

Nigerian Journal of Applied Psychology

Volume 23. June, 2021

UNIVERSITY OF IBADAN LIBRARY

ISSN 0189-5656

Volume 23 June 2021

Nigerian Journal

of

Applied Psychology

Department of Counselling and Human Development Studies
University of Ibadan

UNIVERSITY OF IBADAN LIBRARY

Title	Author	Page
Influence of emotional intelligence, goal setting, and meaning in life on risk taking behavior among the secondary school students	Adeyemo D.A. Ajani B.A	1
Undergraduate students' problems and their preferred sources of assistance in the university	Andrew A. Adubale	16
Impulsivity and personality traits as predictors of risky sexual behavior among the undergraduate students of the University of Ibadan, Nigeria	Peter O. Olapegba Bolaji T. Raimi Emmanuel E. Uye	29
Paradigm shift in schooling and e-learning among early childhood teachers: perceptions and practices	Ayannuga, Olayinka Ogwazu, Joyce Ezidiugo	43
Job Rotation As Predictor of Job Satisfaction of Library Personnel: A Nigerian Study	Oluyomi Folorunso Ayo Augustina Olowoyeye	52
Psychological variables as determinants of online dating behaviour among university students in Oyo State	Adediran I.A	65
Infidelity, money management and socio- economic status as predictors of marital conflict among married adults in the Oyo Metropolis	Ajagbe, S. W. Olayiwola, T. D. Yekinni, L. O	76
Social support, coping strategies and academic adjustment among junior secondary school students in boarding school in Delta central senatorial district of Delta State	Odofin, Toyin Agamugoro, Peters Akpevweoghene	85
Female undergraduates' physique ascorrelates of sexual attraction: counselling implications	Hammed Adeoye Adewale Ositoye Kamilu Muraina	92

Job Rotation as Predictor of Job Satisfaction of Library Personnel: A Nigerian Study

Oluyomi Folorunso

Department of Library, Archival and Information Studies, University of Ibadan, Ibadan, Nigeria.

Telephone: +234 8033522019

Email: folunso@gmail.com

Ayo Augustina Olowoyeye

Department of Library, Archival and Information Studies, University of Ibadan, Ibadan, Nigeria. Telephone: +234 8064780032

Abstract

Previous studies on Job Rotation (JR) and Job Satisfaction (JS) focused largely on organizational settings, different from the library. Moreover, such studies have mainly examined the two variables, independently. In Nigeria in particular, there is dearth of literature on the inter-relationships between these variables. This study, therefore, was designed to determine JR as a predictor of JS of library personnel in federal universities in south-west, Nigeria. The survey design of correlational type was adopted, while the total enumeration method was used to capture the entire 223 personnel. The instruments used were JR ($\alpha=0.79$) and JS ($\alpha=0.81$) scales. Data were analyzed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance. The level of JS of the personnel was average ($\bar{x}=2.54$), compared to the threshold mean value ($\bar{x}=2.50$). The greatest satisfaction was that the personnel's views about their job were being respected by the library management ($\bar{x}=3.19$); however, they were least satisfied with their career progression ($\bar{x}=1.75$), job training ($\bar{x}=1.84$), work environment ($\bar{x}=1.93$) and recognition of their special skills ($\bar{x}=1.93$). The largest claim about JR was that the personnel have been transferred to another section of the library more than once ($\bar{x}=3.33$). Job rotation ($r=0.02$) did not have significant relationship with JS. Job satisfaction of library personnel in federal universities in south-west, Nigeria was average. Therefore, management should consider factors such as career progression, job training, work environment, and recognition of special skills, for improved job satisfaction of library personnel in federal universities.

Keywords: Job rotation, Job satisfaction, Library personnel in federal universities in south-west, Nigeria

Introduction

Libraries like other organisations are becoming more dynamic and taking greater responsibility due to the changing role of information in the world today. The main goal of the library is to provide information seekers with the relevant information they need. The acquisition, processing, retrieval, and dissemination of this information is the responsibility of library personnel whom the library recruit to carry out these functions of managing information to meet the information needs of its users. The library should understand that it is not only to recruit competent personnel but also to retain a diverse workforce. Consideration must be given to what makes them remain on the job and in the profession. Surely satisfaction with one's job is a most compelling factor (Thornton, 2000). Higher job satisfaction of library personnel

becomes very important not only to keep them on the job, but to make them improve on their information service delivery.

