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Godwin Olusegun Oyewole Mr.

*Federal College of Education, Abeokuta, gooyewole@gmail.com*

Sunday Olanrewaju Popoola Dr.

*University of Ibadan, Ibadan, sopoloola@yahoo.com*

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# Effects of Psycho-Social Factors on Job Performance of Library Personnel in Federal Colleges of Education in Nigeria

Godwin O. Oyewole  
Deputy College Librarian,  
Gani Belo Library,  
Federal College of Education,  
Abeokuta, Nigeria

Dr. S. O. Popoola  
Lecturer  
Department of Library, Archival and Information Studies,  
University of Ibadan,  
Ibadan, Nigeria

## **Abstract**

This study investigates the effects of self-concept, work-family conflict, job satisfaction and job stress on job performance of library personnel in federal colleges of education in Nigeria. The study adopted a survey research design of a correlational type. Total enumeration method was used to cover all the 195 library personnel. A questionnaire tagged Self-concept, Work-family conflict, Job satisfaction, Job stress and Job performance of Library personnel Scale (SWJJLS) was used as instrument to collect data. Five research questions and two hypotheses tested at 0.05 level of significance were postulated for the study. Multiple regression and correlational analyses were used in analyzing the data collected. The findings revealed that the joint effect of independent variables (self-concept, work-family conflict, job satisfaction and job stress) on job performance of library personnel was significant ( $F(4,168) = 2.920$ ;  $R = .255$ ,  $R^2 = .065$ ,  $Adj. R^2 = 0.403$ ;  $P < .05$ ). The relative effect of self-concept, work-family conflict, job satisfaction and job stress on job performance of library personnel was found to be significant (self-concept

$\beta = .253$ ,  $P < .05$ ; work-family conflict  $\beta = -.194$ ,  $P < .05$ ; job satisfaction  $\beta = .222$ ,  $P < .05$ ; and job stress  $\beta = .080$ ,  $P < .05$ ). It is therefore suggested that government as well as library managers should give much consideration to the psychological domains of library personnel in federal colleges of education in Nigeria.

## **Introduction**

Colleges of Education in Nigeria are institutions saddled with the responsibilities of producing teachers with Nigeria Certificate of Education which is the minimum entry qualification into the teaching profession in the country. These categories of teachers are meant to teach pupils from Basic 1 to 9, that is, 6 years in primary school and 3 years in junior secondary school. In these institutions, libraries occupy a central place in the teaching and learning processes within the system. Besides, the library also provides services to both academic and non-academic staff in the institutions. Considering this important role, the kind of services offered by these libraries should be a thing of concern to both the providers and the users. The quality of services provided to a large extent is dependent on the level of job performance of the library personnel. The categories of employees referred to here are professional and para professional librarians.

Job performance, according to Friedlander (1999) cited in Bamigboye and Aderibigbe (2004) is that behaviour which a particular organization condones and probably rewards. Oduwole (2004) equally provides a generic definition of job performance as how one carries out the task, duties and responsibilities associated with a particular job. The author shed more light by stating that job performance can also be referred to as achievements in terms of goals set. It is also considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done. This implies that there is a level of job performance that is expected by every organization from its employees. This also includes academic libraries that are more or less established to provide services primarily to the academic community where they are located.

Library personnel's routine jobs involve selecting, acquiring, organizing, disseminating among others. The quality of library services is hinged on the level of personnel job performance and has been the concern of all stakeholders. However, self-concept is a psychological factor that may affect the job performance of library personnel in tertiary institution like colleges of education. Shaveslson and Bolus (1992) defined self concept as an individual's perception of self through experience with the environment, interaction with significant others and attributions of his/her own behaviour.

The self-concept which is the belief a library personnel has about him/herself when it comes to performing a particular task may affect his/her performance. This behaviour can be associated with the self concept of employees. Self concept has to do with an accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals and roles (Purkey, 1998; Leonard, Beauvais & Scholl, 1995). Rogers (2008) states that self concept is how we think about and evaluate ourselves. Hau; Marsh and Ho (2009) reported in their work that self-concept has profound influence on the behaviour of an individual. By implication, there is likely to be a correlation between self-concept and job performance of an employee in an organization such as the library.

Man is a gregarious being with family responsibilities and obligations. These responsibilities or obligations may bring about an inter-role conflict among those in the working class category. Family demands may among others warrant absenteeism, lateness to work and tardiness which could affect an employee's job performance just as job demands could also impinge on an employee's family role. Greenhaus and Beutell (1985) and Frone (2003) defines work-family conflict as a form of inter-role conflict in which the role pressure from work and family are mutually incompatible in some respect. As a result, participation in one role is made more difficult by virtue of participation in the other role. Since library personnel are believed to be people with family ties it is assumed that in the course of performing their duties either at home or in the office there could be times of inter-role conflicts.

In recent time, there have been a number of reports on the agitations of labour unions in federal colleges of education in Nigeria such as the Colleges of Education Academic Staff Union (COEASU), Non Academic Staff Union (NASU) among others which had led to several industrial unrests and strike actions (Daily Champion, August 27, 2008; The Guardian, November 13, 2010 and The Punch, November 16, 2010). The thrust of their agitations were on staff welfare, funding, infrastructure among others. This by implication is a reflection of lack of job satisfaction among members of the Union. Library personnel in federal colleges of education in Nigeria who are either academic or non academic staff belong to these unions.

In the field of organizational behaviour job satisfaction is said to be the most important and frequently studied attitude (Mitchell & Lason, 1987). This is because it is often identified as one of the factors that influence the decision to quit (Sur, Mumcu, Soylemez, Atli & Idrim, 2004; Onu, Madukwe & Agwu, 2005; Tutuncu & Kozak, 2006; Salmond, 2006). Locke (1976) cited in Brief and Weiss (2001) defines job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job and an attitude towards one's job. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviours.

According to Ebru (1995), job satisfaction of librarians naturally depends on the economic, social and cultural conditions in a given country. This statement is also true of other library personnel. According to Tella; Ayeni and Popoola (2007) a library personnel who cannot get a sufficient wage will be faced with the problem of maintaining his or her family's life. This problem puts the library personnel from being satisfied. As such, the job satisfaction of library personnel who has an important place in the information society (including academic libraries) may affect the quality of the service he or she renders.

Worthy of note is the fact that jobs are important part of our lives. Though they provide source of income, they help us fulfill our personal aims, build social networks and serve our professions or communities nevertheless, they are also major source of emotional stress (Commonwealth Secretariat, 1998; Armour, 2003 and American Psychological Association, 2008). In this regard job stress is defined as a condition produced from lack of regards for physiological, psychological and psychosocial comfort from equipment use in working relationships and other considerations that can be found in the working environment (Lemu, 2007). Considering the job or task of selecting, processing, information searching and dissemination performed by library personnel, it is likely that they are experiencing stress. The changing role of information and information technology, which have also affected the information seeking behaviour of library users, library personnel have also found themselves increasingly under pressure to meet the information demands of their patrons.

Against this backdrop and coupled with the fact that Utor (2003) and Popoola (2005) claimed that employers of labour have began to complain of low quality performance of librarians in Nigeria has made it imperative to undertake this research.

