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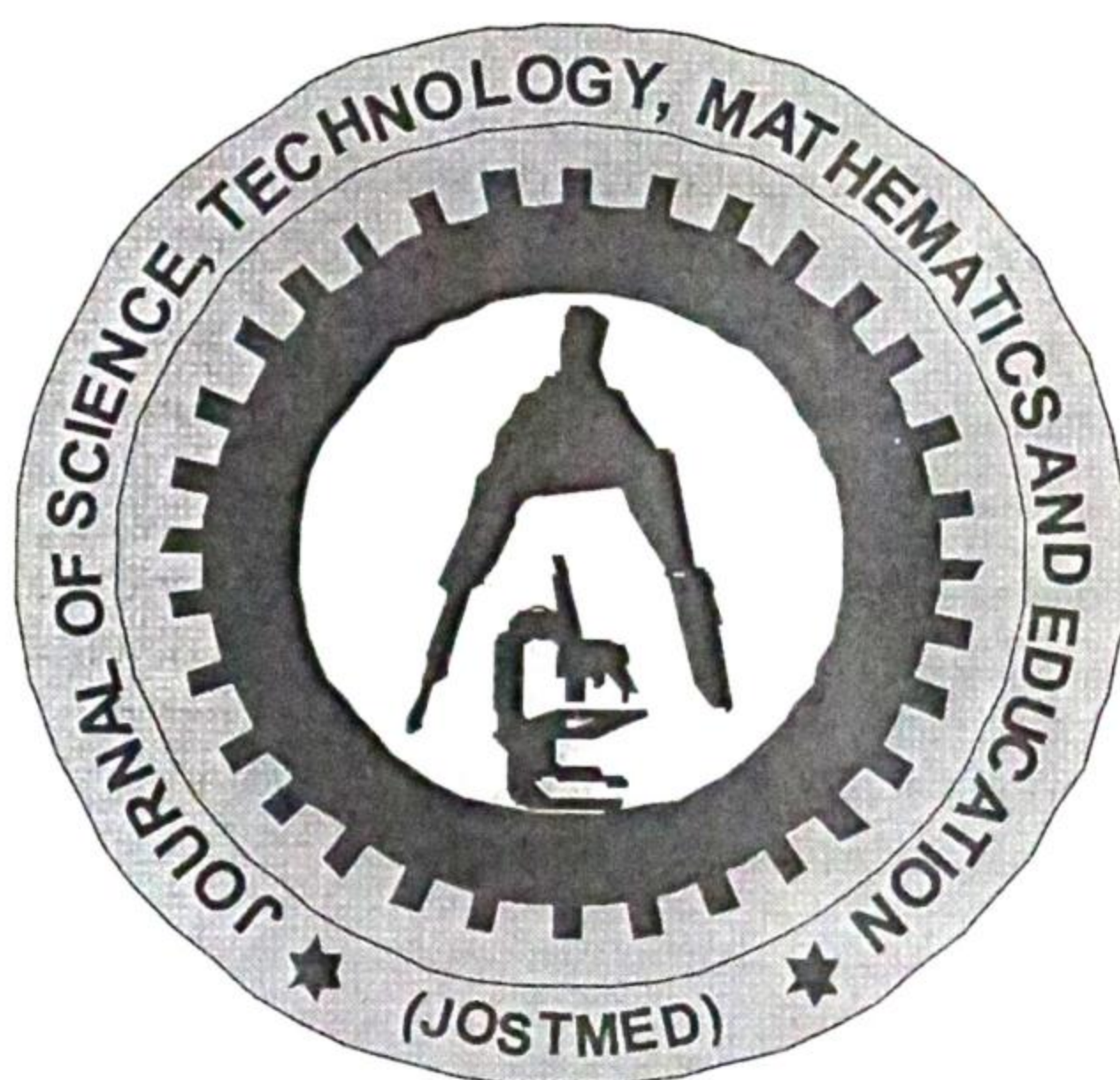
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RELATIONSHIP BETWEEN FACULTY STATUS AND JOB SATISFACTION OF LIBRARIANS IN NIGERIAN FEDERAL UNIVERSITY LIBRARIES: MIXED-METHOD APPROACH

