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PROFESSIONAL DEVELOPMENT AND PERFORMANCE EVALUATION FOR CATALOGUERS IN NIGERIA: A ROADMAP FOR PERFORMANCE MANAGEMENT SYSTEM

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ABSTRACT

The study investigates professional development, performance evaluation and management systems of cataloguers in university libraries. The descriptive survey method was adopted for the research and the population of study consists of 51 cataloguers in 10 university libraries in South East zone of Nigeria. The questionnaire was distributed to 51 cataloguers. A total of 40 copies were returned giving a 78 percent response rate. Z-test analysis was used to answer the research questions. Findings of the study shows that exposing cataloguers to courses (mean = 3.97,) increases a cataloguer's desire to excel and grow on the job by intimating them on new trends that can be applied to do their job better. The finding also shows the need for professional development programmes such as mentoring (mean = 3.62), workshops (mean = 3.54), seminars (mean = 2.88) and conferences (mean = 2.59) on job performance of cataloguers. The paper recommends that appropriate developmental programmes with theme relevant to cataloguers' job task be encouraged with a well-structured performance management system and feedback to ensure that development needs of cataloguers are established in this electronic era.

Keyword(s): Professional Development, Conference, Workshop, Seminar, Course, Mentoring, Cataloguers', Job Performance, Performance Management System.

INTRODUCTION

Cataloguing and classification are two integral exercises carried out by cataloguers' on information resources such as books, journals and digital materials to facilitate their arrangement and easy retrieval Oduwole (2005) affirms that classification and cataloguing are scholarly activities which need skills and competences. Cataloguers perform tasks that require some level of knowledge with subject field, bibliographic analysis and description of the library collections for services Kreitz and Ogden (1990). In the performance of their daily job task Adomi and Famola (2013) opine that cataloguers diligently search for bibliographic details, index and classify library resources into meaningful accessible forms. In the past, cataloguing and classification were done manually which made the work very difficult, boring and time consuming. The application of Information and Communications Technology in library and information services especially new technologies such as Web 2.0 and Web 3.0 has opened a window of challenges for cataloguers. As technology changes, so does the methods of creating bibliographic records, rules, hardware, software and also this has affected the way information is organized.

Recently, most university libraries in Nigeria have joined their counterparts in advanced countries in the use of computers for processing library collections. The use of computerized cataloguing and classification has made processing of library collections more accurate and faster. Cataloguers are expected to be conversant and competent in the use of electronic tools for the performance of their job. This is because electronic books, electronic journals, internet sites and digitization projects are all relatively new forms of recorded knowledge in need of cataloguing; cataloguers have had to grapple with difficult issues on how best to bring these resources under bibliographic control. To overcome these challenges in the performance of their day to day jobs in this electronic era, cataloguers need to acquire the necessary skills and competencies needed for today's cataloguing and classification duties. It would appear that part of the professional development process that cataloguers need in order to achieve this is to continuously attend conferences, workshops, courses and mentoring processes. However, the way and opportunities to achieve these developmental processes has not been fully explored by cataloguers themselves. This paper tends to address this problem.

LITERATURE REVIEW

Cataloguing and classification are technical library job tasks that require librarians who are skillful and competent. Bothmann (2007) maintains that cataloguing librarians are valuable subset of the library professionals that provides critical but hidden services to libraries and the users. They are a group of specialist (librarians) responsible for bibliographic control, information management and the creation of resource discovery tool that aids user in their search for materials. However the ever evolving nature of information with the advent of the new technologies to library operations and the development seen in automation; MARC has made resources organisation and management easier. More importantly engaging in professional development will put cataloguers in the right perspectives of coping with the challenges inherent in their jobs. This can be met by attending courses, seminars, workshops and conferences by relevant information organisations. As Nwosu, Njoku, Ottong and Ottong (2016) in their study found out that attending workshops, seminars and conferences enhance cataloguers' skill and competency. Nwosu (2014) maintains that job demand on cataloguers due to new work environment implies that catalogers should continuously keep abreast with fundamental change in order to cope with professionalism. Amidst these concerns, Glasser (2007) identified functions for cataloguers in this electronic era to include:

- the use of an increasing number of online cataloguing tools;
- developing metadata schemes, metadata creation, extraction and manipulation;
- heading Internet cataloguing projects; and

However, all cataloguers should have strong knowledge and capability in the following:

- Integrated library systems (ILS) – knowledge of basic structure, content and use of an integrated library system
- Emerging web technology – knowledge of major trends in cataloguing
- Electronic resources management – knowledge of how digital resources are acquired, managed and accessed

The knowledge of these sets of skills can only be acquired and upgraded through professional development. The present work is designed as a more comprehensive study set out to examine the benefits of professional development on cataloguers' job performance management system.