### **Objectives of the Study**

The following objectives were stated to guide the conduct of the study:

1. determine whether self-concept has relationship with job performance of library personnel in federal colleges of education in Nigeria.
2. find out if work-family conflict has relationship with job performance of library personnel in federal colleges of education in Nigeria.
3. find out whether job satisfaction has relationship with job performance of library personnel in federal colleges of education in Nigeria.
4. determine whether job stress has relationship with job performance of library personnel in federal colleges of education in Nigeria.
5. determine whether self-concept, work-family conflict, job satisfaction and job stress when taken together will have effects on job performance of the library personnel in federal colleges of education in Nigeria.

### **Research Questions**

To achieve the identified objectives of the study, the following questions were raised.

1. Do library personnel in federal colleges of education in Nigeria experience work-family conflict?
2. What is the extent of self-concept exhibited by library personnel in federal colleges of education in Nigeria?
3. What is the level of job satisfaction of library personnel in federal colleges of education in Nigeria?
4. What is the level of job performance among library personnel in federal colleges of education in Nigeria?
5. What is the relative effect of self-concept, work-family conflict, job satisfaction, job stress and job performance of library personnel in federal colleges of education in Nigeria?

### **Hypotheses**

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

1. There are no significant correlations among self concept, work-family conflict, job satisfaction, job stress and job performance of library personnel in federal colleges of education in Nigeria.
2. There would be no joint effects of self concept, work-family conflict, job satisfaction and job stress on job performance of library personnel.

### **Literature Review**

Libraries are saddled with the responsibilities of providing information to their users therefore every operation in any of the sections is directed towards service delivery. The operations, beginning with selecting information materials to acquiring, organising, storing and disseminating are all geared towards providing quality service. Therefore the job performance of individual library personnel is very important because one operation dovetail into another. When there are lapses in any of the sections it affects others.

#### **Determinants of Self-concept in Individuals at Work Place**

Self-concept has to do with ones beliefs about ones self and his/her role in the society. The way an individual communicates with the world around him/her serves as a reflection of those beliefs. This is saying in essence that our actions portray our self-concept. Considering the important role of self-concept in the lives of individuals it is therefore imperative to know factors that determine its formation. Several authors have written on factors responsible for self-concept formation and some of these works are hereby considered.

Bolter (2002) and Tripp (2003), states that human beings are not born with self-concept but they play key roles in building one. The image that other people have of you, your experiences and self- evaluation, the expectations that you and others have of you, the roles you perform, your gender, culture and technological messages you internalize, all play a role in developing your self-concept (Gamble and Gamble, 2002)

Olowu (1983), Salawu(1995), Patwarhan (2003) and Manning; Bear and Minke (2006), assert that family variables such as parents' characteristics, values and self acceptance are supposedly relevant to individual's self concept. It was equally observed that the amount of time one spends with a person is one of chief determinants of how significant that person will be in his/her life and how much influence his attitudes, values and behaviour will have on one's behaviour and on his/her attitude towards self. Huitt (2004) states that self concept is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. Similarly, Franken (1994) and Gamble and Gamble (2002) expressed that self reflection plays a major role in self concept formation. Self reflection will certainly involve thinking as it is not logically possible to reflect without the capacity to think. This similarly is expressed by Kreither and Kinicki (2004) who assert that self concept would be impossible without the capacity to think. All of these point to the fact that parents and environmental factors play key roles in self-concept formation in an individual. It is clear from the various assertions that self-concept is not an intuition but learned; it is organized and dynamic. Since it is dynamic then it is subject to change once there is an enabling environment.

#### **Self-Concept and Job Performance of Library Personnel**

Huitt (2004), claim that the relationship between job performance and personality (including self concept) is more a consequence of social aspects of the workplace than of ability. The author stressed that cognitive ability is more strongly correlated with task performance. . Self-concept is said to be more of cognition aspect (Franken, 1994 and Huitt, 2004), if that be the case then there is the likelihood that an employee who has high level of work self-concept may exhibit good job performance in jobs requiring mental skill.

In a related research Sinha (2004), expressed that personality (including self concept) may not necessarily have a very high impact on a person's job performance per se depending on

the type of work being done. However, Poon (2006) in a research examining the relationship among three self concept – traits, entrepreneurial orientation and firm performance discovered that self concept was positively related to the performance of the employees. This is because one's self-concept sets limits on one's behavioural possibilities in several other ways besides the social aspect. Self-concept is derived from self-appraisal. That is an individual carries out a self appraisal and may end up with any of these self assigned statuses 'unlovable,' 'irrational,' 'incompetent,' or 'inferior,' One can easily see that, by virtue of their ascriptions persons have declared themselves ineligible for various forms of participation in life. To believe oneself as 'irrational' is to appraise oneself as ineligible to render logical, well-grounded judgments and decisions. A perceived ineligibility has vast behavioural implications. This could possibly determine the kind of responsibilities an employee may want to accept at the place of work. An individual with a high self-concept may be willing to accept challenging responsibilities while the contrary may be the case for an employee with low level of self-concept.

Franken, (1994) also state that when people know themselves they can maximize outcomes because they know what they can and cannot do. This is in agreement with the findings of Judge and Bono (2001), who presented a meta-analysis showing that components of a positive self-concept construct were among the best predictors of job performance. However, the fact that an employee accepts challenging responsibilities because of his/her level of self-concept may not necessarily translate into good job performance. There appears to be controversies on whether there is a relationship between self-concept and job performance, even though many successes and failures that people experience in many areas of life are attributed to the ways that they have learned to view themselves and their relationships with others.

### **Work-Family Conflict and Job Performance of Employees in Library Organizations**

Studies have shown that work-family conflict (WFC) is a regular occurrence among employees in organizations such as academic libraries (Durand; Burrell; Stetz and Castro, 2003; and Centre for American Progress, 2010). This is because individuals identify themselves through social roles. For many people, work and family roles are most important and self-relevant life roles. As demands and expectations within the family and work domains are not always compatible, conflict between family and work life can arise (Fub; Nubling; Hasselhorn; Schwappach and Rieger, 2008).

Greenhaus (2010), states that work-family conflict arises from:

- the time demands of one role interfere with participation in the other role;
- the stress originating in one role that spills over into the other role detracting from the quality of life in that role;
- behaviour that is effective and appropriate in one role but is ineffective and inappropriate when transferred to the other role.

This conflict between work and family is bi-directional in nature; there is work interfering with family and family interfering with work (Frone, Yardley and Markel, 1997 and Greenhaus, 2010). Studies also revealed certain factors within the environment that produce extensive work-family conflict viz:

- Pressures in the work environment: extensive, irregular, inflexible work hours; extensive travel, interpersonal conflict at home; career transitions; unsupportive superior or organization.
- Pressures in the family environment: presence of young children; primary responsibility for children; elder care responsibilities, interpersonal conflict within the family unit; unsupportive family members (Boyar; Maertz; Pearson and Keough, 2003; Payne and Castro, 2003).