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Abstract

Job satisfaction is a kind of comfort and ease a worker attaches to the job he performs which precipitates him to increase or decrease the level of efforts to the job assigned to him; While Faculty status is the agitation of librarians to be accorded with the same with the same entitlements and recognitions as the Faculty lecturers and similarly to enjoy the same condition of service. This paper examined job satisfaction of Librarians in Federal University Libraries in Nigeria with a view to determining their level of satisfaction on Faculty Status. Survey method was employed as a research technique. The sample size for the study comprises of (360) librarians in Federal University Libraries in Nigeria. Questionnaires and interviews were designed and used as instruments for data collection. Questionnaire data was analysed with the use of descriptive statistics (percentage, mean and standard deviation) and inferential statistics (Pearson Correlation). The interview was also transcribed and coded where key words of the questions and main ideas were extracted. The interview was then used to confirm findings from the questionnaire. The findings showed that overall; the librarians in the Federal University libraries are generally satisfied. However, there is no correlation between job satisfaction and faculty status. This study calls the policy makers to address the issue of faculty status of librarians to maximize their satisfaction for the effective provision of information and services to the academic community.

Key words: Job satisfaction, Librarian, University Libraries, Faculty status

Introduction

Job satisfaction in librarianship has generally been perceived as a recent field of inquiry, however, it could be argued that job satisfaction research is dated back to 1937 when Nourse (1937) conducted a research and reported low pay, work monotony, lack of promotion and lack of opportunity to take initiative as the causes of high staff turnover rate in libraries. Job satisfaction as stated by Gliem and Gliem (2001) could be described as emotional and behavioural attitude of workers towards the work they perform. Faculty status on the other hand is the agitation of librarians to be given all entitlements and recognitions given to the faculty lecturers and ready to go through the some of the rigours and conditions of service with them (De Pew 1983). It is a well-known fact that, happy worker would be productive and satisfied a worker (Edem and Lawal, 1999). This is because job satisfaction affects the quality of the service rendered by the worker. It is however obvious that successful management of any organization depends largely upon high morale and satisfaction of the personnel in the organization. This means that a high-level job satisfaction is an important drive to the organization output. In Nigeria, contemporary researchers such as Adomi and Eruvwe, (2004), Tella et al., (2007), and Baro et al., (2009), have investigated job satisfaction of librarians in Nigerian university libraries; but there is a dearth of studies that investigated the aggregate job satisfaction of librarians in Federal University Libraries in Nigeria.

Statement of the Problem

Since the beginning of economic recession in the early 1980s; its adverse effects are being felt on every sector including librarianship. The acquisitions of library materials and staff status have been in disarray. The hostile socio-economic environment in Nigeria according to (Edem and Lawal, 1999) makes one to wonder if librarians are satisfied with their job. The r issue about the socio-economic imbalance was a result of the absence of essential ingredients for satisfaction at work. For instance, there were no enough funds to purchase books and other library materials as well as paying the staff's salary and other remunerations such as excess work load over time and to take care of other conditions of service. This has led the librarians to be complaining and demonstrating lack of satisfaction with their jobs. It's also result to their poor attitude towards their work, thereby resulting into poor output. The spillover effect of this job dissatisfaction is the delayed or non-achievement of the organizational goals of the respective libraries.

Objective of the Study

Based on the above, this study intends to investigate the relationship between job satisfaction and faculty status of librarians in Federal University Libraries in Nigeria. To achieve this broad objective, the study will answer the following research question:

Research Question

Is there any relationship between faculty status and job satisfaction of librarians in Federal University Libraries in Nigeria and”?

