

Librarians' Satisfaction with Promotion Practices in University Libraries in South-South, Nigeria

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Abstract

In universities, promotion is the recognised avenue through which staff move from one level of position to another and has come to be associated with improved staff performance. The study investigates librarians' satisfaction with promotion practices in university libraries in South-South, Nigeria. The descriptive survey design was adopted for the study. The targeted population is academic librarians from 14 (federal and state) universities in the South-South region in Nigeria, and the total enumeration sampling technique was adopted. A four-point Likert-type questionnaire was designed to elicit responses on librarians' satisfaction with their promotion in university libraries. Two hundred and forty-three (243) questionnaires were distributed, out of which 180 were returned and found usable, giving a response rate of 76.2%. The results were analysed with percentages and mean and are presented in tables and figures. The study revealed that librarians have a low view of the practice of promotion because of their dissatisfaction with the promotion practice carried out in the university libraries. Factors such as research publications in local and international journals, attendance of conferences and publication in their proceedings, acquisition of additional qualifications, and years of experience at a particular level were shown to be vital before librarians could be promoted from one rank to another. The findings further established that scoring strategies based on library services and activities, evidence of active participation in professional bodies, and attendance of conferences and workshops are important during the assessment for promotion to the professorial cadre. The study recommends active participation in attending conferences, workshops and collaboration with colleagues and publishing in high impact journals as well as quality service delivery to users of the university community.

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Volume 40 | Number 1 | 2022 | # 8934 | 22 pages

<https://doi.org/10.25159/0027-2639/8934>

ISSN 2663-659X (Online), ISSN 0027-2639 (Print)

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Keywords: promotion; satisfaction; librarians; university libraries; South-South; Nigeria

Introduction

Promotion is the practice of placing employees from lower grades in an organisation into higher grades with a subsequent increase in benefits and responsibilities. It involves assessing staff based on acceptable criteria for their contributions, performance, and productivity over a specific period (Omeluzor 2018, 3). When the promotion is given, it brings about an increase in pay and is a mark of recognition of the employee's performance and contribution to the achievement of the organisation's goals and objectives. On the other hand, when the promotion is not given, it may bring about negative reactions such as absenteeism, lack of commitment, and in some cases, a desire to quit the job (Abdulmumini 2021). According to Brown (2001), promotion is important to an employee's career life because it brings about a considerable increase in pay or wage and constitutes a major effect on the work that the employee does. Another reason promotion is important is that it brings about satisfaction with the job (Islam and Hossain 2018, 9; Kaba 2017, 511). While it is the responsibility of the academic library to cater to the information needs of its users within and outside the university community, it is the academic librarian that is responsible for successfully carrying out these responsibilities and duties. Like other academics in the university, academic librarians represent a unique set of tertiary institutions' staff whose duties are critical in the educational process. As academics, their promotion assessments are similar to those obtainable for academics in the faculties, who are normally evaluated in the categories of teaching and research (Damasco and Hodges 2012, 279–82).

The promotion of academic staff from a lower rank to a higher one is an indication that the staff have shown evidence of scholarship and effective performance in all the criteria for promotion as stipulated by the university policy (Archibong et al. 2010). However, promotion practices differ from university to university, particularly for academic librarians. According to Deborah Tolu-Kolawole from the newspaper the *Punch* (2021), the federal government decried the lack of uniformity in the promotion practices of librarians in Nigeria.

Regardless of what the practice for promotion is, it is important that every category of staff working in the university gets to the peak of their careers through regular promotion. Thus, satisfaction with the promotion of academic librarians remains a crucial issue because a low level of satisfaction is not just a threat to a librarians' job commitment, it is a threat to information service delivery. Considering the importance of this for achieving the library's goals and objectives, it becomes important to understand the perceptions of librarians towards promotion practices in university libraries in South-South, Nigeria.

Statement of the Problem

There is increased demand on librarians for greater efficiency, productivity, and improved quality of library service delivery to ensure that libraries retain their relevance within the academic community (Naveed, Usman, and Bushra 2011, 300). Since promotion has been identified as one of the factors that greatly influence job satisfaction among employees, an understanding of academic librarians' satisfaction or dissatisfaction with their promotion can lead to improvements and innovations in academic library services. Furthermore, it can also help the university library to retain the best academic librarians, reduce absenteeism and the turnover rate among librarians, as well as ensuring that the library's overall goals and objectives are met. However, there may be a threat to information service delivery in the university libraries because various studies have reported evidence that library staff perform their duties below expectation (Garba, Mohammed, and Hussaini 2021; Idiegbeyan-Ose, Nkiko, and Ifeakachuku 2017; Oyovwevotu 2017). With particular reference to promotion, some studies have reported that the librarians are not satisfied with their promotion in university libraries (Ikolo 2017; Ikonne and Onuoha 2015; Togia, Koustelios and Tsigilis 2004). In the opinion of researchers such as Okonedo (2015) and Okeji (2018), this dissatisfaction is caused by most librarians' inability to meet the promotion requirements in their institutions. A majority of the studies that have been carried out regarding promotion of librarians have only looked at promotion as an aspect of the concept of job satisfaction itself; there is scanty data on librarians' perception of promotion practices and procedures in universities. In addition, none seem to have been carried out in the South-South region of Nigeria. This study seeks to fill this gap.