DEVELOPMENT VARIABLES

Seminars, training courses, workshops, conferences and mentoring are some of the activities which Bryant (1995) observes as development opportunities for people to learn and to share experiences by encouraging powerful interactions between participants in developing job based knowledge and competencies. Opportunities such as afforded by the Nigerian Library Association annual conferences which encourage librarians to participate and get acquainted with current information on librarianship and annual seminar/workshop organized by the Cataloguing and Classification Section of the Nigeria Library Association encourage cataloguers to meet together and get acquainted with current trends in cataloguing. Training courses focus on specific competences, the competencies, thus, acquired, equip the professional with adequate knowledge, skills to perform job tasks Joshi (1999). Mentoring is a relationship between the mentor and protégé in nurturing abilities and potentials towards expertise. Mentoring is recognized as one way of the methods of learning in the workplace that is designed to make use of guided learning to develop the knowledge, skills and competencies required for high performance Wong and Premkumar (2007). According to Bello and Mansor (2013) encouraging mentoring activities throughout the stages of a librarian's career and guiding and supporting career paths will be important for librarians and library organisations.

In recognition of the fact that professional development in university libraries is an ongoing learning opportunities, Osei (1996) observes, that it undoubtedly, enhances job performance, effectiveness and encourages climate of interpersonal relationships in an organisation. Fostering an environment where participation in development processes is encouraged and linked to overall human resources strategy is key to knowledge and skill development.

PERFORMANCE MANAGEMENT SYSTEM

Job performance which is the way employees perform their work, is determined during job performance appraisal, review or evaluation with the employer taking into account factors such as organisational skills and productivity to analyse each employee on an individual basis. Performance management system consists of performance appraisal and employee development of human resources management in organisations, with employees and managers regularly bemoaning their effectiveness (Pulakos, 2004). Performance management is a system for

managing employee and organisational job performance; also, it is a system of integrating the management of organisational and employee performance (Williams, 2002). In performance management the organisational framework is made explicit as McAfee and Champagne (1993) illustrated in the cycle for performance management shown in **Figure 1**.



Figure 2.2: Performance Management Cycle

Source: McAfee, R. B. & Champagne, P. J. (1993). Performance management: a strategy for improving employee performance and productivity. *Journal of Management Psychology*, 8(5): 24-32.

Performance management involves planning, assessment and feedback (Ainsworth and Smith, 1993; Bredup, 1995). It entails the unification of organisation's overall goals by linking the work of each individual employee or manager to the overall mission of the work unit (Costello, 1994). Organisational performance according to Williams (2002:93) is a multidimensional concept which is measured in terms of output ie (results and outcome), profit,

internal processes and procedures, organisational structures, employee attitudes and organisational responsiveness to environment.

Performance management systems consist of the activities to change (improve) employee performance and thereby organisational performance (DeNisi, 2000). Performance management is a two-way approach consisting of the individual and the organisation. At the organisational level, performance management oversees organisational performance and compares present performance with organisation performance goals. While at the individual level, individual employees can prove to be a valuable performance management process for the organisation (Seiden, Ingraham and Jacobson, 2001). Fundamentally, organisations establish performance management systems to meet the three broad purposes: strategic, administrative and developmental (Neo, 2010). The developmental purpose which this work is centred on, provides improvement initially at the level of the individual employee and ultimately at the level of the organisation (DeNisi and Pritchard, 2006). This is why; Bevan and Thompson (1991) maintain that the main purpose of performance management is to facilitate the integration of various components of human resource activities (including training and career development) to the objectives of the organisation and ensuring sufficient co-ordination between them for overall organisational effectiveness.

