



Female Librarians' Career Progression and Job Performance in Academic Libraries in Benue State, Nigeria

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Abstract

The study investigates female librarians' career progression and job performance in academic libraries in Benue State, Nigeria. Two objectives with corresponding research questions and two hypotheses were formulated to guide the study. The population of the study was 111 female librarians from academic libraries in Benue State. A sample size of 96 was used for the study, using purposive sampling technique. The instrument titled: "Female Librarians' Career Progression and Job Performance Questionnaire (FLCPJPO)" was used to collect data for the study. The instrument was validated by experts from Library and Information Science and Psychological Foundations of Education, all in University of Uyo. Also, 20 female librarians were used to test the reliability of the instrument from Nasarawa State University library, Keffi. The scores obtained using Cronbach alpha statistics yields the coefficient of 0.80. The instrument was administered with the help of two research assistants. Data collected were analyzed using mean and standard deviation statistics to answer research questions. While Analysis of Variance (ANOVA) was used to test the null hypotheses at .05 level of significance. The results revealed that educational qualification and professional development are requirements for career progression of female librarians and has significant influence on their job performance in academic libraries in Benue State. The study recommended among others that management of academic libraries should put in strategies for training of female librarians and sponsorship for attendance of conferences and workshops to update their knowledge and skills relevant for library operations and best practice to enhance their job performance.

Keywords: Female Librarians, Career Progression, Job Performance, Academic Libraries

1.1 Introduction

The issue of career progression among female librarians and job performance in academic libraries has been receiving a great deal of attention in the society in recent times.

This is because career progression is essential in enhancing librarians' job performance in academic libraries. Job performance, according to Johnson (2019) is the overall expected values from employees' behaviour

carried out over the course of a set period of time. Griffith (2018) defined job performance as an act of accomplishing or executing given task by librarians in libraries. The effectiveness of academic libraries relies heavily on the competence of its work force, particularly female librarians who dominated the profession. Career progression is defined as the process of advancing in a career, is a vital determinant of job performance in academic libraries (Smith, 2018). Career progression for academic librarians is a crucial aspect of professional development, impacting their roles and responsibilities within a library setting. The journey encompasses stages of expertise, responsibility, and leadership, essential for enhancing job performance and enriching students' knowledge of utilizing academic libraries (Jones, 2018; Smith & Brown, 2020).

Career progression, according to Freeman (2020) is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching and job performance; these aspects are peculiar to an individual. Effective career progression helps academic librarians to generate change through increasing or shifting awareness, engaging in reflective and collaborative work, improving librarians' skills and job performance. Career progression helps academic librarians to develop constant awareness of their experience as professionals in the various fields of their operations in the library. Academic progression helps to reshape librarians' attitude to job performance and achievement in their specific fields. Thus, career progression helps to facilitate and stimulate educational programmes and hence improve staff job performance. In the view of Griffin (2019), librarians' poor job performance is concerned with librarians' inability to properly exhibit the right attitude to work, to be committed and dedicated to job, making deliberate and constant efforts towards attainment of educational goals and objectives.

Librarians' poor job performance may be described as librarians' inability to accomplish given tasks in the library to achieve set goals and objectives. Johnson (2018); Cassell and Hiremath (2018); Taylor (2020) all noted that the typical job of a librarian includes among others, managing collection development and acquisitions, classification and cataloging, circulation and providing a range of services, such as reference, information, instruction, and training services.

Another important aspect is professional development which encompasses a range of activities aimed at enhancing job-related skills, acquiring new knowledge, fostering professional growth, and staying abreast of emerging trends and technologies. Alabi (2015) opined that academic librarians' ongoing professional development is essential for maintaining relevance in a rapidly changing information environment characterized by technological advancements, evolving academic practices, and shifting user expectations. Research by Johnson and Brown (2019) underscored the importance of staying current with technological advancements and emerging trends, which can positively impact job performance and career progression. In similar view, Braunstein (2017) agreed that professional development allows librarians to acquire specialized expertise, develop leadership skills, and expand their professional networks, which are crucial for progressing into higher-level positions in the academic libraries. This means female librarians who engage in continuous professional development will expand their expertise and credentials, making them more competitive for promotions and leadership positions within their institutions. Based on this background, the present study intends to investigate the influence of female librarians' career progression and job performance in academic libraries in Benue state.

