

Personal Factors and Work Locus of Control as Determinants of Job Performance of Library Personnel in Federal Colleges of Education in Nigeria

Godwin O. Oyewole
Federal College of Education, Abeokuta
Nigeria
gooyewole@gmail.com

S. O. Popoola
University of Ibadan
Nigeria
sopopoola@yahoo.com

ABSTRACT: This study examines personal factors and work locus of control as determinants of job performance of library personnel in federal colleges of education in Nigeria. A survey research design of a correlational type was adopted. The total enumeration method was used to cover all the 195 library personnel. A questionnaire with the Work Locus of Control Scale (WLCS) was used as an instrument to collect data. Two research questions and two hypotheses, tested at the 0.05 level of significance, were postulated for the study. Multiple regression and correlational analyses were used in analyzing the data collected. The study reveals that there was a significant relationship among independent variables (age, years of working in the library, academic qualification, position/rank, monthly salary, and work locus of control) and job performance of respondents. The study also shows that the joint effects of independent variables on job performance of library personnel were significant ($F(7;165) = 3.95; P < .05$). It is recommended that library managers and administrators should endeavor to recruit people with internal locus of control, give considerations to age, academic qualification, job position/rank, years of working experience in the library, and monthly salary of library personnel when planning in order to enhance their job performance.

I. Introduction

The quality of services provided in academic libraries is a function of the job performance of library personnel. A good manager recognizes the fact that man is one of most valuable resources to achieve effective performance in an organization such as the library. Performance in this regard refers to the execution of job duties to an acceptable standard in an organization in terms of quality and quantity. Since the level of job performance of library personnel is germane to the growth of library services in federal colleges of education in Nigeria, it is necessary to study some of the factors that could affect it. In this study, personal factors and work locus of control are perceived variables that could affect the job performance of library personnel.

According to Robbins and Judge (2007), people enter an organization such as a library with certain characteristics that influence their behavior at work. The most obvious of these are personal factors or demographic characteristics such as age, gender, marital status, educational qualification, and so on. The degree to which these factors affect their job performance is still a puzzle to researchers in the field of information management and industrial psychology. Hence, personal factors have become a subject of concern among industrial organizations because it tends to engender job performance of employees. The kind of job one does determines what personal factors may affect one.

Age, which is one of the biographical characteristics of an employee, could affect job performance. According to Engel and Munger (2003), “there is a widespread belief that productivity declines with age. It is often assumed that an individual’s skills particularly speed, agility, strength, and coordination decay over time”. Robbins, Judge, Odendaal, and Roodt (2009) also opined that “older workers are also perceived as lacking flexibility and as being resistant to new technology” (p. 51).

In the developed countries such as United States and Britain, skills that come with age and work experience appear to count for less and less. “Youth, with its native optimism, is what companies want now” (Munk, 1999). What matters to some companies are potentials, not experience.

This may not be true in Nigeria, especially in government establishments like colleges of education where experience and academic qualification are given prominence. Experience is believed to enhance job performance of employee. With experience, an employee may spend less time on a given task, which means cumulatively much activity performed in a given period of time.

Statutorily, librarians in federal colleges of education in Nigeria are academic staff. Apart from their core primary assignment, they are required to teach, do research, and perform other academic duties. To be promoted in the system of hierarchy, library personnel must improve on the level of their job performance at each stratum upward. It means that position or rank could be significantly related to job performance.

Monthly salaries could be regarded as an incentive to motivate workers to continue improving their services. Fiedler (2002) observed that pay for performance is a popular monetary incentive, linking at least some portion of salary to results or accomplishments. It is sometimes referred to as incentive pay or variable pay. The general idea behind this scheme is to give employees an incentive for working harder. Proponents of incentive compensation feel that something extra is needed to motivate employees to do more than the minimal required performance (Duncan, 2001).

Most advanced societies invest in the education of their youth. They typically provide 10 or more years of free education (Nicholson, 1998; Pierce, 1999). This investment in education is undertaken as a way for young people to acquire knowledge and skills. It is assumed that the higher the qualification, the better the job performance. Thus, educational qualification is linked to job performance of library personnel.