Literature Review

Hosburgh (2011) viewed that faculty status could be looked upon from two perspectives. Some people are of the opinion that librarians have no business operating under the rubric of faculty, while others opined that librarians have right to, and have won the status and must do everything in their power to keep it. The researcher proffered the most useful and widely accepted measuring tool as provided by the Association of College and Research Libraries' Standards for Faculty Status for College and University Librarians as prepared by the ACRL Committee on the Status of Academic Librarians (ACRL, 2007), in which Institutions of higher education and their governing bodies are urged to adopt the following standards, which basically define various aspects in which librarian faculty status is deemed equivalent to the faculty at large on a given campus.

- (i) Librarians perform professional responsibilities.
- (ii) Librarians have an academic form of governance for the library faculty.
- (iii) Librarians have equal representation in all college or university governance.
- (iv) Librarians receive compensation comparable to that of other faculty.
- (v) Librarians are covered by tenure policies.
- (vi) Librarians are promoted in rank based on a peer review system.
- (vii) Librarians are eligible for sabbatical and other leaves in addition to research funds.
- (viii) Librarians have the same academic freedom protections as other faculty (ACRL, 2007).

According to Ekoja and Adamu (2003) Academic/Faculty Status of librarians in Nigeria University Libraries has never been threatened at official level from Udoji Report of 1975 and Cookey Commission of 1981. The co-authors further elucidated that conferring librarians' academic or non-academic status in Nigerian Universities was not the official policy of

government but the individual decision of each university's management until June, 1992 when all Universities in Nigeria accorded their librarians Academic Status following the Academic Staff Union of Nigerian Universities ASUU/Federal Government of Nigeria agreement that year. According to De Pew, (1983) many librarians who claim faculty status do so with no full confidence that fit the criteria lay down by the teaching faculty itself. Those who are totally comfortable in that role, fitting all the criteria, probably teach more than half a day anyway: in which case, are they librarians? Thus, Faculty Status has sometimes been confused with Academic Status. De Pew (1983) has shed more light on this difference by stating that:

Faculty status for librarians is the possession of all or most of the privileges of the faculty lecturers, including faculty rank. Academic status is the possession of some but not all-usual faculty privileges, as academics but always without faculty rank.

Flaspohler (2009) examined the needs for librarians to enjoy sabbatical leave. Analyses were based on qualitative and quantitative data gathered using an online questionnaire. The researcher advised that academic librarians ought to increase their rigour, improve communication about their work and take greater accountability in such a way that their professional contributions would not affect their institutional value when they leave. The researcher further suggested that those librarians who manage to get out need to articulate the value of their experiences with more clarity and precision to their administrators and colleagues. In another development, Siegall and worth (2001) investigated the impacts of trust and control on faculty reactions to merit pay. The result from the Survey questionnaires found that, the more the faculty members trusted the administration the more they saw positive outcomes from the new system.

Berg, Jacobs and Cornwall (2013) examined how library administrators view the role of research in their own libraries and how they perceive the current and future climate for librarians' research in pursuance of academic status. The study revealed that, research is an expectation for every librarian that were most often outlined in collective agreements, performance evaluation documentation, job postings, job descriptions and workload documents but the librarians were moderately or slightly active in their level of research and scholarly activity. The study further showed that the expectations placed on librarians to publish within the scholarly literature, is adequate, though, the librarians found lack of skills and motivation, as key barriers to academic librarians' research, while lack of funds, time, and support as greater barriers. Ideal time spent on research by the librarians at their institutions is between 0 and 20 percent of their time doing scholarly activities. The only supports made available to librarians taking part in research and scholarships at their institutions are research leaves and sabbaticals. These two most common supports are also those most which were often dictated by collective agreements and employment contracts. But supports that are more voluntary and less formalized such as peer support groups, mentoring programs, and research assistance were less commonly available

Baro et al (2009) conducted a research on gender and publication output of librarians in Edo and Delta State University Libraries in Nigeria. The researchers found out that male librarians published more than their female counterparts. They also revealed that female family responsibilities were the major factors hindering them from publishing equally as their male counterparts. Building on the preceding discussion, this study intends to investigate the effect of faculty status on job satisfaction of librarians in Federal University Libraries in Nigeria.