Research Questions

The research seeks to address the following questions:

1. What is the perception of librarians towards promotion practices and procedures in university libraries in South-South, Nigeria?
2. What are the determinants of promotion for academic librarians in universities in South-South, Nigeria?
3. To what extent are academic librarians satisfied with their promotion in university libraries in South-South, Nigeria?
4. What is the perception of librarians towards the benefits of promotion in university libraries in South-South, Nigeria?
5. What strategies could be employed to enhance promotion of librarians in university libraries in South-South, Nigeria?

Review of Related Literature

Promotion Practices in University Libraries

According to Onohwakpor and Tiemo (2006, 11), the struggle for academic status of librarians started in the United States in the 1940s. In Nigeria, the struggle came to its climax following an agreement reached between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria. Accordingly, academic librarians received academic status similar to those of their teaching counterparts via a circular from the National Universities Commission (NUC) in 1993 (Tsafe, Nil, and Mohammed 2016, 5–7). However, though this development was desired, early research revealed that the academic status came with a lot of pains as many librarians became stagnated in their career positions (Idiodi and Bozimo 2012, 301).

As academics, librarians undergo similar promotion assessment criteria as other categories of academics (lecturers particularly). According to Owuamanam and Owuamanam (2008), the assessment of productivity in Nigerian universities is based mainly on an individual's research output. Other criteria such as tasks, activities, teaching, supervision, publications, research, consulting, conferencing, administration, and community service may also be considered.

Mampane (2020) noted that without fair and equitable appointment practices, tertiary institutions cannot achieve sustainable development. Promotion practices integrate a series of activities communicated with academic staff and this process becomes efficient only if the activities accomplish set goals (Kotler and Keller 2012). In most universities, the criteria for promoting academics are based on the attainment of the set key performance areas, a goal-oriented process directed towards maximising the productivity of academics. Applicants have to complete institutional application forms specifying involvement in tuition, research outputs, involvement in collaborative research, attendance of conferences and workshops as well as any other additional achievements related to academic work. Turk (2008) upholds that an appropriate practice for promotion entails some or most of the following procedures, as well as a performance appraisal system which assists academics to make their input in the university. The practices of promotion for academic staff in most Nigerian public universities entail the following process:

1. Evaluation by a Departmental Appointments and Promotions Committee (academics). The head of department is the chairman of this committee. Other members are all lecturers from the rank of senior lecturer upward (those who are candidates for assessment are not part of the committee). The assessment made is based on established promotion criteria and is forwarded to the dean.
2. Evaluation by the Faculty Appointments and Promotions Committee (academics). This committee has the dean as chairman, all heads of departments and all professors in the faculty as members as well as the faculty officer as secretary. This committee assesses candidates based on established institution criteria while

considering the recommendations from the Departmental Appointments and Promotions Committee. Their recommendations are afterwards forwarded to the Central Appointments and Promotions Committee (academics).

3. Evaluation by the Central Appointments and Promotions Committee. This committee has the vice chancellor as chairman, the deputy vice-chancellor (academics), two external council members, all deans/directors/provosts, the registrar, and university librarians as members and the deputy registrar (establishment/personnel) as secretary. This committee in line with the laid down criteria appraises the candidate, putting into consideration the forwarded reports and recommendations from the Faculty Appointments and Promotions Committee.

General Promotion Criteria

The following guiding criteria for promotion apply to all cadres of academic staff in the promotion procedure:

- A favourable report from the Departmental Appointment and Promotion Committee and the head of department.
- A favourable report from the Faculty Appointment and Promotion Committee.
- A waiting period of three years at each rank before qualification for promotion.
- Possession of a PhD degree is mandatory for candidates for senior lecturers, readership and professor. Promotion to other ranks below these can be attained with a master's degree with course work and thesis and four years of teaching experience at each level.
- A stipulated number of publications in reputable journals and/or in standard texts.
- Two positive reports from external assessors are required for candidates up for promotion to either reader or professor.