Some people believe that they are the architect or determiner of their success in the field of work. With this at the back of their mind, they get motivated to give more attention to their job, believing that it is what determines their success or achievement. This is the underlying

concept in work locus of control, which is defined as “the degree to which people believe that they are masters of their own fate” in the field of work (Robbins and Judge, 2007). It is believed that this attitude may have implication for job performance in an organization such as the library. It is therefore imperative to consider whether there is any relationship between these independent variables (personal factors and work locus of control) and job performance (dependent variable) of library personnel in federal colleges of education in Nigeria.

II. Objectives of the Study

The objectives of the study are to:

- identify the patterns of work locus of control among library personnel in federal colleges of education in Nigeria;
- ascertain whether personal factors (such as age, gender, marital status, educational qualifications, position/rank as well as monthly salary) and work locus of control are determinants of job performance;
- discover the relative contribution of work locus of control and personal factors to the determination of job performance.

III. Research Questions

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

- What is the pattern of work locus of control among library personnel in federal colleges of education in Nigeria?
- What is the relative contribution of work locus of control and personal factors to the determination of job?

IV. Hypotheses

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

1. There are no significant relationships between personal factors (age, gender, marital status, educational background, position/rank, years of working experience, and monthly salary) and work locus of control and job performance of library personnel in federal colleges of education in Nigeria.
2. Personal factors and work locus of control do not significantly determine the job performance of library personnel in federal colleges of education in Nigeria.

V. Literature Review

There is an assumption that agility and strength decreases with age. Yet, Rhodes (1983) and Labich (1993) stated that there is no correlation between personal factors and job performance.

Another concept of interest is that the gender of employees could make a difference in their job performance, considering their different physiological makeup. It is generally assumed that men are stronger than women and therefore there could be a significant difference in job performance comparatively. Jorm, Anstey, Christensen, and Rodgers (2004) and Green,

Jegadeesh, and Tang (2007) asserted that there could be differences in job performance of men and women in workplace. Falbe and Yukl (1992), as cited by Robbins and Judge (2009), opined that

Given the significant changes that have taken place in the past 40 years in terms of increasing female participation rates in the workforce and rethinking what constitutes male and female roles, you should operate on the assumption that there is no significant difference in job productivity between men and women.

According to Wanous (1974), “Psychological studies have found that women are more willing to conform to authority and that men are more aggressive and more likely to have expectations of success”.

Nevertheless, Hanan (2009) observed that among others, “Level of education is negatively related to performance.”

Reitz and Jewell (1979) opined that job performance of employees is “a function of both job characteristics and individual characteristics.” Of particular interest among individual characteristics identified is internal versus external locus of control.

Wood (1974) revealed that there were “significant correlations between job attitudes and behavior among less involved workers than among highly involved workers”.

The relationship between work locus of control and job performance may not really be an easy one to determine by reviewing the available literature.

VI. Research Methodology

1. Research Design

The study adopted the survey research design of the correlational type in order to describe the relationships among the identified variables in the research. The variables are personal factors (e.g., age, gender, marital status, educational qualification, position/rank, years of working experience in the library, and monthly salary) and job performance. This design was considered appropriate since the variables of interest have all existed and been studied as they are. None of the variables were manipulated.

2. Sampling Technique and Sample Size

A 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 the study population, this method is appropriate.

3. Research Instrument

A questionnaire was used for data collection because of the high literacy level of the study population. The questionnaire uses Work Locus of Scale (WLCS). It is divided into 2 sections.

Section A collects the demographic data of library personnel (e.g., gender, age, educational qualification, name of library, marital status, and years of work experience in the library, position/rank and monthly salary).

Section B measures work locus of control of the respondents. It is a 16-item scale on work locus of control, developed by Spector (1998).

VII. Data Analysis

A total of 195 copies of the questionnaire were administered to the respondents in the 21 federal colleges of education in Nigeria. Out of the 195 copies administered, 173 copies were properly completed and returned. The response rate was 88.7 percent. Those 173 copies were used for the analysis.

1. Demographic Profiles of the Respondents

Stated below are the demographic profiles of the respondents in this study.

