and Library Attendant (Ifidon & Ifidon, 2007). Librarians and para-professionals belong to senior cadre while library assistants are in the junior cadre.

Work experience, according to the Online Macmillan Dictionary (2009), is the experience and skills that individual gain in doing a particular job or jobs. Work experience refers to the length of time library personnel spent acquiring job knowledge and skills while carrying out tasks in different departments/sections or units of the library. Work experience has to do with increase in acquisition of job knowledge and skills. Work experience can be either short-term or long-term experience of employment or on-the-job training. This can be months or years on the job. Work experience in any organisation is very essential to improve upon tasks performance as well as one important criteria for employing personnel (Ifidon & Ifidon, 2007). The emphasis placed on work experience especially at the time of employing new personnel, is very high since work experience is considered first and mandatory during employment interview. Work experience of employees in organisations, such as libraries, enhance jobs perform by employees, thereby enabling them give quality services and libraries achieving their set goals.

Work experience is an experience a person gains while working in a specific field or occupation. This is essential if a person have it in workplaces. Professional expertise results from a gradual improvement in performance within a specialty. However, acquiring the

necessary technical background for jobs takes time before employees in organisations master routine procedures and achieve better job outputs. Typically, experts reached their performance in various domains in their specialty after about 10 years' experience, that is, at age of 30 to 50 years. Work experience helps to develop transferable skills of employees, which include: communication and team work, having better knowledge on how organisations work, building confidence in interacting with adult colleagues, job problems solving, motivation and time management. Work experience helps employees to have better insights into how their organisations work and what strings to pull to get jobs done. Work experience of library personnel can be measured by years spent in job practice and perhaps, the nature of the experience gained.

The nature of experience is essentially paramount. Librarians, for instance, are expected to know how to organise information materials in the library. This starts from collection development, cataloguing and classification, to dissemination of information materials. They need to know how to go about the process to enable the library achieve its goals. Work experience gained in university libraries are enormous. Work experience, for example, within the Technical Services Department of university library include carrying out tasks like books selection, ordering, books processing (claiming, stamping, accessioning), cataloguing, classification, book packaging (pasting of book pockets, date due slips, inserting book cards, date due cards, and writing call number on adhesive that is pasted on book spines). Work experience gained in Readers' Services Department include: registration of readers, charging and discharging of books, books shelving, shelf-reading, user education, reference services, information services, assistance to users, stock-taking, statistics, weeding, sending notices and collection of overdue to and from users, monitoring of reserved materials, displays, among others. Work experience of this kind could lead to expertise.

Job tenure, according to the Human Resources (HR) Dictionary (2008), is the measure of the period of time employees have worked for their employers. Job tenure can be long or short. Job tenure of employees is very important when it comes to giving a definite insight into employees. It is sometimes linked to the quality of jobs perform by employees. It helps in overall development of the library as well as its personnel. It helps employees to acquire expertise in their field of work. In the long run, employees with a given organisation, may work and perform various job roles and have capacities in a given domain. However, the

organisation stands to benefit in job tenure by not recruiting and training new employees, thereby saving costs (money) and maintaining high level of productivities because they do not lose time. Relating this to the university library practices, library employees are rotated for short period from one department and units to the other, where they are exposed to various job roles to acquire job knowledge, skills and work experience. Significantly, employees who had job tenure of 31 years or more perform their jobs maximally compared to their counterparts who had job tenure of 10 years or less.

Most importantly, in university libraries, lack of required personal variables in carrying out job roles incapacitates library personnel to perform jobs better in libraries. But, possessions of good and quality educational qualifications, high level job positions, work experience and job tenure experience help to improve upon job skills, capacities and efficiencies to maximally perform job roles expected of them. Personal variables such as educational qualifications, high level job positions, work experience and job tenure experience are very essential in workplaces in determining and influencing jobs perform. This, therefore, shows the expectations that personal variables must be relevant to personnel jobs perform in university libraries, particularly jobs perform by library personnel in public universities in the South-south, Nigeria.

2.3   Job performance of library personnel in universities

The extent that library personnel carry out their day-to-day jobs is termed job performance. Library personnel perform different duties such as administrative, technical and readers' services in university libraries. Activities in university libraries are not single handedly done, but, are carried out by a team of library personnel. Campbell (1990) affirmed that performing tasks is complex activities, and not a single action. tasks perform by library personnel in libraries include: major duties, responsibilities, work performed, including equipment used. Tasks undertaken by library personnel could be classified into tasks and extra-role performance. Tasks performance, in the library context, relates to considerable change from unprocessed materials into processed products through technical skills. Tasks performance defined by Campbell (1990) isspecific tasks behaviourswhich individual undertakes formally as jobs. That is, what personnel are employed to do in organisations, such as libraries.

Many conceptualisations regarding employee job performance focuses only on tasks performance and lacking the contextual performance construct which could thus be deficient. Tasks performance defined by Aboyade (2012) involved tasks activities contributing to technical cores of the organisation. According to Oyewole (2013), tasks performance are engagement and activities supporting the organisation's technical tasks, as well as the execution of technical processes such as changing unprocessed materials into finished or processed products of the organisation and maintenance of those processes. Furthermore, tasks performance in libraries involved activities such as selection, acquisition, accessioning, cataloguing, classification, labeling, among others. Tasks performance is the main substantive tasks that described one job from another.

Since libraries basically provide information services, tasks performance in this regard has to do with the following activities: collection development (selecting, placing order for library materials, claiming these materials, receipt of library materials, stamping, accessioning), cataloguing and classification (bibliographic searching), packaging of processed books (labeling of book spine, pasting of book pockets, inserting book cards, date due cards, writing the call number and filing of prepared catalogue cards in the catalogue cabinets), maintaining databases, binding of torn and damaged books (Iyiade & Oyekanmi, 2009; Harold's Glossary, 2010; Badaru & John, 2012; Chaudhary, 2014; Tiwari, 2014; Hamza, Ibrahim & Jibril, 2015; American Library Collections and Technical Services (ALCTS), 2016; Ugah, 2016). Tasks performance in libraries also include: user education, charging and discharging of borrowed and returned books, reference services, shelving of books, shelf-reading, among others (Ode & Omokaro, 2007; Afolabi & Abidoye, 2012; Otuturu & Oyadonghan, 2012) including other library routine jobs.

Extra-role performance is certain tasks activities, library personnel undertake outside their job descriptions, that they were not employed to do, but these help in the smooth functioning of the organisation. Campbell (1990) described extra-role performance as specific non-task activities which employees undertake which do not pertain to jobs they do. Aboyade (2012) defined extra-role performance as tasks engaged in to strengthen the overall organisational, social and psychological work environment of organisations. Furthermore, Bateman and Organ (2012) stated that extra-role performance is considered to be contextual performance that organisations do not necessarily regard or reward. Extra-role performance,

means carrying out those activities that supports the social and psychological core jobs of organisations. This is voluntary activities. Extra-role performance is a voluntary behavioural tendency.

Extra-role performance relates to aspects of jobs supporting core technical tasks performed by employees sustaining and enhancing organisations' social network and psychological conditions. Performing extra-role has been viewed as being equally important as performing core tasks. Extra-role performance is the dimension of job performance contended by Bateman and Organ (2012) prediction from personality (reliability, conscientiousness) that most highly correlates with organisational citizenship behaviours rather than technical tasks performance components. However, examples of extra-role performance, stated by Bateman and Organ (2012), are, assisting co-workers on the job to solve job problems, accepting and tolerating orders without complaints, cleaning and sustaining workplace physical hygiene, supporting tolerable work climate, minimising interpersonal conflicts distractions, protecting, conserving organisational resources, among others.

Other examples of extra-role performance stated by Aboyade (2012) include: volunteering for additional jobs that are not formally part of jobs, accepting inconvenient organisation policies, assisting and cooperating with coworkers on the job, endorsing, supporting, defending objectives of organisations and various other discretionary behaviours. In university libraries, extra-role performance could be voluntary roles, such as: voluntarily performing library tasks that are not formally one's job; assisting coworkers to solve job related problems, training or coaching and mentoring junior or new colleagues on the job, accepting to do extra jobs, cleaning and sustaining the physical hygiene of libraries. Moreover, performing extra-role, could be the degree of helping out groups and colleagues (Campbell, 1990), especially jobs people work closely and interdependently. Personnel can coach, give advice, help maintain group goals by acting as good role models.

However, Schmitt et al. (2001) theory, according to Aboyade (2012) and Oyewole (2013),further classified job activities into tasks, extra-role and adaptive performance as specified by major job activities dimensions of Campbell, McCloy, Oppler and Sager (1993) Theory. Distinction between tasks and extra-role performance consistently has to do with jobs conceptually and empirically indicating that major dimensions of job behaviours are

distinct. Nevertheless, tasks performance described obligatory behaviours, what employees are formally employed to do in any organisation, while extra-role performance described behaviours which do not fulfill specific aspects of job roles. In fact, research has significantly established that extra-role performance predicted turnover more than tasks performance (Van Scotter, 2004).

Research, generally, affirmed that, extra-role performance relates to organisation overall performance measurable as quality, quantity, financial measures and customer service measures (Dalal, 2007). Extra-role activities, therefore, help to build the psychological climate in which the technical core is nested strengthening the viability of the social networks. However, in the context of library work, extra-role performance (voluntary efforts, spontaneous and innovative behaviour) is very important as these qualities form the bedrock of tasks performance. Extra-role, such as coaching, mentoring and training new staff members or junior colleagues on the job have to do with personnel developmental relationship whereinexperienced or unknowledgeable personnel are helped by more experienced or knowledgeable personnel or colleagues (Nkanu & Eyo, 2006; Nwalo & Babarinde, 2016). These can help library personnel grow professionally, thereby, adding value to jobs they perform.

Workers displaying more extra-role behaviours show less turnover than those engaging in less extra-role behaviours. Touting also predict extra-role, organisation commitment is predicted by extra-role. The facet of interpersonal facilitation significantly predicted organisation commitment (Van Scotter, 2004). Performance, according to Oyewole (2013) is also viewed to be multi-dimensional as evident indicated that supervisor ratings included extra-role performance. Furthermore, a relationship among tasks, extra-role multilevel performance and rating of overall performance has been well-established. Therefore, conceptualisation, holistically, should include tasks and extra-role performance. Empirical evidence exists revealing tasks performance and extra-role performance as distinct constructs contributing to the ratings of overall performance. A study reported in Oyewole (2013), affirmed the attempts made to determine whether relationships among tasks, extra-role performance and ratings of overall performance vary among raters.

In one of the attempts to do so, a policy capturing approach was used to demonstrate that raters do not share a common policy for weighing performance dimensions. Lievens, De

Corte and Schollaert (2008) cited in Oyewole (2013) stated that when combining performance dimensions, organisational culture accounted for significant observed variance in raters' policies. This implied that tasks performance are activities and behaviours publicly recognised by organisation as aspects of jobs being defined (that is, jobs employee has been employed to do), it is, however, expected that organisations' policy would describe the relationship between employees' tasks and overall tasks perform. Performance evaluation represents an appraisal of how well workers' behaviours conform to and fits into the role expectations held by raters (typically supervisors). Thus, if extra-role performance behaviours assess by supervisors do not relate to employees' jobs, the behaviours would not be considered in supervisors' assessments.

In essence, it means that, the rating of personnel by supervisors might be subjective. In order to forestall this, a standard rating instrument could be a way out. However, a study reported in Oyewole (2013), on multi-level investigation of overall job performance showed that the relationship existing between tasks performance and overall performance ratings generally is consistent across raters in a single organisation. They viewed that supervisors would share a common set of expectations regarding tasks requirements of jobs largely the same way, for example, evaluation of tasks performance relating to overall performance. The finding supports their view that tasks performance and overall performance rating slope significantly did not vary across raters. Job description varies with organisations. However, as varied as there are libraries the basic routine operations remain the same from selection to other technical processes differing only in area of interest or emphasis.

Tasks performance in libraries, are activities carried out towards achieving libraries' goals and objectives. The Business Dictionary (2017) defined tasks performance as job related activities expected of employee and how well those activities were executed. Tasksperformance are achieving specific tasks measured against pre-determined or identified standards, such as, accuracy, completeness, cost and speed (Saka & Haruna, 2013). In essence, tasks performance can be a behaviour directed toward a task or accomplishment of a goal. According to Goal Setting Theory postulated in Ismail, Sieng, Bin Abdullah and Francis (2010) cited in Bamgbose (2014), goals set by organisations direct individuals to perform tasks. Consequently, it leads to increase in job activities. Tasks perform in libraries are geared towards meeting users' information and research needs (Wang & Shieh, 2006;

Ossai-Onah, Obichere & Iroeze, 2013) and can also be basis for personnel promotion. It showed how well library personnel fulfill the requirements on their jobs.

Employees' tasks performance is workers' behaviours, in terms of achievement at individual level, measured, monitored and assessed (Aboyade, 2012; Obukohwo, 2015; Farukuoye, 2015). These behaviours must also be in tandem with organisation goals. Afolabi (2014) described tasks performance as inputs of personnel into their current tasks or jobs in organisations. Nurzainie and Narehan (2015) defined job activities as employees' accomplishment of work related tasks or skills. Bamgbose (2014) defined job activities as acts of carrying out and accomplishing tasks by employees. Bullock (2013) also described jobs perform by personnel as responsibilities carried out over a long period of time and the expected value from employees' behaviours. Tasks performance, according to Al-Omari and Okasheh (2017), is the result of an employee motivation and ability, and how she adapts to the situational constraints and the uncongenial environment. This, however, cannot be neglected as it leads to the behavioural disturbance, specifically referred toas the decrease in job activity.

Oyewole (2013) referred to tasks performed by library personnel as achievements in terms of goals set by their employers. Job activity is typically conceptualised as activities and behaviours controlled by individual to achieve goals of organisations (Farukuoye, 2015; Nurzainie & Narehan, 2015). Farukuoye (2015) referred to job activities of personnel as personnel job outputs, measured by quality and quantity of jobs done. Obukohwo (2015) referred to tasks performance of personnel as the aspect of job behaviour domain which is important to organisations' success. For organisations' favourable competition among their peers, jobs undertaken by personnel must go a long way to determine their successes. Tasks performance of personnel, according to Barton (2007), cited in Ajani and Egunjobi (2019) is the impact of personnel activities carried out over a given period of time.

Salleh, Yaakub and Dzulkifli (2011) defined employees' tasks performance to be the measurement of the quality of human capital held by organisations. Tasks undertaken by personnel is vital for growths and developments of personnel and organisations as well. Farukuoye (2015) asserted that job activity is of high productivity interest to organisations in workplaces. Institutions successes or failures, however, depend to a large extent on tasks perform by personnel in institutions (Saetang, Sulumnad, Thampitak & Sungkaew, 2010;

Aboyade, 2012; Ajani & Egunjobi, 2019). According to Johari and Yahya (2009), task performance is one significant indicator in managing organisations achievement. They emphasised that tasks perform by personnel served as a source of competitive advantage to promote responsiveness in enhancing overall effectiveness of organisations.

Tasksundertaken in libraries are indispensable for personnel and organisations since accomplishing tasks can be a source of satisfaction and lead to successes (Chandrasekar, 2011; Muchhal, 2014; Al-Omari & Okasheh, 2017). For example, library tasks carried out in technical services department, are adjudged by the balanced collections built, numbers of books catalogued, number of books classified, number of books processed, number of damaged books repaired and returned to readers' services department for circulation using available work tools. Library tasks also carried out by personnel in readers' services department, are adjudged by the number of loan transactions (the adequate use of information materials on reserved books shelves, open shelves, reference shelves), arrangement of books shelves and shelf-reading of books shelves for easy location and retrieval of books and reference queries attended to.

Tasks performanceofpersonnel is of great concern in administration and organisation of university libraries (Kolajo, 2012). The personnel performance is a measurement of how well or how poorly the personnel conduct their required job duties and how promptly they meet their deadlines or requirements. However, Lahoz and Camarotto (2012) stated that the measuring of tasks performance is a current topic in the management of people in organisations. It is used to measure a parameter of effectiveness of processes and operations of production, as determinitive resource of organisational successes in search for competitiveness. The measurement of tasks performance plays important role in strategy development, evaluation of organisations' achievements, objectives and compensations of managers. From time to time, organisations engage in personnel evaluations in order to determine personnel performance.

Oyewole (2013) defined the measurement of tasks performance as the process of judging employees' competencies as they carry out duties and responsibilities associated with the positions they were employed for in organisations, normally for the purpose of promotion or renewing of contract. Measuring personnel performance can help organisations identify possible faults in the personnel training programme and guide the organisations as to

how they can improve. Measurement of personnel tasks performance can be used for planning, communication of services performed, improvements achieved, decision making, monitoring of progress and resource allocation. Assessment of personnel competencies and measuring their performance is essential in the overall plan of any organisation such as the university libraries. However, jobs perform personnel are very important attribute that all types of organisations, including libraries frequently measured. It is a measure of how employees carried out their assigned duties in order to produce the required outputs (Saka & Salman, 2014).

According to Asogwa (2016), personnel performance can be rated through organisations outputs, services perform, self-appraisal and annual review by organisations, among others. Periyasamy (2020) stated that the personnel performance can be rated from three sources: - (i) the personnel themselves, that is, once they complete a task, they can be asked to fill a form asking how efficiently and how fast they completed a task. This will help them understand where they are lagging and help them over times. (ii) their reporting manager: - Managers can measure their employees' performance using sequential number scales such as 1 to 5, or 1 to 10. Apart from measuring the quality and speed of the completed tasks, also measure how well the personnel understand the tasks, collaborates with other members, and show dedication to work. (iii) people they work with: - Getting feedback from the group that the personnel work with is important to understand if their collaborative efforts are successful. This can include their colleagues and supervisors or even membersfrom other teams that they occasionally work with.

Employees tasks performance have varied indicators and varied from organisations to organisations (Ajani & Egunjobi, 2019).Tasks performance indicator is about any measure of performance. These include: technical performance efficiency and effectiveness, job knowledge, job skills and job outputs. Tasks performance, according to Afolabi (2014), has to do with capabilities, skills, knowledge, experience, attitudes and competencies in completing given tasks. Hakala (2008) and Farukuoye (2015) stated that performance indicators include: effectiveness, efficiency, profits, value, innovation, creativity, work relationships, job skills, decision-making, communication, among others. Leblebici (2012) listed performance indicators to include: individual personal characteristics such as

competencies and abilities to deal with role conflicts. Aboyade (2012) stated that performance indicators measured individuals' proficiencies and level of contributions.

Shadare and Hammed (2009), cited in Farukuoye (2015) suggested quantity and quality, speed and accuracy, creativity and innovation, risk taking and skills for future development, among others as parameters to measure tasks performance. Similarly, Rakos (2014) averred that ways to measure employee performance include: keeping to appointed time, work quality, personal habits observation, checking work attitude, personal presentation review, carrying out a client survey and random checks. Campbell (1990) stated that the key characteristics of tasks performance are outcome, organisational goal relevance and multidimensionality. Essentially, McQuerrey (2018) stated the indicators of tasks performance directly related to job functions as follows: appraised during evaluations, basing on roles and responsibilities.

These, for example, include the following: timeliness, attention to detail, creativity and innovation, good time management, ability to perform in all the key areas of roles as well as consistencies and initiatives, meeting goals, job skills, teamwork, work habits, communication, among others. Meeting goals measured whether personnel meet the goals set in advance during the period of time of appraisals, for example, completing annual reports, learning new things or being creative. Attitudes are simply like and dislike. This implies that attitude is a favourable judgement which is likely to affect one's response towards a person or object concerned. A common view of attitude is that it consists of three components: cognitive, affective and behavioural. The cognitive consists of idea and beliefs which the attitude holder has about the attitude object. The emotional component refers to the feelings and emotions one has towards the attitude object while the behavioural is made up of one's actions and tendencies towards the attitude object.

Job skills is the capacity or technique to do job well. Job skills are necessary for effective completion of jobs or tasks and responsibilities. Group work made up an essential component of many positions. Personnel are rated base on their participation in group initiatives. Work habits are: time management, meeting deadlines, arriving for work on time and being reliable. Essentially, communication, which is part of every job carry out by library personnel should be a key performance indicator in organisations. This includes: communication with management, colleagues and library users. This could also include:

interpersonal communication skills, written and verbal skills. Mayhew (2019) listed the management of performance to include the following: impact – to determine whether the employees' performance meet organisations' expectations.

Poor performance significantly impacts a business. Job knowledge – this is based on employees' position, and need an assessment of technical or functional expertise. Productivity – this is necessary in the manufacturing work environments where outputs of employees are based on productivity goals. Outputs of employees are quantitatively measured based on the production speed or rate. Job efficiencies, such as communication skills, capabilities to solve job problems, leadership abilities and analytical and critical thinking process, virtually, are necessary for any position. Employees used job competencies to perform job functions. The evaluation of supervisors' performance requires looking at his or her core competencies, for example, communication and leadership skills, determining how well he or she utilised his or her core competencies to perform his or her jobs; and how active and good he or she is when training his or her team.

Core competencies and Functional expertise (knowledge) need joints evaluation for meaningful performance appraisal. Therefore, professional characteristics, such as reliability, trustworthiness and dependability are most important employees' characteristics in businesses, that must be appreciated and not neglected because employees may valuably be responsible in doing more than one functional areas in organisations. When they are absent from duties, then those areas of businesses suffer. In university libraries, for example, cataloguers and classifiers are dependable personnel that deserve special appreciations. Libraries jobs context, according to Oyewole (2013), involves the work environment, tasks completed, organisations' recognition and rewards approach, adequate supervisory support, coaching and organisations' culture. He further stated that, tasks performance is based on assessment by employees' manager which is a typical external standards set by organisations.

Nevertheless, personnel capacities and willingness on the job are concomitants of tasks performance. Capacities to carry out library functions depend solely on the degree in which personnel possess job-relevant knowledge, skills, abilities, and work experiences. Willingness has to do with the degree that personnel show desires and willingness to exert efforts towards attaining job performance. Desirability to carry out library tasks refers to the desire of personnel to put in as much efforts as possible to do jobs. Willingness and openness

in doing jobs could increase the level of jobs perform by personnel (Kamarulzaman, Saleh, Hashim, Hashim & Abdul-Ghani, 2011; Naharuddin & Sadegi, 2013). In any organisation, employees' tasks performance could be assessed by their efforts, by the day to day, or during extraordinary circumstances (Campbell, 1990). This, therefore, showed the degree of personnel commitment in carrying out tasks.

Tasks performance is determined by more than efforts. Relying on Vroom's Theory, Oyewole (2013) claimed that the combination of efforts and performance depends on employees' abilities, traits and role perceptions. This means that, personnel who possessed a given level of efforts, higher abilities, traits and role perceptions can attain higher performance than personnel with less ability, traits and role perceptions. Furthermore, efforts lead to higher performance if personnel comfortably and clearly understand their job roles. However, efforts channeled the most important job activities. Tasks performance as behaviours are direct functions leading to declarative and procedural knowledge and motivation (Aboyade, 2012; Oyewole, 2013). Abilities and willingness to do jobs are declarative knowledge about facts and things, procedural knowledge or skills about knowing how to do particular jobs and what jobs to be done, and the motivation combining: jobs to be done, how much energy to expend on jobs or activities done and how long to continue expending energy to do jobs.

Factors, such as abilities and willingness to do jobs could interact to determine tasks perform by personnel. It is notably that, relationships between the three factors as mediators of individual difference-performance are consistent with Campbell, McCloy, Oppler and Sager (1993) Theory. Where these characteristics are either low or absent, negatively have impact on job performance. This therefore means that, without maximal abilities, efforts and willingness on the part of personnel to do jobs, they will not perform jobs to expectations.University libraries effectiveness and efficiency, therefore, come from tasks perform and outputs of services provided by library personnel in terms of achievement of objectives of library.

For any business in organisations, the personnel performance is the key to success. Periyasamy (2020) stated that it is essential for organisations (i) to define the goals for their personnel. A goal without a plan can never be accomplished. (ii) to ensure that they provide the right tools that drive personnel engagement and improves outcomes in an efficient or

flexible environment. (iii) to listen to personnel – personnel whose voices are heard are more likely to deliver their best work. Effective leaders must listen to what employees say and the communication should be two-ways. One of the secrets to an effective way of personnel engagement is allowing for personnel in an organisation's decision-making process. Furthermore, by listening to personnel managers can get to know the pains points they are facing. Lastly (iv) gratitude is a key to unlock personnel engagement.

Simply showing gratitude like 'Thank You, You are Doing Great, Good Job' can increase the personnel engagement in the workplace. This makes the personnel happier and also boost their performance. When management values and appreciate their work, they are motivated to work harder and better. Unfortunately, in many organisations, managers are less likely to show gratitude in the workplace. Happy personnel are more resilient and more likely to stay in the same organisation for a longer period. In the same vein, Periyasamy (2020) listed the key factors that influence the personnel performance to include: job satisfaction, training and development, the personnel engagement, goals and expectations, tools and equipment, morale and organisation culture. On the other hand, Woods (2021) list included: personal issues, job suitability, motivation to succeed, working conditions, job training, performance feedback. Jones (2019) lists the different traits (job knowledge, experience, skills, abilities, awareness, values, motives, needs) that personnel bring to the job as essential factors that impact personnel performance.

Suggestions of previous studies are that: the level of personnel performancedepends on the factors in workplace environment. Moreover, Babalola (2013) stated that, library personnel performancedepends on some factors, for instance: the personnel work environment, appreciation of work done, promotions and staff development in the organisation, participation in decision-making on matters that affect personnel, career development, job security, cooperation and understanding among colleagues and tactful discipline.Aboyade (2012), Farukuoye (2015) among other authors listed thesefactors as follows: work environment, the potential of personnel, co-workers, personal issues of personnel, staff training, job knowledge, job abilities, work experiences, the right technologies, equipment available, as well as readiness to improve on the job determine the jobs perform by library personnel.Personnel performance, according to Obukohwo

(2015)assertion, depends heavily on job knowledge, required job skills, abilities, workplaces situations, technologies, equipment available.

Nevertheless, Naharuddin and Sadegi (2013),Al-Omari and Okasheh (2015),and Periyasamy (2020) stated that several factors such as: physical work environment, equipment, meaningful work, planning, monitoring, developing capacity to perform, rating the personnel performance periodically, performance expectation, performance feedback, rewards system, standard operating procedures, including job knowledge, job skills and attitudes contribute to personnel performance successes. These, together increase the job perform by library personnel. Indeed, factors like capability – the ability of learning and performing expected jobs; job standards – guidelines and expectations on achieving them; knowledge and skills – acquiring necessary information and expertise to perform jobs; feedback – getting feedback that effectively communicate the status of personnel performance from management, basing it on measurable guidelines and tools; environment - acceptable working conditions, for example, adequate time and equipment to perform effective jobs; motivation – incentives put in place that positively reinforce good performance influence tasks perform by library personnel in Nigerian universities (Ezinwanyi & Popoola, 2012; Oyewole, 2013).

Therefore, for effective and productive task performance, library personnel need adequate set of job skills, work environments, job knowledge, abilities, competencies, good conditions in workplaces, availability of technology and equipment which significantly influence tasks perform by library personnel. Thus, when physical work environment is inappropriate, with inadequate formal and informal staff development and work experiences, right technologies and equipment, tasks perform by library personnel will be negatively impacted. Moreover, when the work environment is too hot, dark and without stable power supply, adequate ventilation systems as well as clean work environment, certainly, these also foster low job activities. For jobs undertaken by library personnel to be effective, standards should be maintained and followed strictly. Standards of university library, for instance, should be related to the standard of the community it serves (Okozor & Obidike, 2014).

Services of university libraries in Nigeria need to be designed towards the range of information that aroused in academic disciplines. This therefore means that the collection development of university libraries must serve the educational, informational, social, cultural

and recreational needs of the university community (Oyewusi & Oyeboade, 2009; Eze & Eze, 2014). A study by Ossai-Onah et al. (2013) advised libraries to do benchmarking to compare various library performance and adopt benchmark of their partners' best practices. They further suggested personnel involvement in the process of transforming libraries into service organisation that meet customers' expectation focusing on users as customers, programmes and services.

For library management to improve upon tasks perform by personnel to attain organisation goals and objectives, standards should be set to enable personnel perform jobs on track, through supervision and assistance (Naharuddin & Sadegi, 2013). There is need to implement a reward system to motivate personnel to perform their jobs maximally based on personnel performance. Furthermore, employees' review system which consists of coaching on the job, performance appraisals, counseling session, interviews and performance improvement plans showing the improvement in employees' performance should be implemented to monitor employees' performance effectively.

In today's world of service, especially in the information provision profession, change has become compulsory and compelling. Change is a permanent feature in human organisations. Library services delivered in the past manually, are now being done using computers and communication technologies. Libraries and library personnel need to embrace this change. Adeyoyin (2011) opined that present libraries are redefined as places of unrestricted access to information from different formats and sources. Ideally, Akintunde (2006) and Nkanu and Eyo (2013) stated that no library and personnel can effectively perform jobs of harmonising, acquisition, processing, organising, repackaging, preserving and information dissemination promptly to library users without appropriate use of information technologies. Today, librarians and other library personnel with old time training found themselves in uncomfortable positions with respect to various information packages provided for them to function and cannot fit in immediately unless they are re-skilled themselves.

Application of ICT facilities in library services determine and also enhance jobs perform by library personnel. But lack of application of technologies in libraries caused low services delivery (Uhegbu, 2007). While application of ICTs in libraries are catalytic, it stands to note that they bring about changes that necessarily amount to increasing work

production and quality of jobs perform by library personnel. When these factors are in place, library personnel tend to put in their best and exhibit optimum levels of performance toward meeting organisation goals. Organisations that do not update as well as improve job competencies of their personnel, ignoring the essentiality of technological tools like Internet and other 21st Century tools run the risk of diminish job activities and job outputs.

The work environment library personnel operate is essential in achieving library goals and objectives. Library personnel productivity, effectiveness and efficiencies in today's work environment, require 21st Century work tools, upgrade of job knowledge and skills through staff development practices, creating a conducive, friendly and enabling work environment to meet standards of practice and avoiding the risk of personnel low performance. However, organisations cannot perform effectively and efficiently in this 21st Century by relying solely on printed media information resources (Eyo, Moses & Akin-Fakorede, 2015). There has been a movement from paper based to electronic resources in different formats. There has been a shift also from paper based journals to online database resources, where library resources can be retrieved online by users round the clock.

The key to successful modern library and information services is held by information and communication technologies (Rana, 2009). According to Mphidi (2004), the accessibility to Internet and World Wide Web through ICTs use improve jobs perform by university librarians. Furthermore, Haliso (2007) asserted that library effectiveness should not be assessed on librarians' workload but with the quality of information provided to users with speed and value. Today, Badaru and John (2012) as well as Eyo and Nkanu (2015), reiterated that webs have facilitated the job of acquisition to become very much simplified. Placing of order for books and journals, checking of multiple copies, price checking, among others, are done very easily and effectively using ICT techniques. Online bookshops and publishers' websites save librarians' time. Library personnel can download invoices from publishers' website with ease. That makes services faster and avoiding postal delay.

However, it is true that libraries need to apply information and communication technologies to give efficient services to users. Application of ICTs in library activities enhance information services delivery and overall performance of library services by librarians. Fatoki (2005) stated that, now, global systems for mobile communication (GSM) facilities are available, mobile phones are utilised at enquiry desks. The use of global systems

for mobile communication facilities in university libraries has tremendously improved services librarians provide to users. Library users are sensitised on new arrivals and library events through the use of short message services (SMS) or text facilities on mobile phones (Haliso, 2007). Moreover, new media, such as cellular phones are used to send instant messages (IM) to library users, and, also, from library users to Reference or Acquisition librarians.

Instant messages service is a new trend that replaces notice boards and making reference services more effective in libraries. This service is a useful feedback tool presenting some interesting possibilities for libraries to reach out to users, especially in relation to reference services. Questions are answered immediately and in real time via short message services or instant messaging. However, cellular phones are used in libraries where there are inadequate computers for staff use, and where there is no Internet connectivity in workplaces, librarians (cataloguers/classifiers) can use their cellular phones to catalogue information materials using cataloguing tools online (Eyo & Nkanu, 2013). Online public access catalogue (OPAC) can be created for accessibility by many users anywhere and at the same time.

Electronic mail (E-mail) is a very important tool for library services delivery. It can be used to provide inter-library loan services. Electronic mail helped when sending reminders to publishers, vendors and even to borrowers of library books. ICT resources helped in processing serials in university libraries. It supported the preparation of union list of serials and in circulation to branch libraries via e-mail. The arrival of E-mail, according to Aguolu and Aguolu (2002), which has literally superseded the conventional telex service, has become an instant and economical means for exchange of messages locally, regionally and internationally. In fact, e-mail has become a veritable alternative to the traditional postal service which was inefficient, slow and unreliable in many developing countries like Nigeria. Furthermore, today, there are both institutional and individual subscribers to e-mail, and Nigerian academic libraries will move ineluctably towards linkage to the Internet and use of e-mail service, as information technology facilitates cooperative venture in resource sharing at national and International levels.

In the same vein, Compact Disk-Read Only Memory (CD-ROM) is important technology with great potentials for libraries in general. The storage capacity has solved

problems of space and durability in library services all over the world. The greatest storage capacities of CD-ROM databases are used to give library users full-page access to such materials, for example, journals, dictionaries, databases in different disciplines like MEDLINE, ERIC, HINARI, EBSCO Hosts, AGORA, among others. Application of technologies in library activities helped to provide variety of library and information services to library users. Information stored in CD-ROM can be retrieved easily without any distortion. This, therefore, showed the availability of online databases, full-text documents and digital library collections to users. These, therefore, reduce the rigorous and cumbersome time wasting of traditional libraries and librarians, or looking for books which is discovered that some very relevant portions have been stolen or mutilated or defaced (Eyo & Nkanu, 2015; Eyo, 2019).

On the other hand, Afolabi and Abidoye (2012) affirmed that, library personnel utilise information media to achieve user satisfaction if authorities of university libraries provide librarians with ICT facilities, in addition to adequate funds, regular power supply. Mphidi (2004) and Rosenberg (2005), reported in Haliso (2007) highlighted the necessity for the world developed and developing nations to embrace information and communication technologies (ICTs) tools through application of ICTs to aid in enhancing performance of library personnel. University libraries cannot achieve the above statement unless they realise the tremendous roles information and communication technologies played in enhancing effective services delivery in libraries. However, a study reported in Haliso (2007) on ICT use and firm performance in sixteen (16) OECD countries, adopted the interview method and found out that Australian firms adopted ICTs since 1980 and in 1990 the level of ICT availability and utilisation drastically improved and recorded very high performance.

When library personnel are well equipped and the library itself made available all the needed ICTs, the personnel performance and outputs of those who use ICTs to capture information will increase. By so doing, libraries aid university authorities in achieving their set goals and objectives. In addition, a study reported in Haliso (2007) showed the reality of today's life situation and contributions of using technologies in Nigeria. Not having appropriate ICTs to work with is also a hindrance to effective jobs perform by library personnel. This also supported Uhegbu (2007) position that one of the causes of poor services provision and delivery in many Nigerian libraries is lack of Internet connectivities.

Modern university libraries require ICT facilities to serve library users. If it is lacking in libraries would negatively affect jobs perform by library personnel in universities.

Activities carried out by personnel are very important for the survival of any organisation such as library. Eyo, Ogar and Afebende (2013) averred that irregularity in power supply causes problems of power fluctuations and damages to library equipment. Electricity problem is noted to be a major problem in application of ICT facilities in Nigerian university libraries. However, computer never function on its own without adequate electricity. Nkanu and Eyo (2013) further affirmed that the necessary technology equipment can properly function in a cool air conditioned environments. Nevertheless, unavailability and instability of power supply adversely affect most university library services. In the same vein, Eyo, et al. (2013) advised that library building should not be stuffy and dark. Library building should be well lighted and well ventilated to avoid suffocation and health hazards among personnel. The building should also be fully air conditioned.

Library personnel efficiency in tasks perform to deliver services can only be ensured through adequate development (Eze, 2012). According to Nkanu, Ebaye and Iyishu (2011), a critical assessment of traditional and modern job descriptions of librarians revealed that, librarians require training to be able to explore their information environment for optimum utilisation. Therefore, if they would contend with challenges of information and communication technologies, the most important requirement for librarians and other library personnel to locate and access relevant information is ability to acquire and apply competencies. It is imperative for library personnel to acquire ability to store, locate, retrieve and use information from relevant sources through staff development. Staff development, according to Eze (2012), helped to update the knowledge of personnel for professional competence.

Librarians need professional development that will sustain their competence to search and facilitate the exploitation of contents of library's collection regardless of the medium in which that content was acquired and stored. This showed that they have to learn and know more than they knew before. Furthermore, they will know how to locate, process, store, retrieve and utilise huge amount of information. Emphatically, developed and trained library personnel will be more competent in library services delivery than those who never had such training experience. Moreover, lacking the appropriate staff development as well as job

knowledge and skills in ICT could be a hindrance to job performance of library personnel. Hence, Nigerian library personnel are adjudged to be developed when they acquired ability to comfortably handle with passion print and electronic information resources and effectively operate the World-Wide-Web to search desired information resources for library users.

Furthermore, staff development, is a good way of enhancing the competencies of library personnel on the job (Babalola, 2013). Bamgbose (2014) also stated that, meeting the challenges and requirements of new equipment and techniques, library personnel need to enjoy development opportunities for self-improvement to perform quality tasks. Olusegun (2012) affirmed the significant contribution of staff development to tasks performance since personnel who are better developed utilise acquired competencies to perform tasks in university libraries. Fortino (2012) added that, staff development enables library personnel to acquire skills and practical experience to solve jobs problems with high level of expertise. Mabawonku (2005) affirmed that training build up graduates in the information field by providing practical experience that contributes positively to their future career. This enables personnel to contribute competently on the job in libraries. Moreover, this is demonstrated through performance.

Saharan (2013) asserted that active participation in tasks by learning assist employees to build up job skills and competencies needed to carry out important library work. A study by Nassali (2009) on effect of tutoring librarians in Makerere University, East Africa, cited in Nwalo and Babarinde (2016) revealed how new librarians' changed from perceiving library and information science to be a deserted profession to seeing it as a more challenging profession based on advise over procedural obstacles and challenges. Respondents afterwards became dependable personnel developing love for the profession. The aforementioned statement supported Mabawonku (2005) study showing opinions of some heads of libraries and information centres, that many fresh graduates have to be tutored on how to perform many basic professional tasks which library schools should have taught.

However, jobs performed by library personnel in universities in Nigeria are geared to attain successes and achievement of library goals and objectives. As varied as there are libraries, the basic routine remains the same from selection to other technical processes.

2.4   Work environment of library personnel in universities

Work environment of library personnel includes elements in the work environment. Work environment describes the conditions in which personnel carry out their functions (National Business Research Institute, 2018). The term is linked to the physical condition of the building. Work environment of library personnel also has to do with the social interactions between peers, subordinates and managers at the workplace (National Business Research Institute, 2018). It could refer to the setting or conditions in which a particular activity is carried out (Nnamani & Ajagu, 2014). The Business Dictionary (2019) defined work environment as locations where tasks are completed. Work environment when pertaining to a place of employment, according to the Business Dictionary (2019), involves the physical locations as well as immediate surroundings of the workplace, such as office building, air quality, level of noise, among others.

It, therefore, involves all things forming employees' involvement with the work itself, for example, the relationship with co-workers and supervisors, organisational culture, exposure for personal development, among others. It further relates to the location of business, facilities, culture, interactions between and among employers and employees, opportunities for development, among others (Sumner, 2017). Work environment in organisation is arranged to achieve goals of organisations (Amir & Sahibzada, 2010). Work environment influences the survival of organisations (Nnamani & Ajagu, 2014). Work environment of library personnel is where they fit with their jobs. It is also ergonomic workplaces with comfortable work environment and adequate attention paid to investment in more comfortable chairs, more ergonomic computer keyboards, adequate lightings, particularly, from natural sources, adequate ventilation system, reduce temperature and air conditioners (Hung, 2018).

However, personnel can fit or misfit in the work environment. According to the National Business Research Institute (2018), work environment can be conditions in the physical workplace, which include office temperature, or equipment as well as personal computers. It also relates to work processes or procedures factors. Al-Omari and Okasheh (2017) stated that, work environment comprised of existence of anything around employee, for example, ventilations, lightings, access to natural light and acoustic environment that affects the way she performs her duties. Work environment of organisations is categorised

into internal and external work environments. Internal work environment is internal factors in the organisation and external work environment also is external factors in the organisation that are relevant to it.

Generally, organisations internal factors are factors that are controllable, for instance, personnel, physical facilities, technological facilities, arrangement and functional means. The organisation has authority over internal factors since such factors can be altered or modified to suit the organisation work environment. However, in the context of workplace, internal work environment includes elements in the work environment: that is, the physical and social work environments. Physical work environment includes: architectural as well as aesthetic beauty of workplace such as the building to house library personnel, collections, equipment and office furniture and users, adequate and comfortable convenience with running water, workspaces, lightings, ventilations, acoustic control, hazardous substances, temperature, air quality, natural lighting system, the floor configuration, furniture layout, low illumination, as well as technological facilities – Internet connectivity, computers, printers, photocopiers, e-mails, software, among others.