1.2 Statement of the Problem

Job performance in academic libraries is important because it ensure the quality of information dissemination and service delivery to library users. Despite this, the issue of job performance among librarians in academic libraries has been receiving a great deal of attention in recent times. The issue seems to be prominent among female librarians working in libraries attached to higher institutions of learning in Nigeria. This presents a concern and calls for investigation because library profession seems to be denominated by females and if their job performance is poor, it will result to poor service delivery to library users and essence the libraries are established will not be achieved.

What bother the researchers is; despite advancements in gender equality in various fields, concerns persist regarding some indices of career progression such as educational qualifications and professional development of female librarians without its potential impact on their job performance in academic libraries. This becomes the central problem of this study. Based on this background, the present study investigates the influence of female librarians' career progression on job performance in academic libraries in Benue state.

1.3 Purpose of the Study

The main purpose of the study is to investigate the influence of female librarian's career progression on job performance in academic libraries in Benue state. Specifically, the study seeks to:

1. determine the influence of female librarians' educational qualifications on job performance in academic libraries in Benue State.
2. examine the influence of female librarians' professional development on job performance in academic libraries in Benue State.

1.4 Research Questions

1. What is the influence of female librarians' educational qualifications on their job performance in academic libraries?
2. *What is the influence of female librarians' professional development on their job performance in academic libraries?*

1.5 Research Hypotheses

The following hypotheses are formulated to guide the study.

1. There is no significant difference in the mean responses of female librarians on the influence of educational qualifications on job performance in academic libraries.
2. There is no significant difference in the mean responses of female librarians on the influence of professional development on job performance in academic libraries.

1.6 Significance of the Study

The result of this study may be beneficial to the management of academic libraries, librarians and researchers in the following ways.

The management of higher institutions may find the findings of this study as a guide for promotion of female librarians working in their libraries. The study will enlighten management to sponsor female librarians for further studies and approve their attendance of conferences and workshop to meet promotion requirements and invariably enhance their job performance in academic libraries.

To the librarians, the findings of the study may help them to understand that acquiring educational qualifications and engaging in professional development activities are major factors for career progression and enhancement of their job performance. With this understanding, female librarians may strive towards progressing on their job.

To the researchers, they may find this study as a useful material during their research.

2.1 Literature Review

Career progression in academic librarianship involves navigating through various stages of expertise, responsibility, and leadership. The career path for academic librarians follows a well-defined order. The entry-level positions, according to Johnson (2017), librarians begin in entry-level roles, mastering foundational tasks. Female librarians often start their careers with a relevant degree in library and information science. Advanced degrees, such as a master's or a doctorate, can enhance their qualifications and contribute to career advancement (Jeyasekar, 2015). This phase emphasizes the acquisition of essential library skills and familiarity with library resources and services. Baker (2019) stated that as librarians' progress, they specialize in areas like reference services or information technology. Specialization and expertise allow them to contribute meaningfully to the evolving needs of library users while the mid-career roles involve assuming greater responsibilities, such as managing departments or serving as subject specialists. The peak of career progression in the context of academic libraries may be the university librarian or college librarian. This position may influence institutional policies, budgeting, and long-term planning.