A worker's good attitude towards his job and a happy emotional state resulting from feeling fulfilled are signs of job satisfaction (Adeyemo, 2000). Gazioglu and Tansel (2002) also found that job dissatisfaction predicts quitting. Therefore, library staff job satisfaction is how satisfied they are with their work, an emotional state that allows them to perform with excitement, energy, and conviction. This also means library staff work with passion and dedication to library aims.

Creating a positive work atmosphere boosts job happiness. Library management must consider all aspects of job satisfaction—salary, supervision, communication, tools, and training—because proper use of these facets by library staff will improve their overall job satisfaction, which is a product of job satisfaction with several different aspects. Librarians can be satisfied with decent income, supervisory responsibilities, pleasant working circumstances, difficult work, amicable relationships, and intriguing work, according to Ezema (2003). Without these conditions, workers may experience physical and mental decline, absenteeism, and apathy. Due to its many dimensions, library management must assess job satisfaction of library staff. They will also find that those who are more optimistic, emotionally resilient, team-minded, visionary, and hardworking are more likely to report higher job satisfaction. Regular salary, training, good work environment, cordial boss and colleague relationships, adequate work tools, promotional opportunities, achievement and recognition, and well-defined library goals are generally considered to increase job satisfaction. Ikonne and Onuoha (2015) surveyed librarians in Federal and State University libraries in Southern Nigeria and found that job security, supervisor relationship, colleague interaction, information user/customer/client interaction, job duties/schedules, job challenges, task variety and work autonomy, and job security were important. The study also found low satisfaction with managerial styles, remuneration, working environment, research opportunities, and fringe perks. Therefore, satisfying a person's employment needs will lead to inner reward and enjoyment, which will enhance productivity.

Job happiness is crucial in university libraries because it impacts service quality. This raises the topic of how material and moral factors affect library staff job satisfaction. Several librarian-reported job satisfaction studies have reached varied outcomes. Libraries have studied employment satisfaction and other interventions like ongoing education, automation, unionisation, performance, and job duties. Mirfakhrai (2004) examined U.S. librarian work satisfaction for correlation. He found that academic librarians in small and large libraries liked their employment. Gender did not affect academic librarian satisfaction in both-sized libraries. Working conditions, supervision, remuneration, advancement, and coworkers influenced academic librarians' job satisfaction in both small and large libraries. Both-sized libraries had lower work satisfaction with age, experience, and time of employment, and academic librarians were least satisfied with advancement chances.

Bamigboye, Buraimo, and Ajani (2008) found that lack of appropriate reward for expanded new roles, recognition, status, social security and facilities, promotion, wages, social services, and physical working conditions are the biggest predictors of library staff job dissatisfaction. Leysen and Boydston (2009) examined US Association of Research Libraries (ARL) catalogue job satisfaction. The majority of librarians studied (88%) were content with their jobs and would choose the same career again. The study also found that librarians are happier with their benefits, coworkers, and learning opportunities. Library cataloguers desired to be

treated fairly, consulted about matters connected to their work, informed about departmental operations, have their opinions recognised and considered, and have an administration that supports cataloguers.

The university cannot run without library staff and services. Staff acquire, describe, classify, administer, preserve, and organise library items using effective access control technologies and tailored services. Despite these vital tasks, some library staff have a bad attitude towards their work and customers. Lack of job satisfaction leads to a lack of dedication to work, which lowers performance. Allowing employees to execute the same transactional duties daily frequently bores and dissatisfies them. Job rotation is important to reduce the physical and mental stress employees experience when working in the same role year after year. Using Federal university libraries in South-West, Nigeria as a case study, it is vital to evaluate how job rotation affects library staff job satisfaction.