Stoeva, Chiu and Greenhaus (2002), studied the relationship between negative affectivity (NA) and work-family conflict among 148 senior civil servants in Hong kong. Negative

affectivity (NA) which is an aspect of Personality is an individual's predisposition to experience high levels of subjective distress, depression, nervousness, anxiety and feelings of anger, contempt, disgust and fear. The authors found that high-NA individuals experience more work-to-family conflict and more family-to-work conflict than low-NA individuals. This is because high-NA individuals experience more job stress and family stress than low-NA individuals based on the opinion that job stress and family stress contribute to extensive work-to-family conflict and family-to-work conflict respectively. It was also found that the negative effect of family stress on family-to-work conflict is more severe for high NA-people than is for low-NA people. This study by implication demonstrates the fact that personality plays a role in the amount of work-family conflict an individual experiences and could by extension affect job performance.

Kossek and Ozeki (1999) cited in Durand, Burrell, Stetz and Castro (2003) examined 32 studies and found work-family conflict to be negatively related to job satisfaction. In the same vein, Greenhaus and Beutell, (1985) and Durand et al (2003) claimed that work-family conflict is related to absenteeism, tardiness and turnover. All of these assertions hold implications for job performance. An employee cannot get a job done at work when absent neither can tardy jobs conform to standard.

### **Job Satisfaction and Job Performance of Employees in Library Organizations**

The concept of job satisfaction involves various aspects at the work place. Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is an attitude and also an internal state. It could, for example be associated with a person's achievement, either quantitative or qualitative (Buchanan, 2010). Hoppock (2005) summed it up by stating that it is a combination of psychological, physiological and environmental circumstances that causes a person truthfully to say, I am satisfied with my job. Job satisfaction can also be an important indicator of how employees feel about their jobs and a predictor of work behaviours.

At the same time, the relationship between job satisfaction and job performance is an issue of continuing debate and controversy. This is due to the inability to specifically determine whether job satisfaction causes work performance or job performance causes job satisfaction (Kreitner and Kinicki, 2004 and Buchanan, 2006). Wright State University Psychologist (2007) asserts that the idea that job satisfaction and job performance are directly related to one another is a fallacy. The authors also report that a recent meta-analysis found an average uncorrected correlation between job satisfaction and productivity. It was argued that improved job satisfaction sometimes decrease job performance. For example, you could let some sit around all day and do nothing. That may make them more satisfied with their work in the short run, but their performance certainly didn't improve. Such was their strong argument to boost their stand. One may also want to agree with this line of argument because job performance could be due to good monitoring and supervision and not necessarily as a result of job satisfaction.

Putman (2002) views job satisfaction and performance from a two-dimensional model. In the model, job satisfaction is seen as a combination of three elements: task satisfaction, employment satisfaction and market satisfaction. Task satisfaction comes from performing the task required of the job. Employment satisfaction consists of elements such as personnel policies, benefits, career opportunities, work environment, style of management among others. Market satisfaction is comprised of forces external to the organization that affect the individual's job. In looking for a new way to look at job performance versus job satisfaction of personnel in workplaces the author started with a very basic view by comparing the satisfaction and performance of a specific task. The result of the study showed that task satisfaction is strongly influenced by a person's aptitude. Task satisfaction is said to exude any outside influences on the individual's total satisfaction. On the other hand Lopez (1982) cited in Garcez (2006) claims



that self-esteem moderates job satisfaction-job performance relationship. This by implication means that there could be a direct relationship between the two variables under review.

Dot (2007), Agile (2009) and Buchanan (2010) claimed that a cause and effect relationship does not exist between job satisfaction and job performance. However, there appears to be a remote relationship between job satisfaction and job performance. It is said that the relationship between the two variables are determined by some moderating factors such as personality trait, self esteem, mood, attitude among others ( Garcez 2006). In a bid to resolve this controversy, Judge; Thoresen; Bono and Patton (2001) through a meta-analysis of data from 312 samples involving 54,417 individuals arrived at two key findings. First, job satisfaction and performance are moderately related. Second, the relationship between job satisfaction and performance is much more complex than originally thought.

### **Job Stress and Job Performance of Personnel in Library Organization**

There are both positive and negative stress experiences with different behavioural outcomes. These stress experiences are derived from a variety of sources that affect people in different ways. In other words, people react to stress in different ways; some coping much better than others and suffering fewer of the harmful effects of stress. Just as stress differ as a function of the individual; it also differs as a function of one’s type of occupation. Some occupations are of course, inherently more stressful than others (Kreitner and Kinicki, 2004). Lindstrom (2005) and Park (2007) also identified four work environments that can trigger stress: high-strain jobs, active jobs, low-strain (relaxed) jobs and passive jobs. They claimed that workers with high-strain jobs were more likely than those with lower strain jobs to report reduced work activities due to a long term health problem. Furthermore, the works of Palmer; Cooper and Thomas (2004) and Hansen (2008) stresses the correlation between job stress and job performance. They claimed that job stress can lead to lost in productivity. It is also claimed that job stress is critical to maximizing one’s job performance. Thus there is the possibility that library personnel experiencing job stress may likely suffer low job performance.

### **Methodology**

#### **Research Design**

The study is a survey research design of the correlational type. This study describes the relationships which exist among the identified variables in the research. This design was considered appropriate since the variables of interest have all existed and were studied as they occur. The researchers did not manipulate any of the variables but however studied the independent variables in terms of their retrospective influence on the dependent variable.

#### **Sample size**

Total enumeration method was used to cover all the 195 library personnel in the entire 21 federal colleges of education in Nigeria. Considering the small size of population of study, this method became imperative.

**Table 1: Population of Library Personnel in Federal Colleges of Education in Nigeria**

<b>S/n</b>	<b>Name of Institution</b>	<b>Year established</b>	<b>Librarians</b>	<b>Library officers</b>	<b>Total</b>
1.	Fed. Coll. Of Educ. Pankshin	1974	5	5	10
2.	Fed. Coll of Educ. (Tech.) Gombe	1977	3	5	8
3.	Fed. Coll of Educ. (Tech.) Potiskum	1988	8	4	12

4.	Fed. Coll of Educ. (Tech.) Bichi	1987	5	3	8
5.	Fed. Coll of Educ. (Tech.) Asaba	1987	4	0	4
6.	Adeyemi. Coll of Educ. Ondo.	1964	9	0	9
7.	Fed. Coll of Educ. (Tech.) Omoku	1989	5	2	7
8.	Fed. Coll of Educ. (Tech.) Gusau	1989	5	4	9
9.	Fed. Coll of Educ. Katsina	1976	5	6	11
10.	Fed. Coll of Educ. Obudu	1982	9	10	19
11.	Fed. Coll of Educ. Okene	1974	5	5	10
12.	Fed. Coll of Educ. Abeokuta	1976	8	5	13
13.	Fed. Coll of Educ. (Special.) Oyo	1989/90	8	4	12
14.	Fed. Coll of Educ. (Tech.) Akoka	1967	4	4	8
515.	Alvan Ikoku FCE, Owerri	1963	6	0	6
16.	Fed. Coll of Educ. Yola	1974	4	3	7
17.	Fed. Coll of Educ. Zaria	1962	5	5	10
18.	Fed. Coll of Educ. (Tech.) Umunze	1989	2	0	2
19.	Fed. Coll of Educ. Eha- Amufu	1991	6	1	7
20.	Fed. Coll of Educ. Kontagora	1978	3	3	6
21.	Fed. Coll of Educ. Kano	1961	9	8	17
	Grand Total		118	77	195

### Research Instrument

Questionnaire was used for data collection because of high literacy level of the population. The questionnaire tagged self concept, job satisfaction, job stress and job performance of library personnel (SCJS & JSJP) scale is divided into seven sections, that is, A, B, C, D, E and F.

