

**DEMOGRAPHIC CHARACTERISTICS AND JOB PERFORMANCE OF
CATALOGUES IN TERTIARY INSTITUTIONS LIBRARIES
IN CROSS RIVER STATE, NIGERIA**

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ABSTRACT

The main thrust of this study was to examine demographic characteristics and job performance of catalogues in tertiary institution libraries in Cross River State, Nigeria. To achieve the purpose of this study the two hypotheses were formulated to guide the study. Literature review was carried out accordingly. A descriptive survey research design was adopted for the study. This research design was used for the study because it was considered appropriate. A population of two hundred and twenty-three (223) library staff was used for the study. The entire population was used as a sample. The questionnaire was the main instrument used for data collection. The estimate of the instrument was established through the split-half reliability method. One-way analysis of variance (ANOVA) was the statistical technique employed to test the hypotheses under study. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that educational qualification and years of work experience cataloguer significantly influenced their job performance in tertiary institutions libraries in Cross River State, Nigeria. Based on the findings of the study it was recommended among others that the management should endeavor to provide a level playing ground for equal opportunities between male and female librarians by ensuring that basic needs for academic excellence are provided for professional development causes for their staff.

Keywords: Demographic, characteristics, job performance, catalogues

INTRODUCTION

Every organization hopes to attain its stated goals by improving job performance and increasing productivity. This can only be accomplished if the workforce has the requisite abilities, which can be gained through ongoing and regular training and development of individuals through personal effort or organization. Attending conferences, workshops, and seminars: on-the-job training, mentoring, formal professional education, publications, and an ongoing postgraduate program are all options for librarians cataloguers to gain these abilities. Furthermore, these strategies assist librarians in acquiring skills and information for professional progression and personal growth in the field of Library and Information Science (LIS) or their chosen fields of specialization. These techniques are ways for librarians to improve their work and increase self and user happiness (Eke, 2011).

Staff members fall into three types in almost all libraries, regardless of their type or location (professionals, para-professionals and non-professionals). The intellectual work is done by the professional employees (librarians) (selection and acquisition, cataloguing and classification; reads services, reference services, etc.). The paraprofessionals support the professionals in carrying out their responsibility (Aina, 2004).

Cataloguers are a group of specialists (librarians) who are in charge of bibliographic control, information management, and the development of resource discovery tools that help users find contents (Bothmann, 2007). Cataloguers are primarily in charge of setting up and maintaining an efficient and effect retrieval system. Cataloguing librarians are a small but important group of library professionals who provide vital but underappreciated series to libraries and their patrons (Bothmann, 2007). Many librarians and library educators, however, believe that cataloguing is no longer as important s it perfidiously was (Davis, 2008). According to Davis, the movement away from hands-on, detailed bibliographic control courses in library school reflects the profession's shifting needs. On the other hand, he also noted that while cataloguing as we currently understand it may become less required, the fundamental skills and notions of bibliographic control ma remain crucial (Davis, 2008).

Bushman and Chickering (2007) suggested that the rise of the publishing industry, as well as het acquisition of such publications in libraries, would necessitate cataloguers' skills and services. Davis, (2008) also documented growing book expenditures and purchases in academic libraries, and predicted that academic libraries will acquire a major share of the publishing industry's output in the future. As a result, the continued production of literary materials indicates that cataloguers' skills will stay relevant and in demand n. the term "librarian" refers to someone who has completed a training program at a recognized library school and obtained certification (first or higher degree) in librarianship. Apart from completing professional training program at a library school, librarians are expected to continue to learn or gain basic skills in order to perform effectively in their respective libraries. However, due to the numerous changes brought about by Information and Communications Technology (ICT), particularly in the field of virtual services, librarians are being compelled to acquire a greater number of skills through continuous training (Ezeani, 2013). Furthermore, the field of librarianship is ever expanding and changing, from exploding internet and media technologies to ever-diverse patron groups with increasing complex information needs. Cataloguers owe it to their users, organizations and themselves as competent professionals to remain abreast of the trends and development in the field by seeking out professional development opportunities. There is need for cataloguers to possess skills that will make them useful in this age of technology.

Cataloguing is an essential process in any library or information center in order to provide information access to all learning resources to library patrons. All career in librarianship include work in cataloguing, which is always a major, part of library function functioning (Marcum, 2006). In like manner, Luther (2010) said, cataloguing and classification have always held a position in the curricula of library schools. He further explains that although concepts are changing in regards to the amount and nature of the training, some works in cataloguing and

classification is still required of students following prescribed courses of study in library training, however, job performance is one of the issues of great concern in management and organization of university library (Kolaja, 2012). Job performance of cataloguers is crucial to any organization such as library.