Job rotation is a planned use of lateral transfers to help employees learn new skills and gain new knowledge (Jorgensen et al., 2005). It is also considered an on-the-job training method. Jonsson (2008) defines two job rotation types. First is development job rotation, which helps employees learn new abilities. The person must learn the skills to do the complete range of duties during the rotation, not initially. The second type of job rotation is career enrichment. An individual can use existing abilities in a new situation. The individual must complete nearly all assigned duties from the start of the career enrichment work cycle.

Bennett (2003) advocates within-function and cross-function job rotation. He defines within-function rotation as switching jobs within the same operational or functional area with identical responsibilities. Cross-function rotation involves switching roles across the company. The individual or new employee would rotate through employment in different departments rather than occupations in the same group and near to each other. This strategy gives employees development chances and helps the company assess their abilities, interests, and potential to determine their placement.

Olorunsola (2000) suggests job rotation in academic and other libraries to relieve workers of routine work. Libraries must foster a culture where personnel work well, enjoy their jobs, and enjoy their tasks to be efficient service organisations. Job rotation likely ensures this. Job rotation is necessary in academic libraries to improve efficiency and productivity by training both professional and non-professional staff, eliminating monotony, and allowing staff to learn new skills and eliminate the idea that one person is best for a particular job. Nigerian university libraries have long used job rotation due to its many benefits to both the library and its staff. Despite these perks, some library personnel have not rotated in years. Individual and organisational productivity and employee work satisfaction can decrease. Adomi (2006).

Poor compensation and promotion possibilities contributed to job unhappiness in Greek university libraries, according to Togia, Koustelios, and Tsigilis (2004). Surveys collected data. The Employee Satisfaction Inventory (ESI) measured job satisfaction in six areas: working conditions, salary, promotions, job itself, supervision, and organisation. Greek academic librarians were most satisfied with their jobs, supervision, and working conditions, but less so with remuneration and promotion opportunities. Long-term employment caused unhappiness with working conditions, supervision, and the company. A lengthy time in the same employment seems to make it boring and routine. The ability to make judgements improved employment and company satisfaction. According to the guidelines, Greek library managers

can boost employee satisfaction by including workers in problem-solving and decision-making.

In Nigeria, federal university libraries in the south-west zone, were established within the federal government-owned universities in the zone, and so receive allocations and support from the federal government. In a federal university library, there are three categories of workers, namely: the professional librarians, who are at the management cadres and at the same time academic staff; the library officers, otherwise known as para-professionals, who belong to the middle level manpower; and the non-professional library staff. (Aboyade, 2013). The professionals and paraprofessionals are purposely employed and empowered to meet the information needs of both staff and students, and support the teaching and research programmes of their parent institutions (Ikonne, 2014). Therefore, the current study focused on these two categories of library personnel, who constituted the population for the study.

Research questions

The following research questions were raised and answered in the study:

1. What is the level of job satisfaction of library personnel in federal universities in south-west, Nigeria?
2. What is the assessment of job rotation among the library personnel?

Hypothesis

The following null hypothesis was tested in the study at 0.05 level of significance:

1. There is no significant relationship between job rotation and job satisfaction of library personnel in federal university libraries in south-west, Nigeria.

Methodology

The population of the study comprised the 122 professional librarians and 101 library officers in the six federal universities in the south-west, Nigeria. The total enumeration method was used to capture the entire 223 personnel, due to their small population. This is in line with Bryman (2006) who posits that the use of this method is desirable when the respondents for a study are not too many. The method affords every individual in the population to participate in the study.

The research instrument used in the study was the questionnaire, consisting of questions adapted from the literature. The data gathered were coded, organized and processed using the Statistical Product and Services Solution (SPSS version 20). Frequency count, simple percentages, mean and standard deviation were employed to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to analyse and test the hypothesis at 0.05 level of significance.

Results

Questionnaire administration and response rate

A total of 223 copies of the questionnaire designed for the study were administered to the respondents. However, 177 copies were returned and found good for analysis, giving a response rate of 79.4%. This percentage is in line with the submission of Nakash, Hutton, Jorstad-Stein, Gates and Lamb (2006) that 60.0% response rate is an acceptable standard for most researches.

