

INVESTIGATING THE JOB PERFORMANCE OF SCHOOL LIBRARIANS TOWARDS LIGHTENING THE FUTURE OF EDUCATION IN NIGERIA

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Abstract

This study investigated the ergonomics of workplace and job performance of school library personnel in private secondary schools in Ibadan metropolis, Oyo State, Nigeria. Descriptive survey research design was adopted for the study while the multistage sampling procedure was used to select the 245 respondents that constituted the sample size for the study. Questionnaire was used as the data collection instrument while the transactional stress and job performance theories were used to anchor the study. Findings from the study revealed a high level of job performance by the school library personnel and a good state of ergonomics of workplace in the school libraries surveyed in Ibadan metropolis, Oyo State, Nigeria. A positive relationship was established between ergonomics of workplace and job performance of school library personnel. The study recommended that school management should support the implementation of good state of ergonomics of the library and provide conducive physical layout that will enhance the effective job performance of school library personnel.

Keywords: *Ergonomics, Workplace, School library personnel, School library media centres, Private secondary schools, Ibadan Metropolis, Oyo State Nigeria.*

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Introduction

Job performance is significant to an organization and its employees as individuals since it directly affects the accomplishment of the organization's vision and objectives. Similarly, the quality of teaching and learning in schools is greatly influenced by the whole performance of the library in terms of service delivery, which is mostly determined by the work performance of library staff. Motivating employees to perform at their highest level is a persistent challenge for managers in all institutions and organizations worldwide, but especially in Nigeria (Agba, Mboto, and Agba,

2013). Given that the purpose of school libraries is to provide information resources and services to the community of users, this problem is more difficult for the staff of the libraries. In contrast to their counterparts in many other countries, Nigerian school libraries are underdeveloped, and study on ways to raise the bar is desperately needed (David-West and Bassey, 2017). One argument that merits consideration is that school libraries will provide better services if staff members perform better on the job. When school libraries are developed, the general goals of the schools will be fulfilled and the

job performance of school library staff will improve as a result.

The roles played by school library personnel in students' educational development, particularly in schools cannot be overemphasised. School library personnel's job performance is key to the achievement of the vision, mission, and goal of schools and by extension of the educational goals of the nation since the school library personnel play very pivotal role in empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information, (American Association of School Librarians AASL 2012). Furthermore, the school library personnel/school library media specialist collaborate with educators to design and implement curriculum, create curriculum content and promote an engaging learning experience tailored towards individual needs of students as well as evaluate and produce information through the active use of a broad range of tools, resources, and information technologies.

Understanding the job performance of school library personnel, requires understanding in an attempt to put the job performance of school library personnel in proper perspective. As such, this study adopted the submission of Morris, (2014) who classified a school library media specialist or personnel job functions to include being a teacher, an instructional partner, leader, information specialist and programme administrator. As a teacher, the school library personnel teaches and collaborates with students and other members of the learning community to analyse learning and information needs, locate and use resources that will meet those needs, and understand as well as communicate the information resources. The school library personnel as instructional partner is expected to build collaborative partnerships with the learning community which involves working closely with the committees and individual teachers to develop an effective learning

environment for students. The school library personnel as a leader; should be involved in the development of policies and practices that support information literacy as well as learning across the curriculum.

Furthermore, the role of the school library personnel as information specialist involves putting expertise into play in locating, evaluating and synthesising information. Consequently, the school library specialist provides leadership and expertise in acquiring and evaluating information resources in all formats, bringing awareness of information issues into collaborative relationships with teachers, administrators, students, and others; modeling for students and other strategies for locating, accessing, and evaluating information within and beyond the library resource centre. Similarly, the school library media specialist also performs the role of a programme administrator by managing all activities associated with the library including budgeting, staffing, collection development, and promotional and instructional facilities. The school library media specialist must work collaboratively with members of the school community to define the policies of the school library programmes and guide all activities related to them.

Consequently, the job performance of personnel is a very important attribute that is frequently measured by organisation and represents a criterion that helps in measuring organisational outcomes and success. This was why Oyedipe and Popoola (2019) noted that the ability and capability of personnel to perform their functions competently is essential for the overall effectiveness of the organisation and could speak volumes about their level of job performance. Oyewole (2012) defined job performance as achievement in terms of goals set and the outcome of staff input. This output can be measured both in terms of the quality of the job done and its quantity. This definition implies

that every organisation expects its employees including the school library media specialists, to attain a certain level of job performance. Job performance can be rated through the organisational goals/outputs, service performance, self-appraisal, and annual review by the organisation among others. Job performance varies from organisations to organisations and it has varied indices (Asogwa, 2016). Generally, it is a measure of how an employee carries out his or her assigned duties to produce the required results. Bullock (2013) further describes job performance as the expected value that is derived from workers behaviours within the course of a defined epoch of time. Muchinsky and Culbertson (2013) describes job performance as a set of workers behaviour that can be measured, monitored and assessed as an achievement at the individual level. It consists of those behaviours that are perceived to agree with organisational goals. Job performance is of interest to the organisation because of the importance of high productivity in the workplace (Ofoegbu and Joseph, 2013). All these definitions described the performance as what people do when at work as well as chattels of behaviour. An employee's behaviour can add value to the organisation which thus implies that behaviours may greatly contribute to facilitating or hampering an organisation. Therefore, it becomes a matter of importance for the management of schools to consider and also put in place certain necessities to enhance the job performance of library personnel.

School library is a schools physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and their personal, social, and cultural growth (IFLA, 2015). Based on the definition above, a school library can be referred to as a collection of information materials and also as a place specially designed to keep information materials and

gadgets such as computers for easy access and consultation either within the premises or otherwise borrowed out for some time after meeting up with the terms and conditions of the library. To achieve the mission of the school library as stated above, there is the reason for personnel to understand their job roles and perform them optimally to attain effective service delivery.