- (i) **Section A:** Contains the background information on library personnel such as gender, age, educational qualification, name of library, marital status, years of work experience in the library, position/rank among others.
- (ii) **Section B:** Contains 20-items on self-concept scale on confidence and belief of the respondents. Some of the statements to which responses were sought include: I am a decent sort of person; I am satisfied to be just what I am; I am a friendly person; I do always tell the truth etc. Response formats are: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, by a tick (√) in a box that depicts their opinion. Cronbach Alpha method was used to measure the reliability coefficient of the scale which is given as 0.67.
- (iii) **Section C:** This set of questionnaire is called work-family conflict rating scale. It measures the work-family conflict of personnel. This contains 9 items on work-family conflict adapted from Durand et al (2003). It is a 4-point scale on which respondents were to tick (√) any of these responses Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Samples of the items in the instrument are: The demands of my family interfere with work related activities; I have to put off doing things at work because of demands on my time at home; Things I want to do at work don't get done because of the

demands of my family etc. The reliability coefficient scale was 0.88 using Cronbach-alpha method.

(iv) **Section D:** Contains a 20-item on job satisfaction scale developed by Weiss, Davis, England and Lofquist (1967). It is a 4 point scale instrument designed to measure the level of job satisfaction by ticking (✓) any of these responses: Very Dissatisfied = 1, Dissatisfied = 2, Satisfied = 3 and Very Satisfied = 4. The aim is determine the level of satisfaction about their “being able to keep busy all the time.”, “the chance to work alone on the job.” the chance to do different things from time to time. “the chance to be ‘somebody’ in the community”, etc. The reliability coefficient of the scale was 0.89

(v) **Section E:** Contains a 12-item job stress scale of respondents. Some of the items on the instrument are stated thus: I find myself dreading to go to work in the morning., I regularly experience fatigue and energy levels at my job., I am easily bored with my job., Work activities I once found enjoyable now feel like drudgery etc. Respondents are to: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The reliability coefficient of the scale was 0.83 using Cronbach-alpha method.

(vii) **Section F:** This set of questionnaire is called job performance rating scale. It contains a 21-item on job performance rating scale of library personnel. This section was directed at the heads of section and college librarians who were required to assess library personnel directly responsible to them. The questionnaire measures the job performance of library personnel hence it contains items such as: Meeting of approved goals, Skills in the use of IT., Punctuality and regularity to work etc. The respondents are to assess library personnel on a 5 scale levels of assessment viz: Excellent =5, Very good = 4, Good =3, Fair =2 and Poor =1. The reliability coefficient of the job performance scale was 0.99.

**Data Collection**

A total of 195 copies of the questionnaire were administered to the respondents in the 21 federal colleges of education in Nigeria. For ease and quick coverage of the institutions that cut across 20 states in Nigeria, the Committee of College Librarians in Nigeria’s (COCLIN) meeting in March, 2011 provided a forum to enlist the services of heads of libraries from federal colleges of education to assist in administering the copies of the questionnaire. A total of 15 college librarians from federal colleges of education who were in attendance obliged to give assistance. The 6 other college librarians from federal colleges of education were contacted through post. Most of these heads of libraries were kind enough to get the completed copies of the questionnaire back to the researchers by post. Out of the 195 copies of questionnaire administered, 173 copies were returned and properly completed. Thus 173 copies were used for the analysis. The response rate achieved was 88.7 percent.

**Analysis of Data**

**Profile of Respondents**

A total of 195 copies of questionnaire were administered while 173 copies were retrieved back representing 88.7 percent.

**Demographic Profile of Respondents**

Respondents’ age range was between 25 and 60 years, with a mean age of 43.25 years and standard deviation of 7.89 years.

**Table 2: Age distribution of the respondents**

Age years	Frequency	Percent

Valid 25-35	47	27.2
36-45	82	47.4
46-55	40	23.1
> 55	4	2.3
Total	173	100.0

A total of 115 (66.5%) were males; while 58 (33.5%) were females. Male respondents were 115 which represents 66.5 percent while female respondents were 58 which is 33.5 percent. Majority of the respondents were male and they are about twice the number of female library personnel. This is shown in Table 3.

**Table 3: Gender distribution of the respondents**

Gender	Frequency	Percent
Male	115	66.5
Female	58	33.5
Total	173	100.0

The Table 4 shows the educational qualifications of respondents. Respondents with Diploma in Library Studies were 60 (34.7 percent), Non Bachelor in Library Studies these are library personnel with Bachelor's degree in other fields of study with a total number of 12 (6.9 percent), Bachelor of Library Studies were 56 (32.4 percent), Master in Library Studies were 41 (23.7 percent), non master degrees in Library Science were 3 (1.7 percent) and Ph.D was 1 (.6 percent). Respondents with Diploma in Library Science were in the majority with 34.7 percent, closely followed by those with Bachelor of Library Science which is 32.4 percent.

**Table 4: Distribution of respondents by their educational qualifications**

Educational Qualification	Frequency	Percent
Dip in Library	60	34.7
Degree (Non BLS)	12	6.9
BLS	56	32.4
MLS	41	23.7
MA/M.Sc	3	1.7
Ph.D	1	.6
Total	173	100

### *Research questions*

**RQ 1: Do library personnel in federal colleges of education in Nigeria experience work-family conflict?**

On the whole, one can deduce that the respondents had experienced moderate work-family conflict considering the data obtained. The reasons being that the majority of the respondents claimed that due to work-related duties, they have to make changes to plans for family activities (Mean=2.65), this was ranked highest by the mean score rating and was followed in succession by ‘The demands of my job make it difficult for me to be relaxed all the time at home’ (Mean=2.46), ‘The demands of my work interfere with my home and family’ (Mean=2.38), ‘My work keeps me from my family activities more than I would like’ (Mean=2.21), ‘Things I want to do at home do not get done because of the demands my job put on me’ (Mean=2.17), ‘The amount of time my job takes up makes it difficult to fulfill family responsibilities’ (Mean=2.16), ‘My work schedule often conflict with my family life’ (Mean=2.12), ‘My job produces strain that makes it difficult to fulfill family dues’ (Mean=2.05), ‘My office work schedules do not make me to be an effective parent/spouse’ (Mean=2.00). Total or maximum score on work-family conflict is  $4 \times 9 = 36$ . The score of 1 – 12 indicates low work-family conflict while 13 – 24 indicates moderate work-family conflict and 25 -36 is high work-family conflict. The mean score of work-family conflict of the respondents is  $X = 20.20$ ,  $SD = 5.97$ . One can therefore conclude that the library personnel in federal colleges of education in Nigeria have moderate work-family conflict (see Table 5).