Academic librarians typically begin their careers in entry-level positions such as reference librarians, catalogers, or instructional librarians. These roles focus on providing direct services to library users and building foundational skills in librarianship (Dorner, 2017). In these roles, librarians take on more specialized responsibilities and often supervise junior staff members (Bennett, 2016). Senior-level positions in academic libraries include roles such as university librarians or college librarians. These positions involve strategic leadership, decision-making, and advocacy for the library within the broader institution (Froelich,

2018). According to Nelson and Sponsler (2017), developing expertise in specialized areas such as digital librarianship, scholarly communication or information literacy can enhance career opportunities for academic librarians. In addition, Hartel (2017) stated that leadership and management skills, abilities effective communication, and managerial competencies are crucial for progression into senior-level positions within academic libraries.

Educational qualifications are qualifications that aid librarians in job performance. Educational qualifications refer to certifications awarded to students upon successful completion of a course of study in higher education, typically at a college or university. Such educational institutions commonly offer degrees at various levels, including Bachelor's, Master's, and Doctorate. They also offered professional degrees alongside academic degrees (Brown, 2020). Advanced degrees, such as a Master of Library Science (MLS) or Master of Library and Information Science (MLIS), are typically required for professional librarian positions. Studies have shown that higher educational qualifications often correlate with increased opportunities for career progression and leadership roles within academic libraries (Dow, 2016). Educational qualification means the academic training conferring the candidate with a graduate degree, master's degree or doctorate degree (Ph.D). Professional doctorates train you for a professional career. Bachelor's degree is the lowest level of degree at a university and normally requires at least 4 years of full-time study. A diploma is completed at a tertiary level and normally requires 2 years of full-time study (Brown, 2019).

Many employees, who have both qualifications and experience, can contribute in achieving the goals of the organization by performing their job well. Academic qualifications show that an employee has the

knowledge necessary for their profession for effective job performance. This knowledge can help individuals develop a strategic approach to their job search and performance, making them more attractive to potential employers. Savidn (2020) averred that obtaining the necessary education and qualifications, job seekers can demonstrate their skills and competency, stand out from the competition, and unlock new opportunities. Academic qualifications include vocational diplomas, undergraduate degrees, professional certifications, graduate and professional degrees. Some countries award college degrees with distinction or honors for those who graduate with a high-grade point average. Degrees and diplomas may be required for certain types of professions and positions. They tend to represent knowledge and practice in a particular subject area or field for job performance.

Librarians' academic qualification is the level of education attended by the librarians. Librarians' academic qualification has to do with librarians' educational levels. Daring (2018) defined librarians with effective academic qualification as one who was fully certified and held the equivalent of a major in the field of their career. Librarians' academic qualification is a determinant of job performance and librarians' attitude toward their jobs. According to Akpan (2019), librarians' academic qualification deals with the level of formal education attained, experience, specialization and job mastery of a librarian. It is an aspect of librarians' educational background. Librarians' academic qualification is a particular skill or type of experience librarians must enable them to perform their job effectively. In addition, Brown (2017) opined that librarians' academic qualification is the knowledge librarians possess in the field of education to make the librarians suitable for a particular job to enhance their job performance.

Having educational qualification has numerous benefits, including improving job performance, communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence in the workplace (Babalola, 2014). He noted that advanced education equips female librarians with the skills to navigate increasingly digitized and resource-intensive library environments, contributing to higher productivity and service quality. Collaborating on the above, Issa and Nwalo (2015); Omoike and Agber (2015); Ajidahun (2016) and Ezenwa and Ezeani (2020) in their separate studies agreed that higher educational qualifications such as postgraduate degrees in library and information science directly correlate with better job performance among female librarians. They emphasized that formal education enhances technical skills, professional knowledge, and the ability to adapt to new trends in library science. Their studies highlighted that female librarians with advanced degrees or specialized qualifications tend to perform better in complex roles, manage resources more efficiently, and are more capable of using emerging technologies to improve library services.

