

**CONTINUING EDUCATION PROGRAMMES AS CORRELATE OF
JOB SATISFACTION OF LIBRARY AND INFORMATION
SCIENCE EDUCATORS IN NIGERIAN UNIVERSITIES**

BY

**AJU, DAVID TYONGI
PG/Ph.D/08//49850**

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
UNIVERSITY OF NIGERIA, NSUKKA**

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NIGERIA NSUKKA**

**SUPERVISOR:
DR. R.E. OZIOKO**

JUNE, 2015

APPROVAL PAGE

This thesis has been approved by the Department of Library and Information Science, Faculty of Education, University of Nigeria, Nsukka,
by:

.....
Dr. Ozioko, R.E.
Supervisor

.....
Internal Examiner

.....
External Examiner

.....
Dr. Ozioko, R.E.
Ag. Head of Department

.....
Prof. U.C. Umo
Dean of Education

CERTIFICATION

Aju, David Tyongi a Postgraduate student in the Department of Library and Information Science has satisfactorily completed the requirements for the research work for the degree of Doctor of Philosophy (Ph.D) in Library and Information Science. The work embodied in thesis is original and has not been submitted in part or full for any other diploma or degree of this University or any other University.

.....
Aju, David Tyongi
Student

.....
Dr. Ozioko, R.E.
Supervisor

DEDICATION

This work is dedicated to God Almighty for His mercy on me and my family.

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Aju, David Tyongi
Department of Library and Information Science,
University of Nigeria, Nsukka

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Abstract

This study examined continuing education programmes as correlate of job satisfaction of library and information science educators in Nigerian Universities. A correlational design was adopted for the study. Six research questions and four hypotheses were formulated to guide the study. The population of the study was 235 library educators hence the entire population was used as sample. A questionnaire titled "Continuing Education Programmes as Correlate of Job Satisfaction of Library and Information Science Educators in Nigerian Universities Questionnaire" was used to collect data. Cronbach Alpha was used in determining the reliability of the instrument. A reliability coefficient of .84 and .86 respectively were obtained for sections B and C. Mean and standard deviation were used to answer the research questions, t-test was used to test the hypotheses of the study. Out of the 235 copies of questionnaire administered 187 were returned representing 68% return rate. The findings of the study revealed that the library educators in various universities exhibit job satisfaction to a great extent, the educators in various universities, except Federal University of Technology, Minna, specialized in different continuing education programmes to a great extent; library educators in Federal University of Technology, Minna specialized in different continuing education programmes to a very great extent. Equally, the result showed a correlation between subject specialist knowledge and job satisfaction. A weak positive correlation between managerial expertise and job satisfaction was observed among the library educators in various institutions. The result rejected the four null hypotheses of the study. The following recommendations were made based on the findings of the study: The government and management of universities in Nigeria should provide all the appropriate incentives that could guarantee and sustain the library educators' job satisfaction to a great extent; The managements of universities should improve the weak, positive correlation among public relations, communication skills and job satisfaction by encouraging attendance at continuing education programmes by library educators in Nigerian universities and overseas. As the knowledge gained through continuing education programmes could empower the library educators have a better perspective of public relations, communication skills and job satisfaction guaranteed; Universities should as well provide social facilities, working tools, rewards and recognition schemes under which library educators could experience happiness and self-esteem.

CHAPTER ONE

INTRODUCTION

Background of the Study

The work performed by library and information science educators in Nigerian universities is tasking, which in turn needs an updating programme for them to be effective and appropriate. The library and information science educators are involved in a number of activities such as teaching, research, uploading of student results, and supervision of students' projects among other activities.

The activities in which library and information science educators in Nigerian Universities are involved in are significant in the sense that the educators contribute to the students' acquisition of knowledge in library and information science who in turn contribute to the national development of Nigeria by participating in political, economic, as well as educational activities etc. Given the nature of work performed by the library and information science educators in Nigerian universities towards national development, it is important that the educators need motivational incentives to raise the level of their job satisfaction and job performance. Motivational incentives such as healthy work environment, pay, work itself, regular promotion, co-workers, and continuing education programmes with emphasis in subject specialist knowledge, managerial expertise, information and communication technology application and public relations and communication skills are

necessary. Library and information science educators are the lecturers teaching library and information science in library departments or unit as the case may be in Nigerian universities.

It is expected that library educators should always be updated in order to make their relevance and efficiency felt in their duties. This therefore calls for continuing education programmes for these lecturers to remain relevant. From the above, it is imperative that continuing education programmes is a considerable tool in the job satisfaction drive of library and information science educators globally.

In their work, Page and Thomas (2009), defined continuing education, full-time or part-time study as endeavour for young people or adults who for obvious reasons have not completed their formal education and may want to continue or for employees who may want to advance their knowledge in a particular field while on the job. For example a librarian who already possessed a degree (BLS or B.Sc.) could through a continuing education programme obtain a higher degree such as masters or doctoral degrees in his discipline in order to be efficient and productive. This view was supported by Aina, (2004), who supported that continuing education was more or less a lifelong process, where librarians and other staff of the libraries could be exposed to changes at all times in order for the information professionals to keep pace with the various changes. Lifelong training in the form of continuing education must be put in place. It is this realization that library educators strive to keep pace with the

latest developments in the field of librarianship through any of the continuing education programmes. Such programmes or areas of specialization include: subject specialists knowledge, managerial expertise, information and communication technology application, public relations and communication skills.

The National Policy on Education (FRN 2013) defined continuing education as "different kinds of in-service training courses and seminars related to different occupations designed for all classes of workers, arranged on a continuing basis so that all workers might attain greater proficiency in their work". The aims of continuing education according to the policy, was to provide functional and remedial education to people who prematurely dropped out of the formal school system. It also provides further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

In this study, continuing education is defined as one of the ways of developing the human resources of an organization whereby, an individual attends programmes intended to improve his performance on the job and copes with change and challenges in his field of work or study. Continuing education programmes on the other hand, is referred to as the areas of specialization in continuing education or the programmes of emphasis. They are: subject specialist knowledge; managerial expertise; information and communication application technology; and public relations and communication skills.

According to Stone (1984) and Federal Republic of Nigeria (2004), the programmes of emphasis in continuing education include subject specialist knowledge, managerial expertise, information and communication/application, public relations, communication skills. From the aforementioned, it is therefore expected that through continuing education with emphasis in any of these programmes library and information science educators could be fully equipped to cope with changes in the profession as well as have the necessary skills to teach in the Library and Information Science Departments in Nigerian universities.

In spite of all that has been said of the continuing education of Library and Information Science educators in Nigerian universities; in a situation where library and information science educators do not have opportunity for continuing education programmes in subject specialist knowledge, managerial expertise, public relations and communication skills or formal degree (higher) programmes, their initial acquired knowledge will certainly stem down. If this happens, it may result in professional obsolescence, poor quality service delivery, drop in productivity and dissatisfaction with the work (Smith, 1993). The need for continuing education arises when workers feel they cannot cope with new trends or new technologies techniques in their field of study. It is on this note that both Collins (1994), Page and Thomas (2009) stressed that there should be some constant retraining exercises for workers in order to be well equipped in their knowledge, attitude and skills.

On the other hand, continuing education of employees will lead to subject specialist knowledge. Yesufu (2000) opines that continuing education of employees enhances productivity and serves as means of updating the human intellects and skills for productive employment. Another benefit of continuing education programmes according to Yesufu includes improved job performance and promotion of managerial expertise among workers.

In this study, continuing education and human resources development will be used inter-changeably. Human development and human resources are most vital assets for organizational development. This resource make other resources use and get best return out of them (Kahan, Nawaz, Aleen, Hamed, 2012). But getting best of human resources requires enormous efforts by organizations and their management. For instance, it requires training and retraining of employees among other efforts if the human resources are to be happy and productive, and if the employees are happy and contented with the actions of their employers, they do their best for the organization. But if they are not in this state, they might cause the organization losses.

The following are the kinds of continuing education available according to Federal Republic of Nigeria National Policy on Education (2004):

1. On-the-job training
2. In-service training
3. Formal training programme/graduate education degree programme.

The purpose of any continuing education programmes is to help participants acquire generally, the knowledge, skills, attitude and behaviours needed to achieve the purposes of their jobs and to improve their performance. In this context, library and information science educators are being helped through continuing education to acquire subject specialist knowledge, proficiency in information and technology integration, improve on public relations and communication skill among other benefits. Different kinds of continuing education programmes are available to library educators as suggested by Knox cited in Rowden (1999). Knox further suggests that training is currently available through experience in the field, through short term and in-service opportunities, and through graduate study. He emphasized that the role performed must dictate the amount of training that can be provided.

On the other hand The American Library Association (ALA) Glossary (1983) defined a subject specialist knowledge as library staff with superior knowledge of a subject or discipline with responsibilities for the selection and evaluation of the library materials in the subject area and sometimes with the added responsibilities of information services in the subject area and the bibliographic organization of the materials. "Subject specialist knowledge" in work environment such as medicine, engineering and teaching is a status where a worker specialises in a particular area of the field. For instance, medical doctors could specialize in dental medicine, Library and Information Science

Educators could as well specialize in a particular area of librarianship such as ICT with emphasis in multimedia technology, internet, CDS/ISIS package etc.

Apart from the above, ICT integration/application skills are core skills required by library and information science educators in the library departments. ICT application according to Smith (2012) involves the application of information and communication technologies in accessing, capturing and storing information for the purpose of teaching/learning and research among other uses. Such technologies include computer hard and software and other equipment. It also involves searching for information on the internet for further studies.

In spite of the aforementioned however, Managerial expertise will be used inter-changeably with managerial competence or managerial skill. Managerial skill is regarded as the ability to translate knowledge into action that results in a desired performance. Smith (2006) sees managerial expertise/competence as the ability to do a particular activity to a prescribed standard. It is concerned with what people do rather than what they know. Management is usually described in terms of four interrelated functions: (a) planning (b) organizing, (c) monitoring and (d) controlling activities and resources to achieve the objective of the organization/system. According to Mintzberg (2007) managers use four expertise in carrying out their tasks. These are: technical, interpersonal, conceptual, diagnostic and analytical expertise. Technical expertise comprises the skill needed to accomplish tasks. In library departments, these include: the

knowledge and expertise required to use for instance, online information system, trade and national bibliographies, computer terminals etc.

Similarly, Interpersonal expertise/skills are used by library and information science educators as they interact with colleagues, students and with people outside the faculty. Interpersonal expertise is used to maintain the network of contacts and human relationships which are necessary in order that the goal of the university is achieved (Gims, 2009).

Nevertheless, Conceptual expertise according to Paul, (2011), was described as the ability to understand the relationship of individual parts to the whole, and the whole by breaking it into parts. It also requires an understanding of cause and effect relationships within and outside the university. In library and information science departments, conceptual expertise require a holistic approach to understand how the various activities contribute to actual outcomes and the relationship and impact of external environmental forces upon set goals and activities of the school.

Public relations and communication skills are core areas in continuing education for Library and Information Science educators. The institute of public relations (2009) defines public relations as the deliberate, planned and sustained efforts to establish and maintain mutual understanding and goodwill between an organisation and its public. The university and indeed the Library and Information Science Departments are human organizations that require interaction between colleagues, students, management and the general public.

The job of the Library and Information Science educator requires constant interaction with students, colleagues and the public. Therefore the library educator is expected to possess good interpersonal skills in order to do his job effectively. If the Library and Information Science educators possess the right public relations skills that are obtained through continuing education programmes, they stand to be happy and satisfied with their job and may perform their job effectively. Therefore, the goal of the university in this direction will be achieved.

That apart, Communication skills in this study mean the ability or power to send messages, receive and understand messages. Cole cited in Nwachukwu (2007) defined communication skills as the ability to write good letters and notes as well as a good oral expression with colleagues and students. It is through effective communication skills that the Library and Information Science educators can express meaningfully any information. It is therefore apparent that any kind of continuing education programme library and information science educators may be involved in, the basis is to acquire either subject specialist knowledge, managerial expertise, Information and Communication Technology integration/application skills or public relations and communication skills among others (NPE, 2004).

Job satisfaction and its dimensions has been recognized as significant factors for effective management of any organisation. Job satisfaction, according to Smith as cited in Ekere (2010) is an affective or emotional

response towards various facets of one's job. The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The affective component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Similarly, Tridge as cited in Ozioko and Katuka (1999) ascribed workers satisfaction to those elements arising from interpersonal relationship and the job itself. Hence according to Tridge (1995), appreciation from co-workers and the management as well as a pride in using one's skills on the job can be a source of job satisfaction.

Locke and Lathan (2006) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It will be deduced from the various definitions that job satisfaction is a result of employee's perception of how well their job provide those things that are viewed as important.

The importance of job satisfaction can be realized by taking the case of doctors in Nigeria as an example. There was a severe strike by medical doctors in all public hospitals in Nigeria because they were not satisfied with the pay, promotion, fringe benefits and other development policies, care given to doctors and many other factors. This led them to a strike action. Thus they stayed out of job. Due to the strike action, public hospitals were closed down which caused death of patients. It shows then that satisfying employees is one of the most

important functions of management of public hospitals in Nigeria and in its absence crisis may arise.

Job satisfaction therefore, has direct influence on the level of absenteeism, commitment, performance, autonomy and productivity. In addition, job satisfaction improves the retention level of employees (Murray, 1999). On the other hand, the outcome of job dissatisfaction is increase in the cost of recruitment, selection and training, discouragement of current employees and reduction in the growth of the organization (Macwill, 2012).

The factors influencing job satisfaction can be divided into two main areas namely: personal determinants and organizational factors (Nel, Vandyk, Hassbroelk, Schultz, Sono, and Werner, 2004). For the purpose of this study, the organizational factors such as work itself, pay, promotion, and co-workers will be briefly discussed.

According to Moorhead and Groffer as cited in Ekere (2012), the organizational factors that influence job satisfaction include the work itself, pay, supervision, promotion opportunities, co-workers, job status, working conditions. Kerber and Campbell (2011), stated that measurement of facets of job satisfaction may be helpful in identifying which specific aspects of a job require improvement. The results of this measurement may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover.