Research question 1: What is the level of job satisfaction of library personnel in federal universities in south-west, Nigeria?

The level of job satisfaction of the library personnel was determined to ascertain whether the satisfaction was at a low, average or high level. The results are presented in Table 1.

Table 1: Job satisfaction of library personnel in federal universities in south-west, Nigeria

S/N	I am satisfied with:	SA		A		D		SD		\bar{x}	STD
		Freq.	%	Freq.	%	Freq.	%	Freq.	%		
i	how my job keeps me busy	82	46.3	33	18.6	50	28.2	12	6.8	3.05	0.822
ii	the way my services are appreciated by others	69	39.0	42	23.7	55	31.1	11	6.2	2.96	0.896
iii	the career prospect of my job	26	14.7	77	43.5	18	10.2	56	31.6	2.41	0.830
iv	my take-home pay at the end of the month	17	9.6	77	43.5	64	36.2	19	10.7	2.52	0.803
v	the recognition of my profession by others	55	31.1	18	10.2	88	49.7	16	9.0	2.63	0.994
vi	availability of resources to do my job	27	15.3	95	53.7	43	24.3	1	0.6	2.71	0.982
vii	the way my job provides for a secure future	58	32.8	91	51.4	13	7.3	15	8.5	3.08	0.815
viii	the working environment	17	9.6	31	17.5	52	29.4	77	43.5	1.93	0.962
ix	opportunities to be creative	29	16.4	74	41.8	52	29.4	22	12.4	2.62	0.949
x	the way co-workers relate with each other	36	20.3	94	53.1	11	6.2	36	20.3	2.64	0.926
xi	feeling of accomplishment on my job	36	20.3	73	41.2	40	22.6	27	15.3	2.66	0.871
xii	the routines in my job	73	41.2	11	6.2	85	48.0	8	4.5	2.84	0.938
xiii	the way my views about the job are valued	66	37.3	91	51.4	8	6.8	12	6.8	3.19	0.002
xiv	the way promotions are made on this job	53	29.9	27	15.3	74	41.8	23	13.0	2.62	0.926
xv	encouragement for doing a good job	20	11.3	75	42.4	62	35.0	20	11.3	2.54	0.894
xvi	recognition of my special skills	14	7.9	15	8.5	93	52.5	55	31.1	1.93	0.853
xvii	the way my profession provides for steady employment	10	5.6	29	16.4	45	25.4	93	52.5	1.75	0.865

xviii	training on the job for improved performance	18	10.2	19	10.7	57	32.2	83	46.9	1.84	0.976
xix	my career progression on the job	21	11.9	29	16.4	53	29.9	74	41.8	1.98	0.899
xx	the chance to do different things from time to time	32	18.1	94	53.1	39	22.0	12	6.8	2.82	0.881
Overall mean = 50.72; Weighted mean = 2.54											

KEY: SA=Strongly Agree; A= Agree; D= Disagree, SD= Strongly Disagree

The utmost satisfaction was that the library personnel's views about the job were being valued by the library management ($\bar{x}=3.19$), as indicated by 88.7% of the respondents. In addition, while a majority were satisfied with their relationships with co-workers, more than half drew satisfaction from their opportunities to be creative, and encouragement received for doing a good job. However, they were lowly satisfied with job training, their working environment, and recognition of their special skills. It is also remarkable that a large majority ($\bar{x}=3.08$; 84.2%) were satisfied that their job is secured, yet 41.8% were not satisfied with the career prospect of the job, with 71.7% actually dissatisfied with their career progression. Furthermore, about 80.0% were not convinced that the library profession, as a whole, guarantees a steady employment.

In order to determine, holistically, the level of job satisfaction (low, average, high) of the library personnel, a test of criterion was conducted. The benchmark was set at mean value = 2.50. This was based on the fact that the average weight of the four response options (Strongly Disagree = 1; Disagree = 2; Agree = 3; Strongly Agree = 4) was 2.50. A weighted mean value below 2.50 implies the satisfaction level is low; between 2.50 to 3.00 implies average, while a value that scores above 3.00 indicates a high level of satisfaction. Since the weighted mean is 2.54 (Table 1), it can be deduced that the overall job satisfaction of the library personnel is average.