Contrary, Oyeniran and Akphorhonor (2019) explored the relationship between educational background and job performance, specifically focusing on female librarians, and found that there is little or no significant relationship between the two. Their studies suggested that while educational qualifications are important, other factors such as experience, work environment, and personal motivation may play more pivotal roles in determining job performance. Similarly, other studies such as Ezeala and Nwosu (2020) whose found that job performance was more closely linked to job experience and on-the-job training rather than formal educational qualifications. In their

studies, Asogwa and Olatunji (2016) established those educational qualifications helped with initial employment, they did not necessarily correlate with improved job performance. Instead, continuous professional development and workplace engagement were more significant predictors of success. Okiy (2019) reported that job performance was more directly impacted by factors such as mentorship, workplace support, and ongoing training. While Obadare and Osunade (2018) studies suggested that educational qualifications were necessary for entry into the profession, they were not necessarily linked to higher job performance among librarians. The researchers emphasized that skills gained through experience, professional networks, and hands-on training were more crucial for sustained performance.

Professional development is an important factor of career progression that has the capacity to improve career progression among academic librarians. Continuous professional development is essential for librarians to stay current with emerging trends, technologies, and best practices in the field librarianship (Hicks, 2017). Roseberry (2019) posited that professional development have the capacity to address common problems or issues that academic librarians may face on a regular basis which enable the participants to share their insights and thoughts on how to resolve the problem, which can offer a fresh perspective when dealing with the problem. Similarly, Hines (2012) agreed that continuous learning and professional development are crucial for job performance in academic libraries. The author further explained that female academic librarians who actively engage in workshops, conferences, and other professional development opportunities tend to enhance their skills and contribute more effectively to their institutions.

Effective organization of workshop helps

academic librarians in acquirement of knowledge and in a particular field and also provide chance to interact with experts from the specific field in order to aid job performance. In view of Stallings (2019), workshop is an effective mechanism for changing librarians' practices and enhancing their job performance. Workshops also help to sustain academic librarians' job performance outcomes, including theoretical base that provides the condition for principled decisions about practice, skills to collect relevant evidence and use it to inquire into the impact of academic librarians in effective job performance. Effective organization of workshops in an organization according to Roseberry (2019) helps to update individual's staff knowledge of job performance considering recent advances in the area for effective job performance. It may help to update individuals' skills, attitudes and approaches in the light of the development of new techniques and objectives, new circumstances and new educational research that will help effective job performance. It is a force that drives staff professional development and helps to strengthen academic librarians to become more effective during job performance, exchange information and expertise among academic librarians and others (Louis 2018).

According to Hutchinson and Johnston (2017), participation in workshops, conferences, training programs, and continuing education courses can enhance skills and knowledge, which in turn can lead to improved job performance and career opportunities. In collaborating on this, Ukwoma and Akanwa (2018) stressed that professional development as a continuing education and career training after a person has entered the workforce to help them develop new skills, stay updated on current trends as well as advance in their career. Continuous professional development such as

attendance workshop which is a brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field for effective performance. Oltmann (2019) suggested that librarians must engage in continuous professional development to stay current in their field. The author further said regular training and skill enhancement contribute to sustained job performance and ensure that librarians are well-equipped to meet the changing needs of library users.

The importance of professional development for staff is immense because workshops are an innovative and welcomed step towards modern education to enhance academic librarian job performance. Organization of workshops assists in passionate interaction and active participation boosting the skills and expertise of staff for organization job performance. Organization of workshops and attendance to workshop help to bridge equip the staff of current generation with new-age technologies and ensuring a proper flow of knowledge to enhance academic librarian job performance. The prime objective of workshops according to Idungafa (2021) is to assemble the like-minded intellectuals and professionals to trade ideas, thoughts, and views related to a specific topic in a specific area of study.

3.1 Research Method

The study adopted survey research design. The population for the study was 111

4.1 Results and Analysis

Research Question 1: What is the influence of female librarians' educational qualifications on their job performance in academic libraries in Benue state?