Locke (2005) avers that employee job satisfaction is dependent on satisfaction with the job components, such as the work itself. Robbins, Odendaal, & Roodt, (2003), referred to the work itself as 'the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results'. According to Robbins (1993), employees preferred jobs that present them with opportunities to execute their competencies on a variety of tasks that are mentally stimulating. This view was later supported by Lacey (1994), who stated that individuals are more satisfied with the work itself when they engage in tasks that are mentally and physically stimulating. Robbins, Odendaal and Roodt, (2003) further posited that jobs that are unchallenging lead to boredom and frustration. Contrary to the above, Johns (1996) opined that some employees prefer jobs that are unchallenging and less demanding.

In spite of all these, personal observations, empirical literature, and discussions with some library and information science educators in library departments in Nigerian universities have revealed that many library and information science educators are not satisfied with their job as lecturers as such they could be performing below optimal. A number of them are worried over the nature of work and work environment, (no offices, chairs, tables, airconditioners, teaching aids etc.). This corroborates Herzberg (1968), Ceylan (1998) and Spector, (2008), who avers that working conditions and training programmes have positive effects on the job satisfaction of employees. These

according to Ceylan include comfortable office space, climatic conditions, ventilation, exposure to continuing education programmes and so on. A look at the library educators in Nigerian universities also shows that it is common to hear library educators complain and antagonise themselves and students due to problems on academics and non-academics. Ordinarily, these problems if they are informed, should not be an issue of conflict. For example, examination and grading pattern and supervision issues, social and political problems relating to their jobs, ordinarily would have been addressed using effective continuing education programmes. It means that the educator may have job dissatisfaction hence, the need to provide effective continuing education programmes and other necessary/relevant incentives that could provide job satisfaction to the library educators.

Statement of the Problem

Providing continuing education programmes to Library educators in Nigerian Universities is important as it could enhance the educators' job performance and job satisfaction. Job satisfaction of library educators may be determined by promotion, pay and the provision of amenities, much has to be done to enable educators enjoy their job (Ekere 2012). For example, the provision of continuing education programmes, management of conflict etc. which are not priorities in the Nigerian universities are important indices of job satisfaction. Nevertheless, lack of job satisfaction by library and information science educators may likely lead to job dissatisfaction, professional

obsolescence, redundancy, degeneration of knowledge, inefficiency and low performance of library and information science educators in Nigerian universities. From the available empirical literature, it is evident that library and information science educators in Nigerian universities are not satisfied with their job despite the regular salary pay and promotion; library educators express worry over the nature of work, work environment, lack of human resource development prospects such as attendance at continuing education programmes among other needs.

In addition, the researcher has observed that Library and Information Science educators in Nigerian universities seem not likely with their job as evident in low performance, lack of interest and general carefree attitude towards their teaching job. As a result of this, many of the library educators have left the teaching profession for more lucrative jobs in Nigeria and abroad. This is a source of worry that has informed this study. Therefore, the rationale for this study is to correlate continuing education programmes with job satisfaction of library science educators in Nigerian universities.

Purpose of the Study

The purpose of this study is to correlate continuing education programmes with the job satisfaction of library and information science educators in Nigerian Universities. Specifically, the study seeks to:

1. determine the extent of job satisfaction of library and information science educators in Nigerian Universities.
2. ascertain extent of the library and information science educators specialization in different continuing education programme in Nigerian universities.
3. examine the relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian Universities.
4. determine the relationship between managerial expertise and job satisfaction of library and information science educators in Nigerian Universities.
5. examine the relationship between information and communication technology/application and job satisfaction of library and information science educators in Nigerian Universities.
6. determine the relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigerian Universities.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent are the library and information science educators satisfied with their job in Nigerian universities?

2. What is the library and information science educators extent of specialization in different continuing education programme in Nigerian universities?
3. What is the relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian Universities?
4. What is the relationship between managerial expertise and job satisfaction of library and information science educators in Nigerian Universities?
5. What is the relationship between information and communication technology application and job satisfaction of library and information science educators in Nigerian Universities?
6. What is the relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigerian Universities?

Hypotheses

The following null hypotheses for the study have been tested at 0.05 level of significance:

HO₁: There is no significant relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian Universities

HO₂: There is no significant relationship between managerial expertise and Job satisfaction of library and information science educators in Nigerian Universities

HO₃: There is no significant relationship between information and communication technology application and job satisfaction of library and information science educators in Nigerian Universities

HO₄: There is no joint significant relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigerian Universities

Significance of the Study

It is expected that the findings of this study could be useful to the following groups: management of federal and state owned universities, the National Universities Commission (NUC), National Association for Library and Information Science Educators (NALISE). The study covered continuing education programmes that relate to job satisfaction of library and information science educators in Nigerian universities: subject specialist knowledge, managerial expertise, ICT application, public relations and communication

skills. The factors that influence job satisfaction covered by this study include: pay, promotion, co-worker, and work itself. It is expected that the finding of this study could aid management of Federal and state owned universities to identify factors that contribute to library and information science educators' job dissatisfaction and design policies or modify administrative policies that are responsible for job dissatisfaction among library and information science educators.

It is expected that through this study, the dissatisfaction factors could be identified, that can impact positively on library educators' job attitude. Furthermore, the study may serve management of the universities as a managerial tool to promote retention of library and information science educators. In addition, management of universities stand to use this study as an alternative managerial approach to obtain job satisfaction for library and information science educators in Nigerian universities.

It is as well expected that this study could be beneficial to National Universities Commission. As an agency responsible for the smooth running of universities in Nigeria, it could use the findings of this study to develop work conducive environment in which the library educators might be motivated intrinsically thereby increasing their productivity or output. In addition, by understanding issues involved in continuing education programmes, the NUC may encourage universities managements to systematically develop strategies to

deal with issues affecting job satisfaction of library and information science educators in Nigerian universities.

Furthermore, the study could be beneficial to library and information science educators who are members of National Association of Library and Information Science Educators (NALISE) in the sense that the study could enable them appreciate that attending continuing education programme is a must and that such opportunities could lead to acquisition of subject specialist, knowledge and competencies. The findings of this study may as well provide for periodic evaluation of curriculum and training programmes to meet professional and personal development needs of library and information science educators.

Researchers and students in library and information science departments also stand to gain from the study through the improved performance of their adequately motivated library and information science educators. Finally, the study might add to the existing literature in the field of library and information science and provide background information for other researchers working in the similar areas. The Herzberg's two factor theory provides a solid theoretical significance for the study at hand that is motivational factors that correlate library and information science educators' job satisfaction.

Scope of the Study

The study covered continuing education programmes that correlate with job satisfaction of library and information science educators in Nigerian

universities: such as subject specialist knowledge, managerial expertise, ICT application and public relations and communication skills. Other factors that influence job satisfaction covered by this study include: pay, promotion, working condition, co-worker, and work itself.

The study is limited to library and information science educators in Nigerian universities in the six geo-political zones in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of literature that relates to this study. It is organized under three major headings: conceptual framework, theoretical framework, related empirical studies and summary of the literature reviewed.

Conceptual Framework

In this study, the following concepts were considered:

- Concept of continuing education
- Concept of job satisfaction
- Concept of library and information science education
- Schematic presentation of the essential variables of the study

Theoretical Framework

- Herzberg's two factor theory 1959
- Vroom's expectancy theory 1964

Review of Related Empirical Studies

Summary of Literature Review

Conceptual Framework

Concept of Continuing Education

Continuing Education as a concept has no universally accepted definition but can only be described. Chatterjee (2002) described continuing education as the term itself suggests, is a continuous process of learning which begins

immediately on the completion of formal education and continues lifelong. According to Chatterjee, continuing education involves all the activities and efforts by an individual to update his knowledge, abilities, competencies and understanding in his field of work or specialization so that he can become a more effective professional.

In Stone as cited in Chatterjee (2002) defines continuing education as all the learning activities and efforts formal and informal, by which individuals seeks to update their knowledge, attitudes, competencies and understanding in their special field of work or role in order to deliver quality service in the work setting and enrich their career. Accordingly, professional employees' educational participation was described by Grotelueschen as cited in Bennett (2005) as the involvement in formal education activities that are typically short-term, part-time or both and that educational institutions, professional associations and societies, professional service agencies, the government and other organizations provide continuing professional activities.

Additionally, Grotelueschen made a distinction between continuing education in general and continuing professional education. The distinction between the two types of education according to Grotelueschen are the characteristics of the referent population, the nature of the participation, and the benefits derived from the educational experience. Spears and Parker (2012) also described continuing education as learning experience that prepares employees

for further position. Spears and Parker further defined training as the preparation an employee receives to improve performance on his job.

Apart from that, Ezeike (2004) contended that continuing education is a learning opportunity designed to afford working adults (employees) a chance to acquire university degrees, diplomas and certificates through part-time study. According to her, this learning opportunity benefits the economy, the individual participant and the organizers. It is apparent from the above that employers of the participants stand to benefit by having a more competent and knowledgeable workforce. Based on the discussion above, it is imperative that continuing education is essential for library personnel, library and information science educators and support staff. But it is difficult to obtain comprehensive information on the current continuing education efforts of library and information science educators in Nigerian universities as a result, the best library education can become obsolete in a few years, unless the librarian and library educator alike make efforts to continue his education. The literature reviewed is focused on the perceived reasons for pursuing continuing education by library and information science educators. Based on Houle's (1980) theory of continuing education, Grotelueschen as cited in Bennett (2004) created the participation reason scale to classify the reasons for participating in continuing education into five factors. Current study used the factors as reasons for participating in continuing education by library and information science educators in Nigerian universities they include:

- (a) Professional improvement and development
- (b) Professional service
- (c) Collegial learning and interaction
- (d) Professional commitment and reflection and
- (e) Personal benefits and job security

This study however observed that the scale is faulty and it has fallen short of time, the situation and context which it was constructed differs with the current situation. Moreover, the complexity of employees involved in the current study as well differs; there are other fundamental reasons which motivate library and information science educators to pursue continuing education such as changing jobs. Other reasons according to Awah (1997) is to resurrect the education of employees especially those who have missed university education completely at the early stage or a specialized field. Desilets (1990) examined the reasons nurses seek to participate in continuing education in relationship to job function and demographic characteristics. The author found that nurses are concerned with professional competence and participate in continuing education for reasons related to acquiring new skills, knowledge, and speciality.

Bolten (2002) studied chiropractors' attitudes and perception of continuing education in relationship to clinical practice, Bolten concluded that chiropractic professionals perceived continuing education as enhancing knowledge and skills, increasing confidence, stimulating enthusiasm, and

motivation to continue to learn. Thus, he declared that continuing education created a more reflective attitude and provide an opportunity for meeting other professionals to exchange ideas. The relationship between the reasons for participating in continuing education and leadership effectiveness was conducted by Mccamey (2003) for first-line supervisors in the nuclear power industry. Using regression analysis, Mccamey concluded that a significant relationship exists between the reasons for participating in continuing education and perceived leadership effectiveness of first-line supervisors. Other studies have focused on the barriers against participation in continuing education. Cullen (1998) conducted a study on a population of registered nurses in the State of Delaware in the U.S.A. The study found three major reasons for non-participation in continuing education: disengagement, the conditional effect of indifference, apathy, boredom and insecurity and alienation towards continuing education.

Reviewing literature on the benefits of continuing education of librarians and library and information science educators, Chandan (2009) asserts that continuing education is an integral part of vocational or career development and it is fast becoming a global and pervasive phenomenon in any establishment, the absence of it spells doom for such an institution and its presence determines the success of any enterprise.

Obviously, the role that continuing education can play in human resource development especially in Nigerian universities is inestimable and

unquantifiable, it is a truism, that continuing education of employees enhances productivity. Yesufu (2000) agrees that continuing education of employee (library and information science educators) enhances productivity. According to him, "continuing education is generally identified as the most important direct means of updating the human intellect and skills for productive employment". Another benefit of library and information science educator continuous education is that, it improves job performance and therefore promotes managerial expertise among workers and by extension job satisfaction of the library and information science educators is realized.

Brookfield (1998) observed that continuing education is perceived largely as a means to acquire specialist knowledge for career advancement. He further avers that people who update their work skills in a particular field not only can keep up with the latest technologies and business techniques, but they can receive other benefits, such as the training needed to climb the corporate ladder and to realize additional career goals. Brookfield finally observed that one of the greatest benefits workers may derive from continuing education is speciality in a subject field in order to keep their job. Nevertheless, additional education can help employees receive promotion and other rewards.

Besides, Collins, (1991) opined that some experts contend that continuing education provides additional benefits at a more abstract level. According to him, the experts maintained that continuing education allows workers to clarify and understand the purpose and good goals of their occupations. In addition,

continuing education helps advance various occupations by giving employees the opportunity to acquire both theoretical and practical occupational knowledge and to improve their problem-solving skills.

The following are the kinds of continuing education available according to Federal Republic of Nigeria (National Policy on Education) (2004):

1. On-the-job training
2. In-service training
3. Formal training programme/graduate education degree programme

The purpose of any continuing education programmes is to help participants acquire generally, the knowledge, skills, attitude and behaviours needed to achieve the purposes of their jobs and to improve their performance. In this context, library and information science educators are being helped through continuing education to acquire subject specialist knowledge, proficiency in information and technology integration, improve on public relations and communication skill among other benefits. Different kinds of continuing education programmes are available to library educators as suggested by Knox cited in Rowden (1999). Knox further suggests that training is currently available through experience in the field, through short term and in-service opportunities, and through graduate study. He emphasized that the role performed must dictate the amount of training that can be provided.

On-the-job training: This is one of the means by which employees develop the skills or proficiencies needed for a particular role Richmond (1999)

and Hartman (2000) both authors revealed that majority of employees gain skills and knowledge through on-the-job experience, trial and error, peer groups and corroborative efforts. These individuals engage in independent learning or through networking, professional conferences, seminars workshops and reading professional literature.

In-service training: Another kind of continuing education employees engaged in is in-service training which is typically sponsored by employing agencies, corporation, professional associations, colleges and universities, resource centers and private consultancy firms ó usually short term in nature. The focus of this kind of continuing education according to Marsick, (1998), is to advance the development of specific job related competencies attitudes desired by the sponsoring organization.

