

EVALUATION OF PROFESSIONAL ATTAINMENT AND JOB PRODUCTIVITY OF CATALOGUES IN UNIVERSITIES LIBRARIES IN CROSS RIVER STATE, NIGERIA

By

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ABSTRACT

The central focus of this study was to carry out an Evaluation of Professional Attainment and Job Productivity of Catalogues in Universities Libraries in Cross River State, Nigeria. The study was guided by three research questions and hypotheses and the design was ex - post facto research design. The study population was two thousand four hundred and fifty five (2455) respondents (library staff) drawn using stratified random sampling techniques and a sample of 249 was drawn for the study. A researcher's developed instrument was used for data collection titled Evaluation of Professional Attainment and Job Productivity Questionnaire which was validated by three experts in the library and information and two from Educational Test and Measurement (EPAJPO) which was validated with Cronbach alpha reliability test and the reliability estimates ranged from .78 to .92 indicating that the instrument was highly reliable for data collection. One-way analysis of variance (ANOVA) was the statistical technique employed to test the hypotheses under study and the analysis was executed at .05 alpha level and the findings of the study revealed that continuing education, computer proficiency skills and professional development of cataloguers and job productivity in universities libraries in Cross River State, Nigeria. It was recommended among others that 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.

Keywords: Evaluation, Professional Attainment, Job Productivity and Catalogues in Universities Libraries

INTRODUCTION

Professionalism is the key to knowledge advancement and job productivity. This is because of the saying that goes that an educated person can perform particular duties more easily and efficiently than the uninformed or those with less education. This is in line with the axiom that "knowledge is power". It suggests that a knowing individual can perform better at tasks that necessitate such knowledge. Even if you ignore the activities that require specialist expertise, educated people are better at doing routine jobs. In truth, a person's lack of education and information renders them handicapped and ineffective. Here,

education does not refer to formal college diplomas; rather, it refers to just knowing about it. Even if a person does not have a diploma, information will enable him to function effectively (Van-Vugt, 2006). Saka, Oyedum, and Song (2016) investigated continuing education as a mechanism for librarians to learn skills, as well as the types of skills they learned for personal development and job progress.

The Colombian Welfare Committee (2001) looked into how to empower librarian catalogers and found that training can be viewed as strategic models of empowerment that lead to enhanced knowledge, skills, and relationships. The knowledge level difference technically and professionally between trained and untrained librarian catalogers, according to Saghaei (1998). He used a causal-comparative study strategy with before and post-test analysis. The findings revealed that technical and expert knowledge had a significant impact on the effectiveness and efficacy of librarians. Tavakoli (2009) conducted a similar study titled "Evaluation of the relationship between librarian catalogers well-being and efficiency in in-service training, which defined trained librarian catalogers as being more effective in problem-solving, decision-making, and carrying out their duties than untrained librarian catalogers. After evaluating 166 in-service programs with 2,700 participants, he also argued that there is less need to oversee librarian catalogers' passion and motivation.

Staff development focuses on improving existing skills, it refers to more personalized, individualized, experiences such as a certificate process, job rotation period, coaching and mentoring (Duggan, 2017) Nkebem, (2009) asserted that there is a need for librarians to have a constant evaluation of themselves in order to identify his area of weakness and make a conscious effort for improvement by embarking on self-study and practical exposure, independent of an organizations contribution. In his study on in-service training and job productivity of librarians in university libraries in South-South Zone of Nigeria, he stated that there is a paucity of research on the association between in-service training and librarian's job productivity in Nigeria. A total of 172 librarians were chosen from 11 university libraries in the zone for the study. The investigation was guided by a single hypothesis. Pearson Product Moment Correlation (PPMC) and basic Regression Analysis were the statistical studies employed. The results revealed a significant association between librarian's job productivity and in-service training ($r = 0.2757$; $r^2 = 0.076$, $df = 170$), $r = 0.195$ is the critical value. In-service training can also influence job productivity of catalogers in Nigeria, according to the result. ($F = 13.943$; $df = 1, 170$; critical $f = 3.84$; $\alpha = 0.05$). On the basis of these findings, recommendations are made.