Many school library media personnel are often needed to fulfill the core services of school library media centres (SLMCs). The different categories of school library personnel include; school library media specialist/school librarian, teacher librarian, library officers, clerical staff, library attendants/ assistants, and library porter (Omera 2013). School library personnel include both professionals and supporting staff. The professionals have the responsibility to keep up-to-date resources that are of good quality and in addition, choose publications necessary for their library's collection. According to Elaturoti (2011), to be able to select materials appropriate to the library users needs requires a knowledgeable command of numerous information resources. This view was corroborated by Igwe and Onah (2013). However, it is important to note that the roles of the school library media specialists in most schools are performed by teachers who have little or no in-depth knowledge in librarianship but are put in charge of understanding students' needs, creating an environment of mutual respect and trust, providing students with library materials. This may be counter-productive at the end of the day. This present study is adopting the term school library personnel as the researcher is aware that most schools do not have qualified school library personnel but teachers who oversee the library.

Going by the various definitions of job performance highlighted, job performance was described as what people do when at work as well as their behaviours, it suffices to say that

an employee's behaviour can add value to the organisation which thus greatly implies that behaviours may greatly contribute positively and meaningfully to facilitating an organisation growth and development. Therefore, it becomes a matter of importance for the management of SLMCs to consider and also put in place certain necessities to enhance the performance of SLMP. Also, the school library personnel should imbibe certain qualities and behaviours that may greatly impact their level of job performance. Job performance is contextualised in this study as the way SLMPs are proficient in accomplishing the task assigned to them through what they do, and their behaviours towards the achievement of the organisational goals based on their knowledge of the vision of the organisation.

According to Elaturoti (2011), the provision for effective school libraries in Nigerian schools has been advocated for since Nigeria's independence. But unfortunately, there has been no appreciable progress in the level of development of effective library services due to so many factors including the job performance of library personnel. Elaturoti (2011) further stated that in the Nigerian educational system, most school libraries are managed by staff that do not qualify for library science and school media programme. For instance, teachers of English language or Literature-in-English are usually put in-charge of the school library media centres and these people do not have much time to devote to the organisations work. Some studies have affirmed that the services and jobs that were supposed to be performed by school library personnel were either lacking or not being properly carried out in most secondary schools in Nigeria (Owate and Iroha, 2013). What is thus responsible for these poor performance needs to be critically examined with the aim of proffering solution to enhance school library personnel performances and thereby improve users' satisfaction.

The school library personnel's job is stationary most of the time and involves repetitive tasks. Observations revealed that oftentimes workers are given little choice and are forced to adapt to poorly designed work conditions, which can lead to serious injury to the hands, wrists, joints, back or other parts of the body. Adeyemi (2009) believed that the daily routine and exertion especially in the librarianship usually impact adversely on the librarian's job performance and the users. Failure to provide or educate people about the proper ergonomic equipment, space, and work schedule in libraries can result in injuries to wrists, arms, shoulders, backs and eyes. Such injuries do occur as a result of work repetitiveness, working too long at a task without a break, and not knowing the proper way to sit at a workstation.

Odunaiya (2014), stated that the learning environment is similar to other work environments because there is an interplay of both static work and force. Static work refers to the muscular-skeletal exertion required to maintain or hold a certain position, while force refers to the amount of tension generated in the muscles to move or maintain the body in a particular posture. For example, sitting and keeping the head and torso upright when reading in the library requires static work while keeping or maintaining this position for a given time requires the application of a force. The work environment may affect the job performance of library personnel; which has been described as the surrounding conditions in which an employee operates (Gautam, 2015).

Taiwo (2010) opined that the kind of work environment in which employees carries out their functions determines how such organisation prospers. In a conducive work environment, personnel may tend to be more useful. Also, conducive environment ensures employees well-being and this will facilitate them to perform their tasks with all enthusiasm

which invariably leads to high output. Association between work environment and job performance has been observed by scholars to be very crucial (Accel-team, 2014). A healthy workplace atmosphere reduces absenteeism and this, in a way, may be an important factor in predicting how school library personnel perform their job.

The library environment is important in determining how satisfied library personnel will be in discharging their duties effectively. If the libraries are provided with the necessary equipment and facilities, it might influence high job performance by school library personnel and this might arouse the users' interest in using the library. Likewise, if the personnel are friendly, provide the necessary services and user education; the libraries will have a positive impact on the users and the personnel performance will continue to improve. It is essential, therefore, to examine the association that exists between work environment and school library personnel's job performance. Libraries consist of all those physical-sensory elements such as lighting, colour, sound, space, furniture and so on. School libraries must be well illuminated, to provide a conducive environment for both users and library personnel; there should be specifications for illumination of reading areas, staff work areas, and shelves. Working or reading under insufficient light for a considerable time could cause eyestrain which may ultimately lead to eye disorders. According to Chandra (2009), temperature and relative humidity are other crucial factors in library ergonomics. It affects the comfort of personnel, users, and the lifespan of library collections.

Chandra (2009) stated that library workstations are arranged in an environment, where multiple individuals work in the same room with or without dividers to separate them. There are several sources of noise in this kind of environment. The noise produced by

ventilation and air conditioning equipment, movement sounds such as footsteps and conversations of co-users all contribute to the sound level (ambient noise) in the library. The predominant effect of too much noise in a library environment is a distraction, disturbance of intellectual activities, and annoyance. Even when the library interior is quiet, there may be sounds from outside that create a problem. So, all these must be checked and corrected in library situations to enhance the effective job performance of library personnel.