Formal training/graduation education degree programme: This is a mechanism by which employees acquire professional development and or higher education degrees such as post-doctorate degrees. These programmes are offered by universities and other institutions of higher learning in Nigeria. Authors such as Jensen, Liveright and Hallenbeck (1990), have addressed the issue of graduate degree programme in continuing education and other fields. In their study "social content of continuing education" Jensen et al (1990) identified twenty-eight different areas available in continuing education such as administration, comparative education, extension education, human resource development, planning etc. in a related study, Jones and Galbraith

(1995) found that 165 universities and colleges in the USA and Canada provide higher degree programmes or offer course work in continuing education that provided education or professional development to employees interested in improving their education. Library and information science educators that are engaged in formal training/graduate education degree will be supported or helped in self-improvement and development to meet the challenges and requirement in performing a task.

According to National Policy on Education (1989, 2013 and 2004) the areas of emphasis in continuing education include:

1. Subject specialist knowledge
2. Managerial expertise
3. Information and communication integration/ application
4. Public relation and communication skills

The American Library Association (ALA) Glossary (1983) defines a subject specialist as a library staff with superior knowledge of a subject or discipline with responsibilities for the selection and evaluation of the library materials in the subject area and sometimes with the added responsibilities of information services in the subject area and the bibliographic organization of the materials. "Subject specialist knowledge" in work environment such as medicine, engineering and teaching is a status where a professional specialises in a particular area of the field. For instance, medical doctors could specialize in dental medicine, librarians and library and information science educators could

as well specialize in a particular area of librarianship such as ICT with emphasis in multimedia technology, internet, CDS/ISIS package etc. Since we are living in an age of specialization, there is high expectation from the specialist. This expectation leads to increased accountability on the jobs by individuals. Speciality on the part of individuals manning the jobs is of utmost importance.

It is therefore expected that one with subject specialist knowledge is well equipped with rudimental, technical and theoretical details in the chosen field and he is seen as an authority and he could solve complex and technical problems and can as well think independently. Based on this understanding, a library educator who has participated in continuing education programme in a particular subject area (subject specialist knowledge) could normally teach that subject better amidst other library and information science educators in the field. It is expected that the beholder of subject specialist knowledge is fully equipped with: administrative and leadership skills, delegating authority, mental alertness and strict vigil, information processing (collection, organization and dissemination). The message gain here is that library and information science educator who attends continuing education programme in a particular subject gains subject specialist knowledge, this brings in subject and language expertise as well as familiarity with scholarly communication leading to the educator's efficiency, job satisfaction and high level of job performance.

Managerial expertise, managerial competence and managerial skill will be interchangeably used. Managerial skill is regarded as the ability to translate

knowledge into action that results in a desired performance. Smith (1996) sees managerial expertise/competence as the ability to do a particular activity to a prescribed standard. It is concerned with what people do rather than what they know. Management is usually described in terms of four interrelated functions: (a) planning (b) organizing, (c) monitoring and (d) controlling activities and resources to achieve the objective of the organization/system. According Mintzberg (2007) managers use four expertise/skills in carrying out their tasks. These are: technical, interpersonal, conceptual, diagnostic and analytical expertise. Technical expertise comprises the skill needed to accomplish tasks. These include: the knowledge and expertise required to use for instance, online information system, trade and national bibliographies, computer terminals etc.

Interpersonal expertise/skills are used by library and information science educators as they interact with colleagues, students and with people outside the faculty. Interpersonal expertise is used to maintain the network of contacts and human relationships which are necessary in order that the goal of the university is achieved (Smith 1996).

Conceptual expertise can be described as the ability to understand the relationship of individual parts to the whole, and the whole by breaking it into parts. It also requires an understanding of cause and effect relationships within and outside the university. In library and information science departments, in the Nigerian universities, conceptual expertise require a holistic approach to understand how the various activities contribute to actual outcome and the

relationship and impact of external environmental forces upon set goals and activities of the universities. This expertise allows for review and determines appropriate reaction to potential problems. Diagnostic expertise according to Reyes and Pounder (2011) provide the ability to acquire, analyse and interpret information to determine the cause of changes in the library and information science department. In Nigerian universities such changes may be either symptoms of problems or favourable situations.

While analytical expertise allows the library and information science educators to determine the change and to either provide corrective action or take advantage of the situation. Analytical expertise compliment diagnostic expertise in that they provide the means to identify the key variable in a situation and as well provide for appropriate course of action. In a situation where library and information science educators have managerial expertise, it is evident that they will perform optimally on their job. Where there is lack of managerial expertise, the set objectives of the university are likely to be jeopardized (Mintzberg 2007, Martin 1996).

ICT application skill is a core skill required by library and information science educators in Nigerian universities. ICT integration according to Oni (2003) involves the application of information and communication technologies in accessing, capturing and storing information for the purpose of teaching/learning and research among other uses. Such technologies include

computer hard and software and other equipment. It also involves searching for information on the internet to be shared.

It is in this respect that ICT use within education sectors including continuing education of library educators is encouraged in order to fully equip both the library and information science educator and the learner. McDougall and Squires (1997) stated "ICT use in the classroom results in a transformation of the learning environment as evidenced in learners becoming more independent". Jagar and Leask (2010), buttressed that ICT use in continuing education programmes is beneficial in meeting learners' needs. There are however, various factors affecting successful ICT use in continuing education programmes such as a lack of proper ICT planning, ICT training and support, time and access to ICT resources. Baylor and Ritchie (2002) emphasized that to effectively use ICT, educators must identify it as a supplementary teaching resource and not as an add-on. Dwyer (1996) reinforces this, stating that many teachers are concerned with teaching ICT rather than teaching with ICT. It is based on the benefits derived from ICT use such as learner becoming independent, develop ICT competencies etc. mentioned above that library and information science educators in Nigeria clamour for continuing education with emphasis in ICT innovation/application with the intension of teaching with the greatest efficiency, high performance and satisfaction.

Public relations and communication skills is another core programme in continuing education for library educators. The university and indeed the library

and information science departments are human organizations that requires interaction between colleagues, students, management and the general public. The institute of public relations (2009), defines public relations as the deliberate, planned and sustained effort to establish and maintain mutual understanding and goodwill between an organisation and its public. The job of the library educator requires him to constantly interact with students, colleagues and the public. He is therefore expected to possess good interpersonal skills in order to do his job effectively.

Public relations in this context is referred to the ability of the library and information science educator to be cordial with his senior academics, cordiality with his colleagues, cordiality with other members of the faculty, students and the public. It also means creating and representing good image of the university and the library and information science department in particular.

Keghku (2000), believes that public relations must of necessity and essence, be planned. It begins with research and ends with research. Nwosu as cited in Keghku (2000), upholds that public relations is an inner side of management since all library educators need to be fully informed about the university actions, policies and decisions in order to properly present, explain, interpret and define these among the members of the faculty and the public. If the library educator do not possess the right public relations skills that is obtained through continuing education, it connotes incompetence, low

performance and the image of the university could be jeopardised. Therefore, the goal of the university in this direction will not be achieved.

Apart from that, it is expected that library educator should have a good mastery of communication. Communication according to Cole as cited in Nwachukwu (2007), is a mutual interchange of ideas, feelings and opinions. Nwachukwu as cited in Adamji (2012), avers that communication is the transfer of ideas from the sender to the receiver. Any means that an individual uses to transfer, ideas, feelings, emotions or perceptions to others is communication. Communication skills in this study is referred to the ability or power to send messages, receive and understand messages according to Cole in Nwachukwu (2007). It also refers to the ability to write good letters and notes as well as a good oral expression with colleagues and students. It is through effective communication skills that the library and information science educators can express meaningfully any information. It is therefore apparent that any kind of continuing education programme library and information science educators may be involved in, the basic is to acquire either subject specialist knowledge, managerial expertise, Information and Communication Technology integration/application skills or public relations and communication skills among others (NPE 1989).

Concept of Job Satisfaction

There are many definitions of job satisfaction, some of which are contradictory in nature. Spector (1997), refers to job satisfaction in terms of

how people feel about their jobs and different aspects of their jobs. Ellickson and Logsdon (2002), support this view by defining job satisfaction as the extent to which employees like their work.

Schermerhorn (1993), defined job satisfaction as an affective or emotional response towards various aspects of an employee's work. The author emphasized that likely causes of job satisfaction include job status, supervision, co-worker relationship, job content, remuneration and extrinsic rewards, promotion and physical conditions of the work environment, as well as organizational structure.

Similarly, McNamara (2008), points out that job satisfaction refers to an individual's feeling or state of mind giving heed to the nature of the individual's work. He further explains that job satisfaction can be influenced by diversity of job dimensions, inter alia the quality of the employee's relationship with their supervisor, the status of physical environment in which the individual works, degree of fulfilment in the work. In direct contrast, Rue and Byars (1992), refers to job satisfaction as an individual's mental state about the job. Robbins, Odendaal, Roodt (2003), corroborate that an individual with high job satisfaction will display a positive attitude towards their work, and the individual who is dissatisfied will have a negative attitude about the job. This definition was expanded by Greenberg and Baron (1995), who defined job satisfaction as an individual's cognitive, affective and evaluative reaction towards their jobs. Closely related to the above is the definition by Smith,

Kendau and Hulin (1969), who considered job satisfaction as an affective (that is, emotional) reaction to a job that results from the incumbent's comparison of the actual outcome with those that are desired (expected, desired, and so on). Further, Smith defined global satisfaction as an overall integrative feeling of satisfaction when all aspects of the job are considered (Balzer, Kihun, Smith, Irwin, Bachiochi, Robie 2000).

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an effective reaction to one's job. Adeyemo (2006), advanced a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. According to Oshagbemi (2006), it is generally recognized in the organizational behaviour field that job satisfaction is the most important and adequately studied attitude.

The concepts 'job' and 'satisfaction' have been defined by Hellmann (2005). To him, job refers to a piece of work to be done or completed. It can be used colloquially for employment. Oxford English Dictionary (2005), has a more embracing definition. Among several ways: defines job, as 'definite piece of work done in the way of one's special occupation or profession'. It states further that it is a paid position of employment.

Lending support to Lofquist and Davis views, Schneider and Synder (2005), Austine (2006), Ukogbu (2006), Ikeme and Nwachukwu (2007), saw

job satisfaction as the degree to which personal needs, material, psychological, intrinsic and extrinsic are realized by the individual while performing his job. They were in essence saying that job satisfaction could be determined by the realization of personal needs in the job.

If the individual's social, psychological well being in relation to his job is not good, it could affect the degree of his satisfaction with his job. From the above highlights on of job satisfaction, one could summarize it as the sum total of a person's feeling as the extent to which his needs, aspirations and values have been met in his job. It is a personal evaluation of conditions existing on the job such as achievement, promotion, and interpersonal relationship, working condition, pay and benefits among others.

Considering the factors that influence job satisfaction Judge & Klinger (2007), averse that there are basically four factors that influence the level of job satisfaction workers experience: job characteristics, organizational factors, social influence and work situation. These factors will be briefly discussed while the organizational factors specifically dimension of job satisfaction, will be considered in this section.

Job characteristic relates to the nature of an individual's job or the characteristic of the organization that the individual works determines job satisfaction (Jex, 2002). According to Hackman and Oldham in Jones (2006), a job characteristic is an aspect of a job that generates idea conditions for high level of motivation, satisfaction and performance. Hackman and Oldham further

proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback. These characteristics have been added to the more popular dimensions of job satisfaction assessment: the work itself, pay, promotional opportunities, supervision and co-workers (Smith, Kendall & Hulin 1969).

A common premise in research of the effects of job characteristic on job satisfaction is that individuals determine job satisfaction by comparing what they are receiving from the job and what they would like to or believe that they should receive (Jex 2002). For instance if a worker is receiving an annual pay of N45,000 and believe that he should be receiving a salary of N43.00 then he will feel satisfied, however, if the worker believes that he should be receiving N53,000 then he will feel dissatisfied. This comparison would apply to each facet including promotional opportunities, supervision etc. (Jex 2002).

According to Locke in Pearson (2010), this process becomes complex since the importance of work facets differs for each individual, for example, one employee may feel that pay rate is extremely important while another may feel that social relationship are more important. Consequently, this leads to an individual measure of satisfaction or dissatisfaction when expectations are or are not met. For example, the job satisfaction of an employee who places extreme importance on pay would be positively impacted if he receives a salary within expectation. Conversely, his level of pay will minimally impact the job satisfaction of employee who places little importance on pay.

Social influence is another factor that influence job satisfaction of a worker in an organization based on Festingers social comparison theory (1954), Jex (2002) explains that during social information processing, employees look at co-workers to make sense of and develop attitudes about their work environment. In other words, if new employees see that their co-workers are positive and satisfied then they will most likely be satisfied, however, if their co-workers are negative and dissatisfied, then the new employee will most likely become dissatisfied as well. This means that co-workers can have a particular potent influence on the job satisfaction level of new workers.

Weiss and Shaw (2011), conducted a study where the subjects viewed a training video where assembly line workers either made positive or negative comments about their jobs. The subjects who viewed the video were then given the opportunity to perform the job. The study found that the subjects who were shown the positive video enjoyed performing the job task more than the subjects who viewed the negative tape (Aamndt 2009).

Mirolli, Henderson and Hills (1998), also conducted a similar study, in that study, the subjects performed a task with two experimenters who were pretending to be other subjects (the study referred to them as confederates). In one condition, positive comments were made by the confederates about the job and how much they enjoyed it. In the second condition, the confederate made negative comments about the job and how much they dislike it. In the control condition, no positive or negative comments were made regarding the job. The

actual subjects exposed to the confederates who made positive comments rate the job tasks as more enjoyable than the subjects exposed to the negative comments by the confederates. This further supports social information processing theory (Aamondt 2009).

According to George and Jones (2008), work situation perhaps is the most important source of job satisfaction. The work situation itself ó the tasks a person performs (for example, how interesting or boring they are), the people a job holder interact with (customers, subordinates, supervisors), the surrounding in which a person works (noise level, temperature etc.) and the way the organization treats the job holder (working hours, job security, pay, benefits are generous or fair). Any aspect of the job and the employing organization is part of the work situation and can affect or influence job satisfaction.

Organizational factors that impact on job satisfaction include work itself, pay, promotion opportunities, co-workers job status etc.