Research question 2: What is the assessment of job rotation among the library personnel?
 Assessment of job rotation among the library personnel was carried out under the indicators of induction, job variety, and transfer (Table 2).

Table 2: Job rotation among the library personnel

S/ N	As a result of job rotation:	SA		A		D		SD		\bar{x}	STD
		Fre q.	%	Fre q.	%	Fre q.	%	Fre q.	%		
i	i have been able to access training materials related to my role in the library	82	46.3	72	40.7	12	6.8	11	6.2	3.27	0.867
ii	appropriate policies and procedures important to my job have been explained to me.	86	48.6	69	39.0	11	6.2	11	6.2	3.30	1.098
iii	i have the knowledge of the different routines in the technical and readers sections from the induction exercise carried out in my library.	18	10.2	26	14.7	56	31.6	77	43.5	1.92	0.843
iv	i am familiar with the job demands of all the sections in the library due to the induction exercise.	17	9.6	19	10.7	64	36.2	77	43.5	1.86	0.843
v	the information i received during the induction exercise in the library has prepared me to work in any section in the library.	16	9.0	18	10.2	55	31.1	88	49.7	1.79	0.994
Average mean = 2.43											
	Job variety										
vi	my job involves doing a number of library routines in my section.	27	15.3	95	53.7	43	24.3	12	6.8	2.77	0.956
vii	my library supports carrying out different routines in my section.	58	32.8	91	51.4	13	7.3	15	8.5	3.08	0.959
viii	my job requires the performance of a wide range of tasks.	52	29.4	77	43.5	17	9.6	31	17.5	2.85	0.989
ix	my library encourages library personnel to perform different tasks in the library.	22	12.4	29	16.4	52	29.4	74	41.8	1.99	0.904
x	the tasks in my job are simple.	36	20.3	94	53.1	36	20.3	11	6.2	2.88	0.998
Average mean = 2.44											
	Transfer										

xi	i am expected to move to another section after spending some time in my present section in the library.	41	23.2	27	15.3	73	41.2	36	20.3	2.41	1.042
xii	my library has a policy that library personnel should not stay in a section for a fairly long period without transfer.	85	48.0	73	41.2	8	4.5	11	8.2	3.31	0.802
xiii	ever since my stay in the library, i have been transferred to another section more than once.	91	51.4	66	37.3	8	4.5	12	6.8	3.33	1.069
xiv	i am willing to work in another section if transferred by the library management.	23	13.0	27	15.3	53	29.9	74	41.8	1.99	0.825
xv	i believe if i am transferred, my knowledge of the profession will increase.	20	11.3	20	11.3	62	35.0	75	42.4	1.92	0.851
xvi	I have always resisted efforts to transfer me to another section in the library.	14	7.9	15	8.5	55	31.1	93	52.5	1.72	1.047
Average mean = 2.45											
Total mean score = 39.03; Weighted mean = 2.44											

KEY: SA=Strongly Agree; A= Agree; D= Disagree; SD= Strongly Disagree

The largest claim made by the respondents is that they have been transferred to another section of the library more than once ($\bar{x}=3.33$), as indicated by more than 88.0% of the library personnel. This claim aligns with the libraries' policies that library personnel should not stay in a section for a fairly long time ($\bar{x}=3.31$; 89.2%). Despite the afore-mentioned realizations, some library personnel (16.4%) have always resisted efforts to transfer them to another section of the library. This attitude is not surprising because 71.7% were unwilling to work in another section, while 77.4% did not believe that a transfer will enhance their professional knowledge. Generally, the respondents are not favourably disposed to the situation, if they were to be transferred to other sections of their library (weighted mean = 2.45).