Studies have shown that, in Ghana the level of satisfaction with the library-study experience by students were comfort and durability. Alabi (2007), and Falade (2007) cited poor ergonomics as a major problem of school library personnel. That is why it becomes imperative that it is investigated and the extent of its relationship with job performance is determined. The physical arrangement of the library is pertinent for effective job performance of library personnel, library furniture is one of the most important pieces of equipment in the library which should be the priority for equipment expenditures and there should be no compromise with comfort and durability. The chairs and tables in the library should be arranged in such a way that encourages movement. Repeated or continuous contact with hard surfaces called contact stress, can create pressure that can inhibit nerve function and blood flow. Contact stress can be caused if the legs are pressed against a hard surface on a chair or elbows rest on a hard desk surface. Karanek (2005) and Clark (2006) suggested the most important features of a chair are that it must have lumbar support with adjustable height, tilt ability, and tilt lock. Library patrons will sit for hours of intensive study and their comfort will determine their level of satisfaction with the library-study experience as cited in Johnson, (2018).

Having reviewed ergonomics as likely factor that could relate to job performance of library personnel in the library, this work focuses on influence of ergonomics on job performance of school library personnel. Due to the following reasons: first, the myriad of problems existing in SLMC requires somebody who can manage his emotion intelligently, so that success could be recorded. An emotionally intelligent SLMP will surmount problems easily as they come and relate very well with the students, teachers and management members. Secondly, the impact of good ergonomics on SLMPs job performance could not be overemphasized. The SLMPs job entails sitting for a long time on a spot and doing a particular task repeatedly. Also, poor ventilation and noise from the immediate environment are common occurrences in SLMCs. Therefore, a good knowledge of ergonomics will assist the management to plan well and also help the SLMC staff to manage ergonomics very well. Given the indispensability of ergonomics in the job performance of private secondary school library personnel as well as few empirical research studies on these variables particularly in the school library setting in Nigeria, this study investigated the influence of ergonomics on job performance of school library personnel in private secondary schools Ibadan Metropolis, Oyo State, Nigeria.

Statement of the Problem

The 21st century school libraries in Nigeria have experienced a declined level of use as a result of poor services rendered by library personnel. Previous studies and preliminary investigations have shown a decline in the job performance of school library personnel as there are complaints from users about meeting their information needs. This may be due to inadequate information services provision, lack of requisite competence and qualification by library personnel among others. The manifestation of these aforementioned would lead to poor service delivery (job

performance) which could ultimately reduce the patronage of library services by the school community. However, this problem cannot stand in isolation. It is observed that furniture such as chairs and tables have very high importance in the setting up of libraries. The type, size, and arrangement of such cabinet works vary from one library to another and it also depends on the library type. A school library containing an appropriate type of furniture and well arranged to suit the library personnel will affect job performance. Moreover, a library that is situated in a conducive environment void of noise, in a well-ventilated area, with adequate lighting and strategically and centrally cited for easy access by library personnel and users will surely influence job performance and its rate of patronage. This study is therefore embarked upon to investigate the influence of ergonomics on job performance of school library personnel in private secondary schools in Ibadan metropolis, Oyo State, Nigeria.

Objectives of the Study

The specific objectives are to:

1. find out the level of the job performance of library personnel in private secondary schools in Ibadan metropolis, Oyo state, Nigeria;
2. identify the state of ergonomics of library media centres in private secondary schools in Ibadan metropolis, Oyo state, Nigeria;
3. establish the relationship between ergonomics of workplace and job performance of library personnel in private secondary schools in Ibadan metropolis, Oyo state, Nigeria;

Research Questions

1. What is the level of the job performance of library personnel in private secondary schools in Ibadan metropolis, Oyo state, Nigeria?
2. What is the state of ergonomics of workplace in school library media centres in private secondary schools in Ibadan metropolis, Oyo state, Nigeria?

Hypothesis

The hypothesis was tested at a 0.05 level of significance:

Ergonomics of workplace has no significant relationship with job performance of library personnel in private secondary schools in Ibadan metropolis, Oyo state, Nigeria.

Literature Review

Job performance is key to the achievement of organizational goals and objectives, hence the reason behind the importance placed on job performance of employees of organisations and institutions alike. This, therefore, implies that the success or failure of any organisation is to a very large extent dependent on the job performance of individuals engaged to work in such organisation. Job performance is described as the work-related activities requested of a worker and how well those activities were carried out (Aboyade (2019). In the opinion of Saka and Haruna (2012), job performance is the attainment of specific tasks permutated against the measurement of accuracy, completeness, value, and speed as predetermined or identified. A job is a post of employment; a full-time or part-time position, a piece of work done as part of the routine of ones occupation for an agreed pay. It is an activity that has almost occupied the better part of human lives and a very important aspect of human existence. A lot of individuals spend the better part of their time in their work place in order to make a worthy living for themselves and loved ones. A job is expected in return to give human satisfaction, help them perform, train and motivate them, improve their skills, ability and knowledge which is focused on providing services that meet up with worlds best global practices. Performance is the degree of an employee's achievement on a given job based on organisational goal and mission (Cascio 2016), and covers input-output efficiency which finds a solution to problems (Stannack, 2016; Hefferman and Flood 2020). The performance of employees helps to achieve organisational goals and

measured in relation with the culture of the organisation which influences both employee's behaviour and decision. Job performance is one of the serious issues in labour industries, organisations, and in libraries including school libraries. From an employee's point of view, job performance is essentially the result of a series of behaviours while from a supervisor's perspective, outcomes are the key elements for job performance since results are more important to an employer than activities leading to those results. However, both approaches have advantages and disadvantages, (Cardy 2014).