The work itself: Locke (1995), postulates that employee job satisfaction is dependent on satisfaction with the job components, such as the work itself. Robbins, Odendaal, & Roodt (2003), refer to the work itself as òthe extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for resultsö. According to Robins (1993), employees prefer jobs that present them with opportunities to execute their competencies on a variety of tasks and that are mentally stimulating. This view is supported by Lacey (1994), who

states that individuals are more satisfied with the work itself when they engage in tasks that are mentally and physically stimulating. Robbins et al (2003), posits that jobs that are unchallenging lead to boredom and frustration. Contrary to the above, Johns (1996), opined that some employees prefer jobs that are unchallenging and less demanding.

Research conducted by Vitell and Davis (1990), which involved employees in a management information system environment, found a statistically significant relationship between job satisfaction and the dimension of work itself. Results from other studies conducted indicate that a dimension such as the work itself can result in either job satisfaction or dissatisfaction (Oshagbemi, 1997; Ruthankoon & Ogunlana, 2003).

Pay: Research appear to be equivocal regarding the influence of pay on job satisfaction. According to Bassett (1994), a lack of empirical evidence exists to indicate that pay alone improves worker satisfaction or reduces dissatisfaction. The author was of the opinion that highly paid employees may still be dissatisfied if they do not like the nature of their job and feel they cannot enter a more satisfying job. In a study conducted by Oshagbemi (2000) amongst United Kingdom academics, a statistically significant relationship between pay and rank of employees and their level of job satisfaction was established. However, a study conducted by Young, Worchel and Woehr (1998), in the public sector failed to find any significant relationship between pay and satisfaction. Similarly, results from a survey conducted by Brainard (2005),

amongst postdoctoral scientific researchers found pay and benefits to be weakly associated with job satisfaction.

The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers (Arnolds & Boshoff, 2004; Kinnear, 1999; Kinnear & Sutherland, 2000). Individuals view their pay as an indication of their value to the organization. They compare their inputs to receive outputs relevant to that of others (Nel et al, 2004).

This view is supported by Sweeney and McFarlin (2005), who concur that comparisons with similar others are important predictors of pay satisfaction. Their study, which was based on the social comparison theory, highlighted the fact that comparisons to similar others impacts on pay satisfaction. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

Promotion opportunities: A number of researchers are of the opinion that job satisfaction is strongly related to opportunities for promotion (Pergamit & Veum, 1999; Peterson et al. 2003; Sclafane, 1999). This view is supported in a study conducted by Elickson and Logsdon (2002), with municipal government workers where satisfaction with promotional opportunities was found to be positively and significantly related to job satisfaction. Kreitner and Kinicki (2001), however, state that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees.

Co-workers: A number of authors maintained that having friendly and supportive colleagues contribute to increased job satisfaction (Johns, 1996, Kreitner & Kinicki, 2001; Luthans, 1989). Findings of a survey conducted by Madison (2000), on more than 21000 women occupying the most demanding jobs in the U.S.A. indicated that those participants who lacked support from co-workers, suffered job dissatisfaction. Another survey conducted amongst 1250 Food Brand employees found that positive relationships with co-workers enhance job satisfaction (Berta, 2005).

Empirical evidence indicates that relationships with colleagues/co-workers have consistently yielded significant positive effects on job satisfaction of Federal government workers in the United States (Ting, 1997). A study conducted by Viswesvaran, Deshpande and Joseph (1998), further corroborated the previous findings that there is a positive correlation between job satisfaction and co-workers.

In this study, the characteristics/dimensions of job satisfaction are work itself, pay, promotions, recognition, working conditions, benefits, and co-workers. This is postulated to influence employees opinion of how interesting the work is, how routine, how well they are doing, and in general, how much they enjoy doing it.

The nature of work performed by workers has a significant impact on their level of satisfaction (Moorhead and Groffer 1992). According to Luthans (1998), employees derive satisfaction from work that is interesting and

challenging and job that provides them with status. Research suggests that task variety may facilitate job satisfaction (Freeman 1999). This is based on the view that skill variety has strong effects on job satisfaction, implying that the greater the variety of skills that employees are able to utilize in their jobs, the higher their level of satisfaction.

Robert as cited in Edem (1997), noted that experience gained and change of duties and posts became important to job satisfaction of librarians in the UK, while the causes of dissatisfaction were the nature of the work and unsatisfactory working conditions. In Nigeria Unomah (1991), observed that one of the practical difficulties militating against Nigerian librarians/educators obtaining job satisfaction was the rigidity of their work, which makes it difficult for them to incorporate study and research into their already crowded schedules. Educators working in Nigerian universities put in many hours per week on duties. The implication of this for the universities is reduced service capacity, which also impinged on educators satisfaction in general.

Pay in this context is referred to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Pay is a cognitively complex and multidimensional factor in job satisfaction. According to Luthans (2009), pay not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Barton (2006), found financial rewards to have a significant impact on job satisfaction. Such findings are largely consistent with

the idea that most employees are socialized in society where money benefits, and security are generally sought after and are often used to gauge the importance or the worth of a person.

Thus, the higher the financial reward, the less worry employees have concerning their financial status, thereby enhancing their impression of their self-worth to the organization. Katz, in Sinclair (2005), demonstrates the motivational power of money through the process of job choice. He explained that money has the power to attract, retain and motivate individuals towards higher performances. For instance, if a library and Information Science educator has another job offer which is the same with his current job, but greater financial reward, that worker would by all means be motivated to accept the new job.

An employee's opportunities for promotion are also likely to exert an influence on job satisfaction (Grinfen 2002). Promotion provides opportunities for personal growth, increased responsibility, and increased social status.

Drafke and Kossen (2002), reported that many people experience satisfaction when they believe that their promotion prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintained that if people feel that they have limited alternative opportunities for career advancement their job satisfaction may decrease. According to McCormick and Ilger (2005), employees satisfaction with promotional

opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions.

It is evident that co-workers relationships are antecedents of job satisfaction. Morrison (2009), suggests that job satisfaction is related to employee opportunities for interaction with others on the job. An individual's level of job satisfaction might be a function of personal characteristic and the characteristics of the group to which he belongs. The social context of co-worker is also likely to have a significant impact on a worker's attitude and behaviour. Henceforth, cordial relationship between co-workers and supervisors are important. Some studies such as Wharton (1991), have shown that the better the relationship, the greater the level of job satisfaction. According to Hodson (1997), such social relations constitute an important part of the "social climate" with the workplace and provides a setting within which employees can experience meaning and identity. Luthans (2009), opines that group work characterized co-operation and understanding amongst members tends to influence the level of job satisfaction or dissatisfaction when cohesion is evident within a group work, it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction of workers in that organization.

Luthans (1992), however, contends that satisfactory co-worker relationship is not essential to job satisfaction, but that in the presence of extremely strained relationships job satisfaction is more likely to suffer. Nevertheless, the growing body of literature on the subject seems to indicate that co-worker relationship is taking an ever increasing role, not just in the realms of productivity, but also in determining the experience of work and its meaning (Feather 2005).

Concept of Library and Information Science Education

In order to have a full understanding of library and information science educator's job satisfaction in Nigerian universities, one needs to have a better perspective of the entire library education in Nigeria which runs through the colonial period to date i.e. articulate the state of the history of library education, trends, development and problems that could have implications on the library educator's job satisfaction.

Before the Nigerian independence in 1960, Nigerians who aspired for professional library education could go to Britain for Associateship of Library Association (ALA) or attempt by correspondence courses offered by the British Association of Assistant Librarians. According to Aguolu, (2002), this was the practice after the collapse of the ill-fated regional library training institute, established in Achimota Ghana to help prepare the first set of librarians for Nigeria and other Anglophone countries in West Africa.

However, today, the scene has changed any candidate who wants qualification in librarianship/library studies could obtain such in Department of

Library and Information Science in University of Ibadan, University of Nigeria, Nsukka, Bayero University, Kano, University of Maiduguri among other universities in Nigeria.

The concern of this study therefore is to consider forces, events, trends and developments in the field of library education in the period 1950 to date that may have implication on job satisfaction of library educators. The first of the two decades (1950-1960) was a period of non-formal library education; but its significance is borne out by the fact that the foundation for a formal system of education was laid during this period.

During this period, in 1953 a UNESCO seminar on public library development in Africa was held in Ibadan. The seminar made a ground breaking recommendation that a few library schools should be established in Africa either on a National or Regional basis to produce the leaders of the library profession.

This sparked a controversy among those who felt that African countries needed library workers and not leaders. In spite of the controversy, the Ibadan Library School started in 1959 as the Institute of Librarianship, from the modest starting, the school which later became Department of Library Studies and currently Department of Library, Archival and Information Studies in the Faculty of Education of the university. During this period according to Lawal (2003), the library school contended with two challenges; one was admission requirements. The founding fathers of the library school wanted a university degree plus a professional status as requirements for admission to professional

status. Also foreign influence demands that in designing the curriculum and final qualification for the new library school, the pre-occupation and prevailing norms in Britain and America should override. These concepts were reflected in the programme offered in 1960 to the first set of students. The second challenge was whether the library school should train leaders or workers. While John Harris supported leadership training at the post-graduate level, Carnell Deputy Librarian of the University College and Evelyn Evans Director of the Gold Coast Library board preferred non-graduate training arguing that it was premature and unrealistic for African library schools to establish programmes for future leaders of the profession, and that leaders should not be produced by library schools but they could only emerge from workers through their special innate qualities (Lawal, 2003).

Based on these problems mentioned above, the Ibadan library school did not do well enough between 1960-1970, the total output product in the period according to annual report of the school indicate that only 151 candidates enrolled and the number that qualified was 124 on average of 12 every year.

As events unfold, another library school was established at Ahmadu Bello University, Zaria in 1968 which set the stage for the subsequent establishment of undergraduate library science programmes in other Nigerian universities.

The Zaria library school mounted an undergraduate degree in library science, leading to the award of BLS degree whose entry requirements was GCE Advance Level in at least two subjects which were the same as those for

admission to other academic programmes of the Ahmadu Bello University. With the wind of change that brought in information and communication technologies, library schools in Nigeria have redesigned their curriculums to encompass the modern technologies based on societal needs. It is a common scene to find courses such as computer appreciation or introduction to computer science been taught in library schools in Nigerian universities.

Lancaster, as cited in Edeka (2001), maintained that there is no doubt that technological development have implication for information handling, dissemination, utilization and the overall educational enterprises. There is no doubt that the introduction of information and communication technologies in library schools in Nigerian universities curriculum has implication for improving educational standards, library and information science educators service delivery and the creation of an informal society in an increasingly global world.

It is important to acknowledge international influence in the construction of the history of library education in Nigeria. One major contribution of international agencies apart from the 1953 UNESCO in Ibadan, was the 1974 UNESCO Paris Consultation with a group of experts on the harmonization of methodology and curriculum in the training of documentalists, librarians and archivists, engendered the foundation of broad common interest among library educators teaching at least two of the three fields of information i.e. librarianship, information science and archival administration. From economy

view point, this arrangement has proved valuable for Nigerian library schools. The sole purpose of harmonizing programmes was for effective service delivery this, to an extent is in response to changing needs of the society.

Though writers such as Dean, (1972), Harris (1970), Akinyotu, (1972), Ogunshye as cited in Edoke (2003), have in the past made significant contributions to the library and information science education in Nigeria, they have focused on events leading to the establishment of formal library education in Nigeria. Very little attempt was made at a thorough evaluation of the content and objectives of courses in order to show their relative importance to the professional objectives. It is fundamental to probe the basis of curriculum development, and how it reflected in librarianship's definition and practice in providing the kind of education that will equip its practitioners especially library educators to perform their various assignments. The western influence and presence in Ibadan as well undermined the functionality of the library school this is evident in the controversy over curriculum design and the admission requirement as the programme was meant for only university graduates. That means only a handful of persons could come forward for professional education. It is also observed that from 1960 when the institute of library studies was established to date, the design of the curriculum of library schools in Nigerian universities had no appeal for training library educators even at postgraduate level who in turn teach others.

Apart from that, library schools in Nigerian universities have different nomenclatures for their degree programmes for instance, the Department of Library Science, University of Maiduguri award Bachelor of Library Science degree (BLS), the University of Nigeria Nsukka awards B.Sc. such is the case in terms of nomenclature of degree. At the postgraduate level some library schools insist on course work while others are silent. These inconsistencies and variations or omissions may have implications on the library and information

science educators in Nigerian universities in terms of job performance and satisfaction.