Wyss (2010) surveyed the ALA-accredited library schools perceptions regarding faculty status for academic librarians and how education at library school prepares academic librarians for faculty roles. The researcher, found that, ALA-accredited library schools are of the opinion that during the preparation of curricula on academic librarians for faculty status. It should be enshrined that research courses and statistical courses are required of doctoral and M.L.S. students, because M.L.S. is not a sufficient preparation for faculty status it should therefore be supplemented with a doctoral degree. The study also revealed that academic librarians are though at disadvantaged in producing research because of their daily responsibilities, they should be covered by the same tenure policy and publication standards with doctoral degree requirement for promotion to full professor but they should not be on the same evaluation criteria with teaching faculty. Librarians are therefore encouraged to be involved in library governance, as well as university governance because their Involvement in university governance earns their credibility. The study support the eligibility of librarians eligible for the same sabbatical and research leaves as teaching faculty because sabbatical and research leaves, facilitate research and improve publication rates

Methodology

Survey method was employed using qualitative and quantitative techniques Survey technique is considered very suitable for this study because, it focuses attention on a large population spread across the given area (Best and Khan, 2003).

The population of the study consulted of the entire librarians in 36 Nigerian Federal University libraries. But 20 librarians were considered in each of the 18 University Libraries randomly selected for the study based on the six geo-political zones, where three university libraries are selected in each zone.

A sample of 360 librarians was selected through stratified random sampling. This technique allows the researcher to make inferences about a population based on the nature of the sample. The population was stratified into six geo-political zones i.e. North West, North East, and North Central, South Western, South Eastern and South Southern. At least three university libraries from each zone were chosen for sampling (see table 1).

Table 1: The geographical distribution of Nigerian Universities

Geo-Political Zones	Selected Universities
North Central	University of Ilorin, Ilorin
	University of Agriculture, Makurdi
	Federal University of Technology, Minna.
North Eastern	Federal University of Technology, Yola.
	Abubakar Tafawa Balewa University, Bauchi.
	University of Maiduguri, Maiduguri.
North Western	Ahmadu Bello University, Zaria.
	Bayero University, Kano.
	Usman Danfodio University, Sokoto.
South Eastern	Federal University of Technology, Owerri.
	University of Agriculture, Umudike, Umuahia.
	University of Nigeria, Nsukka, Nsukka,
South Southern	University of Port-Harcourt, Port-Harcourt
	University of Uyo, Uyo.
	University of Calabar, Calabar.
South Western	University of Agriculture, Abeokuta.
	University of Lagos, Akoka.
	University of Ibadan, Ibadan.

Sample size is therefore, the true representative samples from which generalization can be made to the population (Burns, 2000). Thus, having stratified the population into six geo-political zones, three university libraries were drawn from each stratum. The librarians from each of the three University Libraries in each of the geo-political zones of the Federal University Libraries were considered. Twenty (20) librarians selected from each of the 18 sampled Federal University Libraries amounted to a total of 360 represent the sample for the study.

The study adopts Job Satisfaction Survey instrument developed by Spector (1985) for special use of human service, profit and non-profit organizations. This research tool was considered to be very appropriate and suitable for data collection in this study. The researcher selects nine specific job satisfaction indicators. Each of them is presented as an evaluative statement that tests the attitude towards the nine indicators of job satisfaction. They include: Benefit, Communication, Contingent Reward, Co-Workers, Operation Procedure, Supervision, Pay, Promotion, and Work Itself.

Copies of questionnaires were administered to the entire 360 librarians to examine the significant relationship between faculty status and their job satisfaction. A follow up interview was conducted with six senior librarians, one from a university library from each of the geo-political zones to seek their opinions and perceptions on their satisfaction in relation to faculty status. Collected data through questionnaire administration was analysed quantitatively using percentages and frequency count.

Results

This section presents data analysis and interpretation of results.
Table 2 below presents the detailed description of the respondents' responses to questionnaire items on faculty status.