**Table 5: Mean and standard deviation of respondents’ work-family conflict**

s/n	Statements	SD	D	A	SA	Mean	S.D
1	Due to work-related duties, I have to make changes to plans for family activities	25 14.5%	39 22.5%	81 46.8%	28 16.2%	2.65	0.92
2	The demands of my job make it difficult for me to be relaxed all the time at home	27 15.6%	67 38.7%	52 30.1%	27 15.6%	2.46	0.94
3	The demands of my work interfere with my home and family	34 19.7%	60 34.7%	58 33.5%	21 12.1%	2.38	0.94
4	My work keeps me from my family activities more than I would like	37 21.4%	77 44.5%	44 25.4%	15 8.7%	2.21	0.88
5	Things I want to do at home do not get done because of the demands my job put on me	38 22.0%	79 45.7%	44 25.4%	12 6.9%	2.17	0.85

6	The amount of time my job takes up makes it difficult to fulfill family responsibilities	38 22.0%	84 48.6%	36 20.8%	15 8.7%	2.16	0.87
7	My work schedule often conflict with my family life	44 25.4%	76 43.9%	42 24.3%	11 6.4%	2.12	0.86
8	My job produces strain that makes it difficult to fulfill family dues	44 25.4%	84 48.6%	37 21.4%	8 4.6%	2.05	0.81
9	My office work schedules do not make me to be an effective parent/spouse.	55 31.8%	75 43.4%	31 17.9%	12 6.9%	2.00	0.88
<b>Overall Mean Score X = 20.20</b>		<b>SD = 5.97</b>					

## RQ 2: What is the extent of self concept exhibited by library personnel in federal colleges of education in Nigeria?

Considering the result obtained, library personnel in federal colleges of education in Nigeria could be said to have high self-concept. The reasons being that the majority of the respondents claimed that they are friendly persons (Mean=3.58), this was ranked highest by the mean score rating and was followed in succession by 'I am a decent sort of person' (Mean=3.49), 'I do always tell the truth' (Mean=3.38), 'I am satisfied to be just what I am' (Mean=3.34), 'I am a cheerful person' (Mean=3.33), 'I am satisfied to be just what I am' (Mean=3.19), 'I have a lot of self control' (Mean=3.17), 'I get along well with other people' (Mean=3.17), I am sociable as I want to be (Mean=3.13), 'I should be more polite to others' (Mean=3.13), 'I get angry sometimes' (Mean=3.03), 'I feel good most of the time' (Mean=3.01), 'I take the blames for things I do without getting mad' (Mean=2.75), 'I see good points in all the people I meet' (Mean=2.55), 'Once in a while, I put off until tomorrow what I ought to do today' (Mean=2.54), 'I am not the person I would like to be' (Mean=2.01), 'I try to run away from my problems' (Mean=2.01), 'I do not forgive others easily' (Mean=1.76), 'I sometimes use unfair means to get ahead' (Mean=1.73), 'I do things without thinking about them first' (Mean=1.65).

The norm score for the self-concept is 40. Therefore, the score of 1 – 40 indicates low self-concept while 41 – 80 indicates high self-concept. The mean score of self-concept of the respondents is  $X = 55.99$ ,  $SD = 6.52$ . One can therefore deduce that the library personnel of federal college of education in Nigeria have high self-concept (see Table 6).

**Table 6: Mean and standard deviation scores of self-concept of the respondents**

s/n	Statements	SD	D	A	SA	Mean	S.D
1	I am a friendly person	1 0.6%	1 0.3%	67 38.7%	104 60.1%	3.58	0.54
2	I am a decent sort of person	6 3.5%	2 1.2%	66 38.2%	99 57.2%	3.49	0.70
3	I do always tell the truth	5 2.9%	6 3.5%	81 46.8%	81 46.8%	3.38	0.69
4	I am satisfied to be just what I am	7 4.0%	15 8.7%	64 37.0%	87 50.3%	3.34	0.80
5	I am a cheerful person	6 3.5%	1 0.6%	96 55.5%	70 40.5%	3.33	0.67
6	I am satisfied to be just what I am	8 4.6%	18 10.4%	80 46.2%	67 38.7%	3.19	0.80
7	I have a lot of self control	11 6.4%	5 2.9%	100 57.8%	57 32.9%	3.17	0.77

8	I get along well with other people	7 4.0%	8 4.6%	107 61.8%	51 29.5%	3.17	0.69
9	I am sociable as I want to be	6 3.5%	18 10.4%	97 56.1%	52 30.1%	3.13	0.73
10	I should be more polite to others	13 7.5%	8 4.6%	95 54.9%	57 32.9%	3.13	0.81
11	I get angry sometimes	10 5.8%	12 6.9%	113 65.3%	38 22.0%	3.03	0.72
12	I feel good most of the time	7 4.0%	20 11.6%	111 64.2%	35 20.2%	3.01	0.69
13	I take the blames for things I do without getting mad	18 10.4%	34 19.7%	95 54.9%	26 15.0%	2.75	0.84
14	I see good points in all the people I meet	19 11.0%	60 34.7%	73 42.2%	2 12.1%	2.55	0.84
15	Once in a while , I put off until tomorrow what I ought to do today	25 14.5%	43 24.9%	91 52.6%	14 8.1%	2.54	0.84
16	I am not the person I would like to be	54 31.2%	75 43.4%	32 18.5%	12 6.9%	2.01	0.88
17	I try to run away from my problems	61 35.3%	62 35.8%	38 22.0%	12 6.9%	2.01	0.92
18	I do not forgive others easily	75 43.4%	71 41.0%	20 11.6%	7 4.0%	1.76	0.81
19	I sometimes use unfair means to get ahead	79 45.7%	67 38.7%	21 12.1%	6 3.5%	1.73	0.81
20	I do things without thinking about them first	84 48.6%	73 42.2%	9 5.2%	7 4.0%	1.65	0.76
<b>Overall Mean Score X = 55.99</b>		<b>SD = 6.52</b>					

### RQ 3: What is the level of job satisfaction of library personnel in federal colleges of education in Nigeria?

Generally, one can infer that the respondents i.e. library personnel in federal colleges of education in Nigeria had high job satisfaction as indicated in Table 4.10. The outcome is expressed as follows: The chance to do things for people (Mean=3.10) was ranked highest by the mean score rating and was followed in succession by The way my job provides for study employment (Mean=3.09); The feeling of accomplishment I get from the job. (Mean=3.06); The way my boss handles subordinates (Mean=3.05); The chance to do something that makes use of my abilities (Mean=3.02); The chances for advancement on this job (Mean=3.01); The chance to tell people what to do (Mean=2.99); The competence of my supervisor in making decisions (Mean=2.98); Being able to keep busy all the time (Mean=2.97); Being able to do things that don't go against my conscience (Mean=2.95); The pay and the amount of work I do (Mean=2.95); The chance to be 'somebody' in the community (Mean=2.92); The praise I get for doing a good job (Mean=2.90); The way library policies are put into practice (Mean=2.88); The chance to my own methods of doing the job (Mean=2.83); The working conditions (Mean=2.80), The freedom to use my own judgment (Mean=2.79); The chance to do different things from time to time (Mean=2.78), The way co-workers get doing with each other (Mean=2.71); and lastly by The chance to work alone on the job (Mean=2.60).