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Job performance of cataloguers in any intuitions library is vital not only for the growth and development of the intuition, but also for the growth of individual cataloguer, to improve his/her job performance. Job performance is an important attribute that is frequently measured by all types of organizations and institutions. The university library's effectiveness and efficiency comes from the job performance of its personnel and output of services provided in terms of achievement of the library objectives. Therefore, the success of any library depends on the job performance of the cataloguers. These also relate to how well and equipped the cataloguers are, to perform their job in providing services.

When cataloguers are adequately and continuously equipped, it can influence job performance which therefore leads to outputs, resulting in increased commitment and productivity. Aboyade (2017) and Oyewole (2013) averred that job performance is behavior that is a direct function of declarative knowledge (knowledge about facts and things), procedural knowledge or skills (knowing how to do something as well as what to do) and motivation which is a combination of three choices: what to do, how much energy to expend on the activity and how long to continue expending energy.

The competencies required of a cataloguer to perform cataloguing jobs optimally is basically professional knowledge. Sung (2013) succinctly explain that no competence is more important in cataloguing than professional knowledge. These include theoretical background as well as technical skills for cataloguing. According to Sung, knowledge of cataloguing tools is a must-have and the cataloguer must keep abreast of the latest changes and updates since cataloguing tools and rules change regularly to reflect or accommodate changes or new developments in knowledge.

Bello and Mansor (2012) conducted a study in Nigerian academic institutions to establish educational qualifications and cataloguers' job performance. According to the findings, fifty-seven (57%, 21) of respondents received a library degree between 1990 and 2000, and thirty-five (35%, 13) of respondents received an LIS degree after 2000. In 1970, only three (3) respondents held a library science degree. The latter group may be deemed to be nearing retirement age.

Academic Liberians in Nigeria are required to have an MLS degree in addition to a basic library degree responses to the highest academic qualification may be deemed acceptable. Seventy-eight (78%) of the respondents had a master's degree, allowing them to advance on the job to managerial positions while also increasing their service efficiency. None of the interviewees, however, possessed a doctorate. While five percent (5%) of the participants had a bachelor's degree (BA, BALS BLS). A five point – Likert scale was used to examine the educational qualification of respondents. The questionnaire was used for data collection and results were tabulated and statistical technique such as Weighted Arithmetic Mean (WAM) was used for the analysis, four hypotheses was stated. Survey research design was used for the study. The result shows that majority library professionals who are cataloguers were males 93 (67.39%) were females. As far as age of respondents is concerned 46 of them fall below 30 years, 52 respondents were between 30-40 years and 38 respondents were 40 years depicting that staff that were qualified are more in number which is effective to work with technical skills. The findings show that work-forced diversity is significant to educational qualification at 0.05 level of significance.

Yusufs (2010) findings that none of her polled respondents from private universities had a Ph.D degree backed up this conclusion. Over sixty percent (60%) of the respondents complete eight of the core technical activities necessary in professional practice, according to the findings. In conclusion, data revealed that more than seventy percent (70%) of respondents with higher degrees perform technical duties. The use of DDC is the least common technical task performed by respondents, possibly because many academic libraries in Nigeria have abandoned DDC in favor of LCCS. It can be determined from the study that the surveyed libraries utilize a manual system, implying that cataloguing is still done by hand. The study recommended among other things that management of academic institutions and cataloguers see the training of their staff and personnel respectively as a priority to improve job performance so as to meet the objectives of establishing the libraries in the institutions.

The descriptive research design was used in this study, according to Amune (2014), to analyze the comparative determinants of job satisfaction among male and female librarians in public university libraries in Edo State. Female and male Liberians made up the study's population. Using a simple random sampling procedure, a sample of twenty (20) female and twenty (20) male academic librarians were recruited for the study. The questionnaire instrument was used to collect information on the factors that influence job satisfaction among male and female librarians in Edo State, Nigeria. Simple percentages, the t-test, and the F-ratio were used to analyze the data using descriptive and inferential statistics in the Statistical Package for Social Sciences (SPSS)

Female librarians in public university libraries are more content with their professions than their male counterparts, according to the research, and there is a significant difference in their satisfaction levels. Second, there was no significant difference in satisfaction levels between male and female Liberians, implying that both men and women were satisfied with the motivating packages available in Nigerian public university libraries. Following that, the study

suggests that university library administrators develop and maintain policies that will improve library staff satisfaction as service providers in the areas of achievement, growth, interpersonal relationships, job security, personal life, policy and administration, recognition, responsibility, staff education, salary, status, supervision, and work. This will help the institution's productivity while also assisting in the achievement of the institution's goals. Furthermore, management should strive to provide a level playing field for male and female librarians by ensuring that basic needs for academic excellence are met for all, regardless of gender, so that both male and female employees are satisfied.