The library physical work environment stated by Rezaul (2014) is inner side, outer side, at a desk and the cubicle of the library. The work environment is a conducive place where individuals do their jobs ideally, securely, healthily, comfortably, including cleanliness of workplace, running water, lighting, colouring, among others (Al-Omari & Okasheh, 2017). Hung (2018) indicated that clean work environment is appealing. Sumner (2017) stated that workers are enthusiastic to report every day to work if the work environment is positively appealing. According to Babalola (2013), work environment includes: office furniture and space, natural lighting system, ventilation, power supply, possession of personal computer and Internet connectivity. Amir and Sahibzada (2010) asserted that elements that relate to physical work environment include the layout plan and comfort. The Business Dictionary (2019) stated that work environment typically relates to factors in the place of employment, for example, air quality, level of noise, additional perks and employment benefits, which include, free child care or unlimited coffee, or adequate parking.

According to the Business Dictionary (2019), conducive work environment is free from problems of sick building syndrome which is associated with inadequate ventilation. Accumulated mould and mildew found in work environment lead to sick building syndrome.

Al-Omari and Okasheh (2017) and WHO (2017) emphasised the significance of indoor air quality to jobs perform among employees as well as their comfort and health. The World Health Organisation (2013); and the European Commission (2013) indicated that work environment includes: noise at low levels. According to Ifidon and Ifidon (2007) and Bryan and Aliza (2016), work environment include building and space to house library staff, collections, equipment and furniture and users. Furthermore, according to Kamarulzaman, Saleh, Hashim, Hashim, and Abdul-Ghani (2011) statement, these include: noise, temperature, lighting and air quality. Ndagana (2007) as well identified a fine ecology.

Similarly, a study carried out by Sakir and Fajonyomi (2007) in Borno State, Nigeria, revealed that clean work environment is part of incentives provided for workers to achieve effectiveness in organisations. Naharuddin and Sadegi (2013) identified work environment to include: light, ventilation and temperature. They also mentioned lighting of the workplace. Reitz (2005) asserted that good ventilation systems removing atmospheric pollutants, low illumination and effective pest management are essential in work environments. However, implying that, buildings that library personnel carry out their functions should not be stuffy and dark and should be free from pest. They need much light rays, fresh air, air conditioners in every section of the library to prevent suffocation and health hazards among library personnel. Studies by Eyo, Ogar and Afebende (2013); Oyewole (2013); Babalola (2013) and Ochogwu (2016) suggested that lightings, ventilations, flexible workspaces, comfortable furniture, Internet connectivity, computers, fan and air conditioner should be adequately provided.

The librarian's work environment, stated by Babalola (2013) comprises of: physical and social work environments in his workplace. Work environment of library personnel is made up of three major environments viz: technical, human and organisational environments. Work environment, also, comprises of personnel who carry out library activities. Ifidon and Ifidon (2007) asserted that library personnel are present in the library for rendering services to achieve library set goals. They are librarians, para-professionals and library assistants. They are known as the social work environment. The social work environment of library personnel is as important as their physical environment. Friends and colleagues are important social factors. Library personnel' social work environment, according to Oyewole (2013), includes friends and colleagues in the library.

This may refer to collaboration, relationships and interactions among colleagues (librarians, para-professionals and library assistants) at the workplace. It also includes: relationships within and between departments and library personnel (Kokemuller, 2017). This as well relates to peers, institutions, others, work group teams, interactional issues, leadership and management, with whom personnel relate. The social aspect focuses on the forces within the library. Research indicated two strong predictors of personnel happiness at work and commitment to organisations to include: personnel relationships with coworkers and managers. McCoy and Evans (2005) asserted that physical elements in workplace help in developing the network and relationship among personnel. Naharuddin and Sadegi (2013) listed social environmental factors that determined tasks perform at workplaces as job aid, supervisor supports or relationships, opportunities of getting promoted, performance feedback, goal settings, workplace incentives, mentoring and coaching.

Human work environment, according to Babalola (2013), is designed in a manner to enhance opportunities to share knowledge and exchange ideas. Conducive social work environment centered around working as a team, empowering one another, allowing every one's talents to flourish and cultivating employees' skills no matter what the work is. Babalola (2013) stated that good and understanding colleagues are sources of ideas, criticism and also provide pressure to do good work to achieve library goals and objectives. Relationships among library personnel within and between departments significantly enhance performance competencies and increase the quality of service (Kokemuller, 2017). Young librarians, para-professionals and library assistants, for example, working among old experienced librarians, who are leaders, heads of departments/sections or units, and on a high hierarchy, the interactions among them will stimulate individual involvement by offering opportunities for criticism, sharing discoveries and providing pressure to do good jobs.

Conducive work environment enhances employees' high tasks performance (Babalola, 2013). However, a safe and secured work environment which guaranteed the well-being of employees invariably enhance higher performance (Akinyele, 2007). Similarly, warm and cordial social work environment help to inform, enlighten and educate library personnel, particularly, librarians, on current trends in their profession, especially in this Information Age. Since librarians contribute to organisational productivity, the creation of warm and collaborative work environment that enhance their performance is a necessity.

Collaborations of University librarians with colleagues to write articles, publish results/findings promote the image of libraries as well as institutions. It is the researcher's view that productivity of librarians, in terms of publications, is a necessity and important in any academic environment, because it is a yardstick for assessing them for promotion.

Moreover, with the "publish or perish" syndrome in universities, lack of publications among university librarians hinder their promotion to the next applied level during promotion. This, therefore, means that, if university librarians do not publish in their work environment they cannot be considered for promotion. Babalola (2013) asserted that publishing in the Information Age requires a lot of partnership and cooperation. He further stated that research publication is a systematic work which could be shared among co-operating colleagues. Therefore, university librarians need to carry each other along. Furthermore, high-performing workplace, create atmosphere for employees not to only possess talent, thus working well together and collaborating on ideas and resolutions (Kokemuller, 2017). Efficient sharing of knowledge and information throughout organisations could be a function of the design of work environment which serves as an asset (prudent investment) (Babalola, 2013). This enhances tasks performance. It is the researcher's view that cordial and warmth relationships among colleagues that would enhance personnel performance in the work environment should, therefore, be encouraged.

In today's work environment, the embrace of information technologies into library services has created a new service environment with calculated risks and opportunities that pushed conventional boundaries much farther. The arrival of information and communication technologies in libraries has changed the nature of library services delivery (Akintunde, 2004; Haliso, 2007). Hasun and Makhbul (2005) stated that changes in several factors in the work environment, the social work environment, information technology and the flexible ways of organising work processes had changed over time. As these methods of communication change, the procedure, skills and expertise that libraries need to manage them also change as well (CLIR, 2008). Babalola (2013) stated that technological services in the physical work environment is the use of technological tools, equipment and infrastructure to deliver services.

Technological services environment refers to the application of scientific knowledge to practical tasks. These library tasks include: collection development, organisation of

knowledge, administration, dissemination of information materials, indexing, abstracting, serials control, reference services among others. Work environment of the library has moved from the aesthetic beauty, architectural designs, and so on, to acquisition and application of information and communication technologies (ICTs) for library organisations as well as services delivery (Ogbonna & Okenyi, 2014). Libraries as collection of texts are already challenged by the proliferation of media (print and electronic resources). However, today's organisations do not rely only on traditional printed information resources to perform competently and competitively. University libraries and their personnel are required to embrace these changes.

There have been shifts from utilisation of paper based journals to online or database resources, where users retrieve resources online from libraries round the clock (Eyo, Moses &Akin-Fakorede, 2015). With the ever changing world where migration from print to electronic (online) is now the in-house things, Omotola (2008) stated that people are no longer content with books in print. University libraries do not acquire only print materials but also electronic materials. In the same vein, library collections have moved from old media books, magazines, newspapers, journals to electronic media, among such are e-books, e-journals, CD-ROMs, databases (Ode & Omokaro, 2007; Islam & Islam, 2007; Halisco, 2007; Bitagi, 2010; Adeyoyin, 2011; Krubu & Osawaru, 2011; Ottong, 2014; Obukohwo, 2015). Ezeani (2010) also listed different storage devices in libraries to include: computers, floppy disks, CD-ROM, Universal Serials Bus (USB) Flash drive.

Uganneya (2016) listed other storage devices to include: magnetic disks, optical disks, videodisks, computer disk (CD), among others. Besides, some of these storage devices are portable and can easily be carried from one place to another without moving with the computer. In addition, the traditional method of library search, printed materials like the guide to reference materials, encyclopedias, directories, almanacs, gazette, among others used to answer reference questions have faded away. With information technology, libraries search can be done electronically. The web can be searched in order to answer users' questions (Madu, 2008). The web is a service that can be accessed through the Internet (Ezeani, 2010). World Wide Web (www) is a hypertext network system, which permits documents, pictures and sound sharing over the Internet using Hypertext Transfer Protocol (http).

Okoli (2005), reported in Nkanu et al. (2011) advised today librarians to be conversant with computer technologies as means of answering reference question with ICT facilities, like computer hardware and software, among others. For today librarians and other library personnel to interact meaningfully with patrons in computer-based libraries, they need to improve upon their level of computer literacy and competencies, that is, acquisition of ICT skills that will capacitate them to function efficiently in areas such as networking, Internet search, website creation among others. Nkanu and Eyo (2013) further urged library management to create avenues for improving computer skills of library personnel through constant attendance at seminars, workshops and conferences on ICTs application. Creating these avenues in a work environment, help library personnel to get updated information on current development in computer technology.

According to Aguolu and Aguolu (2002), the arrival of E-mail (electronic mail), which literally superseded the conventional telex services has become an instant and economical means for exchange of messages locally, regionally and internationally. This is an Internet-based electronic substitute for the conventional post office (Akor, 2010). E-mail has become a veritable alternative to the traditional postal service which was inefficient, slow and unreliable in many developing countries, like Nigeria. E-mails help libraries and librarians in sending reminders to publishers. Librarians can also use e-mail to order materials electronically. This facilitates and ensures prompt responses and quick delivery of materials. Inter-library loan and cooperation can be facilitated with the use of electronic mail. Electronic mail can be used to start the process of subscription of materials for the library, for instance, in the serials section. With the use of electronic mail, library personnel can type messages and send files as attachments.

E-mail allows one to handle business when one has the time. This is because messages are stored up in the computer for one to access at his or her own time, unlike the telephone, which one must answer at the time it is ringing, or miss the call. A reference librarian can use electronic mail to seek answers to reference questions for users. Students can also use e-mail in the library and information centers to send messages urgently and expect replies fast too (Madu, 2008). Today, Nigerian academic libraries, both institutional and individual are linking to the Internet, moving ineluctably towards using and subscribing to e-mail service, as information technology facilitates cooperative venture in resource

sharing at national and International levels. A message from an e-mail can be sent to multiple sites (many addresses) at the same time as easily, quickly and cheaply to one person.

Modern libraries need ICT facilities to serve users. Now, Fatoki (2005) stated that GSM facilities are available, cellular phones can be made use of, at the enquiries desk. Availability of SMS on cellular phones in libraries, help in notifying university library users of library events, new arrivals and other activities. In the same vein, Mabawonku (2017) stated that online publishing has changed the role of librarians in purchasing, managing collections. Furthermore, the advent of web tools applications for libraries, electronic publications, digital libraries, consortium practices and cloud computing has further led to developments in the practice of library profession. Where this is lacking in libraries, negatively impact on services provided by library personnel, especially in this Information Age.

On the other hand, Akintunde (2006) and Nkanu and Eyo (2013) strongly affirmed that information delivery services cannot be practiced in modern libraries without the application of relevant ICTs considering the issue of relevance and currency. Adeyinka (2011) strongly opined that to attain effective services delivery, librarians are expected to be current. Mphidi (2004) and Rosenberg (2005), cited in Haliso (2007) emphasised the indispensability of developed and developing nations and librarians to embrace and apply information and communication technologies (ICTs) as tools that aid in enhancing jobs perform by library personnel. University libraries can only achieve the above emphasis if they realise the crucial roles information and communication technologies played in enhancing effective services delivery. This is in line with Uhegbu (2007) argument that, one of the causes of poor services provision and delivery in many Nigeria libraries is the absence of Internet facilities.

Unfortunately, the work environment of library personnel in Nigeria universities have been impeded by many factors. Similarly, Taiwo (2010) study found that organisations productivity problems reside in the work environment. Affirming above statements, Naharuddin and Sadegi (2013) asserted that few factors in the physical workplace, such as lightings, negatively affect performance of employees. Tasks perform by library personnel, according to Nnamani and Ajagu (2014) assertion, is predicated on erratic power supply and low standard of goods and services, among others. Power outages and epileptic power supply

in libraries is a recurring decimal in Sub-Saharan Africa. Nok (2006) affirmed constant problems of regular power generation in Nigeria. Problem of electricity is noted as major problems in Nigerian university libraries. Irregular power generation in libraries is a serious problem (Eyo, Ogar & Afebende, 2013). Power fluctuations cause damages to library equipment.

A study carried out by Nkanu and Eyo (2013) on the problems of utilisation of information and communication technology by libraries, found that inadequate electricity supply is most prevalent. Unavailability and instability of power supply adversely affect most university libraries. Moreover, in work environment, computer cannot function without adequate electricity, since technological equipment can only function properly in a cool air conditioned environment. Interruption in power supply causes destruction to library equipment which are difficult to replace. Frequent electricity interruption constitutes a serious bottleneck to library automation. Nevertheless, in today Nigerian libraries, computer literacy skills of personnel are very low. Utilisation of ICT facilities in this 21st Century needs ICT knowledge on how ICT functions and how to apply ICT to deliver library services to users. Library personnel need to update their job skills in information on current development in computer technology.

Khan and Bhatti (2012) emphasised needs for libraries and librarians to embrace change resulting from changing needs of library users. Library personnel need to be competent in the use and retrieval of various types of print and electronic information materials to deliver library services. Bamidele, Omeluzor, Imam and Amadi (2013) as well as Obukohwo (2015) posited that information and communication skills are generally required for library work and library personnel are, therefore, compelled to increase their level of ICT knowledge to assist library users to troubleshoot all areas of service needs. Training and exposing library personnel in the use of new media, help them to competently apply information and communication facilities to serve library users than those without such training experience. Thereby improving on their ICT job skills.

Oyovwe-Tinuoye and Adogbeji (2013) study on in-service training for staff revealed the involvement of only 9 (32.14%) staff in conferences and seminars, while indicating that 10 (35.5%) staff have not been involved in any in-service for training. Similarly, a study on the training of library assistants in academic libraries carried out by Bamidele et al. (2013)

found that 70% respondents agreed on never attending workshops and seminars. It, therefore, shows irregular and inadequate training practices for staff on the job, either locally or internationally for enhanced efficiency, quality and higher job activities. Another factor impeding work environment of library personnel in universities in Nigeria, according to Ogbonna and Okenyi (2014), are establishment of libraries by some managers at wrong locations, noisy places with poor ventilations, inadequate lightings, unacceptable furniture and sitting arrangements.

Apparently, some of them are not professional librarians due to lack of qualified ones. In contemporary library environment, the work environment, according to Nnamani and Ajagu (2014), in most forms are not conducive and healthy for health of personnel. A conducive work environment should be free from problems of sick building syndrome associated with inadequate ventilations (Business Dictionary, 2019). Accumulated mould and mildew found in work environment lead to sick building syndrome. Al-Omari and Okasheh (2017) and WHO (2017) emphasised the significance of indoor air quality as well as comfort and health among employees to their job performance. Nnamani and Ajagu (2014) listed unconducive and unhealthy physical work environments that comprise of: poor designed workstation, uncomfortable furniture, absence of ventilation facilities, inadequate lightings, excessive noise, inadequate safety measure of fire emergencies and absence of personal protective equipment.

Several discomfort in the work environment can reduce productivities of employees. Perennial network problems and unstable power supply and also lack of applications and connectivities of Internet in libraries services disrupt tasks performance (Uhegbu, 2007; Babalola, 2013). Tasks performance of personnel could be negatively impacted if personnel find the work environment a boring place. McCoy and Evans (2005) iterated that there is every tendency for personnel to get jobs done very slowly once they become stressors at the workplace. Naharuddin and Sadegi (2013) opined that noise in the work environment causes discomfort on personnel, thus reducing the productivities of library personnel. Badayai (2012) and Al-Omari and Okasheh (2017) affirmed the classification of outstanding factors of uncongenial work environment as follows: the air (pollution, freshness), temperature (heat, cold), sound (noise) lightings and colour (sunlight, incandescent, windows, views) space

(arrangement of workstations). Hung (2018) identified too humid or too cold indoor temperature.

Other disturbances in library personnel work environment, according to Ochogwu (2016), are bad weather, poor ventilation, facilities, lack of fans and air conditioners. In the same vein, Leblebici (2012) stated that low job performance leads to occupational issues such as absenteeism. On the other hand, research revealed higher air pollution levels inside the work environment than outside, and, since personnel spend higher percent of their time inside their work environment, this constitutes health hazards, therefore, affecting their level of tasks performance. The above statement was supported by Kamarulzama et al. (2011) and the World Health Organisation (2017) who stated that, the time personnel spent in work environment directly influence their well-being and tasks performance. A study by Shikdar and Sawaqed (2003) affirmed a very strong relationship of factors in work environment towards the health, facilities and performance.

The World Health Organisation (2017) and Al-Omari and Okasheh (2017) however suggested that the clean indoor air in the work environment is very good to personnel health, while air pollutants inside the work environment contribute health hazards such as asthmatic and allergic reactions, chemical poisoning, some types of cancer, and so on. Similarly, some research and studies documented the effects of exposure to particulate matter (WHO, 2017). Exposure to dangerous substances, for instance, can affect the health and safety of personnel. Hazardous substances in physical work environment which come from variety of sources, such as fumes from generators, dust from old and new books, old newspapers, books shelves, furniture, etcetera, can affect the health of library personnel.

Some examples of variables leading to discomfort of personnel to perform jobs, according to Naharuddin and Sadegi (2013) include: lightings, ventilation and also noise. Kamarulzama et al. (2011) also identified conditions in the work environment affecting personnel job focus and outputs to include: air quality, lightings, temperature and noise. Similarly, Eyo, Ogar and Afebende (2013) identified noise from vehicles around and near the library environment. They further identified noise from shoe heels of staff and library users, use of cellular phones inside and outside the library by staff and users. Noise in libraries, distracts the attention and concentration of staff when doing jobs, as well as readers, reading

in the library. Vischer (2007) stated that exposure to noise have bad effects on the sense of hearing, which may weaken job performance of personnel.

Noise in the work environment, according to Kamarulzaman et al. (2011) and Eyo, Ogar and Afebende (2013), adversely affects concentration and tasks performance, particularly, in cataloguing section of the technical services department when carrying out intellectual tasks. Vischer (2007) opined that the work environment and tasks given to library personnel could affect them. Other staff discomfort in work environment include organisational climate – this, referred to the conditions within organisations as viewed by employees. The climate in organisations usually describes the practices as it relates to communication, conflict, leadership and rewards (Koles & Kondath, 2015). A good, conducive and appealing physical and social work environments help to protect and sustain good organisational climate, enabling personnel to utilise their potentials and full attention in performing their work.

External factors, such as socio-cultural, demographic, economic factors, among others in work environment affect tasks of personnel and future survival of organisations (McGee & Sawyer, 2003). External factors have direct and intimate impacts on organisations. A conducive work environment under normal circumstances improves the tasks of library personnel. Nevertheless, elements in work environment significantly impact job performance of library personnel. Work environment of library personnel causes high or low tasks activities in public universities in Nigeria. The environment library personnel work is as important as the work they do. Work environment when appropriately design increases tasks activities of library personnel. Thus, if management in university libraries in Nigeria ignore the provision of comfortable work environment for library personnel, tasks activities of library personnel can significantly decrease. Therefore, library management should guarantee and give adequate attention to the minutest details in work environment that negatively impact on jobs perform by their workforce for enhance job outputs of library personnel in Nigeria universities.

2.5 Staff development practices for library personnel in universities

Staff development is quite crucial for library personnel in universities because of the caliber of users encounter by university library personnel. Staff development practices for

library personnel is very essential for libraries and librarians to meet up with expectations required of them by their parent organisations (Oyovwe-Tinuoye & Adogbeji, 2013). Staff development is a necessity for university library personnel to grow, as well as handle higher responsibilities in the future. It helps personnel to acquire current job knowledge and skills for professional competencies (Eze, 2012). It fills gaps that existed between what personnel know and what they do not know. Staff development practices for library personnel in university libraries is therefore intended to strengthen and build the capacities of library personnel to perform their tasks more effectively and efficiently in an increasing information technology era.

University libraries require personnel to possess a greater variety of modern skills to expand services and provide adequate resources for the university community. However, before library personnel can contribute effectively to the achievement of library goals and objectives,the personnel should be given opportunities to develop their skills, job knowledge, and abilities through staff development programmes. Staff development programmes should be designed to meet the needs of both the employees and the organisations. The personnel should be able to apply what they learned on the job.Much have been written on staff development. Some see it as continuing development of personnel qualified to practice the profession. Others call staff development, continuing education, training and retraining, in-service training, and continuous professional development (Adanu, 2007; Owusu-Acheaw, 2007; Eze, 2012; Oyovwe-Tinuoye & Adogbeji, 2013; Cobblah & van der Walt, 2017).

In university libraries in Nigeria, staff development practices are various methods libraries used to improve the necessary job competencies of old and new personnel to enable them perform their jobs better. The various types of training and development can also be regarded as methods of training and development. Some authors referred to it as techniques of training and development. A report in Babalola (2013) compared the viewpoint of library practitioners with that of library educators in Ghana, discovered that apart from minor variations in their priorities, both groups agreed that continuing education is important in professional development. Staff development is an essential obligation for contemporary library professionals to continuously upgrade their educational qualifications beyond diploma, degree, master levels, as well as job knowledge, skills and work experience. Babalola (2013), therefore, advised library personnel with bachelor degree in library science

(BLS) not to rest on their oars but to go back to school to acquire more qualifications such as master and doctorate degrees.

Furthermore, Cooke (2012) reiterated that approximately an expected shelf life of degrees is valued only for three years after which it declines. However, every personnel must give serious priority to acquiring of additional qualifications, maintaining competencies and acquisition of new job skills. Moreover, in the practice of library profession, staff development practices for library personnel are very important for library staff development, therefore, should not be ignored. It has been recognised that staff development practices for library personnel do not only strengthen job knowledge and skills, but, the values and attitudes in service orientation of a profession are necessary for competent tasks performance. Nkanu et al. (2011) also are of the view that, having turned out thousands of information professional working as library personnel, library educators, information consultants, archivists, record keepers, publishers, those in information media, among others, they need continuous education to keep on updating their job knowledge and skills to always perform their roles effectively.

Azino (2014) emphasised that professionally developed personnel are very competent to deliver services to satisfy needs of library communities. Mabawonku (2005) study affirmed opinions of heads of libraries to build up and tutor library and information professionals to function efficiently for effective library services delivery. Eze (2012) supported that tasksperform and competencies of library personnel in library services delivery can only be guaranteed through adequate staff development. In the same vein, Babalola (2013) asserted that, staff development is a good way to enhance library personnel to perform better on the job. Bamgbose (2014) also stated that, staff development practices for library personnel helps personnel to improve and develop themselves, thereby avoiding future challenges of the utilisation of modern techniques and equipment to perform tasks. Staff development practices for library personnel in universities, affirmed by Olusegun (2012), contribute significantly to tasks performance because personnel are excellently prepared with job knowledge, job skills and abilities for services delivery.

Staff development, according to Fortino (2012), provides job skills acquired through practical work experience and helping personnel perform tasks and solving known job problems with high expertise, demonstrated through performance. Continuous library staff

development practices should be encouraged in universities. These will lead to self-fulfillment and enhancement of performance in these university libraries. Many researchers, however, agreed that, there is need for continuous staff development through formal and informal practices to enable personnel acquire job knowledge, job skills and work experience in areas of library services they are incompetent. The word, staff development and training in corporate world, are practices that are concerned with improvement of tasks activities, knowledge, skills and outputs of personnel. Singh (2015) asserted that staff development and training are expected to work hand in hand providing the right job knowledge and skills that are beneficial to organisations, as well as personnel through progressions.

Nevertheless, there is distinction between staff development and training which most professionals often overlooked. Staff development mostly teaches new job skills, and those who participated gained knowledge to improve on their current jobs and responsibilities. Personnel possessions of job knowledge, new skills and ideas in specific area enable them carry out their routine duties efficiently and effectively. The concept of staff development, according to Lawal (2010), applied where personnel have to master a specific type of programme, mastery requires practice, while placing little emphasis on underlying rationale. Staff development practices, usually refer to organised group events, such as, conferences, workshops, seminars and award of certificates, that have beginning and end dates. Staff development practices for library personnel are very much needed in personnel ongoing career development and continuous preparation for changes in their professions.

Staff development, according to Babaita (2010) and Babalola (2013), could be aptly described as different activities directed towards improving and enhancingtasks performance of personnel in organisations. By definition, staff development means different methods of on-going practices librarians can use to develop and maintain currency in their job knowledge and skills to deliver modern library and information services. Furthermore, it has been the personnel systematic improvement, sustainability, widening of job knowledge and development of personal qualities throughout one's working life to execute and perform professional and technical duties (Adanu, 2007; Ahiauzu, 2008). Ezeani (2016) defined staff development as a planned activity that equips staff to learn, to grow and to acquire and maintain all the necessary required competencies and job skills to effectively maintain and achieve standard library services.

Nkanu et al. (2011) viewed that staff development could be used as fundamental tools for inculcating requisite professional ethics, values, acquisition of skills and techniques for the practice of any profession. It is also a vehicle for practitioners' professional attainment and recognition at different levels of their strata. Staff development helps library personnel to acquire job competencies to perform specific jobs successfully. Staff development, as summed up by Eyo, Nkanu and Ogar (2013) includes "activities that make personnel fit to do jobs, grow in that job and keep up with changes that impacts the nature of that job. Staff development could eventually help personnel to transcend and excel on the job they have been trained for and doing different jobs more satisfactorily". Staff development refers not only to formal professional conceptual and knowledge-based training acquired before entry into the profession but also the furthering and continuing training thereafter.

Staff development is undertaken with the intent to maintain competencies, to learn new job skills and meet professional standards of practice after achieving the acquisition of professional qualifications (Cooke, 2012). It is a systematic way of keeping up-to-date the job knowledge and skills of one's profession through engagement in education pursuits. It is a lifelong process whereby personnel are frequently exposed to changes occuring in their professions all the time (Adanu, 2007; Ahiauzu, 2008). Staff development practices for library personnel can be important part of building staff professional competencies and work experience for personal excellence. It can also improve job prospects and help to achieve certain career objectives. Library personnel need continuous development and training practices now, more than before, to contend with contemporary changing needs and expectations in different information systems, services and infrastructure.

However, staff development may not directly relate to job requirements, rather it aimed at generic development of personnel for long term services. Development of library personnel equips them with necessary on-the-job skills based on the education they received (Lawal, 2010). Although staff training is subsumed in staff development, staff development constituted foundation for training. Staff development takes place in a formal setting. It is the award of certificates, diploma or degrees (Ochogwu, 2016). Staff development is more personalised and individualised experience, for example, a certification process, the period of rotating personnel, coaching and mentoring personnel on the job (Duggan, 2017). Staff

development, however, aimed to improve existing skills. Staff development practices prepare personnel for increased job roles for long term services.

Emphatically, in many professions, no issue is more contentious than the professional development of their professionals (Eyo, Nkanu & Ogar, 2013). Staff development, pertaining to personnel in the work environment, according to Nkebem (2007), is the process of growing from a lower level to a higher level of working life. However, nothing is important as staff development practices for personnel as they are exposed to widen their horizon, make discoveries and literacy transformation to be more valued member of their profession and societies. This plays a very important role in personnel tasks performance. Education is the acquisition of knowledge, skills, values, morals, beliefs, habits and mental power resulting from intellectual training. Relating this to library development, the Ranganathan (1963) fifth law of library science presented "the library as a growing organism". The growth of libraries means changes and libraries are faced not only with an unprecedented rate of changes but also challenges to their existence in contemporary society.

Staff development prepare library personnel for qualification, for new responsibilities and challenges. Staff development established the basic qualification of librarianship. Staff development is aimed at developing the intellectual power through acquisition of knowledge and prepares personnel who receive them for some tasks and occupation (Abioye, 2013). The researcher, however, opined that staff development is a process in which personnel are led out of ignorance of tasks performance, into knowledge of knowing what jobs to perform, from confused state of mind into clarity of mind or from dark picture of jobs in organisations into light, as personnel equip themselves with job knowledge and skills to satisfactorily do jobs. Library staff development is a very indispensable part of professionals' successful career planning and prospects of modern libraries. Staff development plays important part in professional attainments. Staff development is training for personnel.

Staff development is the training organisations used to develop necessary job knowledge, skills, behaviours or attitudes of their personnel to contribute to achievements of goals of organisations. Staff development entails education, training and retraining for library personnel to equip them with job skills, to broaden and deepen these skills to increase efficiency and improve competencies on the job. Staff development fulfils needs of

continuous possession of required job skills and competencies that were not fulfilled through formal or informal staff development. Staff development for library personnel is obligatory, Adeleke and Olorunsola (2007) advised personnel to take it seriously. They counseled the assumptions that, possessions of basic professional training equipped library and information practitioners for life, while they further advised that, personnel are not equipped for life, but, require regular training and retraining to be able to perform, especially in modern libraries.

Essentially, for library personnel to work and accomplish libraries set goals, they need training and retraining to sustain and nurture independent and confident spirit to perform different functions in libraries. Librarians as managers, need to develop in all areas of library management to avoid being out-dated or old fashioned. Staff development for library personnel should cut across all categories of workers, from the senior management to the newest junior for quality services delivery. It is a necessity for every personnel, from cleaners, library attendants, library assistants, library officers, librarians up to Head of Libraries to be trained as soon as they are employed to work in the library. Azino (2014) stated the importance of developing and training personnel across departments of libraries. This is because in libraries, no department operates without the other. Moreover, personnel could be transferred to work in any department or unit of the library. For quality services in university libraries, library personnel need job skills training, instructions and continuing training.

Similarly, Babalola (2013) opined that staff development should not be limited to rank and file, but middle and top level managers should be trained to become efficient and effective in new trends, organisational and human resource management. Apparently, with technical nature of some departments, emphasis should be on some departments than others. These departments are: administrative department; technical services department – cataloguing and classification units, bindery units and collection development unit; readers' services department; audio visual unit – knowledge of computer to ease storing and retrieval of information, enabling the rendering of internal services; and to have knowledge of inter-library loan. It is, therefore, imperative to sharpen job competencies of personnel through regular attendance at various conferences, seminars and workshops within and outside university libraries (Senyah, 2012).

Surely, personnel are made to remain relevant and productive in the scheme of things (Okiy, 2005). Bamgbose (2014) opined that this help to make library personnel valuable and also enhance their job performance. Library personnel who constantly train and expose on the job resist no change, but would come up with new ideas to perform better on the job. Without educated and well trained librarians, para-professionals and library assistants, university library personnel as well as programmes would be ill-prepared for adequate services delivery to meet needs of clienteles or challenges facing universities (Noor, 2014). Moreover, in organisations, if recruitments and evaluations are not complemented by staff development, the purpose of employability and staff evaluation would be defeated (Ifidon & Ifidon, 2007). In the same vein, if library management fail to give adequate attention to staff development and training, employability, profitability and tasks performance of library personnel might be a mirage.

Babaita (2010), however posited established fact that organisations do not employ potential workers and experts needed for organisations to function by recruitment. After recruitments into organisations, personnel need to continuously develop themselves to acquire necessary job knowledge, job skills, proficiencies to improve their current and future competencies so as to function well on the job. Staff development activities should start immediately after workers' recruitments and placements in organisations. Ukwuoma and Akanwa (2008), Opoku (2009) and Obukohwo (2015) suggested that staff development should, therefore, be included as integral part of library management's plan. The purpose of staff development identified by Buchanan (2008) and Obukohwo (2015) include: creating adequate and readily available replacements of personnel who left or move up to higher ranks in organisations; enhancing organisations ability to adopt and use advances in technologies; building more highly efficient, effective and motivated team enhancing organisations' competitive position; improving employees' confidence and to ensure adequate human resources for expanding new programmes.

Shahu and Gole (2008) as well as Obukohwo (2015) submitted that staff development practices help to develop human, technical, conceptual and managerial competencies as well as organisations development. The objectives of library staff development, according to Ifidon and Ifidon (2007) and Bamidele et al. (2013) are to enable library personnel: make more effective contribution to the library's total effort in its service

mission; helped individual look for satisfaction that goes beyond economic: that is, for self-pride, self-respect and achievement; prepared staff for the challenge of complex modern technology which requires an integration of activities and persons of diverse and specialised competence; enabled library workers to develop a life of their own outside the library; helped staff to be receptive to change and innovation rather than resistant to them; create a climate where dignity of employees as human beings, not just as factors contributing to the library's efficiency, is respected; and prepare individual for a new, different and higher responsibility.

The importance of staff development are highlighted by Obukohwo (2015) thus: staff development helps libraries in translating theoretical concepts to meet information needs of their users; provide effective services for users; equipped staff with understanding and appreciation of library management and administrative practices; offers libraries with good leadership, vision, commitment, negotiating skills, new methods of public relations work; newly appointed library staff gain first-hand information about library work; library services resourcefulness and efficiency in the daily routine is made possible.

On the other hand, Azino (2014) summarised the reward of staff development to include: increase competencies and develop positive behaviours and attitudes to work, increase outputs and quantity products, improve workers enthusiasm, reduce the rate of turnover in organisations, bring belongingness among employees, reduce the rates of absenteeism, bring better coordinations of both human and non-human resources in organisations and helping to save supervisor's time, as well as enhancing employees' chance for promotion.

Furthermore, Oyovwe-Tinuoye and Adogbeji (2013) and Obukohwo (2015) listed the reasons for staff development as follows: increase in outputs; improving quality of work and morale; developing new job skills, knowledge, understanding and attitudes; using new tools, machines, process methods, or modification thereof appropriately; reducing waste, accident, turnover and other overhead costs; fighting obsolescence in skills, technologies, methods, products, markets and capital management; bringing incumbents to the level of performing jobs; development of replacements, preparing people for advancement, improving manpower development and ensuring continuity of leadership; and the survival and growth of organisations.

The central aim of any professional training, stated by Uwem (2003) is rather to translate theoretical concepts in a practical way to meet user needs and not the head knowledge of management skills. Nevertheless, librarians are expected to understand library practices theories and apply them to books selection, acquisition, knowledge organisation processes, charging and discharging procedures, cares and use of library materials, keeping library records, bibliographic compilation, among others. Saharan (2013) stated that personnel can engage in practical as well as theoretical work. In this situation, this is one way to help personnel see the bigger picture to support the achievements of library goals. Libraries and their workforce, therefore, need to improve on their competencies to use the emerging information media to provide services to their numerous users.

There are lots of benefits of staff development for both employers and employees. Pan and Hovde (2010), Smith (2010) and Obukohwo (2015) described staff development to mean a coin with two sides, benefitting both the concerned personnel as well as organisations. It benefits employees in form of status elevation, job satisfaction, assigning job responsibilities and attachment of financial and other fringe benefits, while benefits to organisations include: increase in productivities or job outputs, effective services delivery, displaying expertise, loyalty and reduction in wasted cost. Castelyn (2005), Babalola (2013), and Bamgbose (2014) further affirmed the benefits of staff development to employers as follows: efficiencies, accuracy and difficult-to-measure outputs, and highly skilled workforce, while benefits to employees include: employees' satisfaction, increased opportunities, and building human capital personal, resulting in improved services to the community. According to Ezeani (2016), staff development benefits personnel and library because the success of any organisation including the library, highly depended on it attraction, motivation and retainment of its workforce in order to enjoy employee commitment.

Staff development for library personnel can be formal and informal way of training library personnel. Formal staff development is the formal education for certification. It pertains to sponsorship of staff to acquire degrees, higher degrees, diploma certificates. To buttress this point, Ochogwu (2016) opined that formal type of education deals with attending school to get better certificates to increase one's proficiency. The certificates include: degrees such as Bachelor, Master, Postgraduate Diploma, Doctorate, Higher

National Diploma and Ordinary National Diploma. Formal staff development can also be attained by attending conferences, seminars and workshops, short courses to keep updating one's knowledge in areas of professional practice. Whatever staff development practices in libraries, the purpose aimed to improve job capacities of library personnel to efficiently and effectively perform on the job.

Formal staff development practices are popular methods of staff development. Apart from the formal education acquired by librarians in a library school setting, librarians and other library personnel need continuous development for a new, different and higher responsibilities, through capacity building, seminars, conferences attendance, workshops attendances, attendance at professional meetings, short-courses, visitations to other libraries, among others, to deliver quality services expected of them in their work environment. Formal and informal staff development practices help personnel to grow. The second type of staff development is informal or non-formal, which is achieved by in-house training, on-the-job training, job rotations, assigning responsibilities, overall performance in organisations, coaching and mentoring on-the job, tasks forces and interim job assignments, among others (Saharan, 2013; Gbaje, 2016; Ezeani, 2016).

Various staff development practices are available in university libraries that can expose library personnel to short and long term services. Researchers like Adanu (2007), Lamptey and Agyen-Gyasi (2010),Cobblah and van de Walt (2017), among others listedstaff development and training programmes that have been instituted in the university libraries in Ghana generally to include orientation programmes, on-the-job-training, opportunity to attend workshops/seminars/conferences, opportunity to prepare for advancement activities, research and publications, membership of library associations and networks, study leaves, assignments, job rotation.Staff development practices for personnel affirmed by Obukohwo (2015) ultimately include: supervisory training, annual refreshers, traditional programmes, new employee orientation and individual plans for growth and development.

In-house training is also organised in some academic libraries for library assistants and library officers. Internal training practices expose and assist non-professionals to understand library procedures and to deliver quality services to users in university libraries.Furthermore,successful and flexible informal personnel development programme of internal presentations and meetings, for example, according to Obukohwo (2015),was

utilised for training and updating reference staff in University of Minnesota's Biomedical Library. Gbaje and Ukachi (2011) and Gbaje (2016) listed among the various methods of training to include: in-house programmes, outside training opportunities, self-paced training, workshops, seminars, training from library schools. Ajidahun (2007), Ifidon and Ifidon (2007), and Okoro (2007) listed different types of staff development practices as follows: staff orientation, staff visits to other libraries, seminars, conferences, staff participation in management, internal or in-house training practices, short courses and formal staff education. Others are library trainee, industrial training for library students, staff self-development manual and research or sabbatical leave.

Ajidahun (2007) furtherlisted staff development practices as follows: various types of staff continuous education, industrial attachment, coaching and mentoring on the job by experienced colleagues, special project and off-the-job lectures, seminars, discussions and instructions, formal education programmes leading to certifications, for example, diploma and degrees.Organised study visits to other libraries can be another staff development practice for library personnel. This is a method of training library personnel through their visits to other libraries for exposure and update of job skills. According to Etubi and Ada (2007) report, academic library staff pay visit to other university libraries to learn from digitisation processes in those libraries. Giving instances, they stated that librarians and ICT staff from Universities of Ibadan, Port Harcourt and Ile-Ife visited University of Jos library to garner experience on retrospective conversion of catalogue records in progress there. Trainees who had library and information science theoretical knowledge may broaden and update their job knowledge and skills by under studying computer operations in other information and automated library systems.

Mbagwu and Nwachukwu (2010) studied benefits and effects of staff development practices on professional librarians and para-professionals in Federal University of Technology, Library, Owerri, and found that staff development practices available are: induction, orientation, on-the-job training, workshops, seminars and conferences, simulation and extension training. A survey study reported in Obukohwo (2015) on organisational entry and sense making of newly employed professional librarians, addressing issue of socialisation of new employees in academic libraries, showed that almost all the surveyed

libraries utilised formal orientation for newcomers. Job orientation exposes and assists newly employed employees in the library to resume work with ease.

Nkebem (2016) suggested that human resources development may take the following methods: attendance at various types of workshops, seminars, conferences, refresher courses, short in-service or vacation courses; being members of a professional body, for example, Nigerian Library Association, Nigerian Library Association, Cataloguing, Classification and Indexing Section, Nigerian Library Association, Academic and Research Section, among others enable professionals to read different write ups published or discussed in their field; personal reading helps in human development. Strategies for staff development listed by Saharan (2013) include: development of job rotation and cross-training programmes; taking advantage of task forces and interim job assignments; participating in action learning; implementation of a 360–degree feedback programme; creating a dual career ladder system for librarians; offering coaching to managers and leaders; assigning mentors to new and longer-term employees and offering on-the-job training.