Sarmiento and Beale (2007) cited in Adewinle (2021) referred to job performance as the result of two aspects, which consist of the abilities and skills (natural or acquired) of employees to use their skills and abilities to perform a better job. Therefore, for any organisation to be successful and relevant in the society they must provide a job, task and work with human resources that is skillful and knowledgeable that will contribute their best towards the success of the task. The relevance of any school library lies in the job provided by their knowledgeable and skillful librarians employed to make the library successful (Juhid and Hansaram, 2018). On the other hand, performance is seen as an accomplished effort or outcome of a finished job.

Individual job performance is of high relevance to organisations such that high performance when accomplishing tasks results in satisfied feelings of self-efficacy and mastery (Kanfer 2010). The work environment is a key determinant of job performance which could pose a serious threat to performance. For example, if the work environment is hazardous, it could endanger the lives of employees. The use of protective gadgets and clean work environment could reduce the hazards employees are exposed to at the workplace. The single most important determinant of performance is the

compensation package. In the absence of compensation, performance levels would be very low. Compensation could be financial or non-financial, may have different levels of motivation and consequently its influence on performance. Factors such as tools and equipment can enhance ones performance. Imagine the use of computers, combine harvesters, irrigation systems and teaching aids in the production system. Technology has made it possible to have certain tools and equipment that enhance productive activities.

Other determinants of performance include: support from other colleagues, production materials, health condition of employees, job security, and retirement and other benefits, age, loyalty or commitment (Aguinis, 2009). Campbell and Aguinis (2009) are similarly articulate performance determinants to complement the general determinants. They suggest that individual differences in performance are a function of three determinants: declarative knowledge, procedural knowledge, and motivation. Declaration knowledge refers to knowledge about facts, principles, and objects among others. It represents the knowledge of a given tasks requirement. Procedural knowledge is having certain skills in knowing what to do and how to do it. That is, the employee requires certain technical skills to be able to accomplish a task. Procedural knowledge also relates to ones intelligence level and physical ability. The third predictor of performance is motivation, the driving force behind every human activity. They posit that all three determinants of performance must be present for performance to reach high levels.

Job performance is a very considerable factor influencing the profitability of any organisation (Bevan, 2012). Job performance of school library personnel has become very important due to the increasing request of functional school libraries and the incessant mass failure of secondary school students in

external and internal examinations. The librarian's performance is that aspect of work behaviour that is of relevance to the library's success. Overtime, studies have ascertained varying levels of job performance among librarians. Amusa, Iyoro, and Ajani (2013) investigated the librarian's job performance in public universities in Southwest, Nigeria. Their study revealed a fair job performance with variables such as professional practice, contribution to the overall development of the library, ability to attend swiftly to client's requests as well as meeting minimum requirements for promotion. Oyewole and Popoola (2013) investigated the level of the job performance of library personnel in Colleges of Education in Nigeria. The results showed that the mean score for job performance of library personnel was $X=55.68$, $SD=5.25$ indicating a moderate level of job performance.

Saka and Salman (2014) investigated the level of the job performance of library personnel in universities in North-Central, Nigeria. Findings showed a mean score of 3.00 which indicated a moderate level of the job performance of library personnel in universities in North-Central, Nigeria. Their study described the notable barriers of academic librarians job performance to include lack of appropriate reward for expanded new roles, lack of status, lack of recognition, social security, social facilities, promotion, wages, social services and physical working conditions. A survey of university libraries in Ankara found out that academic librarians low job performance is caused by poor physical working conditions, non-recognition with the work conducted, not obtaining respect with the job conducted, job security, promotion, wages, social status, and social services (Saka and Salman, 2014).

The word ergonomics originates from the Greek words *ergon* which means work and *nomos* means laws so ergonomics is the

science of designing the job to fit the worker and not forcing the worker to fit the job the term covers all aspects from physical stress to the joints, muscles, nerves, bones etc. Ergonomics is the study of the relationship between the workers and the working environment and the equipment they use. Ergonomics is a general phenomenon that cuts across every other parastatal, ergonomics draws on many disciplines to optimize the interaction between the work environment and the worker. Each organisation needs to provide an environment that is smooth, tensile, comfortable and affordable with appropriate physical and emotional conditions for each employee, a safe and relaxed working environment, so that they can work best with a sense of job satisfaction.

Ergonomics is the applied science of having an objective of adapting work or working conditions to enhance the performance of the worker and it is concerned with the fit between the user, the equipment and their environment. According to Ogedengbe (2015), there is an ergonomic design standard that has been established for any educational environment (library) in terms of conduciveness of the environment, suitability and adequacy of facilities provided within the library. There are several ways through which ergonomics can contribute to the suitability of library use which includes among others, the preservation of health, creation of a comfortable environment and adjusting the process of library service delivery according to user's needs. Also, the preservation of the health of students is one of the primary conditions that must be met during the establishment of any library (Zunjic, Papic, Bojovic, et al. 2015). However, for various reasons, this condition is often not satisfied adequately or not met at all in most schools. In a joint conclusion, Zunjic, Papic, Bojovic et al. (2015) posits that human body measurements are an important aspect that should be taken into account in library furniture designs. Specific measurements such

as political height, knee height, buttock-popliteal, and elbow height are essential in order to determine library furniture dimensions that enable the proper sitting posture by school library users.

