

The Relationship Between Library Use and Work Performance of Senior Non-Academic Staff in Private Universities in South Western Nigeria

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Abstract

This study investigated the relationship between library use and work performance of senior non-academic staff in private universities in South Western Nigeria. Observation has shown that non-academic staff does not make regular use of the library as they occupy different positions that require decision making, unlike their counterparts, the academic staff who make regular use of the library for teaching, research, and other purposes. Through statistical analysis, it was found that there was no significant difference in work performance of the respondents by gender, secondly, there was no significant difference in use of library of the respondents by universities, also, there was a significance in use of library of the respondents by gender, and there existed a significant relationship between library use and work performance of the respondents. It is therefore recommended that library managers should give user's orientation and organize information literacy programme as well as tailor their information resources and services to the needs of the senior non-academic staff for their improved work performance.

Key words: Library use; Work performance; Senior non-academic staff; Private universities; South Western Nigeria

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INTRODUCTION

Every organization is established with the primary aim of fulfilling certain objective(s) or goal(s). For this to be accomplished, both human and material resources are required. The managers of any organization or institution want effective and efficient productivity from the staff of their organization; reason being that it is said that the best thing to happen to any organization big or small is the attainment of set goals and objectives. This, in most cases, is reflected in increase in the level of productivity through work performance. Friedlander (1999) explained that good job performance is that behavior which a particular organization condones and probably rewards. This could be compensation for effectiveness. Performance of a person on a job can be considered as a function of two different variables. One of these refers to the ability or skill of the individual to perform the job and the second refers to his motivation to use this ability or skill in the actual performance of the job (Vroom, 2000). In this regard, performance becomes the product of information accessed and effectively applied on the work activity.

In the world today, information has been recognized as an indispensable instrument, as effective use of information leads to maximum productivity. Ifidon (1999) submitted that the functions of university amount to traditional ones of teaching, research, conservation of knowledge and ideas. These functions are sometimes treated in isolation, but on closer examination it will be found that they are inter-related. Therefore, the modern functions of universities can be better described as preservation, transmission and advancement of knowledge in Oyedum (2008). The university libraries play indispensable roles in the fulfillment of these functions. Libraries encourage teaching, research, conservation of knowledge, and generally information use in all aspects of life, in their parent institution. In other words, apart from the fact that libraries provide needed information sources and services, they at the same time, promote reading

culture in the university environment. Besides, knowledge is at the root of all the functions of the libraries. They concentrate on dissemination of knowledge and ideas on a continuous basis to users.

However, it is only when the library and their resources are effectively utilized by the university community that the objectives of the library can be achieved. Effective use of the library is important because lecturers alone cannot satisfy the information needs of the students within the four walls of the university; it is the joint duty of both the academic and the non-academic staff. Hence, the library is regarded as a house of knowledge where the academic environment is expected to visit and effectively make use of information resources and services therein. The university educational process relies on the library as a resource for the intellectual development of students, staff, and entire community, the university library provides the information and services resources which support the classroom instructions and curriculum implementation as well as the development of staff. The library adapts to the needs of the institution by providing resources in both electronic and non-electronic forms in order to satisfy the needs of the students, academic and non-academic (support) staff. As a result of these, the library attracts high level of goodwill and patronage due to their information consciousness. Popoola (1998) submits that the systematic use of information to monitor the working system and evaluate the performance of an organization or institution like universities is very important. It is important that an organization like university execute to the highest standards its various activities through information use. Every organization such as university must have a strategy and structure in place to embrace the opportunities inherent in such diversity and to meet the competition in human capital. In order to achieve the institution's purpose(s), the library administration ensures that the information materials acquired are in such manner that users particularly academic and non-academic staff as well as students will have free and easy access to them. There are various forms of information resources: primary, secondary and tertiary that are available in the library for use by employees to perform their work or duties. In the same vain, librarians carry out different activities such as indexing and abstracting, current awareness services, selective dissemination of information, answering of user's queries, etc. to ensure that users of the library are satisfied. As the library carries out these functions through hired information management professionals, it must be noted at this juncture that the availability of these library information does not guarantee their access and use by the university senior non-academic staff. The university library managers are expected to stimulate the level of interest of non-academic staff in visiting the library and using the information contained therein. The knowledge of how to access and use information in the library so as

to improve their work performance can lead to effective work performance of both junior and senior non-academic staff in any university system.

For private universities to attain their goals and objectives, the contribution of the various employees, academic and non-academic staff is highly needed. The non-academic staff plays complementary roles, while the academic staff members are primarily involved in teaching, research and community services. The non-academic staff provides the required enabling environment to ensure achievement of success on the tasks embarked on by academic staff and for the benefit of the smooth running of these institutions (Atulomah, 2008). The non-academic staff performs mainly administrative functions and some technical duties. They range from skilled, semi-skilled and unskilled task. They are made up of professional/administrative, secretarial, clerical, grounds, technical/works (electricians, plumbers and masons, laboratory workers, media specialists, and sports assistants), and staff of the library and finance departments, drivers, food services personnel, security staff, ventures staff, counselors/social workers, and the students' development services workers.