Table 4.1: Mean and Standard deviation of female librarians on the influence of educational qualifications on their job performance in academic libraries in Benue state

female librarians in academic libraries in Benue State. A sample size of 96 was used for the study, using purposive sampling technique. The instruments titled "Female Librarians' Career Progression and Job Performance Questionnaire (FLCPJPQ)" was used to collect data for the study. The instrument was validated by experts in Library and Information Science and Psychological Foundations of Education, all in the University of Uyo. To establish the reliability of the instruments, a trial test was carried out at Nasarawa State University, Keffi which has similar characteristics by administering the instruments on twenty (20) female librarians who were not part of the population. The scores obtained were subjected to Cronbachs' alpha statistics and it yielded a reliability coefficient of 0.80. The researchers used two research assistants to administered and collect the data for the study. 92 copies of the instrument were retrieved and used for data analysis. Mean and standard deviation statistics was used to answer the research questions, while Analysis of Variance (ANOVA) was used to test the hypotheses at .05 level of significance. A benchmark of 2.50 was used for decision. Item with a mean value of 2.50 and above was rated influence while those below 2.50 were rated no influence.

S/N	Educational Qualification (N = 92)	X	SD	Dec
1	My educational qualification enables me to perform my assigned duties with ease	3.10	0.57	A
2	I acquired competence skills needed in library operations	3.30	0.63	A
3	I acquired technological skills needed to navigate digital tools	3.28	0.54	A
4	I can take critical decision due to my educational attainment	3.11	0.66	A
5	I can analyse information needs of users effectively	3.38	0.60	A
6	I can take up higher responsibilities due to my present rank	3.35	0.65	A
7	I am involved in strategic planning effectively due to my educational attainment	3.20	0.57	A
8	I enjoy accelerated promotion due to my educational attainment	2.01	0.86	D
	Cluster Mean	3.09	0.26	A

Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, A = Agree, Dec. = Decision.

Result from Table 4.1 presented, the respondents rated strongly agreed to items 1-7 with 3.10, 3.30, 3.28, 3.11, 3.38, 3.35 and 3.20 with standard deviations of 0.57, 0.63, 0.54, 0.66, 0.60, 0.65 and 0.57 respectively. These mean values ranging from 3.10 - 3.38 which are above the criterion level of 2.50 set for accepting an item. This means that female librarians agreed that items 1-7 in Table 4.1 above represents the influence of educational qualifications on their job performance in academic libraries in Benue state. The result also shows that item 8 had mean rating of 2.01 with a standard deviation of 0.86 which is

below the criterion level of 2.50 set for accepting an item. It implies that item 8 does not represent the influence of educational qualifications on their job performance in academic libraries in Benue state. The cluster mean of 3.09 is also above the criterion level of 2.50 set as benchmark for accepting an item. The grand mean of 3.09 with a standard deviation of 0.26 shows that educational qualification of female librarians influences their job performance in academic libraries in Benue state.

Research Question 2

What is the influence of female librarians' professional development on their job performance in academic libraries in Benue state?

Table 4.2: Mean and Standard deviation of female librarians on the influence of professional development on their job performance in academic libraries in Benue state.

S/N	Professional Development (N = 92)	X	SD	Dec
1	Attendance of workshops expose me to the best practices in librarianship	3.43	0.56	A
2	I acquire various skills at workshops that are needed in carrying out library operations	3.44	0.54	A
3	My attendance of professional workshop aids my technical competences	3.47	0.60	A
4	I build professional network with peers during workshops	3.56	0.56	A
5	I have access to authority in area of specialty during workshops	3.54	0.54	A
6	I am expose to innovative technologies during workshops	3.50	0.54	A
7	I acquire new ideas from workshop on how to handle difficult tasks	3.45	0.56	A
8	Attendance of workshops motivates me to put in my best on the job	3.47	0.60	A
	Cluster Mean	3.48	0.29	A

Key: N = Number of respondents, \bar{X} = mean, SD = Standard Deviation, A = Agree, Dec. = Decision.