Research carried out by Amusa, Iyoro and Ajani (2013) on work environments and job performance of librarians in the public universities in South-west Nigeria, concluded that the work environment of any organisation or institution, or school library has a great influence on the job performance of librarians. The study revealed that the environmental indicators focused on physical facilities. Each of the environmental indicators was responded to by the respondents with the analysis of their responses revealing that the librarians work environment in terms of physical facilities is fairly favourable; 118 (77.1%) respondents. Favourable work environment correlates with the high productivity of personnel in any organization. The findings of this study revealed that the work environment of the librarians in South-West, Nigeria is fairly favourable. The physical work environment and its influence have been vastly studied since the environment can hinder, intervene with, or set limits on the range of work behaviours that are displayed which, in turn, potentially impacts task performance. A study carried out by Khaled Al-Omari and Haneen Okasheh (2017) looked into the influence of the work environment on job performance and reported that the working environment is both an external and an internal condition that can influence working spirit and result in instantly finished jobs. Studies have classified work environment into toxic and conducive environments. Based on a description of what is meant by the work environment and literature review findings, a strong interaction is found between job performance and physical working environment.

In a study carried out by Olaniran (2018) on ergonomics and location of the library as

predictors of school library utilisation by senior secondary school students in Ona-Ara local government area of Oyo state. A multi-stage procedure was adopted to carry out the study. The population of the study covered 33 secondary schools in Ona-Ara local government. The study revealed that the majority of the respondents indicated that the reading area is arranged for easy movement 88(59.4%), the reading area is well lighted 88(59.4%) and the armrest of the chairs in the library is adequate 105(71.0%). On the other hand, the majority of the respondents affirmed that there is no power back-up in case of power failure in the libraries 114(70.0%) and that the chairs and tables are not well constructed to suit individual personnel 95(64.9%). It was deduced from the above that the ergonomics of the library surveyed is not good enough. The study also reviewed that majority of the respondents indicated that in their school libraries, the type of chairs, tables and shelves were wooden typed. This indicated a lack of ergonomically good furniture in the libraries in senior secondary schools in the Ona-Ara local government area of Oyo state.

In another study carried out by Akerele (2015) on emotional intelligence, school management attitude, and ergonomics as correlates of school library media centre service delivery in federal government colleges in Nigeria. The study investigated the level of ergonomics in school library media centres of the federal government colleges and measured ergonomics with 15 items using a four Likert-type scale by adapting previous scales designed by environmental health and safety (2010). Items such as awkward positioning, exerting force, repetitive task performance, noise, odour, and poor illumination were employed to design this scale. The study indicated that out of the 15 items listed, only 4 yields a high means score of between 3.08 and 3.41. others yielded a low mean score of between 1.11 and 2.33. the weighted average of 1.89 attested to the fact that physical and

environmental ergonomics are poor in the investigated SLMCs. Findings also indicated further that chairs and tables were substandard ($\bar{x}=1.15$), books were covered with dust ($\bar{x}=1.18$), SLMCs were closer to noise ($\bar{x}=2.33$), they were not well ventilated ($\bar{x}=1.23$) and users experienced pains while reading in the SLMC ($\bar{x}=3.08$). All these and other indices indicated that physical and environmental ergonomics were poor in the school library media centres.

From another perspective, Chinyere (2014) investigated the influence of workstation and work posture ergonomics on job satisfaction of librarians in the federal and state university libraries in Southern Nigeria. The study adopted the survey research design. The total enumeration technique was used to include the 500 librarians from the 37 Federal and State Universities libraries in Southern Nigeria. The findings revealed that there was a positive relationship between ergonomics (suitability of workstation and equipment and work posture designs) and job satisfaction. The study revealed the agreement of the respondents regarding work posture as follows: having enough space for my legs and feet had a mean score of 2.94 with 59.7% followed by work involving a lot of working in the same physical position with a mean score of 2.93 showing 62.8% of the respondents concurring to the statement. Further, lower back support is very adequate has a mean score of 2.89 as demonstrated by 55.1% of respondents. Finally, the height of my work station is satisfactory concerning my posture received a mean score of 2.76 as perceived by 55.1% of the respondents. The study revealed that 62.8% of the respondents agreed that their work requires working in the same physical position which could lead to the development of some physical/musculoskeletal disorder among the workers due to prolonged sitting (working in the same position).

Ismaila (2010) conducted a study on ergonomic awareness in Nigeria as a developing country that recently has an ergonomics society. Ismaila (2010) believes that it is essential to ascertain the level of ergonomics awareness in the country based on the benefits accruable from ergonomics as a subject on one hand and ergonomics society of Nigeria on the other. His study concluded that there is a very low level of ergonomics awareness. This, to Ismaila may be because the generality of Nigerians (irrespective of their background or education qualification) were not conversant with the benefits derivable from ergonomics, not only to the workplace but to human's daily activities. Ismaila's result was not different from the outcome of the study of most researchers in Nigeria on the issue. For example, Oladeinde, Ekejindu, Omoregie, and Aguh (2015) in their study of the awareness and knowledge of ergonomics among medical laboratory scientists in Nigeria concluded that, awareness of ergonomics and knowledge of gains of its right application was poor among the study participants. Their study further revealed that the level of awareness was not significantly affected by affiliation, area of specialisation, post-qualification experience, and education qualification of their study participants. Thus, Oladeinde (2015); Momodu, Edosomwan (2014) advocated for regular ergonomic education and awareness of ergonomics practice to be consciously taken to the door step of employers and employees by the Ergonomic Society of Nigeria.

Tepper (2011) observed that library ergonomics has been largely ignored because previous studies on libraries have been based on library staff, whereas studies addressing library users and ergonomics have been limited in scope. In this study on ergonomics intervention in a library, he found that body area that mostly experience discomfort are the back and the neck. This on the long run affects

the performance of the library since users could not perform optimally in discomfort.