Madukoma, Bamidele, and Unegbu (2016) investigated the factors that motivate Nigerian cataloguers as well as their level of job performance. The study was conducted using a descriptive research design. In the 2015 Cataloguing, Classification, and Indexing section of the Nigerian Library Association, held at the Obasanjo Presidential Library in Abeokuta, Ogun State, 100 people attended. A self-structured questionnaire provided were completed and returned. Data was analyzed using frequency counts, percentages and mean. Job status, promotion, on-the-job training, and the working environment were found to be the most important motivators for Nigerian cataloguers.

The study also found out the cataloguers' job performance was strong, with great productivity, excellent quality of work, and the ability to take initiative, among other things. Incomplete bibliographic records, shifting to a computerized collection, and a lack of working facilities were also identified as important obstacles for Nigerian cataloguer's in executing their duties. The study recommended that library administrators should constantly ensure that those motivational components are in place at the library, based on the findings. modern tools, as well as training, should be made available to enable people to easily transition into the digital age. Finally, their working conditions should be improved, and cataloguers should be provided with more opportunities for study in order to improve their educational qualifications and job performance.

Cyprian (2017) conducted research on the demographic characteristics of Liberians and their job performance at university libraries in South-East Nigeria. The research was conducted using a correlational research approach. The survey included a total of 100 librarians who worked as supervisors at university libraries. Questionnaire were used to obtain information. At the 0.05 significance level. The hypothesis was tested using the mean, standard deviation (SD), and Spearman's ranked order coefficient. The studies demonstrated that librarians do well in both their primary and secondary responsibilities. The study's findings also revealed that the most significant variables were age, education, employment position, and work experience. These four variables were shown to account for 56% of Liberians' total work performance, with the remaining 44% explained by other factors.

Personal variables and work locus of control were investigated as drivers of the job performance of library employees at Nigerian federal colleges of education by Godwin and Popoola (2017). The study used a correlational survey research approach. To cover all 195 library employees, the whole enumeration method was utilized. The data was collected using a

questionnaire that included the Work Locus of Control Scale (WLCS). The study had two research questions and two hypotheses, both of which were examined at the 0.05 level of significance. The data collected was analyzed using multiple regression and correlational techniques. According to the findings, there was a strong association between respondents' job performance and independent variables (age, years working in the library, academic qualification, position/rank, monthly remuneration, and work locus of control). The study also found that the combined impact of independent variables on library staff performance was significant ($F(7.165) = 3.95; P < .05$). When aiming to improve library personnel's job performance, library managers and administrators should strive to hire employees with an internal locus of control, taking into account their age, academic qualifications, job position/rank, years of working experience in the library, and monthly remuneration. A research study by Erasmus (2018) on the effect of workforce diversity on Educational qualification and job performance, two hundred and sixty (260) employers from 20 universities of Jalalabad was used as the population of the study. Questionnaire was the instrument distributed among the selected universities. The survey research design was used for the study. Simple Ransom sampling technique was used to select the population from the selected universities. SPSS and Microsoft Excel were used as major tools for interpreting the collected data in which linear regression, correlation and reliability test was used for analyzing the results. The findings revealed workforce diversity is significant to educational qualification and job performance at 0.05 level of significant to educational qualification and job performance at 0.05 level of significance ($P < 0.05$). The value of R-square is 0.312 which shows that there is a change of 31% in dependent variable due to the effect of independent variable.

Work experience, according to Wikipedia online dictionary, is any experience that a person gains while working. A survey by Quinones and Ford (1915) to find the gap in the conceptual development of the work experience construct was addressed by creating a framework specifying two dimensions along which work exuberance measures can vary. The dimension of measurement mode (amount, time, and type) and level of specificity (task, job, organizational) formed nine separate categories of measures of work experience. The usefulness of the conceptual framework was tested by conducting a meta-analytic review of the existing literature on work experience using the dimension in the framework as potential moderators of the experience performance relationship. Results of the meta-analysis ($N = 25,911; K = 44$) revealed an estimated population correlation of .27 between experience and performance and performance after correcting for sampling error and criterion unreliability. In addition, the results showed that amount ($M^{\hat{}} = .43$) and task-level ($M^{\hat{}} = .41$) measures of work experience had the highest correlations with measures of job performance. In addition, work experience had the highest correlations with hard (e.g. work samples) as opposed to soft (e.g. ratings) measures of job performance ($M^{\hat{}} = .39$ vs. $M^{\hat{}} = .24$). Implication and directions for future research are discussed.