It is important to state at this point that the non-academic staff are partners in progress with academic staff. Both are important for the system to run well and to achieve optimum productivity. Therefore, the non-academic staff need to use and access the library resources for better information to improve their work performance.

1. STATEMENT OF THE PROBLEM

Non-academic staff contributes immensely to the development of their institutions. They serve both students and others who find their ways into the institution. As the ever increasing importance of knowledge in contemporary society calls for a shift in our thinking and activities, so they need information to be able to carry out their functions effectively and efficiently. Information accessed and applied in useful manner, changes the knowledge state of the user and leads to effective and efficient task/work performance which leads to a better and increased productivity. To this end, the need for non-academic staff to benefit from the library cannot be over emphasized.

However, observations have shown that senior non-academic staff members do not regularly use the library/consult information to do their jobs where as they have different positions that require decision making and directing those under them. Unlike their counterparts (the academic staff) that always make use of the library for research, teaching purposes, etc. It is in this regard that this study seeks to establish if there is any relationship between library use and work performance of senior non-academic staff in private universities in South Western Nigeria.

2. OBJECTIVES OF THE STUDY

The objective of this study is to ascertain the relationship between library use and work performance of senior non-academic staff in the selected private universities. It specifically seeks to:

- Find out the main purpose for the use of the library by senior non-academic staff.
- Find out specific library information resources utilized by senior non-academic staff.
- Establish if the senior non-academic staff are satisfied with the library information services offered to them.
- Ascertain the effect of library use on job performance of senior non-academic staff.
- Find out the constraints faced by senior non-academic staff while making use of the library.
- Determine the degree of relationship between library use and work performance of senior non-academic staff in Nigerian private universities.
- To establish the level of work performance of non-academic senior staff in the surveyed private universities in South Western Nigeria.

3. RESEARCH HYPOTHESIS

- Ho: there is no significant difference in work performance of senior non-academic staff in private universities in South Western Nigeria b gender.
- Ho: there is no significant difference in library use of senior non-academic staff in private universities in South Western Nigeria by gender.
- There is no significant difference in library use of the respondents by university.
- There is no significant relationship between library use and work performance of senior non-academic staff in private universities in South Western Nigeria.

4. LITERATUR REVIEW

4.1 Information Use in Organizations

Wilson (1999) established in his study that human information behavior is the totality of behaviors (active or passive) that people engage in to gain access to, organize and use information. Thus, it will include not only proactive reception of information, which then, or later, turns out to be of use. Huotari and Wilson (2001) explained that organizational information behavior can be defined in the way as human information behavior: organizations set up systems and services that are designed to acquire, share and disseminate information of all kinds, from the production data from factories to events in market place. However, information also reaches the organization by all kinds of routes that are not initially set up as information acquisition mechanism.

Information is an intrinsic component of nearly every activity in an organization, so much that its function has become transparent. Current thinking in management and theory according to Choo (2006), recognizes three distinct arenas in which the creation and use of information plays a strategic role in determining an organization's capacity to grow and adapt. First, organizations search for and evaluate information in order to make important decisions.

The second arena of strategic information use is when the organization makes sense of changes and development in its external environment. Organizations thrive in a dynamic, uncertain world. A dependable supply of materials, resources, and energy must be sourced for improved work performance. Market forces and dynamics modulate the organization's success or failure. Fiscal and legal structures establish its identity and sphere of influence. Societal norms and public opinion constrain the organization's roles and reach. The critical dependencies between university system and its environment require it to be constantly alert of changes and shifts in its external relationships. It must be noted that any organization that has developed early insight on its moving will have a competitive edge. The immediate goal of sense making is for university workforce to share a common understanding of what the university is and what it is doing. The long goal of the management is to ensure that the university adapts and continues to thrive in a dynamic environment.

The third arena of strategic information use is when organizations like universities create, organize and process information in order to generate new knowledge through organizational learning. New knowledge is then applied to design new products and services, enhance existing offerings, and improve organizational processes for good work performance. Senge (1990) observed that many organizations are unable to fully function as knowledge-based organizations -- they suffer from learning disabilities. To overcome these disabilities, he suggested that the learning organization like university system must develop the capacity for both generative and adaptive learning. This is to say that staff should not be static in what they know because change continues to occur. They should continue to access the information available in the library and make maximum use of them to ensure good work performance in their organization (universities).

According to Choo (2007), information seeking and use have always been an intrinsic and important component of the theorizing in an organization science about decision making, innovation, organizational sense-making, and knowledge creation. In general terms, we may say that organizations seek and use information in order to understand and enact their worlds (Choo, 2006). Information constitutes what the organizations like university know about its environment and its tasks, and thus, creates a basis for action.

4.2 Library Information Resources and Services in Tertiary Institutions

Library information resources are an increasingly important part of all organizations including universities. One of the prime function of libraries which has always been to provide information resources, but the particular information resources that managers control are those related to the functioning of the organization itself (Stueart & Moran, 2007). According to Reitz (2004), Library is a collection or group of collections of books and/or other materials organized and maintained for use (reading, consultation, study, research, etc.). The primary objective of any library is to promptly provide appropriate documents/information to its clients to help them gain knowledge they need to carry out their research, and perform their work efficiently and effectively. Edoka (2000) quoting Fayose (1995) explained that the resources are:

“that part of school where collection of books, periodicals, magazines and newspapers, films, and filmstrips, video-tape, recordings of all tapes, slides, computers, study kits, realia and other information bearing resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and interpersonal relationships of the school. This is to say that library information materials are made up of book and non-book materials.”