For academic libraries in Nigeria, cataloguers' performance management is determined during appraisal with a structured continuous approach for identifying and evaluating their job performance to achieve the organisational goals while at the same time determine both employee strength and development needs. Effective Performance management system in academic libraries aim to clarify job responsibilities and expectations, drive behaviour to align with the organisations core value, goals and strategy, improve communication between employees and managers, enhance individual and group productivity and develop employee capabilities to their fullest extent through feedback.

RESEARCH METHODOLOGY

The data is collected among cataloguers in 10 university libraries in South-East zone of Nigeria. The descriptive survey research method was adopted in the study. The questionnaire was the instrument of data collection and was distributed to 51 cataloguers. A total of 40 librarians responded; the response rate is 78%. Collected data was analyzed using descriptive

statistics with frequencies and percentages computed in tables. Z-test analysis was used to answer the research question while regression analysis was used to test the hypothesis at 0.05 level of significance.

DATA PRESENTATION AND ANALYSIS

Table 1: Response Rate

| S/N | Institutions | Population | Response | Percentage |
|-----|---|------------|----------|------------|
| 1 | Abia State University, Uturu | 2 | 1 | 50 |
| 2 | Anambra State University, Uli | 2 | 2 | 100 |
| 3 | Ebonyi State University, Abakiliki | 4 | 3 | 75 |
| 4 | Enugu State University of Science and Technology, Enugu | 4 | 3 | 75 |
| 5 | Federal University, Ndufu-Alike Ikwo | 1 | 1 | 100 |
| 6 | Federal University of Technology, Owerri | 10 | 10 | 100 |
| 7 | Imo State University, Owerri | 3 | 2 | 67 |
| 8 | Micheal Okpara University of Agriculture, Umudike | 3 | 2 | 67 |
| 9 | Nnamdi Azikiwe University, Awka | 7 | 5 | 71 |
| 10 | University of Nigeria, Nsukka | 15 | 11 | 73 |
| | Total | 51 | 40 | 78 |

No. Administered= 51; No. Returned= 40; % of return rate=78

Table 1 shows that 51 questionnaire were administered while 40 were returned. The response rate is 78%.

Table 2: Z-test Analysis of professional development variables on cataloguers performance evaluation.

| S/N | Professional development variables | Descriptive | Mean | Std | t-values | Prob | Decision |
|-----|------------------------------------|------------------------|------|------|----------|---------|-------------|
| 1 | Workshops | Attendance to workshop | 3.54 | 0.60 | 33.462 | <0.0001 | Significant |

| | | | | | | | |
|----------|--|--|-------------|-------------|---------------|-------------------|--------------------|
| | | | | | | | |
| 2 | Conferences | Attendance to conference | 2.59 | 0.50 | 4.678 | <0.0059 | Significant |
| 3 | Seminars | Attendance to Seminars | 2.88 | 0.55 | 12.041 | <0.0001 | Significant |
| 4 | Courses (short/part time) | Attendance to courses | 3.97 | 0.65 | 38.081 | <0.0001 | Significant |
| 5 | Mentoring | Participation in mentoring relationship | 3.62 | 0.60 | 34.081 | <0.0001 | Significant |
| 6 | Overall mean 2.5 | | | | | | |

Table 2 shows that the variable of professional development with the highest influence on cataloguers job performance in university libraries in Nigeria is courses (mean = 3.97), followed by mentoring (mean = 3.62), workshops mean = 3.54) seminars (mean = 2.88) and the lowest being conferences (Mean = 2.59). Consequently, it was concluded that attendance to courses is the professional development variable with the highest influence on cataloguers' job performance in university libraries in Nigeria.