The respondents' disposition to the induction exercise (weighted mean = 2.43) and job variety is similar to that of being transferred. For induction in particular, a large majority claimed appropriate policies and procedures that are important to their job, were explained during the induction exercise (87.6%), yet they were not familiar with the job demands of all sections of the library (79.7%), and the exercise did not prepare them to work in any section (80.8%). Majority also claimed that their job variety requires them to perform a wide range of tasks (72.9%) and involves doing several library routines (79.0%); however, they did not have the support of their libraries in carrying out the different routines (84.2%). Moreover, more than 70.0% also expressed lack of encouragement to perform different tasks. This expression, coupled with the lack of support for different routines, portrays an indictment to the library management, and is clearly at variance with the libraries' policy on transfer of personnel across

the sections. However, the specific support and encouragement envisioned by the personnel are not ascertained.

Test of the hypothesis

The null hypothesis formulated for this study was tested at 0.05 level of significance.

H₀1: There is no significant relationship between job rotation and job satisfaction of library personnel in federal university libraries in south-west, Nigeria.

This hypothesis was tested using Pearson correlation analysis. The results are presented in Table 3.

Table 3: Relationship between job rotation and job satisfaction of the library personnel

Variables	Mean	St. dev.	N	Df	R	P-value	Remark
Job Rotation	39.03	15.09	177	2	0.019	0.153	Not Significant
Job Satisfaction	50.72	17.89					

The results of the hypothesis, using the Pearson Correlation Coefficient (r) revealed that there was no significant relationship between job rotation and job satisfaction of the library personnel in federal universities in south-west, Nigeria ($r=0.019$; $P> 0.05$). Since the P value = 0.153 which is greater than 0.05 level of significance, the null hypothesis is accepted. This implies that job rotation among the library personnel would not enhance the satisfaction they derived from the job.

Discussion of findings

The study found an average level of job satisfaction among library personnel in federal universities in south-west, Nigeria, and in particular, just 45.2% and 27.1% were satisfied with their promotional opportunities and work environments respectively. This finding corroborates the study of Mallaiah (2009) on management of employee expectations, performance and satisfaction in university libraries of Karnataka State, India, which found that library personnel were happy with the quality of supervision but unhappy with their promotional opportunities. The overall assessment revealed an average level of their job satisfaction and work environments. Similarly, the current study corroborates Mirfakhrai (2004), which studied correlation of job satisfaction among librarians in the United States. It concluded that the nature of work, supervision, salary, promotion, and relationships with co-workers were highly correlated with the over-all job satisfaction of academic librarians in both smaller and larger libraries. Specifically, the librarians were least satisfied with promotional opportunities.

However, the level of job satisfaction of librarians in our study, does not align with that of Laysen and Boydston (2009) on job satisfaction of cataloguers at Association of Research Libraries (ARL) in the United States, which showed that 88/0% of the librarians were satisfied with their current job and would make the same career choice. Nevertheless, our study established that majority of the library personnel were satisfied with their relationships with

co-workers (73.4%), the respect accorded to their views (88.7%) and opportunities to be creative (58.2%). These findings align with the study of Leysen and Boydston, which revealed that the librarians were largely satisfied with their benefit packages, relationships with coworkers, and opportunities to learn new skills. These librarians who specialised in cataloguing, wanted to be fairly treated, be consulted about issues directly related to their work and have their opinions respected.

The current study also examined job rotation among the library personnel and found that a large percentage of the personnel did not believe that rotation would enhance their professional knowledge. This is at variance with the findings of Delpasand et al. (2010) and To (2011) who maintained that job rotation enables employees to obtain a broader range of knowledge and skills. Nevertheless, our study revealed that almost all the respondents' libraries have a policy that personnel should not stay in a section for very long without transfer, and indeed, a large majority of respondents have been transferred to other sections, more than once. These findings corroborate the study of Goff (1999) which reported that job rotation is an effective practice in the organization studied, and is a widespread practice amongst many professions as well. Adjei (2012) also reported that all the employees in a financial institution studied in Ghana, have recorded some form of movement from one department to another as a result of job rotation. Similarly, Mirsepasi et. al (2009) submitted that organisations know the importance of effective job rotation and they make every effort in order to maintain a good rotation practice. Furthermore, majority of our respondents claimed that their jobs required doing a lot of different library routines, which are supported by the library, and this aligns with the study of Adjei (2012), which reported that respondents carried out different routines on their job on a daily basis.