Theoretical Underpinnings

Transactional Stress Theory of Ergonomics

Matthew (2001) propounded the transactional stress theory of ergonomics. He used an approach that focused on the interaction between workers, tools, and their environment and argued that the dynamics of this interaction are the keys to understanding the difference in individual experiences of stress. Through his past research, Matthew and colleagues have identified five dimensions of worker stress. These are dislike of duties, aggression, fatigue proneness, hazard monitoring, and thrilling seeking. In research carried out on drivers, it was revealed that the theory scale correlated with driving offenses, violations, and driving culture. Further evidence supported the notion that the stress state is dependent upon appraisal of the task and the coping strategies they bring to bear on it. The workers personality and working situation also influence the stress. Matthew used his theory of stress to propose transactional design intervention principles. The principles call for an understanding of how technology and the working condition affects the meaning that workers attach to tasks. The implication of this theory to school library personnel performance is that where the school library personnel works under a condition that is not ergonomics sensitive, stress is generated and this could lead to aggression, fatigue, pain, and health hazards which on the long run affect job performance.

Job Performance Theory

The job performance theory was propounded by John Campbell in 1990 and centred on an eight-factor theory of performance that attempts to capture different aspects of job performance across all jobs. Campbell (1990) looking at job performance from the psychological perspective describes job

performance as a multidimensional construct consisting of more than one kind of behaviour and discussed some key features which clarify what job performance entails. In the first instance, Campbell differentiates performance from outcomes. Outcomes were conceptualised to be the result of an individual's performance. To further clarify what performance means, Campbell (1998) affirmed that performance does not have to be directly observable actions of an individual but also consist of an individual's mental productions in terms of answers to some posers and decisions taken in respect of some actions. Performance is viewed as either mental or behavioural and must be under an individual's control. Campbell (1990) again stated that the structure of job performance can be modelled using job-specific task proficiency, non-job-specific task proficiency, written and oral communication, demonstrating effort, upholding personal discipline, facilitating peer and team performance, supervision/leadership, and management/administration. All these factors represent the highest-order factors that can help describe performance in every job in the occupational domain, although some factors may not be relevant for all jobs. Core task proficiency, demonstrating effort, and maintaining personal discipline are important components of performance in every job. Campbell (1990) theory is applicable to this study because the school library personnel have their specific and non-specific tasks which they must carry out to achieve the goals and vision of the school libraries. These include oral communications or actions and they must be diligent in carrying out their duties. Good management/administration is needed in developing the school libraries. Organisation commitment, psychological work environment and job satisfaction are needed for the personnel working therein to be up and doing which invariably prompt them to have the interest of their organisation at heart. Psychological resilience is needed in

maintaining their discipline and moving forward. Nearly all the factors considered by Campbell (1990) are germane to this study and can lead to the improvement of job performance

Research Methodology

The research design employed for this study was the descriptive survey design of the correlational type while the population for the study comprised all the school library personnel in the 494 registered private secondary schools spread across the 11 local government areas in the Ibadan metropolis. This study adopted a multi-stage sampling procedure in selecting the sample size for the study. At the first stage, a simple random sampling technique was used to select 50.0% of the total number of Local Government Areas in the Ibadan metropolis, Oyo State. Therefore, 6 LGAs in the Ibadan metropolis viz: Ibadan North West LGA, Ibadan North LGA, Ido LGA, Ibadan North East LGA, Akinyele LGA and Ibadan South West LGA were selected for the study. At the second stage, the total enumeration method was used to select 245 school library personnel in the 245 schools in the selected LGAs in Ibadan metropolis, Oyo state, Nigeria. Thus, a total of 245 respondents formed the sample for the study. A self-structured questionnaire was used in collecting data for the study. The questionnaire was tagged Ergonomics and Job Performance of School Library Personnel Questionnaire (EIJ PQ) and comprised three sections as follows: Section A: Background Information of the respondents: This section includes the name of the school, gender, age, marital status, year of work experience, and educational qualification of the school library personnel. Section B: This section focused on collecting data on job performance of the respondents. It contains 16 items measured on a modified 5-points Likert scale format of Very High Extent =5, High Extent =4, Moderate Extent =3, Very Low Extent =2, and Low Extent =1. Section C: This section

elicited information on the state of ergonomics in the school libraries and contains 19 items measured on a modified 4-point Likert scale format of Strongly Agree (SA)=4, Agree(A)=3, Strongly Disagree (SD)=2, Disagree (D)=1

The questionnaire was given to the research supervisor and lecturers in the Department of School Library and Media Technology for face and content validity. Subsequently, the instrument was modified based on their comments and observations before the instrument was administered to the respondents. Also, the researcher trial tested the instrument on 30 school library personnel in secondary schools in Akinyele Local Government Area which was not part of the study sample to determine its reliability. The reliability was done using the test-retest method which yielded

Cronbach Alpha coefficients as shown in Table 1

Table 1: Results of Cronbach Alpha co-efficient for the research instrument

Scale	No of Items	Reliability Coefficient(r)
Ergonomics	16	0.72
Job Performance	17	0.96

Descriptive statistics of means, standard deviation, frequency count, and percentages were used to answer the research questions 1 and 2 while Pearson Product Moment Correlation (PPMC) was used to test the hypothesis.

Interpretation of Results

A total of 245 copies of the questionnaire were distributed, while 238 were filled, returned, and found fit for data analysis thereby giving a response rate of 97.0%.