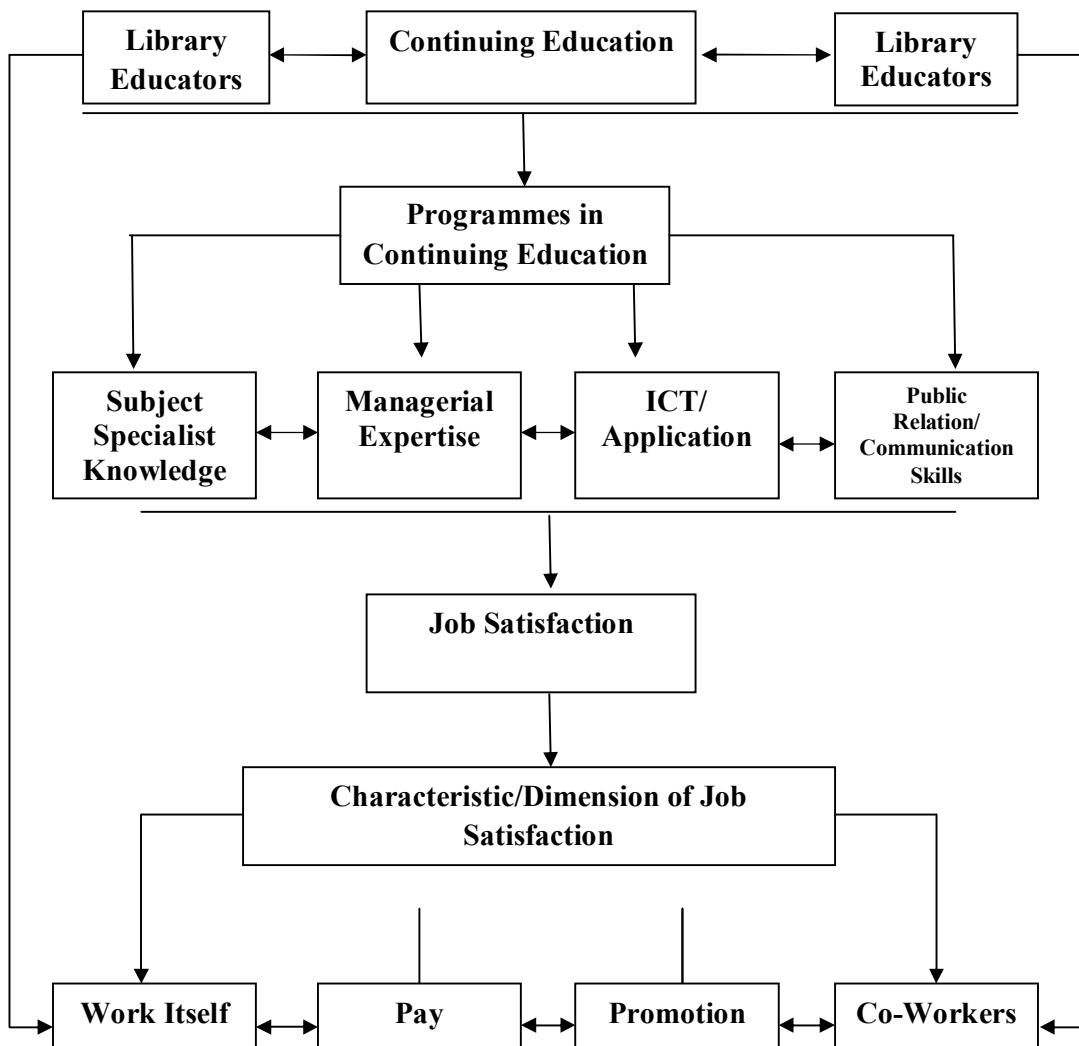


Fig. 1: Schematic diagram showing the relationship with the variables and the literature reviewed

Discussion of Schematic Diagram

In this schematic diagram, continuing education is seen to have interactive effect with library educators on both sides. This interactive effect comes as a direct consequence of the continuing education programmes which goes in equipping these educators with essential components that ensure

positive job satisfaction. These components includes: subject specialist knowledge, managerial expertise, information and communication, technology/application and public relation and communication skills. With the equipment of library educators of these attributes their job satisfaction is guaranteed.

There is also a direct reflection or manifestation of library educators job satisfaction which could be described as dimension or characteristic of job satisfaction. This on its own part is manifested by the following: nature of work itself, pay, promotion and co-workers. From all these, it could be cyclical in that these attributes of job satisfaction is primarily determined by the nature of library education which is intuned fashioned by continuing education programmes.

Theoretical Framework

The theories that drive this study are: Herzberg's two factors theory (1959) and Vroom's Expectancy theory (1964). Most specifically, Herzberg theory on motivation and its connections with job satisfaction contribute to the concepts investigated in this study.

Herzberg's Two Factor Theory (1959)

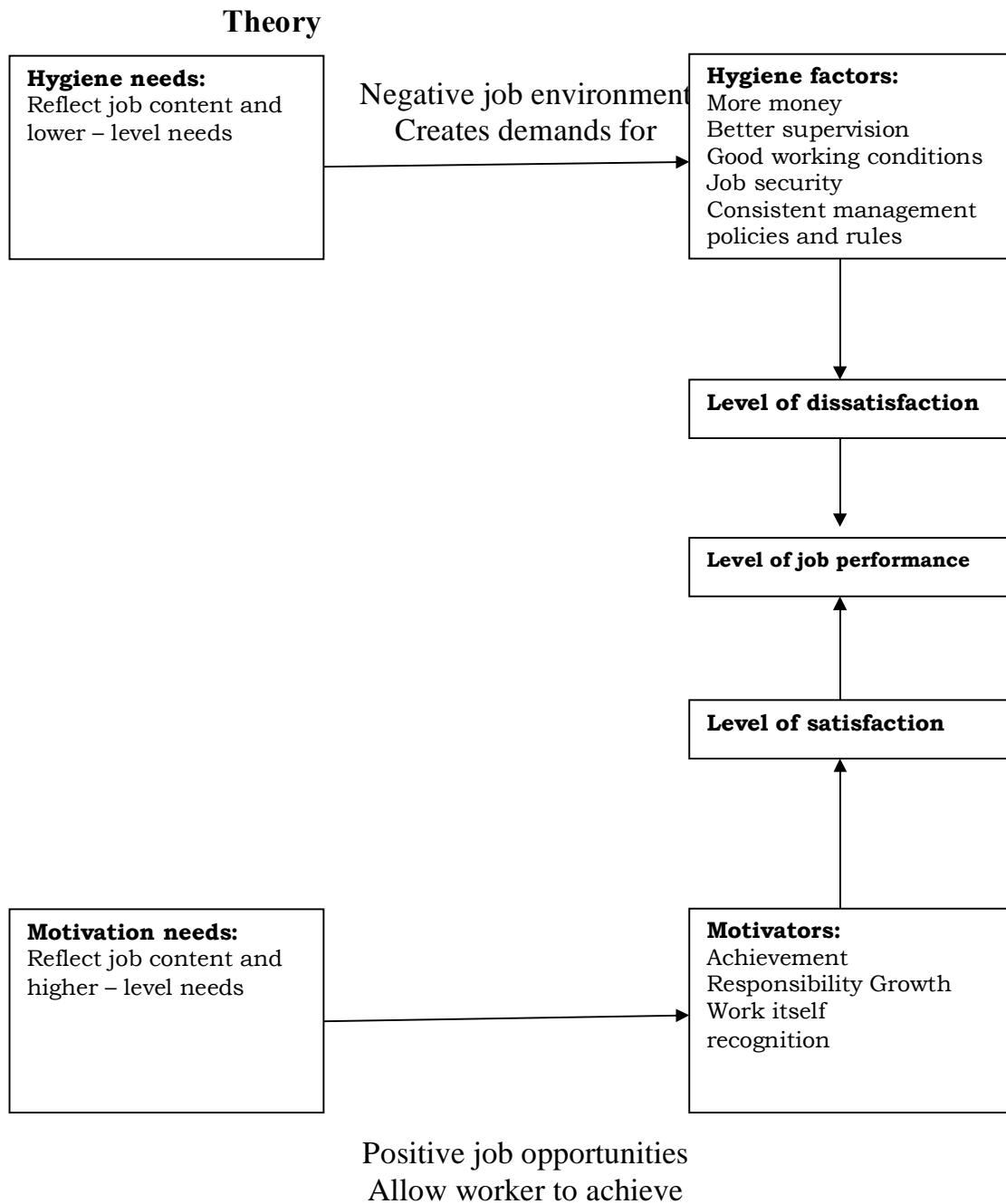
Frederick Herzberg (1959), proposed that every worker has two sets of needs or requirements: motivator needs and hygiene needs. Motivator needs according to Herzberg are associated with the actual work itself and how challenging it is. Job facets such as interesting work, autonomy on the job, and

responsibility satisfy motivation needs. Hygiene needs are associated with the physical and psychological context in which the work is performed. Job facets such as the working conditions for instance the temperature and pleasantness of the surrounding, the nature of supervision, and job security satisfy hygiene need.

According to Herzberg, a worker could experience job satisfaction and job dissatisfaction at the same time. A worker could be satisfied because motivation need are being met by having interesting and challenging work and well paid yet dissatisfied because hygiene needs are not being met for example, low job security, poor working conditions etc. An employee's motivation to work is continually related to job satisfaction of a subordinate.

Herzberg's two factor theory is related to this study in the sense that the (continuing education programmes) motivators could correlate library educators job satisfaction and enhance performance maximally therefore motivators have to be built into their job by the Nigerian universities. Based on this, the theory may not likely invalidate the study.

Figure 2: Factors that Affect Job Satisfaction in Terms of Herzberg's



Source: Grobler et al (2002, p.107)

Vroom's Expectancy Theory

Expectancy theory was propounded by Vroom (1964). Vroom proposed that motivation depends on the individual's expectations or outlook about their

ability to perform given tasks and receive desired reward. Vroom further proposed that there is a significant relationship among the individual effort (E), the individual's performance (P) and the desired outcomes (O) associated with high performance. E-P expectancy advances whether putting efforts into task will lead to high performance. P-O expectancy on the other hand advances whether successful performance will lead to desired outcome.

However, expectancy theory makes no attempt to define specific types of needs of rewards, but tries to establish that these needs exist and may be different for every individual. It therefore measures the strength of the individual's motivation to behave in a particular way.

If P-O expectancy is high, the individual is highly motivated. Motivation is also said to be high if E-P is high that is the individual believes that effort will lead to high performance. There is however, a third factor in the expectancy theory, which must also be present for employees to be highly motivated. That is valence, the attraction an individual has for an outcome when either valence or expectancy is zero motivation is also zero. Expectancy theory therefore states that the strength or "force" of the individual's motivation to behave in a particular way is $F = EXV$ where F = motivation to behave; E = Expectation that the behaviour will be followed by a particular outcome; V = the valence of the outcome.

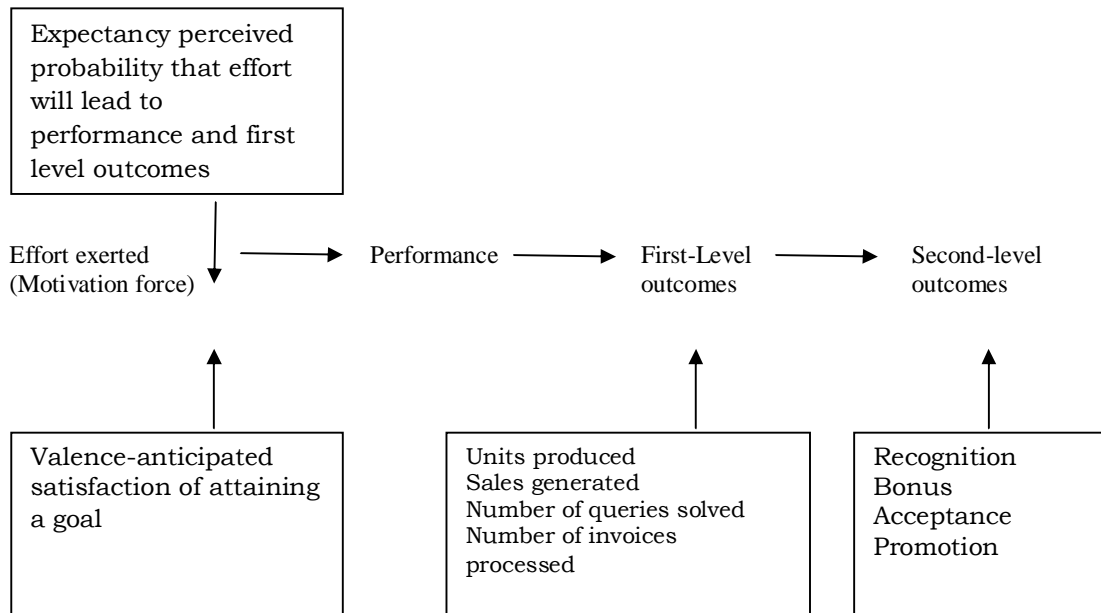
From the foregoing, it is clear that what can compel willingness and maintain a behaviour is motivation. Library and information science educators

need to be motivated so as to enhance their performance and job satisfaction, according to expectancy theory if workers perceive and believe that effort will be rewarded, then they may decide to work hard to receive the reward in form of higher pay, promotion etc.

The expectancy theory is related to the current study in the area of motivation that when library and information science educators perceive that their effort will be rewarded they may put up high performance or they may be motivated to perform highly given that the outcome is attractive (valence). That could lead to the educator's job satisfaction.

The two theories reviewed have shown the weak and strength of each. This study is therefore hinged on Herzberg's two factor theory, because the theory has adequately provided framework for the performance and job satisfaction of library and information science educators through the intrinsic needs on the job.

Figure 3: Vroom's Expectancy Theory



Source: Nel et al (2004, p.318)

Review of Related Empirical Studies

Continuing education and job satisfaction or dissatisfaction of teachers/educators has long been a popular area of research among researchers. Reviewers of job satisfaction researches have shown that there is fairly large proportion of studies related to library and information science educators and their satisfaction in teaching.

In a study carried out by Bello, (2002), on evaluation of continuing education programme of the polytechnic, Ibadan, Oyo state with a view to determine the effectiveness of the programme and its contribution to the general development of the society. The instrument was constructed in accordance with the five research questions postulated for the study. The research design

employed in the study was the descriptive survey design. A total number of one hundred and fifty (150) respondents were randomly selected made up of post and current students of the programme. The main instruments used to collect data for the study were questionnaire, structured oral interview and examination of available records.

The chi-square statistical tool was used to analyze the data collected for the study. The findings revealed that the programme had to a greater extent contributed to the development of the society and had allowed for effective utilization of human capital to the fullest. Similarly, it has equally enhanced the opportunity for people who would have been denied educational opportunity to acquire more knowledge, skill and expertise or competencies or enhance their professional development and improvement. Based on the findings, the study recommended that the programme should be made to be more flexible in operation and the channels through which the learners are reached be equally more flexible and effective. Bello's work was an evaluative study whereas, the present study is a correlational study. The relationship between the two studies is the instrumentation.

In another study, Adebayo, (1999), studied professional in-service needs of secondary school teachers of integrated science in Abeokuta Local Government Area of Ogun State. The purpose was to identify the professional in-service needs of integrated science teachers in the area. The descriptive survey design was used for the study. The population for the study was all the

integrated science teachers in the 35 secondary schools in Abeokuta Local Government Area. The population for the study was 105 teachers on the assumption that each secondary school had three (3) integrated science teachers. A sample size of 235 subjects were selected through purposive random sampling technique.

The subjects were purposively selected to ensure full participation of the various participants. The instrument for data collection was the use of questionnaire. Data collected was analysed using frequency tables and percentages. The findings of the study showed that 43.75% of the teachers were not qualified to teach integrated science. The teachers also expressed varying performance levels on the identified competencies. The findings also revealed that the teachers needed subject specialist knowledge and improvement through in-service training or continuing education. The researcher recommended that all the identified competencies be incorporated into the pre-service programme for the training of integrated science teachers in colleges of education and universities in Nigeria. Adebayo's study was on integrated science teachers in Ogun State and not on programmes in continuing education of library and information science educators in Nigerian universities. Besides, the study covered only Abeokuta local government area only and as such cannot be generalized. The finding is in a way useful.