There was no significant relationship between job rotation and job satisfaction of the library personnel. This finding is contrary to the findings of Baro (2012) which showed that majority of the study's respondents were satisfied with the job rotation program as a way of developing their job skills, establishing new relationships and learning different jobs. Similarly, our findings contradict those of Pitts, Marvel and Fernandez (2011), which pointed at increased satisfaction as one of the benefits of rotation, adding that employees prefer to perform a variety of tasks, rather than specialising in a single task. As a consequence, job rotation increases job satisfaction. Moreover, Jorgensen et al. (2005) concluded that job satisfaction and learning skills are consequences of job rotation, while Cosgel and Miceli (1999) also reported job rotation as the best method to increase efficiency and job satisfaction, hence the practice of job rotation was associated with higher job satisfaction (Huang, 1999). Nevertheless, the current study partly agrees with Ho, Chang, Shih and Liang (2009) which concluded that job rotation does not necessarily lead to satisfaction, and some other factors should be considered when establishing rotation.

Conclusion

Job satisfaction of library personnel in federal universities in south-west, Nigeria was found to be average but it has been identified as an important element which impacts their behaviour. It is therefore important that in an establishment like the university library, there is the need for growth period for library personnel. This will be accompanied with factors such as career progression, job training, work environment, and recognition of special skills, for improved job satisfaction advancement in their career through rotation in job activities. This would enable the personnel to attain higher level of job satisfaction in their chosen career. Job

satisfaction leads to a more productive workforce and organisational success as those who enjoy their work are believed to be fulfilled and develop a sense of loyalty to their organisation.

References

- Aboyade, W. A. 2013. Influence of work motivation, emotional intelligence and self-concept on job performance among library workers in federal universities in Nigeria. Ph.D Thesis. Dept. of Library, Archival and Information Studies (LARIS), University of Ibadan. xii + 122pp.
- Adeyemo, D. A. 2000. Job involvement, career commitment, organisational commitment and job satisfaction of Nigerian Police: a multiple regression analysis. *Journal of Advance Studies in Educational Management* 5.6: 35- 41.
- Adjei, D. 2012. The impact of job rotation on employees' performance: a case study of Utrak Financial Services Limited. MSc. project. Dept. of Managerial Science. Kwame Nkrumah University of Science and Technology. ix + 73pp.
- Adomi, E. E. 2006. Job rotation in Nigerian university libraries. *Library Review* 55.1: 66-74.
- Bamgboye, O. B., Buraimo, O. K. and Ajani, F. A. 2008. Job satisfaction and performance of academic librarians in Nigerian Universities in South-West Nigeria. *The Information Technologist* 5.2: 91-100.
- Baro, E. E. 2012. Job rotation program evaluation: the Niger Delta University Library. Aslib proceedings. *New Information Perspectives* 64.4: 388-404. Retrieved June 25, 2017, from www.emeraldinsight.com/0001-253X.htm
- Bennett, B. 2003. Job rotation: its role in promoting learning in organisations. *Development and Learning in Organisations: An International Journal* 17.4: 7-9. Retrieved June 21, 2017, from <https://doi.org/10.1108/14777280310698386>
- Bryman, A. 2006. Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6:97-113.
- Cosgel, M. M. and Miceli, T. J. 1999. Job rotation: cost, benefits, and stylised facts. *Journal of Institutional and Theoretical Economics* 155: 301-320.
- Delpasand, M., Raiisi, P., Begdely, F. and Shahabi, M. 2010. The impact of job rotation on nurse burnout of Kashani hospital in Tehran, Iran. *Occupational Health Journal* 7.4: 121-188.
- Ezema, J. U. 2003. Job satisfaction among librarians: a comparative study of University of Nigeria, Nsukka and the Institute of Management and Technology, Enugu Libraries. MLS project. Dept. of Library and Information Science. University of Nigeria.
- Gazioglu, S. and Tansel, A. 2002. Job satisfaction in Britain: individual and job-related factors. *Economic Research Centre Working Papers in Economics* 3: 3. Retrieved July 16, 2017, from <http://ideas.repec.org/p/met/wpaper/0303.html>
- approach to a general theory*. New York: Columbia University Press.