Table 2: Descriptive analysis of faculty status

S/N	Statement	Agreed		Disagreed		Neutral	
		N	%	N	%	N	%
1	I enjoy faculty status in my institution	158	61.9	52	20.7	41	16.3
2	There is no difference between faculty status and academic status	121	48.2	77	30.7	53	21.1
3	My librarianship duties did not hinder me from publishing in reputable journals	197	78.5	26	10.4	28	11.2
4	I participate in teaching in the faculty in addition to my library work	155	61.7	65	25.9	31	12.4
5	I participate in the supervision of projects and examinations	101	40.3	114	45.4	36	14.3
6	I am given the opportunity to attend learned conference	198	78.1	27	10.8	28	11.2
7	I participate in the assessment of teaching practice / practical attachment	132	52.6	73	29.3	46	18.3

8	No opportunity is given to me to go on sabbatical leave unlike the faculty lecturers	85	43.9	112	44.6	54	21.5
9	There is an opportunity to become professor without moving out of the library to the faculty	113	46.2	92	36.6	43	17.1
10	Academic work provides opportunity for self development	219	91.3	7	2.8	15	6.0
11	There should be opportunity for more than one person to rise to a position of university librarian as having more than one professor in the faculty.	182	72.5	30	12	39	15.5
12	I publish in local journals than foreign ones	169	64.1	36	14.4	54	21.5
13	I enjoy staff development fund for my further studies	117	46.6	84	33.4	50	19.9
14	Waiting period for deputy university librarian to become university librarian is too long	151	62	37	14.8	63	25.1
15	People from the faculty should stop heading the library.	180	91.7	28	11.2	43	17.1
Total		2278	919.6	860	343	624	248.5
Total average mean		151.86	61.30	57.33	22.8	41.60	16.56

Table 2 above indicates that about three-quarter (61.3%) of librarians agreed, to be satisfied with faculty status, but 22.8% disagreed; while 16.6% neither agreed nor disagreed with the questionnaire items on faculty status.

Table 3 presents the detailed description of the respondents' responses to questionnaire items on job satisfaction dimensions.

Table 3: Descriptive analysis of job satisfaction dimensions

	Agreed		Disagreed		Neutral	
	N	%	N	%	N	%
Benefit	162.8	64.77	41.8	16.74	46.3	18.47
Contingent reward	106	42.24	92.57	36.97	52.4	20.87
Promotion	179.63	66.43	40.63	15.79	43.6	17.38
Pay	138.13	54.63	68	25.42	45	17.91
Co-Workers	199.63	80.86	15.25	6.1	33.4	13.3
Operation Procedure	150.75	59.58	30.5	12.18	6.9	27.5
Work Itself	218.5	87.1	7	2.75	25.5	10.15
Supervision	179.57	49.24	30	14.03	41.1	16.27
Communication	171.3	68.12	32.67	14.78	43.8	18.77
Total	1506.3	573.0	358.4	144.8	400.2	160.6
Total average	167	63.7	39.8	16.1	44.5	17.9

Table 3 showed the descriptive analysis of respondents' responses on job satisfaction dimensions. The overall result showed that about two-third (63.7%) agreed to be satisfied with the job satisfaction dimensions, but 16.1% of the respondents disagreed, while 17.9% were neutral.

Inferential Analysis

Pearson Product-moment correlation coefficient analysis was carried out to determine the significant relationship between faculty status and job satisfaction of librarians in Nigerian Federal University Libraries. Table 4 provides the summary of descriptive statistics such as mean, standard deviation and skewness and kurtosis. Based on analysis, the value of skewness and kurtosis, is between positive and negative in no case did it reach the cut off value of 3. This reveals that the data is normally distributed (Fah & Hoon, 2009).