Njoku (2018) investigated catalogers' professional growth, performance evaluation, and management systems in university libraries in a study. The research used a descriptive survey method, with 51 catalogers from 10 university libraries in Nigeria's South East zone as the study's participants. A total of 51 catalogers receive the questionnaire. A total of 40 copies were returned, representing a response rate of 78 percent. The research questions were answered using a Z-test analysis. The study's findings reveal that exposing catalogers to courses (mean= 3.97) boosts their motivation to excel and improve on the job by informing them about new trends that can be applied to improve on their job the findings also highlight the importance of professional development programs for catalogers, such as mentoring (mean = 3.62), workshops (mean = 3.54), seminars (mean= 2.88) and conferences (mean= 2.59). The paper suggests that catalogers

be encouraged to participate in appropriate developmental programs with terms related to their job tasks, as well as a well-structured performance management system and feedback, to ensure that their growth needs are met in this electronic era.

Saka, Oyedum, and Song (2016) have conducted a study to determine how librarians gain skills and the kind of skills they gain for personal development and job progress. It also looked into the impact of skill acquisition techniques and skill types on librarian performance in the Minna and Dutse metropolitan towns in Northern Nigeria. The study was directed by four research questions. The researchers created a four-point Likert-type questionnaire, which was then validated by professionals in the field of library and information science. The respondents were given copies of the Statistical Package for Social Science (SPSS) version 20. The data was analyzed using descriptive statistical tools (frequency counts and percentages, as well as mean and standard deviation). Males with a bachelor's degree in librarianship scored the highest, according to the results with 33.35% attaining basic qualification, some acquiring BCA (21.84%), PGDLAN (15.78%) and PGDCA (36.80%), MLIS, 34 (24.64%), BLIS, 73 (52.90%). The result shows $df=30$ critical value $r=0.165$, $r=0.321$, $r^2=0.015$. This demonstrates how professional growth has an impact on job productivity among the suggestion made were provisions for professional progression and personal growth through a variety of means. While performing their professional tasks, librarians should put the skills they have learned via professional development to use.

In addition, Madukoma, Bamidele, and Unegbu (2016) conducted research to establish the elements that inspire Nigerian cataloguers as well as their job productivity level. The study was conducted using a descriptive search design. In the 2015 Cataloguing, Classification, and Indexing section of Nigeria Library Association, held at the Obasanjo Presidential Library Abeokuta, Ogun State, 100 people attended. A self-structured questionnaire was used to collect data. 75 (75%) of the 100 copies of the questionnaire provided were completed and returned. Frequency counts, percentages, and means were used to examine the data. Job position, advancement, initiative, and the working environment were shown to be the most motivating aspects of Nigerian catalogues. The study also found that the cataloguers' job productivity 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 are also identified as important problems for Nigerian cataloguers in executing their catalogin duties. The study concluded that library administration 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

Saka and Haruna (2013) in their study at the University of Maiduguri. The goal of the study was to see if there was a relationship between employee development programs and job productivity. It was a survey research approach that involved 47 staff members (professional, paraprofessional, and nonprofessional) from 15 branch libraries. There was no sampling because the complete population of 47 employees was used for the study. The only research instrument employed to collect data was a questionnaire. The questionnaire was broken down into six components (Respondent demographics, formal education, seminars/conferences, workshop privation, and job productivity). Within the six divisions of the instrument. There are a total of 15 components. The researchers distributed and

collected 47 copies of the questionnaire. Descriptive and inferential statistics were used to analyze the data. The demographic variables of respondents were analyzed using descriptive statistics. Multiple Regression Analysis was used to test one (1) null hypothesis on the joint relationships between staff development programs and job productivity at the 0.05 level of significance, while inferential statistics such as Pearson Product Moment Correlation (PPMC) were used to test the four formulated hypotheses. The response rate revealed that 34 (72%) of the 47 copies of the questionnaire distributed were returned and deemed to be usable. Males made up the majority of respondents, while professional staff made up the majority of respondents. Formal education does not improve staff job productivity, according to the hypotheses investigated. Attendance in seminars, conferences and workshops, on the other hand, improves staff performance. Staff job productivity tends to improve when the number of staff development programs grows. Despite the fact that there were chances for formal education at the university, the conclusion was that there was indiscipline on the side of the personnel and no enforcement of discipline by the management. The increased options for various staff development programs encourage personnel in branch libraries to perform better on the job. Employee discipline should be strictly enforced, and the University administration should provide possibilities for staff development.