A study by Archibong et al. (2010) on the practice of promotion for academics in Nigerian universities found that the majority of the academic staff were dissatisfied with the promotion practices in their institutions. Similarly, Garba, Mohammed and Hussaini (2021) investigated the influence of promotion on the job performance of professional and para-professional library staff in tertiary institutions in Niger State. Their findings showed that requirements for library staff promotion affect job performance of library staff negatively. Eze, Okeke and Okoroafor (2019) presented results showing that only 17 (30%) of the librarians agreed that they receive timely promotions, while 39 (70%) of them disagreed with this. Fifteen (15) (27%) of the respondents were satisfied with the promotion structure in their libraries, while 41 (73%) were not satisfied. Only 14 (25%) of the librarians indicated that their libraries had a clear policy about the library professionals' promotion, while the other 42 (75%) disagreed with this, thereby indicating that their libraries did not have such a clear policy. On the salary package proper, none of the librarians were satisfied with both the current pay package and the

annual increment in the salaries. All of them disagreed with this, thereby indicating dissatisfaction with both their current salary and the annual increment to their salaries. Mampane (2020) argues for the identification of successful practices to ensure fair and equitable institutional promotion practices by exploring the enablers and disablers within the institutional promotion process in South African higher education. He further stressed that promotion and appointment practices can be regulated to ensure fairness and equity.

Determinants of Promotion Practices for Academic Librarians in Universities

Every employee (librarians included) wants to be able to grow in their chosen career paths, and growing means being able to be promoted as and when due. The promotion of library staff from a lower rank to a higher one is an indication that the staff member has shown evidence of effective performance in all the criteria for promotion as stipulated by the institution's policy. The most common determinant of promotion is the research publication of scholars.

Nolan (2017) stated that librarians serve as productive, committed faculty members at Trinity University. The librarians are evaluated during formal reviews in all relevant areas of librarianship. These are scholarship, research, or professional or artistic achievements and service. Here, promotion to associate professors with tenure is based on their demonstration of effectiveness in the three major areas of review, as well as a demonstration of promise for the future. To achieve promotion from associate professor to professor, the librarian must demonstrate a record of outstanding performance of required responsibilities and additional activities that suggest initiative and innovation as a professional faculty member, and have an outstanding record, which establishes evidence for his or her continued development after promotion to associate professor that exhibits a level of mastery, distinction, and/or professional reputation. This means that the librarian professional activities must extend beyond his or her immediate work environment and take on a national character or scope.

At Indiana University, teaching, research and creative work, and services that may be administrative, professional, or public are long-standing university promotion criteria. For promotion (or tenure), a librarian should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity/service) or effective (teaching) in the others. The promotion of librarians from assistant professor to associate professor is based on continuous improvement, whether in quality of teaching, in scholarship, or in the performance of service roles. The promotion of librarians from associate professor to professor is based on achievement beyond the level required for the associate professorship (Indiana University 2016).

The Yale University Library has five librarian ranks. A librarian may move to a higher rank by demonstrating performance that meets the criteria for the promotion. In addition to service and other requirements, every librarian has the opportunity to rise to the highest rank. And this applies to librarians who have an exceptional mastery of a major library specialisation or subject discipline and whose contributions advance the

missions of the library and university. A Librarian V will have at least 12 years of professional experience (Yale University Library 2021).

At the University of Ibadan, academic librarianship is a combination of professionalism and scholarship and is very strongly service-oriented. By its very nature, its professional/service aspect tends to make disproportionate demands on the time of the practitioner and a long period of experience is usually required before maturity can be attained in terms of research and publications. Therefore, in most cases, but particularly up to the senior librarian grade, greater emphasis is placed on professional competence and experience than on research and publications. Here, librarians are promoted through the ranks from Assistant Librarian to Librarian II, Librarian I, Senior Librarian, Principal Librarian and Deputy Librarian based on professional ability and competence, research (this involves ongoing research, particularly all studies, theses and dissertations, policy papers and manuals, conference and seminar papers, and abstracts, which have not otherwise been published), publications and experience (University of Ibadan 2020). Librarians are not promoted to professorial ranks.

Although librarians in Nigeria have been active in the research and publishing space (Agboola 2000, 82), more recent studies are yet to show that academic librarians are doing very well when it comes to publishing and they hardly meet the publication requirement for their advancement in the profession. For instance, the study conducted by Orji and Anunobi (2019, 6) on the research output of academic librarians in federal universities in southern Nigeria revealed a relatively poor research output of academic librarians across institutions in the studied region. Similarly, Fiwotoafor, Dadzie and Adams (2019) reported that publication output was low among the professional librarians in public university libraries in Ghana, where journal articles were the most popular publication format. The study also indicated that the higher-ranked professional librarians were more prolific than lower-ranked ones. This is in line with the submission of Umar et al. (2017, 61), who remarked that regardless of the benefits of publications to librarians, they do not conduct adequate research and publication. Adegbaye et al. (2019, 80) investigate workload as correlates of the publication output of academic librarians in universities because of its consequent implication for their professional progress and career advancement. Their study revealed that academic librarians' publication output was fairly high in terms of journal articles, but low in terms of textbooks, chapters in books, co-authored books, monographs, and conference proceedings. The findings also showed that their research publications were relevant to their career progress.