Table 4: Descriptive summary statistics

Variables	Min	Max	Mean	SD	Skwness	Kurtosis
Job satisfaction	2	5	4.162	.562	-.721	1.817
Faculty status	1	5	3.205	1.10	-.244	-.648

The Pearson Product-moment correlation coefficient analysis presented in table 5 shows that there is no significant correlation between job satisfaction and faculty status $r = 0.095$, $n = 251$, $P = 0.133$ greater than alpha level .05, implying no relationship between faculty status and job satisfaction.

Table 5: Correlation matrix

		Jobsat	Faculty status
Mean		4.1624	3.2052
Standard deviation		.56239	1.09487
Job satisfaction	Pearson Correlation	1	.095
	Sig. (2-tailed)	-	.133
Faculty status	Pearson Correlation	.095	1
	Sig. (2-tailed)	.133	-

Interview Research Question

Understanding on about Faculty Status of Librarians in Nigeria: The interview question intended to explore the perception and understanding of librarians on faculty status. The respondents described faculty status as the status of faculty lecturers, equal status with teaching staff and undergoing same rigours as applicable to faculty lecturers. This could be summarized that faculty status according to the respondents is the equal treatment with the faculty lecturers.

Faculty Status and Job Satisfaction: The question intended to explore feelings and yearning of the librarians for the faculty status. The respondents indicate that it enhances the participation in academic activities and it has positive effect. The general observation is that faculty status has a positive effect on job satisfaction of librarians.

The area yet to be addressed by the faculty status in relation to job satisfaction of librarians: The question explores the perceptions and feelings of librarians on faculty status. The respondents expressed their feelings that: Faculty status has not fully addressed the issue of upgrading the status of librarians to that of faculty lecturers; No provision of excess workload; they advocate for equal treatment and dislike unequal ranking system with the faculty lecturers. The summary is that the status of the librarians should be upgrade to the true status of the faculty lecturers.

The promotion of the deputy university librarians to the position of the professorship: All the respondents reacted positively to the above question that it is a welcomed idea and a right step in the right direction. The conclusion is that there should be more opportunities for the librarians to become professors or its equivalent (university librarian).

Unionism and Faculty Status: Unionism and faculty status in Nigerian context go hand-in-hand. It was through unionism that librarians fought for parity in this status with faculty lecturers. Mostly in Nigeria and many other countries in the world, workers fight for their rights through trade unions. As already explained that unionism looks after the welfare of their members and in most cases advocates for their rights through any legal means. Sometimes they go to the extreme by going on industrial action.

The responses of the respondents to unionism include: Unionism strengthens the librarians' struggling, but has not yet addressed the issue of faculty status properly; unionism helped in the quest for the better service condition. The summary is that unionism engineered the betterment of librarians' job satisfaction through faculty status.

Discussion of Results

Faculty status in librarianship is the demand of the professional librarians to have same status with academic staff and go through the same rigours and conditions of service with the lecturers in the faculty. The findings from the descriptive results revealed that about three quarter of the librarians enjoyed faculty status in their institution though there is a difference between faculty status and academic status. Eight percent (8%) of the librarians published in reputable journals alongside their librarianship duties. More than sixty percent (60%) participated in teaching in the faculty and less than half participated in the supervision of projects and examination. High proportions were given opportunity to attend learned conference. More than half participated in the assessment of teaching practice and practical attachment; Less than half (43.9%) were given opportunity to go on sabbatical leave.

The findings also revealed that academic work encouraged the librarians to be self-developed that was why more than 60% published in local and foreign journals, though less than half of the respondent enjoyed staff development fund for their further studies. The finding also showed that there should be more opportunities for more than one person to rise to the position of university librarian and the waiting period for the deputy university librarians to become university librarians is too long. And above all, people from the faculty should stop heading the library. The overall result revealed that majority of the respondents gave good responses to faculty status, though there were some crucial areas needed to be addressed on faculty status to enhance the job satisfaction of the librarians. One of these areas is staff development of which Hart (2001) found that staff development was rather sparse and no opportunity is given to the librarian for growth, training and personal development.