Table 2: Demographic characteristics of respondents

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Female	173	72.7
	Male	65	27.3
Age	18 25	0	0.0
	26 35	74	31.1
	36 45	158	66.4
	46 55	6	2.5
	56 and above	0	0.0
Religion	Christianity	206	86.6
	Islamic	32	13.4
	African Traditional Religion		
Marital Status	Single	52	21.8
	Married	186	78.2
	Divorced	0	0.0
	Widowed	0	0.0
Year of Experience	Less than 5 years	54	22.7
	5 10 years	156	65.5
	11 15 years	28	11.8
	15 20 years	0	0.0
	20 years and above	0	0.0
Educational qualification	SSCE	0	0.0
	DIPLOMA	0	0.0
	B.A/B.Sc/B.Ed/BLIS	92	38.7
	M.A/M.Sc/M.Ed	135	56.7
	MLIS/MSM/MMRM	11	4.6
Total		238	100.0%

Table 2 presents the demographic characteristics of the respondents. The result revealed that 173 (72.7%) respondents were females while 65 (27.3%) respondents were males. This implies that there are more female school library personnel than their male counterparts in private secondary school libraries in Ibadan metropolis, Oyo state, Nigeria. In the age category, 232 (97.5%) of the respondents fall within 26-45 years, and 6 (2.5%) respondents were between 46 - 55 years. It can be deduced from the result that there are more school library personnel within the age range of 26-45 years in private secondary school libraries in Ibadan metropolis, Oyo state, Nigeria. Two hundred and six (86.6%) respondents were Christians while 32 (13.4%) respondents were Muslims. This implies that the majority of school library personnel in private secondary school libraries in Ibadan metropolis, Oyo state, Nigeria are Christians. Under the marital status category, 52 (21.8%) respondents were single while 186 (78.2%) respondents were married. This implies that majority of school library personnel in private secondary school libraries are married. Fifty-four (22.7%) respondents had less than 5 years work experience, 184 (77.3%) respondents had between 5-15 years work experience, while 28 (11.8%) respondents had between 11-15 years work

experience. It can therefore be deduced from the result that majority of the school library personnel with work experience between 5-15 years formed the bulk of the respondents. The implication to be drawn from this is that majority of the school library personnel in private secondary school libraries surveyed who have worked for 5-15 years dominate private secondary school libraries in Ibadan metropolis, Oyo state, Nigeria. Finally, in the educational qualification category, 92 (38.7%) respondents were B.A/B.Sc./B.Ed./B.LIS, 135 (56.7%) M.A/M.Sc./M.Ed. holders and 11 (4.6%) respondents were MLIS/MSM/MMRM holders respectively. It can be deduced that majority of school library personnel in private secondary schools surveyed in the Ibadan metropolis holds Masters and Bachelor degree respectively. However, only few 103 (43.3%) hold qualifications in librarianship which implies that majority of the school library personnel in private senior secondary school libraries surveyed are not academically and professionally qualified.

Answers to Research Questions

Research Question 1: What is the level of the job performance of school library personnel in private secondary school libraries in Ibadan metropolis, Oyo state, Nigeria?

Table 3: Job Performance of School Library Personnel in Private Secondary School Libraries in Ibadan Metropolis, Oyo state, Nigeria

	Items	VHE	HE	ME	LE	VLE	Mean	Std. Dev
As a Teacher								
1	assist in the selection of school resources to support curriculum.	164 (68.9%)	62 (26.1%)	12 (5.0%)	0 (0.0%)	0 (0.0%)	4.64	0.58
2	provide group and individual instruction in information literacy skills.	158 (66.4%)	66 (27.7%)	14 (5.9%)	0 (0.0%)	0 (0.0%)	4.61	0.60
3	collaborate with the school teachers for effective service delivery.	115 (48.3%)	89 (37.4%)	29 (12.2%)	5 (2.1%)	0 (0.0%)	4.32	0.77
4	actively promotes reading and library use through activities	9 (3.8%)	80 (33.6%)	107 (45.0%)	39 (16.4%)	3 (1.3%)	3.22	0.81

	like storytelling, book talks and special events.							
Weighted Mean ($\bar{x}$) = 4.12								
As an Instructional partner,								
1	collaborate with school management.	123 (51.7%)	95 (39.9%)	20 (8.4%)	0 (0.0%)	0 (0.0%)	4.43	0.64
2	promote school library media programmes to user.	1 (0.4%)	107 (45.0%)	129 (54.2%)	1 (0.4%)	0 (0.0%)	3.45	0.52
3	collaborate with classroom teachers in designing, implementing and evaluating instruction.	0 (0.0%)	22 (9.2%)	183 (76.9%)	33 (13.9%)	0 (0.0%)	2.95	0.48
4	collaborate with instructional staff in preparing & delivering lessons that make effective use of information.	0 (0.0%)	2 (0.8%)	111 (46.6%)	124 (52.1%)	1 (0.4%)	2.48	0.53
Weighted Mean ($\bar{x}$) = 3.32								
As an Information specialist								
1	provide teachers development opportunities in the use of information resources in various format.	15 (6.3%)	113 (47.5%)	100 (42.0%)	10 (4.2%)	0 (0.0%)	3.56	0.68
2	gather and disseminate professional development materials.	6 (2.5%)	54 (22.7%)	148 (62.2%)	30 (12.6%)	0 (0.0%)	3.15	0.66
3	participate in the development of school curriculum.	0 (0.0%)	0 (0.0%)	171 (71.8%)	67 (28.2%)	0 (0.0%)	2.72	0.45
4	serve as staff resource on issue such as copyright and intellectual freedom.	0 (0.0%)	0 (0.0%)	32 (13.4%)	193 (81.1%)	13 (5.5%)	2.08	0.43
Weighted Mean ($\bar{x}$) = 2.8								
As a Program administrator								
1	prepares and administers the library budget	174 (73.1%)	64 (26.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.73	0.44
2	select, purchase and process new materials to assure a current and balanced collection.	153 (64.3%)	84 (35.3%)	1 (0.4%)	0 (0.0%)	0 (0.0%)	4.64	0.49
3	establish yearly and long-term goals for the library media programme.	25 (10.5%)	140 (58.8%)	69 (29.0%)	4 (1.7%)	0 (0.0%)	3.78	0.65
4	conduct an annual survey as a means of evaluating the library programme and its services.	45 (18.9%)	153 (64.3%)	40 (16.8%)	0 (0.0%)	0 (0.0%)	3.02	0.60
Criterion mean = 3.0 Weighted Mean ($\bar{x}$) = 4.04								
Overall weighted mean ($\bar{x}$) = 3.61								