Table 1. Age distribution

| Age Range | Frequency | Percent (%) | Mean | STD |
|--------------|-----------|-------------|-------|------|
| 25-35 | 47 | 27.2 | 40.00 | 7.89 |
| 36-45 | 82 | 47.4 | | |
| 46-55 | 40 | 23.1 | | |
| > 55 | 4 | 2.3 | | |
| Total | 173 | 100.0 | | |

Table 1 shows that 47 (27.2%) respondents were between 25-35 years old, 82 (47.4%) were 36-45 years old, 40 (23.1%) were 46-55 years old, and 4 (2.3%) were 55 years old and above. The mean score of the age distribution is 40 with a standard deviation of 7.89. The largest group of the respondents was between 36 and 45 years old. As the mean age of retirement of library personnel in the federal colleges of education in Nigeria is 65 years, it means that this group of library personnel has more years to work.

Table 2. Gender distribution

| Gender | Frequency | Percent (%) |
|--------|-----------|-------------|
| Male | 115 | 66.5 |
| Female | 58 | 33.5 |
| Total | 173 | 100.0 |

Table 2 shows that the male respondents were 115 (66.5%) while the female respondents were 58 (33.5%). The male respondents were about twice the number of the female. The mean score is 1.34 with a standard deviation of 47.

Table 3. Marital status distribution

| Marital status | Frequency | Percent (%) |
|----------------|-----------|-------------|
| Single | 17 | 9.8 |
| Married | 150 | 86.7 |
| Divorced | 1 | 6 |

| | | |
|-----------|-----|-------|
| Separated | 1 | 6 |
| Widow | 3 | 17 |
| Widower | 1 | 6 |
| Total | 173 | 100.0 |

Table 3 shows that 17 respondents were single (9.8%), 150 (86.7%) were married, 1 (1%) divorced, 1 (1%) separated, 3 (17%) were widows, and 1 (1 percent) widower. The majority of the respondents were married.

Table 4. Distribution by years of working experience

| Working Experience | Frequency | Percent (%) |
|---------------------------|------------------|--------------------|
| 1-5 | 44 | 25.4 |
| 6-10 | 24 | 13.9 |
| 11-15 | 39 | 22.5 |
| 16-20 | 40 | 23.1 |
| 21-25 | 18 | 10.4 |
| 26-30 | 8 | 4.6 |
| Total | 173 | 100.0 |

Table 4 shows that 44 (25.4%) respondents had working experience between 1 to 5 years, 24 (13.9%) had 6-10 years, 39 (22.5%) had 11-15 years, 40 (23.1%) had 16-20 years, 18 (10.4) had 21-25, and 8 (4.6%) had 26-30 years. The mean of the years of the respondents' working experience is 12.64 with a standard deviation of 7.63.

Table 5. Distribution of respondents by position/rank

| Rank | Frequency | Percent (%) |
|---------------------------|------------------|--------------------|
| Library Officer | 30 | 17.3 |
| Higher Library Officer | 12 | 6.9 |
| Principal Library Officer | 1 | .6 |
| Chief Library Officer | 9 | 5.2 |
| Librarian II | 37 | 21.4 |
| Senior Librarian | 32 | 18.5 |
| Principal Librarian | 23 | 13.3 |
| Assistant Chief Librarian | 14 | 8.1 |
| Deputy College Librarian | 10 | 5.8 |
| College Librarian | 5 | 2.9 |
| Total | 173 | 100.0 |

Table 5 shows the distribution of library personnel according to their ranks. There were 30 (17.3%) library officers, 12 (6.9%) higher library officers, 1 (.6%) principal library officer, 9 (5.2%) chief library officers, 37 (21.4%) librarians ii, 32 (18.5%) senior librarians, 23 (5.8%) principal librarians, 14 (8.1%) assistant chief librarians, 10 (21.4%) deputy college librarians, and 5 (2.9%) college librarians. those in the rank of librarian ii were the most, followed by senior librarians.

Table 6. Distribution of respondents by educational qualification

| Educational Qualification | Frequency | Percent |
|----------------------------------|------------------|----------------|
| Diploma in Library Science | 60 | 34.7 |
| Non-BLS Degree | 12 | 6.9 |
| BLS | 56 | 32.4 |
| MLS | 41 | 23.7 |
| MA/MS | 3 | 1.7 |
| Ph.D. | 1 | .6 |
| Total | 173 | 100 |

Table 6 shows that 60 (34.7%) respondents had a diploma in Library Studies, 12 (6.9%) had a bachelor degree in a discipline other than Library Science, 56 (32.4%) had a Bachelor of Library Studies degree, 41 (23.7%) had a Master in Library Studies degree, 3 (1.7%) had a Master's degree in Library Science, and 1 (.6%) had a Ph.D. Those with a Diploma in Library Science were the most, followed by those with a Bachelor of Library Science.