Ezeani (2016) averred that many innovative programmes such as in-house training, seminars, symposia, training staff on the job, rotating staff on the job can keep libraries alive, vibrant and help staff to constantly learn new skills. Babalola (2013) opined that staff development such as formal training for certification, seminar, workshops and participation at conferences, new staff orientation and training on the job is not only a morale booster but a very good strategy for enhance tasks performance. Oyovwe-Tinuoye and Adogbeji (2013) stated that training can be acquired through formal lectures or talks, workshops, seminars, group discussions, project work and college courses. Babalola (2013) outlined the following staff development practices as: staff orientation, staff meetings, departmental seminars, subject responsibilities as well as professional activities outside the university. Haliso (2007) identified the following forms of training: on-the-job training, attending conferences and seminars, management placement programmes, or attending professional courses.

Mohammed (2010) identified different staff development practices as follows: simple orientation programme, organised staff visit, seminars, conferences, participatory management, internal training practices, formal professional library education and short courses. All the identified practices help library personnel to increase capacities and improve competencies in their field of work. This, therefore, implied that, the more library personnel

are exposed to staff development opportunities they would be more equipped and committed on the job. Janine and Majal (2012) opined that personnel job skills could be improved to provide more efficient customer services, through workshops and at job sites. According to Banta (2008) explanation of Nigerian university library scene, librarians continuing staff development usually occurs through conferences, workshops, seminars, or in-service training, thus, providing meeting and discussion opportunities on library science contemporary issues.

Staff development for library personnel, such as workshops and conferences, according to researchers, basically have the same aim of professional continuing education, but differs in their approach. Conferences indepthly discuss a subject or themes, while workshops theoretically and practically handle a theme. Nkanu et al. (2011) averred that libraries in Nigeria should embark on periodic in-house training programmes through workshops, conferences, seminars, among others for the purpose of capacity building and knowledge development that will place personnel at par with their counterparts in the information profession. Opoku (2009) and Obukohwo (2015) described learning-at-work programme as opportunities to give informal, inexpensive and faster training sessions in the workplace, as well as involve staff in transferring their skills and expertise to others. Learning-at-work programme provide personnel with necessary benefits and proficiencies, as a group, which translated into improved resource personnel and ultimately into quality user services.

Adequately, Opoku (2009) opined that equipped employees at whatever job level, perform their jobs and promote good reputations of the library and its services. Furthermore, training personnel on-the-job imparts job knowledge and new skills that translate job knowledge and skills into action, providing abilities and confidence to get jobs done effectively. Kataila (2005) stated that training operatives and some libraries like University of South Africa many times depend on on-the-job training from existing employees. This could be beneficial to organisations and competent trainees themselves who devote their time to the training as well as show readiness to impart the acquired new job skills to other employees. Azino (2014) stated that on-the-job training is planned activities organised for personnel working in libraries to learn on-the-job. Inevitably, training is for every new and old member of staff, especially when new systems are introduced. In fact, personnel in their

normal work environment use tools, equipment and materials while doing routine jobs under the supervision of a superior officer.

Different kinds of on-the-job training methods are: job rotation, internship, apprenticeship, special or study assignment, and coaching. More importantly, on-the-job training is achieved by orientation, induction, staff job-rotation and internal training practices to improve job skills, efficiency and job performance. All types of libraries routinely exposed library personnel to on-the-job training focusing in building competencies needed for specific tasks. This improves on-the-job performance of personnel, through close supervision and assignment of specific tasks. However, Odunewu (2005) pointed out that on-the-job training could be critical and challenging tasks associated with the future of many organisations goals, observing organisations interest and expectations in employees who can achieve organisations goals and objectives. Afolabi (2014) asserted that on-the-job training develop job skills needed to manage organisations, fully understand organisations' processes, services, how developed and implemented.

A survey study by Ajidahun (2007) reported that on-the-job training method is the most popular training method employed by most Nigerian university libraries, attributing this to unreleased of staff for either part-time or full-time studies as a result of cost implications for the university system. Moreover, on-the-job training is far easier to manage. Coyne (2010) and Ivwighreghweta, Ejitagha and Oyeniran (2013) asserted that an excellent example of on-the-job training methodis job rotation, sometimes called cross training utilised by organisations to develop personnel at all levels, junior, managers and executives. The aims are to cross train and expose personnel to various jobs and widen job skills and experience for job satisfaction. Ivwighreghweta et al. (2013) defined job rotation to mean a job design technique directed to rotate personnel in a planned manner between two or more jobs.

Coyne (2010) defined job rotation as management technique used over a period of few years to assign trainees to various jobs and departments. Job rotation, according to Cobblah and van de Walt (2017), involves shifting library staff through a series of related library jobs. It is used mostly to get library staff acquainted with all sections of library work. According to Afolabi (2014), job rotation is the most powerful method of staff development that exposes personnel to wide range of managerial settings, culture and challenges experience. Furthermore, Heathfield (2012) stated that job rotation enables employees gain

job knowledge and skills as they learnt different jobs requiring new job skills and provide different responsibilities; employees are faced with new job challenge, opportunity to expand job knowledge, to accomplish, attain, potentially influencing different aspects of organisations; employees would understand different facets of the library and jobs functions carried out in different departments.These help to build abilities of personnel to get things done easily.

Surveys from various studies showed that increasing number of libraries are using job rotation to train their personnel on the job. Job rotation provides organisation overview, encourages interdepartmental co-operation, brings fresh viewpoints to otherwise stagnant sections of the library and promotes flexibility. Moreover, library personnel given the opportunity to rotate on the job perform different tasks and their interactionsamong people in the library get increased. After the successful completion of job rotation practices in the library, Faegri Dyba and Dingsoyr (2010) opined that the activity helps employees to improve their capacity to solve job problems, share understanding of jobs, increase team efficiency and as well enable personnel to avail promotion opportunities during the period of promotion.

Obukohwo (2015) stated that Northern Illinois University Libraries use this approach and a library committee of volunteer librarians coordinated the programme for collaborative learning.Cobblah and van der Walt (2017) findings revealed that job rotation, workshops/seminars/conferences and classroom training and development were the most used and most effective training and development programmes in the university libraries. However, a report by Olorunsola and Bamijoko (2005) on staff opinion about job rotation at University of Ilorin Library showed a general positive idea of job rotation. They suggested that, library managers should indicate a possible approach that can be used when considering the introduction of job rotation in the library.

A situation report from Ghana cited in Obukohwo (2015) was presented on intensive job training received by librarians in non-management cadre of Ghana Library Board, this revealed that they were dedicated, disciplined and hardworking as a result of the practical library routine work. However, the method is beneficial to management and employees. This gives library personnel chances to explore their own interests and gain work experiences in different areas of operations. On the other hand, library management would discover

employees' talent and determine areas of jobs their personnel would very much be best at. Therefore, if library personnel get more job rotation opportunities, then it is easy to train them to become specialists.

University libraries, being made up of departments and sections based on operational functions, job expert knowledge and skills can be passed on through mechanisms such as cross-training. Any library personnel could request for arrangement and schedule for training activities during official hours in conjunction with heads of participating departments or any of the library's sections or units. However, utilising library technical resources and personnel to cross-train personnel is additional benefits of the trainer and trainee staying in-house and easy coordination with minimal disruption of the normal work schedules. Cross-training personnel have added advantages for library and personnel. For personnel, it improves their performance for evaluation and promotion, and, for the library, more personnel familiarity with operations (Bell, 2009).

Coaching and mentoring have great influence on unknowledgeable or inexperienced personnel by bringing about personnel effectiveness in organisations. Cobblah and van de Walt (2017) averred that coaching is mainly employed on a one-on-one basis. This helps library staff transfer theory learned into practice. Coaching and mentoring have relationship between two people with goals of professional and personal development. These have to do with individual staff developmental relationship where experienced or skillful personnel help inexperienced or unskillful personnel on the job (Nkanu & Eyo, 2006). Furthermore, these methods helped personnel to share knowledge relevant to jobs, career, or professional development (Nwalo & Babarinde, 2016). While mentoring on the job is a unique combination of coaches, trainers and consultants which can help library personnel learn and grow professionally, thereby, adding value to tasks performance.

It is meant to develop personnel capabilities either through a one-on-one or face-to-face relationships or through technology that is outside a formal organisational structure held over a sustained period of time. It is used by a senior inside person to train managerial library staff. In the process, personnel learn to do exact things rightly and timely and within established rules and principles governing specific activities. This is developmental step for new ideas that can build up the library (Azino, 2014). Employees would be enhanced to be much more productive. Mentoring helps library personnel to improve particular career areas.

It also explores the possibility of personnel to develop themselves in areas yet untapped, as well as helps newly employed personnel to acquaints themselves with the organisation (Triple Creek, 2009). Generally, mentoring is agreed to ground younger librarians in the field of librarianship and addressed diversity questions of mid-career librarians (Martorana et al, 2004). Remarkable mentoring, assist librarians with various backgrounds to develop themselves in the profession (Zhang, Deyoe & Matveyeva, 2007).

Clutterbuck and Abbott (2009), cited in Nwalo and Babarinde (2016) acknowledged that mentoring challenged mentees' thinking, increases self-awareness, improves mentees abilities to create sustained business relationships and nurture independent and confident spirit. A study by Nassali (2009) on effect of librarians tutoring in Makerere University, East Africa, cited in Nwalo and Babarinde (2016) revealed that new librarians' changed their perceptions from seeing library and information science as deserted profession to more challenging profession through advise over procedural obstacles and challenges. Afterwards, respondents developed love for the profession and became dependable. The researcher supported that coaching and mentoring should be encouraged in university libraries, particularly, in technical services department of the library.

Technical services, such as cataloguing, is a special activity in librarianship requiring continuous training beyond on-the-job training and cataloguing education in library schools. Because technical services activities are highly technical and maintenance of rules is emphasised (Unegbu, 2013; Nnadozie, 2013). Not adhering to rules is also regarded as ineffectiveness in cataloguing. Therefore, in line with afore mentioned statement, studies carried out by Mabawonku (2005) showed opinion of some heads of libraries and information centres that many fresh graduates have to be tutored on how to perform many basic professional tasks which the library schools should have taught.

Mohammed (2010) study on library staff capacity building in selected special libraries in Ekiti State, found that different methods employed in libraries for the purpose of capacity building were conferences, seminar/workshops, spending time in developed countries libraries for the purpose of skill acquisition, library school courses, on-the-job training, classroom/lecture method, consultants and special training, in-service training and non-credit earning short courses. Furthermore, staff capacity building enhance job performance by upgrading the human intellect and skills for productive employment. In the

same vein, Adeniji and Onasote (2006) studied personnel development practices in two Nigerian university libraries and found out that off-the-job training, on-the-job training, internal training practices, initial orientation practices for new staff were various manpower development practices to enhance personnel performance on their jobs.

In addition, Vega and Connel (2009) noted that conference attendance as a requisite for career advancement of many librarians who work in university libraries equips them in the profession. A study conducted by Adomi and Nwalo (2003), showed that regular attendance of relevant conferences and workshops have been suggested by Library and Information Science practitioners as means to continual update of knowledge and skills of LIS practitioners. This is development-adding value to what is already existing (Eke, 2011). Furthermore, Eke (2011) cited a survey study on patterns of conference attendance among Nigeria LIS professionals conducted by Adomi, Alakpodia and Akporhonor (2006), respondents agreed that they attended various conferences to up-date themselves with developments in the profession, while, majority agreed that they learnt new occurrences in the professions, they were updated in existing knowledge. Personnel attendance at conferences could improve their tasks activities in organisations.

A study in Obukohwo (2015) examined staff development designed activities of Australian libraries, findings showed strategic commitment to staff development. In libraries studied, majority had organised staff development programmes and policies. Kataila (2005) investigated the success of staff development programmes and policies of university of South Africa library and stated that the main purpose of staff development practices aimed to facilitate change by challenging staff and contributing to continuous learning processes. Therefore, for library personnel to remain relevant in this 21st Century, university libraries should develop their personnel through the various staff development practices to transform them and library services to an enviable standard of meeting increasing level of users' demands in university libraries in Nigeria. Staff who benefitted from traing and development programmes perform better, and this affects institutional performance in the provision of library and information services.

Unfortunately, Ezeani (2016) asserted that cash crunch impedes properly planned and executed staff development programmes. Researchers also identified lack of provision of adequate funds, management apathy in staff training and non-documentation of the training

policy, shortage of personnel, training and development programmes were not library related, insufficient time, discrimination and bias in staff selection for training, among many others, as factors hindering training (Eze, 2012; Bamidele et al., 2013; Cobblah & van der Walt, 2017). In the same vein, Ajidahun (2007) stressed that staff development programme has cost implications for the University System. University libraries cannot release many staff at a time to embark on staff development programmes (full-time or part-time) while few workers performed duties of staff while they are away. Ukwoma and Akanwa (2008) noted some challenges militating against staff development in a changing workplace environment such as: lack of documentation of staff development policy, lack of enough funding, individual financial constraints, inadequate training facilities, non-requisition for promotion, lack of adequate time for staff participation, lack of managers' interest to train their subordinates, lack of sincerity in personnel performance evaluation and lack of management adequate support.

Furthermore, Bamgbose (2014) stated that the procedures of staff training within organisations are relatively poor. They are implemented without relationship with organisational strategy, nor some strategic significance. They are mostly enforced when perceived job problems considered solvable occurred, through organising training course or seminar for personnel involved. Furthermore, the situation is, therefore, worrisome for personnel to be treated as expense, instead of investment worthy of investing in. Staff development is of different methods, and libraries should use the mix methods of staff development strategies that best meet their needs. Library management should always take cognisance of available problems of staff development practices for improve, efficient and effective tasks perform by library personnel in universities in Nigeria.

2.6 Personal variables and job performance of library personnel in universities

Personal variables (educational qualifications, job positions, work experience and job tenure) are essential in workplaces and adding value to job performance. These influence as well as determine good job performance. Library personnel who possess personal variables employ to work in public university libraries in Nigeria exhibit abilities and competencies to do quality jobs the library expected of them. Library personnel perform good quality jobs assigned to them. Literature showed that personal variables include: age, marital status,

educational level, seniority, gender, motivation level, personal benefits, nationality, among others (Oyewole, 2013; Hassan & Ogunkoya, 2014; Ugwu & Ugwu, 2017). Researchers, however, chose personal variables relevant to their studies. Previous studies related to personal variables showed that fewer studies have been carried out on the relationship between personal variables and tasks activities by library personnel in universities. However, work in this area continues and empirical knowledge of librarians' personal variables showing the extent to which they predict their tasks activities is still very limited.

Inasmuch as literature, academics and authors found vagueness in the relationship between employees' personal variables and tasks performance, professionals place emphasis on employees' socio-economics background during employment and placement decisions making (Hassan & Ogunkoya, 2014). Nevertheless, personal variables predict better performance for more complex jobs than other jobs. They all have stronger relationships with tasks performance. Oyewole (2013) emphasised that personal variables such as age, years of work experience and gender did not significantly affect performance of tasks of employees in three colleges of education in Nigeria. This corroborated Oyewole (2013) findings claiming that personal factors, which include work experience (r = .290, p< 0.05) as well as age (r = .278,p< 0.05) positively relate to tasks performance. Among other authors, Hassan and Ogunkoya (2014) and Ugwu and Ugwu (2017) believed that education facilitate performance in most jobs.

Results of Ugwu and Ugwu (2017) study significantly show a relationship between educational qualifications and jobs perform by employees. Education as significant predictor of tasks performance. Personal variables of library personnel, therefore, enhance their job activities. In university libraries in Nigeria, personal variables are given prominence. Personal variables which determine jobs perform by library personnel in universities include: educational qualifications, job positions or ranks, work experience and job tenure, among others. In many professions, no issue is more contentious than professional education and training of its practitioners (Eyo, Nkanu & Ogar, 2013). Education is the acquisition of knowledge, skills, values, morals, beliefs, habits as well as mental power resulting from intellectual training. Education generally plays important role in jobs perform by personnel, but the measure of relationship between education and job activities or job outputs is not largely known.

This is so, because librarians professionalisation for job efficiency and effectiveness has now been established in Nigeria. More importantly, knowledgeable and widely trained library personnel perform better than unknowledgeable and untrained. This has helped to enhance educational as well as tasks activities. A widely cited work by Ng and Feldman (2009) on meta-analysis of the relationship between educational level and core tasks performance found that education positively relate to tasks performed by personnel. Educational qualifications positively had influence on the quantity and quality job outputs of library personnel in universities. Huitt (2004) stated that cognitive ability (including knowledge gained through education) has a strong correlation with tasks performance. Certainly, some professions, therefore, prominently emphasise the employment of personnel with high cognitive ability to fill job vacancies for good performance. Ajidahun (2007) established a relationship between employees' educational background and tasks performance. As such, the educational background of library personnel must be relevant to the profession to enhance tasks performance.

For maximum and enhanced tasks performance, Babalola (2013) asserted that library personnel who had obtained bachelor degree should not rest on their oasis but go back to school to obtain additional qualifications, like Master and Doctorate degrees. Additional educational qualifications bring additional honours, social and intellectual exposures, etcetera to do jobs (Babalola, 2013). However, exposures have the tendency of accentuating personnel job performance capabilities. High quality performance is expected of librarians with doctorate degree in universities. Edem (2004) added that librarians acquiring doctorate degree publish more academic papers, journal articles, chapters in books, conferences and workshop papers than those with Master and Bachelor degrees. Educational qualifications are also part and parcel of cognitive experiences required when personnel seek new jobs or elevation in positions within and outside their work environments. Such requirements during interview for employment, according to Ifidon and Ifidon (2007), include minimum academic and professional qualifications clearly spelt out by the Librarians' Registration Council of Nigeria.

Apart from educational qualifications, job positions or ranks that influence tasks performance of library personnel in universities in Nigeia is a composite of personal variables. Job positions are job levels of library personnel. These levels categorisation of

authority in organisations are typically associated with a salary range and series of job titles. In the university library, job positions are grouped into senior and junior positions (Ifidon & Ifidon, 2007). Librarians and para-professionals belong to the senior positions, while library assistants are in the junior positions. Librarians as senior staff belong to academic cadre, while para-professionals also as senior staff belong to library officer cadre. Library assistants are junior cadre staff. Nevertheless, from the researcher's observation, the ranking systems or job positions of library personnel in universities in Nigeria vary, depending on management of such libraries.

In the context of library practices in this study, librarians job positions and the different hierarchies include: National Librarian who heads the national libraries, Director heading the public libraries or the State Library Board, University Librarian heading university libraries, College Librarian heads colleges, for example, college of education, college of agriculture, and so on, Polytechnic Librarian for those heading the polytechnics. Other job positions are Chief Librarian, Deputy University Librarian (Reader or Associate Professor), Senior Librarian position, Librarian I, Librarian II, and Assistant Librarian. Para-professional positions are, Chief Library Officer, Assistant Chief Library Officer, Principal Library Officer I position, Principal Library Officer, Senior Library Officer, Higher Library Officer, and Library Officer. In the junior position category, these include: Head Bindery Attendant, the position of Assistant Library Officer, Senior Library Assistant, Library Assistant as well as Library Attendant (Ifidon & Ifidon, 2007).

Although literature on job positions were scarce, however, empirical studies by Ugwu and Ugwu (2017) showed that job position was significant predictors of tasks performance and had a strong correlation coefficient ($r = 0.490$, $p < 0.05$). On the relative effects of demographic variables on tasks performance, job positions ($\beta = 0.125$, $p < 0.05$) were found to be significant determinants of tasks perform by personnel. It is the researcher's view that literature on job positions and task perform by library personnel in universities in Nigeria were scarce. More work need to be done in this area. Thus, it is important to carry out a study to examine job positions as a variable under personal variables that influence tasks perform by library personnel in universities. Work experience is another component of personal variables that has influence on tasks perform bylibrary personnel in universities.

Work experience is any experience that a person gains while working in a specific field or occupation. This is very essential to have in workplaces. Acquiring the necessary technical background can take time before individuals can master routine procedures and achieve better outputs. Professional expertise results from a gradual improvement in performance within a specialty. Typically, experts reached their performance in various domains at age 30 to 50 years, that is, after about 10 years' experience in their specialty. Online Macmillan Dictionary (2009) defined work experience as the experience and skills that one gained in doing a particular job. Work experience refers to the length of time spent by library personnel to acquire jobs knowledge while carrying out tasks in different departments/sections or units of the library.

Work experience has to do with increase in acquisition of job knowledge and skills. Work experience is either short-term or long-term experience of employment or participation on the job. This can be months or years on the job. Work experience in any organisation is very essential helping to improve upon job performance as well as one of the important criteria for personnel employment (Ifidon & Ifidon, 2007). The emphasis placed on work experience is very high especially at the time of employing new personnel, since work experience is considered first and mandatory during employment interview. Work experience of employees in organisations, such as libraries, has a strong relationship with employee performance and enhancing their job activities to deliver quality services as well as libraries achieving their goals.

A validation study carried out by Sneed, Vivian and D'Costa (2015) examined the relationship between work experience and tasks performance of dietary managers, the findings showed that quality of work experience scores may be predictive of performance and have implications for employee selection, performance appraisal, etcetera. In the same vein, work experience, according to Ugwu and Ugwu (2017) study, was found to correlate with tasks performance. This finding is in line with Ifidon and Ifidon (2007) statement that, personnel work experience, innovation and the in-depth of knowledge of librarianship are mandatory requirements during staff employment interview and very much important on their tasks performance. This is also in consonance with Schmitt, Cortina, Ingerick, Wiechmann (2001) Theory of Performance that, experience is another characteristic of can

do, that individual brings to a job situation certainly contributing to her competencies. Library personnel who have experience can perform their work maximally as expected.

More importantly, individuals change their jobs more frequently, transferring job knowledge and skills acquired from prior related work experience. Dokko, Wilk and Rothbard (2008) stated that as individuals change jobs more frequently, it is increasingly important to understand what they carry from their prior work experience that affects their performance in a new organisational context. So far, explanations about the imperfect portability of experience have primarily been about firm specificity of job knowledge and skills. In their study, using psychological theory as a basis, they proposed additional socio-cognitive factors that interfere with the transfer of job knowledge and skills acquired from prior related work experience. They were able to find that tasks-relevant knowledge and skills mediates the relationship between prior related experience and tasks performance. Furthermore, their study found that the positive effect of prior related experience on tasks-relevant knowledge and skills is attenuated by higher levels of experience within the current firm management. This study tends to support the claim that experience is positively related to jobs perform by employees in organisations.

Work experience of employees in organisations such as libraries, therefore, can enhance their tasks performance. However, quality staff employ to work in libraries determine the quality of tasks performance expected. Personnel with high quality work experience perform good quality jobs. Work experience is always considered with educational qualifications during employment interview or for elevation in positions. It must be emphasised that educational qualifications and work experience have strong influence on tasks performance. Work experience enables employees to have better insights into how organisations work and what strings to pull to get work done. Work experience can be measured by years spent in practice and perhaps, the nature of the experience gained. The nature of experience is also paramount. Librarians, for instance, are expected to know how to organise information materials in the library. This starts from collection development, cataloguing and classification to dissemination of information materials. They must know how to go about these procedures for the achievement of library set goals.

However, it is the researcher's opinion that in the technical services department where specialised work experience, job knowledge and skills are required, library personnel

are not expected to go back to library school for training on how to use resources such as Library of Congress Subject Heading Lists, Library of Congress schedules, Sanborn Cutter Tables, in an approved fashion to organise knowledge, or selection tools to select information materials, or to source for vendors. Library personnel through continuous education, workshops, conferences, seminars among others can learn, acquire job knowledge and skills, and apply what they learnt to their work. Saharan (2013) suggested job rotation and cross-train programme, on-the-job training, coaching, mentoring, etcetera for employees' job experience. Library personnel can be exposed to different short and long term training to gain work experience.

Internal training practices can help non-professional personnel in academic libraries to understand library procedures and to provide quality services. Moreover, experienced library officers, for instance, can lead library users to discover information in general reference sources, like encyclopedias, dictionaries, atlases. As members of the library community, para-professionals or library assistants can answer questions about resumption dates of the parent institutions of university libraries and other enquiries. In the same vein, experienced librarians, acting as resource persons, can organise in-house trainings to train library personnel. This helps to reduce management costs of employing experts or consultants from outside to train their staff. The more library personnel gained experience, the more enhance their tasks activities.

Furthermore, the more library personnel share their work experience with other colleagues, the more they are more effective on the job. Work experience gained, for example, within Technical Services Department may include work experience in tasks like book selections, book ordering, book processing (claiming, stamping, accessioning), cataloguing, classification, book packaging (pasting of book pockets, date due slips, inserting book cards and date due cards, and writing call number on adhesive that is pasted on book spines). While the work experience in Readers' Services Department include registration of readers, charging and discharging of books, books shelving, user education, reference services, information services, assistance to users, stock-taking, keeping of statistics, weeding, sending notices and collection of overdue fines from users, monitoring of reserved materials, displays, among others. Work experience of this kind could lead to expertise.

However, librarians and other library personnel with wealth of work experience can transmit job knowledge and techniques of occupations from skilled and knowledgeable practitioner and theoretician to unskilled and unknowledgeable beginner (Nkanu & Eyo, 2006). These acquired job skills, can be imparted from librarians to para-professionals and library assistants. Furthermore, working as acquisition librarians, to cataloguers and classifiers, reference librarians, reader services librarians, exposes personnel to have a breadth and depth of experience they can apply to future positions, either inside the system or elsewhere. The researcher also opined that, with work experience library personnel may spend less time on given tasks, performing activities in a given period of time, can double in their job roles and can also handle any aspect of job assign to them in the library. If personnel in the library gained related work experience, they can translate the objective of the library into reality.

Job tenure is an aspect of personal variables. According to Human Resources (HR) Dictionary (2008), job tenure is the measure of the length of time employees have been employed by their current employer. This is the length of time employees work for employers. Job tenure can be long or short. Long job tenure is when employees work for a long time with one particular employer, for example, more than 5 years, while the short job tenure is when employees work for a short time, for example, less than 2 years. Job tenure gives a definite insight into employees. Job tenure of library personnel is very important to maintain high level productivities. Job tenure is sometimes linked to quality of employees. Longer job tenure tends to highlight stability and focus of employees and vice versa. Longer job tenure helps individual employee to acquire expertise in her field. In the long run, employees perform various job roles with capacities in a given domain. It helps in overall development of organisations as well as personnel.

Library personnel who remain longer in organisations gain more job knowledge, skills and work experience, thus performing at a higher level than those with less job tenure. More and long tenure workers bring unique benefits to workplaces. Organisations benefit when they are willing to honour the job knowledge and work experience of long tenure workers and solicit their inputs and advice. Similarly, more tenure workers can bring wisdom. Of course, workers who had work experience in a certain organisation can impart the years of organisation knowledge to younger employees. As job knowledge and skills

increase with greater tenure, tasks performance improves as well. Employers can encourage interactions between older and younger workers by simply placing them together on work teams. But, organisations can also look to other innovative programmes that specifically focus on establishing mentor-like connections between senior and inexperienced workers. It is confirmed that job tenure is significantly associated with tasks performance.

In relationship between job tenure and tasks performance, Ng and Feldman (2010) found evidence of a curvilinear relationship between organisational tenure and tasks performance. According to them, although the relationship of organisational tenure and tasksperformance is generally positive, the strength of the association decreases as organisational tenure increases. Ultimately, job tenure was found to be better predictor of jobs perform by personnel. More specifically, the impact of tenure on core tasks performance was most significant between 3 and 6 years with organisations, and gradually diminished until about 14 years of employment (Ng & Feldman, 2010). Ugwu and Ugwu (2017), citing Ng and Feldman (2013) report stated that, since the relationship between tenure and tasks performance is not strong, a practice of job rotation can have positive effects on employees' tasks performance, simultaneously helping employers develop their human capital.

Job rotation practices in university libraries in Africa, particularly university libraries in Nigeria, can be said to have a strong relationship with tasks performance. Job rotation is another excellent on-the-job training method utilised by organisations to develop personnel at all levels, junior, managers and executives (Coyne, 2010; Ivwighreghweta, Ejitagha & Oyeniran, 2013). Job rotation is the most powerful methods of staff development exposing personnel to wide range of managerial settings, culture and challenges experience (Afolabi, 2014). Ivwighreghweta et al. (2013) defined job rotation to mean a job design technique directed to rotate personnel in a planned manner between two or more jobs. Coyne (2010) defined job rotation as management technique used over a period of few years to assign trainees to various jobs and departments. The aims are to cross train and expose employees to different job experiences and wider variety of job skills to enhance job satisfaction (Ivwighreghweta et al, 2013).

Job rotation practices are beneficial to employers and employees (Ivwighreghweta et al. 2013). Faegri, Dyba and Dingsoyr (2010) asserted that successful rotation of personnel on the job also improves personnel abilities to handle job problems, share job knowledge,

enhance team work efficiencies and create opportunities for personnel to avail promotion. Heathfield (2012), cited in Ivwighreghweta et. al. (2013) stated that undergoing job rotation enable library personnel to learn different jobs that require new job skills and responsibilities; exposing them to new challenges, enjoying opportunities to expand job knowledge, accomplishment, reaching, impacting, and potentially influencing different aspects of the organisation as well as learning about different facets of the library and how work or job functions are accomplished in different departments. These built up organisational knowledge of library personnel and ability to get things easily done.

Furthermore, library personnel who avail rotation opportunities get experience more quickly than others who do not. Therefore, if library personnel are exposed to more rotation opportunities, then it is easy to train them to become specialists. It is the researcher's opinion that, employees who are rotated on the job and as well remain longer in organisations gain more job and organisations knowledge, thus performing at higher levels than employees with less tenure. The regular and long exposure of library personnel at workplaces allow personnel to accumulate job knowledge and skills that make them competent to perform their jobs. Consequently, the longer the exposure of personnel on the job, the more experience the personnel would be on the job, the more the job skills levels improve and their performance will increase. Tenured and experienced personnel in any organisation build up required job knowledge and skills, and also, bring in diverse knowledge that enabled innovation and performance. This is applicable to the library personnel. Hence job rotation is a good tool for career development.

However, most management prefer workers who have stayed relatively longer on the job to new employees since the training of new employees is a form of investment while those who have worked longer reduced their cost of investment in staff training. According to reports, as well as observations, during the retrenchment of workers, most organisations prefer to keep employees of more service years to less ones. However, the research of Hassan and Ogunkoya (2014), found that beyond a certain stage, years in the service do not affect job performance. Yet, employers are reluctant to retire old employees in their organisations. This is because they want them to stay back and train those who will replace them. This, therefore, shows that a significant relationship exists between personal variables and jobs

perform by personnel in university libraries, particularly the performance of library personnel in the South-south, Nigeria.

2.7   Work environment and job performance of library personnel in universities

Work environment is a major determinant of the level and quality of jobs perform by library personnel in universities. Work environment plays crucial roles in jobs perform by library personnel (Naharuddin & Sadegi, 2013). Work environment that determines jobs perform by library personnel could be great when physical work environments exert tremendous effects on their performance. According to Irons (2006), a significant relationship exists between comfortable work environments and jobs perform by personnel. The quality of comfort derives in the work environment determine the level of tasks performance (Babalola, 2013). Comfortable work environments enable workers to attain high tasks performance (Udo, Bisong & Offili, 2011). When there is a significant change in the work environment personnel become satisfied and improve on their tasks activities. However, if personnel are made to work in befitting work environments, they will give their best to do jobs.

The physical library setting maximises tasks performance among employees (Al-Omari & Okasheh, 2017). Space components like office furniture have a specific part to play in the productivity and efficiency of the personnel and the suitable functioning of any office. In library departments and sections, library personnel need adequate workspaces to function to achieve library goals. Ifidon and Ifidon (2007) stated the significant features determining library spaces as follows: books, readers, library staff, furniture and equipment. For ease of movement of staff and library materials through work areas,workspaces for staff should be flexible; workspaces should be organised to facilitate appropriate exposure of books and other sources of information to users; comfortable to promote efficiency of use. Furthermore, library workspaces should take into consideration the size of its parent institution. Thus, for a university with a user population of 18,600, the following will be required: thirty-three librarians; eight para-professional staff; three senior administrative staff; at least six secretaries; and one hundred and sixty-one junior staff (Ifidon & Ifidon, 2007).

In contrast, the ALA (2006) proposed no figure. Each institution is given the discretion to decide number of staff with the understanding and capability to ensure effective

administration and utilisation of resources. This may have adverse effects on university libraries without standard buildings. Staff would be kept in congested rooms to perform jobs. If the work areas are not conducive for personnel, they will not put in their best to achieve library goals. Their job performance will definitely decrease. Obviously, some university libraries lack adequate workspaces for personnel to carry out their functions. In university libraries, particularly Technical Services Department (acquisition and cataloguing sections) which is the engine room and production section of the library lack adequate workspaces, that is, the specified standard workspaces for library personnel (Ifidon & Ifidon, 2007).

By the researcher's observations, some personnel in university libraries, work in congested work environments because of inadequate spaces. Some libraries merge some sections, for instance, acquisition and cataloguing sections together, causing library personnel to carry out different activities in the two sections, outside their job descriptions. Crowded and untidy work environments where desks are loaded with paperwork and cubicles, makes it challenging for personnel to get work done. Lack of adequate workspaces for personnel causes conflict between coworkers and stress them out more than they should be (Hung, 2018). This causes tragedy associated with low tasks performance and impairment of overall organisational effectiveness to organisations (Okoye & Ezejiofor, 2013).

Personnel with attractive work environment such as: flexible workspaces will perform their duties to achieve organisational goals. Adequate and flexible workspaces help when shelving books, shelf-reading and displaying materials in the library. Library personnel can also have free movement when they are working or carrying out their tasks. Especially, personnel in cataloguing section, when transferring finish processed books to readers' services department to be shelved or displayed on shelves. Adequate workspaces should be made available for staff to conveniently attend to library activities. Furthermore, research showed that of many aspects of library standards, workspaces appear to be the most crucial (Ifidon & Ifidon, 2007; Bryan & Aliza, 2016). A study cited in Babalola (2013) revealed that librarians in Nigeria were discontent with their work environments. Observing that most libraries lack space for office, storage, shelving, for example, asserting that most libraries were housed in temporary make-shift accommodations.

Similarly, a research conducted by Bryan and Aliza (2016) on the state of American academic librarian spaces, investigated whether their spatial configuration supported,

hindered, or had not impact their work, 39 per cent of respondents agreed that their current work was hindered by their spaces, while 26 percent reported that their spaces supported their needs. Most respondents reported that their work was hindered by spaces, 43 per cent respondents showed that 75 per cent of staff were content with their existing spaces. Bryan and Aliza (2016) further stated that the contentment were linked to the flexible nature of majority of academic librarians who "made it to work" in their work environments. They concluded that persevering attitudes ran parallel with what is well known as no one-size-fits-all model or set up that ensure a successful workplace in the design world.

Conducive work environments create opportunities for staff development practices building up the require job knowledge, skills, abilities and competencies of personnel. If organisations invests time and money in training their employees, they feel rewarded and appreciated. Furthermore, employees applying job skills and knowledge learned through staff development practices, their motivation and job performance will improve. Therefore, employees' job activities depend on application of factors in physical work environments in workplaces. In fact, talented employees stay longer in organisations if they enjoy staff development opportunities to improve their competencies and progress in their career. However, employees may engage in jobs elsewhere when their present jobs do not offer opportunity for promotion and stagnated on the job. Furthermore, today, the roles of personnel have changed from traditional to the use of information technologies in job practices, staff development practices are added advantage to personnel to apply the latest technology in their job practices. Personnel need adaptation to new practices to apply job knowledge and skills to their jobs.

Staff development practices, such as soft skills are necessary to improve communications, interactions and relationships within organisations. It is necessary to train personnel on interpersonal skills, team building, conflict resolution to improve their interactions and relationships. Elements of work environments are very important to enhance tasks performance of personnel. Work environment help to create elements that maximally support library personnel to carry out their respective assignments or duties. Most information professionals who may have traditional skills need to have ICT skills which augment traditional skills (Haliso, 2007). However, a significant relationship existed between the possession of ICT job skills and jobs perform by library personnel. Nevertheless,

Akintunde (2006) asserted the difficulty to practice information delivery services in modern libraries without the application of relevant ICTs considering the issue of relevance and currency. Adeyinka (2011) opined that librarians are expected to be current to attain effective service delivery. Where this is lacking, it negatively impacted on jobs perform by library personnel in Nigerian universities.

Within work environments, are librarians, para-professionals and library assistants. Librarians are leaders and para-professionals and library assistants are subordinates to librarians. Librarians are heads of various units and higher in the organisational hierarchies. They are expected to lead by examples for quality services delivery. Good relationships among library personnel result in high level tasks activities and outputs. Zelenski, Murphy and Jenkins (2008) stated that comfortable and good work environments help to increase right thinking, art of innovation and ability to work well. For any organisation to succeed in the attainment of its set goals, it must ensure that factors in work environments do not lead to low tasks performance of library personnel (Eyo, Ogar & Afebende, 2013).

Elements found in the physical work environment are important in creating network and relationships (McCoy & Evans, 2005). In the same vein, factors such as social work environment determining tasks perform by personnel include: job aids, supervisor's support and relationship, promotion opportunity, performance feedback, setting goals, workplace incentives, mentoring and coaching on the job (Naharuddin & Sadegi, 2013). This, therefore, showed a significant existence of relationship between the social work environment and tasks perform by library personnel. Tasks activities of library personnel have been influenced by motivation, work environment and leadership in organisations (Al-Omari & Okasheh, 2017). It is suggested that employers should take initiative to motivate personnel, that is, their employees by improving work environment. As employees are motivated, their job performance will increase and they will achieve the desired outcomes and goals of the job. If the employee is uncomfortable due to any reason, her work will be affected.

Most essentially, good climates in various work areas results in positive achievement of tasks activities. This leads to the development and sustainability of new ideas that enable library personnel to perform better on the job. Furthermore, good and understanding colleagues are sources of ideas, criticism and also provide pressure to do good jobs achieving library goals and objectives. However, where senior personnel are very helpful and

supportive to junior personnel or new entrants into the department help in enhancing performance of personnel. In addition, young librarians, para-professionals and library assistants, for example, working with or among experienced librarians on higher work positions in organisational hierarchies, the interactions among them help in stimulating individual involvement in performing jobs by offering opportunities for criticism, sharing discoveries, and providing pressure to do good jobs which invariably enhance higher performance.

Working together as a team empowers, cultivates employees' job skills and help to put their talent to work. This also help to produce committed, diligent and talented workers that bring about better outputs than uncommitted, untalented and non-diligent workers. Kokemuller (2017) asserted that work processes, relationships within and between departments significantly impact effectiveness and efficiency of employees' tasks performance. This supported Eze and Eze (2014) assertion that, library personnel must cooperate and work closely in order to be effective because wasted efforts lowered the quality of service. Furthermore, they need to develop close, friendly working relationship both with other library units as well as vendors. However, high performing workplace does not only produce talented personnel, but create conducive atmosphere for personnel to work together, collaborate on ideas and resolutions(Kokemuller, 2017).

A study carried out by Oludeyi (2015) found that relationships among colleagues most significantly contribute to job commitment. Personnel will be willing to be more committed and dedicated to perform jobs. If library personnel, for example, are closely knitted in their workplaces, this brings about enhancement in tasks performance. Hawthorne Theory (1924-32) researchers hypothesised reasons for high levels of performance as: personnel choosing their coworkers, working in groups, given special treatment and also working with sympathetic supervisors. Personnel, however, become a team, give, and cooperate wholeheartedly and spontaneously in doing jobs. However, irrespective of educational background, qualifications and status of personnel, friendly work environments, create atmosphere of love for one another, build up each other and esteem others. This helps to increase performance of personnel.

Furthermore, the encouragement and supports of old library professionals in the work environment, could build up young and upcoming librarians to improve on their job

knowledge, skills and work experience and hopefully advancing in their career. This, however, showed a significant relationship between the social work environment and tasks perform by library personnel in university libraries. This should, however, be encouraged in university libraries. Buttressing the above statement, a report in Babalola (2013) on a survey study carried out using 28 librarians in Turkey university libraries identified the contribution of physical, social, economical and psychological environments on contentment, satisfaction and productivity of librarians. It, therefore, showed a relationship between social work environment of library personnel and jobs they perform. On the contrary, enhance job activity is fostered by scintillating work environment encouraging collaboration, teamwork, trust, sharing of resources than one that personnel is overly competitive and suspicious of one another.

Nevertheless, the social work environment in university libraries where library personnel operate is as well important as the physical work environment. It as well determines tasks performance. The social work environment, according to Babalola (2013), is designed in a manner to enhance the sharing and exchange of job knowledge and ideas, and also help in attainment of maximum tasks performance and outputs. With regards to relationship at work, a study cited in Babalola (2013) reported that most employees prefer to work in environments with warm and cordial social interactions. In other words, personnel who work in a socially relaxed and friendly work environments attain high tasks performance than personnel who work in a socially tensed and hostile work environments. Moreover, working among cordial, cooperative, supportive and friendly colleagues, according to Top Employee Benefits (2010), Eze and Eze (2014) and Kokemuller (2017) optimised performance of library personnel.