The total or maximum score obtainable is  $4 \times 20 = 80$ . Therefore, the score of 1 – 30 indicates low job satisfaction, 31 – 50 is moderate job satisfaction and 51 – 80 indicates high job satisfaction. The mean score of the respondents is  $X = 58.35$ ,  $SD = 9.50$ . The results here imply that library personnel in federal colleges of education in Nigeria have high job satisfaction (see Table 7).

**Table 7: Mean and standard deviation scores on job satisfaction of the respondents**

s/n	Statements	VD	D	S	VS	Mean	S.D
	On my present job, this is how I feel about:						
1	The chance to do things for people	10 5.8%	7 4.0%	112 64.7%	44 25.4%	3.10	0.72
2	The way my job provides for study employment	6 3.5%	18 10.4%	104 60.1%	45 26.0%	3.09	0.71
3	The feeling of accomplishment I get from the job.	11 6.4%	12 6.9%	105 60.7%	45 26.0%	3.06	0.76
4	The way my boss handles subordinates	9 5.2%	19 11.0%	100 57.8%	45 26.0%	3.05	0.76
5	The chance to do something that makes use of my abilities	12 6.9%	16 9.2%	102 59.0%	43 24.9%	3.02	0.79
6	The chances for advancement on this job	13 7.5%	14 8.1%	105 60.7%	41 23.7%	3.01	0.79
7	The chance to tell people what to do	10 5.8%	12 6.9%	121 69.9%	30 17.3%	2.99	0.69
8	The competence of my supervisor in making decisions	15 8.7%	16 9.2%	100 57.8%	42 24.3%	2.98	0.83
9	Being able to keep busy all the time	9 5.2%	13 7.5%	126 72.8%	25 14.5%	2.97	0.65
10	Being able to do things that don't go against my conscience	14 8.1%	18 10.4%	104 60.1%	37 21.4%	2.95	0.80
11	The pay and the amount of work I do	13 7.5%	23 13.3%	97 56.1%	40 23.1%	2.95	0.82
12	The chance to be 'somebody' in the community	16 9.2%	20 11.6%	99 57.2%	38 22.0%	2.92	0.84
13	The praise I get for doing a good job	13 7.5%	24 13.9%	104 60.1%	32 18.5%	2.90	0.79
14	The way library policies are put into practice	8 4.6%	40 23.1%	89 51.4%	36 20.8%	2.88	0.78
15	The chance to my own methods of doing the job	10 5.8%	41 23.7%	91 52.6%	31 17.9%	2.83	0.79
16	The working conditions	13 7.5%	34 19.7%	101 58.4%	25 14.5%	2.80	0.78
17	The freedom to use my own judgment	18 10.4%	29 16.8%	98 56.6%	28 16.2%	2.79	0.84
18	The chance to do different things from time to time	15 8.7%	36 20.8%	94 54.3%	28 16.2%	2.78	0.82
19	The way co-workers get doing with each other	18 10.4%	29 16.8%	111 64.2%	15 8.7%	2.71	0.77
20	The chance to work alone on the job	19 11.0%	45 26.0%	95 54.9%	14 8.1%	2.60	0.79
<b>Overall Mean Score X = 58.35</b>		<b>SD = 9.50</b>					

**RQ 4: What is the level of job stress among library personnel in federal colleges of education in Nigeria?**

The mean and standard deviation scores of job stress among library personnel in federal colleges of education in Nigeria points to the fact that job stress is being experienced by the respondents as indicated in this wise. I find myself dreading going to work in the morning (Mean=2.16) was ranked highest by the mean score rating and was followed by I regularly experience fatigue and low energy levels at my job (Mean=2.11), I get depressed on Sunday afternoons thinking about Monday and the coming week (Mean=1.99), Work activities I once found enjoyable now feel like drudgery (Mean=1.98), I spend longer time performing a job that would ordinarily have taken lesser time (Mean=1.88), I find it difficult making routine decisions at work (Mean=1.86), I am easily bored with my job (Mean=1.84), I now become more cynical or bitter about my job, my boss and the library establishment (Mean=1.84), I get moody when I



am at work (Mean=1.82), I find myself easily annoyed or irritated by my co-workers (Mean=1.80), I experience an increase in error rate performing my job (Mean=1.75), and lastly by I find myself accident prone when at work (Mean=1.69). The norm score for job stress of the respondents is 48. Therefore, the score of 1-16 indicates low job stress; 17-32 represent moderate job stress and 33-48 connotes high job stress. The mean score of job stress of the respondents is  $X = 22.71$ ,  $SD = 6.74$ . Judging from this, one could conclude that library personnel in federal colleges of education in Nigeria experienced moderate job stress.

**Table 8: Mean and standard deviation scores of job stress of the respondents**

s/n	Statements	SD	D	A	SA	Mean	S.D
1	I find myself dreading going to work in the morning	48 27.7%	65 37.6%	45 26.0%	15 8.7%	2.16	0.93
2	I regularly experience fatigue and low energy levels at my job	43 24.9%	76 43.9%	46 26.6%	8 4.6%	2.11	0.83
3	I get depressed on Sunday afternoons thinking about Monday and the coming week	56 32.4%	72 41.6%	35 20.2%	10 5.8%	1.99	0.87
4	Work activities I once found enjoyable now feel like drudgery	49 28.3%	83 48.0%	37 21.4%	4 2.3%	1.98	0.77
5	I spend longer time performing a job that would ordinarily have taken lesser time	62 35.8%	76 43.9%	29 16.8%	6 3.5%	1.88	0.81
6	I find it difficult making routine decisions at work	56 32.4%	90 52.0%	23 13.3%	4 2.3%	1.86	0.73
7	I am easily bored with my job	64 37.0%	78 45.1%	26 15.0%	5 2.9%	1.84	0.78
8	I now become more cynical or bitter about my job, my boss and the library establishment	66 38.2%	75 43.4%	25 14.5%	7 4.0%	1.84	0.82
9	I get moody when I am at work	63 36.4%	82 47.4%	24 13.9%	4 2.3%	1.82	0.75
10	I find myself easily annoyed or irritated by my co-workers	66 38.2%	81 46.8%	21 12.1%	5 2.9%	1.80	0.76
11	I experience an increase in error rate performing my job	74 42.8%	77 44.5%	14 8.1%	8 4.6%	1.75	0.80
12	I find myself accident prone when at work	76 43.9%	79 45.7%	14 8.1%	4 2.3%	1.69	0.72
<b>Overall Mean Score <math>X = 22.71</math></b>		<b><math>SD = 6.74</math></b>					