Most universities are repositioning quickly to address the demands created by rapid expansion in higher education. These universities need a vibrant library and information service at the center of all their activities to be able to meet the changing information needs of a university community. Library is service oriented organization that all intellectual activities evolve from it. Sharma (2008) submits that the primary focus of a library is services. It is widely recognized that service quality and customer satisfaction are essential for retaining current customers and attracting new ones. Ezeala (2009) stated that the effectiveness of library resources and services can be measured in various ways. Irrespective of whether the evaluation is quantitative or qualitative, parameters are set to be judged by users, who are in the best position to evaluate the effectiveness of the library services. Libraries are expected to provide information, not only to users who are able to visit the library, but also to those who are unable to visit the library. This is done through a variety of information services, such as current awareness services and selective dissemination of information (SDI). The process of information dissemination is associated with the preparation, reproduction and delivery of documents. Libraries use equipment of various kinds to acquire process, organize, store, retrieve, prepare, duplicate and disseminate information. Hence, modern information handling equipment helps to improve the quality and increase the quantity of information supplied to library users. Library professionals serve as a support system, providing assistance, encouragement and informal advisement to students, and users of the library (Awale-

Ale, 2007). Shafique (2009) reported that investigation of the type, quality, and quantity of services required by the users is the basis of marketing for libraries. Researchers and non-academic staff in the universities need reference services as well as other facilities, in order to further research and improve their work performance. The tasks academic librarians carry out include reference works such as answering students/client questions and directing them to resources, collection evaluation and development to ensure effective service.

4.3 Library Use of Non-Academic Staff in Tertiary Institutions

Non-academic staff in the universities based on their specific functional roles and their institutional affiliation, solve problems and make decisions that require information. As functional roles and needs change, users apply and use information differently, which requires providers of information (libraries, information centers) to create and deploy content and services based on a clear understanding of the needs of the demand side of the information equation (Dagar, Greenstein & Healy, 2001). Owen, Wilson and Abell (1997) identified the following points which necessitate the use of library and information thereof:

- The way information is managed and used is very much a product of the culture and management style of the organization.
- Changes in organizational structures and methods of using human resources, together with the virtual universal implementation of information technology, could have a significant effect on the way information is perceived and used by organizations as well as individuals.
- Current management thinking puts information and cross-functional access to information at the core of business operations.
- An adaptive corporate culture encourages employees to work at their highest achievement level and is able to absorb change; this kind of culture, which is thought necessary for long-term growth, has characteristics in common with an ‘information culture’.
- Information systems are being implemented to gain competitive advantage: the management of these systems and their content are seen as crucial to their effectiveness.
- Corporate know-how, human resources, and information systems are being identified as ‘hidden assets’ and are now emerging for hiding.

Wilson (2009) in her study on library use discovered that the respondents make use of the library mainly to borrow books, reading, using the computers, photocopying, etc. They also use the library as a place for recreation and relaxation, and that men came to the library more often than the women to study or read. Nikio (2008) observed that information need of a user that leads to library use emerged from sociological needs, cognitive information needs and ecological information needs.

4.4 Work Performance Measurement

Reitz (2004) defined performance measurement as the process of judging the competence with which an employee has performed the duties and responsibilities associated with the position for which the person was hired by a company or organization, usually for the purpose of contract renewal or promotion. Performance measurement can be used to support planning, communication of services performed and improvements achieved, decision making, monitoring of progress and resource allocation (Feather & Sturges, 2003). This progress of measuring performance often requires the use of statistical evidence to determine progress toward specific defined organizational objectives. Performance measurements play a key role in developing strategy, evaluating the achievement of organizational objectives and compensating managers (Ittner & Larcker, 2004).

Onosote (2005) and Opeyemi (2008) established that there is no significant difference in job performance of workers based on their gender and that information requirement and use has significant relationship with job performance of employees in their organization in Nigeria. Rodwell, Kienzle and Shadur (1998) found that age, education and tenure had no significant correlation with work performance of employees in an Australian Information Technology Company. Angba, Ekuri and Akpabio (2008) reported that age, gender and marital status had no significant relationship with job performance of NGO workers in rural development in cross River State, Nigeria. McNamra (2008) noted that typically, when we think of performance in organizations, we think on the performance of employees.

Implementing a performance measurement system that provides information, insight, and impact on institutionalized behavior will create a common 'language' of business success and help move everyone in a common direction to achieve sustainable success for all (Ferguson, 2007). Olajide (2006) reported that there was no significant difference in utilization of library services of public servants in Ogun State Nigeria by their work place. Olaniyan (1997) conformed that demographic variables such as age, years of experience, and sex/gender did not significantly affect employees' job performance in three colleges of Education in Nigeria.