Librarians' Satisfaction with Promotion

Research has shown that the level of satisfaction among library personnel regarding promotion is low (Babalola and Nwalo 2013, 73). In a similar study, Khan and Ahmed (2013) studied the job satisfaction of library professionals serving in public sector universities of Khyber Pakhtunkhwa, Pakistan. The result shows that although library professionals working in these institutions were slightly satisfied with the nature of their

work, they were dissatisfied with supervision, benefits, and promotion. The findings of Esakkimuthu and Vellaichamy (2015, 27–8) also revealed that aspects such as salary, promotion, denied access to benefits, and lack of job security were identified as major constraints to job satisfaction among library professionals working in tertiary institutions. Khalid, Irshad and Mahmood (2012), in their study on “Job Satisfaction among Academic Staff: A Comparative Analysis between Public and Private Sector in Universities of Punjab Pakistan,” found a positive significant relationship between opportunities for promotion and job satisfaction.

Lim (2008, 21) surveyed library and information technology workers’ job satisfaction and how they perceive their promotion criteria. The study showed that information technology workers who felt an advantage regarding their promotion because of their technical expertise were more satisfied with their jobs than those who did not. In Horowitz’s (2007) study of the impact of publication on job satisfaction among librarians, he observed that librarians embrace publishing as one of the promotion criteria and that publishing brings about job satisfaction. An interesting aspect of this study’s findings was that although the effect of higher status is positive, older academics reported lower levels of job satisfaction with promotion prospects. Those who achieve promotion report higher levels of job satisfaction, but those that cannot meet their promotion criteria and cannot receive promotion to their ultimate ranks express lower job satisfaction with promotions. Kaya (1995) found that one of the dimensions of their job university librarians in Ankara were not satisfied with was promotion. A more recent study of 105 academic librarians in Imo State presented by Nzelum et al. (2019, 3) investigated the effect of promotion and recognition on job satisfaction of librarians in academic libraries. The findings showed that promotion is not denied when due ($X = 3.5$) and the higher position librarians attain on the job through promotion, the greater satisfaction they derive ($X = 3.4$). Only a few of the librarians did not derive satisfaction because of the way they were promoted. A similar study on librarians’ turnover intentions in university libraries in the South-South and South-East regions of Nigeria revealed that librarians were satisfied with annual promotion exercises ($= 2.99$, $SD = 0.93$) and fairness with regard to promotion ($= 2.83$, $SD = 0.88$). This means that the entire process of promotion and rewarding of librarians was acceptable to the respondents, which can reduce their turnover intentions (Omeluzor 2018, 2).

Methodology

The descriptive survey research design was adopted for the study. The design was used because it enabled the researcher to explore the current attitudes towards and state of awareness and perception of librarianship as a career in library schools in South-South, Nigeria. The population of the study is 243 academic librarians from 14 (federal and state) university libraries in South-South, Nigeria. The survey did not include private universities because the researcher wanted institutions that had similar work environments and promotion criteria. The total enumeration sampling technique was adopted; consequently, all 243 librarians made up the sample size for the study.

According to Mkpa (1998), when the study involves a population of relatively few individuals, institutions, or things, it becomes necessary to study the entire population. A questionnaire was used as an instrument for data collection. Consequently, a questionnaire titled “Promotion Satisfaction among Academic Librarians” that was structured by the researcher was used. This instrument consisted of five parts and made use of a four-point scale to record the responses, where 1 indicates “strongly disagree,” 2 indicates “disagree,” 3 indicates “agree” and 4 indicates “strongly agree.” The instrument was pilot tested on academic librarians at Imo State University, Owerri. Cronbach’s alpha was used to estimate the internal consistency of the instrument at 0.78. The instrument was administered through face-to-face contact with the respondents by the researcher and two research assistants. It took three weeks to complete the data collection. After distribution, a total of 180 instruments were returned and found usable for the study, giving a response rate of 76.2%. Results were analysed using descriptive statistical tools such as frequency counts, percentages, and mean. The criterion mean was set at a 0.05 level of significance.

Results

Demographic Characteristics of Librarians

Table 1: Demographic characteristics of respondents

Gender	No.	%
Male	70	39
Female	110	61
Highest Educational Qualification		
BLS/BSc or Equivalent	71	39
MLS/MSc or Equivalent	68	38
PhD	41	23
Job Status		
Professor	0	0
University Librarian	4	2.2
Deputy University Librarian	22	12.2
Senior Librarian	31	17.2
Librarian I	40	22.2
Librarian II	26	14.4
Assistant Librarian	39	21.6
Graduate Assistant	18	10
Years of Experience on Current Rank		
6 years and above	72	40
3–5 years	63	35
1–2 years	32	17.7
Below 1 year	13	7.2

Source: Field work, 2020

The results in Table 1 indicate that there were more academic librarians with first degrees in universities in South-South, Nigeria. A majority of the respondents (61%) were females. There were more holders of BLS/BSc degrees, with 71 (39%), also, 68 (38%) had a master's degree or its equivalent, and 41 (23%) had PhD degrees. In terms of job status, most, 40 (22.2%), of the respondents were in the Librarian I rank; next was Assistant Librarians with 39 (21.6%). Only four (2.2%) who participated in the study were University Librarians, while none of the respondents were in the rank of Professor. Respondents were asked to indicate the number of years they have been on the current rank. Seventy-two (72) (40%) indicated six years and above on one rank; 63 (35%) indicated three to five years on one rank. Very few, 13 (7.2%), had been on one rank for less than one year. This result shows that most academic librarians in the South-South are females, and that most have just first degrees and are in the Librarian I rank. Also, most of the librarians are seen to have spent six years in their current rank. This is an indication that they have stayed longer than the three years that they should be in one rank before they are qualified to be assessed for the next rank.