Bharhava and Anbazhagan (2014) conducted research on the sugar factory in Chittoor, Andhra Pradesh, in southern India. Telugu, a South Indian language, is the native tongue of the

people. Around 653 people work for the company, with 36 of them in supervisory positions. Simple random selection was used for the objectives of this research study, and the researcher was free to select his sample from the firm's universe. Every unit in the universe has an equal probability of being chosen for the study in the simple random sampling procedure. In selecting the items from the sample, the researcher did not use any defining criteria. Simple random sampling is the most basic sampling approach, and it is also the easiest to learn and apply. It imposes no conditions on either the researcher or the group member. The study included 112 of the 653 workers and 16 of the 32 supervisors as participants. The sample of 112 employees in the firm was picked at random by the firm's researchers.

The personnel were not subjected to any restrictions when collecting the samples, according to the researcher. Statistical Product and Service Solutions were used to provide the data in a way that allowed for easy analysis and testing (SPSS). After importing the data from the Microsoft Excel spreadsheet into an SPSS spreadsheet, the researcher calculated the requisite leadership scores using the scoring keys provided by the organizations along with the surveys. The SPSS application was used to generate cross-tabulations for the various cases in the study. After then statistical tests were carried out based on the requirements. This is to say that the two variables considered for this study – education and job experience – do actually have an impact on the workers' performance. Any change in any of these two elements of education or job experience will result in a change in the workers' performance. The study demonstrates that as workers gain more work experience, they tend to perform better, but the opposite is true in the case of education. When these factors rise dramatically, performance drops even more at least in the group analyzed.

Darryl (2017) conducted research on the use of work experience to predict job performance. The total number of months of work experience given by participants was used to calculate the total number of months of work experience. Annual performance ratings from the organizations' personnel data were used to assess job performance. Uppal et al. (2014) used zero-order correlations and hierarchical multiple regression analysis to investigate the link. Positive relationships between prior industry experience and job performance emerged as a result ($r = .18$, $P < .01$), between previous occupational experience and job performance ($r = .19$, $p < .01$), between total work experience and job performance ($r = .04$, $p < .01$). The findings added to the growing body of evidence that there is a link between prior work experience and job success (Uppal et al, 2014).

Positive, negative, and negligible associations have been discovered in research involving job experience from a single business. Esjukkmathu and Velliaichamy (2008) discovered a mean correlation of .14 ($N = 6,816$, $k = 89$) in a meta-analysis. A total of 89 articles were used in the meta-analysis, which included supervisory ratings and job performance data.

In accordance with the previous relationship findings, Quinones, et al, (1995) reported a mean correlation of .32 ($N = 16,058$, $k = 947$). A hierarchical regression study of work experience revealed that job performance had a considerable overall effect, $F(5, 81) = 3.39$, $p = .01$, $R^2 = .17$, which was positively correlated by $b^1 = .59$.1 (81) = 3.13, $p = .00$, $r_a(bc) = .32$; No other were

statistically significant at $b_{5} \leq 1.28$, all $p_{5} \geq .06$. $F(5,81) = 3.57$, $p = .00$, $R^2 = .18$, $b^* = .44t(81) = 2.34$, $p = .02 = ra(bc) = .24$.

Ekere and Ugwu (2011) conducted a study to determine the influence of the personal characteristics of librarians on their job performance and satisfaction in University Libraries in Nigeria. The personal characteristics consisted of age, gender and working experience. Survey research design was employed to investigate the influence of these variables on job satisfaction of a sample of 458 Librarians from 31 University libraries in Nigeria. Questionnaire was the main instrument used for data collection. The questionnaire was adapted from the Minnesota Satisfaction Questionnaires. Descriptive Statistics and ANOVA were used to analyze the data collected for this study. The findings revealed that the job satisfaction of older librarians was higher than that of the younger ones. It was also found that tile gender was not a significant factor, work experience influences job satisfaction of librarians. Recommendations were also made based on the findings.