5. METHODOLOGY

Descriptive research design of survey type was used for this study. The population consists of 1,066 senior non-academic staff in private universities in South Western Nigeria. A stratified random sampling technique was used in selecting a sample size of 640 out of population size of 1,066 senior non-academic staff using a 60% sampling fraction. Research instrument used was questionnaire. Data was analyzed using percentages, mean and standard deviation, while Z-test, simple correlation and one-way analysis of variance (ANOVA) were used to test the hypotheses at 0.05 level of significance.

The questionnaire tagged Library use and work performance (LUWP) scale was used for data collection. It was divided into three main sections. Section A: deals with demographic characteristics of the respondents such as gender, marital status, age, educational qualification and work experience. Section B: deals with Library use of the respondents. The variables of interest include: purposes of using the library, specific library information resources used, degree of satisfaction with library information services offered to the respondents, effects of library use on work performance of the respondents and constraints faced by the respondents when using their university libraries. It has overall reliability coefficient of ($\alpha=0.68$) using Cronbach Alpha method. Section C: deals with work performance of the respondents. It is a - 10 item general work performance evaluation scale with response format: Excellent performance = 5, very good performance = 4, good performance = 3, fair performance = 2 and poor performance = 1. It has a reliability coefficient of ($\alpha=0.72$) using Cronbach Alpha method. The 640 copies of the LUWP scale (section B - Library use) were administered on senior non-academic staff in the private universities in South Western Nigeria and section c of it work performance evaluation was completed by the supervisor or officer of the sampled senior non-academic staff out of which 600 responded. The questionnaire administered and retrieved was reflected in the table below.

Out of 600 respondents, 355 (59.2%) were males while 245 (40.8%) were females. Their highest educational qualifications varied between senior secondary school certificate and master degree certificate. Out of the 600 respondents, 240 (40%) were single and 360 (60%) were married. Their age distribution ranged between 21 and 52 years with mean ($x=32.48$, $SD = 3.54$) years. Their work experience also varied between 3 and 15 years with mean ($x=10.56$, $SD = 2.74$) years.

Table 1
Questionnaire Administered and Retrieved

S/N	Universities	Population	Sample
1	Achievers University Owo, Ondo State	63	38
2	Ajayi Crowther University Oyo, Oyo State	100	60
3.	Babcock University Ilishan-Remo, Ogun State	191	115
4.	Bells University of Technology, Ota, Ogun State	70	42
5	Bowen University Iwo, Osun Sate	160	96
6	Caleb University Lagos, Lagos State	26	16
7	CETE University	Not functional	-
8	Covenant University Ota, Ogun State	183	109
9	Crawford University Igbesa, Ogun State	23	14
10	Crescent University Ayetoro Road Abeokuta, Ogun State	46	28
11	Fountain University Oshogbo, Osun State	20	12
12	Joseph Ayo Babalola University Ikeji-Arakeji, Osun State	50	30
13	Lead City University Ibadan, Oyo State	24	14
14	Pan African University Lagos, Lagos State	30	18
15	Redeemer's University Mowe, Ogun State	80	48
16	Wesley University of Science & Technology Ondo, Ondo State	Refused to respond to request due to inadequate material in their library	
Total		1,066	640

6. RESULT AND INTERPRETATION

Table 2
The Purpose of Using the Library by the Respondents

Information	Frequency	Percentages
Borrowing materials	61	10.2
Research	54	9.0
Reading	91	15.2
Socialization	46	7.7
Leisure	41	6.8
Education	55	9.2
Improved productivity	252	42.0
Total	600	100.0

91(15.2%) of the respondents use the library for the purpose of reading, 61(10.2) use the library for borrowing information materials, 55(9.2%) use the library for educational purposes, 54(9.0%) for research purposes, 46(7.7%) for socialization, 41(6.8%) for leisure and 252(42.0%) for improved productivity.

Table 3
Specific Library Information Resources Used by the Senior Non-Academic Staff

Library information resources	Not utilized	Lowly utilized	Fairly utilized	Highly utilized	Very highly utilized	Mean	Std. deviation
Dictionaries	47(7.8%)	9(1.5%)	9(1.5%)	117(19.5%)	155(42.5%)	4.0583	0.16165
Internet	6(1.0%)	21(3.5%)	120(3.3%)	185(30.8%)	179(29.8%)	4.9050	0.10000
Newspapers	15(2.5%)	9(1.5%)	16(1.0%)	20(3.3%)	286(47.7%)	4.6017	0.42200
Manuals/Guides	21(3.5%)	21(3.5%)	62(10.3%)	275(45.8%)	29(4.8%)	2.4900	0.85804
Government Publications	12(2.0%)	18(3.0%)	134(22.3%)	235(39.2%)	18(3.0%)	4.4667	0.75709
Textbooks	47(7.8%)	6(1.0%)	20(3.3%)	146(24.3%)	38(6.3%)	2.3883	0.70167
Journals	128(21.3%)	24(4.0%)	19(3.2%)	189(31.5%)	96(16.0%)	2.3583	0.96801
Bulletin/Handbooks	56(9.3%)	102(17.0%)	164(27.3%)	38(6.3%)	77(12.8%)	4.1483	0.68654
Yearbook	56(9.3%)	42(7.0%)	228(38.0%)	102(17.0%)	9(1.5%)	2.1283	0.53703
Magazines	15(2.5%)	21(3.5%)	342(57.0%)	12(2.0%)	21(3.5%)	2.0600	1.50005
Manuscripts	42(7.0%)	104(17.3%)	178(29.7%)	9(1.5%)	78(13.0%)	2.0167	1.69150
Policy Papers	87(14.5%)	15(2.5%)	196(32.7%)	93(15.5%)	120(3.3%)	4.9617	1.62930
Directories	93(15.5%)	15(2.5%)	221(36.8%)	74(12.3%)	14(2.3%)	1.9200	1.56344
CD-ROM Database	21(3.5%)	183(30.5%)	178(29.7%)	18(3.0%)	11(1.8%)	1.7467	1.34741
Encyclopedias	158(26.3%)	75(12.5%)	107(17.8%)	86(14%)	11(1.8%)	1.7133	1.47923
Graphs	45(7.5%)	159(26.5%)	181(30.2%)	12(1.8%)	11(1.8%)	1.6817	1.34288
Maps/Plans	102(17.0%)	111(18.5%)	175(29.2%)	9(1.5%)	23(3.8%)	1.6667	1.39958
Filmstrips/Slides	117(19.5%)	98(16.3%)	175(29.2%)	6(1.0%)	15(2.5%)	1.5617	1.35003