Akakandelwa (2009) and Babalola (2013) agreed that, the necessary condition that enhances tasks performance is working in a stimulating, privileged intellectual environments. Thus, a strong connection existing between conducive work environment, organisational culture, supported by experts and mentors, traditional and new training, other opportunities in low threat work environments and maximum performance of library personnel. Furthermore, coordination can only be achieved when all parties involving in the work understand other group processes, problems and potential utility. According to Babalola (2013), efficient sharing of knowledge and information throughout organisations could be functions of design

work environment which serves as an asset (prudent investment). Cordial and warmth relationships among colleagues enhance tasks activities and should, therefore, be sustained.

Furthermore, the study by Amir and Sahibzada (2010) on private sector companies in Pakistan, discovered that human components in work environment significantly have great impact on the level of performance of employees and level of relationships, as well as strong positive influence on outputs of employees in terms of: services perform, position in relation to colleagues, position in relation to equipment and quality of refreshments. Supporting this assertion, Koles and Kondath (2015) asserted that organisational conditions are linked to various positive results, including high organisational success, less employee turnover, adequate job satisfaction and progression and overall performance.

A study carried out by Nnamani and Ajagu (2014) on Juhel Company in Emene, Enugu State, Nigeria, identified a significant relationship between employees' tasks performance and work environment, including totality of factors affecting, influencing, or determining operations or performance of library services. Chandrasekar (2011) and Nnamani and Ajagu (2014) affirmed that right physical and psychosocial environmental factors enhance tasks performance. While, Okoye and Ezejiofor (2013) stated that poor work environment that cause incapability in personnel performance brings about tragedies associated with less outputs, profitability and impairment of overall organisational effectiveness to organisations. This also supports the study of Ezeala (2009) noting that, the library ineffectiveness hampered the quality of research results of scientists. This, she pointed out, was as a result of underfunding of libraries by the parent institutions and management not giving libraries the status they deserve.

Another study conducted on a hotel section in England by Thushel (2015), showed that factors in work environment had a significant relationship with tasks activities, while job motivation mediate between working conditions and tasks performance. Khan, Azhar, Parveen, Naeem and Sohail (2011) study investigated the effect of work environment and jobs perform by employees, using 297 respondents as sample from Ghana organisational sector, they concluded that while the work environment has no significant effect on jobs perform by employees, incentives in the work environment have a positive effect on jobs activities of employees. In the same vein, their study investigating the effect of work environment, infrastructure and tasks performance of employees, using 150 respondents as

sample from Pakistan education sector, also, concluded that while infrastructure in the work environment had no significant effect on tasks performance of employees, incentives in the work environment have a positive effect on tasks perform by employees.

Furthermore, Aisha, Hardjomidjojo and Yassierli (2013) study on an Indonesian university found that variables, such as incentives, motivation and working conditions have significant effects on employees' performance. However, a study carried out by Oludeyi (2015) revealed that workplace environmental factors not only have high positive correlation with job commitments, but that, these factors, individually determine job commitment. Nevertheless, Chaudhary and Sharma (2012) and Afful-Broni (2012) studies explained that motivated employees tend to be more efficient on the job than non-motivated employees. Generally, motivated and diligent personnel who have high cognitive ability bring about better results than unmotivated, less diligent and those with low cognitive ability. Improvement in physical work environments as well as conducive work environments stimulate creativity and high tasks performance of workers.

Babalola (2013), citing Top Employee Benefits (2010) stated that a stimulating and rewarding work environment enhance productivity, increase retention and more dedicated workers. But, poor working conditions contribute to low tasks performance of personnel. A study by Taiwo (2010) on work environment and productivity of workers in Lagos, discovered that the work environment was poor as indicated by 42.63% of respondents. Furthermore, majority (70.49%) of respondents stated that high pay, conducive and better work environments lead to improvement in their productivity. Research carried out in context of jobs perform by employees from Ghana sector, showed poor working conditions. On the contrary, Nnamani and Ajagu (2014) stated that, so far, no study has been conducted to examine the environmental conditions on job performance. In essence, when the work environment is rewarding, conducive and encouraging, with attractive working conditions, these definitely determine and influence jobs perform by personnel in universities.

Undoubtedly, library personnel needs should be respected to balance performance and commitments as this motivates them to give their best to organisations. Ndagana (2007) and Babalola (2013) asserted that the work environment, is one of the major foci of personnel personal evaluation. In essence, a worker who poorly appraise herself, in terms of her work environment, would be depressed and contributing very low to the total organisational

outputs. This, therefore means that, unsatisfactory working conditions and personnel personal evaluations in work environments diminish tasks performance of personnel. Above all, Kampert (2008) has advised organisations to pay serious attention to working conditions, staff development and training, conducive work environments, invest money on personnel, without financial compensation to their workers, retain best personnel, thereby improving performance of personnel.

Therefore, improvement in some physical facilities in work environments, for example, adequate lightings, technological facilities, ventilations, furniture, among others, lead to improvement in the quality of personnel tasks performance. However, many studies, according to Kamarulzaman, Saleh, Hashim, Hashim and Abdul-Ghani (2011) have proven that characteristics in work environments have significant effects among behaviour, perceptions and productivity. Naharuddin and Sadegi (2013) stated that lightings, the floor configuration, office layout and furniture layout in physical work environments need to be improved upon to maximise performance of personnel. Furthermore, McCoy and Evans (2005) and Nurzainie and Narehan (2015) affirmed that physical work environments for personnel need to be proper while getting jobs done, to avoid stress.

Aside from adequate lightings and other components in the work environment, a study reported in Al-Omari and Okasheh (2017) opined that suitable and ergonomic office design encourage and significantly improve performance of personnel. In addition, Hung (2018) stated that the comfort in the workplace can be increased through investment in more quality chairs, efficient computer keyboards, good ventilations and air conditioners. Al-Omari and Okasheh (2017) stated that lightings have positive effect between health and productivity of employees. A study reported in Babalola (2013) suggested that improvement in office buildings satisfactorily increases personnel outputs. Similarly, improvement in designs of physical work environments, according to Naharuddin and Sadegi (2013), significantly increases outputs of personnel jobs.

Furthermore, the provision of comfortable work environments reduces the number of absenteeism, enhances performance and outputs of personnel at the workplace. Oyewole (2013) opined that improve work environment enhances performance of employees. The provision of quality health facilities, in the midst of health hazards, for instance, protect lives of workers on the job. This means that, implementation of hazard allowance to personnel

reduces fears that might hinder services perform by devoted workers. On the other hand, Naharuddin and Sadegi (2013) suggestion supported previous study stating that, the level of jobs performby personnel depends on elements in work environments. Thus, appropriate work environments enhance performance of personnel.

Physical work areas in the library, can cause high or low tasks performance in university libraries. A study by Nwalo and Kachollom (2013), for instance, revealed that most notable challenges faced by cataloguers include: erratic power supply 61 (82.43%), inadequate funding 59 (79.73%), poor Internet connectivity attested to by 58 (78.38%) cataloguers of the sample. Others include: lack of infrastructure, viewed by 51 (68.92%) and the least challenge in the hierarchy being social factor/computer phobia, with only 33 (44.59%) cataloguers as sample. This scenario, undoubtedly, negatively affect jobs perform by these library personnel.

Oyewole (2013) emphasised that subjecting personnel to stress, there is that tendency to slowly get jobs done, this as well negatively impact on performance of personnel at the workplace. If the work environment is a boring place to work, the personnel performance could negatively be affected. Apart from many discomfort threatening tasks performance in the work environment, the repetitive nature of library work, unstable power supply, among others, bring about boredom in work environment. This leads to burnout which causes frustration, depression, and in some cases, quitting the job. The following are factors of burnout among library personnel: lack of facilities, unconducive work environments, ambiguous duties and roles assigned to employees, lack of proper motivation, among others. Burnout among personnel, according to Al-Omari and Okasheh (2017), causes serious and worrying discomfort and unwillingness to do jobs, thereby reducing the level of tasks activities.

Chandrasekar (2011) asserted that factors in work environment, such as, poor ventilations, immoderate noise, inadequate lightings and so on, that are unhealthy and unsafe significantly affect the outputs and health of employees. The physical work environment, such as heat and noise, are contributing factors. Al-Omari and Okasheh (2017) and WHO (2017) stated that clean quality air in employees work environment is positively significant to their health, comfort and tasks performance, while exposure to air pollutants and high temperature causes diseases and discomfort that impact negatively on performance of

personnel. Chandrasekar (2011) further stated that high temperature in the work environment have direct health impact causing heat, stress and heat exhaustion. Hung (2018) opined that, if the temperature in the work environment is too humid or too cold, personnel cannot perform at their optimal levels. High temperature can affect tasks performance of personnel, particularly, duties such as, cataloguing and classification, reference services, among others, that require cognitive abilities, physical and perception.

Power outages and epileptic power supply in libraries is a recurring decimal in Sub-Saharan Africa. Nok (2006) averred that irregular power supply is a problem in Nigeria. Regular electricity interruption constituted serious problems to library automation. Constant power outages make it impossible for libraries to maintain and dispense effective services to patrons. This confirmed the assertion that, if universities are adequately funded, with uninterrupted power supply, and right technologies applied to library services delivery, these will enhance performance of library personnel in universities. Moreover, adequate funding, ICT facilities and provision of constant power supply to university libraries strongly determine and increase performance of library personnel.

Furthermore, library personnel in universities, would perform their jobs when they enjoy unhindered access to Internet. In other words, if library personnel are made to work in a comfortable office with stable power supply and functional Internet services, their tasks performance and job outputs could reach optimum. Nevertheless, a study carried out by Ajala (2012) on relationship between workplace environment and tasks performance found the importance of workplace features. In their finding, respondents indicated that the workplace environment influences their level of performance. In a study by Kamarulzaman, Saleh, Hashim, Hashim and Abdul-Ghani (2011), majority of researchers gave more attention to single feature affecting performance of personnel at workplace. No study examined the relationships between the whole factors, such as, effects of workplace design, indoor temperature, colour, noise, as well as interior plants of the physical office environment towards the well-being and performance of employees.

However, the quality of comfort that personnel derive in the work environment determine the level of their performance and outputs. Taiwo (2010) study on work environment in Lagos, revealed that employees are highly productive in a well facilitated work environment. Tasks undertaken by personnel in the Administrative, Technical and

Readers' Services Departments increases if good lightings, ventilations, flexible workspaces, flexible furniture, computers and Internet connectivity, among others are available to library personnel to produce and provide information services to users. Ifidon and Ifidon (2007) stated that functional, attractive and flexible office furniture is important feature in an effective modern library. Moreover, personnel tables, for instance, need to have adequate space to plug in computer power cables and network cables. Akintunde (2006) stated that libraries furniture need to satisfy staff needs to work independently as well as groups.

Al-Omari and Okasheh (2017) stated that factors such as lighting and ergonomic furniture have been found to have positive effect on employees' health and productivity. A study reported in Oyewole (2013) suggested that employers should invest more in comfortable tables and chairs to enhance performance of workers. Library furniture, according to Ifidon and Ifidon (2007) are: staff tables and chairs, book shelves required to accommodate the teaching, learning and research resources. Other library furniture are as follows: catalogue cabinets for filing produced catalogue cards, high stools, step stools, ladder to climb during books shelving and removing of books where there are high books shelves, books trolley in libraries help in transferring books from one section to another. In addition are, card trays, for filing and retrieving borrowers' cards and date due cards when charging and discharging borrowed and returned books by library users, among others. Convenient and ergonomic office design encourage the personnel and increased their performance significantly. Therefore, comfortable furniture should be adequately provided to enhance tasks performance of library personnel while carrying out their duties.

For library personnel to achieve organisation goals, lightings such as, natural daylights and constant power supply that illuminate work areas of personnel are necessary. However, with good lightings, personnel can be stable, concentrate and focus on their jobs. Lightings and illumination, according to Hawthorne Effect Theory (1924-32), are very essential in increasing job performance of personnel, particularly, in university libraries. Constant power supply and natural daylights provided in work areas enable library personnel to see, read, carry out their duties, responsibilities and other library routines. Their tasks performance also increases and vice-versa (Eyo, Ogar & Afebende, 2013). A study by Ramanathan (2010), cited in Babalola (2013) showed that natural illumination that comes from daylights has been established to influence performance of library personnel. Low

illumination in work environments, according to Reitz (2005) statement, is also essential. Providing the right kind of light is very important in the workplace. If work areas are poorly lighted or dark, there would be tendencies for personnel to feel very restless and sleepy at work.

According to Al-Omari and Okasheh (2017), daylight, is considered important natural features needed in work environments. Library personnel who perform their jobs in day lighted rooms achieve higher performance than personnel who work in poorly lighted or dark work rooms. This showed that personnel who perform their jobs in day lighted work environments are productive and achieve high performance and outputs. A conducive work environment created by natural lighting reduces stress levels of workers (Babalola, 2013). Emitting good lights in work areas has effects on concentration, alertness, and jobs perform by personnel. Lack of good lightings and illumination in work areas decrease and disrupt tasks activities. This, therefore, means that, if the work environment is adequately lighted and illuminated, personnel would work harder to achieve organisations goals.

Stable power supply, Internet connectivity and natural illumination from daylights as well serve as influencing factors on performance of library personnel (Ramanathan, 2010; Babalola, 2013). Thus, the library in a hot and humid tropical environment would not be conducive for tasks activities. These in turn negatively affect the concentration level and dedication to jobs, also, causing low tasks performance of personnel, because they cannot cope with the heat level. Good lightings in work environment, therefore, have positive effects on the health and performance outputs of personnel. Researchers discovered that exposure of workspaces of personnel to natural lights in work environments, has strong effect on their well-beings and increases their performance. In the same vein, a study by Ramanathan (2010) on impact of daylight proved that, day lighted systems and natural lightings are beneficially good for health, job outputs and safety of personnel.

Natural lightings maintain good health and can cure some medical ailments. Scientists, according to Al-Omari and Okasheh (2017), found that exposure to natural lights in workspaces impacted on the quality of life of employees. Hung (2018) asserted that sufficient lightings from natural sources, improve, sharpen focus and performance. The researcher strongly supports the exposure of work areas of library personnel in departments and various sections in university libraries to natural lightings for good and improved health

as well as better tasks activities. She further stated that, natural lightings do not disrupt tasks performance of personnel, like the constant power failure always does, causing library personnel hesitation to wait for power supply to perform assigned tasks. The light quality required in work environments in the day or at night depends on the kind of outdoors or indoors tasks perform by personnel.

Unfortunately, a report by Pots Planters and More, cited in Hung (2018) revealed that 50 percent of office employees indicated that their workplace do not have adequate natural lighting at all. Sufficient lightings, particularly, from natural sources improve concentration and job performance of employees. In addition, library personnel who work in conducive offices are sure of illumination than their colleagues who work in offices that is known for constant power failure. Likewise, library personnel who work in offices that have functional Internet services are most likely to be productive than their colleagues who do not enjoy the same or similar facilities. Moreover, with good lightings from daylights, library assistants can search databases to find out details of books, and whether similar books are in stock in order to establish relationships (Otuturu & Oyadonghan, 2012). This definitely saves time of librarians and other library personnel.

Natural day lights have better quality light than electric lights in the distribution, and is more suitable for the performance of visual tasks (Babalola, 2013). In the same vein, with natural lightings and constant power supply, library personnel in Readers' Services Department can straighten and shelf-read books shelves, carrying out other duties to serve library users better. However, it is the duty of readers' services personnel to ensure that books are shelved in their proper places on shelves. Books shelves are also read. In essence, orderliness of books shelves is the responsibility of Readers' Services Department. Library materials shelved promptly and correctly increase the library reputation and creation of inviting environments for customer services. Books shelving, despite the current state of technology, is a daily routine in all libraries (Busayo, 2014).

However, accurate and timely books shelving are requisite for all libraries and enhanced library services delivery. Therefore, books shelving and shelf-reading cannot be ignored in any library. Obviously, lack of proper shelves arrangements leads to users' frustration, time and energy wastage to retrieve materials from shelves (Ekere & Mole, 2014). In fact, without books shelving in libraries, there would be impossibility and

inefficiency on the part of library personnel to carry out library operations to serve their patrons (Busayo, 2014). Accordingly, Ugannaya, Ape and Ugbagir (2012) study showed that user satisfaction ratings with books shelves arrangements were negative, showing shelf-reading failure. In a similar study, Oyelekan and Iyortsunu (2012) evaluated readers' services in University of Agriculture library, Makurdi x-raying the type of readers' services provided. The study revealed unsuitability of services provided. Conclusively, the services were unsuitable and unsatisfactory to users. By implication, users were unsatisfied with services provided.

On the contrary, a study by Edem, Ani and Ocheibi (2009) on shelve arrangement revealed that library users from University of Calabar satisfactorily search, identify, locate and select library materials for their studies and research works than users from University of Uyo. Implying that books shelves in University of Calabar were well arranged and shelf-read to serve readers accurately and timely. However, the extent to which library resources are arranged on books shelves greatly impacts the provision of accurate and timely information services to users. This is because good books shelving arrangements in libraries enable patrons to easily see titles and retrieve them from books shelves. Books shelving and shelf-reading significantly enhance libraries efficiency and effectiveness to serve users.

Books shelving in libraries facilitates patrons and staff browsing, accessibility and usability of library materials. Backlogs of unshelved materials cause delay in timely library services delivery, because patrons must wait for unshelved materials to be shelved at different locations, before they can use those materials. Furthermore, Edem, Ani and Ocheibi (2009) study revealed that organisations and utilisation of information in different types of libraries facilitate the provision of quality services. According to them, if resources are unorganised in the library, they hinder readers' ability to utilise the resources for learning and research. Without proper books shelves arrangement in university libraries, the search for information resources will result in time wastage and frustration. However, the extent to which library resources are arranged on books shelves and shelf-read, saves the time of library users (Edem, Ani & Ocheibi, 2009).

In Haliso and Aina (2012) view, universities that offer quality services satisfy users' information needs. On the other hand, Iwhiwhu (2012) stated that bad quality services on the part of librarians, cause difficulties to achieve library goals and objectives. However,

according to the researcher, the poor quality services can be caused by several factors in work environments. These factors are, poor lightings and illumination in work areas, nonchalant attitudes of library personnel towards books shelving and shelf-reading, etcetera. If lightings in libraries are poor or lacking, the library work areas will be dark and stuffy, causing inefficiency on the part of library personnel, thereby affecting job performance negatively. The researcher further stated that, the provision of adequate lightings in work environments determine and significantly enhance performance of library personnel in universities.

For performance of personnel to receive a boost, staff development for personnel, conducive work environments, with stable power supply, natural daylights and functional Internet services, among others, should be given priority. With staff development and favourable work environments, personnel can apply acquired job knowledge, skills, abilities to perform their jobs. Moreover, in Readers' Services Department, stable power supply, natural daylights help library personnel to walk around the library checking books spines for call marks of consulted books used by readers for library statistics (Use statistics, Loan statistics and Reserved books statistics). Furthermore, records (book cards) of charged and discharged books (loan transactions) from open shelves are filed in record trays, while discharged books (returned borrowed books) are sent to open books shelves. Lighting help personnel to serve users who want library materials from opened, reserved books and reference shelves, including other sections of the library. Apart from lightings and illumination, if attention is payed to other personnel needs, their performance would improve for better.

Ventilations, fans and air conditioners, made available in different work areas in university libraries, remove dust from books, books shelves, furniture, and even stale air harmful to the health of library personnel. These optimised tasks performance of librarians including other library personnel more than those who work in work environments with little or no ventilation, fans and air conditioners (Taiwo, 2010; Babalola, 2013). On the other hand, ventilations in the library protect the health of library personnel and the office. Lack of ventilation in libraries causes harm to health, while availability of ventilations protects the health of library personnel against unpleasant odours, irritating pollutants, and dangerous gases like carbon monoxide. Ventilation means fresh air that dilutes or removes stale air. In

addition, suitable well-fitted operated ventilation systems prevent the appearance of dust, mould and mildew on library materials that might cause or aggravate allergic reactions and lung problems, for example, asthma. This, therefore, implies that library personnel need quality fresh air in their work environments to prevent health problems that decrease tasks performance.

The researcher stated that quality air in work environments reduce high temperature in work areas hampering tasks activities of library personnel. The World Health Organisation (2017) and Al-Omari and Okasheh (2017) suggested that good quality indoor air is vital to health than indoor air pollutants that cause health hazards, such as, asthma and allergic reactions, chemical poisoning and some types of cancer, and so on. Nevertheless, Kamarulzaman, Saleh, Hashim, Hashim and Abdul-Ghani (2011), WHO (2017) and Al-Omari and Okasheh (2017) stated that air pollution levels are higher indoors than outside, since workers utilised most of their time inside their office building. Many studies documented the effects of exposure to particulate matter on health (WHO, 2017). Moreover, as personnel spend more work time inside their offices, indoor air pollutants can be a bigger health risks than outdoor air pollutants thereby influencing their well-being and performance.

A study by Shikdar and Sawaqed (2003) affirmed that environmental composite has a significant relationship towards the health, facilities and performance. Taiwo (2010) study on work environment in Lagos, reported in Babalola (2013), emphasised that, personnel prefer to work in physical environments that are largely comfortable and not hazardous to their health. In library work environments, for instance, exposure to dangerous substances can have effects on the health and safety of library personnel. Hazardous substances in libraries, for example, dust from books, old newspapers, books shelves, furniture, fumes from generators, among others, come from variety of sources that can affect the health of library personnel diminishing tasks performance. However, standard health facilities, as well as ventilated work rooms help to protect the well-being of workers against job hazards. There should be ways to reduce these substances until the risks are eliminated. There should be hazard allowance package for library personnel exposed to hazardous substances to boost their morale to put in their best on the job.

Hazard allowance is a kind of job motivation welfare package given to workers to ensure that they devote their time on the job (Eghe, 2011). Much attention should be given to

library physical work environment to remove air pollutions that can lead to low performance of personnel. Furthermore, Al-Omari and Okasheh (2017) study showed connections between physical work environment and performance of personnel. Their studies further showed workers satisfaction in connection to specific features in their work environments. Important features, such as ventilations, lightings, access to natural lightings and acoustic environments contribute to personnel workspaces satisfaction and performance in the work environment. Similarly, good office design with good convenience and running water encourage personnel to happily and conveniently do their jobs and these significantly increase their performance.

Other changes and personnel needs that increase productivities in the work environment, according to Hawthorne Theory (1924-32) are, sustainability of clean work stations, cleaning obstacle floors, and even relocating work stations. In the same vein, some situations, for example, clean work environments, running water, lightings, colouring, security and music influence work environment (Al-Omari & Okasheh, 2017). Essentially, library personnel need a fine ecology (Ndagana, 2007), as well as clean environments (Sakir & Fajonyomi, 2007) to perform their jobs. Fine ecology enhances outputs of workers. Reitz (2005) affirmed the essentiality of effective pest management. Sakir and Fajonyomi (2007) study in Borno State, Nigeria, considered clean work environment of workers as part of incentive packages in achieving effectiveness in organisations. Clean, decent and appealing work environment have great impact on the mood and performance of personnel. No personnel like working in dirty and unhygienic work environments. Library personnel are likely to perform better if their physical work environments are favourable.

Researchers' studies indicate that noise can affect tasks performance. Quality outputs are never produce in noisy and chaotic environments. Library personnel are required to perform their functions in a calm and stress free work environment, be in touch with their inner thoughts, as well as consciousness, to bring out the best in them. However, the work environment should be a noiseless zone because of librarians' intellectual tasks (brain work). The university work environment should be free from noise and other forms of distractions which may adversely affect concentration and tasks performance of personnel. Work environment without distractions help personnel to focus on what they do best. Library personnel in cataloguing section of the Technical Services Department, need noise at low

levels for concentration (Kamarulzaman et al., 2011). Likewise, library users reading in the university library, equally need noise at low levels for concentration.

Notably, exposure to noise, for example, according to Vischer (2007) has bad effect on sense of hearing, which may cause health problems and low performance of employees. Zelenski, Murphy and Jenkins (2008) stated that a comfortable and good work environment increase right thinking, art of innovation and ability to work well. This is in line with the World Health Organisation (2013); the European Commission (2013) and Al-Omari and Okasheh (2017) assertions that, low level noise is not necessarily dangerous to health, but, the long continuing loud noise can cause serious health effects connected to the human endocrine system and by the brain, such as cardiovascular diseases, insomnia, annoyance (a feeling of discomfort affecting general well-being), hearing damage, cognitive impairment and mental health problems. Al-Omari and Okasheh (2017) affirmed that, exposure to noise affects complex jobs, not in straight forward jobs.

Effects of exposing the health and well-being of personnel to loud noise put burden on health care systems which cause substantial depreciation of real-estate value and low productivity of personnel. Generally, sound is present in some form in all areas of human occupations. Frequent loud sound, could be described as "unwanted sound". Sound, however, is not considered "unwanted" as it always conveys sense of liveliness in an area. Noise, according to European Commission (2013), come from within and outside, such include: noise cause by people talking on phones, loud music, television, as well as some other outdoor activities which include: machinery sound from transportation (the engine or exhaust), and aerodynamic sound (aerodynamics and aircraft sound) cause by the compression and friction in the air around the vessel during motion.

Industrial and recreational sounds generate by multitude of different sources and processes have effects on personnel. Eyo, Ogar and Afebende (2013) further stated that noise in work environment can come from vehicles around and near the library environment, from heels of staff' and users' shoes, cellular phones inside and outside the library by staff and library users. Noise condition in libraries, according to Kamarulzama et al. (2011), affects the work concentration and productivity of staff. Naharuddin and Sadegi (2013) asserted that noise in work environment causes discomfort on personnel, and thus reduces the productivity of library personnel. However, application of technological facilities to tasks in university

libraries also determines and enhances performance. A good work environment with technological facilities increases tasks performance of personnel. Lack of technologies in libraries, therefore, leads to the provision of poor quality services and low performance (Uhegbu, 2007).

The modern work environment is a workplace where personnel utilise the right infrastructures available to perform tasks efficiently and at the right time. Information and communication technologies integrated into library services create new services environment pushing conventional boundaries much farther, as well as calculated risks and opportunities. The emergence of 21st Century Information and Communication Technologies has really changed the nature of library services (Akintunde, 2004; Haliso, 2007; Issa, 2010; Ochogwu, 2016). This fulfilled the long dream of librarianship and goals of providing services anytime and anywhere (Eyo, Nkanu & Nkebem, 2011). For increased job outputs of library personnel, the importance of functional infrastructure and technologies, such as stable power supply, computers, Internet services and network deserve serious attention. However, even though the librarian's office is connected to Internet, when perennial network problems occur or Internet is disabled, jobs perform by librarians and other library personnel would be badly affected (Haliso, 2007; Babalola, 2013).

The technological work environment composes of work environment whereby work tools, equipment, technological infrastructure and other physical or technical elements are being utilised to do jobs (Babalola, 2013). Technological work environment has to do with the systematic method whereby scientific knowledge is applied to practical tasks, for instance, tasks done in libraries. These library tasks include: collection development, cataloguing and classification, administration, circulation, indexing, abstracting, serials control, reference service, among others. This is supported by Chandrasekar (2011) statement that the most important aspect in the work itself has to do with connection or relationship between the work, workplace and work tools.

To handle change, library personnel are expected to be adaptable and apply knowledge to new practices. However, according to Vischer (2007; Chandrasekar (2011); Nnamani and Ajagu (2014), technological work environment leads to increase in performance. The application of technologies in libraries helps to bring back library users who have left the library, due to discontent and frustration as a result of the traditional library

services delivery. If library personnel in reference section of the library are equipped with job skills in the use of different ICT facilities by management in addition to constant power supply, complemented by adequate funds, they can use such opportunity to do extra work in the library, enabling university libraries succeed in their mission (Afolabi & Abidoye, 2012). Tasks activities of personnel without utilising the right 21st Century tools can diminish.

Moreover, reference services have moved from traditional services of hard copies to electronic services (Madu, 2008; Madu, 2010). Now, modern reference services involve the use of fax, e-mail and Internet. The Reference librarian can use ICT facilities, such as Internet, computers and printers to download and also print the downloaded materials. A reference librarian can use electronic mail to seek answer to reference questions for a user. Inter-library loan and cooperation can be facilitated with the use of electronic mail. The librarian with users' e-mails, can answer users' enquiries very fast and get feedback as well. One e-mail message can be sent to one person as well as multiple sites as cheaply, quickly and easily as possible.

A study reported in Haliso (2007) investigated six university libraries on e-mail use, found that 35% libraries indicated full access of e-mail facility and complete use by librarians. According to the findings, the use of e-mail is tremendous in supporting librarians to do their work. According to Mabawonku (2017), accessing the Internet is a significant gain from ICT era in this age with changes in methods of procedure in information gathering, storage, retrieval and dissemination. Mphidi (2004), cited in Haliso (2007) opined that accessing the Internet and World Wide Web through the use of ICTs enhance performance of academic librarians. Reference librarian having computers and Internet can access databases, for instance, Ebsco Hosts, Hinari, ERIC, Agora, among others and download electronic materials with ease to meet the demands of library users.

Aba and Idoko (2016) stated that through ICT use, access to various information and knowledge sources is very possible, simple and easy, independent of time, place and subject discipline. With technologies and stable electricity in libraries, a librarian can access information materials, inputs information in the computer system, access addresses of vendors with ease. Furthermore, Ottong (2014) stated that library bibliographic records, for example, book titles, vendors' addresses, and so on, can better be easily stored and retrieved. Similarly, Badaru and John (2012) and Eyo and Nkanu (2015) asserted that the use of web

has altered library procedure in acquisitions, collection development and reference services delivery. Use of web through ICT technique, has very much simplified acquisition work. Placing of order, checking duplication of materials, checking prices, among others, are done very effectively.

Online bookshoping and publishers' websites save librarians' time to do other jobs. Booksellers' invoices and receipts can be downloaded from the websites avoiding postal delay and making services faster. Acquisition librarians, having computers, Internet connectivity and constant power supply can relate with vendors, do books selections online, place order and receive receipts from vendors. Librarians can keep library users inform about new arrivals. Acquisition librarians, can relate easily and closely with Heads of departments or Deans of faculties for submission of lists of books from their departments/faculties to the library without visiting the Deans and departments/faculties. To access information from databases of other information providers, according to Babalola (2013), librarians need equipment and stable power supply. This is because most online information materials and databases utilise equipment that function through the powering of electronic currents, before they can be accessed and harnessed for use.

Stable electricity supply and Internet connection in librarian's office, very much ease accessing and downloading of relevant electronic materials. The librarian in-charge of e-library, using Internet connectivity, software, computers and other ICT facilities can access databases (open access) downloading information in different textbooks and journals from different disciplines, to complement available hard copies in the library, especially, during accreditation where limited funds are made available to purchase them. In addition, the use of software is very essential in libraries to drive the computer hardware. Any computer that lacks software is likened to a library without books nor librarians (Issa, 2010). This saves time and enhances jobs perform by such librarian too. Nevertheless, modern libraries and librarians need a conducive work environment and ICT facilities for maximal performance to achieve library set goals.

Work environment of library personnel should be motivational factors that strongly have bearings supporting personnel to attain effective tasks activities. The environment which library personnel work is a key success factor for any organisation, including the library. However, if conditions put in place in the work environment are not suitable for

optimal performance, jobs perform by library personnel would not be optimal. It, therefore, shows that work environment that is properly improved upon is a very strong determinant of tasks performance. That is to say that, if library personnel are provided with good lightings, adequate ICT facilities, good ventilation systems, adequate workspaces, among others, these help to enhance performance and reduce discomfort associated with low level job activities. It is, therefore, imperative for federal and state governments to take cognisance of these factors and explore ways to improve and upgrade infrastructural facilities and provide more conducive work environment to enhance performance of library personnel in public universities in the South-south, Nigeria.

2.8 Staff development and job performance of library personnel in universities

Staff development is essential to develop library personnel, especially, in the area of information services delivery. Library personnel play important role by performing different activities within and outside the organisation.They need to build their capacity to cope with the current technological and organisational changes taking place in university libraries. So every organisation should give adequate attention to the improvement of personnel for the achievement of more effective outcomes. Also, make them efficient to survive in the competitive world of work. Many studies revealed that larger percentage of respondents agreed that staff development programmes enhance job performance. Staff development, according toSaputri, Lorensa, Asriani and Zainurossalamia Za (2020), play important role to improve employee performance and higher quality human resources.Staff development and training have positive and significant effects on employee performance by 44.7%. In the same vein, results of Mamy, Shabbir, Hasan (2020) study indicate that training has effect on the performance of employees.

Staff development has direct relationship with performance of personnel. The more the personnel are developed, the more efficient their level of tasksperformance would be. The more improve higher quality human resources they would also be. Personnel in libraries need to build their capacity to deliver quality services to users in their work environments. They need continuous training and capacity building to deliver expected services to users (Eyo, Ogar & Afebende, 2013). Importantly, the changing work environment of 21st Century has necessitated library personnel to develop new job skills for enhance performance. University

librarians, therefore, need to acquire professional education that will sustain their search skills and abilities, facilitate the exploitation of contents of their libraries' collection regardless of the medium in which that contents are acquired and stored (Nkanu, Ebaye & Iyishu, 2011). Adequate dissemination of information to users at good time, using right procedures are effective when staff development for library personnel is regularly organised.

Critical assessments of librarians' traditional and modern job descriptions by Nkanu, et al., (2011) showed necessities for staff development for the exploration of information environment for optimum utilisation. It is important for every library personnel to possess the ability to store, locate, retrieve and use information from relevant sources, through staff development practices. If librarians want to successfully contend with challenges of the 21st Century technologies, the most important requirements for them and other library personnel, are acquisitions of necessary job skills and competencies that would assist them to locate and access relevant information. These, help them to know how to locate, process, store, retrieve and utilise huge amount of information. Therefore, implying that, they have to learn and know more than they knew before. Undoubtedly, well developed and trained personnel are more efficient in library services delivery than those who never had such training experience.

Hence, library personnel in universities in Nigeria are adjudged to be developed when they have acquired abilities to comfortably handle with passion paper and electronic information resources, navigating World-Wide-Web searching for desired information materials. Staff development is universal requirements in library profession for all library personnel, particularly, librarians, to keep up with rapid changes and maintain professionalism (Pan & Hovde, 2010; Cooke, 2012; Babalola, 2013). Staff development, affirmed by Cooke (2012) is a requirement to practice library profession, not an option. Staff development does not only improve job knowledge and skills necessary for competent performance, but, also improves values and attitudes necessary for the service orientation in a profession. Staff development and continuous training is more or less a lifelong process whereby individual is exposed to changes all the time. Staff development is a lifelong learning for library personnel since they always find and handle information resources needed for their tasks performance.

Staff development refers to the systematic ongoing methods by which job knowledge, skills, competencies and experiences of library personnel are widened, deepened and updated

for modern library and information services provision. The purpose of staff development practices in university libraries in Nigeria is to improve job knowledge, skills, efficiencies forpersonnel performance. After successful completions of staff development practices, such as, job rotation, according to Faegri Dyba and Dingsoyr (2010), employees' would have abilities to solve job problems, improve on job sharing and understanding, enhance team work efficiencies and abilities to avail promotion opportunities. However, Ezeani (2016) averred that many innovative programmes such as in-house training, seminars, symposia, on-the-job training, job rotation can keep libraries alive, vibrant and help staff to constantly learn new skills. The above assertions support Cobblah and van der Walt (2017) findings which established that majority of library staff respondents indicated that staff development programmes had contributed to their job performance for effective library and information services in the universities in Ghana.

Every university library in the world, now use technologies in their in-house activities to provide quick and quality services to their users, enhancing efficiencies and productivities. Unfortunately, Fadehan and Ali (2010), cited in Gbaje (2016) stated that academic and research libraries in Nigeria lagged behind in library automation as a result of inadequate information and communication technology (ICT) and skilled library staff. Moreover, with emergence of ICTs, personnel are expected to develop themselves to face future challenges in their work environments. Library personnel are expected to continually train and re-train to upgrade their ICT skills and job skills. Staff development that enhance performance of library personnel should be given top priority. Personnel should also be encouraged and supported to develop themselves. Adanu (2007) stressed the need for librarians to engage in continuing professional development activities in view of changes that have been introduced into library profession in the information and communication technology (ICT) era. He further stated that learning new skills is mandatory for librarians if they are not going to be sidetracked in the era of change.

However, Ochogwu (2016) stated that the ultimate aims for personnel continuing education are to bring about changes and improve library and information services delivery to patrons. Library personnel are expected to continually expand their job knowledge and skills to keep up with the rate of change. Senyah (2012) and Bamgbose (2014) asserted that no matter the size, the outlook, as well as abundant collections of the library, if personnel are

not properly developed, equipped and motivated, through staff development practices to do jobs, the library cannot achieve its set goals. However, good educational background without continuous improvement on the job, is grossly inadequate and can adversely affect tasks perform by library personnel. Apparently, staff development for library personnel is indispensable tool of transforming them and library services to enviable standards of meeting increasing level of users' demands in university libraries in Nigeria. Staff development, by Ukwuoma and Akanwa (2008) assertion especially, in this information technology era is very paramount.

Akintunde (2004) also supports that staff development initiatives contribute enormously to job performance of library workers. Although, staff development practices are very important, they also need to conform to organisational needs, so as to fill existing gaps in what personnel know, do not know and what they are expected to know. In Chatterjee (2009) view, nothing is permanent in the digital age which has been described as age of change. Furthermore, the information that is available on the Internet now may be removed the next moment. Library personnel need to undergo constant and continuous training on new methods of information handling, collation and dissemination in libraries of today and future (tomorrow). They are supposed to be kept abreast of all these changes. They are supposed to be knowledgeable about current trends in the information world. It is only then, that they could render quality library services to library patrons, faculty members and other members in the university community.

Staff development practices for library personnel, are not an end in itself, the expectations are beneficial to personnel, who would utilise the acquired job knowledge and skills to serve library end users, including lecturers and students (Manda, 2005; Ochogwu, 2016). The objectives of any organisation could be attained through staff development, if the job knowledge and skills of their personnel are updated. Staff development practices focused on maintaining and improving current jobs and developing job skills for future jobs (Owusu-Acheaw, 2007; Babalola, 2013). Staff development prepare personnel who received them for some tasks. Moreover, for quality services delivery and enhance tasks performance, staff development for library personnel should be taken seriously. According to Banta (2008), staff development practices are methods put in place by organisations to help employees

possess necessary job knowledge and skills for efficient and effective tasks performance and responsibilities in organisations.

Staff development is training and re-training for personnel. Staff development is education and continuous training for library personnel to acquire job skills, broaden and deepen these skills to increase efficiencies and improve competencies in tasks performance. Oyovwe-Tinuoye and Adogbeji (2013) added that training programmes for personnel served as useful tools to upgrade personnel intellects and job skills for enhance performance. Staff development practices, according to Adeniji (2011), are important programmes used to promote workers in organisations. Oyovwe-Tinuoye and Adogbeji (2013) defined staff development as methods used to develop employees' job knowledge, skills and attitudes needed to meet organisations goals. It relates to acquisition of new skills and ideas in specific area of knowledge which enables library personnel to carry out their routine duties effectively.

Babalola (2013) described staff development as welfare cum job motivational strategies that could be used tactfully to stimulate happiness of workers, boost job morale and maximise tasks performance. Adanu (2007) and Ahiauzu (2008) described staff training programmes, as systems used to maintain, improve and broaden necessary personal qualities for the execution of professional and technical duties throughout one's working life. Staff development practices are training used by organisations to improve job knowledge, skills, behaviours or attitudes of employees to enable them contribute to goals achievement of organisations. These improve employees' job skills to do their jobs more efficiently and effectively. The right education, training and development programmes for personnel increase performance, effectiveness, job knowledge, loyalty, and general contributions to the development of organisations.

Staff development, with the advent of ICTs in this 21st Century, assist library personnel to efficiently apply emerging ICT-based technologies to deliver quality library and information services. Staff development is very necessary now, more than before, to contend with the changing needs and expectations of 21st Century due to changes in information systems, services and infrastructure (Nkanu, et al, 2011). It also improves job prospects and achievement of certain career objectives. Janine and Majal (2012) affirmed that informal or practical training equip library employees with more job skills to provide efficient customers'

services. Uwem (2003) stated that library workforces are required to develop job knowledge, skills and competencies of emerging media to provide information services to its numerous users. Opoku (2009) opined that well-grounded personnel at all levels of jobs promote good library reputation and its services.

Obukohwo (2015) examination of types of staff development activities practiced in Australian libraries, found a strategic commitment to staff development. According to Obukohwo (2015) study, majority of libraries had formal organised staff development practices and policies. Kataila (2005) carried out an investigation on effectiveness of staff development policies and programmes in the South Africa university library, and stated that the main purpose of staff development programmes was to contribute to continuous learning process and facilitate change that challenge the staff. Mohammed (2010) study of library staff capacity building in selected special libraries in Ekiti State, found that different methods were employed in libraries for the purpose of capacity building, these were conferences, seminars, workshops, spending time in developed countries libraries for the purpose of skills acquisitions, library school courses, on-the-job training, classroom lecture methods, consultants and special training, in-service training and non-credit earning short courses.