The effect of mentorship strategies and years of work experience on the job performance of cataloguer's in Nigerian libraries was investigated by Ugwu and Ugwu (2017). The participants at the 36th Annual Conference/Workshop of the Cataloguing, Classification, and Indexing Section of the Nigerian Library Association were given copies of a self-developed, pre-tested, and validated questionnaire, which was distributed using the total enumeration method. The study discovered that, while mentoring methods existed in Nigerian libraries, they were little used. However, there was a substantial association between mentoring techniques and cataloguer's job performance in Nigerian libraries, they were little used. H however, there was a substantial association between mentoring technique and cataloguer's job performance in Nigerian libraries, but no such association existed between job performance and years of experience. After discovering that mentoring has an impact on cataloguer's performance in Nigerian libraries, the article advised that mentoring methods be strengthened and formalized in Nigerian libraries in order to ensure the continuous career and professional growth of library staff. To this degree, it is desirable that knowledge management approaches be used to assist mentoring activities because there is a strong link between the two constructs.

Michael, Frank, and John (2014) conducted a study on the issue of "Job Experience Correlate of Job Performance," asserting that though job epicene measurements are often used as screening devices in the selection of employees, personnel psychologists have paid little attention to their use. The data on the relationship between employment experience and job performance from a total sample of 16,058 people is quantitatively summarized in this article. Two variables, duration of experience and work complexity were found to modify the relationship between job experience and work performance. The strongest association was found in populations with low average levels of job experience and in jobs with modest cognitive demand on employees. Schmidt, Hunter, and Outerbridge (1986) suggested a causal model of work performance, which appears to be supported by the findings.

However, it has been observed that the commitment of cataloguers in tertiary institutions in Cross River State has significantly reduced, this could be seen by wrong cataloguing and classification of information materials thereby leading to wrong placement of books and other information materials in the shelves. Resulting in poor performance. Could this trend be as a result of poor professional development? This observation has given rise to this research study on demographic characteristics of librarians and their job performance of cataloguers in tertiary institutions libraries in Cross River State, Nigeria.

Theoretical framework

The following theories will support this research:

Job performance theory by J.P.Campbell (1990)

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This theory was propounded by John P. Campbell in 1990. The theory states that performance is the behavior of people's actions that have an effect on the objectives of the organization. This behavior can be positive or negative and can be either provided as part of the work or outside the scope of the duties set forth. The first factor is task-specific behavior which includes those behaviors that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. An example of a task-specific behavior would be cataloguing and classification. This theory divides performance into other dimensions by identifying different types of behaviors making up performance, which are based on the concept of maximal (can do) and typical (will do) performance. It is a notion that begins with the fact that there are two major individual difference determinants of performance, that is, can-do and will-do factors. The can-do factors include general cognitive capacity, and lower-order abilities (e.g. spatial perception, math and verb abilities, reasoning). Included also in the can-do category are physical abilities (e.g. manual dexterity, strength, coordination, stamina). The theory stated that another can-do characteristic is the experience an individual brings to a job. The experience that an individual brings to a job situation certainly contributes to her competence.

This theory is relevant to the study because jobs performed by library personnel revolve around the different dimensions of works captured by Campbell (1990) in any university. However, library personnel job performance includes task performance, non-tasks performance, written and oral communication, and supervisory, managerial and administrative performance, among others. This also means that the job performance of library personnel is depending on their abilities and willingness to perform their job. Library personnel must, however, possess the job knowledge, abilities, skills and willingness to be able to perform their job well. If library personnel lack these characteristics, their job performance will be below and the goals and objectives of the library and parent institutions would not be achieved.

Statement of the problem

Cataloguers undergo several training (such as their educational qualification, continuing education, professional development, computer proficiency skills acquisition and years of work

experience), to improve their professional attainment and increase their job performance. The government or institutions have been providing opportunities for such training, but despite all these, the commitment of cataloguers in tertiary institutions in Cross River State have been low, which has negatively affected job performance, this could be clearly seen in wrong cataloguing and classification of information resources, resulting to wrong place of books and other information resources, thereby leading to users frustration due to inability of users to easily retrieve needed information materials from the right shelves. What more should the government, the parent institutions, or the cataloguers do? Job performance among cataloguers is important in universities because the foundation of the library is books and other information resources. In diverse types of libraries, the organization and use of information resources are critical components in providing high-quality services. If the resources are not well-organized, it could hinder students, lecturers and other staff effectiveness in using the available resources in the library for their learning, teaching and research. It is observed by the researcher that there is laxity and incompetency in the way cataloguers performed their duties. This unfortunate situation cannot be accepted considering the fact that the library is the heart of the institutions and central to the accreditation of academic programs by the institutions. The poser that this present study seeks to provide an answer is: could low professional attainment, (such as educational qualifications, continuing education, professional development, computer proficiency skills acquisition and years of work experience) by cataloguers be used to explain their low commitment and invariably, poor job performance in tertiary institutions in Cross River State? This, therefore, constitutes the problem that the research work seeks to address.