2. Research questions

RQ 1. What is the pattern of work locus of control of library personnel in federal colleges of education in Nigeria?

Table 7. Mean and standard deviation scores of work-locus of control

| Statement | DVM | DM | DS | AS | AM | AVM | Mean | S.D |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| Most people are capable of doing their jobs well if they make the effort. (R) | 6 3.5% | 7 4.0% | 1 0.6% | 30 17.3% | 42 24.3% | 87 50.3% | 5.06 | 0.27 |
| People who perform their jobs well generally get rewarded for it. (R) | 4 2.3% | 6 3.5% | 16 9.2% | 36 20.8% | 42 24.3% | 69 39.9% | 4.81 | 0.28 |
| Getting a job you want is mostly a matter of luck. | 9 5.2% | 8 4.6% | 10 5.8% | 37 21.4% | 29 16.8% | 80 46.2% | 4.79 | 0.46 |
| A job is what you make of it. (R) | 11 6.4% | 7 4.0% | 6 3.5% | 34 19.7% | 48 27.7% | 67 38.7% | 4.75 | 0.43 |
| If you know what you want out of a job, you can find a job that gives it to you. (R) | 6 3.5% | 6 3.5% | 12 6.9% | 39 22.5% | 54 31.2% | 56 32.4% | 4.72 | 0.27 |
| Promotions are given to employees on most jobs. (R) | 11 6.4% | 9 5.2% | 14 8.1% | 46 26.6% | 28 16.2% | 65 37.6% | 4.54 | 0.50 |
| In most jobs, people can pretty much accomplish whatever they set out to accomplish. (R) | 6 3.5% | 11 6.4% | 13 7.5% | 48 27.7% | 51 29.5% | 44 25.4% | 4.50 | 0.31 |
| If employees are unhappy with a decision made by their boss, they should do something about it. (R) | 11 6.4% | 7 4.0% | 16 9.2% | 43 24.9% | 56 32.4% | 40 23.1% | 4.42 | 0.38 |
| Making money is primarily a matter of good fortune. | 7 4.0% | 12 6.9% | 24 13.9% | 42 24.3% | 34 19.7% | 54 31.2% | 4.42 | 0.44 |
| Most employees have more influence on their supervisors than they think. (R) | 8 4.6% | 14 8.1% | 29 16.8% | 48 27.7% | 39 22.5% | 35 20.2% | 4.16 | 0.39 |
| It takes a lot of luck to be an outstanding employee in most jobs. | 20 11.6% | 16 9.2% | 23 13.3% | 46 26.6% | 38 22.0% | 30 17.3% | 3.90 | 0.57 |
| The main difference between people who make a lot of money and people who make a little money is luck. | 32 18.5% | 16 9.2% | 11 6.4% | 41 23.7% | 24 13.9% | 49 28.3% | 3.90 | 0.84 |
| When it comes to landing a really good job, who you know is more important than what you know. | 25 14.5% | 21 12.1% | 32 18.5% | 27 15.6% | 32 18.5% | 36 20.8% | 3.74 | 0.71 |
| Promotions are usually a matter of good | 25 | 16 | 28 | 50 | 22 | 32 | 3.72 | 0.62 |

| | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|------|------|
| fortune. | 14.5% | 9.2% | 16.2% | 28.9% | 12.7% | 18.5% | | |
| In order to get a really good job, you need to have family members or friends in high places. | 33 19.1% | 20 11.6% | 26 15.0% | 38 22.0% | 25 14.5% | 31 17.9% | 3.55 | 0.73 |
| To make a lot of money, you have to know the right people. | 42 24.3% | 16 9.2% | 24 13.9% | 41 23.7% | 26 15.0% | 24 13.9% | 3.38 | 0.74 |