In a study conducted by Ajidahun (2005), on library education and training of human resources in information and computer technologies in

Nigerian university libraries. The focus of the study was on training needs of librarians, benefits of continuing education training, training techniques, training programmes, and staff development processes; however the design of the study was not indicated. Twenty-one university librarians in Nigeria participated in the study. The research instruments used to generate data were observations of some of the university librarians and a directory on the state of information and communication technology in university libraries in the West African sub-region prepared by the Standing Conference of African University Libraries, Western Area (SCAULWA). Tables and percentages were used to analyze the generated data. The result of the study showed that, many academic librarians, and other categories of staff were not computer literate. The study further revealed that the training programmes for staff development in information technology in Nigerian university libraries were grossly inadequate.

The study recommended that greater efforts should be made by university libraries in Nigeria to provide adequate continuing education programmes in information technology and other related subjects for librarians. Each university library should initiate its staff development process as well every department in all university libraries in Nigeria should be furnished with at least a computer system. Lastly, the individual employee has the responsibility to assess his own training needs, and initiate ways by which these needs could be met.

This study is related to the present study in the areas of instrumentation, it is also related to the extent that the former study was concerned with continuing

education for librarians in Nigerian universities. With emphasis on training needs of librarians, benefits of continuing education training, training techniques, training programmes, and staff development processes.

In another study, Davidson, (2009), conducted a study to determine the relation between collegial learning and co-workers among college health education and promotion practitioners perceived continuing education needs and perceived job relevance in relation to national health education responsibilities and competencies. The research used a correlational survey design. The researcher invited college health education and promotion professionals to participate in an online survey, using 3 list serves of 276 individuals visiting the website. A total of 141 participants completed the survey (51%). The data was analysed using regression analysis. The result of the study showed that, participants identified the following competencies as those in which they needed: additional continuing education training; designing data collection instruments, securing fiscal resources, interpreting and evaluating research results, carrying out evaluation and research plans. They identified the following competencies as being the most relevant to their jobs: demonstrating a variety of skills in delivering strategies, intervention, the most preferred methods of obtaining additional continuing education were attending the American college health meetings and completing home self-study.

The study recommended that: collegiate professional organizations should be encouraged to offer a variety of continuing education opportunities

centred on collegial learning with co-workers, competencies, specifically those perceived as needed by the participants. This study is related to this present study in the area of design of the study.

Another research conducted by Garuba, (2009), on continuing education programmes and their benefits to secondary school teachers in Adamawa State. The purpose of the study was to determine personal benefits, job security and managerial skills of secondary school teachers. The survey research method was used. The population of the study was all the secondary school teachers and principals in the study area. The sample was 448 respondents. The instruments for the data collection were questionnaire and observation methods. The data was analyzed using chi-square and regression analysis. The findings revealed that continuing education relates significantly to job security, managerial expertise or skills and job mobility. The study recommended that all teachers in the State Ministry of Education should be allowed to assess continuing education programmes and administrative logistic disregarded. The study is related to the present research on the ground of instrument for data collection.

Again Ejefuru (2006), conducted an investigation into effects of public relations and communication skills training and job satisfaction of the officers of the Nigerian prison service in Kaduna State. The research design used was a survey design method. The population of the study was 854 officers based on staff nominal roll in 2005 collected at the State Command, Kaduna. The figure showed that a good proportion of the prison officers were in various local

government areas of the state. Seven local government areas were randomly selected for the study.

The instruments used for data collection for the study were questionnaire, oral interview and observation. The data collected was analyzed using frequency tables and percentages. The findings showed that professional development on public relations and communication skills in the Nigerian prison was poorly organized, it further revealed that there was significant relation between public relations and communication skills and job satisfaction as relates to the officers of the Nigerian prison service and that public relations and communication were capable of improving the job satisfaction and performance of the prison officers. The study recommended that prison officers should be allowed to attend professional development training courses with all the necessary allowances paid which will eventually improve the efficiency of the prisons officers. The relationship between the former study and the current one is in the area of instrument of the study. The studies are also related in the sense that they are focused on human resources development in the organizations. However, the geographical scope and method of data analysis are not related.

However, Badawi (2006), investigated the levels of job satisfaction of female librarians in Nigeria using Herzberg's Hygiene/motivator factors of job satisfaction. The study employed the ex-post facto design. A total number of 228 randomly selected female librarians from 35 libraries drawn from the six

geo-political zones of Nigeria constituted the sample. Structured questionnaire was used to collect data. Descriptive method of data collection and Inferential statistics were used to analyze the data collected. The result of the study showed that female librarians in Nigeria are very satisfied with achievement, interpersonal relationship, recognition, growth/advancement, work itself, salary, personal life and job security. They were dissatisfied with supervision, responsibility and working conditions, policies and administration. The study revealed the need for a new approach to librarianship in Nigeria by considering the human side of the profession. This study is related to the present study on the ground that both are concerned with job satisfaction of the librarians. The former study used Herzberg's two factor theory which the current research has also used not only that, Badawo's study is related to the present research to the extent that both have the same geographical scope i.e. six geo-political zones in Nigeria. Finally descriptive and inferential statistics used by the former study to analyze the data collected is correct; the current research used the same statistical tool to analyse data generated.

In a comparative study of librarians at the Nnamdi Azikiwe University Library, University of Nigeria Nsukka and Institute of Management and Technology, Enugu (IMT), Ezema (2003), investigated the extent of job satisfaction among librarians with respect to their salaries, promotion, mode of supervision, participation in planning and decision making. In order to achieve this, he used Causal-comparative research design. To collect data for the study,

the researcher made use of a questionnaire and conducted oral interviews in addition. The questionnaire was made up of two parts. The first part was concerned with the personal data of respondents while the second part was four point scale with questions relating to the subject matter of the research ó job satisfaction.

The population was made up of forty four (44) respondents. This number was considered manageable which made any form of sampling unnecessary. Six research questions were formulated to provide focus for the study. The mean and percentages were employed to statistically analyse the data collected. The study revealed that there was a general dissatisfaction among librarians in both institutions in respect of salaries and fringe benefits. It further revealed that the system of promotion was irregular and was based on relevant additional qualifications and number of publications.

The study recommended that salaries and fringe benefits be improved or enhanced. It also recommended that promotions should not be based only on paper qualification and the number of publications. Productivity, the quality of work done should be major criteria for promotion and increment.

This study is interesting and informative. However, the scope is rather narrow. In spite of the apparent validity of the findings, they cannot be generalized to librarians/educators outside of the area of study. The study is however related to the current research in the area of instrument of the study.

On the other hand, Edem and Lawal (1994), carried out a study on the influence of job satisfaction on the publication output of librarians in Nigerian universities using an experimental design. The study used a questionnaire to elicit information from the respondents. Data collected was analyzed using Mean scores and percentages and the findings revealed that of the six dimensions of job satisfaction used in the study, only three, achievement, responsibility and recognition had a significant influence on their publication output while salary, university library policies and administration and supervision had no significant influence on their publication output. The study also revealed that the intrinsic job satisfaction dimensions were the greatest and should be given priority. Edem and Lawal's work was on influence of job satisfaction on publication output of librarians in Nigerian universities whereas the present study is on continuing education as correlate of job satisfaction of library and information science educators in Nigerian universities. The data collected for the former study was analyzed using mean scores and percentages whereas the present study is a correlational study and correlational statistics or regression analysis was used (Descriptive and Inferential Statistics). However, the former study is related to the current one in the area of instrumentation of the study; but the design was different.

In another comparative study on job satisfaction, Chidebelu (2004), studied librarians in academic and public libraries in Anambra and Enugu States. The study used a descriptive survey and the instrument was adapted from

Paul Spector's Job Satisfaction Survey Questionnaire which measures aspects of job satisfaction in nine dimensions namely: pay, promotion, contingent rewards, communication, operational procedure, benefits, inter-personal relationship, supervision and nature of work. The population of the study consisted of the librarians in academic and public libraries in Anambra and Enugu States, in all seventy of them. Using stratified random sampling technique the researcher arrived at a sample size of the population. However the sample size, method of data collection and analysis were not indicated. The result of the study showed that the librarians were satisfied with the quality of supervision, level of communication and inter-personal relationships. However, they were dissatisfied with their pay, promotion, benefits and nature of their work. The study recommended that library management and policy makers should provide librarians with good working conditions, opportunities for promotion, in-service training, workshops and conferences. The former study is related to the current research on the ground of instrument of the study, however, the study population, geographical coverage and the design are not related.

Another study carried out by Onu, Madukwue, Agwu, (2005), examined the factors affecting job satisfaction of field extension workers in Enugu State Agricultural Development Programme in Nigeria. The researcher used descriptive survey design method for the study, the study as well used structured questionnaire for data collection, a sample of forty-two extension staff randomly selected across the three agricultural zones. The data generated was analysed

using tables and percentages. The findings of the study revealed that: field extension workers indicated low level of satisfaction with their job content, conditions of service and working environment, which were subsequently identified as key factors that could enhance job satisfaction among extension personnel in Nigeria.

The study recommended that urgent steps should be put in place to change the working conditions of the extension workers in order to enhance their level of job satisfaction. The relationship the former study has with the current research is in the area of instrument of the study. However, the method of data analysis is not related. In the former study, data was analyzed using percentages and tables.

Summary of the Literature Review

In this chapter, the researcher has attempted a review of related literature on continuing education programmes and job satisfaction. It is clear from the theoretical and empirical review of related literature that there exist relevant literature on continuing education and job satisfaction generally but none on library and information science educators in Nigerian universities. This study therefore, attempt to fill in the identified gap. This chapter was divided into various sections viz: Conceptual and theoretical framework, review of related empirical studies and summary of the literature reviewed.

The first section of the chapter, deals with the review of concept of continuing education and reasons for pursuing continuing education

programmes by library and information science educators, benefits of continuing education, facets of job satisfaction, such as pay, promotion, co-workers etc.

The second section dealt with the theoretical formulations related to job satisfaction and it was organized under the theories of Frederick Herzberg two factors theory and Vroom expectancy theory. In the course of the review, the author(s), purpose of the study, study area, population and sample size, instrument for data collection, details on the nature of analysis, findings, and recommendations as well as relevant relationship of the former studies to the current research were considered.

Majority of the publications reviewed were journal articles and books on the internet. Some of the materials reviewed were published in Europe, others in the United States of America and some in Africa. From the literature reviewed, it is clear that the issue of continuing education programme as correlate of job satisfaction of library and information science educators in Nigerian universities has not been adequately addressed in Nigeria. Most of the literatures reviewed are too narrow to cover the area of the current study.

Majority of the studies covered other parts of the world and none to the best of the knowledge of the researcher has been done in Nigeria that the present study is covering. There is gap on the strategies to overcome job dissatisfaction of library and information science educators in Nigerian universities. There is also gap on how to enhance job performance of library

educators in Nigerian Universities, establish the relationship between subject specialist knowledge and job satisfaction of library and information science educators, managerial expertise and job satisfaction, information and communication technologies application and job satisfaction and public relations, communication skills and job satisfaction of library and information science educators in Nigerian universities in the study area.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the method that was used in conducting the study. The chapter was presented under the following sub-headings: the design of the study, area of the study, population of the study, sample and sampling, technique, instruments for data collection, validation and reliability of the instrument, method for data collection and method of data analysis.

Design of the Study

This study used correlational survey design. According to Whawo (1999), correlational design determines in quantitative terms the extent to which variables are related. In other words, correlational design describes to what extent a relationship exist between two or more variables (Whawo, 1999). The extent of relationship is expressed as a correlation coefficient. The rationale for using this design was that it is an appropriate research design that enhanced the determination of the extent of a relationship that exist between continuing education programmes and job satisfaction. Apart from that, a number of researchers such as Rayes and Pounder (2011), have found correlational design to be very effective research design to measure relationship.

Area of the Study

The study was conducted in the six geo-political zones. The geo-political zones were: North-East, North-West, North-Central, South-West, South-South and South-East. The study focused only on Federal and State owned universities

offering library studies in the six geo-political zones. The choice of the areas was informed by the presence of library and information science departments as well as the library and information science educators in the area, most importantly, library and information science educators in the area expressed concern over their job satisfaction.

The choice of the area was informed by the presence of library and information science departments as well as the library and information science educators in the area were not specialized in the various continuing education programme in the various universities in study area, apart from that fact, library educators with subject specialist knowledge would normally have a higher levels of job satisfaction. It is also observed that most library and information science educators do not possess the prerequisite managerial expertise as well as mastery of information and communication technology/application. Apart from that, this area was chosen because, literature reviewed for the study did not indicate that a study of this nature was conducted in the area before. This justified the choice of the study area.

Population of the Study

The population of the study consisted of all library educators in universities offering library studies in Nigeria. The size of the population was 235 library educators (see Appendix 3, p.123) (information was obtained from various library and information science departments through telephone calls and documentary sources in 2012).

Sample and Sampling Techniques

The sample size is 235 library and information science educators. The researcher considered the size of the population (235) not significantly large to warrant sampling. Hence, the entire population of library educators in the Nigerian universities was used.

Instrument for Data Collection

The instrument for this study was the questionnaire titled: Continuing Education Programmes as Correlate of Job Satisfaction of Library and Information Sciences Educators Questionnaire in Nigerian Universities (CEPACJSLISEQ) aimed at generating data for the study. It has a total of 70 items, with sections A-C. Section A was on geo-graphical coverage of the study. It has two items, while section B covers items on job satisfaction of library and information science educators, it consisted of 32 items. This aspect of the instrument was designed to measure the dimension of job satisfaction such as: work itself, co-workers, promotion and pay. The researcher has adopted and modified the job descriptive index (JDI) developed by Smith, Kendall and Hulin (1969) to measure the job satisfaction of the library educators in Nigerian universities.

To score the responses, library and information science educators were requested to indicate the extent of their job satisfaction using a four point rating scale: Very Great Extent VGE (4), Great Extent GE (3), Little Extent LE (2), Very little Extent VLE (1).

Section C of the instrument was designed to elicit data on programmes in continuing education from library and information science educators in Nigerian universities and their extent of specialization. This aspect of the questionnaire had sub-sections A-D covering programmes in continuing education. It has 36 items. The response pattern was graduated into: Very Great Extent VGE (4), Great Extent GE (3), Little Extent LE (2), Very little Extent VLE (1).