Purpose of the study

The purpose of the study is to investigate demographic characteristics and job performance of cataloguers' in tertiary libraries in Cross River State. Specifically, the study seeks to:

1. Determine whether cataloguers' educational qualifications influence job performance.
2. Determine the extent to which years of work experience influence cataloguers' job performance.

Research questions

This research work seeks to provide answers to the following questions.

1. To what extent does educational qualification influence cataloguers' job performance?
2. How does years of work experience influence cataloguers' job performance?

Statement of hypotheses

In order to have a proper direction in this study, the following hypotheses were formulated.

1. There is no significant influence of the educational qualification of cataloguers' job on performance.
2. Years of work experience of cataloguers do not significantly influence their job performance.

RESEARCH METHODOLOGY

The research design adopted for this study is a descriptive survey research design. Survey research design involves the collection of data to accurately and objectively describe an existing phenomenon. The design deals with the strategy for data collection by soliciting information from respondents who are members of the population by using structured questionnaire. Information concerning the entire population is collected from the fraction of the population referred to as the sample. This research design is very appropriate because the researcher does not have control over the independent variable of the study. The population of the study comprised 223 library staff (cataloguers) in libraries in tertiary institutions in Cross River State, Nigeria. There are University of Calabar, Cross River University of Technology, Calabar, College of Education, Akamkpa, Federal College of Education, Obudu, College of Health Technology Calabar and School of Nursing Itigidi in 2018/2019. The population of the study as at the time of this study across the six institutions was 223. This group of staff was chosen because they are directly involved in cataloguing and classification of information resources in the libraries. This is shown in Table 1 below.

The sampling technique adopted for this study is the purposive (census) sampling technique purposive sampling technique is a process whereby the researcher selects a sample based on experience or knowledge of the group sampled. Here the researcher intentionally decided to use only the cataloguers in the processing division of the libraries involved. It is a census because the researcher studied the entire population. The sample of the study consisted of all the 223 cataloguers in the processing division of the libraries in the institutions under study. The main instrument for data collection was the questionnaire. This instrument was constructed by the researcher and validated by the supervisor. The questionnaire was well structured and was self-administered by the researcher. It was designed based on the information needed. The instrument is made up of two parts. The first part is centered on personal information about the respondents, e.g. ex, level of education, marital status, gender, age etc while the second part is a 4 points Likert scale type questionnaire that has 15 items based on the independent variable and 10 items based on the dependent variable of the study. The instrument consists of four category rating items scale based on the sub-variable of the independent and dependent variables. The scoring of the instrument was as follows. For positive items:

Strongly Agree (SA) is 4 points.

Agree (A) 3 points

Disagree (D) 2 points

Strongly Disagree (SD) 1 point

For negative item, the scoring was, Strongly Disagree (SD) was 4 points, Disagree (D) 3 points, Agree (A) 2 points, Strongly Agree (SA) 1 point

This is to ensure the validity and reliability of the instrument.

The instrument used is questionnaire, designed by the researcher and validated by two experts in the field of Measurement and Evaluation, who restructured 4 items. It was further validated by the supervisor before administration. The questionnaire items were properly framed to gather information about the impact of Professional Attainment and job performance of cataloguers in tertiary institutions libraries in Cross River State. To establish the reliability of the instrument, Cronbach Alpha reliability method was used. Cronbach Alpha reliability is one of the methods of measuring internal consistency. It depicts the degree to which the items in the instrument are internally consistent in measuring the variables of interest. The questionnaire titled Professionals Attainment and Job Performance Questionnaire (PAJP)”, Questionnaire was administered to twenty-five (25) Library Staff of Arthur Jarvis University, Akpabuyo, who were not part of the study area and the reliability coefficient ranged from 0.75 and 0.95. These reliability estimates were considered appropriate and suitable in terms of the internal consistency of the instrument. To test the hypothesis generated to guide the study, the dependent and independent variables as well as the statistical technique employed are shown below:

Presentation of result

Each hypothesis is re-stated in this part, along with the results of the data analysis used to evaluate it. The significance of each of the study’s hypotheses was tested at the .05 level of significance.

Hypothesis one

There is no significance influence of Cataloguers educational qualification on job performance. The independent variable in this hypothesis is educational qualification, first degree, Masters and Ph.D; while the dependent variable is job performance. One-way analysis of variance was the statistical analytic approach used to evaluate this hypothesis (ANOVA). Table 1 summarizes the findings of the investigation.