- Goff, L. 1999. Get promoted. *Computer World* 33.35: 54-55.
- Gomez, P., Lorente, J. and Cabrera, R. 2004. Training practices and organisational learning capability relationships and implications. *Journal of European Industrial Training* 28. 2/3/4: 234-236.
- Ho, W. H., Chang, C. S., Shih, Y. L. and Liang R. D. 2009. Effects of job rotation and role stress among nurses on job satisfaction and organisational commitment. *BMC Health Services Research* 9.8.
- Ikonne, C. N. 2014. Influence of workstation and work posture ergonomics on job satisfaction of librarians in the federal and state University Libraries in Southern Nigeria. *IOSR Journal of Humanities and Social Science (IOSRJHSS)* 19: 78-84.
- Ikonne, C. N. and Onuoha, U. D. 2015. Factors influencing job satisfaction of librarians in federal and state University Libraries in Southern Nigeria. *Open Access Library Journal* 2.1337. Retrieved June 13, 2017, from <http://dx.doi.org/10.4236/oalib.1101337>
- Jonsson, B. 2008. Electromyographic studies of job rotation. *Scandinavian Journal of Work, Environment & Health*.
- Jorgensen, M., Davis, K., Kotowski, S., Aedla, P. and Dunning, K. 2005. Characteristics of job rotation in the Midwest US manufacturing sector. *Ergonomics* 48.15: 1721-1733.
- Karadimas, N. V. and Papastamatiou, N. P. 2000. Tools for job rotation integrating access to vocational training. *International Journal of Simulation* 8.2: 37-44.
- Leysen, J. M. and Boydston, J. M. 2009. *Job satisfaction among academic cataloguer libraries*. Retrieved May 23, 2017, from <http://crl.acrl.org/content/70/3/273.full.pdf>
- Mallaiah, T. Y. 2009. Management of employee expectations, performance and satisfaction in university library: an empirical study. *Annals of library and information studies* 56: 13-21.
- Mirfakhrai, M. H. 2004. Correlates of job satisfaction among academic librarians in the United States. *Journal of Library Administration* 14.1.
- Mirsepasi, N. 2012. *Strategic management of human resource and work relations*. 4th Edition. Tehran: Press Meyer.
- Nakash, R.A., Hutton, J.L., Jørstad-Stein, E.C., Gates, S and Lamb, S.E. 2006. Maximising response to postal questionnaires – A systematic review of randomised trials in health research. *BMC Medical Research Methodology*; 6:5
- Olorunsola, R. 2000. Job rotation in academic libraries: the situation in a Nigerian university library. *Library Management*, 21.2: 94-98. Retrieved April 2, 2017, from <http://dx.doi.org/10.1108/01435120010309434>
- Pitts, D., Marvel, J. and Fernandez, S. 2011. So hard to say goodbye? Turnover intentions among U.S. federal employees. *Public Administration Review* 71: 751-760.
- Sa'adat, E. 2011. *Human resources management*. 15th ed. Tehran: Samt Publication.

- Stevens, P. A. 2005. The job satisfaction of English academics and their intention to quit. Retrieved June 3, 2017, from <http://www.niesr.ac.uk/pubs/dps/dp262.pdf>
- Thornton, J. K. 2000. *Job satisfaction of libraries of African descent employed in ARL Academic Library*. Retrieved March 5, 2017, from <https://www.zotero.org/groups/gws-lis/items/TZTHVUXV>
- To, T. 2011. Library assistants as situated learners: how they can learn more effectively. *IFLA Journal* 37.2: 126-138.
- Togia, A., Koustelios, A. and Tsigilis, N. 2004. Job satisfaction among Greek academic librarians. *Library And Information Science Research* 26: 373-383.

UNIVERSITY OF IBADAN LIBRARY