Result presented in Table 4.2 showed the mean and standard deviations of female librarians on the influence of professional development on their job performance in academic libraries in Benue state. Result shows that items 1-8 had mean ratings of 3.43, 3.44, 3.47, 3.56, 3.54, 3.50, 3.45 and 3.47 with standard deviations of 0.56, 0.54, 0.60, 0.56, 0.54, 0.54, 0.56 and 0.60 respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item. This means that female librarians agreed that items 1-8 in Table 4.2 above represents the influence of professional development on their job performance in academic libraries in Benue

state. The cluster mean of 3.48 is also above the criterion level of 2.50 set as benchmark for accepting an item. The grand mean of 3.48 with a standard deviation of 0.29 shows that professional development of female librarians influences their job performance in academic libraries in Benue state.

Hypothesis 1

There is no significant difference in the mean response of female librarians on the influence of educational qualifications on job performance in academic libraries in Benue state by highest qualification.

Table 4.3: ANOVA of the Difference in the mean response of female librarians on the influence of educational qualifications on job performance in academic libraries in Benue state

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	2.350	2	1.175	28.196	0.00	S
Within Groups	3.876	93	.042			
Total	6.226	95				

Table 4.3 shows ANOVA result of the difference in the mean response of female librarians on the influence of educational qualifications on job performance in

academic libraries in Benue state. The result shows an f-ratio of 28.196 with the significant value of 0.00. Since the significant value is less than 0.05 set as level of significance, it

means that the null hypothesis is rejected. Inference drawn is that, the mean response of female librarians differs significantly by highest qualification on the influence of educational qualifications on job performance in academic libraries in Benue state. This implies that female librarians' highest qualification is a significant factor in determining their response on the influence of educational qualifications on job

performance in academic libraries in Benue state.

Hypothesis 2

There is no significant difference in the mean response of female librarians on the influence of professional development on job performance in academic libraries in Benue state by highest qualification.

Table 4.4: ANOVA of the Difference in the mean response of female librarians on the influence of professional development on job performance in academic libraries in Benue state

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	0.191	2	0.096	1.144	0.323	NS
Within Groups	7.777	93	0.084			
Total	7.968	95				

Table 4.4 shows ANOVA result of the difference in the mean response of female librarians on the influence of professional development on job performance in academic libraries in Benue state. The result showed an f-ratio of 1.144 with the significant value of 0.323. Since the significant value is greater than 0.05 set as level of significance, it means that the null hypothesis is accepted. Inference drawn is that, the mean response of female librarians does not differ significantly by

highest qualification on the influence of professional development on job performance in academic libraries in Benue state. This implies that female librarians' highest qualification is not a significant factor in determining their response on the influence of professional development on job performance in academic libraries in Benue state.

To test for the direction of the difference, see Posthoc result below.

Table 4.5.: Post Hoc Test of the Comparison between the mean

(I) Highest Qualification	(J) Highest Qualification	Mean Difference (I-J)	Std. Error	Sig.	Dec.
B.Sc	M.Sc	-.17853*	.04911	.002	S
	Ph.D	-.39546*	.05341	.000	S
M.Sc	B.Sc	.17853*	.04911	.002	S
	Ph.D	-.21693*	.05940	.002	S
Ph.D	B.Sc	.39546*	.05341	.000	S
	M.Sc	.21693*	.05940	.002	S

Note: S = Significant, NS = Not Significant.

The result in Table 4.5 is a multiple comparison test of the difference in the mean response of female librarians on the influence of educational qualifications on job performance in academic libraries in Benue state. The result showed that there was a significant difference among the mean response of female librarians with B.Sc, M.Sc and Ph.D. This shows that the mean responses of female librarians differ significantly among the various highest qualifications. Therefore, the direction of the difference that existed in hypothesis one is between the mean response of female librarians with B.Sc, M.Sc and Ph.D when compare with each other on the influence of educational qualifications on job performance in academic libraries in Benue state.