One can infer from Table 7 that the majority of the respondents have internal locus of control, as most of them believe that they “are capable of doing their jobs well if they make the effort” (Mean=5.06) This is followed by “People who perform their jobs well generally get rewarded for it” (Mean=4.81); “Getting a job you want is mostly a matter of luck” (Mean=4.79); “A job is what you make of it” (Mean=4.75); “If you know what you want out of a job, you can find a job that gives it to you” (Mean=4.72); “Promotions are given to employee in most jobs” (Mean=4.54); “In most jobs, people can pretty much accomplish whatever they set out to accomplish” (Mean=4.50); “If employees are unhappy with a decision made by their boss, they should do something about it” (Mean=4.42); “Making money is primarily a matter of good fortune” (Mean=4.42); “Most employees have more influence on their supervisors than they think” (Mean=4.16); “It takes a lot of luck to be an outstanding employee in most jobs” (Mean=3.90); “The main difference between people who make a lot of money and people who make a little money is luck” (Mean=3.90); “When it comes to landing a really good job, who you know is more important than what you know” (Mean=3.74); “Promotions are usually a matter of good fortune” (Mean=3.72); “In order to get a really good job, you need to have family members or friends in high places” (Mean=3.55); “To make a lot of money, you have to know the right people” (Mean=3.38).

Table 8. Summary of the mean and standard deviation scores of work-locus of control

| Patterns of work-locus of control | Mean | SD |
|-----------------------------------|-------|------|
| Internal locus of control | 44.14 | 4.58 |
| External locus of control | 24.20 | 6.24 |

On the whole, Table 8 clearly shows that the majority of library personnel in federal colleges of education in Nigeria have internal locus of control with an average mean score of 44.14 and standard deviation of 4.58. The mean score of their external locus of control is (X = 24.20; SD = 6.24).

RQ 2. What is the level of job performance of library personnel in federal colleges of education in Nigeria?

Table 9. Mean and standard deviation scores of job performance

| Statement | Poor | Fair | Good | V.good | Excellent | Mean | S.D |
|--|-------------|-------------|-------------|-------------|-------------|------|------|
| 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 |
| 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 |
| 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 |
| 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 |
| Punctuality and regularity to work | 48 27.7% | 19 11.0% | 46 26.6% | 32 18.5% | 28 16.2% | 2.84 | 1.43 |
| Ability to attend promptly to requests from | 53 | 4 | 55 | 40 | 21 | 2.84 | 1.40 |

| | | | | | | | |
|--|-------------|-------------|-------------|------------------|-------------|------|------|
| clients | 30.6% | 2.3% | 31.8% | 23.1% | 12.1% | | |
| Meeting minimum requirements for promotion | 51 29.5% | 9 5.2% | 52 30.1% | 39 22.5% | 22 12.7% | 2.84 | 1.40 |
| Communication skills | 52 30.1% | 7 4.0% | 50 28.9% | 45 26.0% | 19 11.0% | 2.84 | 1.39 |
| 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 |
| Coordinating ability | 49 28.3% | 14 8.1% | 46 26.6% | 46 26.6% | 18 10.4% | 2.83 | 1.37 |
| Creativity and diligence at work | 51 29.5% | 17 9.8% | 44 25.4% | 37 21.4% | 24 13.9% | 2.80 | 1.42 |
| Ability to provide leadership | 51 29.5% | 13 7.5% | 49 28.3% | 39 22.5% | 21 12.1% | 2.80 | 1.39 |
| 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 |
| Performing work schedule on time | 51 29.5% | 16 9.2% | 46 26.6% | 42 24.3% | 18 10.4% | 2.77 | 1.37 |
| 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 |
| Ability to perform administrative duties | 52 30.1% | 17 9.8% | 49 28.3% | 36 20.8% | 19 11.0% | 2.73 | 1.37 |
| 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 |
| 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 |
| 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 |
| Skills in the use of information technology (IT) | 56 32.4% | 38 22.0% | 44 25.4% | 28 16.2% | 7 4.0% | 2.38 | 1.21 |
| Overall Mean Score X = 55.68 | | | | SD = 5.25 | | | |