Answering of Research Questions

In this section, data are presented to answer the research questions of the study.

Research Question 1: What is the perception of librarians towards promotion practices and procedures in university libraries in South-South, Nigeria?

In this segment, respondents were asked to indicate their perception of the different aspects of promotion practices in university libraries in South-South, Nigeria.

Table 2: Librarians' perception of promotion practices in South-South, Nigeria

Promotion Practices	SA	A	D	SD	Mean Score
Head of department's assessment	33 (18.3)	104 (57.7)	31 (17.2)	12 (6.6)	2.87
Faculty (University Library) Assessment and Promotion Committee (A and PC) assessment	99 (55)	36 (20)	32 (17.7)	13 (7.3)	3.22
Three-year gap before next promotion	72 (40)	84 (46.6)	24 (13.4)	–	3.26
Number of required local publications	29 (16.1)	54 (30)	92 (51.1)	5 (2.7)	2.59
Number of required international publications	58 (32.2)	70 (39)	27 (15)	25 (14)	2.89
Online research visibility	15 (8.3)	38 (21.1)	87 (48.3)	40 (22.2)	2.15
Teaching	5 (2.7)	12 (6.6)	53 (29.4)	110 (61.1)	1.01
Library work/services done	15 (8.3)	46 (25.5)	98 (54.4)	21 (11.6)	2.30
Library divisional head	15 (8.3)	25 (14)	140 (77.7)	–	2.30
Conference/workshop attendance	71 (39.4)	49 (27.2)	56 (31.1)	4 (2.2)	3.03
Acquisition of additional qualification	40 (22.2)	110 (61.1)	20 (11.1)	10 (5.6)	3.11
University administration	10 (5.5)	19 (10.5)	74 (41.1)	77 (42.7)	1.78
Membership of professional associations	11 (6.1)	2 (1.1)	167 (92.7)	–	2.13
Supervision of graduate work	–	5 (2.7)	105 (58.3)	70 (38.8)	1.63
Computer literacy	10 (5.5)	12 (6.6)	121 (67.2)	37 (20.5)	1.97
Aggregate Mean					2.41

Source: Field work

The results in Table 2 indicate that librarians' perceptions of promotion practices in the university libraries in South-South, Nigeria differ from one institution to another. The aggregate mean of 2.41 is lower than the aggregate mean of 2.50, indicating a low perception of the promotion practices in university libraries. Yet a close look at the individual items on the table reveals a high perception of some promotion practices. For instance, with a mean score of 3.26, librarians feel that the three-year gap before the next promotion is adequate. Also, librarians feel content with faculty (University Library) Assessment and Promotion Committee (A and PC) assessment, and the

requisites of acquiring additional qualifications and attendance of conferences/workshops, with mean scores of 3.22, 3.11 and 3.03 respectively. On the other hand, perceptions are low for promotion practices such as assessment regarding teaching (1.1), supervision of graduate work (1.63), university administrative positions (1.78) and computer literacy levels (1.97).

Research Question 2: What are the main determinants of promotion for academic librarians in universities in South-South, Nigeria? Data is presented in Table 3.

In this segment respondents were asked to indicate the variables that determine promotion for academic librarians in universities in South-South, Nigeria.

Table 3: Determinants of promotion for academic librarians

Librarians' promotion is determined mainly by:	SA	A	D	SD	Mean Score
The qualification of librarians	40 (22.2)	110 (61.1%)	20 (11.1)	10 (5.6)	3.11
The abilities and skills of librarians	16 (9)	79 (44.1)	74 (41.2)	11(5.7)	2.55
The years of experience of librarians	60 (33.3)	62 (34.3)	58 (31.4)	–	2.97
The conferences attended	15 (8.3)	25 (14)	105 (58.3)	35 (19.4)	2.11
The acquisition of additional qualifications	40 (22.2)	110 (61.1)	20 (11.1)	10 (5.6)	3.11
Librarians' commitment to the job	25 (14)	60 (33.3)	80 (44.4)	15 (8.3)	2.52
An assessment of the volume of library work done	–	10 (5.6)	130 (72.2)	40 (22.2)	1.82
Librarians' inclination to work hard (overtime hours)	20 (11.1)	40 (22.2)	105 (58.3)	15 (8.3)	2.36
Librarians' number of research publications (local and international)	95 (53)	65 (36.1)	20 (11.1)	–	3.41
Librarians' acquisition of years of experience at a particular level	62 (34.3)	62 (34.3)	56 (31.4)	–	3.03