5.1 Discussion of Findings

The result presented in Table 4.1 indicated that educational qualifications have positive influence on female librarians' job performance in academic libraries in Benue state. The corresponding hypotheses in Table 5 shows that there is significant influence of educational qualifications of female librarians on their job performance in academic libraries in Benue state. This result may be because educational qualification is effective in enhancing female librarians' job performance. This result collaborates the earlier finding of Akinola (2020) who reported that librarians typically acquire educational qualifications to develop the knowledge and skills necessary for effective library management, information organization and user services. Brown (2017) also reports that librarians' academic qualification entails the knowledge librarians possesses in the field of education to make the librarians suitable for a particular job to enhance their job performance. Similarly, Issa and Nwalo (2015); Omoike and Agber (2015); Ajidahun (2016) and Ezenwa and Ezeani (2020) in their separate studies agreed

that higher educational qualifications such as postgraduate degrees in library and information science directly correlate with better job performance among female librarians. Babalola (2014) study on librarian's job performance in colleges of education in Nigeria also identified educational qualification(s) as a significant influence on job performance. This means librarians' academic qualification is a determinant of job performance and librarians' attitude toward their jobs. It also implies that when female librarians acquire higher educational qualifications, they progress on their career and in turns perform maximally on their job. However, the findings of this study are in variance to that of Oyeniran and Akphorhonor (2019) who reported that educational background has little or no significant relationship on the job performance of librarians. Similarly, Ezeala and Nwosu (2020); Asogwa and Olatunji (2016); Obadare and Osunade (2018) emphasized that skills gained through experience, professional networks, and hands-on training were more crucial for sustained performance than educational qualifications.

Lastly, the findings as presented in Table 4.2 showed that Professional development has positive influence on female librarians' job performance in academic libraries in Benue state. The corresponding hypothesis in Table 4.5 indicated that there is no significant difference in the mean response of female librarians on the influence of professional development on job performance in academic libraries in Benue state. This finding is in line with the finding of Roseberry (2019) who reported that professional development has the capacity to address common problems or issues that academic librarians may face on a regular basis which enable the participants to share their insights and thoughts on how to resolve the problem, which can offer a fresh

perspective when dealing with the problem. Similarly, the findings agreed with Hines (2012) who asserted that continuous learning and professional development are crucial for job performance in academic libraries. The benefits and importance of professional development for female academic is immense because professional development is an innovative and welcomed step towards modern education to enhance academic librarians' job performance. The findings of this study is also in tandem with Stallings (2019) who reported that workshop is an effective mechanism for changing librarians' practices and enhancing their job performance. Again, Louis (2018) studies also had similar findings that professional development helps to strengthen academic librarians to become more effective during job performance.

Conclusion

Based on the findings of the study, the following conclusions are drawn from the study. There exists a significant influence between female librarians' career progression and job performance in academic libraries in Benue state, Nigeria. This is so because educational qualifications, and professional development are requirements for progressing from one rank to another. It was also revealed that librarians need to update their knowledge and skills to meet up with emerging trends and best practices which in turn enhance their job performance.

However, the results revealed that there are significant differences in mean responses of female librarians on educational qualification and job performance in academic libraries. The difference in mean responses could be that some of the librarians are non-academic and does not require additional qualification to progress on their job. The study however, revealed that there was no difference in the mean responses of female librarians on professional

development. This could be that Findings from this study showed that educational qualifications and professional development significantly influence job performance in academic libraries. This implies that for female librarians to progress on their career they must acquire educational qualifications and engage in professional development activities such as attendance of workshops/conferences update their knowledge and skills needed in current trends and best practices in librarianship. This invariably will enhance job performance of female librarians working in academic libraries.

Recommendations

1. Management of academic libraries should put in place strategies for training of female librarians to progress on their career in order to provide quality service to users in academic libraries.
2. Female Librarians working in academic libraries should be encouraged to attend workshop and seminars to update their knowledge and skills in meet up with current trends and best practices.
3. Management of academic libraries should approve and release librarians for study fellowship early enough to meet up with waiting period for promotion.

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