Table 3: Cataloguers job performanceKey: **VHE** = very high extent, **HE** = high extent, **LE** = low extent, **VLE** = very low extent

| Kindly indicate the extent to which each of the following statements is true about your job performance status: | VHE | HE | LE | VLE |
|--|--------------|-------------|-------------|-------------|
| 1. Fulfills assigned responsibilities and duties as at when due | 22 (55%) | 18 (45%) | | |
| 2. Displays initiative, resourcefulness, creativity, and productivity | 30 (75%) | 10 (25%) | | |
| 3. Demonstrates a clear understanding and application of library policies and operations | 5 (12%) | 16 (40%) | 10 (25%) | 9 (22%) |
| 4. Makes contributions which improve the internal operations of library department | 13 (32%) | 7 (17%) | 9 (22%) | 11 (27%) |
| 5. Works effectively with colleagues, staff and library users | 40 (100%) | | | |
| 6. Exhibits a professional attitude to work | 40 (100%) | | | |
| 7. Demonstrates flexibility/adaptability towards criticism and evaluation | 22 (55%) | 8 (20%) | 8 (20%) | 2 (5%) |
| 8. Adapts and implements easily new methods and technologies | 40 (100%) | | | |
| 9. Communicates effectively | 29 (72%) | 11 (27%) | | |
| 10. Has positive influence on other members of staff; promotes harmony and teamwork | 40 (100%) | | | |
| 11. Has a good knowledge and application of library trends and operational issues | 18 (45%) | 7 (17%) | 13 (32%) | 2 (5%) |
| 12. Communicates ideas and improvements appropriately, in the job context | 40 (100%) | | | |

Table 3 reveals that majority, 40 (100%) works effectively with colleagues, staff and library users, exhibits a professional attitude to work, has positive influence on other members of staff; promotes harmony and teamwork and communicates ideas and improvements

appropriately in the job context. These were followed by 30 (75%) displays initiative, resourcefulness, creativity, and productivity, communicates effectively 29 (72%), 22 (55%) of the respondents agreed to fulfills assigned responsibilities and duties as at when due and demonstrates flexibility/adaptability towards criticism and evaluation respectively. Unfortunately however, 18 (45%) has a good knowledge and application of library trends and operational issues and only 5 (12%) indicated demonstrates a clear understanding and application of library policies and operations of the library. This implies that library policies and operations are not made available to cataloguers by library management.

Table 4: Types of performance management system

| S/N | Items | Frequency | Percentage |
|-----|-----------------------------------|-----------|------------|
| 1. | Observation | 14 | 35 |
| 2. | Assessment and development centre | 0 | 0 |
| 3. | Checklists | 10 | 25 |
| 4. | Annual Appraisals | 40 | 100 |
| | Total | 40 | 100 |

Table 4 shows that 40 (100%) of the cataloguers indicated that annual appraisal is used for performance management evaluation of their job performance. While 14 (35%) and 10 (25%) indicated that observation and checklists are respectively used for performance management evaluation.

DISCUSSION

The totality of this finding from table 2 shows that exposing cataloguers to courses has the highest influence on job performance in university libraries in Nigeria with (mean = 3.97). This affirms Vashishth and Mishra (1997) that training courses are basically concerned with skill and knowledge development of professionals which improve their productivity. The findings of this research also show that there is a relationship between mentoring, workshops, seminars and conferences with job effectiveness of librarians Ogunnowo (2005). However, only 18 (45%) has a good knowledge and application of library trends and operational issues 5 (12%) demonstrates a clear understanding and application of library policies and operations of the library, which

disputes Webb (1996) assertion that professional development involves all activities, actions, processes, policies, programmes and procedures employed to facilitate and support employees and enable them improve their performance that would result in the organisation achieving its goals. Thus it is imperative that cataloguers are carried along in the university library strategy for organisational development and achieving set out goals.

CONCLUSION

Cataloguing and classification of library resources are skillful tasks that require strict application to cataloguing rules and develop competency required to integrate information into library resources for easy access to knowledge. Cataloguers in Nigeria are thus expected to seek professional development continuously to upgrade their skills and competences through attending courses, workshops, seminars, conferences and mentoring programmes in order to meet up to the challenges of the digital era.

RECOMMENDATION

- University libraries should ensure that effective performance management system is structured for proper evaluation and feedback mechanism which is aimed to determine development needs.
- Library management should ensure regular evaluation of cataloguers job performance especially after participation in developmental programmes to determine the type of programme that positively influence job performance.
- There should in house checks on effect of each developmental programme on job performance
- University libraries in Nigeria should insist on increased funding of professional development programmes through Tertiary education trust fund, fellowships, donor agencies and partnering with International agencies and other relevant bodies to provide qualitative development programmes for cataloguers.

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