Table 3 indicates that library information resources utilized by the respondents top highest with dictionaries with mean score of (4.0583) and standard deviation of (0.16165), followed by internet with mean score of (4.9050) and standard deviation of (0.10000), also, newspapers with mean (4.6017) and standard deviation of (0.42200). Manuals/guides with mean (2.4900) and standard deviation of (0.85804), followed by government publications with mean (4.4667) and standard deviation of (0.75709). textbooks with mean (2.3883) and standard deviation of (0.70167), followed by journals with mean (2.3583) and standard deviation of (0.96801), followed by bulletin/handbooks with mean (4.1483) and standard deviation of (0.68654) followed by yearbook with mean

(2.1283) and standard deviation of (0.53703), also, magazines with mean (2.0600) and standard deviation of (1.50005), preceded by manuscripts with mean (2.0167) and standard deviation of (1.69150), followed by policy papers with mean (4.9617) and standard deviation of (1.62930), followed by directories with mean (1.9200) and standard deviation of (1.56344), preceded by CD-ROM with mean (1.7467) and standard deviation of (1.34741), followed by encyclopedias with mean (1.7133) and standard deviation of (1.47923), also graphs with mean (1.6817) and standard deviation of (1.34288), followed by maps/plans with mean (1.6667) and standard deviation of (1.39958), and film strips/slides with mean (1.5617) and standard deviation of (1.35003).

Table 4
Degree of Satisfaction of Library Information Services Offered to Senior Non-Academic Staff

Library information services	Very lowly satisfied	Lowly satisfied	Fairly satisfied	Highly satisfied	Very highly satisfied	Mean	Std. deviation
Internet/E-mail	9(1.5%)	9(1.5%)	20(3.3%)	116(19.3%)	173(28.8)	4.3303	.91734
Bindery	9(1.5%)	9(1.5%)	87(14.5%)	175(29.2%)	41(6.8%)	3.7165	.82765
Indexing & abstracting	18(3.0%)	201(33.5%)	6(1.0%)	124(20.7%)	251(41.8%)	3.6483	1.38487
Lamination	18(3.0%)	30(5.0%)	100(16.7%)	22(38.0%)	17(2.8%)	3.4987	.87518
Microfilming	85(14.2%)	15(2.5%)	216(36.0%)	160(26.7%)	124(20.7%)	3.3717	0.24477
Selective dissemination of information	9(1.5%)	81(13.5%)	113(18.8%)	45(7.5%)	79(13.2%)	3.3180	0.16824
Loaning of information materials	9(1.5%)	99(16.5%)	98(16.3%)	187(31.2%)	27(4.5%)	3.2952	.96896
Data processing	9(1.5%)	87(14.5%)	165(27.5%)	105(17.5%)	3(.5%)	3.0163	.80741
Current awareness	9(1.5%)	273(45.5%)	15(2.5%)	270(45.0%)	33(5.5%)	3.0750	0.08690
Reference services	15(2.5%)	96(16.0%)	166(27.7%)	116(19.3%)	6(1.0%)	3.0050	.86238
Document delivery	15(2.5%)	6(1.0%)	322(53.7%)	15(2.5%)	11(1.8%)	3.0027	.58281
Facsimile	39(6.5%)	87(14.5%)	244(40.7%)	9(1.5%)	14(2.3%)	2.6743	.82424
Telephone\Telex	48(8.0%)	78(13.0%)	252(42.0%)	9(1.5%)	6(1.0%)	2.6107	.78804
Information brokering	48(8.0%)	86(14.3%)	241(40.2%)	15(2.5%)	3(.5%)	2.5903	.78090