Source: Field work, 2021

The results in Table 3 indicate that most of the items listed were above the criterion mean of 2.50, hence most of the factors listed determined librarians' promotion in university libraries in South-South, Nigeria. The librarian's number of research publications (local and international) was cited by most of the respondents (3.41) as the main determinant of promotion. Respondents also indicated the acquisition of additional qualifications and the qualification of librarians (3.11) and years of experience at a particular level (3.03) as determinants of promotion in university libraries. The factors not supported by librarians as determinants of promotion are volume of library work

done (1.82), conferences attended (2.11) and librarians' inclination to work hard (overtime hours) (2.36).

Research Question 3: To what extent are academic librarians satisfied with their promotion in university libraries in South-South, Nigeria?

This section addresses librarians' satisfaction with their promotion in their institutions.

Table 4: Librarians' satisfaction with their promotion in university libraries

I feel satisfied with my promotion because:	SA	A	D	SD	Mean Score
I have opportunities to rise to the professorial cadre in my institution	35 (19.4)	45 (25)	15 (8.3)	85 (47.2)	2.16
I am given study leave with pay to acquire the needed educational qualification	19 (24)	54 (30)	80 (44.4)	27 (15)	2.36
I can meet the qualification requirements for promotion	33 (18.3)	56 (31.1)	76 (42.2)	15 (8.4)	2.59
I am able to meet the publication requirements for promotion	4 (2)	98 (54.4)	50 (28)	28 (15.5)	2.43
I am assessed for promotion when due	20 (11.1)	140 (78)	15 (8.3)	5 (2.6)	2.97
The practice takes my commitment to the job into consideration	40 (22.2)	25 (14)	41 (23)	74 (41.1)	2.17
Aggregate Mean	2.44				

The results in Table 4 show an aggregate mean of 2.44, revealing that academic librarians are not satisfied with the promotion practices carried out in the university libraries. While the margin of dissatisfaction is very small, a close look at the individual items shows the actual areas of dissatisfaction that brought about this result. The respondents indicated dissatisfaction with the following: that they are not able to rise to the professorial cadre (2.16); their commitment to the job is not taken into consideration during the promotion assessment (2.17); they do not get study leave with pay to acquire the needed educational qualification (2.36); and the inability to meet the publication requirements for promotion (2.43) caused dissatisfaction. The librarians are, however, satisfied with being assessed for promotion when due (2.97) and being able to meet the qualification requirements for promotion (2.59).

Research Question 4: What is the perception of librarians on the benefits of promotion in university libraries in South-South, Nigeria?

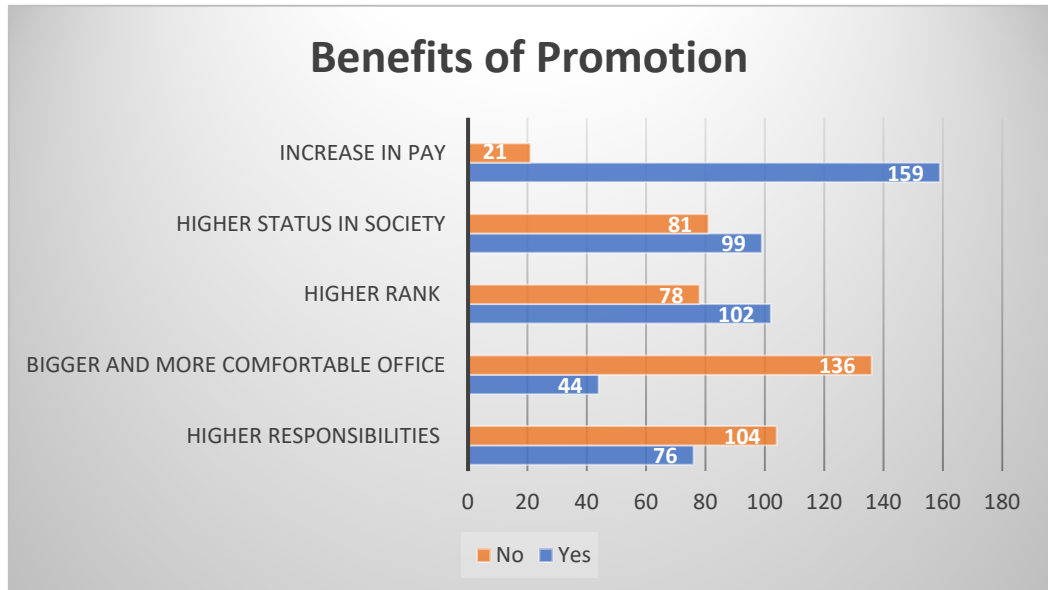


Figure 1: Librarians' perceptions of benefits of promotion in university libraries

The results in Figure 1 indicate that increased pay is indicated by the majority (159; 88.3%) of the respondents. Just over half of the respondents (102; 56.6%) believed that promotion will bring about higher rank and higher societal status (99; 55%). Only 44 (24.4%) librarians indicated a bigger and more comfortable office. This implies that the benefit most associated with the promotion of librarians is increased salaries.