In comp temporary librarianship where most services are ICTs (Information and Communication Technologies) based, professionals especially cataloguers need to be well informed and updated regarding developments in ICTs to guarantee continuous addition to human knowledge. Libraries, as part of the information superhighway which connects people to the world of knowledge, have been the essential condition for teaching, learning and research in institutions of higher learning and have performed the roles of selecting, acquiring and organizing varieties of publications in whatever form the publications may appear to meet the diverse needs of their users. A library that fails to perform this great task according to Lawal (2015) is a moribund and an anemic information system because it has lost its vitality, honor, and its age-long standard.

Inynag and Agwunobi (2016) studied how to teach cataloguers in the Information and Communication Technology (ICT) era to promote research best practices at the University of Calabar. A hundred questionnaires were issued to professionals and paraprofessionals at the University of Calabar Library with the directive that only those who had provided cataloguing and classifying services answered. Only 21 viable copies were found during retrieval and evaluated for this investigation. The study's findings show that cataloguers are scarce at the University of Calabar, with 17 of them having worked for up to 15 years and only four having worked for less than four years. According to the study, cataloguers are largely self-and categorization. It is also found that cataloguers have a wide range of capabilities that can be learned through ICT training. High training costs, a lack of organizational sponsorship, and a poor implementation of the institution's staff development program are all obstacles to their participation. Because of the scarcity of cataloguers needed for the future of librarianship, the paper recommends an immediate increase in training Cataloguers in ICT-based skills. Furthermore, because cataloguers fulfill both academic and administrative functions, institutional policy must be updated to allow this group to receive training when it is needed, without creating bottlenecks. Because this encouraged engagement keeps cataloguers informed about current trends in

cataloguing services, it will result in more effective and efficient involvement, which will lead to applications that support research best practices.

At the University of Nigeria, Ifeanyi, Ugwuanyi, and Ugwu (2014) did a study to investigate the skills required of librarians for the emerging digital library system. For this study, a case study research design was used. The study enlisted the help of 50 librarians from Nigeria's Nnamdi Azikiwe Library University. For the growing digital library environment, librarians will need interpersonal, leadership and management, and information technology abilities, according to the research. The findings also demonstrate that librarians' interpersonal, leadership, and management capabilities are superior to their capabilities in information technology. According to the study, none of the personal characteristics are significant barriers to librarians updating their abilities. The largest barrier to updating librarians' abilities, according to the findings, is finance.

Similarly, internal training programs and sponsorship of workshops and conferences have been regarded as the most important techniques for keeping librarians' skills up to date. This research would be valuable to the management of the University of Nigeria libraries, as well as administrators and librarians from other universities that are interested in strengthening their librarians' digital abilities in order to establish digital libraries. It will also be quite useful for project managers who are working on digitizing their libraries. The paper's novelty is based on the identification of abilities that librarians need and how they related to the talents they already have. The study's findings are a good starting point for university libraries looking to improve their staff's digital capabilities. The goal of this study was to look into the abilities needed by librarians for the University of Nigeria Nsukka's new digital library system. For this study, a case study research design was used. The study enlisted the help of 50 librarian librarians from Nigeria's Nnamdi Azikiwe Library University. For the growing digital library environment, librarians will need interpersonal, leadership & management, and information technology abilities, according to the research. The findings also suggest that librarians have better interpersonal, leadership, and management skills than in information technology.

According to the findings, none of the personal characteristics are significant barriers to librarians updating their abilities. The largest barrier is updating their abilities. The largest barrier to updating librarians' abilities, according to the findings, is finance. Similarly, internal training programs and sponsorship of workshops and conferences have been regarded as the most important techniques for keeping librarians' skills up to date. This research would be valuable to the management of the University of Nigeria libraries, as well as administrators and librarians from other universities that are interested in strengthening their librarians' digital abilities in order to establish digital libraries. It will also be quite useful for project managers who are working on digitalizing their libraries. The paper's novelty is based on the identification of abilities that librarians need and how they relate to the talents they already have. The study's findings are a good starting point for university libraries looking to improve their staffs' digital capabilities.