Furthermore, staff capacity building enhances tasks performance by upgrading human intellects and skills for productive employment. Mbagwu and Nwachukwu (2010) examined benefits and effects of staff development programmes to professional and para-professional staff in Federal University of Technology, Library, Owerri. Their findings showed affirmation of majority of respondents that, after undergoing training, their tasks activities were above average. It, therefore, applied that, development and training personnel enhance their tasks performance. In the same vein, Adomi and Famola (2012) findings on development and training of fifty cataloguers in National Library of Nigeria, Abuja, showed improvement of library staff in quality services delivery and enhancement of job satisfaction and becoming competent. However, this showed that a relationship existed between staff development and jobs perform by library personnel.

Similarly, Eyo, Afebende and Nkanu (2018) study revealed that, staff development for librarians through education and continuous training enhance performance of library personnel in their libraries. This statement supported their respondents' opinions that, 60 (95.2%) respondents strongly agreed that formal education enhance their tasks performance,

60 (95.2%) respondents indicated improvement in job knowledge and skills, understanding and utilisation of work tools, through coaching and mentoring, as well as continuous attendance at workshops, 57 (90.5%) indicated their abilities and effectiveness in supervision of staff on the job, 50 (79.4%) agreed that they were competent and also acquire modern job skills to carry out library functions, among others. Furthermore, Obukohwo (2015) asserted that internal training programmes helped non-professionals staff to understand library procedures and to provide improve and quality services in academic libraries.

Kataila (2005) viewed that on-the-job staff development imparts knowledge to effectively perform specific jobs, teaches job skills which translates knowledge into action and provides abilities and confidence needed to get jobs done. Obukohwo (2015) stated that successful and flexible informal development programmes, such as, in-house presentations and meetings were utilised for training and updating reference staff in University of Minnesota's Biomedical Library. Obukohwo (2015) stated that all types of libraries routinely practice on-the-job staff development focusing on job knowledge and skills needed by library personnel to perform their various jobs. It is aimed to improve job skills, efficiencies and performance of tasks by personnel. Afolabi (2014) asserted that on-the-job development practices help to develop occupational skills needed to manage organisations, to fully understand the organisation's products and services, how they were developed and carried out.

All staff development practices help personnel to be current with new job skills and develop themselves in their field. It, therefore, followed that, staff who continuously undergo development and training would be committed to do quality jobs. However, Adeleke and Olorunsola (2007) asserted that education, training and retraining are very important and must be of serious concern to personnel. They also counseled the assumption that, basic professional trainings acquired by library and information practitioners equipped them for life. The basic training does not equip them for life, they still need regular training themselves to possess the requirement for jobs. Staff development focused on providing job knowledge, skills and abilities that are specific to tasks or jobs (Iwu, 2011). Consequently, library personnel would be proactive in maintaining up to date their levels of expertise. Equipping library personnel through staff development, they will not be mere librarians, para-professionals and library assistants, but will possess the necessary job knowledge, skills

and competencies. Their tasks performance effectiveness, efficiencies and outputs will improve.

Not having educated, well trained and motivated librarians, para-professionals and library assistants, the university programme will be ill prepared to satisfy needs of clienteles or challenges that universities as institutions of higher education faced (Noor, 2014). Babalola (2013) argued on expediency to educate and train personnel to acquire new skills, accommodate modern and latest development in library profession, especially in the application of computer to provide library services. This, however, means that, for library personnel to work and accomplish set goals in libraries, they need constant training and development to sustain, nurture independent and confident spirit to perform different functions in libraries. Inadequate development and training of personnel as well as work experience impede tasks activities of personnel.

The twenty-first Century personnel working in organisations, including libraries and information centres, according to Mohammed (2010), require education, training, job knowledge, skills, ideas, work experiences, information and enlightenment to contend with challenges of the time now, more than ever before. He further stated that, personnel continuous improvement in job knowledge, work experiences, formal education, information, ideas, job skills acquisition as well as positive development in attitudes, behaviours, performance and productivities, eventually make them better employees possessing stronger feeling of self-satisfaction and fulfillment about their work and assurance of ensuring the achievement of the objectives, goals and mission of their employers and themselves in their workplaces. Continuous exposure of library personnel to relevant staff development practices cannot be undervalued.

Tiamiyu (2003) emphasised that notable organisations like UNESCO and IFLA in their various workshops and seminars, discussed the importance of training information professionals. However, developed and trained personnel will not be called local champion, outdated or irrelevant to the current system. Staff development practices provide learners with necessary job knowledge and skills needed to perform duties to serve patrons. Staff development greatly influences recipients by bringing about effectiveness in the staff of organisations, for example, university libraries. Staff development, basically involves skill acquisition. Azino (2014) asserted that the library situation is no exception, because

professionally, competent personnel are required to provide services in libraries to meet demands of the academic community. This is developmental step for new ideas that can build up the library.

Librarians as managers of libraries need development in all areas of library management to avoid out-datedness or being old fashioned. However, it is indispensable for librarians to understand theories of library practices and how to apply them to book selections, acquisition, cataloguing and classification processes, charging and discharging procedures, care and use of library materials, maintenance of library records, bibliographic compilation, among others (Nkanu & Eyo, 2006).Nevertheless, the National Policy on Education (2004) supported these assertions stressing the importance of libraries as essential educational services in academic institutions, therefore, urging state ministry of education to provide funds for the training of library personnel for its services. However, Ogunsola (2004) therefore,opined that staff development enhances personnel to be much more productive. Olusegun (2012) affirmed that staff development practices significantly contribute to job performance inasmuch as trained and better equipped staff utilise the required job knowledge, skills and abilities to perform library services.

Within developed countries of the world, complete professional preparation is not possible in any formal educational setting for any profession. For personnel to attain maximum job performance, Aina (2004) stated that library personnel cannot completely acquire all required job skills needed to perform in libraries in the classroom. He further asserted that because of changes in the profession, possession of only formal certifications is not adequate for librarians to contend the challenges of modern library and information services delivery. Similarly, Babalola (2013) opined that, librarians with bachelor degree in library science should not rest on their oars but can still go back to school to obtain additional qualifications like master and doctorate degrees. In the same vein, Cook (2012) reiterated that approximate shelf life of a degree is valued for three years after which it declines. Therefore, for lack of expected competencies, abilities, skills, values, attitudes and knowledge among librarians to match with obvious challenges in the profession, librarians have no better option than to opt for development possibly on a continuous basis for professional update.

Results of studies by several authors reported in Cobblah and van der Walt (2017) have established that continuous educational programmes enable employees to acquire the knowledge that helps them to cope with the tasks of providing better information services to support teaching and learning. The findings of these studies showed that continuing education help library staff to build and update previously acquired knowledge, skills and attributes and contributing to better tasks performance, job satisfaction, decrease in turnover and further job advancement. Several authors have, however, established that effective staff training and development programmes have contributed toimproved tasks performance and higher productivity. Furthermore, Onyia and Aniogbolu (2011) carried out a study on the effects of training and development of library workers on their performance at Delta State Polytechnic Library, Nigeria. The findings showed that staff training and development provided by the organisation had contributed to a large extent to staff development on the job.

A planned staff development programme helps to equip library staff with new technological skills needed to enhance their performanceand prevent skills obsolescence. Another study conducted at the Kwame Nkrumah University of Science and Technology (KNUST), Ghana, revealed that staff development programmes benefited the KNUST library in thefollowing ways: they enabled staff to cope with modern technologies, new trends and current development and they broadened and widened staff knowledge and experiences, thus making staff more skilful and effective in the performance of their jobs. In another studyconducted in (KNUST) Ghana, the author argued that staff development flourishes in an atmosphere where professionals are adequately and sufficiently motivated. A situation where staff development fails to motivate staff, because of the inability of the organisation toprovide resources and materials which the professionals need to do their work, invariably leads to frustration.There is the need to train future personnel in university libraries in Nigeria to meet future job requirements.

In another development, a study carried out by Dawo, Simatwa-Enose and Okwatch (2012) to evaluate the effects of staff development practices on performance in some selected universities in Kenya, established that staff development practices alone did not contribute significantly to performance. The authors suggested that staffdevelopment practices were supported with other human resource management/development strategies such as reward,

promotion, salary increase, and other motivation strategies to engineer staff interest for improve performance.

Staff development helps library personnel to update their job knowledge for professional competencies (Eze, 2012). Unless librarians update their knowledge through professional development, they will not be aware of so many changes that might have occurred since they left school, and this might significantly affect the level of their performance. Nevertheless, staff training is undertaken merely after the professional certification had been achieved, with intent to sustain competencies, acquire new job skills and meet professional standards of practice. It is a way of engaging in education pursuits with the goal to keep job knowledge and skills up-to-date to practice one's profession. Staff development for library personnel can be an important part of keeping relevant staff professional skills, job knowledge and work experience up to date. These also improve job prospects and help to achieve certain career objectives.

Staff development should be taken seriously by librarians themselves and academic libraries in Nigeria as employers, because, according to Enang (2004), trained manpower for productive services is a requisite for complex and scientific nature of library operations, hence the justification for staff development for librarians and other library personnel in university libraries. It is, however, crucial for organisations to compete favourably with their peers by paying attention to staff development with the ever changing work environment. Organisations that take cognisance of personnel' overall development, apart from job-related training, help to build more efficient, motivated and productive workforce (Singh, 2015). Staff development and training jointly work together to provide appropriate job skills, knowledge to employees and help them use these for organisations' benefits as well as their own advancement.

Staff development concentrated on the building of job knowledge, skills, work experiences and prepare personnel to be receptive and accept new jobs responsibilities and challenges. Qualified library personnel, for instance, can take over leadership, such as Head of University Library, Head of Technical Services Department or Readers' Services Department the moment older personnel give up office or reduce their roles in the organisation. Staff development is the process of acquiring additional qualifications, getting job knowledge, skills and expertise in personnel field of work. Staff development practices

imparted job skills, acquire practical experience and help library personnel to ably handle job problems with high expertise through performance (Fortino, 2012). Staff development and training can change the way personnel perform their jobs to established standards through acquisition of new job knowledge, skills and attitude.

These allow personnel to make better operational efficiency, increase customer satisfaction, reach higher standards, accept challenges, improve on-the-job performance, and the possibilities for personnel to work confidently and effectively. Long term staff development and training practices, readily prepare personnel for progression opportunities, reduce high turnover of personnel, increase morale and bring in changes and new inventions (Duggan, 2017). On the other hand, studies carried out by Mabawonku (2005), showed that information professionals are expected to be very versatile and capable of performing creditably well in all kinds of information handling jobs. She stated opinions as well as expressed reservations of many heads of libraries and information centres about capabilities of graduates of Nigerian library schools in job markets. Some opined that many fresh graduates have to be tutored on how to perform many basic professional tasks which library schools should have taught.

According to her, training should give graduates a good foundation in the information field as well as providing practical experience that contributes positively to their future career. However, Saharan (2013) asserted that learning through active participation help employees develop critical competencies to complete important library tasks. Furthermore, she asserted that, participatory learning had also been used to select, assess, and unfold stars and high-potential employees to new job knowledge, skills, experience, and competencies levels. Moreover, for library goals and objectives to be accomplished, Nigerian university library systems cannot allow the desired qualities of job knowledge expected from their personnel to be lost. Their human resources must be developed with necessary job skills and broaden their job knowledge to perform effectively on the job (Adanu, 2007; Ahiauzu, 2008; Amoor, 2008).

Ajidahun (2007) claimed that training (education), especially of library and information professionals, plays an inestimable role in personnel development and performance. It is, therefore, true that, staff training enhances tasks performance. Furthermore, employees' educational background must be relevant to the profession and job

roles for enhance performance. However, it shows that, there is a significant relationship between staff development and jobs perform by library personnel in universities. Staff development transforms the life, develop transferable knowledge and capabilities. ALA (2004) emphasised on continuous professional development which brings in them competencies. Working with useful skills and learning new skills build confidence and forms positive attitudes. It is, however, deduced from this assertion that, possession of appropriate job skills significantly relates to performance of library personnel.

Personnel development and tasks performance are tied together. A well trained librarians or para-professionals or library assistants possessing relevant job skills perform far better than those who do not have training. Nkebem (2016) suggested that human resources development enable them to keep up with current trends in the profession as well as perform well on the job. He further stressed that, when they are trained, the teaching and learning resources are better selected, acquired and organised for effective utilisation by staff, lecturers and students. Adeniji and Onasote (2006) finding on training programmes for workers in two Nigerian university libraries, showed various manpower development programmes, such as off-the-job and on-the-job training, as well as internal training programmes enhancing personnel on the job.

Furthermore, Olorunsola and Bamijoko (2005) study on staff opinions on job rotation at the University of Ilorin Library, generally, reported positive idea of job rotation. They suggested that, library managers should indicate a possible approach that can be used when considering the introduction of job rotation in the library. Reitz (2005) stated that those who participated in job rotation reported that, voluntary experience can provide a broader perspective on the profession, clarify job contents and processes leading to improvements in procedures and collections, enhance capacity to cope with change, provide networking opportunities, and renew commitment. Thus staff development help library personnel to move toward their career goal. A study also reported in Ivwighreghweta et al. (2013) revealed that job rotation provides organisation overview, encourages interdepartmental co-operation, brings fresh viewpoints to otherwise stagnant sections of the library and it promotes flexibility. Moreover, individuals' interaction among people in the library gets increased and they perform different tasks.

Job rotation practices are beneficial to employers as well as employees (Ivwighreghweta et al. 2013). Faegri, Dyba and Dingsoyr (2010) asserted that successful job rotation practices for personnel, improves their capabilities to handle job problems, share job knowledge, enhancement of team work efficiencies and opportunities for personnel to avail promotion. Undergoing job rotation in university libraries, according to Heathfield (2012), cited in Ivwighreghweta et. al. (2013), library personnel can gain job knowledge and skills by learning different jobs that require new job skills and different responsibilities; exposure to new challenges, enjoyment of opportunities to expand job knowledge, accomplishments, reach, impact, and potentially influence different aspects of organisations as well as learn about different facets of the library and how tasks or job functions are accomplished in different departments and sections. These built up organisational knowledge and abilities of library personnel to get things quickly done.

Significantly, library personnel who avail rotation opportunities get experience more quickly than others who do not. Therefore, if library personnel get more rotation opportunities, then, it is easy to train them to become specialists. It is the researcher's opinion that regular and long exposure of library personnel at workplaces allow personnel to accumulate job knowledge and skills that make them competent to perform their jobs. The longer the exposure of personnel on the job, the more experience the personnel would be on the job, the more the skill levels will improve and their performance also highly improve. Experienced personnel in any organisation build up required knowledge and skills, and also, bring in diverse knowledge that enable innovation and performance. This is applicable to library personnel. Hence job rotation is a good tool for career development.

Odunewu (2005) pointed out that, on-the-job training referred to crucial and challenging tasks identified with the future goals of many organisations. Odunewu (2005) observed that organisations prefer employees who perform to expectations, by achieving their goals and objectives. A situation report was also presented in Obukohwo (2015), of intensive job training received during practical library routine jobs by librarians in non-management cadre of Ghana Library Board, the personnel were dedicated, disciplined and hard working. This showed that, development practices for personnel, irrespective of their status and level, can improve on-the-job knowledge and skills, as well as job functions of personnel in libraries. University libraries, however, would adequately function if personnel

possess appropriate intellectual quality, job knowledge, skills, supported by first-class professional training from standard library schools.

This corroborates Eyo, Nkanu and Ogar (2013) assertions that, librarians do not belong to a profession that is for the faint hearted; for those who are terrified to cause changes; for those lacking in intellectual stimulation; for those who are unwilling to commit themselves to continue in self-education, but, for those who are leaders, educators and researchers. Staff development and training, according to Lawal (2010), equip staff on-the-job skills supported by education they received. Azino (2014) emphasised that staff development practices are geared towards improvement of performance with ultimate aim to achieve set goals of organisations. He further asserted that, for this to be effective, it is very important for library management to know the different methods involved in the training processes to achieve maximum results.

Khoo (2011) advised on organisation of conferences, continuing education programmes and information sharing sessions by library associations, to help library professionals develop necessary competencies as well as obtain advice and assistance from fellow professionals to contribute effectively in the new job era. The researcher supported the above statement asserting that, information sharing sessions as well as coaching and mentoring should be encouraged in university libraries to help new entrants and upcoming professionals in library profession. It is, therefore, of great importance, if staff development and training for personnel cut across all departments of the library. This is because, no department operates without the other. Moreover, with technical nature of some departments, emphasis should be on some departments than others.

These departments, according toAzino (2014) include: administrative department; technical department – cataloguing and classification units, bindery units and collection development unit; readers' services department; audio visual unit – knowledge of computer to ease the storage and retrieval of information and enabling the rendering of internal services; to have the knowledge of inter-library loan. The researcher buttressed that, activities in technical services department, for example, require special training, a good understanding of those activities and full knowledge of utilisation of work tools to carry out most of its services to accomplish library's set goals. Because, in cataloguing and classification processes, not adhering to rules is regarded as ineffectiveness. In the process, personnel learn

to perform the right jobs at the right time, within the established rules and principles governing specific activities. By so doing, Okozor and Obidike (2014) stated that quality assurance in quality library services delivery through standards of practice of the profession will be maintained and followed strictly.

To further buttress the statement, a study by Naharuddin and Sadegi (2013) revealed that to have a standard performance and perform jobs on tract, employers have to monitor and supervise their employees to improve their performance. Closed supervision of tasks given to library personnel in university libraries should be given serious attention for quality services. All staff development practices enhance job performance (Ajidahun, 2007; Babaita, 2010; Babalola, 2013). In the same vein, according to Hawthorne Effect Theory of Elton Mayor (1949), researchers hypothesised that the real reasons for enhance performance were as a result of the workers choosing their coworkers, working as groups, receiving special treatment and having sympathetic supervisors. As such, workers become working teams, giving themselves wholeheartedly and spontaneously to cooperation in tasks performance.

Emphatically, the researcher stated that, if young librarians, para-professionals and library assistants work with experienced librarians, the interactions among them stimulate individual involvement in tasks, offering opportunities for criticisms, sharing of discoveries and providing pressure to do good jobs which invariably translated to higher performance. Library personnel under normal circumstances, willingly, will be more committed and dedicated to do their jobs since they are the key to sustainable library services in organisations. Moreover, whenever library services are evaluated, library personnel are indirectly evaluated. Therefore, efficient and dynamic personnel translate library objectives into reality. Nevertheless, if librarians and other library personnel possess necessary job skills essential for jobs at hand, they will discharge their duties as expected.

In addition, Ibrahim (2004) suggested adequate information for professional members on current happenings in their profession. Demand for new skills, new innovations, practices, potentialities of new and old technologies, utilisation of current and emerging technologies to be communicated to them immediately. He further suggested the provision of the following services: Current Awareness Services (CAS) such as: career information – this relates to information on job opportunities, recruitment agencies, among others. Librarians should periodically give priority to full details services, job offers, including jobs not formally

advertised, with contract and permanent opportunities; talk shows – this is a situation whereby members of the profession are invited from time to time to give a talk on certain aspects of the profession, for example, their experiences, difficulties and solutions; news group; exhibition could be provided. New inventions, products, literature, and so on, can be shown to members during exhibition.

A study by Bamidele, Omeluzor, Imam and Amadi (2013) on the training of library assistants revealed effectiveness in services delivery of library assistants, provision of adequate user satisfaction, increase outputs, improve work quality, among others. Vega and Connel (2009) noted that conferences are requisite for librarians' career advancement in universities. Through conferences, librarians build up and updated themselves in the profession. On the other hand, Oyovwe-Tinuoye and Adogbeji (2013) findings revealed that 28 (100%) respondents agreed that staff development, through conferences and seminars motivate staff to perform their jobs better. 28 (100%) further agreed that conference attendance help to improve duties assigned to staff. This implied that, staff development, through conferences and seminars equipped library personnel for better tasks performance. It is, therefore, imperative to regularly improve job skills of personnel, particularly, attendance at conferences, seminars and workshops within and outside university libraries (Senyah, 2012).

In the same vein, a study carried out by Oyovwe-Tinuoye and Adogbeji (2013) on staff development in overseas, revealed 28 (100%) respondents indicating they had not been opportuned to attend conferences overseas. This showed limitations of staff development to local experiences. Supporting the above statement, 70% respondents in Bamidele et al. (2013) findings also indicated they had not attended workshops and seminars. It, therefore, showed that staff were not adequately equip with needed training that supposed to enhance their efficiencies for quality performance. Staff need to involve themselves in staff development locally and internationally for higher tasks performance. Staff development practices in Nigerian university libraries, help to solve various manpower problems militating against quality tasks performance.

A study conducted by Adomi and Nwalo (2003) showed Library and Information Science professionals suggestions that, regular attendance of relevant conferences and workshops had been means of continual updating of job knowledge and skills of LIS

practitioners. This in turn, enhance tasks performance of personnel. This is development-adding value to what already exist (Eke, 2011). Furthermore, Eke (2011), citing Adomi, Alakpodia and Akporhonor (2006) in her survey study on patterns of conference attendance among LIS professionals in Nigeria, revealed that, respondents attendance at various conferences keep them up-to-date with developments in their profession; majority of respondents indicating that they learnt new occurrences in the profession as well as updated on existing job knowledge. Attendance at conferences improve performance of personnel in organisations.

Babalola (2013) considered various motivations for undertaking continuing professional development to include: career advancement, role satisfaction, creativity and innovation, changing culture and technology. Irrespective of academic institutions or work environment, staff of all cadre deserve some level of improvements on their educational development to enhance their performance and leadership dispositions (Eyo & Nkanu, 2009). Staff development opportunities enable personnel to contribute more competently in the work of libraries (Obukohwo, 2015). In essence, in a good library system, staff development, training and retraining should be continuous practices to update and expose personnel to innovations and changes occuring in the library world. However, this help personnel to understand why they operate certain library procedures and to solve problems that may arise if they make mistakes. Changing work environments, such as, university libraries, compel library personnel to acquaint and be more competent in utilising all types of print and electronic information materials in library services delivery.

The library and personnel are expected to change due to demands of library users. Staff development and training in any academic library, particularly, university libraries, according to Azino (2014), refer to various methods used in getting employees acquire needed job skills or knowledge for tasks performance. In university libraries, every personnel need to be trained and retrained. The essence of staff development is to improve upon services enhanced through acquisition of job knowledge and skills. Furthermore, Nkem (2009) study on the relationship between in-service training and librarians' performance in eleven Nigerian university libraries, indicated a significant relationship between in-service training and performance. In addition, Oyovwe-Tinuoye and Adogbeji (2013) study of staff development in College of Education Library, Warri, showed 18 (64.3%) respondents

agreeing that in-service training improves staff skills and up-dates them in recent development that occurred in their area of specialisation.

Furthermore, the study of Saka and Haruna (2013) on staff development in relation to performance in selected academic libraries in University of Maiduguri, using 30 staff as sample size, showed a significant relationship between education and performance and also a high correlation between training programme and performance. Moreover, it is expedient for library personnel to up-date themselves through staff development practices to ensure adequate and effective service delivery in university libraries in Nigeria. Ng and Feldman (2009) study the effects of the level of education on performance. Their findings showed a positive relationship between education and core tasks performance, creativity and citizenship behaviours, but, negative relationship to on-the-job substance use and absenteeism. However, Obukohwo (2015) contended that good educational background for reference librarians without continuous improvement on the job in form of training is grossly inadequate.

Staff development provides job skills that enable staff members to effectively perform jobs. Oyewole (2013) opined that very little research had been carried out to directly examine the relationship between educational level and performance over the past two decades. Furthermore, Huitt (2004) claimed that cognitive abilities, which includes knowledge gained through education, has a strong correlation with performance. Ajidahun (2007) indicated a significant relationship existing between employees' educational background and performance. Mamy, Shabbir, and Hasan (2020) study found that strong relationship exists between employee training and development with employees' performance. The result of Saputri, Lorensa, Asriani and Zainurossalamia Za (2020) study revealed that training and development significantly influence employee performance simultaneously.Training also has direct relationship with the employees' performance.

For instance, medicine, librarianship, and engineering professions require high cognitive abilities for good performance. As such, it is opined that, education should have direct relevance with performance of employees in jobs requiring high cognitive abilities. It is for this reason that people in these professions employ staff to fill job vacancies based on their academic qualifications believing that this enhance their performance. However, performance of personnel is determined by many variables, some of which are job

knowledge, skills, resources and education. Tasks performance of library personnel is also determined by more than efforts. Employees who put in more efforts with higher abilities to perform jobs attain higher performance than employees with less efforts and abilities.

Staff development and efforts lead to higher performance when personnel clearly, unambiguously and comfortably understood the roles, as effort is importantly channeled into job activities or tasks. Adomi and Nwalo (2003) stated that the profession of library and information science is service oriented and required continuous updating of job knowledge and skills for effective performance. They further opined that continuous development of academic staff is very crucial to roles performance and important component of ongoing librarian education. Haliso (2007) opined that librarians must be flexible and versatile in the knowledge of ICTs. Academic librarians in universities in Nigeria, need to undergo training to possess the required skills to utilise ICTs effectively. If they are not well trained and equipped on how to use the available ICTs, it will be difficult to predict good performance.

Libraries, as collection of texts, are already challenged by the proliferation of media (print and electronic resources). Omotola (2008) stated that people no longer content with books in print with the ever changing world where migration from print to electronic (online) is now the in-house things. Library collections have moved from old media of books, magazines, newspapers, journals to electronic media like e-books, e-journals and CD-ROMs. As such, university libraries do not acquire only print materials but also electronic materials. Librarians need exposure and acquaintance with these resources to serve their patrons efficiently and effectively (Oyewusi & Oyeboade, 2009; Adeyoyin, 2011; Ottong, 2014). As methods of communication change, the procedure, skills and expertise that libraries and librarians need to manage them change as well (CLIR, 2008). Notably, modern technologies have changed library services. The integration of information and communication technologies in libraries has changed the nature of work in libraries.

Ashcroft (2004) stated that emerging technologies are challenging information professionals to acquire new skills to fit into new work environments. Moreover, a well-trained librarian possessing ICT skills perform far better than one who has not had ICT training. According to American Library Association (ALA) (2004), developing information professionals continuously are major factors to acquire necessary ICT skills. If academic library personnel want to achieve set goals and objectives, Ahmed and Yaseen (2009) opined

that modern technologies are fundamental to improve the understanding, as well as develop various kinds of professional skills, job knowledge and competencies of personnel. Job skills such as: reading and study skills, materials selection skills, skills to catalogue and classify information materials, communication skills to interact among managers, colleagues, subordinates, as well as users, skills to apply and utilise information and communication technologies (ICTs), abstracting and indexing skills, among others. Staff development does not only enhance skills of personnel, but makes personnel realise their worth in the organisation.

Obviously, a study by Adomi and Famola (2012) revealed that most cataloguers need computing skills, Internet search skills and skills for use of electronic tools for cataloguing. They asserted that, in university libraries, the work environment of technical services has changed rapidly for a variety of economic and technological reasons. Personnel supports and encouragement derived from attractive and conducive workplaces, positively determine opportunities to improve on their job skills to increase their level of performance. Al-Omari and Okasheh (2017) stated that lots of aspects such as: motivation, work environment and leadership influence employees' performance in organisations. This, according to Azino (2014) enhances their performance in carrying out library services, most especially, in this era of information and communication technologies (ICTs) applications in university libraries.

However, majority of library personnel who had traditional skills, need ICT skills which complement traditional skills. Haliso (2007) warned that librarians of the 21st Century must be IT literate. Ezeani and Ekere (2009) advised librarians to reinterpret traditional library skills and explore new ways of applying these skills to work, through effective use of information and communication technologies variously defined by scholars. Ogunsola (2005) and Aba and Idoko (2016) emphasised that librarians should re-educate themselves as information managers, to sift information, filter invalid information that abounds in many websites, facilitate human-machine interaction, so as to hold their share in the race. In essence, there is need for librarians to possess skills that make them useful in this age of technology, referring to the 21st Century.

Bamidele et al. (2013) and Obukohwo (2015) posited that, possession of computer skills, generally, are requisite for library work, and as well increases the level of librarians,

para-professionals and library assistants job knowledge in all areas of services to troubleshoot and assist library users. Modern professionals of library and information science, according to Aina (2004), are expected to be knowledgeable in library automation, networking, Internet surfing, database management, processing software, statistical software, among others. Now, library functions provided manually by librarians, as well as services delivery, are better and faster provided through the use of ICT resources. By implication, in computer-based libraries, librarians require computer literacy and competencies in computer applications in areas of networking, Internet searching, creation of websites, among others to interact meaningfully with patrons.

A report from South Africa, cited in Haliso (2007) showed that for academic librarians to effectively perform their duties, they need to have good knowledge in the use of computers, computer efficiency, knowledge in word processing, spreadsheet, construction and management of databases, on-line searching and retrieval, CD-ROM services, electronic current awareness service, automatic indexing and abstracting, digitisation of texts, library automation, telecommunications, selection of hardware and software, facsimile transmission, electronic document delivery, among others. However, for effective utilisation of information and communication technologies in performance of library personnel, library softwares are needed to drive the systems. According to Issa (2010), utilisation of software in libraries without computers is likened to libraries without books nor librarians.

Quality personnel development help them perform quality jobs. Afolabi (2014) distinguished several common development and training practices required by organisations to include: technical training, computer training, communication training, and organisational development, career development, supervisory development and management development. Librarians and other library personnel, according to Eyo et al. (2013), require the following information literacy skills in their work environment: tool literacy skills, resources literacy skills, research literacy skills, social-structural literacy skills, publishing literacy skills, emerging technology literacy skills and critical literacy skills. In the same vein, Ugwuanyi and Ejikeme (2011) stated that librarians require some job skills different from the traditional librarianship skills of acquisition, organisation, dissemination and preservation of library materials.

Okoro (2007) stated two main types of competencies required by personnel. Firstly: professional competencies relating to librarians' knowledge in information resources, information access, technology, management, research, as well as abilities to use these knowledge as a basis for providing library and information services; and the second competencies required by personnel are personal competencies which are set of skills, attitudes and values that enable librarians to work efficiently; to be good communicators; focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; and surviving in the new world of work with ICTs. Furthermore, Khoo (2011) enumerated some skills librarians require to include: formal traditional librarianship skills of acquisition, cataloguing, reference and information skills and value added skills which include: research skills and skills in synthesising and packaging of information.

Personnel need transferable skills which are generic and also cutting across disciplines, especially skills in communication management, leadership, teaching and training, and teamwork. Library personnel, particularly, librarians, need technical skills acquired from education, training and work experience. Aba and Idoko (2016) stated that the future library and information science professionals need to be equipped with wide range of personal and transferable skills to manage the changing work environment at their workplaces. In the same vein, the skill in information technology makes librarians proactive. Librarians possessions of interpersonal and management skills make them more effective managers of networked resources and services.

For developing personnel in Nigerian universities, they are expected to be greatly responsible for their own development, showing willingness to improve themselves, demonstrating enthusiasm in recognising their shortcomings and willingness to improve themselves in working as well as learning inside and outside the library environment, in active participation in team work, in reading of, writing, in general areas, professional literature and in positive contributions to staff meetings, seeking and utilising available opportunities both within and outside the library. Even if the institution nominates employee for a course, the staff member concerned must draw the institution's attention to such opportunities. In other words, the employee must take the initiative, believing that learning is a continuous process throughout one's life and not just a cut-and-dried "meal ticket (Ifidon & Ifidon, 2007; Bamidele et al., 2013).

Furthermore, different authors noted that responsibilities of continuing professional education have been placed on practitioners, academic institutions, employers, government agencies, professional associations among others. In the same vein, Obukohwo (2015) stated that human resources development (HRD) is not optional but a strategic obligatory to personnel, organisations and nations. Developing personnel is important way of changing their life styles, because refusing to be updated, one becomes outdated (Azino, 2014). Librarians are currently expected to carry out library operations by providing resources and services with Information and Communication Technologies which are also changing rapidly. According to Adeyinka (2011), librarians are expected to be current to be able to attain effective services delivery.

By Ezeani and Ekere's (2009) observations, librarians have to be versatile in utilising information and communication technologies to promote variety and building basis for continuous innovative learning. Ezeani (2010) stated that, knowledge of computers and their applications no doubt revolutionalise entire library services delivery to patrons. In order to have developed, trained and competent personnel, as well as improve jobs perform by personnel, staff development practices should be a continuous one (Iwu, 2011). Tiamiyu (2003) emphasised that information professionals need continuous learning and mastering of new technologies on the job, on a regular basis, at the risk of becoming dinosaurs in their useful times. They need to continuously expose to new technologies, regularly updating in the profession and having greater control over information resources (Odini, 2006).

Omekwu (2006) supports the need for a paradigm shift from traditional information handling methodologies to technological platforms. Speirs (2006) confirmed librarians' awareness that the digital age has significantly changed their roles in the world. Hence, library personnel need training and retraining to maximally exploit the immense benefits accruing to the profession through proper application of IT. Akintunde (2006), therefore, urged librarians to routinely undergo compulsory retraining to contend with the unfolding exigencies of the technological age, while preempting technological obsolescence.

The ICT revolution has completely swept through the library world. Library services have felt the effects and are also enriched by the enormous benefits of this revolution. Information and communication technologies (ICTs) have greatly impacted the field of library profession. African libraries, the Nigerian libraries in particular, cannot afford to be

behind. They must constantly awake to new circumstances, needs, opportunities and challenges. Nowadays, libraries are not mere repositories of books and other print materials. According to Issa (2010), the emergence of technology has brought about electronic services, like the Internet and computerised subscriptions that made their presence felt in present age libraries. An advantage to libraries in this age of costs cutting and staff reductions.

Moreover, the roles of librarians have changed in how they perform their jobs, and they also need to embrace the new trends and evolutions reflecting these developments to translate the objectives of the library into reality. Functions and jobs perform by technical services department in modern academic libraries, have been transformed from traditional services to electronic evolution of cataloguing and classification of information materials online and creating databases of these materials for accessibility, irrespective of numbers of people using the databases. Various library services, housekeeping routines and informational retrieval, such as ordering, acquisition, cataloguing, circulation and serials control, stocktaking or inventory, accessioning, can be done and stored with the use of computers (Issa, 2010; Ottong, 2014). Computers are also used in library operations to charge, discharge, reserve a book, calculate overdue fines, serials control, prepare statistical reports of transactions, and so on.

Okoli (2005) advised today librarians to be conversant with computer technology as a means of answering reference question with such ICT facilities, like computer hardware and software, printers, scanners, CD-ROM, electronic mails, electronic bulletin boards, electronic publishing and teleconferencing, among others. Khalid (2007) discussed the use of library networks in resource sharing, centralised cataloguing processing, circulation, reference and time sharing. It is, therefore, expedient for library personnel to improve on their performance with application and utilisation of computer in their workplaces. While recognising these changes, the ALA (2010) stated the importance and indispensability of cataloguers in the electronic era for original cataloguing of unique, esoteric materials as well as provision of organisation for emerging electronic formats.

To buttress these points, Rana (2009) stated that, information and communication technology holds the key to success of modernising library and information services. Technical services, such as cataloguing has evolved as the trend toward re-engineering the basic structure of library organisation gains momentum. Not only the resources catalogued

have constantly changed, the tools also used for the exercise have equally changed. Cataloguers are not required to catalogue only book prints but also electronic resources with the use of electronic tools for cataloguing. Similarly, wooden boxes in libraries referred to as card catalogues, have long been replaced by open public access catalogue (OPAC), a computerised online catalogue of materials held in libraries that enable patrons using different terminals to search for the same information at the same time.

Omekwu (2008) also asserted that, through appropriate research, staff development and retraining, cataloguers will define the future, design new functions and delineate the pathway of the information forest. For cataloguers to be relevant, competent and able to effectively work in this ICT era, there is need for adequate continuous professional education and retraining to update their job knowledge, skills and competencies. Every cataloguer should be competent enough to perform their tasks effectively in the current global information work environment. Local job skills for performing jobs are inadequate for them. Moreover, target patrons of libraries need synchronous services, where the reference librarian gets closer to users and at the end gets feedbacks from patrons. New media technologies in libraries, such as mobile phones, GSM facilities, World Wide Web, Internet, etcetera, have tremendously improved services library personnel provided to different categories of library users (Mphidi, 2004; Fatoki, 2005).

Mobile phones can be used by technical services librarians to catalogue and classify materials online where there is no Internet connectivity in the library. The librarian can also use e-mail to order materials electronically. This facilitates and ensures prompt response and quick delivery of materials (Madu, 2008). The e-mail can be used to start the process of subscription of materials for the library. A reference librarian can use mobile phones and e-mail to seek answers to reference questions for users. Inter-library loan and cooperation can be facilitated with the use of e-mail. Library users can also use e-mail services in the library and information centers to send urgent messages and expect fast replies too. Madu (2008) affirmed that it remains the most widely used Internet resource. Availability of text facilities or Short Message Services on all mobile phones made it possible to create awareness about new arrivals.

In addition, another changes in 21st Century have impacted library services. Social media as important tools for communication and service delivery has emerged. Twenty-first

Century libraries now integrate institution repository and social media in their services (Ezeani & Igwesi, 2012; Mabawonku, 2017). Aba and Idoko (2016) asserted that this refers to collaboration to create user generated content and forming self organising communities with the use of digital media, such as Internet and mobile phones. Ezeani and Igwesi (2012) observed that with the high increase in utilisation of social media, such as Facebook, Myspace, Twitter and YouTube, it is inevitable for personnel to be familiar with the use of these tools to keep abreast with demands of sophisticated library users. Jain (2013) asserted that the purpose of designing social media is for collaboration, exchange of ideas and achieving commonly-shared goals. These facilitate closer relationship between libraries and users, building library's image and marketing of library products and services to users among others.

Habib (2006) referred to library web 2.0 as new adapted service models; methods and technologies to improve library services. Aba and Idoko (2016), citing Manness (2006), defined library web 2.0 as the application of interactive, collaboration and multi-media web-based technologies to web-based library services and collections for on-line library users. They further affirmed O'Shea (2008) statement that academic libraries use Really Simple Syndication or Rich Site Summary (RSS) Feeds for syndicating blog content (on web sites – including Facebook, into online courseware, etcetera), for creating OPML packages for library patrons, for subject guides, RSS feeds from the ILS, for new books feeds, search feeds, feeds of checked-out books and holds. However, the researcher observes that the use of social media in university libraries is very key for effective library services delivery, hence the compelling need to develop personnel in the use of social media to market and deliver library services to users in universities.

Unfortunately, several factors such as job knowledge, skills and attitudes influence employees' tasks performance (Al-Omari & Okasheh, 2017). A study by Nwalo and Kachollom (2013) revealed that most notable challenges faced by cataloguers is lack of skills as viewed by 67 (90.54%) of the sample. This followed in order of magnitude by lack of technical know-how as opined by 63 (85.14%), inadequate funding 59 (79.73%) and the least challenge of cataloguers in the hierarchy is social factor/computer phobia with only 33 (44.59%) of the sample. This scenario, undoubtedly, adversely affect performance of library personnel. However, lack of cataloguing skills, technical know-how and computer phobia

need to be taken seriously by librarians and library management, to position cataloguers to serve users' needs, this pertains to organisation of resources, through cataloguing.

Technical services which are specialist activities in librarianship require training for library personnel beyond cataloguing education in library schools and on-the-job training. Furthermore, a study carried out by Adeyoyin (2005) on literacy level of use of information and communication technology among professional librarians and para-professionals in Nigerian academic libraries on the basis of self-assessment, cited in Haliso (2007), showed that out of 268 professional librarians, 87 (apprx. 32%) indicated to be ICT literate; 181 (apprx. 68%) librarians were ICT illiterate. Out of 358 para-professionals, 28 (apprx. 8%) agreed to be ICT literate, while majority, 330 (apprx. 92%) were ICT illiterate. However, librarians' level of ICT illiteracy can be reduced through attending workshops, conferences and short-term and long-term ICT training.

Consequently, library schools have roles to play in this 21st Century in preparing librarians to be relevant in the changing tasks. Hashim and Mukhtar (2005) pointed out that library schools do not have much options but to develop the curriculum and programme of studies, taking account of changes and development that arised. Notably, Gulati (2006) acknowledged that Library and Information Science courses on regular basis should focus on training on IT applications in libraries. Khoo (2011) emphasised the need to reconsider Library and Information Science curriculum and teaching methods in library schools. It is apparent that the development of library personnel is indispensable tool of transforming them and library services to enviable standards of meeting increasing level of users' demands in Nigeria university libraries.

2.9   Theoretical framework

Many theories have been propounded by psychologists and scholars on personnel job performance. In the same light, librarians have tried to provide theories, laws and principles about the use and services in libraries. The following theories provide the framework for this study: Theories of Job Performance, Abraham Maslow's Hierarchy of Needs Theory and Hawthorne Effect Theory.