### **RQ 5: What is the Job performance of library personnel in federal colleges of education in Nigeria?**

On the whole, one can deduce from the data on Table 9 that the majority of the respondents had good job performance. This is reflected in their supervisors' ratings of their job performance. For instance they have good ability to perform library routine works (Mean=2.97 and SD= 1.42) was ranked highest by the mean score rating and was followed by contribution to the overall development of the library (Mean=2.90 and SD=1.43); Meeting of approved goals of his/her section (e.g. cataloguing, Reference, Circulation, Serials, etc) (Mean=2.89 and SD= 1.44); Ability to work with co-workers (Mean=2.89 and SD= 1.44); Punctuality and regularity to work (Mean=2.84 and SD= 1.43); Ability to attend promptly to requests from clients (Mean=2.84 and SD= 1.40), Meeting minimum requirements for promotion (Mean=2.84 and SD = 1.40); Communication skills (Mean=2.84 and SD= 1.39 ), Contribution to the overall development of the college (Mean=2.83 and SD= 1.37); Coordinating ability (Mean=2.83 and SD= 1.37); Creativity and diligence at work (Mean=2.80 and SD= 1.42), Ability to provide

leadership (Mean=2.80 and SD= 1.39); Assessment of quality of work performed (Mean=2.79 and SD= 1.39); Performing work schedule on time (Mean=2.77 and SD= 1.37); Ability to work with minimum supervision (Mean=2.75 and SD= 1.37); Ability to perform administrative duties (Mean=2.73 and SD= 1.37); Assessment of quantity of work performed (Mean=2.72 and SD= 1.34); Ability to perform competently under pressure (Mean=2.70 and SD = 1.35); Ability to anticipate problems and develop solution in advance (Mean=2.58 and SD= 1.29), and lastly by Skills in the use of information technology (IT) (Mean=2.38 and SD= 1.21)

The total or maximum score obtainable is  $5 \times 20 = 100$ . Therefore, the score of 1 – 30 indicates low job performance, 31 – 60 is moderate job performance and 61 – 100 indicates high job performance. The mean score of the respondents is  $X = 55.68$ ,  $SD = 5.25$ . The results here imply that library personnel in federal colleges of education in Nigeria have moderate job performance

**Table 9: Mean and standard deviation scores of job performance of the respondents**

s/n`	Statement	Poor	Fair	Good	V.good	Excellent	Mean	S.D
1	Ability to perform library routine works	49 28.3%	5 2.9%	45 26.0%	50 28.9%	24 13.9%	2.97	1.42
2	Contribution to the overall development of the library	52 30.1%	6 3.5%	46 26.6%	46 26.6%	23 13.3%	2.90	1.43
3	Meeting of approved goals of his/her section (e.g. cataloguing, Reference, Circulation, Serials, etc)	51 29.5%	11 6.4%	43 24.9%	42 24.3%	26 15.0%	2.89	1.44
4	Ability to work with co-workers	53 30.6%	5 2.9%	49 28.3%	40 23.1%	26 15.0%	2.89	1.44
5	Punctuality and regularity to work	48 27.7%	19 11.0%	46 26.6%	32 18.5%	28 16.2%	2.84	1.43
6	Ability to attend promptly to requests from clients	53 30.6%	4 2.3%	55 31.8%	40 23.1%	21 12.1%	2.84	1.40
7	Meeting minimum requirements for promotion	51 29.5%	9 5.2%	52 30.1%	39 22.5%	22 12.7%	2.84	1.40
8	Communication skills	52 30.1%	7 4.0%	50 28.9%	45 26.0%	19 11.0%	2.84	1.39
9	Contribution to the overall development of the college	51 29.5%	8 4.6%	53 30.6%	42 24.3%	19 11.0%	2.83	1.37
10	Coordinating ability	49 28.3%	14 8.1%	46 26.6%	46 26.6%	18 10.4%	2.83	1.37
11	Creativity and diligence at work	51 29.5%	17 9.8%	44 25.4%	37 21.4%	24 13.9%	2.80	1.42
12	Ability to provide leadership	51 29.5%	13 7.5%	49 28.3%	39 22.5%	21 12.1%	2.80	1.39
13	Assessment of quality of work performed	52 30.1%	14 8.1%	45 26.0%	43 24.9%	19 11.0%	2.79	1.39
14	Performing work schedule on time	51 29.5%	16 9.2%	46 26.6%	42 24.3%	18 10.4%	2.77	1.37
15	Ability to work with minimum supervision	54 31.2%	10 5.8%	51 29.5%	41 23.7%	17 9.8%	2.75	1.37
16	Ability to perform administrative duties	52 30.1%	17 9.8%	49 28.3%	36 20.8%	19 11.0%	2.73	1.37
17	Assessment of quantity of work performed	54 31.2%	11 6.4%	49 28.3%	47 27.2%	12 6.9%	2.72	1.34
18	Ability to perform competently under pressure	52 30.1%	17 9.8%	52 30.1%	35 20.2%	17 9.8%	2.70	1.35
19	Ability to anticipate problems and develop solution in advance	56 32.4%	17 9.8%	52 30.1%	39 22.5%	9 5.2%	2.58	1.29
20	Skills in the use of information	56 32.4%	38 23.8%	44 27.5%	28 17.5%	7 4.4%	2.38	1.21

technology (IT)	32.4%	22.0%	25.4%	16.2%	4.0%		
<b>Overall Mean Score X = 55.68</b>			<b>SD = 5.25</b>				

Table 10 shows the summary of test of significant relationships between independent variables (i.e. self-concept, job satisfaction, work-family conflict and job stress) and job performance. The table revealed that job performance had significant relationships with self-concept ( $r = 0.227$ ,  $P < 0.05$ ); work-family conflict ( $r = 0.462$ ,  $P < 0.05$ ) and job stress ( $r = 0.511$ ,  $P < 0.05$ ) of the respondents. This implies that self-concept, job satisfaction, work-family conflict and job stress are significantly associated with job performance.

**Table 10: Summary of test of significant relationships among independent variables and job performance of the respondents**

Variables	n	X	SD	Job performance (r)	Sig.p
Self-concept	173	55.99	6.52	0.511	0.028
Job satisfaction	173	58.35	9.50	0.227	0.031
Work-family conflict	173	20.20	5.97	0.462	0.042
Job stress	173	22.71	6.74	0.334	0.021
Job performance	173	55.68	5.25	1.000	

### Testing of Hypotheses

**Ho1: There will be no joint effect of independent variables (Self concept of library personnel, Work-family conflict, Job satisfaction and Job stress) on Job performance of library personnel**

**Adj R = 0.6650**

**Adj R<sup>2</sup> = 0.4422**

**Standard Error of Estimate (SEE) = 24.700**

Shown on Table 11 is the joint effects of independent variables (self concept, work-family conflict, job satisfaction and Job stress) on Job performance of library personnel was significant ( $F(4.168) = 2.920$ ;  $P < .05$ ). About 44.22% of the variation in job performance of library personnel was accounted for by the independent variables (i.e. self concept, work-family conflict, job satisfaction and Job stress) in federal colleges of education in Nigeria.