Three hypotheses were answered using multiple regression analysis and one-way ANOVA at $P < .05$. Result showed that cataloguers with more computer professional skill acquisition (984.54%) reported more job productivity than non-computer professional skill cataloguers (24.53%), cataloguers with higher computer professional skill (74.62%) performed better in job productivity than those with lower computer professional skills (31.23%). Significant results were found for gender and age as predictors for job

productivity by cataloguers. The population of the study were 200 cataloguers. (Sample $N=200$). Mean $\frac{\sum X}{N}$, $\sum \frac{X}{N}$. Reliability estimate = 0.92 Recommendation: The cataloguers with lower computer skills should future themselves to performance excellently in their job productivity

Amune (2014) conducted a study to compare the preceptors of job satisfaction among male and female librarians at Edo State's public university libraries. For this study, a descriptive research design was used. Female and male librarians 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. The data was analyzed with descriptive and inferential using the Statistical Package for Social Science (SPSS) which made use of simple percentages, the t-test and the F-ratio. Female librarians in public university libraries are more content with their professionals' difference in their satisfaction levels. Second, there was no significant difference in satisfaction levels between male and female librarians, 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, skill acquisition, interpersonal relationships, job security, personal life, policy and administration, recognition, responsibility, salary, status, supervision, and work itself. It is in light of this that the study focused on the Evaluation of Professional Attainment and Job Productivity of Catalogues in Universities Libraries in Cross River State, Nigeria.

Theoretical framework

The study used the Job productivity theory by J.P.Campbell (1990)

Job Productivity Theory by J.P.Campbell (1990)

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. The can-do factors include general cognitive capacity, and lower-order abilities (e.g. spatial perception, math and verb abilities, and 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 productivity induces task performance, non-task performance, written and oral communication, and supervisory, managerial and administrative performance, among others. This also means that the job productivity 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 productivity will be below and the goals and objectives of the library and parent institutions would not be achieved.

Statement of the problem

The issue of poor job productivity in academic libraries has long been a debatable problem among schools in the academic environment. This has given rise to numerous concerns in the discipline as to the effectiveness of our academic libraries. It has also been observed that most libraries are ill-equipped with sophisticated books and comfortable reading environments. This has greatly affected the capacity of our university library among users. To solve the problem, there is a need to carry out an Evaluation of Professional Attainment and Job Productivity Job of Catalogues in Universities Libraries in Cross River State, Nigeria.

Purpose of the study

The aim of this study was to carry out an Evaluation of Professional Attainment and Job Productivity Job of Catalogues in Universities Libraries in Cross River State, Nigeria. In specific terms, the study seeks to:

1. Find out whether cataloguers containing education influence job productivity
2. Investigate whether computer proficiency skills influence cataloguers' job productivity
3. Find out whether professional development influence cataloguers' job productivity

Research questions

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

1. How does continuing education influence cataloguers' job productivity?
2. To what extent do computer proficiency skills influence cataloguers job productivity?
3. How does professional development influence cataloguers job productivity?

Statement of hypotheses

The following null hypotheses were formulated and tested at .05 level.

1. Continuing education of cataloguers does not significantly influence their job productivity
2. There is no significant influence of computer proficiency skills of cataloguers jobs on performance.
3. There is no significant influence of professional development on cataloguers' job productivity.

RESEARCH METHODS

The study focused on carrying out an Evaluation of Professional Attainment and Job Productivity of Catalogues in Universities Libraries in Cross River State, Nigeria. For the purpose of the study, three research questions and hypotheses were formulated and the design adopted for the study was the ex post facto research design. The study population was two thousand four hundred and fifty five (2,459) respondents (library staff) drawn using stratified random sampling techniques and a sample of 248 was drawn for the study. A researcher’s developed instrument was used for data collection titled Evaluation of Professional Attainment and Job Productivity Questionnaire which was validated by three experts in the library and information and two from Educational Test and Measurement (EPAJPQ) which was validated with Cronbach alpha reliability test and the reliability estimates ranged from .78 to .92 indicating that the instrument was highly reliable for data collection. One-way analysis of variance (ANOVA) was the statistical technique employed to test the hypotheses under study and the analysis was executed at .05 alpha level.