Table 4 above shows that respondents are very highly satisfied with Internet/E-mail services with mean score of (4.3303) and standard deviation of (0.91734), followed by bindery services with mean score (3.7165) and standard deviation of (0.82765), followed by indexing and abstracting with mean score of (3.6483) and standard deviation of (0.38487). also, lamination with mean score of (3.4987) and standard deviation of (.87518), followed by microfilming with mean score of (3.3717) and standard deviation of (0.24477), selective dissemination of information with mean score of (3.3180) while standard deviation is (0.16824), loaning of information material

with mean score of (3.2952) and standard deviation of (.96896), followed by data processing with mean score of (3.0163) and standard deviation of (0.80741). Furthermore, current awareness with mean score of (3.0750) while standard deviation is (0.8690); preceded by reference services with mean score of (3.0050) and standard deviation of (0.86238), also, document delivery with mean score of (3.0027) and standard deviation of (0.58281), followed by facsimile with mean score of (2.6743) and standard deviation of (0.82424), followed by telephone/telex service with mean score of (2.6107) and standard deviation of (0.78804), and information brokering with mean score of (2.5903) and standard deviation of (0.78090).

Table 5
The Effects of Library Use on Work Performance of Senior Non-Academic Staff

Effect of library use on the respondents	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	Std. deviation
Library use helps me to express facts and ideas in a clear, convincing and organized manner.	204(34.0%)	74(12.3%)	15(2.5%)	6(1.0%)	94(15.7%)	3.7328	0.64514
It assists me to be opened to current development in my subject discipline.	191(31.8%)	27(4.5%)	72(12.0%)	18(3.0%)	85(14.2%)	3.5623	0.61681
Library uses assists me to deal effectively with pressure.	38(6.3%)	240(40.0%)	12(2.0%)	3(.5%)	103(17.2%)	3.2702	0.40351
It helps me to achieve work quality outcomes.	36(6.0%)	115(19.2%)	154(25.7%)	94(15.7%)	5(.8%)	3.2054	.93981
It helps me to adjust rapidly to new situations warranting attention/ resolution.	38(6.3%)	171(28.5%)	90(15.0%)	9(1.5%)	85(14.2%)	3.1730	0.29779
It assists me to anticipate and meet needs of clients.	102(17.0%)	109(18.2%)	6(1.0%)	88(14.7%)	94(15.7%)	3.0927	0.56723
It helps me to develop leadership skills.	35(5.8%)	186(31.0%)	6(1.0%)	81(13.5%)	85(14.2%)	3.0127	0.38038
It assists me to identify, analyze, and take critical decisions.	50(8.3%)	152(25.3%)	15(2.5%)	97(16.2%)	85(14.2%)	2.9624	0.40748
It helps me to inspire, motivate and guide others towards goal accomplishment.	103(17.2%)	15(2.5%)	21(3.5%)	97(16.2%)	157(26.2%)	2.5165	0.64452
It helps me to consistently develop and sustain co-operative work relationship.	14(2.3%)	110(18.3%)	6(1.0%)	97(16.2%)	166(42.2%)	2.2595	0.34726

Table 5 revealed that library use effect on senior non-academic staff in private universities in South Western Nigeria top highest with library use helps me to express facts and ideas in a clear, convincing and organized manner with mean score of (3.7328) and standard deviation of (1.64514), followed by it assists me to be opened to current developments in my subject discipline with mean score of (3.5623) and standard deviation of (1.61681). Also, library uses assists me to deal effectively with pressure with mean score of (3.2702) and standard deviation of (1.40351), followed by it helps me to achieve quality out comes with mean score of (3.2054) and standard deviation of (0.93981). It assists me to anticipate and meet needs of clients with mean score of (3.0927) and

standard deviation of (1.56723), followed by it helps me to adjust rapidly to new situations warranting resolution with mean score of (3.1730) and standard deviation of (1.29779), followed by it helps me to develop leadership skills with mean score of (3.0127) and standard deviation of (1.38038). It assists me to identify, analyze and take critical decisions with mean score of (2.9624) and standard deviation of (1.40748), followed by it helps me to inspire, motivate and guide others towards goal accomplishment with means score of (2.5165) and standard deviation of (1.64452), followed by it helps me to consistently develop and sustain co-operative working relationship with mean score of (2.2595) and standard deviation of (1.34726).

Table 6
Showing Constraints Faced by the Respondents when Using Their University Libraries

Constraints faced by the respondents when using their university libraries	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	Std. deviation
There is lack of library information resources awareness.	201(33.5%)	198(33.0%)	94(15.7%)	77(12.8%)	30(5.0%)	3.7717	0.18541
Irregular power supply possess problem for me when making use of the library.	183(30.5%)	201(33.5%)	84(14.0%)	94(15.7%)	38(6.3%)	3.6617	0.23683
There is no user orientation for non-academic staff.	168(28.0%)	201(33.5%)	86(14.3%)	121(20.2%)	18(3.0%)	3.6397	0.17800
Network problems/barriers.	200(33.3%)	152(25.3%)	83(13.8%)	108(18.0%)	57(9.5%)	3.5500	0.35913
Inadequate library information resources hinder my use of library.	201(33.5%)	112(18.7%)	6(1.0%)	113(18.8%)	168(28.0%)	3.1083	0.68166
Inadequate access point to the library information resources.	55(9.2%)	66(11.0%)	105(17.5%)	170(28.3%)	204(34.0%)	2.3300	0.29379
Library personnel do not give assistance.	33(5.5%)	6(1.0%)	216(36.0%)	165(27.5%)	180(30.0%)	2.2450	0.06624