**Table 11: Joint effects of four independent variables on dependent variable**

Model	Sum of	DF	Mean	F	Sig.
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	Squares		Square		
<b>Regression</b>	<b>7125.782</b>	<b>4</b>	<b>1781.445</b>	<b>2.920</b>	<b>.023</b>
<b>Residual</b>	<b>102491.73</b>	<b>168</b>	<b>610.070</b>		
<b>Total</b>	<b>109617.51</b>	<b>172</b>			

**Ho 2: There would be no relative effect of independent variables (Self concept, Work-family conflict, Job satisfaction and Job stress) on Job performance of library personnel**

Table 12 shows the relative effect of each of the independent variables on the on job performance of the respondents that is, self concept ( $\beta = .253$ ,  $P < .05$ ), work-family conflict ( $\beta = -.194$ ,  $P < .05$ ), job satisfaction ( $\beta = .222$ ,  $P < .05$ ) and Job stress ( $\beta = .180$ ,  $P < .05$ ). Hence, job satisfaction, self concept, work-family conflict and job stress of library personnel independently had effect on job performance of the respondents.

**Table 12: Relative effect of independent variables on dependent variable**

Model	Unstandardized Coefficient		Standardize d Coefficient	T	Sig.
	B	Std. Error	B		
(Constant)	10.935	19.128		.572	.568
Self concept	0.043	.303	.253	4.791	.001
Work-family conflict	-.399	.035	-.194	11.400	.035
Job satisfaction	.590	.207	.222	2.853	.005
Job stress	.301	.101	.180	2.980	.018

## Discussion of Findings

Though the level of work-family conflict is still moderate among library personnel in federal colleges of education in Nigeria but it does not rule out the fact that the experience exist. In spite of the moderate level of work-family conflict among library personnel in federal colleges of education in Nigeria it still reveals significant relationship with their job performance. This is in consonance with the findings of Roth and David (2009) who claimed that work-to-family conflict increasingly and adversely affected job performance. This is also in agreement with the claims of Greenhaus and Powell, (2006) who suggests that holding multiple roles in the work and family domains can also yield positive outcomes. Similarly, Kreitner and Kinicki (2004), report that the outcome of a survey of 30 Massachusetts law firms that reveals that 35% to 50% of law firm associates left their employers within three years of starting because the firms did not accommodate family needs. This study shows that when employees are faced with incessant conflicts of interests between work and family it result in job turnover. This situation is inimical to the overall organizational output because of its effect on employees' job performance. It goes to say that the authors consider a correlation between work-family conflict and job performance.

The finding of this study suggests that library personnel in federal colleges of education in Nigeria place high premium on their jobs since the mean score shows moderate work-family conflict. This can be translated to mean that library personnel place more psychological

importance on their work than their family. They therefore allow their work responsibilities to interfere with their family life.

Library personnel in federal colleges of education in Nigeria in this study were revealed to have high level of self-concept which shows that they hold positive opinions about themselves. This may be attributed to the positive thought patterns of the library personnel and possibly healthy environmental values. This is shown to have significant relationship with their job performance. This mental attitude of library personnel may serve as a boost to their job performance. This is so as the positive dispositions about themselves in regard to their jobs would possibly help them to accept challenges and responsibilities at work. This is consistent with the findings of Franken (1994) who states that when people know themselves they can maximize outcomes because they know what they can do. Similarly, Judge and Bono (2001) discovered after a meta-analysis that components of a positive self-concept construct were among the best predictors of job performance. In a related development, Poon (2006) in a research examining the relationship among three self-concept dimensions of an employee in an organization viz: traits, entrepreneurial orientation and firm performance discovered that self concept was positively related to the job performance of the employees.

The level of job satisfaction among library personnel is high as indicated by this study showing significant relationship with their job performance. This study is in consonance with the findings of Judge; Thoresen; Bono and Patton (2001) after a meta-analysis of data from 312 samples involving 54,417 individuals claiming that job satisfaction and job performance are moderately related. On the other hand Lopez (1982) cited in Garcez (2006) claims that self-esteem moderates job satisfaction-job performance relationship. This is suggesting an indirect relationship between job satisfaction and job performance of employees.

This study also revealed that library personnel in federal colleges of education in Nigeria experienced moderate job stress which may be due to stressors as captured by the study, such as too hot working environment, inadequacy of office lighting and furniture, lack of equipment to carry out one's work among others. This assertion is in agreement with the claims of Ivancevich and Matterson (1980) who state that stress is the consequence of environmental action, situation, or event. Since the identified stressors have to do with the environment then it would not be out of place to consider them as the possible causes of stress among library personnel in federal colleges of education in Nigeria. The finding also shows a significant relationship between job stress and job performance. This is in agreement with the claims of Palmer; Cooper and Thomas (2004) stating that stress can lead to lost productivity. Just as Hansen (2008) also claimed that stress is critical to maximizing one's job performance.

The discovery made in this current study is in agreement with the findings of Affleck (1996) who in a study on burnout among bibliographic instruction librarians revealed that the group of library personnel was at risk for burnout, a syndrome of emotional exhaustion, depersonalization and loss of sense of personal accomplishment which affects their job performance. Before an individual employee experience job burnout he or she would have first suffered from job stress. Job burnout is therefore an after effect of an uncontrolled job stress. The finding of this study also uphold the claims of Robbins and Judge (2007) who classified the potential sources of stress into three which are environmental, organizational and personal factors. They claimed that just as environmental uncertainty influences the design of an organizational structure, it also influences stress levels among employees in an organization such as the library which affects their job performance.

Generally, this study revealed a moderate level of job performance of library personnel in federal colleges of education in Nigeria. This finding confirms the claims of Utor and Popoola (2009) who expressed that the job performance of library personnel in Nigeria has become a subject of concern to employers because of the fallen standard. The present moderate job performance recorded may even be attributed to good supervision on the parts of library

management in spite of the joint effect of the independent variables (self concept, work-family conflict, job satisfaction and job stress).

## **Conclusion and Recommendations**

The study was carried out to investigate the effects of self-concept, work-family conflict, job satisfaction and job stress on the job performance of library personnel in federal colleges of education in Nigeria. It was established from the study that self-concept, work-family conflict, job satisfaction and job stress were significantly related to the job performance of library personnel in federal colleges of education in Nigeria. On the whole the level of self-concept of the respondents was high, work-family conflict was low, job satisfaction was high, job stress was moderate and the overall job performance too was moderate. Based on the findings of the study the following recommendations are suggested.

1. Government and library managers should adopt 'welfarists' approach in tackling issues that have to do with staff welfare. As such, it is recommended that management policies should include welfare packages that would promote high level of job satisfaction to enhance good job performance.
2. This study would also serve as a useful tool for stakeholders such as government and library managers to engage the services of psychologists from time to time to give talks on stress management as well as self concept and how to convert later to strength for better job performance by library personnel. This is possible because self concept can be learned and unlearned.
3. Leisure time, break time, well furnished environment, job rescheduling among others will go a long way in helping to alleviate stress in the work environment.
4. It is also evident in the study that library personnel were victims of work-family conflict, hence before it begins to take its tolls on their job performance it is hereby suggested that work schedules be flexible to give room for emergencies. This flexibility would help to accommodate extraneous interferences from the family domain in such a way that the overall job performance of the library would not be affected by that of an individual.

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