2.9.1   Theories of job performance

This is eight factor performance theory proposed by Campbell (1990) that attempts to capture dimensions of job performance existing across all jobs. Library personnel perform jobs captured in Campbell's theory. Jobs perform by library personnel are:

T*asks specific behaviours*include jobs individuals undertake as part of jobs. These are core tasks individuals were employed to do in the library which are not different from their job descriptions. Examples of tasks specific behaviours are, collection development (selection and ordering of information materials, claiming ordered materials on arrival by checking whether they are in good conditions, stamping and accessioning of library books), cataloguing and classification, readers' services (circulation service, charging and discharging, books shelving, shelf-reading, reference services, user education).

Non-tasks specific behavioursare jobs individuals undertake outside their job descriptions. Non-tasks specific behaviours undertaken by personnel include: the training of new staff member, coaching and mentoring on the job, among others.

Written and oral communication*:* these are parts of the acquired job skills and competencies for personnel to communicate with and among colleagues, subordinates and users. These are essential during promotion evaluation in workplaces. Personnel are as well expected to make formal oral and written presentations in the workplace.

Demonstrating effort*:* This factor reflects the commitment of personnel to perform their tasks. Personnel day to day performance can be evaluated in terms of their *effort*, and when there are extraordinary circumstances.

Maintaining personal discipline*:* This has to do with personal behaviour. Personnel are expected to be of good behaviour with, and among colleagues as well as subordinates in their

workplaces. They are expected to obey rules and regulations and policies of their workplace, avoiding the drink of alcohol in the workplace, etc.

Facilitation of peer and team performance: This is the degree with which people who work closely or interdependently help out their groups and colleagues to solve job problems. This is exhibited through a good role model, coaching less knowledgeable by knowledgeable personnel on the job, giving advice to solve job problems or helping to achieve group goals.

Supervisory or *leaderships*: Supervisory or leadership roles are components of many jobs.Personnel need to be supervised or be led on the job for improve and enhance outputs in organisations. Job performance of personnel that fit into the role expectations held by supervisors or jobs that meet supervisors' standards are rated by supervisors. It is the supervisors' responsibilities to met out rewards and punishments.

Managerial and Administrative Performance: Managerial and administrative roles are components of jobs in organisations.These components of jobs do not involve direct supervision. A *managerial performance* includes setting organisation goals, staffing, coordinating, budgeting, among others, responding to external stimuli to achieve organisation goals. In addition, a manager is charged with the responsibility to control human and material resources in organisation.

Other theories of job performance, similar to above theory, showed different types of behaviours making up and dividing job performance into dimensions. Theories of job performance,on the concept of maximal can do and typical will do performance was proposed by Schmitt, Cortina, Ingerick, Wiechmann (2001). There was a notion of two different major individual determinants of performance, that is, those who possess abilities, as well as willingness to carry out jobs. The typical can do individuals possess the cognitive capacity, high abilities and lower order abilities (e.g., less reasoning). In the same vein, the theory stated that, can do characteristics including work experience is what individuals bring to a job situation that certainly contributes to their competencies in job performance. Schmitt et al. (2001) further stressed that, their model on will do factor represents personality, integrity, that is, conscientiousness, desirability for achievement and integrity which are all motivational in nature.

Ability and willingness to do factors often interact to determine performance. It, therefore, means that, if personnel possess these characteristics they can do jobs and do well

on the job, but if these characteristics are lacking or low, their performance will be low. The ability to do and willingness to do jobs lead to declarative knowledge of doing jobs – the knowledge about facts and things, procedural knowledge or skills – the knowledge or job skills on how to perform jobs and what to do, as well as motivation, the combination of three choices - what to do, how much energy to expend on carrying out activities, and how long to continue expending energy on activities. It is, however, noteworthy, that the three factors are mediators and relate to individual difference-performance consistent with the Campbell, McCloy, Oppler and Sager (1993) Theory.

Library personnel who have job knowledge, skills, abilities, and work experience can do their jobs maximally to achieve organisations goals. This, therefore, implied that, without maximal abilities, skills, work experience, efforts, and willingness on the part of personnel to do jobs in Nigerian public universities, library personnel cannot perform jobs expected of them. Furthermore, another way to divide up performance, according to Schmitt et al. (2001), is the classification of performance into tasks performance, contextual behaviours and adaptive performance dimensions. The difference between tasks performance and contextual behaviour is consistent with jobs differentiating these two major dimensions of work behaviours conceptually and empirically (Aboyade, 2012; Oyewole, 2013).

Aboyade (2012) further divides up performance into tasks, contextual, citizenship and counterproductive behaviours. Whereas tasks performance describes obligatory behaviours, contextual behaviours do not fulfill specific aspects of required job roles. Citizenship behaviours contributes to goals of organisations through their effect on social and psychological conditions. Counterproductive behaviours are employees' intentional actions which circumvent the aims and aspirations of organisations. Tasks performance contribute to core technical jobs of the organisation. It is performance prescribe by formal job roles. These are jobs personnel were employed to do. These jobs in libraries include: collection development and acquisitions, cataloguing and classification, serials control, reference services, binding, user education, books shelving and shelf-reading, dissemination of information to users, managing human and material resources, among others.

Contextual performance behaviours contribute to organisations' culture and climate. It is aspects of performance outside personnel job descriptions, and this include: volunteering, putting in more efforts on the job, abiding by rules and procedures and

supporting organisations' goals, persisting with enthusiasm, assisting and cooperating with fellow colleagues to solve job problems, and so on. Contextual performance behaviours support the wider organisational, social, and psychological environment of the workplace. Aboyade (2012) further describes five categorisation of contextual performance as follows: voluntary tasks performance activities that are not formally part of jobs; but persistence with more enthusiasm to successfully complete tasks activities; assisting and supporting colleagues on the job; abiding by organisations rules and procedures, even though not convenient; and finally job commitment. Contextual performance is voluntary behavioural tendency. However, since this behaviour form the bedrock of tasks performance, it should be best practiced in university libraries.

Moreover, theories of job performance have been reviewed. The research work revolved around job performance of library personnel in Nigerian public universities. Therefore, since the crux of the research work revolves around job performance of library personnel, the theoretical framework to anchor the research dependent variable, therefore, is the Campbell (1990) and Schmitt, Cortina, Ingerick, Wiechmann (2001) Theory of job performance. Campbell (1990) Theory captures dimensions of job performance existing across all jobs including library jobs, while, Schmitt, Cortina, Ingerick, Wiechmann (2001) Theory of job performance is based on abilities and willingness to do jobs which interacts to determine performance. If these characteristics are lacking, job performance of personnel will be inadequate or low.

These theories are relevant to the study since jobs perform by library personnel in universities revolve around the different dimensions of works captured by Campbell (1990). However, job performance of library personnel includes: tasks performance, extra-role (non-tasks) performance, written and oral communication, supervisory, managerial and administrative performance, among others. On the other hand, Schmitt, Cortina, Ingerick, Wiechmann (2001) Theory also support the ability and willingness factors that interact to determine performance. Implying that, jobs perform by library personnel depend on their abilities and willingness to perform given jobs. Library personnel must, however, possess job knowledge, abilities, job competencies, as well as willingness so as to perform jobs well. If library personnel lack these characteristics, their performance will be low and library goals and objectives and that of parent institutions cannot be achieved.

2.9.2   Abraham Maslow's Hierarchy of Needs Theory

Abraham Maslow's Hierarchy of Needs Theory propounded by Abraham Maslow in (1943) was adapted by the researcher to anchor the independent variables (work environment staff development and personal variables). Abraham Maslow's Hierarchy of Needs Theory is a theory in psychology proposed by Abraham Maslow in his 1943 paper titled "A Theory of Human Motivation" in Psychological Review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The individual lower down needs in the hierarchy must be satisfied before individual higher up needs can be attended to. Jex and Britt (2008) opined that Abraham Maslow's theory specifically was not developed to explain behaviours in workplaces, but theorised that people will satisfy their lower level needs before meeting the higher level needs. Generally, all workers have basic needs to be met for tasks performance to happen. The more the needs are met the more workers perform jobs.

McLeod (2007) stated that the theory organised different levels of basic needs of workers. In this context, library personnel have basic jobs needs to be met for job performance to happen. Jobs needs of library personnel are in accordance with one of Maslow's first lower needs which is the shelter (building including workspaces) which is a very important need in the library work environment. The shelter is, however, the work environment where library personnel operate. Ifidon and Ifidon (2007) asserted that the Head Librarian cannot take any further step without looking into the issue of building which houses his staff, collections, furniture and equipment. They stated that staff need furniture, that is, writing desks and chairs while books shelves are required for accommodating the teaching, learning and research resources.

The work environment as well, need to be well ventilated, with good lightings (natural daylight and constant power supply) for illumination, technological facilities, modern furniture, acoustic control, workspaces which is spacious and flexible for free movement, storage and exposure of books and other teaching, learning and research resources. Work environments of personnel are excellent determinants of performance. Ogbonna and Okenyi (2014) posited that work environment is one of the important existing phenomenon in the organisation of Nigerian university libraries and other types of libraries.

If library personnel are made to work in conducive work environment, their performance would positively enhance. On other hand, when library personnel are put in congested office accommodations with little or no workspaces, nauseating physical surroundings, there is greater likelihood that their hard work and attendant performance would negatively be affected.

The next level of personnel need is safety. Personnel need to feel very safe and without outside harm in their work environment. The work environment need to be protected from roof leakages and rain splashes from windows. There should be no hazards, such as dust on books, on books shelves, or new or old books during books processing, or damaged materials that could fall on staff to cause injury, and so on. If they notice any harm, personnel will show negative attitude to work, this will affect their performance and inability to achieve the second level of need. Furthermore, para-professionals and library assistants in university libraries who run shift duties and close late in the night need protection. They need to be protected against harm and threats that may occur at close of work in their work environments.

The third level of Maslow's needs is social needs. Library personnel have feelings of belongingness and love. Library personnel, at this level, want to have a sense of belonging with people in and outside their work environments (Babalola, 2013). They need to be loved and accepted by their colleagues and employers. They want to identify with groups of co-workers they feel they could fit in. For example, they need to belong to associations, like The International Federation of Library Associations and Institutions (IFLA), African Library and Information Associations and Institutions (AFLIA), The Nigerian Library Association, Online Forum of the Nigerian Library Association, Cataloguing, Classification and Indexing Section of the Nigerian Library Association, Academic and Research Section of the Nigerian Library Association, among others.

In the fourth level of Maslow's Needs Theory (1943), library personnel have to face esteem needs. At this level, they want to be greatly esteemed through recognitions and achievements. Personnel who are respected giving importance to jobs they perform, definitely improve on their abilities and confidence to perform jobs. On the other hand, Abhishek (2016) asserted that employers of personnel mostly utilise the job knowledge and skills of their personnel, yet, refuse to promote them. He opined that promoted staff utilise

their job knowledge and skills effectively thereby attracting suitable and competent employees. This is a serious issue that abound in today university libraries. The researcher observed that before, this was obtainable without bottle necks in university libraries, but now, it is the opposite that is obtainable. There is bottle necks everywhere. No more promotion as it used to be.

A librarian with a master degree, for instance, cannot be promoted to senior cadre as senior librarian which would have been the peak or terminal cadre for the master degree holder, except the librarian submits additional qualification, which is doctorate degree, including the required number of publications. Such personnel with long years of work experience will only mark time waiting for her date of retirement. No personnel would be happy if their contributions and commitments to organisations are never acknowledged. No personnel would want to be associated with organisations that exploits and uses their talents without recognition, but ascribes the glory to another group of people. No personnel, also, would be happy when they feel that their talents are being under-utilised (under-employment), they might decide to look for maximally utilised (full) employment. But when personnel are made to understand that they are important in organisations they show happiness. Similarly, when they are made to realise that without their contributions, organisations goals cannot be achieved, their happiness equally increases.

Such acknowledgements can come in different forms: showering praises on personnel for doing good jobs, giving bonuses to deserving personnel, writing formal letters to praise the performing personnel, institutionalising acknowledgement programmes by giving award such as librarians, or para-professionals or library assistants of the month, librarians, or para-professionals or library assistants of the year, great achiever award, and award for long serving personnel, etcetera. All these serve as morale booster making personnel to willingly stay on the job as happy and satisfied workers. Moreover, such recognition most likely reduces personnel' turnover. Henman (2007) also emphasised the positive effect of using different strategies and demeanour to boost personnel morale, for example: applauding the good jobs done by personnel with positive words, exercising restraints, having patience with personnel and being sympathetic to personnel' feelings to get the best performance. According to Babalola (2013), library personnel who have been efficient on the job for a very

long period can win awards, such as "long serving officer", "librarian of the decade", among others. Such awards can influence their dedication and commitment to work.

Tasks performance of library personnel in Nigeria universities most likely enhance if library management do everything possible to spur them up to better performance. Generally, personnel are always happy when they are recognised for their achievements in the workplace. Personnel will be happy if library management take time to acknowledge their good jobs. If employers recognise personnel' hard work and achievement, this stimulates them for better performance, to develop competitive spirits to acquire job knowledge and skills for higher job levels; to retain competent and dependable personnel; and filling up job's vacant positions created during retirements; resignations or demise of personnel.

At the fifth stage, self-actualisation becomes important. At this level, personnel hope to fulfill their personal potentials and possibility to do jobs, seek to develop their competencies in leadership. Here, personnel make efforts to set certain job performance goals and to achieve them (Gorman, 2010). These personnel try hard to achieve their goals and progression in the organisation. They are devoted to their jobs and working hard to succeed. Personnel having these qualities demonstrate a strong desire to improve their job knowledge and feedback from their performance, often in the form of performance evaluation (Jex & Britt, 2008). At this level, for example, library personnel need serious development and training, particularly, acquisition of additional educational qualifications, capacity building, job rotation, in-house training, and many others, to acquire proficiencies and competencies to function. They can head libraries as well as become leaders. They can organise knowledge in libraries by cataloguing and classifying certain number of books within a period of time. They can participate in library management meetings or represent their boss in meetings.

Gorman (2010) opined that in the final level of the hierarchy, workers can be highly motivated through self-transcendence. At the final level of the hierarchy, they have, however, achieved many personal goals and are concerned about jobs interest and improvement of people around them (Gorman, 2010). Through motivation and assistance of those around them, they in turn have better sense of understanding and improvement of their personal work experience. At the final level, personnel can be very much anxious about jobs done by workers. For instance, good cataloguers and classifiers may engage themselves as cataloguing and classification educators. At this level, personnel can mentor or coach

unskilled personnel. With their wealth of work experience, they can further organise training programmes saving institutions the cost of employing outsiders to train staff or do some technical services jobs.

The adapted theory fitted into the study, in that, in a library setting, library personnel cannot perform their jobs in a vacuum. There are requirements to be met for performance to happen. Personnel need a shelter, safety, belongingness, recognition, self-actualisation, and self-transcendence to motivate them to perform their jobs in attainment of library goals and objectives. Without meeting these personnel needs in university libraries, parent institutions and library missions cannot be achieved. Library personnel, irrespective of favourable work environments, have other needs to be met, such as staff training and re-training, possession of personal variables, through staff development practices for library personnel to positively perform their jobs.

Well managed organisations do not look at capital investment, rather, the interest of personnel who are essential sources of their successes and improvements. Personnel should be seen as sources of quality productivity and outputs. Library personnel need motivation by their employers, by providing conducive work environments as well as effective staff development practices and basing deployments of library personnel for job roles on personal variables that will improve their performance and achievement of sets goals. The more their needs are met, the more personnel will be happy to perform jobs and also improve on their performance. Absence of all these, negatively reduces personnel concentration as well as causing a negative and low performance.

2.9.3   Hawthorne Effect Theory

Hawthorne Effect Theory, referred to observer effect, is a type of reactivity in which individuals in response to their awareness of being observed modify aspects of their behaviours. Elton Mayo (1880-1949) is among the foremost administrative thinkers of this new paradigm, and had enormous influence on the development of industrial sociology and psychology. Mayo is regarded as the father of human relations theory of organisations. The Hawthorne Effect Theory emerged out of a set of extended experiments in the Taylorian scientific management traditions, conducted by Elton Mayo, Fritz Roethlisberger and others at the Chicago Hawthorne Plant of Western Electric Company, from 1924 to 1932. These

deliberate planned experiments were aimed at studying workers' outputs. This experiment, carried out by the company itself, measured the impacts of different working conditions, for example, levels of lightings, payment systems and hours of work on employees' outputs.

Furthermore, on illumination studies, the Hawthorne Western Electric Works, Chicago cooperated with the National Research Council (NRC) to conduct series of test room studies to determine the relationship between illumination and workers' efficiencies. Importantly, their focus varies, recording the levels of illumination in test rooms with expectations that increase in lightings, increases productivities too. Another test rooms studies showed decrease in illumination, with correlational expectations of decrease in efficiencies. In the same vein, additional impetus for these tests was provided by the electric power industry with expectations to encourage the use of artificial lightings in place of natural light in industries. The Committee on Engineering Society of Illuminating Research cooperated with the NRC and supporting the tests. However, at the time of increase production in each test period, researchers looked forward to other factors, for instance, increase in supervision and a sense of competition that developed between the test and control groups.

Nevertheless, one discovery, concluded by the impressive team of industrial specialists and academics was lack of consistent correlation between lighting levels and productivity and outputs. The researchers were surprised at the unparticipated results. The National Research Council researchers concluded that other than just the lighting effects, variety of factors affect industrial outputs inasmuch as they continue to produce 7 million relays annually. The outputs under most changes showed a steady increase, implying that workers were responding not to the working conditions as such, but to, the attention devoted to them, in the experiment. The researchers concluded that variations in outputs were partly caused by the experiments themselves, and not by changing physical conditions or material rewards only. In addition, workers' special treatments required during the experimental participation convinced them that management had particular interests in them. This raised their morale leading to increase productivity.

In other words, in the context of organisations, although factors in work environment play major roles in determining workers' productivity and outputs, but attitudes of personnel who experienced these factors had greater significance. Naturally, this shows that, job

outputs of personnel can be enhanced without being monitored, as well as reward and incentives. In the same vein, according to Hawthorne Effect Theory (1924-32), researchers hypothesised that the choice of choosing co-coworkers, working in groups, giving special treatment and having sympathetic supervisors were reasons for increase in job performance outputs. Nevertheless, personnel working as teams, give themselves wholeheartedly and spontaneously to cooperatively perform jobs to achieve set goals. However, it is the researcher opinion that, irrespective of personnel educational background and status, friendly work environment creates atmosphere of love for one another, build each other up and esteem others. Experienced library professionals who encourage less experienced personnel, help build up young and upcoming librarians on the job to improve their job knowledge, skills, work experiences and hopefully advance their career without reference to qualifications.

However, this, therefore, shows that a significant relationship exists between social work environment and performance of library personnel in universities. This should be strongly encouraged. The Hawthorne Effect Theory is relevant in this study inasmuch as lightings and illuminations are very much essential in work environments, particularly, that of university libraries to increase performance of personnel. Absence of lightings and illuminations in work areas in university libraries decrease and disrupt performance. Lightings and illuminations in libraries help library personnel to see, concentrate, focus while carrying out their duties and responsibilities. Apart from lightings and illuminations in the work environment for increase performance, the social work environment, involving social interactions and relationships with peers, subordinates and managers, as well as users at workplaces is very essential to improve and enhance performance of library personnel in universities.

This, therefore, means that, the adequate lightings and illuminations of the work environment when combine with personnel collaboration and cordial relationship between colleagues, subordinates, supervisors and managers, personnel will work harder to achieve goals and objectives of organisations. Moreover, if adequate attention is payed to other personnel job needs these significantly improve performance of library personnel in universities.

2.10 Conceptual model

The proposed conceptual model for this study was designed by the researcher. From the conceptual model, it is clearthat there are relationships among the different components of the conceptual model. The relationships are so strong that one component part cannot be taken in isolation of the other component parts. The conceptual model is presented in Fig. 2.

Conceptual model

Independent variables

```
┌─────────────────────────────────┐
│       Work Environment          │
│                                 │
│  • Social - (Collaboration)     │
│                                 │
│  • Physical - (Lightings,       │
│    Ventilations,                │
│    Workspaces, ICT              │
│    facilities)                  │
└─────────────────────────────────┘
```

Dependent variable

```
┌─────────────────────────────────┐
│       Staff Development          │
│                                  │
│  • Formal - (Formal              │
│    education, Conferences,       │
│    Workshops, Seminars,          │
│    Outside training)             │
│                                  │
│  • Informal - (In-house          │
│    training, Assigning           │
│    responsibilities, On-the-     │
│    job training, Job rotation,   │
│    Coaching, Mentoring)          │
└──────────────────────────────────┘
```

```
┌─────────────────────────────────┐
│       Personal Variables         │
│                                  │
│  • Educational                   │
│    qualifications                │
│                                  │
│  • Job positions or ranks        │
│                                  │
│  • Work experience               │
│                                  │
│  • Job tenure                    │
└──────────────────────────────────┘
```

```
┌──────────────────────────────────┐
│   Job Performance of Library      │
│   Personnel in Public Universities│
│                                   │
│  • Technical performance          │
│    (Efficiency and Effectiveness) │
│                                   │
│  • Job knowledge                  │
│                                   │
│  • Job skills                     │
│                                   │
│  • Job outputs                    │
└───────────────────────────────────┘
```

Fig. 2.1   A self-constructed conceptual model

Every organisation relies upon personnel outputs and productivities for the growth of the organisation which is the aim of establishing the organisation. Institutions and organisations need to be beneficiaries of tasks perform by their employees. Personnel need motivation to put in efforts to achieve goals of organisations. Library personnel could serve as a significant factor in accomplishment and failure in various university libraries. The conceptual model shows three independent variables, these are, work environment, staff development and personal variables, all working together with their attendant sub components as factors that determine job performance of library personnel in public universities in the South-south, Nigeria. Thus, these three independent variables determine job performance, which is the dependent variable.

The work environment of library personnel in public universities if favourable with improvement in lightings, ventilations, workspaces, ICT facilities, as well as collaborations among friendly and accommodating colleagues help to improve the quality of jobs perform by library personnel. Moreover, when library personnel are exposed to staff development practices supported by their formal education, they are most likely to perform their jobs better. Similarly, possessions of personal variables (educational qualifications, job positions, work experience and job tenure) are very essential in the workplace for quality performance. It is believed that, library personnel who are educationally developed, trained and retrained are assets to organisations that employ them. Personnel with quality personal variables can perform higher and better than those with poor personal variables. These, significantly enhance their performance.

2.11   Appraisal of literature reviewed

Literature reviewed showed that the issue of job performance has received substantial attention of researchers within developed and developing countries, including Nigeria. It is evident from literature that scholars have shown keen interest in job performance in general but to a lesser degree, on the situation in Nigerian public universities. Literature showed that factors that determine job performance include conducive work environment, staff development and personal variables that improve quality job knowledge, skills, abilities and competencies of workers. Conducive work environment, staff development, personal variables (educational qualifications, job positions, work experience and job tenure) as well as appropriate utilisation of technologies are essential in workplaces to add value to jobs and to facilitate the quality of job performance. Literature also identified some other factors affecting personnel performance to include collaboration among colleagues, very warmly work environments, natural potentials of personnel and disposition of personnel to improve on the job.

Though literature showed that job performance is of much concern to scholars, however, a gap is created in literature on combined influence of work environment, staff development, personal variables and job performance in public universities in the South-south, Nigeria. This study is expected to bridge this gap.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter is concerned with the research design and procedures adopted to accomplish the research objectives. These are discussed under the following sub-headings:

3.2   Research design

3.3   Population of the study

3.4   Sampling technique and sample size

3.5   Data collection instrument

3.6   Validity and reliability of research instrument

3.7   Procedure for data collection

3.8   Methods of data analysis

3.9   Questionnaire administration and response rate

3.10   Ethical considerations for the study

3.2   Research design

The research design adopted in this study is the descriptive survey design of correlational type. The descriptive survey design describes a situation. Descriptive research, according to Ifidon and Ifidon (2007b), is the collection of data from members of a population in order to determine the current status of that population with respect to one or more variables. On the other hand, correlation relates to relationship between independent variables and dependent variables (Mustafa, 2012).

The descriptive survey design of correlational type fitted into this study in that this study conducted, involves the use of questionnaire to collect data from population that are dispersed, spreading over a wide geographical area in six states within the South-south, Nigeria and also determined the relationship between independent variables (work environment, staff development and personal variables) and dependent variable (job performance) in this study.

3.3   Population of the study

The population of this study consists of seven hundred and sixty-two(762)library personnel, notably, librarians, para-professionals and library assistants working in thirteen (13) public universities in the South-south, Nigeria. Thirteen (13) public universities were established within the South-south, Nigeria as at August 2017 when the study commenced. These are six (6) federal and seven (7) state public universities. Public universities within the South-south, Nigeria are universities established and funded by federal and state governments of Nigeria. The population of library personnel in public universities within the South-south, Nigeria was 762. The breakdown is as follows: librarians - 176, para-professionals - 294 and library assistants – 292. However, the population of library personnel in federal public universities was 467 whereas the population in state public universities is 295 as at August 2017 (Registry of the institutions and personal contacts). See appendices 3 and 4. The population of this study is shown in Table 3.1.

Table 3.1   Population of library personnel in public universities in the South-south, Nigeria

S/N	Name of Institution	Ownership	No. of Librarians	No. of Para-Professionals	No. of Library Assistants	Total
1	Federal University Otuoke, Bayelsa State	Federal	11	10	26	47
2	Federal University of Petroleum Resources, Effurun, Delta State	Federal	9	18	11	38
3	University of Benin, Benin City, Edo State	Federal	15	80	31	126
4	University of Calabar, Calabar, Cross River State	Federal	16	43	21	80
5	University of Port-Harcourt, Port-Harcourt, Rivers State	Federal	23	17	15	55
6	University of Uyo, Uyo, Akwa Ibom State	Federal	27	24	70	121
7	Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA	State	7	14	4	25
8	Ambrose Alli University, Ekpoma, Edo State	State	11	17	26	54
9	Cross River University of Technology, Calabar, Cross River State	State	10	13	10	33
10	Delta State University, Abraka	State	14	19	23	56
11	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State	State	5	4	8	17
12	Niger Delta University, Wilberforce Island, Bayelsa State	State	18	26	34	78
13	Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port-Harcourt	State	10	9	13	32
Total			**176**	**294**	**292**	**762**

Source: Registry of the institutions and Personal contacts, August, 2017

Table 3.1 shows the category of library personnel, notably, librarians, para-professionals and library assistants working in thirteen (13) public universities within the South-south, Nigeria. The population of library personnel working in public universities within the South-south, Nigeria was 762. The breakdown is as follows: librarians - 176, para-professionals - 294 and library assistants - 292. The population of library personnel in federal public universities was 467 while population in state public universities was 295.

The table further shows that federal and state governments are owners of public universities in the South-south, Nigeria. The 13 public universities within the South-south, Nigeria as presented in Table 3.1 were obtained from the 2017/18 Joint Admissions and Matriculations Board eBrochure (JAMB eBrochure). The figures were obtained from the Registry of the institutions and personal contacts with library personnel in various libraries. See appendices 3 and 4.

3.4   Sampling technique and sample size

This study adopted the enumeration technique to cover all 762 library personnel, notably librarians, para-professionals and library assistants in the entire 13 public universities within the South-south, Nigeria (Registry of the institutions and Personal contacts). This was because the population of library personnel used in the study was 762 and was not too large. This supported Bernard (2012) assertion that if a population of a study was not too large, the entire population should be used for the study. This was also adequate for the study.

3.5   Data collection instrument

Self-developed questionnaire was used for data collection. The questionnaire tagged: *Job Performance of Library Personnel in Public Universities (JPLPPU) Questionnaire* was divided into four sections, A, B, C, and D. The sections are hereby described.

Section A: Captured the demographic information of respondents. This contained the respondents' personal information, such as name of institution, type of institution, positions/ranks, work experience, job tenure in the library, work unit in the library, educational qualifications, among others. It contains eight questions.

Section B: This section measured the conduciveness of the work environment of library personnel. The work environment scale was developed by the reseacher for this research. It contained 25 items on work environment on four-point Likert-type scale ranging from i. Strongly Agree (SA) = 4; ii. Agree (A) = 3; iii. Disagree (D) = 2; to iv. Strongly Disagree (SD) = 1.

Section C: This section measured staff development for library personnel. The staff development scale was developed by the researcher for this research. It contained 15 relevant items on staff developmenton four-point Likert-type scale ranging from i. Strongly Agree (SA) = 4; ii. Agree (A) = 3; iii. Disagree (D) = 2; to iv. Strongly Disagree (SD) = 1.

Section D: This section measured job performance of library personnel. The job performance scale used for this research was adapted fromOyewole and Popoola (2013) job performance scale. It contained 20 items assessing the job performance of individual personnel judging from the perspective of the immediate boss of the respondents at work. Section D assessed the job performance of each library personnel directly responsible to Heads of sections in public university libraries. Heads of university libraries assessed Heads of sections in their libraries. The instrument had five points scale measuring levels of job performance by ticking($\sqrt{}$) any of the following responses: Excellent (Exc.) = 5; Very good (VG) = 4; Good (G) = 3; Fair = 2; and Poor (P) = 1. The scale could also be rated as follows: high, moderate and low. The reliability coefficient of the adapted job performance scale is 0.99.

3.6   Validity and reliability of research instrument

This study went through the face validity. Five copies of the measuring instruments were given to the thesis supervisor, experts in statistics and library and information science lecturers for face validity.Based on their comments and criticisms, the questionnaire was modified to suit the purpose.

The researcher ascertained the reliability of the instrument by administering 30 copies on Kenneth Dike library personnel, University of Ibadan in the South-west, Nigeria which was not included in the population of this study. To ascertain the content validity, a pre-test was conducted using Cronbach Alpha to analyse the data that was collected and the coefficient scale measuring each of the sections B, C, and D to consider whether it will be

suitable for the study. The instrument had the following reliability coefficient. 1. Work Environment Scale (r = 0.76); 2. Staff Development Scale (r = 0.75); and 3. Job Performance Scale (r = 0.83). This made the instrument of this study to be valid.

3.7   Data collection procedure

The researcher visited all the public university libraries involved in this study, for questionnaire administration and collection of data for this study, met with heads of libraries to explain the purpose of the visit and obtained permission to involve library personnel (librarians, para-professionals and library assistants) in the research. The researcher provided training on questionnaire administration to train six research assistants, this training helped them in assisting the researcher to administer, supervise and collect questionnaire from respondents in the thirteen public universities in the six states within the South-south, Nigeria. The collection of the questionnaire from respondents lasted for a period of three months.

3.8   Methods of data analysis

The data collected were coded and scored. For section A of the instrument, which is largely demographic information, simple statistics was used for the analysis. The study used the descriptive and inferential statistics in analysing data collected from the field.Descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer reseach questions 1 – 4. While, Pearson's Product Moment Correlation was used to test hypotheses 1 – 3.Multiple regression analysis was used for hypotheses 4 – 5. The analysis was done on computer with the use of Statistical Package for Social Sciences (SPSS) software. The research hypotheses were tested at 0.05 level of significance.

3.9   Questionnaire administration and response rate

Seven hundred and sixty-two (762) copies of questionnaire were administered to library personnel working in 13 public universities in the South-south, Nigeria, out of these, six hundred and sixty-six (666) copies were validly completed and retrieved for analysis, which accounted for 87.4% response rate, while 96 copies of the questionnaire were either

wrongly completed or not completed at all. The questionnaire distribution and response rate are presented in Table 3.2.

Table 3.2   Questionnaire administration and response rate

S/N	Name of institution	No. of questionnaire administered	No. of useful questionnaire returned	Response rate (%)
1	Federal University, Otuoke, Bayelsa State	47	46	97.9
2	Federal University of Petroleum Resources, Effurun, Delta State	38	30	78.9
3	University of Benin, Benin City, Edo State	126	116	92.0
4	University of Calabar, Calabar, Cross River State	80	75	93.8
5	University of Port-Harcourt, Port-Harcourt, Rivers States	55	46	83.6
6	University of Uyo, Uyo, Akwa Ibom State	121	93	76.9
7	Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA, Akwa Ibom State	25	23	92.0
8	Ambrose Alli University, Ekpoma, Edo State	54	50	92.6
9	Cross River University of Technology, Calabar, Cross River State	33	33	100
10	Delta State University, Abraka, Delta State	56	50	89.3
11	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State	17	16	94.1
12	Niger Delta University, Wilberforce Island, Bayelsa State	78	65	83.3
13	Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port-Harcourt, Rivers State	32	23	71.9
	Total	**762**	**666**	**87.4**

N = 666 (87.4%)

3.10   Ethical considerations for the study

The ethical considerations which guided the study are as follows:

Plagiarism: The originality of the work was ascertained by using Turninit software which recorded a 23% degree of plagiarism after the oral defence and the report attached in the Appendices. See appendix 6. The University of Ibadan manual of style was followed strictly to reference sources used for the work.

Confidentiality: Respondents (librarians, para-professionals and library assistants) were assured in the instrument used for the study that all information supplied will be confidential and used only for the research purpose. Therefore, names of respondents were not requested and their personal information were confidential.

Informed consent: Respondents were enlightened on the importance and outcome of the study and voluntarily complied without the use of force.

Falsification and Fabrication of data: Findings from the work were accurately reported avoiding every misrepresentations of data collected.

Risk concern: The crux of the study is on job performance of library personnel (librarians, para-professionals and library assistants) in public universities in the South-south, Nigeria. The respondents fully and happily participated in the research. Therefore, the study is risk free and the outcome more beneficial than the risks.

Beneficence: The respondents involved in the study welcomed and accepted the study affirming that the issues in the questionnaire addressed their situations. Furthermore, it helped them to evaluate their work environment and themselves on the job for better tasks performance. It is hoped that this study will fill the gap created in the literature in the field of library science on work environment, staff development, personal variables and job performance as well as improve library services delivery in public university libraries and elsewhere. The conceptual model of this study has also provided a framework that will enhance tasks performance of library personnel through better and improved work environment, staff development and personal variables in libraries in the study region and elsewhere. This study will stimulate further research study to improve tasks performanceof library personnel in other academic institutions in other geo-political zones in Nigeria.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results, interpretation and discussion of the study. The objective of the study was to investigate the relationship of work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria. To guide the order of presentation of results, the research questions and hypotheses were restated. Frequency counts, simple percentages, mean, standard deviation, Pearson's Product Moment Correlation and Multiple Regression were used for data analysis. Results were presented in charts, figures and tables. The chapter is presented under the following sub-headings:

4.2   Demographic information of respondents

4.3   Answers to the research questions

4.4   Test of hypotheses

4.5   Discussion of the findings

4.2 Demographic information of respondents

The demographic information of respondents comprised of name of institutions, type of public universities – federal and state public universities, category of library personnel in each university (librarians, para-professionals and library assistants), work unit - technical services department and readers' services department, job tenure, work experience in present workplace, years of previous experience and educational qualification of respondents. This is presented in Tables 4.1

Table 4.1   **Demographic informstion of respondents in public universities in the South-south,**

Nigeria

Name of institutions	Frequency	Percentages (%)
Federal University, Otuoke, Bayelsa State	46	6.9
Federal University of Petroleum Resources, Effurun, Delta State	30	4.5
University of Benin, Benin City, Edo State	116	17.4
University of Calabar, Calabar, Cross River State	75	11.2
University of Port-Harcourt, Port-Harcourt, Rivers State	46	6.9
University of Uyo, Uyo, Akwa Ibom State	93	13.9
Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA, Akwa Ibom State	23	3.5
Ambrose Alli University, Ekpoma, Edo State	50	7.5
Cross River University of Technology, Calabar, Cross River State	33	5.0
Delta State University, Abraka, Delta State	50	7.5
Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State	16	2.4
Niger Delta University, Wilberforce Island, Bayelsa State	65	9.8
Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port-Harcourt, Rivers State	23	3.5
Total	**666**	**100**
Type of public universities (ownership)		
Federal	406	61.0
State	260	39.0
Total	**666**	100
Category of respondents		
Librarians	150	22.5
Para-professionals	233	35.0
Library assistants	283	42.5
Total	**666**	**100**
Work units		
Technical services department	283	42.5
Readers' services department	383	57.5
Total	**666**	**100**
Work experience		
5 - 10 years	483	72.5
11 – 20 years	101	15.2
21 – 30 years	57	8.5
31 years	25	3.8
Total	**666**	**100**
Educational qualifications		
	132	19.8%
Diploma	195	29.3%
Bachelor degree	98	14.7%
Master degree	10	1.5%
Postgraduate diploma Doctorate degree	31	4.6%
Bachelor (Other discipline)	75	11.3%
Master (Other discipline)	34	5.1%
First School Leaving Cert.	10	1.5%
Senior Sec. Sch. Cert.	81	12.2%
Total	**666**	**100**

The demographic information of respondents in the 13 public universities in the South-south, Nigeria are shown in Table 4.1. Six hundred and sixty-six (666) respondents from 13 public universities in the South-south, Nigeria were involved in the study. The finding of the study showed that respondents were from federal and state public universities. There were more respondents from federal 406 (39.0%) than the state 260 (61%) public universities. Majority of respondents from federal public universities were from University of Benin 116 (17.4%) while Federal University of Petroleum Resources, Effurun 30 (4.5%) had the least respondents. The study further revealed that the highest number of respondents in state public universities were from Niger Delta University, Bayelsa State 65 (9.8%) while the least respondents were from Ignatius Ajuru University of Education 16 (2.4%). The high and the least number of respondents from federal and state public universities in the South-south, Nigeria showed the number of library personnel found working in these universities.

Respondents involved in the study were 150 (22.5%) librarians, 233 (35.0%) para-professionals, while 283 (42.5%) were library assistants working in technical and readers' services departments. This is a true reflection showing respondents working in public universities in the South-south, Nigeria.

Respondents had years of work experience. 373 (56.0%) have had 5 - 10 years of work experience in libraries, 148 (22.2%) have had between 11 and 20 years of work experience, 106 (15.9%) have had between 21 and 30 years of work experience and only 39 (5.9%) have had, at least, 31 years.They also had years of job tenure in Technical Services Department. Out of 666 respondents involved in the study, 621 (93.2%) had worked for 5 - 10 years, 34 (5.1%) had worked between 11 and 20 years, 8 (1.2%) had worked between 21 and 30 years while 3 (0.5%) have had, at least, 31 years of job tenure. On years of job tenure of respondents in Readers' Services Department, 599 (89.9%) had worked for 5 - 10 years, 54 (8.1%) had 11 and 20 years of job tenure, 10 (1.5%) had 21 and 30 years of job tenure while 3 (0.5%) have had, at least, 31 years of job tenure.

Furthermore, respondents possess the following educational qualifications: 10 (1.5%) First School Leaving Certificate, 81 (12.2%) had Senior Secondary School Certificate, 132 (19.8%) are holders of library and information science Diploma degree, 195 (29.3%) are holders of library and information science Bachelor degree, 75 (11.3%) had Bachelor degree in other disciplines, 98 (14.7%) are Master degree holders in library and information science,

34 (5.1%) had Master degree in other disciplines, 10 (1.5%) are Postgraduate diploma holders in library and information science and 31 (4.6%) had library and information science Doctorate degree

4.3 Answers to research questions

Research question 1: What are the personal variables of library personnel in public universities in the South-south, Nigeria?

Table 4.2 shows frequency count and simple percentages used to answer the research questions onpersonal variables and this was presented in Table 4.2.

Table 4.2: **Personal variables of respondents in public universities in the South-south, Nigeria**

Personal Variables	Category	Frequency	Percentage
Educational qualifications	Diploma	132	19.8%
	Bachelor degree	195	29.3%
	Master degree	98	14.7%
	Postgraduate diploma	10	1.5%
	Doctorate degree	31	4.6%
	Bachelor (Other discipline)	75	11.3%
	Master (Other discipline)	34	5.1%
	First School Leaving Cert.	10	1.5%
	Senior Sec. Sch. Cert.	81	12.2%
Total			**100**
Job positions	Librarians	150	22.5%
	Para-professionals	233	35.0%
	Library assistants	283	42.5%
Total			**100**
Work experience	10 years and below	373	56.0%
	11– 20 years	148	22.2%
	21 – 30 years	106	15.9%
	31 years	39	5.9%
Total			**100**
Job tenure in (Technical services department)	10 years and below	621	93.2%
	11 – 20 years	34	5.1%
	21 – 30 years	8	1.2%
	31 years	3	0.5%
Total			**100**
Job tenure in (Readers' services department)	10 years and below	599	89.9%
	11 – 20 years	54	8.1%
	21 – 30 years	10	1.5%
	31 years	3	0.5%
Total			**100**

Table 4.3 shows the personal variables (educational qualifications, job positions, work experience and job tenure) of library personnel in public universities in the South-south, Nigeria. Majority of the library personnel are holders of Bachelor degree, followed by Diploma and Master degrees as the next highest. The job positions of library assistants have the largest number of library personnel, thereby constituting the largest workforce in public university libraries. Majority of library personnel had work experience ranging from 5 years to 31 years. The personnel also had job tenure in different departments, that is, technical and readers' services departments ranging from 5 years to 31 years.