Validation of the Instrument

To ensure the validity of the instrument for the study, the questionnaire was subjected to a face validation. The researcher gave two copies of the instrument to experts in test and measurement and evaluation and two copies to experts in library and information science from Faculty of Education, University of Nigeria, Nsukka for face validation. They were requested to validate the instrument to determine its relevance, appropriateness, suitability and methodological weakness such as faulty scale, inadequate instructions. From the comments of the validators amendments were made in terms of grammar, structure of items and some were reframed. Their observation, criticisms and suggestions were integrated into the final draft of the questionnaire (see Appendix 1, p.117).

Reliability of the Instrument

In order to establish the reliability of the instrument, a trial testing was carried out on lecturers from private universities in Nigeria offering library studies. They include: Babcock University and Madonna University among others.

The lecturers were not part of the population for this study but had similar characteristic with the study target population. Cronbach Alpha was used to determine the internal consistency of the instrument. Using this method, the overall reliability co-efficient indexes obtained for B and C sections were .84 and .86 (see Appendix 2, p.119). The result indicated that the instrument was reliable. According to Siegle (2002), Nworgu, (2006), a reliability of not less than 0.50 is enough for an instrument to be used in a research. As it shows, at least there is 70% consistency in the result produced by the instrument.

Method of Data Collection

Copies of the questionnaire were administered on library educators by the researcher with the aid of trained research assistants in each university with library educators. The researcher and the assistants requested the respondents to complete and return the questionnaire to avoid unnecessary delay and ensure prompt return of the questionnaire. The questionnaire was administered on the respondents in their home universities and in particular their offices. A total of 235 copies of questionnaire were issued out to respondents, 187 (68%) copies were completed and returned representing.

Method of Data Analysis

Descriptive statistical techniques such as mean (\bar{X}) and standard deviation (SD) were used to answer research questions 1 and 2. Pearson correlation coefficient was used to answer research questions 3, 4, 5 and 6. The four hypotheses formulated for this study were tested for significance at 0.05 level using multiple regression analysis.

CHAPTER FOUR

RESULTS

In this chapter, the results of data analysis for the study are presented. These results are presented according to the research questions and hypotheses that were formulated for the study.

Research Question 1

To what extent are the library and information science educators satisfied with their job in Nigerian universities?

Table 1: Mean and standard deviation of the extent of job satisfaction across various universities

Institutions	N	Work itself		Pay		Promotion		Co-workers		Overall Mean		Decision
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
Ilorin	15	2.74	0.58	2.35	0.51	2.67	0.59	3.28	0.61	2.83	0.50	GE
Ibadan	9	2.80	0.45	2.13	0.54	2.17	0.49	3.08	0.47	2.61	0.32	GE
AAU	8	2.96	0.50	2.84	0.59	2.95	0.64	3.34	0.37	3.07	0.39	GE
FUT Minna	7	2.86	0.40	2.71	0.40	2.86	0.48	3.62	0.39	3.10	0.28	GE
Uni Uyo	8	2.38	0.15	3.16	0.23	3.52	0.17	3.35	0.31	3.16	0.07	GE
Beune	10	2.68	0.36	2.36	0.61	2.47	0.56	3.35	0.39	2.80	0.34	GE
FUT Yola	14	2.77	0.42	2.42	0.37	2.99	0.47	3.33	0.33	2.94	0.19	GE
Kogi	6	2.50	0.52	2.36	0.56	2.33	0.30	2.75	0.56	2.52	0.25	GE
DESU	15	2.63	0.35	3.12	0.32	3.42	0.56	3.25	0.23	3.14	0.18	GE
Uni Maid	21	2.61	0.29	2.35	0.57	2.63	0.59	3.32	0.39	2.81	0.33	GE
ATBU	17	2.78	0.41	2.58	0.62	2.64	0.64	3.26	0.47	2.88	0.31	GE
BUK	20	2.73	0.47	2.57	0.65	2.76	0.75	3.16	0.44	2.86	0.39	GE
ABU	13	3.26	0.46	3.00	0.41	3.23	0.41	3.35	0.45	3.23	0.24	GE
UNN	6	2.56	0.49	2.81	0.61	3.29	0.72	3.32	0.37	3.05	0.16	GE
ABSU	9	2.81	0.47	2.84	0.44	2.97	0.51	3.54	0.24	3.12	0.25	GE
Uni Zik	9	2.80	0.59	2.46	0.52	2.73	0.57	3.47	0.21	2.95	0.27	GE

NB: - GE = Great Extent; VGE = Very Great Extent, \bar{X} = Mean; SD = Standard Deviation

Table 1 shows mean and standard deviation of the extent of job satisfaction across various universities. The result on the table revealed that all the library and information

science educators in various universities exhibit job satisfaction to a great extent. This is because each of the universities has the mean ranging between 2.61 and 3.23 and this range lies between 2.50 and 3.49; that is, the scale corresponding to great extent.

Research Question 2

What is the extent of specialization of library and information science educators in different continuing education programmes in Nigerian Universities?

Table 2: Mean and standard deviation of the extent of continuing education programmes specialization across Nigerian universities

Institutions	N	Subject Specialist Knowledge		Managerial Expertise		ICT Application		PR Communication Skills		Cont Edu Prog		Remark
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
Ilorin	15	3.39	0.36	3.21	0.40	3.22	0.45	2.99	0.61	3.20	0.32	GE
Ibadan	9	3.39	0.64	3.33	0.46	3.22	0.51	3.30	0.50	3.32	0.40	GE
AAU	8	3.48	0.26	3.36	0.37	3.64	0.26	3.38	0.28	3.46	0.24	GE
FUT Minna	7	3.67	0.27	3.29	0.31	3.70	0.35	3.55	0.37	3.54	0.19	VGE
Uni Uyo	8	3.40	0.24	3.14	0.32	3.14	0.19	3.73	0.25	3.30	0.10	GE
BSU	10	3.29	0.49	3.21	0.41	3.09	0.98	3.47	0.48	3.26	0.24	GE
FUT Yola	14	3.29	0.47	3.31	0.47	3.34	0.32	2.89	0.80	3.16	0.31	GE
Kogi	6	2.80	0.64	2.26	0.55	2.67	0.34	3.00	0.49	2.70	0.30	GE
DESU	15	3.19	0.36	3.16	0.31	3.15	0.13	3.47	0.45	3.23	0.21	GE
Uni Maid	21	3.27	0.48	3.21	0.46	3.12	0.64	3.06	0.64	3.15	0.40	GE
ATBU	17	3.49	0.46	3.34	0.34	3.45	0.53	3.51	0.35	3.44	0.30	GE
BUK	20	3.16	0.53	2.96	0.63	3.11	0.43	3.21	0.46	3.13	0.41	GE
ABU	13	3.48	0.32	3.36	0.31	3.50	0.39	3.63	0.33	3.48	0.24	GE
UNN	6	3.42	0.34	3.24	0.28	3.19	0.40	3.81	0.25	3.38	0.14	GE
ABSU	9	3.49	0.43	3.25	0.48	3.09	0.86	3.41	0.43	3.26	0.25	GE
Uni Zik	9	3.40	0.30	3.17	0.40	3.35	0.53	3.24	0.61	3.26	0.38	GE

NB: - GE = Great Extent; VGE = Very Great Extent

Table 2 shows mean and standard deviation of the extent of specialization in different continuing education programmes across various Nigerian universities. The result on the table revealed that all the library and information science educators in various universities, except Federal University of Technology, Minna, specialized in different continuing education programmes to a great extent. This is because each of the institutions has the mean

ranging between 2.61 and 3.23 and this range lies between 2.50 and 3.49; that is, the scale corresponding to great extent. However, the library and information science educators in Federal University of Technology, Minna, specialized in different continuing education programmes to a very great extent. This is because Federal University of Technology (FUT), Minna has the mean of 3.54 and this mean lies between 3.50 and 4.00; that is, the scale corresponding to very great extent.

Research Question 3

What is the relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian Universities?

Table 3: Pearson Correlation coefficient of the relationship between subject specialist knowledge and job satisfaction (N = 187)

Variables	Job satisfaction	Subject Specialist Knowledge
Job satisfaction	1	.693
Subject Knowledge	.693	1

Table 3 shows Pearson Correlation coefficient of the relationship between subject specialist knowledge and job satisfaction. The result on the table revealed that Pearson Correlation Coefficient of the relationship between subject specialist knowledge and job satisfaction is 0.693. This coefficient reflects a strong positive correlation between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian universities.

Research Question 4

What is the relationship between managerial expertise and Job satisfaction of library and information science educators in Nigerian Universities?

Table 4: Pearson Correlation Coefficient of the relationship between managerial expertise and Job satisfaction (N = 187)

Variables	Job satisfaction	Managerial Expertise
Job satisfaction	1	.433
Managerial Expertise	.433	1

Table 4 shows Pearson correlation coefficient of the relationship between managerial expertise and Job satisfaction. The result on the table revealed that Pearson Correlation Coefficient of the relationship between managerial expertise and job satisfaction is 0.433. This coefficient reflects a weak positive correlation between managerial expertise and job satisfaction of library and information science educators in Nigerian universities.

Research Question 5

What is the relationship between information and communication technology/ application and job satisfaction of library and information science educators in Nigerian Universities?

Table 5: Pearson Correlation Coefficient of the relationship between information and communication technology/ application and Job satisfaction (N = 187)

Variables	Job satisfaction	ICT Application
Job satisfaction	1	.572
ICT Application	.572	1

Table 5 shows Pearson correlation coefficient of the relationship between information and communication technology/ application and Job satisfaction. The result on the table revealed that Pearson Correlation coefficient of the relationship between information and communication technology/application and job satisfaction is 0.572. This coefficient reflects a strong positive correlation between information and communication technology/application and Job satisfaction.

Research Question 6

What is the relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigerian universities?

Table 6: Pearson Correlation Coefficient of the relationship among public relations, communication skills and Job satisfaction (N = 187)

Variables	Job satisfaction	Public Relations and Communication Skills
Job satisfaction	1	.403
PR Communication	.403	1

Table 6 shows Pearson Correlation Coefficient of the relationship among public relations, communication skills and job satisfaction. The result on the table revealed that Pearson Correlation Coefficient of the relationship among public relations, communication skills and job satisfaction is 0.403. This coefficient reflects a weak positive correlation among public relations, communication skills and job satisfaction.

Hypothesis 1

There is no significant relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian universities.

Table 7: t-test for testing the significant relationship between subject specialist knowledge and job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	2.183	.182		11.976	.000	
Subject Specialist Knowledge	.226	.054	.693	4.175	.000	S

Table 7 shows t-test for testing the significant relationship between subject specialist knowledge and job satisfaction. The result on the table indicates that the t-value is 4.175 and it is significant at 0.000. However, this value of t is equally significant at 0.050; that is ($P = 0.00; 0.000 < 0.050$). Therefore, the hypothesis is not accepted; hence, there is significant

relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian universities.

Hypothesis 2

There is no significant relationship between managerial expertise and job satisfaction of library and information science educators in Nigerian universities.

Table 8: t-test for testing the significant relationship between managerial expertise and job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	1.895	.161		11.753	.000	
Managerial Expertise	.326	.050	.433	6.526	.000	S

Table 8 shows t-test for testing the significant relationship between managerial expertise and job satisfaction. The result on the table indicates that the t-value is 6.526 and it is significant at 0.000. However, this value of t is equally significant at 0.050; that is ($P = 0.00; 0.000 < 0.050$). Therefore, the hypothesis is not accepted; hence, there is significant relationship between managerial expertise and job satisfaction of library and information science educators in Nigerian universities.

Hypothesis 3

There is no significant relationship between information and communication technology/application and job satisfaction of library and information science educators in Nigerian universities.

Table 9: t-test for testing the significant relationship between information and communication technology/application and job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	2.145	.147		14.601	.000	
ICT Application	.244	.045	.572	5.457	.000	S

Table 9 shows t-test for testing the significant relationship between information and communication technology/application and job satisfaction. The result on the table indicates that the t-value is 5.457 and it is significant at 0.000. However, this value of t is equally significant at 0.050; that is ($P = 0.00$; $0.000 < 0.050$). Therefore, the hypothesis is not accepted; hence, there is significant relationship between information and communication technology/application and job satisfaction of library and information science educators in Nigerian universities.

Hypothesis 4

There is no significant relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigeria universities.

Table 10: t-test for testing the significant relationship among public relations, communication skills and job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	2.303	.149		15.491	.000	
PR Communication	.191	.044	.403	4.323	.000	S

Table 10 shows t-test for testing the significant relationship among public relations, communication skills and job satisfaction. The result on the table indicates that the t-value is 4.323 and it is significant at 0.000. However, this value of t is equally significant at 0.050; that is ($P = 0.00$; $0.000 < 0.050$). Therefore, the hypothesis is not accepted; hence, there is

significant relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigeria universities.

Summary of Major Findings

The major findings of the study are as follows:

1. The library and information science educators in various universities exhibit job satisfaction to a great extent.
2. The library and information science educators in various institutions, except Federal University of Technology, Minna, specialized in different continuing education programmes to a great extent; and the library and information science educators in FUT Minna, specialized in different continuing education programmes to a very great extent.
3. There is a strong positive correlation between subject specialist knowledge and job satisfaction.
4. There is a weak positive correlation between managerial expertise and job satisfaction.
5. There is a strong positive correlation between information and communication technology/application and Job satisfaction.
6. There is a weak positive correlation among public relations, communication skills and job satisfaction.
7. There is significant relationship between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian universities.
8. There is significant relationship between managerial expertise and job satisfaction of library and information science educators in Nigerian universities.

9. There is significant relationship between information and communication technology/application and job satisfaction of library and information science educators in Nigerian universities.
10. There is significant relationship among public relations, communication skills and job satisfaction of library and information science educators in Nigeria universities.

CHAPTER FIVE

DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

This chapter presents the discussion and interpretation of the findings as well as draw inference from them. The discussion was organized according to the order of the purpose of the study and research questions.