RESULTS AND DISCUSSION

For this study, the hypotheses 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

Cataloguers’ continuing education has no significant influence on job productivity

The independent variable in this hypothesis is cataloguers continuing education; while the dependent variable is job productivity. The results were divided into three categories based on the respondents’ continuing education scores. The greatest possible score for a respondent was 20, with the lowest possible score being 5, and the average score being 12.5. Any respondent who received a score of 9 or less was considered low, those who received a score of 12.5 to 15 were deemed moderate, and those who received a score of 16 or more were labeled high. 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 continuing education on job productivity (N=244)

Cataloguers	N	X	SD		
continuing education					
Low 1	69	35.59	2.34		
Moderate 2	86	36.49	.87		
High 3	89	38.81	.99		
Total	244	36.94	1.77		
Source of variance	SS	df	Ms	F-ratio	p-value

Between-group	490.051	2	245.025	85.589*	.000
Within group	601.685	241	2.735		
Total	1091.736	243			

* Significance at 0.05 level, critical F=3.00, df=2,243.

Table 1 revealed that the p-value of .000 associated with the computed F-value of 89.589 is larger than the critical F-value of 85.589 at the .05 level of significance with 2 and 241 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, cataloguers’ continued education had a considerable impact on their job productivity

Hypothesis two

There is no significant influence of cataloguers skills acquisition on job productivity The acquisition of skills by cataloguers is the independent variable in this hypothesis, whereas job productivity is eth dependent variable. The respondents’ scores were divided into three categories based on their skill acquisition as cataloguers. The greatest possible score for a respondent was 20, with the lowest possible score being 5, and the average score being 12.5. Any respondent who received a score of 9 or less was considered low, those who received a score of 12.5 to 15 were labeled high. The statistical analysis technique deployed to test this hypothesis was the one-way analysis of variance (ANOVA). The results of the analysis are presented in Table 2.

TABLE 2

Summary of data and one-way ANOVA of the influence of cataloguers computer proficiency skills acquisition on job productivity (n=223)

Cataloguers computer skills acquisition	N	X	SD
Low 1	49	34.00	.00000
Moderate 2	124	36.57	1.10
High 3	79	38.80	.98
Total	244	36.94	1.77

Source of variance	SS	df	Ms	F-value	p-value
Between-group	745.222	2	220.611	18.171*	.010
Within group	220.514	241	1.002		
Total	1091.736	243			

* Significance at 0.05 level, critical F=3.00, df=2,243.

Table 2 revealed that the p-value of .000 associated with the computed F-value of 18.171 was higher than the critical F-value of 3.00 at the .05 level of significance, with 2 and 220 degrees of freedom. Thus, the null hypothesis was rejected as a result of this finding. As a result, the acquisition of skills by cataloguers has a significant impact on job productivity

Hypothesis three

Cataloguers’ professional development has no significant influence on job productivity. The independent variable in this hypothesis is cataloguers’ professional

development; while the dependent variable is job productivity The respondents' responses were divided into three groups based on their professional progress as cataloguers. The greatest possible score for a respondent was 20, with the lowest possible score being 5, and the average score being 12.5. Any respondent who received a score of 9 or less was considered low, those who received a score of 12.5 to 15 were deemed moderate, and those who relieved a score of 16 or more were labeled high. One-way analysis of variance was the statistical analytic approach used to evaluate this hypothesis (ANOVA). Table 3 summarizes the results of the analysis. The results of the analysis are presented in Table 3.

TABLE 3
Summary of data and one-way ANOVA of the influence of cataloguers professional development on job productivity (N=244)

Cataloguers professional development	N	X	SD
High	80	21.09	
Moderate 2	120	20.32	1.92
High 3	44	20.00	1.01
Total	244	19.89	1.77

Source of variance	SS	df	Ms	F-value	p-value
Between group	268.081	2	134.041	20.802*	.000
Within group	823.655	241	3.744		
Total	1091.736	243			

* Significance at 0.05 level, critical F=3.00, df=2,244.