Research question 2: What is the level of job performance of library personnel in public universities in the South-south, Nigeria?

Table 4.3 shows frequency count, percentages, mean and standard deviation scores of respondents to statements on job performance scale used as dependent variable in the study.

Table 4.3   Level of job performance of library personnel in public universities in the South-south, Nigeria

S/N	Statement	EXC 5	VG 4	G 3	F 2	P 1	X	SD
1	Performing library routine tasks	208 (31.2)	312 (46.8)	123 (8.6)	13 (1.7)	10 (1.2)	4.03	.88
2	Overall contribution to the library development	139 (20.9)	336 (50.5)	171 (25.7)	7 (1.1)	13 (2.0)	3.87	.81
3	Overall contribution to the college development	129 (19.4)	297 (44.6)	206 (30.9)	11 (1.7)	23 (3.5)	3.74	.92
4	Meeting approved goals of section	132 (19.8)	328 (49.2)	171 (25.7)	12 (1.8)	23 (3.5)	3.80	.89
5	Performing jobs with colleagues	172 (25.8)	320 (48.0)	151 (22.7)	15 (2.3)	8 (1.2)	3.95	.82
6	Punctuality and regularity at work	197 (29.6)	279 (41.9)	139 (20.9)	38 (5.7)	13 (2.0)	3.91	.95
7	Attending promptly to requests from users	190 (28.5)	290 (43.5)	166 (24.9)	12 (1.8)	8 (1.2)	3.96	.84
8	Meeting minimum requirements for promotion	150 (22.5)	307 (46.1)	164 (24.6)	30 (4.5)	15 (2.3)	3.82	.91
9	Communication skills	175 (26.3)	329 (49.4)	142 (21.3)	13 (2.0)	7 (1.1)	3.98	.80
10	Coordinating ability	160 (24.0)	343 (51.5)	131 (19.7)	23 (3.5)	9 (1.4)	3.93	.83
11	Creativity	159 (23.9)	300 (45.0)	158 (23.7)	40 (6.0)	9 (1.4)	3.83	.93
12	Provision of leadership	137 (20.6)	321 (48.2)	156 (23.4)	43 (6.5)	9 (1.4)	3.80	.88
13	Quality of job performed	175 (26.3)	329 (49.4)	139 (20.9)	16 (2.4)	7 (1.1)	3.97	.81
14	Quantity of job performed	156 (23.4)	319 (47.9)	163 (24.5)	11 (1.7)	17 (2.6)	3.88	.87
15	Timeliness of service	119 (17.9)	323 (48.5)	170 (25.5)	42 (6.3)	12 (1.8)	3.74	.89
16	Work with minimum supervision	135 (20.3)	297 (44.6)	194 (29.1)	24 (3.6)	16 (2.4)	3.76	.91
17	Performing administrative duties	122 (18.3)	302 (45.3)	181 (27.2)	48 (7.2)	13 (2.0)	3.70	.92
18	Performing competently under pressure	107 (16.1)	260 (39.0)	207 (31.1)	59 (8.9)	33 (5.0)	3.52	1.04
19	Anticipating problems and developing solution in advance	91 (13.7)	290 (43.5)	210 (31.5)	53 (8.0)	22 (3.3)	3.56	.93
20	Skills to use Information Technology (IT)	120 (18.0)	256 (38.4)	176 (26.4)	73 (11.0)	41 (6.2)	3.51	1.10

*percentages are written in parenthesis

In investigating the level of job performance, 20 items were set for respondents to give their opinions. The results of the level of job performance of library personnel in public universities in the South-south, Nigeria, 20 items were set for respondents to give their responses. The respondents responded positively to the statements on job performance showing a high level of job performance in public universities understudy. The respondents' responses showed that, performing library routine tasks which are tasks undertaken routinely by personnel had the highest mean score rating, followed by other statements with high mean scores: communication skills; quality of job performed; attending promptly to requests from users; performing jobs with colleagues; coordinating ability; punctuality and regularity at work. Furthermore, the next responses by respondents to the statements on job performance with high mean scores were quality of job performed; overall contribution to the library development; creativity, meeting minimum requirements for promotion; meeting approved goals of section; provision of leadership; work with minimum supervision;overall contribution to the college development; timeliness of service; performing administrative duties; respectively. The respondents also indicated that they perform competently under pressure; anticipate problems and develop solution in advance; and also have skills to use information technology (IT). Their responses on these statements were not very high, but had mean scores above the bench mark set.

Participants' responses to 20 questionnaire statements on the table showed that the mean ($\bar{x}$) scores is greater than 2.5 which is above average on the five-points scale, where Excellent is 5; Very good is 4; Good is 3; Fair is 2; and Poor is 1. This is equal to $5 + 4 + 3 + 2 + 1 = 15 \div 5 = 3.0$ which is the bench mark mean score.

Maximum scores for respondents on 20 items on job performance 20×5 $= 100$

The average score is $5 + 4 + 3 + 2 + 1$ $= 15/5$ $=$ 3.0

To establish an interval score $=100/3.0$ $=$ 33.3

Table 4.3.1   Interval table for job performance of library personnel

Interval	Total mean score (Job performance)	Remark
1 − 33.3		Low JP
33.4 − 66.6		Moderate JP
66.7 - 100	**76.34**	**High JP**

JP = Job performance

Therefore, the overall score of job performance of library personnel in public universities in the South-south, Nigeria which was 76.34 fell within the interval distribution of $66.7 - 100$ which was high (Table 4.3.1). From the result, it implied that, the level of job performance of library personnel in public universities in the South-south, Nigeria is high.

Research question 3: How conducive is the work environment of library personnel in public universities in the South-south, Nigeria?

Frequency, percentages, mean and standard deviation were used to answer the research questions and this was presented in Table 4.4.

Table 4.4 **Conduciveness of the work environment of library personnel in public universities in the South-south, Nigeria**

S/N	Statement	SA	A	D	SD	X	SD
1	The atmosphere encourages collaboration and critical thinking in my library.	204 (30.6)	381 (57.2)	54 (8.1)	27 (4.1)	3.14	.73
2	The work environment encourages socialisation among colleagues and this influences the way I discharge my duty.	222 (33.3)	389 (58.4)	42 (6.3)	13 (2.0)	3.23	.64
3	Good relationship with experienced and understanding colleagues improves my work knowledge and skills in library service delivery.	324 (48.6)	325 (48.8)	8 (1.2)	9 (1.4)	3.45	.59
4	Team work and cooperation among library personnel significantly impact service effectiveness and easy completion of tasks.	298 (44.7)	335 (50.3)	22 (3.3)	11 (1.7)	3.38	.63
5	Proper communication between the library management and library personnel help to influence personnel commitment to work.	235 (35.3)	364 (54.7)	56 (8.4)	22 (1.7)	3.24	.66
6	Power supply is always stable in my library so I can work extra time.	113 (17.0)	225 (33.8)	225 (33.8)	103 (15.5)	2.52	.94
7	Natural/Day light illuminates my work area.	77 (11.6)	375 (56.3)	139 (20.9)	75 (11.3)	2.68	.82
8	I access information materials with ease because my office is well illuminated.	112 (16.8)	362 (54.4)	145 (21.8)	47 (7.1)	2.81	.79
9	Lighting in my work area makes me feel comfortable to attend to library users.	166 (24.9)	368 (55.3)	84 (12.6)	48 (7.2)	2.98	.81
10	Lighting system in my library encourages me to work.	166 (24.9)	348 (52.3)	103 (15.5)	49 (7.4)	2.94	.84
11	Ventilation is essential in the library to protect me and the resources.	289 (43.4)	328 (49.2)	29 (4.4)	20 (3.0)	3.32	.72
12	Ventilation in my library protects me from health hazard.	206 (30.9)	310 (46.5)	112 (16.8)	38 (5.7)	3.03	.84
13	Air quality inside the work environment is clean and good and not dangerous to my health.	132 (19.8)	375 (56.3)	118 (17.7)	41 (6.2)	2.90	.78
14	My work area is airy.	181 (27.2)	314 (47.1)	125 (18.8)	46 (6.9)	2.95	.85
15	Ventilation in my library is inadequate.	123 (18.5)	228 (34.2)	209 (31.4)	106 (15.9)	2.55	.96
16	My workspace is spacious.	186 (27.9)	328 (49.2)	103 (15.5)	49 (7.4)	2.98	.85

17	My office is congested.	73 (11.0)	145 (21.8)	284 (42.6)	164 (24.6)	2.19	.93
18	My office space can accommodate many staff, information resources and furniture, and other facilities.	139 (20.9)	298 (44.7)	161 (24.2)	68 (10.2)	2.76	.90
19	My office befits my job status.	114 (17.1)	344 (51.7)	136 (20.4)	72 (10.8)	2.75	.86
20	I am able to move information resources freely with ease.	130 (19.5)	367 (55.1)	107 (16.1)	62 (9.3)	2.83	.85
21	Information and communication technology facilities in my library enhance services delivery to users.	199 (29.9)	374 (56.2)	59 (8.9)	34 (5.1)	3.10	.77
22	There are provisions for ICT facilities from my library management.	162 (24.3)	364 (54.7)	91 (13.7)	49 (7.4)	2.95	.82
23	I can access the different databases because there is Internet connectivity in my library/work area.	134 (20.1)	310 (46.5)	146 (21.9)	76 (11.4)	2.75	.90
24	My work area is connected to the Internet and this saves working time.	121 (18.2)	279 (41.9)	166 (24.9)	100 (15.0)	2.63	.95
25	Working with ICT facilities has positively improved my job skills.	152 (22.8)	327 (49.1)	128 (19.2)	59 (8.9)	2.85	.87

*percentages are written in parenthesis

The responses to statements on the work environment scale are presented in Table 4.4. From the table, 25 statements were provided for respondents' reactions. In responding to statements on the work environment scale, the respondents' responses were high above the mean score. However, responses on good relationship with experienced and understanding colleagues improves my work knowledge and skills in library service delivery; team work and cooperation among library personnel significantly impacted my service effectiveness and easy completion of tasks; ventilation is essential in the library to protect me and resources; proper communication between the library management and library personnel helps to influence personnel commitment to work; the work environment encourages socialisation among colleagues and this influences the way I discharge my duty; the atmosphere encourages collaboration and critical thinking in my library; information and communication technology facilities in my library enhance services delivery to users; ventilation in my library protects me from health hazard; had the highest mean scores.

The nextresponses with highmean scores are as follows:my workspace is spacious; lighting in my work area makes me feel comfortable to attend to library users; my work area is airy; there are provisions for ICT facilities from my library management; lighting system in the library encourages me to work; air quality inside the work environment is clean and good and not dangerous to my health; working with ICT facilities has positively improved my job skills; I am able to move information resources freely with ease; I access information materials with ease because my office is well illuminated; my office space can accommodate many staff, information resources and furniture, and other facilities; I can access the different databases because there is Internet connectivity in my library/work area; my office befits my job status; natural/day light illuminates my work area; respectively.

Participants' responses to all the 25 statements on the table revealed high mean ($\bar{x}$) scores that are greater than 2.5 which is above average on the four-points scale, where Strongly agree is 4; Agree is 3; Disagree is 2; and Strongly disagree is 1. This is equal to $4+3+2+1 = 10 \div 4 = 2.5$ which is the bench mark mean score.

Maximum scores for respondents on 25 items on work environment 25×4 = 100
The average score is $4 + 3 + 2 + 1$ =   10/4   =   2.5
To establish an interval score   100/2.5   =   40

Table 4.3.2   Interval table for conduciveness of work environment of library personnel

Interval	Total mean score (Work environment)	Remark
1 – 40		Low WE
41 – 80	**72.97**	**Moderate WE**
81 - 100		High WE

WE = Work environment

Therefore, the overall score of conduciveness of the work environment of library personnel in public universities in the South-south, Nigeria which was 72.97 fell within the interval distribution of 41 −80 which was moderate (Table 4.3.2). From the result, it implied that, the conduciveness of the work environment of library personnel in public universities in the South-south, Nigeria is moderately high.

Research question 4: What are staff development practices for library personnel in public universities in the South-south, Nigeria?

Frequency counts, percentages, mean and standard deviation in Table 4.5 were used to answer the research questions concerning staff development practices for library personnel in public universities in the South-south, Nigeria.

Table 4.5   **Staff development practices for the library personnel in public universities in the South-south, Nigeria**

S/N	Statement	SA	A	D	SD	X	SD
1	Formal education develops my intellect and skills and prepares me for new responsibilities and challenges necessary to work in my library.	347 (52.1)	293 (44.0)	14 (2.1)	12 (1.8)	3.46	.63
2	Continuing education exposes and helps me to do modern library tasks in my library.	298 (44.7)	332 (49.8)	26 (3.9)	10 (1.5)	3.38	.63
3	My participation in library management training improved my ability to contribute to library goals.	243 (36.5)	333 (50.0)	67 (10.1)	23 (3.5)	3.20	.75
4	My superior's coaching on-the-job makes me more committed in my library.	178 (26.7)	404 (60.7)	57 (8.6)	27 (4.1)	3.10	.71
5	I have a mentor who helps to improve my career area in my workplace.	142 (21.3)	375 (56.3)	112 (16.8)	37 (5.6	2.93	.77
6	Attendance at conferences helps to up-date my job knowledge in my library.	179 (26.9)	360 (54.1)	77 (11.6)	50 (7.6)	3.00	.84
7	Attendance at workshops helps me to acquire new job skills and professional standard of practice.	186 (27.9)	364 (54.7)	82 (12.3)	34 (5.2)	3.05	.79
8	Assignment of responsibilities to me enhanced my job performance in my library.	215 (32.3)	402 (60.4)	28 (4.2)	21 (3.2)	3.21	.67
9	On-the-job training provides me the ability needed to get job done in my library.	161 (24.2)	437 (65.6)	43 (6.5)	25 (3.8)	3.10	.66
10	I had opportunities to rotate on the job and this increases my experience to do library routine tasks in any section of the library.	166 (24.9)	407 (61.1)	69 (10.4)	24 (3.6)	3.07	.70
11	In-house training equips me with more efficient job knowledge and skills to enhance my services to the users in my library.	164 (24.6)	405 (60.8)	67 (10.1)	30 (4.5)	3.06	.72
12	My attendance at seminars helps me to participate in the discussion of problems on recent developments in Nigerian library scene.	127 (19.1)	387 (58.1)	107 (16.1)	45 (6.8)	2.89	.78
13	Outside training opportunities in librarianship help to keep me updated with job knowledge and development.	169 (25.4)	373 (56.0)	74 (11.1)	50 (7.6)	2.99	.83
14	Staff induction/orientation helps to expose me to library procedures and improvement in quality service in my library.	204 (30.6)	396 (59.5)	45 (6.8)	21 (3.2)	3.17	.69
15	Organised visits to other libraries improve my capacity to perform my job efficiently and effectively.	156 (23.4)	355 (53.3)	103 (15.5)	52 (7.8)	2.92	.84

*percentages are written in parenthesis

In ascertaining staff development practices for the library personnel, respondents were required to respond to fifteen statements. Participants responded to the statements with very high mean scores. Responses on formal education develops my intellect and skills and prepares me for new responsibilities and challenges necessary to work in my library; continuing education exposes and helps me to do modern library tasks in my library; assignment of responsibilities to me enhanced my job performance in my library; my participation in library management training improved my ability to contribute to library goals; staff induction/orientation helps to expose me to library procedures and improvement in quality service in my library; my superior's coaching on-the-job makes me more committed in my; on-the-job training provides me the ability to get job done in my library;I had opportunities to rotate on the job and this increases my experience to do library routine tasks in any section of the library; in-house training equips me with more efficient job knowledge and skills to enhance my services to the users in my library; attendance at workshops/conferences helps me to acquire new skills and professional standard of practice; attendance at conferences/workshops helps to up-date my job knowledge; had the highest mean scores.

These were followed by responseson outside training opportunities in librarianship help to keep me updated with job knowledge and developments; I have a mentor who helps to improve my career area in my workplace; organised visits to other libraries improve my capacity to perform my job efficiently and effectively; my attendance at seminars helps me to participate in the discussion of problems on recent developments in Nigerian library scenes respectively as the next high mean scores.

Participants' responses showed that all the 15 questionnaire statements on the table had high mean ($\bar{x}$) scores above 2.5 on the four-points scale, where Strongly agree is 4; Agree is 3; Disagree is 2; and Strongly disagree is 1. This is equal to $4+3+2+1 = 10 \div 4 = 2.5$ which is the bench mark mean score.

Maximum scores for respondents on 15 items on staff development practices $15 \times 4 \; = \; 60$

The average score is $4 + 3 + 2 + 1 \quad = \; 10/4 \qquad\qquad = \; 2.5$

To establish an interval score $\qquad = \; 60/2.5 \qquad = \; 24$

Table 4.3.3   Interval table for staff development practices for the library personnel

Interval	Total mean score (Staff development)	Remark
1 – 24		Low SD
25 – 48	**46.54**	**Moderate SD**
49 - 60		High SD

SD = Staff development

Therefore, the overall score of staff development practices for library personnel in public universities in the South-south, Nigeria which was 46.54 fell within the interval distribution of $25 - 48$ which was moderate (Table 4.3.3). From the result, it was revealed that there are staff development practices for library personnel in public universities in the South-south, Nigeria, but moderately effective.

Table 4.6   Distribution of mean and standard deviation scores of work environment, staff development and job performance of library personnel in public universities in the South-south, Nigeria

S/N	Universities	N	Work environment		Staff development		Job performance	
			X	SD	X	SD	X	SD
1	Federal University, Otuoke, Bayelsa State	46	**74.34***	12.10	**46.54**	8.54	**79.34**	11.33
2	Federal University of Petroleum Resources, Effurun, Delta State	30	**73.53**	7.61	**47.76**	6.31	**80.46**	12.66
3	University of Benin, Benin City, Edo State	116	**73.20**	9.45	**47.22**	6.62	**80.13**	12.71
4	University of Calabar, Calabar, Cross River State	75	67.90	8.75	46.17	6.52	70.06	14.39
5	University of Port-Harcourt, Port-Harcourt, Rivers state	46	**78.50**	6.96	**47.45**	5.69	**76.45**	10.42
6	University of Uyo, Uyo, Akwa Ibom State	93	69.32	6.60	44.67	4.80	70.35	8.59
7	Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA	23	**77.69**	6.74	46.47	7.00	**78.39**	10.64
8	Ambrose Alli University, Ekpoma, Edo State	50	**79.76**	9.90	**50.24**	6.87	**80.24**	13.48
9	Cross River University of Technology, Calabar, Cross River State	33	72.78	9.97	**46.72**	6.48	**76.48**	13.63
10	Delta State University, Abraka	50	67.56	10.27	45.44	10.78	**77.64**	12.89
11	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State	16	**79.00**	9.53	45.37	8.40	**77.50**	7.30
12	Niger Delta University, Wilberforce Island, Bayelsa State	65	**74.61**	9.59	45.80	5.30	76.03	8.71
13	Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port-Harcourt	23	72.34	10.10	45.43	8.79	**76.82**	13.94
	Total	**666**	**72.97**	**9.79**	**46.54**	**6.99**	**76.34**	**12.34**

bold means values are greater than or equal to ≥ group mean.

The distribution of mean and standard deviation scores of work environment, staff development and job performance of library personnel in public universities in the South-south, Nigeria shown in Table 4.6 showed that public universities involved in the study had mean values ($\bar{x}$) equal to and greater than ≥ the group mean. The following are mean scores for work environment ($\bar{x}$= 72.97; SD = 9.79), Staff development ($\bar{x}$= 46.54; SD = 6.99) and job performance ($\bar{x}$= 76.34; SD = 12.34).

On work environment, eight (8) participating public universities(Ambrose Alli University, Ekpoma, Edo State; Ignatius Ajuru University of Education, Rivers State; University of Port-Harcourt, Rivers State; Akwa Ibom State University, Akwa Ibom State; Niger Delta University, Wilberforce Island, Bayelsa State; Federal University, Otuoke, Bayelsa State, Federal University of Petroleum Resources, Delta State and University of Benin, Edo State) captured in bold had the highest mean values greater than the group mean ($\bar{x}$ = 72.97; SD = 9.79). Thus showing that out of the thirteen public universities in the South-south, Nigeria eight (8) had conducive work environment. This should be improved upon.

For staff development, a total of six (6) public universities in the South-south, Nigeria (Ambrose Alli University, Ekpoma, Edo State; Federal University of Petroleum Resources, Delta State; University of Port-Harcourt, Rivers State; University of Benin, Edo State; Cross River University of Technology, Cross River State; Federal university, Otuoke, Bayelsa State) captured in bold had mean values ($\bar{x}$) equal to and greater than ≥ the group mean ($\bar{x}$ = 46.54; SD = 6.99).Five public universities had mean values ($\bar{x}$) greater than the group mean, while one(Federal University, Otuoke, Bayelsa State) had mean value ($\bar{x}$) equal to group mean. However, this showed that staff development practices for library personnel in these public universities were above average and library management are expected to take the different staff development practices serious for enhanced job performance of library personnel.

Furthermore, on job performance, ten (10) public universities in the South-south, Nigeria (Federal University of Petroleum Resources, Delta State; Ambrose Alli University, Ekpoma, Edo State; University of Benin, Edo State; Federal university, Otuoke, Bayelsa State; Akwa Ibom State University, Akwa Ibom State; Delta State University, Abraka, Delta State; Ignatius Ajuru University of Education, Rivers State; Rivers State University of Science and Technology, Port-Harcourt, Rivers State; Cross River University of Technology,

Calabar, Cross River State; University of Port-Harcourt, Rivers State)also captured in bold had mean values ($\bar{x}$) greater than $\geq$ the mean group ($\bar{x}$=76.34; SD = 12.34). This showsthe high level of job performance and should be sustained for the achievement of library goals in public universities in the South-south, Nigeria.

4.4   Test of hypotheses

The results of the four (4) null hypotheses tested at 0.05 level of significance are hereby presented.

Ho1:   **There is no significant relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria**

The independent variable in this hypothesis is personal variables (educational qualifications, job positions, work experience and job tenure) while the dependent variable is job performance. The statistical analysis used to test hypothesis 1 was Pearson's product moment correlation and the result is presented in Table 4.7.

Table 4.7   Relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria

Variables	N	Mean	SD	r-value	Sig.	R^2
Educational qualifications	666	4.39	1.83			
				0.177**	.003	0.031
Job performance	666	76.34	12.34			
Job positions	666	1.97	0.70			
				-0.116*	.047	0.013
Job performance	666	76.34	12.34			
Work experience	666	9.04	2.48			
				0.158*	.049	0.024
Job performance	666	76.34	12.34			
Job tenure	666	4.62	2.64			
				0.074	.061	0.005
Job performance	666	76.34	12.34			

*Significant at 0.05 level; df = 664; Critical r value = 0.098

Table 4.7 presents data analysis on the test of significant relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria. The result in Table 4.8 revealed that, personal variables positively and negatively statistically significantly relate to job performance of library personnel in public universities. For educational qualifications: the calculated r - value of 0.177** is greater than the critical r – value of 0.098 at 0.05 level of significance with df = 664; For job positions: the calculated r – value -0.116 was less than the critical r – value of 0.098 at 0.05 level of significance with df = 664; surprisingly, the result shows a negative correlation (this is because of the sign of the r - value), which implies that, an increase in the independent variable (job positions) directly result to a decrease in the dependent variable (job performance).

For work experience: the calculated r – value of 0.158* is greater than the critical r – value of 0.098 p<0.05 level of significance with df = 664. Though for job tenure: the calculated r – value of 0.074 was less than the critical r – value of 0.098 p< 0.05 level of significance with df = 664. Therefore, the null hypothesis was rejected. The test of hypothesis revealed that there is positive and negative association between personal variables and job performance of library personnel in public universities. However, 3.1% and 2.4% of the variance in job performance are accounted for by educational qualifications and work experience respectively. This showed that, there is a significant relationship (r = 0.177, N = 666; p< 0.05; r = 0.158, N = 666) between personal variables and job performance of library personnel in public universities. Only educational qualifications and work experience significantly enhanced job performance of library personnel in public universities in the South-south, Nigeria.

Ho2: There is no significant relationship between the work environment and job performance of library personnel in public universities in the South-south, Nigeria.

The independent variable is work environment whereas the dependent variable is job performance of library personnel. The statistical analysis used to test hypothesis 2 was Pearson's product moment correlation. The result is presented in Table 4.8.

Table 4.8   Relationship between the work environment and job performance of library personnel in public universities in the South-south, Nigeria

Variable	N	Mean	SD	r-value	Sig.	R^2
Work environment	666	72.97	9.79			
				0.40	.000	0.15
Job performance of library personnel	666	76.34	12.34			

*Significant at 0.05 level; df = 664; Critical r value = 0.098

Data analysis on test of relationship between work environment and job performance of library personnel in public universities in the South-south, Nigeria is presented in Table 4.8. The result in table 4.8 showed that the calculated r - value of 0.40* was greater than the critical r - value of 0.098 at 0.05 level of significance with df = 664. Therefore, the null hypothesis was rejected. The test of hypothesis revealed a significant relationship (r = 0.40, N = 666; p<0.05) between work environment and job performance of library personnel. This showed that, work environment is very important and key in job performance of library personnel in public universities in the South-south, Nigeria.

Ho3: There is no significant relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria.

In the hypothesis, staff development is the independent variable while job performance of library personnel is the dependent variable. Hypothesis 3 was tested at 0.05 level of significance using Pearson's product moment correlation. The result is presented in Table 4.9.

Table 4.9   Relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria

Variable	N	Mean	SD	r-value	Sig.	R^2
Staff development	666	46.54	6.99			
				0.41	.000	0.168
Job performance of library personnel	666	76.34	12.34			

*Significant at 0.05 level; df = 664; Critical r value = 0.098

The test of relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria is shown in Table 4.9. The result in Table 4.9 revealed that calculated r - value of 0.41* was greater than the critical r - value of 0.098 at 0.05 level of significance with df = 664. With the result, the null hypothesis was rejected. The test of hypothesis revealed a significant relationship (r = 0.41, N = 666; p<0.05) between staff development and job performance of library personnel. This showed essentiality of staff development practices for job performance of library personnel in public universities in the South-south, Nigeria.

Ho4: There are no significant relationships among work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria

Independent variables in the hypothesis are work environment, staff development and personal variables (educational qualifications, job positions, work experience and job tenure) whereas the dependent variable is job performance. The relationships among work environment, staff development, personal variables and job performance was tested using Multiple Regression p<0.05. The result is presented in Table 4.10.

Table 4.10   Regression Model of relationships among work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria

Model	R	R square	Adjusted R square	Std error of the estimate	
1	0.459	0.210	0.203	11.016	
ANOVA					
Source of variance	Square of Squares	Df	Mean square	F	Sig.
Regression	21308.384	6	3551.414	29.262	.000
Residual	79979.325	659	121.365		
Total	101287.709	665			

- Significant at $p < 0.05$

The result in Table 4.10 showed that there are significant relationships ($F_{(6,659)}$ = 29.262; R = 0.459, R^2 = 0.210, Adj. R^2 = 0.203; $p < 0.05$)among work environment, staff development, personal variables (educational qualifications, job positions, work experience and job tenure) and job performance of library personnel in public universities in the South-south, Nigeria. The finding revealed that the relationships among work environment, staff development, personal variables and job performance was significant. Overall, the model accounted for 20.3% of the variance in job performance by work environment, staff development and personal variables. Therefore, the null hypothesis was rejected. Based on the result, all the independent variables (work environment, staff development and personal variables) were good predictors of job performance. In other words, the combination of the predictor variables significantly influenced job performance. Furthermore, the combination of work environment, staff development and personal variables (educational qualifications, job positions, work experience, job tenure) significantly improved the job performance of library personnel in public universities in the South-south, Nigeria.

Ho5: **There are no significant contributions of work environment, staff development and personal variables to job performance of library personnel in the South-south, Nigeria.**

Independent variables in the hypothesis are work environment, staff development and personalvariables (educational qualifications, job positions, work experience and job tenure) whereas the dependent variable is job performance. The relative contributions of work environment, staff development, personal variables to job performance was tested using Regression analysis $p < 0.05$. The result is presented in Table 4.11.

Table 4.11   Relative contributions of work environment, staff development and personal variables to job performance of library personnel in public universities in the South-south, Nigeria

Variables	Unstandardised Coefficient		Standard. Coefficient	t-value	Sig.
	B	Std Error	Beta contribution		
(constant)		3.545		9.360	0.000
Work environment	29.231	0.052	0.248	6.055	0.000*
Staff development	0.303	0.072	0.204	6.058	0.000*
Edu. qualifications	0.451	2.69	0.177	2.95	0.000*
Job positions	0.792	.701	-0.105	1.99	0.034*
Work experience	-.087	.052	0.155	2.10	0.003*
Job tenure	.100	.079	0.057	1.57	0.421
	.125				

*Significant p< 0.05 level

Regression analysis was used to determine the relative contributions of the independent variables (work environment, staff development and personal variables) to the dependent variable (job performance). The relative contributions of work environment, staff development and personal variables (educational qualifications, job positions, work experience, job tenure) to job performance are expressed in beta weights. The test of hypothesis five revealed that work environment, staff development and personal variables do not equally contribute to job performance of library personnel. Work environment ($\beta = 0.248$; $p < 0.05$) made the highest contribution, followed by staff development ($\beta = 0.204$; $p < 0.05$) and personal variables (educational qualifications ($\beta = 0.177$; $p < 0.05$) and work experience ($\beta = 0.155$; $p < 0.05$). Personal variables such as educational qualifications ($\beta = 0.177$; $p < 0.05$) and work experience ($\beta = 0.155$; $p < 0.05$) significantly contributed to job performance while job positions ($\beta = -0.105$; $p < 0.05$) and job tenure ($\beta = 0.057$; $p < 0.05$) do not significantly contribute to improve and enhance job performance of library personnel in public universities.

The variables' contributions to job performance means that as work environment improved, performance of library personnel improved, and as library personnel enjoyed development opportunities, their performance got enhanced. Similarly, library personnel with high educational qualifications can improve on their performance, as those on higher positions can as well perform better, thus enhancing their performance. When library personnel are continuously exposed to gain work experience, the more they help to improve their performance. Job tenure, particularly, job rotations of library personnel, encouraged and increased personnel capacity building opportunity and exposure to fill vacant positions reducing management costs. In fact, personnel who remain in organisations and gain more job knowledge perform at a higher level than those with low work experience and job tenure.

4.5 Discussion of the findings

This section discusses the findings of the study.

4.5.1 Demographic information and personal variables of library personnel in universities

Results in Table 4.1 show the demographic information and frequency distribution of personal variables of library personnel in public universities in the South-south, Nigeria. The

study found that there were two types of public universities within the South-south, Nigeria – federal and state, established and funded by federal and state governments. Public universities in the South-south, Nigeria were: Federal University, Otuoke, Federal University of Petroleum and Resources, Effurun, University of Benin, University of Calabar, University of Port Harcourt and University of Uyo, followed by state public universities, Akwa Ibom State University, Ambose Alli University, Cross River University of Technology, Delta State University, Ignatius Ajuru University of Education and Rivers State University of Science and Technology.

The categories of library personnel in public universities are librarians, para-professionals and library assistants. They held different positions. The positions of library assistants have the largest number of library personnel. Most respondents had work experience ranging from 5 years to 31 years. Some respondents in these universities have prior experience ranging from 5 years to 31 years. Work experience of library personnel enhance their performance. This affirmed Oyewole's (2013) position that work experience in any library is positively related to job performance of library personnel. Furthermore, as individuals change jobs more frequently, Dokko, Wilk and Rothband (2008) found that tasks-relevant knowledge and skills mediate the relationship between prior related work experience and job performance, and positive effects of prior related work experience on tasks-relevant knowledge and skills are attenuated by higher levels of experience within the current firm management.

Respondents had job tenure in the different library departments (technical and readers' services departments) ranging from 5 - 31 years to 10 years. Majority worked in technical and readers' services departments of the library. Ultimately, job tenure was found to be better predictor of job performance of personnel. More specifically, the impact of tenure on core tasks performance was most significant between 3 and 6 years with organisations, and gradually diminished until about 14 years of employment (Ng & Feldman, 2010). The findings further revealed respondents' educational qualifications to include: Doctorate, Master, Postgraduate Diploma, followed by Bachelor degrees and Diploma in library and information science, Senior Secondary School Certificate and First School Leaving Certificate, among the junior personnel. However, majority of library personnel are holders of Bachelor degree.

From the findings, educational qualifications of respondents have significant relationship with personnel performance. This, therefore, showed that educational qualifications as presented have direct relevance to personnel performance, however, library personnel need serious improvement in their educational qualifications, particularly, in acquisition of higher degrees other than bachelor degree. Furthermore, according to best practices in library science, high level performance requires library personnel possessions of high cognitive ability to perform their jobs. Low level of education adversely affects performance of library personnel. The findings supported Huitt's (2004) claim that cognitive ability has a strong correlation with performance. Ugwu and Ugwu (2017) found that educational qualificationswere significant predictor of performance. It is for this reason that people in this profession are employed to fill job vacancies based on their academic qualifications believing that their performance would be enhanced.

In the same vein, Cooke (2012) asserted that education for contemporary professional no longer ends with diploma, if it ever did. He further stated that, the shelf life of a degree is approximately three years after which it declined. Ideally, in the library profession, according education is no longer an option for library professionals, it is a requirement in the practice of librarianship. Babalola (2013) stated that library personnel with bachelor degree in library science (BLS) should not rest on their oars but could still go back to school to obtain additional qualifications like master and doctorate degrees. According to Adeleke and Olorunshola (2007), the education, training and retraining of librarians are very important and must be of serious concern to personnel. Adomi and Nwalo (2003) opined that staff development is very critical to performance of job roles. Ng and Feldman (2009) studied the effects of education level on performance, their results showed that education is positively related to core tasks performance, creativity and citizenship behaviours, but, negatively related to on-the-job substance use and absenteeism.

4.5.2 Level of job performance of library personnel in public universities in the South-south, Nigeria

Results on the level of job performance of library personnel in public universities in the South-south, Nigeriashowed the indications of majority of resondents on high level of performance. This implied high commitments of library personnel when performing duties in

their libraries in public universities in the South-south, Nigeria.The findings supported Naharuddin and Sadegi (2013) and Al-Omari and Okasheh (2017) studies, which revealed that to have standard performance and job done, library management are expected to monitor their personnel to help them improve their performance. Adequate close supervisions of tasks assigned to library personnel in university libraries are very necessary for quality services delivery. Periyasamy (2020) listed planning, monitoring, developing the capacity to perform, job satisfaction, personnel engagement, goals and expectations, tools and equipment, morale and organisation culture, rating personnel performance periodically, rewarding and motivating good performers as factors that improve personnel performance in organisations. This is supported by Woods (2021) assertion that what influences performance of personnel include: personnel issues, job suitability, motivation to succeed, working conditions, job training and performance feedback.

Jones (2019) listed the different traits (job knowledge, experience, skills, abilities, awareness, values, motives, needs) that personnel bring to the job as essential factors that impact performance. In addition, according to Hawthorne Effect Theory of Elton Mayor (1949), researchers hypothesised that the choice of one's own co-workers, group work, special treatment and sympathetic supervisors were reasons for increase in performance outputs. In fact, personnel will wholeheartedly perform jobs together to achieve aims of the library. It, therefore, implied that, the interactions among them stimulate individuals' involvement offering opportunities for criticism, sharing discoveries and providing pressure to do good jobs which invariably translate to higher performance. Library personnel under normal circumstances would be more willing, committed and dedicated to do their jobs.

Furthermore, Naharuddin and Sadegi (2013) asserted that past studies suggested that, the level of performance depends on factors in work environments. Vischer (2007), Chandrasekar (2011) and Nnamani and Ajagu (2014) affirmed that availability of appropriate physical and psychosocial environmental factors increase performance. Similarly, Oyewole (2013) and Naharuddin and Sadegi (2013) opined that performance of personnel could be enhanced through improved work environments. In summary, performance of library personnel in public universities depend on appropriateness of the work environment. Efforts on the part of library management, should be made to provide solutions to issues such as environmental factors, staff development, low personal variables of personnel, collaborations

among colleagues, among others, that could lower the level of performance of library personnel in public universities in the South-south, Nigeria.

4.5.3 Conduciveness of work environment of library personnel in public universities in the South-south, Nigeria

Results of the findings on conducivesness of the work environment of library personnel in public universities in the South-south, Nigeria showed respondents responses supporting the conduciveness of the work environment. This showed that the conduciveness of work environment of library personnel in public universities in the South-south, Nigeria was moderately high. It, therefore, implied that, the conduciveness of respondents work environment would depend upon improvement of factors in the work environment for enhance performance of library personnel in public universities in the South-south, Nigeria. This, therefore, indicates that unconducive work environment of library personnel negatively affects and lowers performance in public universities.

The Business Dictionary (2019) stated that the conducive work environment is free from problems of sick building syndrome which is associated with inadequate ventilation. Reitz (2005) asserted that good ventilation systems removing atmospheric pollutants, low illumination and effective pest management are essential in work environment. Eyo, Ogar and Afebende (2013) opined that work environment should not be stuffy and dark and should be free from pest. Much light rays, fresh air, air conditioners, fans are needed in every section of the library to prevent suffocation and health hazards among library personnel. World Health Organisation (WHO) (2017) emphasised the importance of indoor air quality to performance among employees as well as their comfort and health. The WHO (2013) and the European commission (2013) indicated noise at low levels. Ndagana (2007) as well identified a fine ecology.

The physical library setting maximises performance of library personnel. This is in line with Al-Omari and Okasheh (2017) assertions that conditions such as cleanliness, water, lighting, colouring, security and music, in work environment influence individuals to carry out their jobs in an ideal, secure, healthy, and comfortable way. Furthermore, factors like lightings and ergonomic furniture have positive effect on health and job outputs of employees.Suitable and ergonomic office design encourage and significantly

improveperformance of personnel. Space components like office furniture have a specific part to play in the productivity and efficiency of the employees and the suitable functioning of any office.

A study by Sakir and Fajonyomi (2007) in Borno State, Nigeria, found clean environment as incentives provided for workers to achieve effectiveness in organisations. Hung (2018) stated that clean and visually appealing work environment have great impacts in employees' performance and mood. He further emphasised that, adequate lighting, particularly from natural sources, which ultimately sharpen their focus and performance help to improve the mood and energy of employees. Chandrasekar (2011) asserted that unhealthy and unsafe work environment in terms of poor ventilation, immoderate noise, inadequate lighting and so on affect employees' productivity and health. High temperature can have a direct impact on health and lead to heat stress and heat exhaustion. The personnel performance level cannot be optimal if the indoor temperature is too humid or cold.

World Health Organisation (2017) and Al-Omari and Okasheh (2017) stated that clean quality air in employees work environment is positively significant to the health, comfort and performance, while exposure to air pollutants and high temperature causes diseases and discomfort that impact negatively on performance of personnel. A study reported in Babalola (2013) suggested that improvement in office buildings satisfactorily increases personnel job outputs. In the same vein, improvement in designs of physical work environment, according to Naharuddin and Sadegi (2013), significantly increases job outputs of personnel. Provision of comfortable work environments reduces the number of absenteeism, enhances performance and outputs of personnel at workplace. Oyewole (2013) also opined that improve work environment enhances performance of employees.

However, Kamarulzaman, et al. (2011), stated that many studies have proven that characteristics in work environments have significant effects among behaviour, perceptions and productivity. The floor configuration, lighting, office layout and furniture layout in physical work environments need to be improved upon to maximise performance of personnel. Sumner (2017) concluded that if the work environment is conducive, employees would enthusiastically report every day to work. Conducive work environment prevents or contributes to lesser stress when personnel are doing their jobs (McCoy & Evans, 2005; Nurzainie & Narehan, 2015). Conducive work environment enables library personnel to put

in their energy and full attention to do their jobs. Hung (2018) stated that conducive work environment is one that is not only rewarding, but also safe. This affirms the satisfaction of employees needs for performance to happen in Abraham Maslow's Hierarchy of Needs Theory (1943). Such needs include: shelter (building), safety, esteem, belongingness, self-actualisation which have to be satisfied to enhance personnel performance.

Above all, according to Kampert (2008), organisations paying adequate attention to working conditions, staff development and training, conducive work environments, investing money on personnel without financial compensation to their workers retain best personnel and improve performance of personnel. The researcher opined that, conducive work environments are composites of improve physical (lighting, natural daylight, ventilation, workspace, noise at low levels, air quality, among others), social atmosphere (collaboration, social interactions and relationships with colleagues, subordinates, managers) and technological (Internet connectivity, computers) environments.

On the other hand, researchers indicated that high level of noise or sound in the work environment affects tasks performance. The World Health Organisation (2017) stated that exposure to high levels of sound may lead to several diseases such as cardiovascular disease, endocrine and digestive reactions particularlyin complex jobs not in straightforward jobs.