The findings from the inferential results showed that there was no significant relationship between job satisfaction and faculty status. This implies that increase in faculty status may not lead to job satisfaction. In support of the above finding, Bryan (2007) reported a negative correlation between personnel status of librarians and overall satisfaction in relation to rank. The researcher found that the higher the rank of an institution the less likely the librarians had faculty status.

The findings from the interview revealed that, though, librarians were moderately satisfied with the faculty status, there were still some issues not yet well addressed by the faculty status. The reactions of librarians on faculty status were revealed through their responses to the interview questions under faculty status. They are as follows: The finding reveals that all the respondents understood what faculty status meant. This is reflected in their responses to the interview question on their knowledge on faculty status.

"Equal status with teaching staff", "Some rigour as applicable to the faculty lecturers", "Equal treatment with faculty lecturers"

The finding also showed that faculty status induces job satisfaction of librarians. It also enhances their participation in academic activities. Generally, faculty status has positive effect on the respondents' satisfaction. Their responses to the above interview question are:

"It has positive effect ", "Enhancement of participation in academic activities". The study also showed that there are more areas not yet addressed by faculty status. The respondents' responses were buttressed by the following.

"Upgrading librarians' status is yet to been fully addressed", "Unequal ranking has not be fully addressed", "Equal treatment with faculty lecturers in terms of excess workload, training and development has not been fully accorded".

Findings further revealed that there should be a designation between the rank of Deputy University librarian and University librarians. This will allow many librarians stagnated on the Rank of Deputy University Librarians to rise to the position of professorship. Their responses include: "A welcome development", "I think there should be readers while the University librarians should be in the same position as professor".

The general finding was that unionism has helped a lot to make job satisfactory for librarians. Correspondingly Garcha and Philips, (2001) found that though union membership gave librarians a great sense of job security, nothing they could rely on union's assistance in the event of any problems they had with administration.

Conclusion

The findings revealed that there was no correlation between job satisfaction of Librarians in the Federal University Libraries in Nigeria and faculty status. Similarly, the findings from the interview of Librarians in the Federal University Libraries in Nigeria corroborate with the correlation. This implies that the Faculty Status of librarians, according to the findings, has not fully addressed the disparity between librarians and lecturers in the faculty.

Though, the descriptive results revealed that respondents agreed to have faculty status and agreed with the job satisfaction dimensions except the contingent reward, the inferential findings revealed that Faculty Status had no significant relationship with job satisfaction of the librarians in the Federal University Libraries in Nigeria. The differences in the findings of descriptive and inferential results were reconciled by the responses from the interview conducted among the respondents. Majority of respondents interviewed expressed their dissatisfaction with the unequal treatment of faculty status of librarians with the lecturers in the faculty.

This study calls on the policy makers such as: Library Management, University Management and Library Associations, to rise up to address issues that are hindrances to job satisfaction of

librarians; because dissatisfaction of librarians may hinder the effective provision of information and services for teaching, learning and research purposes in the academic community.

Recommendations

The following recommendations are made:

- (i) The librarians should be given more opportunities to participate in the supervision of projects and examinations.
- (ii) They should be given more opportunities to go on sabbatical leave like the faculty lecturer.
- (iii) There should be more opportunities for the librarians to become professors without moving out of the library to the faculty.
- (iv) There should be more opportunities for more than one person to rise to a position of University Librarian or its equivalent as having more than one professor in the faculty. This more so because, the waiting period for the Deputy University Librarian to become the University Librarian is too long and only one of the Deputy University Librarians could be a lucky one.
- (v) The Librarians should be given more opportunities to enjoy staff development fund to further their studies.
- (vi) The issue of faculty status should be fully addressed though provision of excess work load and equal ranking treatment.
- (vii) The librarians should always publish in reputable journals alongside their librarianship duties.
- (viii) There should be adequate provision of staff development.
- (ix) Lecturers from the faculty should stop heading the library as they have their own opportunities to become the HOD or Dean in their various faculties. Secondly, they have little experience on how the library should be run because they have not been involved in the day to day administration of the library right from the onset.

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