Discussion of Findings

Extent to which library and information science educators are satisfied with their job in Nigerian universities

The study has revealed that all library and information science educators in Nigerian universities exhibit job satisfaction to a great extent. This suggests that all the library educators had pleasurable or positive emotional state resulting from the appraisal of their job or job experience. It therefore means that library and information science educators feel good about their job and different aspects of their work. On the contrary, a look at the library educators in Nigerian universities shows that it is common to hear library educators complain and antagonise themselves and students on problems related to academics and non-academics. For example, examination and grading pattern, supervision issues, social and political problems relating to their jobs. The above notwithstanding, it means that the educator may have job dissatisfaction, hence the need to provide effective continuing education programmes and other necessary/relevant incentives that could provide job satisfaction to the library educators.

Where deductions are made about one's job and one feels or perceives that the work is providing those things that are viewed as important from the job then the library educator will develop job satisfaction. Where the reverse is the case, the educators will be dissatisfied. This conforms with Buitendach and de Witte (2005) who were of the view that job satisfaction relates to individual's perceptions and evaluation of a job, and this perception in turn influences their circumstances including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them (Sempane, Rieger and Roodt, 2002).

The finding of this study is also in line with Neuman, Reichel and Saad (2008), who stated that teacher's job satisfaction can be exhibited by their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and pressure to leave teaching for a better job. Similarly, Reice and Schneider (2004), stated that in Australia, teachers reported that the level of participation in decision-making and autonomy are contributory factors in their level of job satisfaction.

Based on the literature, and the result of the study, it is possible that library educators in Nigerian universities are enjoying their job as they exhibit job satisfaction to a great extent.

Extent of library and information science educators' specialization in continuing education programmes in Nigerian universities

The study found that all the library and information science educators in Nigerian universities, except Federal University of Technology, Minna, specialized in different continuing education programmes to a great extent. However, the library and information science educators in Federal University of Technology, Minna, specialized in different continuing education programmes to a very great extent.

The result of the study therefore means that except Federal University of Technology Minna, all other library educators in Nigerian universities indicate that they specialized in one form of continuing education programme or another. The various continuing education programmes are: subject specialist knowledge, managerial expertise, information and communication technology/application skills and public relations and communication skills. This finding corroborates Chatterjee (2002). Chatterjee described specialization in continuing programmes as very important learning activities and efforts formal or informal by which individuals must seek to update their knowledge, attitude, competencies, skills and understanding in their special field of work or enrich their career.

The result of this study also agrees with the study of Reyes and Pounder (2011), who observed that specialized workers are provided with the ability to acquire, analyze and interpret information to determine the cause of change or

action in their work environment. It is therefore, proper to accept that the library and information science educators in Nigerian universities appreciate the value of continuing education programmes which they have made efforts to specialize in one form or another to a great extent.

Nevertheless, Federal University of Technology, Minna's library educators according to the result of the study, specialized in continuing education programmes to a very great extent. The probable reasons for this indication may be that: FUT, Minna being a technology university, its management must have known the need for specialization in the various programmes of the institution, the management may have encouraged library educators in the institution to specialize in the various programmes of the university through continuing education.

Apart from that, the library educators in FUT, Minna may have known the benefits of specialization in continuing education programmes which include enhanced productivity and performance, updating of human intellect and skills for productive employment. It could be as a result of the specialization by library educators in that university that the result indicate that library educators in that institution specialized in different continuing education programme to a very great extent.

The relationship between subject specialist knowledge and job satisfaction

The result of the study reflects a strong positive correlation between subject specialist knowledge and job satisfaction of library and information

science educators in Nigerian Universities. The result of the correlation coefficient stood at 0.693 which indicates that there is a strong positive relationship between subject specialist knowledge and job satisfaction.

This finding is in line with Tutuncu and Kozak, (2006), who held that there is a relationship between subject specialist knowledge and job satisfaction of workers which is paramount in an organizational environment. It is in line with Tutuncu and Kozak's findings that the American Library Association (1983) observed that a librarian with subject specialist knowledge is well equipped with rudimentary, technical and theoretical details in the chosen field. He is seen as an authority and he could solve complex and technical problems and can as well think independently. Independent thinking could be sourced through subject specialist knowledge which has a strong relationship with job satisfaction of the library educators in Nigerian universities.

The relationship between managerial expertise and job satisfaction

It has been revealed from the result of the study that, there was a weak, positive correlation between managerial expertise and job satisfaction of library and information science educators in Nigeria universities. This reflection contradicts Smith's (1996) who believes that there exist a relationship between managerial expertise and job satisfaction, according to Smith, managerial expertise provides the individual worker with the ability to do a particular activity to a prescribed standard thereby, gives him satisfaction on the job.

Though, the result represents a weak, positive relationship, this is substantiated by the coefficient of the determination .433. This reflection may be as a result of inability of Library and Information Science educators in various universities to appreciate the value of specialization in managerial expertise as well as the inability of the management(s) of the various Nigerian Universities to encourage library educators to participate in continuing education with emphases in managerial expertise that could as well lead to their job satisfaction. From researcher's experience, it is observed that managerial expertise certainly has a very strong relationship with job satisfaction of library and information science educators in Nigerian universities and other work environment.

Relationship between information and communication technology application and job satisfaction of library educators in Nigerian universities

The result of the analyses shows that there is a strong positive correlation between information and communication technology application and job satisfaction. The current result is consistent with Onu et al (2005), who observed that in Nigeria, auspicious condition of service, information and communication technologies such as the computers and opportunities for personal development are important attribute of job satisfaction of workers generally.

Previous studies such as Oni (2003), McDougall and Squires (1997), all buttressed that ICT use is beneficial in meeting learners needs and could

enhance productivity and performance that is consistent with job satisfaction. The result of this study reflects a strong positive correlation between information and communication technology/application and job satisfaction. This may be as a result of relative availability of information and communication/application technologies in Nigerian Universities, that Library and Information Science educators access. Apart from that, the library educators may have been taken continuing education programmes in ICT which may have enhanced their job performance as well as job satisfaction. Baylor and Ritchie (2002), avers that various factors affect successful ICT use in continuing education programmes. Such challenges include: lack of proper ICT planning, ICT training and support, time and access to ICT resources. They however emphasized that to effectively use ICT, educators must identify it as a supplementary teaching resource and not as an add-on.

The relationship among public relations, communication skills and job satisfaction

The result of the analysis of the study revealed that there was a weak, positive correlation among public relations, communication skills and job satisfaction. The revelation may be that library educators in Nigerian Universities are not properly educated on the usefulness and need for specialization in public relations and communication skills as related to their job. Though the result of the analysis of the current study indicates that there is a weak positive correlation among public relations, communication skills and

job satisfaction, scholars such as Keghku (2000), Nwachukwu (2007) and Adamji (2012), averse that public relations and communication skills are very important factors in a work environment. Public relations according to them enable one to establish and maintain mutual understanding and good-will between organization and her public. It therefore means that library educators that are equipped with public relations and communication skills stand to relate well with students, management and the public as well as communicate sensibly and meaningful too. From researcher's experience, educators that have good interpersonal skills as well as good communication skills stand to have high level of job satisfaction.

Implications of the Study

It is a known fact that universities the world over are seen as centres where academics are pursued at the highest level. The ability of a university to employ and maintain its workforce to achieve its set objectives rest on the visionary posture of its management. Library and information science educators are a segment of the workforce of universities; the work performed by them is tasking and demanding. Hence the need to develop motivational strategies or incentives to raise the level of their job satisfaction becomes imperative. Based on the above and the findings of this study, it is desirable to consider the implications of the findings in the management of universities, library educators and students in the six geo-political zones in Nigeria.

The study found that the library and information science educators in various universities exhibit job satisfaction to a great extent. This shows that the library and information science educators were satisfied with their work. This implies that the universities have good management policies. Therefore the universities managements should continue to make appreciable policies and provide physical facilities such as conducive offices, good teaching classrooms, and computers. The management need to cater for pay and personal development of the library educators through continuing education programmes which leads to job satisfaction of the library educators. Failure by the universities management to take into consideration the above mentioned factors may lead to job dissatisfaction by library educators and brain drain in universities in Nigeria.

The study also found that, the library and information science educators in various institutions, except Federal University of Technology, Minna specialized in continuing education programmes to a great extent, and the library and information science educators in FUT, Minna, specialized in continuing education programmes to a very great extent. The implication of this finding is that the universities managements had created structures that may have led library and information science educators specialized in continuing education programmes to a great extent. FUT, Minna library and information science educators according to the study specialized in continuing education programmes to a very great extent. The implication of this result may have been

informed by the fact that Federal University of Technology, Minna has certain intrinsic motivational incentives that encouraged her library and information science educators to specialize in continuing education programmes to a very great extent. The implication of specializing in continuing education programmes has dual significance: the educators may become very vast in their chosen field, it also means that the students stand to gain so much from their adequately informed library educators. A situation where library educators are not specialized in a particular area in librarianship, the educators initial knowledge may degenerate after many years of teaching.

The study further found that there was a strong positive correlation between subject specialist knowledge and job satisfaction. The implication is that the job satisfaction of library and information science educators is strongly positively related to subject specialist knowledge (a programme in continuing education of the library educators). This relationship could be attributed to the universities management's policies, leadership style and vision as well as their sound policies on staff motivation. The strong positive relationship could also be attributed to the library educator's willingness to take advantage of the opportunities in continuing education programmes in their universities.

Furthermore, the study found that there is a weak positive correlation between managerial expertise and job satisfaction. The implication of this finding may be that library educators were certainly not satisfied with their job as such; they may not be performing maximally in this direction.

With the knowledge of these findings, management of universities could formulate policies that may encouraged the library educators take advantage of continuing education programmes with regard to managerial expertise at best involve the educators in the management processes such as organization of events to have job satisfaction in that direction and improve their performance.

The study also found that there was a strong positive correlation between information and communication technology application and job satisfaction. The significance of this finding is that job satisfaction of library educators is strongly related to information and communication technology application. This relationship could be attributed to global trend in the use of ICT equipment in all works of life and the library educators are no exception. The relationship could be related to the universities management policies and the willingness by the library educators to use ICT for teaching and research.

The study in addition found that there was a weak positive correlation among public relations, communication skills and job satisfaction. The implication of this finding is that library and information science educators may not have job satisfaction in this direction and may not be performing well. This connotes job dissatisfaction among the library educators. As such, the library educators may not be given the students their best and by extension the students may be ill-equipped in their subject areas. The implication of this is non-achievement of the universities objectives and a failed standard. The library

educators may decide to migrate to other industries such as the banks, information and communication technology agencies etc.

Recommendations

The following recommendations are made based on the findings of this study and issues observed during data collection:

1. The government and management of universities in Nigeria should provide all the appropriate incentives that could guarantee and sustain the library and information science educators' job satisfaction to a great extent.
2. Apart from the Federal University of Technology Minna, other universities should as well encourage their library educators to specialize in different programmes in continuing education to a very great extent as it could guarantee and sustain the educators' job satisfaction.
3. The Nigerian universities and indeed the National Universities Commission should maintain and encouraged the indices that contributed to a strong positive correlation between subject specialist knowledge and job satisfaction of the library and information science educators in Nigerian universities.
4. The Nigerian universities should formulate policies that could improve the weak positive relationship between managerial expertise and the job satisfaction of library and information science educators in

Nigerian universities. If the policies are in place, they could raise the level of job satisfaction of the library educators in this direction.

5. Nigerian universities should encourage a strong positive relationship between information and communication technology/application and job satisfaction of library and information science educators by providing latest ó technologies to the library educators. This provision could enable the educators explore the technologies for the purpose of teaching and research. If this comes true, the library educators may feel fulfilled or satisfied.
6. The management of universities should improve the weak, positive correlation among public relations, communication skills and job satisfaction by encouraging attendance at continuing education programmes by library educators in Nigeria and overseas as the knowledge gained through continuing education programmes empowers the library educators have a better perspective of public relations and communication skills thereby leading to job satisfaction of the library educators.

Limitations of the Study

This study was constrained by insecurity in the northeast geo-political zone of Nigeria: There was a serious breach in the security masterminded by the Boko Haram insurgence.

Suggestions for Further Studies

In view of the findings and implications of the study, the researcher suggests the following as areas for further research:

1. Further studies should be carried on continuing education programmes as a correlate of job satisfaction of library and information science educators in private universities in Nigeria. This will give space for generalization to the entire categories of academics in Nigeria.
2. Personal variables of library educators as correlate of their motivation and job satisfaction in Nigerian universities.

Conclusion

Based on the findings of the study, the following conclusions are made:

The library and information science educators in Nigerian universities exhibit job satisfaction to a great extent. It then follows that library and information science educators feel good about their job and different aspects of their work. In order ways it connotes that the library educators have positive emotional state resulting from the appraisal of their job.

It was also evident from the analysis of the data that all library educators in various institutions, except Federal University of Technology, Minna specialized in continuing education programme to a great extent. However, library educators in Federal University of Technology, Minna specialized in continuing education programmes

to a very great extent. It then follows that except Federal University of Technology, Minna all other library educators in Nigerian universities indicate that they specialized in one form of continuing education programmes or another. Such programmes are subject specialist knowledge, managerial expertise, information and communication technology/application and public relations and communication skills. It is therefore clear that the library educators in Nigerian universities appreciate the benefits of continuing education programmes and as a result specialized in the programmes to a great extent and even a very great extent. A strong positive relationship exists between subject specialist knowledge and job satisfaction of library and information science educators in Nigerian universities. It is therefore evident that participating in continuing education programme with respect to subject specialist knowledge result to job satisfaction.

There was a weak positive correlation between managerial expertise and job satisfaction of library educators in Nigerian universities. Based on this finding, it becomes necessary to find out why there seem to be weak relationship between managerial expertise and job satisfaction of library and information science educators in Nigerian universities. There was a significant relationship between information and communication technology/application and job satisfaction. Such relationship also exists among public relations, communication skills

and job satisfaction of library and information science educators in Nigerian university. It therefore means that taking any of these continuing education programmes lead to job satisfaction of the library educators.

It is apparent that Library and Information Science educators need continuing education with emphasis in either subject specialist knowledge, managerial expertise, information and communication integration/application, advocacy, or public relations and communication skills programmes as it influence proficiency and efficiency on their job. From the discussion so far, it is clear that job satisfaction has influence on the work of library and information science educators as it enhance their opportunities for promotion, co-worker relationship, pay and other related work issues. The absence of these job characteristics/dimensions are source of job dissatisfaction for library and information science educators in Nigerian universities.

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