From the analysis above, constraints encountered by the respondents when using the library top highest with there is lack of library information resources awareness with mean score of (3.7717) and standard deviation of (0.18541), followed by irregular supply of power possess problem for me when making use of the library with mean score of (3.6617) and standard deviation of (0.23683), followed by there is no user orientation for non-academic staff with mean score of (3.6397) and standard deviation

of (0.7800), followed by network problem/barriers with mean score of (3.5500) and standard deviation of (0.35913). Also, inadequate library information resources hinders my use of the library with mean score of (3.1083) and standard deviation of (0.68166), preceded by inadequate access point to the library information resources with mean (2.3300) and standard deviation of (0.29379), and library personnel do not give assistance with mean score of (2.2450) and standard deviation of (0.06624).

Table 7
Work Performance Evaluation of the Respondents

Work performance scale	Poor	Fair	Good	Very good	Excellent	Mean	Std. deviation
Problem solving ability	7(1.2%)	13(2.2%)	124(20.7%)	403(67.2%)	53(8.8%)	3.8033	.66988
Punctuality at work	50(8.3%)	47(7.8%)	56(9.3%)	282(47.0%)	165(27.5%)	3.7750	0.17616
Leadership quality	7(1.2%)	6(1.0%)	183(30.5%)	354(59.0%)	50(8.3%)	3.7233	.67643
Interpersonal relationship with co-workers	14(2.3%)	25(4.2%)	154(25.7%)	357(59.5%)	50(8.3%)	3.6733	.78165
Dependability and honesty	6(1.0%)	36(6.0%)	40(6.7%)	385(64.2%)	83(13.8%)	3.5883	0.30449
Quality of work output	3(.5%)	16(2.7%)	60(10.0%)	446(74.3%)	25(4.2%)	3.5400	0.19056
Efficient and effective use of resources	13(2.2%)	40(6.7%)	35(5.6%)	449(74.0%)	19(3.2%)	3.4817	0.20779
Creative and innovative ability	33(5.5%)	13(2.2%)	155(25.8%)	254(42.3%)	88(14.7%)	3.3000	0.42128
Team building	16(2.7%)	32(5.3%)	230(38.3%)	266(44.3%)	6(1.0%)	3.1067	0.17655
Communication skills	18(3.0%)	20(3.3%)	320(53.3%)	186(31.0%)	6(1.0%)	2.9867	0.12038

In Table 7, the respondents performance evaluation top highest with problem solving skills with mean score of (3.80331) and standard deviation of (0.66988), followed by punctuality at work with mean score of (3.7750) and standard deviation of (0.17616), followed by leadership quality with mean score of (3.7233) and standard deviation of (0.67643), followed by interpersonal relationship with co-workers with mean score of (3.6733) and standard deviation of (0.78165), preceded by dependability and honesty with mean score of (3.5883) and standard deviation of (0.30449). quality of work out put with means score of (3.5400) and standard deviation of (0.19056), followed by efficient and effective use of resources with mean score of (3.4817) and standard deviation (0.20779), followed by team building with mean score of (3.1067) and standard deviation of (0.17655), and communication skills with mean score of (2.9867) and standard deviation of (0.12038).

Hypothesis I:

H0: There is no significant difference in work performance of the respondents by gender.

Table 8
Significant Difference in Work Performance of the Respondents by Gender

Sex	N	Mean	SD	Z	Sig. P
Male	350	35.1343	7.48995	0.234	0.04
Female	250	34.8082	7.83958		

From the result of the analysis carried out, the value of Z-test calculated is 0.233906 at alpha = 0.05. Since the calculated value is more than table value, we reject the null hypothesis and accept the alternate hypothesis and conclude that there is significant difference in work performance of the respondents by gender.

Hypothesis II:

H0: There is no significant difference in library use of the respondents by gender.

Table 9
Test of Significant Difference in Library Use of the Respondents by Gender

Sex	N	Mean	SD	Z	Sig. P
Male	350	39.7286	27.21638	0.670	0.84
Female	250	38.0245	27.50602		

The result of data analysis carried out in Table 9 revealed that there is no significant difference in library use of the respondents by gender ($Z = 0.670$, $P > 0.05$).

Hypothesis III:

H0: there is no significant difference in library use of senior non-academic staff by universities.

Table 10
One Way ANOVA Showing Significant Difference in Library Use of the Respondents by Universities

Source of variation	Sum of squares (SS)	Df	Mean square (MS)	F	Sig. P
Between Group	5725.597	13	440.431	0.583	0.869
Within Group	442824.8	586	755.674		
Total	448550.4	599			

The result of data analysis carried out in Table 10 showed that there is no significant difference in use of library of the respondents by universities ($F = 0.583$, $Df = 13$; $Df = 586$, $P > 0.05$).

Hypothesis IV:

H0: There is no significant relationship between library use and work performance of senior non-academic staff in private universities in South Western Nigeria.