Table 9 shows that on the whole, the majority of the respondents had good job performance. This is reflected in their supervisors' ratings of their job performance. For instance, they have "Ability to perform library routine works" (Mean=2.97 and SD=1.42), 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 "Skills in the use of information technology" (IT) (Mean=2.38 and SD=1.21). The total or maximum score obtainable is 5 x 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 10. Summary of test of significant relationship among independent variables and job performance

| Variables | X | SD | Job performance (r) | Sig.p |
|------------------------|---------|--------|---------------------|-------|
| Gender | 1.34 | 0.47 | -0.059 | 0.081 |
| Marital status | 1.99 | .61 | 0.083 | 0.242 |
| Age | 40.00 | 7.89 | -0.466 | 0.026 |
| Academic qualification | 3.50 | 1.30 | 0.391 | 0.022 |
| Position/rank | 5.67 | 2.90 | 0.490 | 0.018 |
| Work experience | 12.64 | 7.63 | 0.414 | 0.010 |
| Monthly salary | 3.5838 | .5394 | 0.432 | 0.046 |
| Work-locus of control | 68.34 | 10.82 | 0.442 | 0.037 |
| Job performance | 46.2624 | 8.4587 | 1.000 | |

Table 10 shows the significant relationship between independent variables (age, work experience, academic qualification, position/rank, monthly salary, and work locus of control) and job performance of the respondents. All of the independent variables were found to be significantly related to job performance except for gender and marital status. In view of this, gender and marital status of the respondents are not qualified for entry into the regression model because they were found not to have significant relationships with their job performance.

Testing of Hypotheses

H₀1: There will be no joint effect of independent variables (gender, age, work experience, academic qualification, position/rank, monthly salary, and work locus of control) on job performance of library personnel

Table 11. Summary of multiple regression analysis on job performance of respondents

| Model | Sum of Squares | DF | Mean Square | F | Sig. |
|--------------|-------------------|------------|------------------|------|-------|
| Regression | 11,626.081 | 7 | 1,660.869 | 3.95 | 0.043 |
| Residual | 69,392.408 | 165 | 420.560 | | |
| Total | 81,018.489 | 172 | 2,081.429 | | |

Adj. R = .7338

Adj. R² = .545

Standard Error of Estimate (SEE) = 20.508

Table 11 shows the joint effects of independent variables (age, work experience, academic qualification, position/rank, monthly salary, and work locus of control) on job performance of library personnel were significant ($F(7;165) = 3.95; P < .05$). In addition, the adjusted $R^2 = 0.545$ meaning that about 54.5% of the variation on job performance of the respondents was accounted for by the effects of independent variables (age, work experience, academic qualification, position/rank, monthly salary, and work locus of control).

H₀2: There would be no relative effect of independent variables (gender, age, work experience, academic qualification, position/rank, monthly salary, and work-locus of control) on job performance of library personnel.

Table 12. Relative effects of independent variables on job performance

| Variables | Unstandardized Regression Coefficient | | Standardized Regression Coefficient | T | Sig. |
|------------------------|---------------------------------------|------------|-------------------------------------|--------|------|
| | B | Std. Error | B | | |
| (Constant) | 6.642 | 25.016 | - | .266 | .791 |
| Age | -.555 | .262 | -.173 | -2.119 | .036 |
| Work experience | .700 | .264 | .212 | 2.651 | .009 |
| Academic qualification | | | | | |
| Position/rank | 4.450 | 1.471 | .229 | 3.025 | .003 |
| Monthly salary | 1.090 | .638 | .125 | 3.225 | .009 |
| Work locus of control | .6815 | .220 | .238 | 3.098 | .004 |
| | .9696 | .327 | .245 | 2.965 | .037 |

Table 12 shows the relative effects of independent variables (age, work experience academic qualification, position/rank, monthly salary, and work-locus of control) on job performance. Age ($\beta = -.173$, $P < .05$); years of working in the library ($\beta = .212$, $P < .05$); academic qualification ($\beta = .229$, $P < .05$); position/rank ($\beta = .125$, $P < .05$); monthly salary ($\beta = .238$, $P < .05$), and work locus of control ($\beta = .245$, $P < .05$). Hence, age, work experience, academic qualification, position/rank, monthly salary, and Work-locus of control were found to be significant to the determinants of job performance of the respondents.

VIII. Discussion of the Findings

This study reveals that the majority of the library personnel fall within the active workforce that could contribute meaningfully to the growth of the organizations where they are working. This is evident, as the study revealed a significant relationship between the age of the personnel and their job performance. This is in consonance with the claims of some researchers such as Avolio, Waldman, and McDaniel (1990), who in their study examined the relative explanatory powers of age and total years of experience in an occupation for predicting supervisory ratings of work performance.