TABLE 1

Summary of data and one-way ANOVA of the influence of Educational qualification on job performance (N=223)

Educational qualification	N	X	SD
First degree	19	31.59	4.42
Masters	141	37.39	2.02
Ph.D	63	39.19	.75
Total	223	36.87	3.58

Source of variance	SS	Df	Ms	F	Sig of F
Between group	2583.124	2	1291.562	128.565*	.000
Within group	2210.209	220	10.046		
Total	4793.333	222			

* Significance at 0.05 level, critical F=3.00, df=2,220

In Table 1, the computed F-value of 128.565 is larger than the critical F-value of 3.00 at the .05 level of significance with 2 and 220 degrees of freedom, as shown in Table 1. The null hypothesis was rejected as a result of this finding. As a result of this finding, it was concluded that educational qualifications had a considerable impact on job performance. Because educational qualification had a significant impact on job performance, a Fishers’ Least Significant Difference (LSD) multiple comparison analysis was used as a post hoc analysis. Table 2 summarizes the findings of the study.

TABLE 2

Fishers least significant difference (LSD) multiple comparison analysis of the influence of educational qualification on job performance of cataloguers LSD

(I) Educational qualification	(J) Educational qualification	Mean difference (I-J)	Std. error	Sig.
First degree	Masters	-5.79440(*)	.34189	.000
	Ph.D	-7.60049(*)	.22041	.000
Masters	First degree	5.79440(*)	.34189	.000
	Ph.D	-1.80609(*)	.28873	.000
Ph.D	First degree	7.60049(*)	.22041	.000
	Masters	1.80609(*)	.28873	.000

* The mean difference is significant at the .05 level.

The result of the analysis in Table 2 showed that library staff whose educational qualification was first degree were significantly different in their job performance from those whose educational qualification was either Masters or Ph.D. Also library staff whose Educational qualification was Masters were significantly different from those who were Ph.D in job performance.

Hypothesis two

Years of work experience have no significant influence on job performance (Below 10 years, 11-20 years and 21 and above), while the dependent variable is job performance. The statistical analysis technique deployed to test this hypothesis was a one-way analysis of variance (ANOVA). The result of the analysis is presented in Table 3.

TABLE 3

Summary of data and one-way ANOVA of the influence of cataloguers years of work experience on job performance (N=223)

Cataloguers years of work experience	N	X	SD
Below 1-10 years – 1	46	34.00	.00
11-20 years 2	110	36.49	.87
21 and above 3	67	38.80	.98
Total	223	36.94	1.77

Source of variance	SS	Df	Ms	F	Sig of F
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Between group	840.763	2	420.382	368.382*	.000
Within group	250.973	220	1.141		
Total	1091.736	222			

* Significance at 0.05 level, critical F=3.00, df=2,220.

The calculated F-value of 368.433 is higher than the critical F-value of 3.00 at the .05 level of significance with 2 and 220 degrees of freedom, as shown in Table 13. The null hypothesis was rejected as a result of this finding. As a result of this finding, cataloguing experience has a significant impact on job performance, Fishers ‘Least Significant Different (LSD) multiple comparison analysis was used as a post hoc analysis. Table 4 summarizes the findings of the analysis. Table 3 summarized the result of the analysis which revealed that library staff whose cataloguers work experience was below 10 years were significantly different in their job performance from those whose cataloguers work experience was either 11-20 years or 21 above. Also library staff whose cataloguers work experience was 11-20 years were significantly different from those who were 21 and above in job performance.

TABLE 4

Fishers least significant difference (LSD) multiple comparison analysis of the influence of cataloguers years of work experience on job performance of cataloguers LSD

(I) cataloguers years of work experience	(J) cataloguers years of work experience	Mean difference (I-J)	Std. error	Sig.
Below 10 years	11-20 years	-2.49462(*)	.14024	.000
	21 and above	-4.80342980	.14822	.000
11-20 years	Below 10 years	2.49462(*)	.14024	.000
	21 and above	-2.30880(*)	.10054	.000
21 and above	Below 10 years	4.80342(*)	.14822	.000
	21 and above	2.30880(*)	.10050	.000

* The mean difference is significant at the .05 level.