The p-value of .000 accompanied by an F-value of 20.802 is larger than the critical chosen alpha of .05 at the .05 level of significance with 2 and 241 degrees of freedom, as shown in Table 3. The null hypothesis was rejected as a result of this finding. As a result of this finding, cataloguers' professional development had a considerable impact on their job productivity

Discussion of findings

The discussions were carried out based on the stated hypotheses

Continuing education and job productivity of cataloguers

The result of the second hypothesis indicated that cataloguers continuing education significantly influenced the job productivity of librarians. This study's findings are consistent with those of Mehrdaht (2015), who found that the mean of variables such as course content, and effectiveness of courses in librarians' performance were 3.37, 3.26 and 3.67, respectively, all of which were considered to be at high levels. According to Pearson's correlation coefficient, there is a considerable relationship between in-service training courses and increased efficiency (p=0.770). In addition, there is a significant association between evaluating in-service training courses and librarians' increased knowledge and information (p=0.849), confirming the study's hypotheses. Lorestani (2004) debated in his study. Evaluating the effectiveness of short-term training courses on performance that participating librarian cataloguers in training courses gain more knowledge, that participating in training courses increases librarian cataloguers abilities, that training leads to more discipline, punctuality, and cooperation among librarian cataloguers.

Computer proficiency skills acquisition and job productivity of cataloguers

The third hypothesis revealed that the development of skills by cataloguers had a significant impact on job productivity. The findings are consistent with the view of Nkebem, (2009) who asserted that there is a need for librarians to have constantly evaluation of themselves in order to identify their areas of weakness and make conscious efforts for improvement by embarking on self-study and practical exposure, independent of an organizations contribution. Njoku (2018), boosts a cataloguer's motivation to excel and improve on the job by informing them of new trends that may be used to accomplish their job better. The findings also highlight the importance of professional development programs for cataloguers, such as mentoring (mean=3.62), workshops (mean= 3.54), seminars (mean= 2.88) and conferences (mean= 2.59). The study suggests that appropriate developmental programs with themes related to cataloguers' job tasks be supported, together with a well-structured performance management system and feedback, in order to ensure that cataloguers' development requirements are identified in this electronic era.

Professional development and job productivity of cataloguers

The result of the fourth hypothesis indicated that cataloguers professional development significantly influences job productivity. The findings support the findings of Inyang and AGwunobi (2016), who found that cataloguers are scarce at the University of Calabar, with 17 of them worked for up to 15 years and only four have worked for less than four years. According to the study, cataloguers are largely self-taught, with only two cataloguers receiving university sponsorship for cataloguing and categorization. It is also found that cataloguers have a wide range of capabilities that can be learned through ICT training. In the same vein, Ifeayi, Ugwuanyi and Ugwu (2014) also showed that librarians have better interpersonal, leadership, and management abilities than information technology professionals. According to the findings, none of the personal characteristics are significant barriers to librarians updating their abilities. The largest barrier to updating librarians' abilities, according to the findings, is finance. Similarly, internal training programs and sponsorship of workshops and conferences have been regarded as the most important techniques for keeping librarians' skills up to date. Finally, Amune (2014) also discovered that female librarians in public university libraries are more satisfied with their professions than their male counterparts and that this difference is significant. Second, there was no significant difference in satisfaction levels between male and female librarians, implying that both men and women were satisfied with the motivating packages available in Nigerian public university libraries.

The implication of the study to educational stakeholders within and outside the library profession

It is hoped that the result of this study would benefit the following: The cataloguers, library managers, libraries, future researchers and the government would find this work a useful guide in their collaborative efforts with libraries in training cataloguers.

To the cataloguers, it will contribute to awareness creation on the significance of training programs for increases productivity in their job.

To libraries: This research enables them to have a proper sense of direction when shelving is done, thereby bringing orderliness to the shelving method. This will ease information retrieval for users.

To the library managers, this research may be useful as a guide to plan how to develop cataloguers through staff development programs to equip them with the job

knowledge, skills, abilities and experience expected of them to fit in well in their work environment.

To future researchers, the work may be beneficial to those who may want to carry out similar research on this subject by adding to existing kinds of literature.

Government, this study may also be very useful to them at all levels while planning and budgeting for the library to make provision for facilities, and staff development and to enhance the knowledge of all libraries in general and the cataloguers' in particular to improve their job productivity

Summary of the study

The study sought to Evaluation of Professional Attainment and Job Productivity of Catalogues in Universities Libraries in Cross River State, Nigeria. The study found that

1. A cataloguers' continuing education the as no significant influence on their job productivity
2. There is no significant influence of computer proficiency skills acquisition by cataloguers' on job productivity
3. Professional development of cataloguers does not significantly influence their job productivity

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.
3. Management of academic institutions and cataloguers should see the training of their staff and personnel respective to establishing the libraries in the institutions.

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