Table 11
Showing Summary of Test of Significant Relationship Between Library Use and Work Performance of the Respondents

Variables	N	X	SD	R	Sig. (p)
Work performance	600	34.98	7.63	0.347	0.21
Library use	600	38.87	27.37		

From the data analysis carried out in Table 11, the value of the correlation/relationship between library use and work performance of the respondents is ($R = 0.347$). It was therefore concluded that there is significant relationship between library use and work performance of the respondents ($R = 0.347$, $P < 0.05$).

7. DISCUSSION OF FINDING

Information is an essential ingredient in work performance of workforce of universities worldwide. Libraries are established in organizations particularly universities to provide much needed information in support of teaching, research and community services. Library information resources and services are also expected to take care of non-academic staff so as to improve their work performance.

However, this study found that the senior non-academic staff in private universities in Nigeria used their institutional libraries for improved productivity, reading and borrowing information materials. Stephen (2006) reiterated that the purpose for which workers used their organizational library depends on the nature of work performed. It was also established that the major specific information resources used by the respondents were internet, newspapers, government publications, bulletins/handbooks, and policy papers. Dennis (2001) also reported that university staff in America made more use of internet, journals, government publications, textbooks, policy papers, handbooks/bulletins and magazines.

The internet has offered a great opportunity for all category of library used to access and retrieve relevant information to their needs. One of the ways by which university administrators and library managers evaluate the effectiveness of the library information services is through users' satisfaction approach. This study established that the respondents were highly satisfied with internet/E-mail but fairly satisfied with bindery, indexing and abstracting, lamination, microfilming, selective dissemination of information, loaning of information materials, data processing, document delivery and current awareness services. Harvna (2002) and Besso (2002) similarly reported that users of the state public and medical university libraries investigated satisfied with services provided to them.

Nevertheless, it was found out that library use has positive effects on work performance of the respondents. Budd and Dicarlo (1982) reiterated that managers of

academic libraries must ensure that library information services provided to users have positive effects on their job performance particularly academic and non-academic staff. The present study also revealed that the major constraints faced by the respondents when using their institutional libraries include lack of library information resources/services awareness, irregular power supply, lack of users' orientation and inadequate library information resources. The inadequate funding must have probably accounted for the problem encountered by most library users particularly senior non-academic staff.

Oduwole (2004) viewed job performance as how one carries out the task, duties and responsibilities associated with a job. The evaluation of work performance of employees in any organization must address the cognitive ability (knowledge of the work), psycho-motor (skills relating to the work) and affective domain (attitudes toward the work). This study established that general work performance of the respondents was good. Hidgetts (2000) posited that library management expects their employees to exhibit high quality work performance in order to achieve the purpose for which it is established. Krivanek (2009) opined that personal factors such as gender, age, marital status, education, job tenure and religion could be explanatory factors for determining the work performance and attitudes to work of employees in organizations. Indeed, ability - the capacity to learn and perform the tasks required; standards - expectations to achieve and guidelines by which to achieve them; knowledge and skills - the information and expertise necessary to perform the job; feedback - feedback from management that effectively communicate the status of the person's performance, based on measurable guidelines and tools; environment - acceptable working conditions, such as enough time and equipment to perform the job effectively; and motivation - incentives in place that positively reinforce good performance are the factors that affect work performance of employees like senior non-academic staff in university system.

Thus, this study found out that there was significant difference in work performance of the respondents by gender. Similarly, Olaniyan (1997) established that demographic variables such as age years of work experience and gender did not significantly affect employee's job performance in three colleges of Education in Nigeria. Moreso, Onosote (2005) and Opeyemi (2008) reported that there was no significant difference in job performance of workers based on their gender in their organizations in Nigeria.

This study also revealed that there was no significant difference in library use of the respondents in respect of their gender. It was also found that there was no significant difference in library use of the respondents by universities/place of work. Olajide (2006) equally found that there was no significant difference in utilization

of library services of public servants in Ogun State, Nigeria by their work place. The study also revealed that there was significant relationship between library use and work performance of the respondents. This means that library use has direct association with the work performance of the respondents. The higher the library use of the respondents, the more their work performance is improved and vice-versa. Onosote (2005) and Opeyemi (2008) equally reported that information requirements and use had significant relationship with job performance of employees in their surveyed organizations in Nigeria.

CONCLUSION AND RECOMMENDATION

It is obvious that senior non-academic staff serve both students and others who find their ways into the institution and so contributes immensely to the development of their institutions. However, as revealed in this study, senior non-academic staff does not make regular use of the library and the resources therein of which the implication is that they will not have quality and recent information to be able to take informed decisions and also, will not have innovative and creative ability to add to their work, even though they highly utilized newspapers, dictionaries, and Internet resources in the library. But they are not satisfied with current awareness services, selective dissemination of information and other library services. Hence, the use of library by senior nonacademic staff in private universities is essential for acquisition of knowledge and effective work performance.

It is therefore recommended that the university administrators should encourage the senior non-academic staff in the Nigerian private universities to make intensive use of library information resources and services in order to improve their work performance. The library managers should give user education/information literacy programme to the senior non-academic staff in the Nigerian private universities so as to stimulate level of library use among them. The library managers should tailor their library services to meet the information needs of the respondents in order to get satisfied.

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