Discussion of findings

The result of the first hypothesis study indicated that cataloguers educational qualifications significantly influenced their job performance. According to Bellow and Mansor (2012), fifty-seven (57%, 21) of respondents received a library degree between 1990 and 2000. In 1979, only three (3) respondents held a library science degree. The latter group may be deemed to be nearing retirement age. Academic librarians in Nigeria are required to have an MLS degree in addition to the standard qualifications of a library degree. Responses to the highest academic qualification may be deemed acceptable. Seventy-eight percent (78%) of the respondents had a master’s degree, allowing them to advance on the job to managerial however, possessed a

doctorate. While five percent (5%) had a master's degree, allowing them to advance on the job managerial positions while also increasing their service efficiency. None of the interviewees. However, possessed a doctorate. While five percent (5%) of the participants had a bachelor's degree, the remaining five percent (5%) had a master's degree (BA, BALS, BLS). Yusuf's (2010) findings that none of her polled respondents from private universities had a Ph.D degree backed up this conclusion. Over sixty percent (60%) of the respondents complete eight of the core technical activities necessary in professional practice, according to the results. In conclusion, data revealed that more than seventy percent (70%) of respondents with higher degrees perform technical duties.

The second hypothesis revealed that cataloguers' work experience had a considerable impact on their job performance. The findings support the conclusions of Bharhava and Anbazhagan (2014), who concluded that the two variables used for this study education and job experience indeed have an impact on worker's performance.

Any change in any of these two elements of education or job experience will result in a change in the workers' performance. The study demonstrates that as workers gain more work experience, they tend to perform better, but the opposite is true in the case of education. When these factors rise dramatically, performance drops even more at least in the group analyzed. Ekere and Ugwu (2011) also revealed that the job satisfaction of older librarians was higher than that of the younger ones. It was also found that while gender was not a significant factor, work experience influences the job satisfaction of librarians. Recommendations were also made based on the findings. Ugwu and Ugwu (2017) discovered that mentoring has an impact on the performance of cataloguers in Nigerian libraries. The paper recommended that mentoring practices be strengthened and formalized in Nigerian libraries in order to ensure the continued career and professional development of library employees. Because there is a strong link between the two notions, it is desirable that knowledge management approaches be used to assist mentoring methods.

Michael, Frank and John (2014), further argued that despite measures of job experience are frequently used as screening devices in the selection of employees, personnel psychologists have dedicated little attention to their usefulness. This article quantitatively presents data on the association between employment experience and work performance from a total sample of 16,058. Two variables, duration of experience and work complexity, were found to modify the relationship between job experience and work performance. The strongest association was found in populations with low average levels of job experience and in jobs with modest cognitive demands on employees.

Summary of the study

The main thrust of this study was to examine demographic characteristics and job performance of cataloguers in tertiary institution libraries in Cross River State, Nigeria. The following hypotheses were developed to guide the investigation in order to fulfill the study's purpose:-

1. A catalogues' educational background has no significant influence on their job performance.
2. There is no significant influence of years of work experience of cataloguers on job performance.

The literature review was carried out according to the variables under study. A survey research design was adopted for the study. This research design was considered appropriate because it allows the researcher to make inferences and generalizations about the population by selecting and studying the sample for the study. A sample of two hundred and twenty-three (223) library staff was used for the study. The sample was selected through census sampling techniques. The questionnaire was the main instrument used for data collection. The reliability estimate of the instruments was established through Cronbach Alpha reliability method.

One-way analysis of variance (ANOVA) was the statistical technique employed to test the hypotheses under study. Each hypothesis was subjected to a test at .05 of significance with the relative degree of freedom. The result of the analysis revealed that the educational qualification of cataloguers, continuing education of cataloguers, computer proficiency skills acquisition of cataloguers, professional development of cataloguers and years of work experience of cataloguers, significantly influenced job performance in tertiary institutions libraries in Cross River State, Nigeria. Based on the findings of the study it was recommended among others that librarians (cataloguers) should apply the skills acquired through professional development while discharging their professional duties. Also, library managers should see the training and retaining of their staff as important to enhanced job performance. Based on the results of the findings of the study, the following conclusions were reached.

1. Educational qualification of cataloguers, significantly influenced job performance.
2. Years of work experience of cataloguers significantly influenced job performance.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. University library administrators should develop and maintain policies that will improve library staff satisfaction as service providers in the areas of achievement, growth, skill acquisition, interpersonal relations, job security, personal life, policy and administration, recognition, responsibility, salary, status, supervision, and the work itself. This will boost the institutions' production while also assisting in the achievement of the institutions' goals.
2. Mentoring procedures in Nigerian libraries should be strengthened and formalized in order to ensure the continuous career and professional development of library employees in Nigeria.

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