4.5.4 Staff development practices for library personnel in public universities in the South-south, Nigeria

Ascertaining staff development practices for library personnel in public universities in the South-south, Nigeria, majority of respondents indicated the availability of staff development practices for library personnel in public universities in the South-south, Nigeria. This study confirms staff development practices for library personnel in universities, with moderately high level. This, therefore, implied that, there were staff development practices for library personnel in universities, but ineffective for improve performance. The findings supported the importance of staff development practices for library personnel in universities as viewed by Nkanu, Ebaye and Iyishu (2011) that, having turned out thousands of information professionals working as library personnel, educators, information consultants, archivists, record managers, intelligence information officers, editors, publishers and dealers in information media they need continuous education in reference to current job knowledge

and skills to perform their roles effectively at all times. Library personnel in universities need continuous training and capacity building to deliver expected services to users in their work environment(Eyo, Ogar & Afebende, 2013).

The findings corroborated the study of Mohammed (2010) on capacity building of library staff in selected special libraries in Ekiti State which found out various methods employed in libraries for the purpose of capacity building to include: conferences, seminars, workshops, spending time in library for skill acquisition in developing countries, library school courses, on-the-job training, classroom and lecture methods, consultants and special training, in-service and non-credit earning short courses. Similarly, Adeniji and Onasote (2016) study on workers training practices in two university libraries in Nigeria, found that off-the-job training, on-the-job training, internal training programme, initial orientation programme for new staff, and so on were various manpower development practices in the two institutions to enhance personnel on the job.

Cobblah and van der Walt (2016) citing Adanu (2007) and Lamptey and Agyen-Gyasi (2010) among other authors listed the instituted staff development and training programmes to develop the capacity of library staff to perform their functions effectively and efficiently for higher productivity in the university libraries in Ghana. These include: orientation programmes, on-the-job training, opportunity to prepare for advancement activities, research and publications, membership of library associations and networks, study leaves, assignments, job rotation. Job rotation, workshops/seminars/conferences and classroom training were the most used and most effective programmes in the university libraries, followed by consultant training and professional association activities. Bamidele et al. (2013) studied types of training provided for library assistants. These are: on-the-job training, in-house training and orientation. Olorunsola and Bamijoko (2005) studied staff opinion relating to job rotation at the University of Ilorin Library, the idea of job rotation generally showed positive reaction. Similarly, Adomi and Nwalo (2003) study supported regular attendance at relevant conferences and workshops suggested by LIS professionals as means of continual updating of job knowledge and skills of LIS professionals. This is development-adding value to what already existed (Eke, 2011).

A study cited in Cobblah and van der Walt (2016), the author argued that staff development flourishes in an atmosphere where professionals are adequately and sufficiently

motivated. A situation where staff development fails to motivate staff, because of the inability of the organisation toprovide resources and materials which the professionals need to do their work, invariably leads to frustration. Furthermore, Mbagwu and Nwachukwu (2010) study examined benefits and effects of training and development practices for library professional and para-professional staff in Federal University of Technology, Owerri found that development practices available were induction and orientation, on-the-job training, workshops, seminars, conferences, simulation and extension training. Majority of respondents affirmed that their performance enhanced after undergoing training.

Ajidahun (2007) survey of Nigeria Universities reported that on-the-job training was the most popular training methods employed in most Nigeria Universities. Kataila (2005) stated that training operatives and some libraries like University of South Africa, many times, depend on on-the-job training from existing employees. Saharan (2013) listed strategies for developing staff, for example, as follows: developing job rotation and cross-training programmes, taking advantage of task forces and interim job assignment, learning jobs by action, implementing 360 – degree feedback programme, creating librarians dual career ladder system, offering coaching to managers and leaders, assigning mentors to new and long-term employees and on-the-job training.

4.5.5 Relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria

The findings established that a significant relationship exists between personal variables and job performance. Therefore, the null hypothesis was rejected. The findings confirmed various research findings that showed significant relationships between personal variables andperformance. Ugwu and Ugwu (2017) study revealed a significant relationship between personal variables and performance of employees. Their study further revealed that all personal variables were found to be significantly related to personnel performance except for gender and marital status. Significantly, results of Ugwu and Ugwu (2017) study revealed a significant relationship between educational qualifications and performance of employees.

Similarly, a validation study carried out by Sneed, Vivian and D'Costa (2015) examined the relationship between work experience and performance of dietary managers, the findings showed that quality of work experience scores may be predictive of performance

and have implications for employee selection, performance appraisal, etcetera. According to Ugwu and Ugwu (2017), work experience was found to correlate with tasks performance. Oyewole (2013) established that personal variables, which include work experience were positively related to performance.

Hassan and Ogunkoya (2014) and Ugwu and Ugwu (2017) among others believed that education facilitates performance in most jobs. It is the view of the researcher that literature on job positions or ranks and job performance of library personnel in universities in Nigeria were scarce. More work need to be done in this area. However, Ugwu and Ugwu (2017) study revealed that job position was a significant predictor of performance and had a strong correlation coefficient. Their findings on relative effects of demographic variables on tasks performance showed that job positions were found to be significant determinants of tasks performance.

In the same vein, in the relationship between job tenure and performance, Hassan and Ogunkoya (2014) study revealed that experience (tenure experience) also had an impact on performance although less significance. Ng and Feldman (2010) found evidence of a curvilinear relationship between organisational tenure with performance. According to them, although, in general, the relationship of organisational tenure with performance is positive, the strength of the association deceases as organisational tenure increases. According to Ng and Feldman (2013) report inUgwu and Ugwu (2017), since the relationship between tenure and performance is not strong, a practice of job rotation can have positive effects on employees' performance while simultaneously helping employers develop their human capital.

Libraries utilise the job rotation method to develop and expose library personnel to wide range of managerial settings, culture and challenges experience (Afolabi, 2014). Faegri, Dyba and Dingsoyr (2010) asserted that successful rotation of personnel on the job also improves personnel abilities to handle job problems, share job knowledge, enhancing of team work efficiencies and opportunities for personnel to avail promotion. Heathfield (2012), cited in Ivwighreghweta et. al. (2013) stated that undergoing job rotation enables library personnel to learn different jobs that require new job skills and responsibilities; exposure to new challenges, enjoyed opportunities to expand job knowledge, accomplish, reach, impact, and potentially influence different aspects of the organisation as well as learn about different

facets of the library and how work or job functions are accomplished in different departments.

These built up organisational knowledge of library personnel and ability to get things quickly done. Hence job rotation is a good tool for career development. This revealed why management prefer to keep workers who have stayed relatively longer on the job to new employees because their cost investment in training the staff will reduce. The practice of job rotation in libraries can be said to have a strong relationship with performance. It is the researcher opinion that university libraries should take cognisance of job rotation practices to rotate library personnel to develop them on the job for effective and efficient services to users.

4.5.6 Relationship between work environment and job performance of library personnel in public universities in the South-south, Nigeria

The findings established a significant relationship between work environment and job performance, therefore, the null hypothesis was rejected. The work environment is a major determinant of the level and quality jobs perform by library personnel in universities. The findings corroborated the position of Irons (2006) that there is a link between comfortable work environment and performance of personnel. The significant relationship was in line with a study of Juhel Company in Emene, Enugu State, Nigeria carried out by Nnamani and Ajagu (2014) that established a relationship between employees' performance and their work environment as evidence of totality of factors that affects, influences, or determines the operations or performance of library services. Another study conducted on a hotel section in England by Thushel (2015) showed a significant relationship between factors in work environment and performance.

Furthermore, a study by Ajala (2012) on the relationship between workplace environment and performance revealed the importance of workplace features such as lighting, ventilation, and so on. Ramanathan (2010) established a relationship between natural illumination that comes from daylight and performance of library personnel. The findings also showed that workplace environments influence respondents' well as they indicate their level of performance. However, a study carried out by Oludeyi (2015) revealed that workplace environmental factors not only have high positive correlation with job

commitments but that these factors individually determines job commitment. Personnel will be willing to be more committed and dedicated to perform jobs.

Kokemuller (2017) asserted that business process, relationship in and across departments and among employees also significantly impact business effectiveness and efficiency. Furthermore, the study by Amir and Sahibzada (2010) on private sector companies in Pakistan, discovered that human components in the work environment significantly have great impact on the level of performance of employees and the level of relationships, as well as strong positive influence on outputs of employees in terms of: services perform, position in relation to colleagues, position in relation to equipment and quality of refreshments. Koles and Kondath (2015) stated that organisational conditions are linked to various positive results, including high organisational success, less employee turnover, adequate job satisfaction and progression and overall performance.

In another development, Khan, Azhar, Parveen, Naeem and Sohail (2011) investigation of the impact of work environment and employees' performance using 297 respondents as sample in Ghana organisational sector concluded that incentives had a positive impact on employees' performance at workplace whereas environment had no impact on employees at workplace. Similarly, another study involving 150 respondents in Pakistan education sector concluded that incentives had positive impact on employees' performance at workplace while infrastructure had no positive impact on employees' performance at workplace. In the same vein, a study by Aisha, Hardjomidjojo and Yassierli (2013) found that incentives, motivation and working conditions in Indonesian University have significant effects on employee performance.

4.5.7 Relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria

The findings established a significant relationship between staff development and job performance. The null hypothesis was rejected. Staff development and training have importantrole to improve employee performance and to improve higher quality human resources. Essentially, for library personnel to work and accomplish libraries set goals, they need training and retraining to sustain and nurture independent and confident spirit to perform different functions in libraries. They need to develop to avoid being out-dated or old

fashioned. The findings confirmed the positions of Eyo and Nkanu (2009) that staff of all cadre, irrespective of academic institutions deserve some level of improvement in the educational development to enhance their performance and leadership dispositions. Azino (2014) opined that staff development for library personnel should cut across all categories of workers, from senior management to the newest junior for quality services delivery. It is a necessity for every personnel, from cleaners, library attendants, library assistants, library officers, librarians up to Head of Libraries to be trained as soon as they are employed to work in the library.

Results of studies by several authors reported in Cobblah and van der Walt (2017) established that continuous educational programmes enable employees to acquire the knowledge that helps them to cope with the tasks of providing better information services to support teaching and learning. Findings of these studies showed that continuing education was helping library staff to build and udate previously acquired knowledge, skills and attributes and this was contributing to better tasks performance, job satisfaction, decrease in turnover and further job advancement. Similarly, another study conducted in KNUST, Ghana revealed that staff development programmes benefitted the KNUST library in the following ways: they enabled staff to cope with modern technologies, new trends and current development and they broadened and widened staff knowledge and experiences, thus making staff more skilful and effective in the performance of their jobs.

However, the report of Olorunsola and Bamijoko (2005) on staff opinion about job rotation at University of Ilorin Library showed a general positive ideas of job rotation. They suggested that, library managers should indicate a possible approach that can be used when considering the introduction of job rotation in the library. Job rotation exposes personnel to gain job knowledge, skills and abilities as they learnt different jobs requiring new job skills and provide different responsibilities. This help them to easily and quickly perform different tasks and their interaction among colleagues in the library gets increase.

Ajidahun (2007) claimed a relationship between educational background of employees and performance. Saputri, Lorensa, Asriani and Zainurossalamia Za (2020) indicated that training has direct relationship with employees' performance. Results obtained by Mamy, Shabbir and Hasan (2020) found that strong relationship exists between employee training and development with employees' performance. The more employees are developed,

the more efficient their level of performance woud be. A study carried out by Saka and Haruna (2013) on staff development in relation to performance in academic libraries in University of Maiduguri, using 30 staff as sample size showed a significant relationship of education and performance, as well as a correlation of training practice and performance. In the same vein, Nkem (2009) study in relation to in-service training and performance of librarians in eleven Nigerian university libraries showed a significant relationship between in-service training and performance.

Furthermore, Huitt (2004) claimed that cognitive ability (which includes knowledge gained through education) has a strong correlation with performance. On their own part, Ng and Feldman (2009) study on effects of level of education and performance, found that education positively related to the formal tasks performance, creativity and citizenship behaviours but negatively related to on the job substance use and absenteeism.

4.5.8 Relationships among work environment, staff development, personal variables on job performance of library personnel in public universities in the South-south, Nigeria

Based on the findings, it was found that the combination of all the predictor variables (work environment, staff development and personal variables) significantly improve and enhance performance of library personnel. It implies that, if the work environment is conducive and appealing, library personnel are developed to acquire the necessary job knowledge, job skills as well as possession of personal variables to perform jobs, they will perform jobs better. Moreover, when there is a significant change in the work environment, personnel become satisfied and improve on their performance and outcomes. The findings corroborated the study of many researchers. Ramanathan (2010) established a relationship between performance of library personneland natural illumination that comes from daylight. The findings also showed that workplace environments influence respondents' well as they indicate their level of performance.

Hung (2018) asserted that sufficient lightings from natural sources improve, sharpen focus and performance. Scientists found that exposure to natural lights in workspaces impacted on the quality of life of employees and their performance. Good lightings in the work environment, therefore, have positive effects on the health, safety and performance

outputs of personnel.Al-Omari and Okasheh (2017) mentioned features (lightings, ventilation rates, access to natural light and acoustic environment) in the work environment. These features, therefore, significantly influence performance of personnel.Furthermore, lighting and other factors like ergonomic furniture have been found to have positive effect on employees' health as well as productivity. Convenient and ergonomic office design encourage employees and increased their performance significantly.

Organisations should provide the right tools and ensure that all personnel operate in an efficient or flexible environment. Oyewole (2013) and Periyasamy (2020) stated that showing gratitude like 'Thank You' You are doing great', 'Good Job','Best worker of the year' can increase employee engagement in the workplace. This makes employees happier and also boost their performance.On the contrary, Chandrasekar (2011) asserted that unhealthy and unsafe work environment in terms of poor ventilation, immoderate noise, inadequate lighting, among others affect employees' tasks performance and health. Furthermore, high temperature can have a direct impact on health and lead to heat stress and heat exhaustion causing low performance.Vischer (2007) stated that exposure to noise have bad effects on the sense of hearing, which may weaken performance of personnel.

However, employees' performance depends on staff development and training receive from organisations. In organisations, if recruitments and evaluations are not complemented by staff development and training, the purpose of employability, profitability and performance of personnelmight be a mirage (Ifidon & Ifidon, 2007). There should not be lapses or loopholes in work efficiency and expected performance and productivity. Results of studies carried out by Saputri, Lorensa, Asriani and Zainurossalamia Za (2020); and Mamy, Shabbir and Hasan (2020) found that staff development and training have effect on performance of employees. According to Saputri, Lorensa, Asriani and Zainurossalamia Za (2020), training and development significantly influence employee performance simultaneously.

A study carried out by Onyia and Aniogbolu (2011) on the effects of training and retraining of library workers on their performance at Delta State Polytechnic Library, Nigeria. The findings showed that staff training and development provided by the organisation had contributed to a large extent to staff performance on the job. It helps to equip library staff with new technological skills needed to enhance their performance and

prevent skills obsolescence.The more personnel are developed, the more efficient their level of performance would be. Staff development makes employees better at their jobs. Training also helps improve retention and decrease turnover. Managers should invest and provide appriopriate training to retain their workforce. Organisations should provide a seamless learning environment for employees which fosters employee career advancement.

Personal variables influence personnel performance. Ng and Feldman (2009); Oyewole (2013); Ugwu and Ugwu (2017) found that personal variables have stronger relationship with performance. Hassan and Ogunkoya (2014); Ugwu and Ugwu (2017) among other authors believed that education facilitates performance in most jobs. Educational qualifications positively had influence on the quality and quantity job outputs of library personnelin universities. Relevant educational background of library personnel enhances performance. Work experience help personnel to improve upon performance to deliver quality services as wellas libraries achieving their goals. This is in line with Ifidon and Ifidon (2007)statement that the personnel work experience, innovation and in-depth of knowledge of librarianship which are mandatory requirements during staff employment interview importantly influence personnel performance.

A validation study carried out by Sneed, Vivian and D'Costa (2015) found that quality of work experience scores may be predictive of performance and have implications for employee selection, performance appraisal, etcetera. This is also in consonance with Schmitt, Cortina, Ingerick, Wiechmann (2001) Theory of Performance that, experience certainly contribute to personnel competencies to perform jobs. The more library personnel are exposed on the job to gain experience, the more competent she will be to perform jobs.This, therefore, implies thatthere are relationships among work environment, staff development and personal variables. The combination of these factors, such as conducive work environment, staff development and possession of good and quality personal variable greatly influence performance of library personnel in public universities in the South-south, Nigeria.

4.5.9 Relative contributions of work environment, staff development and personal variables to job performance of library personnel in public universities in the South-south, Nigeria

The personnel' work environment is a key determinant of the quality of their job and level of productivity. The personnel performance is influenced by a lot of aspects listed by Jones (2019) such as: job knowledge, experience, skills, abilities, awareness, values, motives and needs. Woods (2021) listed personal issues, job suitability, motivation to succeed, working conditions, job training and performance fededback. Periyasamy (2020) factors include: job satisfaction, training and development, employee engagement, goals and expectatons, tools and equipment and morale and Company culture. Furthermore, organisations should focus primarily on: clarifying goals, providing the right tools, listening to employees and gratitude as a key to improve performance.

This finding confirmed the positions of Chandrasekar (2011) and Nnamani and Ajagu (2014) that, availability of appropriate physical and psychosocial environmental factors leads to enhance performance. Taiwo (2010) study of work environment and workers' productivity in Lagos State discovered that, majority of respondents (70.49%) agreed that conducive and better work environment improve their productivity. Naharuddin and Sadegi (2013); andAl-Omari and Okasheh (2017) stated the suggestion of previous study thatlightings, ventilations, natural daylights, acoustic environment, among others in workplace environment significantly contribute to performance.Al-Omari and Okasheh (2017) stated that space components like office furniture have a specific part to play in the productivity and efficiency of employees and the suitable functioning of any office. A study reported in Babalola (2013); and Naharuddin and Sadegi (2013) affirmed that improvements upon physical workplace design, such as lightings increase performance of personnel from five to ten per cent at workplaces.

Koles and Kondath (2015) asserted that climate in organisations had been linked to various positive outputs, for example, improvement in organisational success, employee low turnover, increase in the level of job satisfaction, enhance the quality of employees and overall firm performance. Top Employee Benefits (2010) and Babalola (2013) stated that stimulating and rewarding work environments enhance productivity, increase retention and create more dedicated workers. Furthermore, Ramanathan (2010), Al-Omari and Okasheh (2017) and Hung (2018) established that natural illumination that comes from daylight had influence on performance. Hung (2018) opined that adequate lighting, particularly from

natural sources, that ultimately sharpen focus and performance improves the mood and energy of employees.

In the same vein, Hawthorne Effect Theory established that the productivity of workers become more increase in higher light levels, while it diminishes in lower light levels. This, therefore, shows that, lightings and illuminations are essential in work environment to increase performance of library personnel. The Theory further stated that changes in work stations, cleaning floors of obstacles and even relocating work stations for short periods increase outputs. This supported Al-Omari and Okasheh (2017) assertion that cleanliness, water, lighting, colouring, security and music were some factors that influence the workplace. Hung (2018) stated that clean and visually appealing work environment can greatly impact employees' mood and performance. A study by Sakir and Fajonyomi (2007) in Borno State, Nigeria, associated clean environment as part of workers' incentives provided to achieve effectiveness in organisations.

Nevertheless, staff development contributes to performance of library personnel in public universities.This is in line with findings of Cobblah and van der Walt (2017) studywhich established that staff development programmes significantly contribute to staff performance as majority of library staff respondents indicated that staff development programmes had contributed to their performance in the provision of effective library and information services in the universities in various areas of work, such as organisation of information, understanding of information needs of library users, evaluation of information and information retrieval, among others. The result, therefore, established that staff development programmes contributed to improvement of job knowledge, skills, abilities and experience of library staff and therefore made them efficient and effective in the delivery of library and information services leading toimprove performance and higher productivity.Akintunde (2004) supports that staff development initiatives contribute enormously to performance of library workers.

In other words, when library staff are effectively trained and developed, it resulted in increased performance.The findings confirmed Mbagwu and Nwachukwu (2010) study which examined the benefits and effects of training and development programmes for professional and para-professional staff in Federal University of Technology, Owerri Library showed the affirmation of majority of respondents that their development enhances

theirperformance and that after undergoing training performance was above average. Furthermore, the investigation carried out by Adomi and Famola (2012) on training and development of fifty cataloguers at the National Library of Nigeria, Abuja revealed that training improve quality services delivery of library staff thereby increasing their level of competence.

Olusegun (2012) affirmed that staff development practices for library personnel in any academic library significantly contributes to job performance inasmuch as the better trained and equipped staff would utilise their job knowledge, skills and abilities to perform jobs. Obukohwo (2015) opined that developed personnel contribute competently in the work of the library. Studies carried out by Adeniji and Onasote (2006) and Mohammed (2010) on staff development in various universities in Nigeria found that staff development practices enhance personnel on the job. In the same vein, a study by Mabawonku (2005) showed that a good foundation for graduates in the information field as well as providing a practical experience contribute positively to their future career. Saharan (2013) asserted that learning by action serves to help employees develop critical competencies to complete important library work.

However, Dawo, Simatwa-Enose and Okwatch (2012) study on evaluation of the effects of staff development practices on performance in some selected universities in Kenya, established that staff development practices alone did not contribute significantly to performance. The authors suggested that staff development practices were supported with other human resource management/development strategies such as reward, promotion, salary increase, and other motivational strategies to ginger staff interest for improved performance.

Personal variables (educational qualifications, job positions, work experience and job tenure) contribute to performance of library personnel in public universities in Nigeria. This is in consonance with revelation in Ugwu and Ugwu (2017) study that all personal variables were found to be significantly related to personnel performance except gender and marital status. Hassan and Ogunkoya (2014), Ugwu and Ugwu (2017), among other authors stated that, education facilitates performance in most jobs. Education of library personnel plays important roles in performance efficiency and effectiveness. A more knowledgeable and widely trained library personnel however perform better than unknowledgeable and untrained

personnel. Hassan and Ogunkoya (2014) study revealed that experience (tenure experience) also had an impact on performance though less significance.

However, library personnel working in a conducive work environment, enjoying development opportunities and possessing good personal variables perform jobs better and improve higherquality performance. Work environment, staff development and personal variables greatly influence performance if library management take cognisance of these factors for improvement in jobs perform by library personnel in public universities in the South-south, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter is concerned with the summary of the findings of this study, conclusion and recommendations. The chapter also focused on contributions of this study to the body of knowledge, implications of this research as well as suggestions for further research.

5.2 Summary of the findings

The study investigated work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria. The major findings of the study were that:

1.   Library personnel possess various personal variables as follows: educational qualifications, job positions, work experience and job tenure in public universities in the South-south, Nigeria.

2.   The level of job performance of library personnel in public universities in the South-south, Nigeria is high.

3.   The work environment of library personnel in public universities in the South-south, Nigeria is moderately conducive.

4.   There are staff development practices for library personnel, such as formal education, on-the-job training, outside training opportunities, job rotation, conferences, workshops, seminars, in-house training, coaching on-the-job, mentoring, assigning responsibilities, induction and orientation, among others in public university libraries in the South-south, Nigeria. These are moderatelyeffective.

5.   There is a significant relationship between personal variables and job performance of library personnel in public universities in the South-south, Nigeria.

6.   There is a significant relationship between work environment and job performance of library personnel in public universities in the South-south, Nigeria.

7.	There is a significant relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria.

8.	There are significant relationships among work environment, staff development, personal variables (educational qualifications, job positions, work experience and job tenure) and job performance of library personnel in public universities in the South-south, Nigeria.

9.	Work environment, staff development and personal variables jointly contribute to job performance of library personnel in public universities in the South-south, Nigeria.

5.2 Conclusion

Based on the results of the study, this study concludes that the level of library personnel performance in public universities in the South-south, Nigeria is determined by work environment, staff development and personal variables. The performance of library personnel in public universities in the South-south, Nigeria is very crucial in attainment of library goals and objectives. However, this could be possible when the work environment is conducive, when personnel enjoy development opportunities through different staff development practices as well as adequate considerations given to quality personal variables so that library personnel can perform better on the job, thereby achieving library set goals. If these are ignored by management of university libraries, these could have negative impact on performance of library personnel.

Furthermore, the study established that significant relationships exist among work environment, staff development, personal variables and performance of library personnel in public universities in the South-south, Nigeria. This implies that, when work environment, staff development and personal variables are combined together, these could influence performance of library personnel. Therefore, work environment, staff development and personal variables cannot be taken in isolation to job performance. They are significantly related and also interrelated. Nevertheless, in conclusion, the quality of comfort library personnel derived from their work environment, such as conducive work environment, staff development opportunities and practices enjoyed, as well as possession of personal variables, predict the level of personnel performance. If management of university libraries take

cognisance of these factors, these would improve library personnel performance in public universities in the South-south, Nigeria.

5.4 Recommendations

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

1. The high level of job performance of library personnel in public universities in the South-south, Nigeria revealed in the study was the combination of factors, such as, conduciveness of work environment, staff development practices for library personnel and personal variables. Therefore, library management should take cognisance of these factors to improve and sustain the high level of performance of library personnel to achieve objectives of the library in public universities in the South-south, Nigeria.

2. The findings revealed that personal variables have a significant relationship with job performance. Therefore, library management should give adequate considerations to personal variables of library personnel, and, also, base deployment of personnel to various departments and units for job roles on personal variables (educational qualifications, job positions, work experience and job tenure) for improve performance.

3. Evidence from findings have shown that the moderate conduciveness of work environment such as, poor lightings, poor ventilation systems, inflexibility and congested workspaces, lack of collaboration, among colleagues and adoption of ICT facilities in libraries, do not enhance job performance. Unconducive work environment causes inefficiency in job performance which brings about serious failure to organisations. Management should try their possible best to improve on the elements in the work environment causing low job performance in public university libraries in the South-south, Nigeria.

4. Results of the study revealed that the moderate effectiveness of staff development practices for library personnel do not improve performance of library personnel in public universities in the South-south, Nigeria. Therefore, library management should assist their personnel by sponsorship to acquire formal education, attend conferences, workshops, seminars, outside training, as well asthe support for in-house

training, on-the-job training, job rotation, among others, on regular bases to improve on job knowledge, skills, competencies of library personnel for enhance performance in public universities in the South-south, Nigeria. Inadequate staff development, inefficiency and ineffectiveness on the part of library personnel hamper performance.

5. Library management in public universities in the South-south, Nigeria should give priority to staff development after the recruitment and placement of library personnel in their organisations to help them contribute better to their development and achievement of library goals and objectives. On-the-job training, particularly, job rotation of library personnel deserves serious attentionto expose and increase their work experience to get jobs done perfectly in any section of the library. Thus lackof these lower performance.

6. Studies showed that unfavourable work environment does not encourage good relationships with experienced and understanding colleagues,does not provide pressure to perform good jobs, as well as important drive to positive job performance. Therefore, library management should create a social atmosphere that encourages collaborations and interactions among library personnel to work together at the same degree to achieve set goals and objectives of libraries in public universities in the South-south, Nigeria.

7. Developments in this 21st Century have created compelling needs for library personnel to continually develop and equip themselves to upgrade their jobs skills and ICT skills for current and future competencies. Therefore, library personnel have no better option than to seek development opportunities and practices that can help them develop themselves for higher job performance. There is need for library personnel to invest in their development without depending on their employers or considering the cost implications. They should do everything possible to continuously develop and equip themselves better on the job and avoiding the risk of obsolescence and irrelevance in this 21st Century in public university libraries in the South-south, Nigeria.

8. Studies revealed that, for the level of job performance of library personnel to be improved and enhanced, the work environment needs to be improved upon, personnel developed and as well possess quality personal variables. Therefore, federal and state

governments in Nigeria are obliged to improve their funding to and upgrade infrastructural facilities necessary for the improvement and sustainability of work environment, staff development practices and employment of personnel with quality personal variables for better job performance of library personnel in public universities in the South-south, Nigeria.

9. For university authorities and library management in public universities in the South-south, Nigeria to benefit from quality services delivered by library personnel to users, management of public universities should make adequate funds and budgetary allocations regular to support the successes of library mission. Library management should take cognisance of factors such as work environment, staff development and personal variables for improve job performance in public university libraries in the South-south, Nigeria. This help to motivate library personnel to learn more and also work harder in a changed work environment.

5.5 Contributions to knowledge

This study contributed to knowledge in the following ways:

1. The study significantly contributed to the body of knowledge in library and information science, by providing empirical study to bridge the gap that existed in literature on work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria.

2. The study has proven that relationships exist among work environment, staff development, personal variables and job performance of library personnel in public universities in the South-south, Nigeria.

3. The study also established a relationship between work environment and job performance of library personnel in public universities in the South-south, Nigeria.

4. The study also established a relationship between staff development and job performance of library personnel in public universities in the South-south, Nigeria.

5. The study also established that the possession of personal variables relates to job performance of library personnel in public universities in the South-south, Nigeria.

6. The conceptual model of this study provided a framework for library personnel in universities in the South-south, Nigeria and elsewhere, through the enhancement of work environment, staff development practices as well as personal variables to improve their performance.

5.6   Implications of the research

The findings of this study have implications for library management in public universities, library personnel, federal and state governments, university authorities in public universities in the South-south, Nigeria. The findings have shown a joint relationship of work environment, staff development, personal variables and job performance of library personnel. The combination of work environment, staff development and personal variables enhances job performance of library personnel. Therefore, library management should take cognisance of factors such as work environment, staff development and personal variables in the work environment to improve on performance of library personnel in Nigeria public universities. They should ensure that library personnel work in favourable and healthy work environment. They should also utilise staff development practices that meet their needs to develop their personnel for effective and efficient performance. They should also base deployment of personnel to different departments and units for job roles on personal variables of personnel.

Library personnel are obliged to perform quality services to help libraries achieve sets goals and objectives in public universities in the South-south, Nigeria. There is need for library personnel to develop themselves as well as improve their personal variables to perform competently as expected. There is need for library personnel to work in a conducive work environment to continuously develop and equip themselves to upgrade their jobs and ICT skills, to be relevant and current on their jobs for quality and enhance performance in this 21st Century. They should not wait until they are sponsored. They can self-develop themselves if they want to progress in their professional career.

There is need for improvement and sustainability of work environment, development of library personnel and their personal variables for achievement of library goals. Federal and

state governments in Nigeria are, therefore, obliged to improve their funding and budgetary allocations to public universities and upgrade infrastructural facilities to create more conducive work environment, regular development of library personnel and employment of personnel with quality personal variables for enhance performance in public universities in the South-south, Nigeria.

Management of public universities cannot achieve their goals and objectives if the set goals and objectives of public university libraries are not achieved. Management of public universities should be truly library friendly and supportive to library mission, by providing and implementing adequately and regularly budgetary allocations meant for public university libraries, for improvement and sustainability of work environment, consistent and effective development of personnel and employment of library personnel with good personal variables for enhance performance.

5.7   Suggestions for further research

This study was limited to public universities in the South-south, Nigeria. It also suggested that studies of other predictors of job performance of library personnel should be carried out. Similar studies can also be extended to polytechnics, colleges of education and private universities established in the South-south, Nigeria and other geo-political zones in Nigeria.

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APPENDICES

APPENDIX 1

Department of Library, Archival and Information
Studies,
Faculty of Education,
University of Ibadan, Ibadan,
5th June, 2018

JOB PERFORMANCE OF LIBRARY PERSONNEL IN PUBLIC UNIVERSITIES (JPLPPU) RESEARCH QUESTIONNAIRE

Dear Colleague,

The questionnaire is to aid a Ph.D research on job performance of library personnel in public universities in Nigeria. Please, answer questions based on guidelines provided to help the researcher successfully complete the study. All volunteered information would be used strictly for the purpose of this research and respondent anonymity would be guaranteed.

Thank you for your cooperation.

Yours faithfully,

Ekanem B. E. Eyo
Research Student

Section A: Demographic data of respondents

Please tick (√) where necessary and complete the spaces where applicable.

1. Name of your institution   _____ 2.

    Ownership   (a) federal   _____   (b) state   _____

3. Positions/Ranks   _____

4. Work unit   _____

5. Years of prior experience before employment in your present institution

    _____

6. For how long have you worked/been working in the present library?

    _____

7. Job tenure in the library:

    (i)   Technical Services Department? _____

    (ii)   Readers' Services Department? _____

8. Academic qualifications (a) First School Leaving Certificate ( ) (b) Senior Secondary School Certificate ( ) (c) Diploma in LIS ( ) (d) BLS/B.Sc/B.Ed ( ) (e) Bachelor degree in discipline other than LIS ( ) (f) Master degree in discipline other than LIS ( ) (g) MLS ( ) (h) PGD in LIS (   ) (i) PhD in LIS (   ). Others (Please specify)

    _____

Section B: Work Environment Scale

Please tick (√) the column appropriately indicating your agreement with each statement on conduciveness of work environment and job performance.

Strongly Agree (SA) = 4 Agree (A) = 3 Disagree (D) = 2 Strongly Disagree (SD)= 1

S/N	Work environment	4 SA	3 A	2 D	1 SD
1	The atmosphere encourages collaboration and critical thinking in my library.				
2	The work environment encourages socialisation among colleagues and this influences the way I discharge my duty.				
3	Good relationship with experienced and understanding colleagues improves my work knowledge and skills in library service delivery.				
4	Team work and cooperation among library personnel significantly impacted my service effectiveness and easy completion of tasks.				
5	Proper communication between the library management and library personnel help to influence personnel commitment to work.				
6	Power supply is always stable in my library so I can work extra time.				
7	Natural/Day light illuminates my work area				
8	I access information materials with ease because my office is well illuminated.				
9	Lighting in my work area makes me feel comfortable to attend to library users.				
10	Lighting system in my library encourages me to work.				
11	Ventilation is essential in the library to protect me and the resources.				
12	Ventilation in my library protects me from health hazard.				
13	Air quality at the work environment is clean and good and not dangerous to my health.				
14	My work area is airy.				
15	Ventilation in my library is inadequate.				
16	My workspace is spacious.				
17	My office is congested.				
18	My office space can accommodate many staff, information resources and furniture, and other facilities.				
19	My office befits my job status.				
20	I am able to move information resources freely with ease.				
21	Information and communication technology facilities in my library enhance services delivery to users.				
22	There are provisions for ICT facilities from my library management.				
23	I can access the different databases because there is Internet connectivity in my library/work area.				
24	My work area is connected to the Internet and this saves working time.				
25	Working with ICT facilities has positively improved my job skills.				

Section C: Staff Development Scale

Please tick (√) the appropriate column to indicate the items that best describe the types of staff development practices utilised by you to enhance job performance.

Strongly Agree (SA) = 4 Agree (A) = 3 Disagree (D) = 2 Strongly Disagree (SD)= 1

S/N	Staff development practices in the university libraries	4 SA	3 A	2 D	1 SD
26	Formal education develops my intellect and skills and prepares me for new responsibilities and challenges necessary to work in my library.				
27	Continuing education exposes and helps me to do modern library tasks in my library.				
28	My participation in library management training has improved my ability to contribute to library goals.				
29	My superior's coaching on-the-job makes me more committed in my library.				
30	I have a mentor who helps to improve my career area in my workplace.				
31	Attendance at conferences/workshops helps to up-date my job knowledge in my library.				
32	Attendance at workshops/seminars helps me to acquire new skills and professional standard of practice.				
33	Assignment of responsibilities to me enhanced my job performance in my library.				
34	On-the-job training provides me the ability to get job done in the library.				
35	I had opportunities to rotate on the job and this increases my experience to do library routine tasks in any section of the library.				
36	In-house training equips me with more efficient job knowledge and skills to enhance my services to the users in my library.				
37	My attendance at seminars/conferences helps me to participate in the discussion of problems on recent developments in Nigerian library scene.				
38	Outside training opportunities in librarianship help to keep me updated with job knowledge and development.				
39	Staff induction/orientation helps to expose me to library procedures and improvement in quality service in the library.				
40	Organised visits to other libraries improve my capacity to perform my job efficiently and effectively.				

Section D: Job Performance Scale

Section D is to assess the job performance of each library personnel directly responsible to the Heads of sections in the university libraries. Heads of university libraries will assess Heads of sections in their libraries. Please kindly use the following scale by ticking (√) the appropriate box that corresponds to each statement to respond to the questions that follow.

Excellent = 5 Very good = 4 Good = 3 Fair= 2 Poor = 1

S/N	Job performance	5	4	3	2	1
41	Performing library routine tasks					
42	Overall contribution to the library development					
43	Overall contribution to the college development					
44	Meeting set goals of department					
45	Performing job with colleagues					
46	Punctuality and regularity at work					
47	Attending promptly to requests from users					
48	Meeting minimum requirements for promotion					
49	Communication skills					
50	Coordinating ability					
51	Creativity					
52	Provision of leadership					
53	Quality of job performed					
54	Quantity of job performed					
55	Timeliness of service.					
56	Works with minimum supervision					
57	Performing administrative duties					
58	Performing competently under pressure					
59	Anticipating problems and developings solution in advance					
60	Skills to use Information Technology (IT)					

APPENDIX 2

Population of library personnel in public universities in the South-south, Nigeria

S/N	Name of Institution	Ownership	No. of Librarians	No. of Para-Professionals	No. of Library Assistants	Total
1	Federal University, Otuoke, Bayelsa State	Federal	11	10	26	47
2	Federal University of Petroleum Resources, Effurun, Delta State	Federal	9	18	11	38
3	University of Benin, Benin City, Edo State	Federal	15	80	31	126
4	University of Calabar, Calabar, Cross River State	Federal	16	43	21	80
5	University of Port-Harcourt, Port-Harcourt, Rivers State	Federal	23	17	15	55
6	University of Uyo, Uyo, Akwa Ibom State	Federal	27	24	70	121
7	Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA	State	7	14	4	25
8	Ambrose Alli University, Ekpoma, Edo State	State	11	17	26	54
9	Cross River University of Technology, Calabar, Cross River State	State	10	13	10	33
10	Delta State University, Abraka	State	14	19	23	56
11	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State	State	5	4	8	17
12	Niger Delta University, Wilberforce Island, Bayelsa State	State	18	26	34	78
13	Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port-Harcourt	State	10	9	13	32
Total			**176**	**294**	**292**	**762**

Source: *Registry of the institutions and personal contacts to these Institutions, August, 2017*

APPENDIX 3

Population of library personnel in federal public universities in the South-south, Nigeria

S/N	Name of Institution	Ownership	No. of Librarians	No. of Para-Professionals	No. of Library Assistants	Total
1	Federal University, Otuoke, Bayelsa State	Federal	11	10	26	47
2	Federal University of Petroleum Resources, Effurun, Delta State	Federal	9	18	11	38
3	University of Benin, Benin City, Edo State	Federal	15	80	31	126
4	University of Calabar, Calabar, Cross River State	Federal	16	43	21	80
5	University of Port-Harcourt, Port-Harcourt, Rivers State	Federal	23	17	15	55
6	University of Uyo, Uyo, Akwa Ibom State	Federal	27	24	70	121
Total			**101**	**192**	**174**	**467**

Source: *Registry of the institutions and personal contacts to these Institutions, August, 2017*

APPENDIX 4

Population of library personnel in state public universities in the South-south, Nigeria

S/N	Name of Institution	Ownership	No. of Librarians	No. of Para-Professionals	No. of Library Assistants	Total
1	Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA	State	7	14	4	25
2	Ambrose Alli University, Ekpoma, Edo State	State	11	17	26	54
3	Cross River University of Technology, Calabar, Cross River State	State	10	13	10	33
4	Delta State University, Abraka	State	14	19	23	56
5	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State	State	5	4	8	17
6	Niger Delta University, Wilberforce Island, Bayelsa State	State	18	26	34	78
7	Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port-Harcourt	State	10	9	13	32
Total			**75**	**102**	**118**	**295**

Source: *Registry of the institutions and personal contacts to these Institutions, August, 2017*

APPENDIX 5

List of Public universities in the South-south, Nigeria

S/N	Name of public universities in the South-south, Nigeria
	Federal public universities in the South-south, Nigeria
1	Federal University, Otuoke, Bayelsa State
2	Federal University of Petroleum Resources, Effurun, Delta State
3	University of Benin, Benin City, Edo State
4	University of Calabar, Calabar, Cross River State
5	University of Port-Harcourt, Port Harcourt, Rivers State
6	University of Uyo, Uyo, Akwa Ibom State
	State public universities in the South-south, Nigeria
7	Akwa Ibom State University, Ikot-Akpaden, Mkpat Enin LGA
8	Ambrose Alli University, Ekpoma, Edo State
9	Cross River University of Technology (CRUTECH), Calabar, Cross River State
10	Delta State University, Abraka
11	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt, Rivers State
12	Niger Delta University, Wilberforce Island, Bayelsa State
13	Rivers State University of Science & Technology, Nkpolu-Oroworukwo, Port-Harcourt

Source: *2017/18 eBrochure of Joint Admissions and Matriculations Board
(eBrochure JAMB). Registry of institutions and personal contacts to these*
Institutions

APPENDIX 6

Degree of plagiarism