Research Question 5: What strategies could be employed to enhance promotion satisfaction of librarians in university libraries in South-South, Nigeria?

This segment requested respondents to indicate, in their opinion, ways that librarians' satisfaction with promotion can be improved in university libraries in South-South, Nigeria.

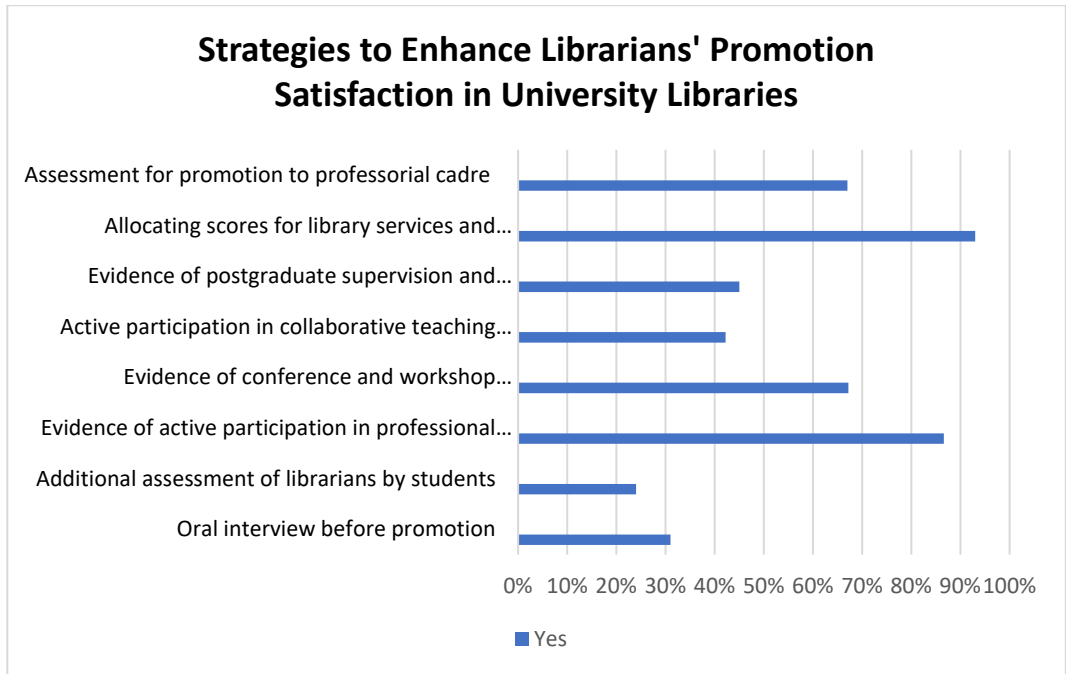


Figure 2: Strategies to enhance librarians' satisfaction with promotion in university libraries

The results in Figure 2 indicate the opinion of librarians on strategies that could enhance promotion satisfaction in university libraries. The majority (93%) of the librarians indicated that scoring library services and activities is one of the ways to improve librarians' satisfaction with promotion. Of the librarians, 86.6% also indicated that they want evidence of active participation in professional body activities to be acknowledged in their promotion and 67.2% and 76% respectively agreed to scoring of conference and workshop attendance and assessment for promotion to professorial cadre.

Discussion of Findings

The results obtained from this study show the perceptions of librarians on promotion practices in university libraries in South-South, Nigeria. It explored the determinants of promotion for academic librarians, librarians' satisfaction with their promotion, their perception of the benefits of promotion and strategies to enhance promotion in university libraries in South-South, Nigeria. The data showed that most academic librarians in South-South, Nigeria are females, have first degrees and are in the Librarian I rank. In addition, most of the librarians have spent six years in their current rank, which is an indication that they overstayed the three years' stipulated time on one rank before qualifying for consideration for promotion to the next rank.

The study requested respondents to indicate their perception of the different aspects of promotion practices. Librarians in university libraries in South-South, Nigeria expressed a low view of the promotion practices in university libraries. This is seen in their negative responses to some promotion practices pertaining to teaching, supervision of graduate work, university administrative positions and computer literacy levels, membership of professional associations, library work/services done and library divisional head activities. The reason for this could be that these aspects are not taken into consideration during promotion assessment exercises for the librarians. On the other hand, librarians indicated a positive view of the three-year gap before the next potential promotion, faculty (University Library) Assessment and Promotion Committee assessment, the acquisition of additional qualifications and attendance of conferences/workshops. In all, it could be said that librarians may need universities to have promotion practices that will directly address the unique nature of academic librarians' work in universities. This result agrees with the finding presented by Eze, Okeke and Okoroafor (2019) that 73% of librarians were not satisfied with the promotion structure in their libraries.