However, there is the need to point out that there are advantages to age. Older employees have more experience than younger workers. They may have better judgment, greater commitment to quality, and be more likely to show up on time and less likely to quit. These are qualities that are required of library personnel to be able to serve effectively in federal colleges of education libraries.

Gender was found not to have a significant relationship to job performance of the library personnel in federal colleges of education in Nigeria. A plausible explanation for the lack of significance between gender and job performance could be due to the fact that basic library operations such as shelving, selection, acquisitions, reference service, cataloguing and classification are more of cognitive processes than psychomotor. They do not require much of physical exertion. Since cognition does not have a gender bias, it is not likely to be correlated with job performance.

Wages were paid to the library personnel in federal colleges of education in Nigeria on a monthly basis. In this study, this was found to be significantly related to their job performance. The explanation for this relationship is that since annual salary increase is based on annual job performance evaluation, personnel are motivated to work harder in order to score a high job performance rating for annual salary increase.

Though this study revealed that the majority of the library personnel were relatively young in the service, it showed a correlation between years of work experience and their job performance. In other words, the work experience of the library personnel contributed positively to their job performance. This may probably be due to the method of annual staff appraisal, which ensures that the higher the position desired, the higher the requirements in terms of job performance. Ascension through the ranks in the library is either by promotion or appointment, which is based on requisite qualifications such as additional qualification, job performance, and so on. Annual evaluations in the library are based on job performance of each individual library personnel for the purpose of promotion or salary placement. Thus, every aspiring library personnel may be motivated to put in more effort into the job.

Librarians in federal colleges of education in Nigeria are academic staff members that are required to teach, research, and publish. The more they research, the better the experience they bring to bear on their jobs. In addition, since the core operations in librarianship are routine jobs such as cataloguing, classification, indexing, abstracting, shelving, acquisitions among others, it assumed that the longer one does them, the more experienced and better one would be. In this regard, experience may translate to good job performance. This is in consonance with the observation of McDaniel, Schmidt, and Hunter (1988) that “The correlation between job experience and job performance was found to be moderated by two variables: length of experience and job complexity”.

Library personnel with only a bachelor’s degree in librarianship certainly need additional educational qualification in order to get promoted to the position of a librarian in colleges of education in Nigeria. Thus academic qualification, as revealed in this study, is correlated with the job performance of library personnel. The possible explanation for this noticeable relationship is the fact that library personnel with a university degree, whether in a relevant field or not, were almost twice as many as those who had a diploma. It is possible that this might have provided a leverage for the personnel on the job. Diploma is a minimum required qualification into the library profession.

Work locus of control was shown to have a relationship with the job performance of the library personnel. This is in consonance with the research findings of Thomas, Sorensen, and Eby (2006) that “internal locus of control was positively associated with favorable work outcomes, such as positive task and social experiences, and greater job motivation”.

Generally, this study revealed a high level of job performance of the library personnel in federal colleges of education in Nigeria. This outcome was based on the organizational assessment of the personnel through the heads of the libraries and sectional heads. This method was adopted to give room for objectivity. Thus, this finding negates the claims of Utor (2003) and Popoola (2009) that the job performance of library personnel has become a subject of concern to employers because of the fallen standard in the provision of services to users. However, the high job performance of the library personnel in federal colleges of education in Nigeria may be attributed to good supervision on the part of library management.

IX. Conclusion

Understanding the factors that impinge on improved job performance of library personnel in federal colleges of education in Nigeria will enable the college administrators and library managers to formulate and execute good manpower planning that center on workers' productivity. Effective job performance will enable library personnel to provide effective information services to users.

Based on the findings of the study, it is recommended that library managers and administrators should endeavor to recruit people with internal locus of control into library workforce so as to ensure their job performance.

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Authors:

Dr. Godwin O. Oyewole, College Librarian, Gani Belo Library, Federal College of Education, Abeokuta, Nigeria. Email: gooyewole@gmail.com or godwinomoseg@yahoo.com

Dr. S. O. Popoola, Senior Lecturer, Department of Library, Archival and Information Studies, University of Ibadan, Ibadan, Nigeria. Email: sopopoola@yahoo.com

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