The research investigation was meant to find out determinants associated with promotion for academic librarians in universities. The results obtained indicate that librarians' number of research publications (local and international), their qualification and acquisition of additional qualifications and years of experience at a particular level are the main determinants of promotion in university libraries in South-South, Nigeria, while the factors not supported by librarians as determinants of promotion are volume of library work done, conferences attended and librarians' inclination to work additional hours (overtime hours). Librarians are well aware that they must have the required number of research publications, additional qualifications, and the necessary number of years of experience to attain promotion. The low mean scores for items such as library work and conference attendance indicate that during promotion, the volume of library work that an academic librarian does or the number of conferences attended is not taken into account during promotion assessments in university libraries. This result agrees with the finding of Baro, Fyneman, and Zoukemefa (2013) that the majority of librarians disagreed with the emphasis placed on research and publication as against being appropriately balanced with daily cataloguing responsibilities.

The results revealed that librarians are not satisfied with their promotions in university libraries. A close look at the individual items shows that of the six aspects mentioned, librarians are dissatisfied with four of them. The first of which is not being able to rise to the professorial cadre. Every academic wants to be able to get to the peak of their careers; however, for most university libraries, librarians only get promoted up to deputy university librarian status, which is the equivalent of associate professor status. Although some universities in Nigeria adopted international best practices where librarians get promoted to the professorial cadre, many are yet to do so. In Indiana University, their policy allows for librarians to be promoted from assistant professor to associate professor and then to full professor of librarianship as long as the librarian

meets the promotion requirements (Indiana University 2016). Another aspect of dissatisfaction is the promotion practice not taking librarians' commitment to their jobs into consideration during the promotion assessment. Again, some previous studies have revealed that librarians in university libraries in Nigeria are highly committed to their jobs. This probably explains why librarians feel that they put so much passion into doing their work and hence this aspect deserves some consideration during promotion exercises. Not getting study leave with pay to acquire the needed educational qualification and the inability to meet the publication requirements for promotion are also areas of dissatisfaction among librarians. Librarians in universities work eight-to-four, and, unlike other academics in the university, their work time is not as flexible and this makes them unable to have time for study or research. This finding confirms the results of Babalola and Nwalo (2013) and Khan and Ahmed (2013) that library professionals were dissatisfied with supervision, benefits, and promotion.

The respondents were invited to express their perception of the expected benefits of promotion in university libraries. The findings show that academic librarians desire promotion because they wish to have an increase in their pay, higher rank and higher societal status. This result is in agreement with the observations made by Osakwe (2003) that a good wage is a vital part of any employee's life and while promotion brings with it not just salary but a mark of recognition of the individual's performance, it might also provide the morale needed to work harder. The expected benefits accruing from promotion among academic librarians are consistent with Boamah's (2014) finding in a study on employees in a marketing company where respondents indicated a pay increase as an outcome of promotion.

The study also requested respondents to indicate, in their opinion, ways that librarians' satisfaction regarding promotion can be improved in university libraries in South-South, Nigeria. The responses revealed that librarians wish their services and activities in the library, active participation in professional bodies, and conference and workshop attendance could become part of the assessment for promotion to professorial cadre as a way to improve their promotion satisfaction.

Conclusion and Recommendations

The study established that academic librarians' position regarding their satisfaction with the promotion practices in South-South, Nigeria varies with their rank; moreover, librarians present a unique set of academics, whose jobs combine the service-oriented professionalism of librarianship and the scholarship of academic practice. The librarians' efforts sometimes go unnoticed, but without them the university's academic activities become empty. They, like other academics, want to be acknowledged for the work they do by being promoted to the highest rank, which in turn will translate to increased pay for them. Their view on the different aspects of promotion practices is low because they do not take teaching, supervision of graduate work, university administrative positions and computer literacy levels, membership of professional associations, library work/services done and library divisional head activities into

consideration when assessing them for promotion. Although some of the librarians have expressed an inability to meet the requirements necessary for promotion, they do, however, feel positive about the promotion practice of a three-year gap before the next potential promotion and the faculty (University Library) A and PC assessments. In all, the implication of the study is that librarians in universities in South-South, Nigeria desire to get to the peak of their academic careers, and they expect to reap the benefit that comes with such promotions. Based on the findings of this study, the following recommendations are made:

1. To avoid stagnation on their career ladder, librarians need to encourage themselves to publish more, because they cannot be relevant in the academic community if they are unable to publish.
2. University management should consider the other tasks of librarians (such as cataloguing, classification, and meeting the information needs of library users) when librarians are being assessed for promotion. This will encourage committed librarians to continue to put in their best in their library duties.
3. The university management should make more opportunities available to librarians for study leave so that they can easily acquire the required educational qualifications.

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