Table 3 presents the result of the level of job performance of school library personnel. Job performance was considered using 4 indicators

(as a teacher, as an instructional partner, as an information specialist, and as a program administrator) to determine the job

performance of school library media personnel in private secondary schools in Ibadan metropolis, Oyo state, Nigeria. The result on job performance of school library personnel as a teacher indicated that assisting in the selection of school resources to support curriculum (Mean =4.64), providing group and individual instruction in information literacy skills (Mean =4.61), collaborate with the school teacher (Mean =4.32), and actively promote reading and library use (Mean =3.22) respectively were all ranked high. Overall, the school library personnel's job performance as a teacher was high as evident by the weighted mean of 4.12 which is greater than the criterion mean of 3.0. This shows that school library personnel level of performance as a teacher is high. The table further presents the result of the level of the job performance of library personnel as an Instructional partner and the result shows that collaborating with school management (Mean =4.43) ranked highest followed by promoting school library media programmes to users (Mean =3.45) while collaborating with classroom teachers in designing, implementing, and evaluating, instruction had a lower ranking (Mean =2.95) as well as collaborating with instructional staff in preparing and delivering lessons that make effective use of information (Mean =2.48). This implies that as an instructional partner, school library personnel are performing at a high level in collaborating with school management and promoting school library media programmes to users. In determining the overall performance of the school library personnel as instructional, a high level of job performance was established with the weighted mean of 3.32 greater than the criterion means of 3.0.

In finding the level of job performance of school library personnel as an information specialist, the result shows high level of performance in the provision of teachers with

development opportunities in the use of information resources in various formats (Mean =3.56), and gathering and dissemination of professional development materials, participate in the development of school curriculum (Mean =3.15). An overall low level of job performance as information specialist was established for the school library personnel in the surveyed private secondary schools since the weighted mean of 2.8 is less than the criterion mean of 3.0. Therefore, it can be deduced that school library personnel in private secondary school libraries in the Ibadan metropolis had low level job performance as an informational specialist. The result of the level of job performance of school library personnel as a program administrator indicated that school library personnel prepares and administers the library budget (Mean =4.73), select, purchase and process new materials to assure a current and balanced collection (Mean =4.64), establish yearly and long-term goals for library media programme (Mean =3.78), conduct an annual survey as a means of evaluating the library programme and its services (Mean =3.02) were all ranked high. This implies that the level of school library personnel's job performance as a program administrator was high. This is evident by the weighted mean of 4.04 which is greater than the criterion mean of 3.0. This shows that school library personnel are performing in their job role as program administrators. In the final analysis, it is evident from the result that the level of job performance of school library personnel in private secondary school libraries in the Ibadan metropolis is high judging by the overall weighted mean of 3.61 which is greater than the criterion mean of 3.0

Research Question 2: What is the state of ergonomics of school library media centres in private secondary schools in the Ibadan metropolis, Oyo State, Nigeria?

Table 3: Ergonomics of Workplace in Private Secondary School Libraries in Ibadan Metropolis, Oyo state, Nigeria

Ergonomics item	SA	A	D	SD	Mean	Std Dev
Conduciveness of Library						
Bad positioning of readers do not exists in our SLMC while reading.	204 (85.7%)	34 (14.3%)	0 (0.0%)	0 (0.0%)	3.86	0.35
I do not usually have headache or pains after spending hours in the SLMC	157 (66.0%)	74 (31.1%)	7 (2.9%)	0 (0.0%)	3.63	0.54
Proper ventilation in the SLMC prevents heat.	154 (64.7%)	72 (30.3%)	11 (4.6%)	1 (0.4%)	3.59	0.60
I do not feel pain within short time of sitting to read in the SLMC	143 (60.1%)	90 (37.8%)	5 (2.1%)	0 (0.0%)	3.58	0.54
The SLMC reading condition do not lead to body weakness at the end of the day.	151 (63.4%)	73 (30.7%)	14 (5.9%)	0 (0.0%)	3.58	0.60
The reading area is well arranged for easy movement	134 (56.3%)	87 (36.6%)	17 (7.1%)	0 (0.0%)	3.49	0.63
Dust from SLMC books can cause catarrh and rashes	111 (46.6%)	119 (50.0%)	8 (3.4%)	0 (0.0%)	3.43	0.56
Our SLMC physical layout is comfort conscious.	116 (48.7%)	108 (45.4%)	14 (5.9%)	0 (0.0%)	3.43	0.60
Weighted mean ($\bar{x}$)= 3.57						
Physical arrangement of the library						
The tables in the library have enough space to accommodate reading materials	135 (56.7%)	76 (31.9%)	27 (11.3%)	0 (0.0%)	3.45	0.69
The library is spacious enough to encourage much users	113 (47.5%)	106 (44.5%)	18 (7.6%)	1 (0.4%)	3.39	0.65
The tables in the library are of moderate height to make reading convenient	106 (44.5%)	93 (39.1%)	36 (15.1%)	3 (1.3%)	3.27	0.76
Tables and chairs are standard in SLMC so I dont experience discomfort while using them	85 (35.7%)	118 (49.6%)	35 (14.7%)	0 (0.0%)	3.21	0.68
All structures in the SLMC reading space are standard	89 (37.4%)	104 (43.7%)	42 (17.6%)	3 (1.3%)	3.17	0.76
The library resources are well arranged to enhance easy access	56 (23.5%)	151 (63.4%)	30 (12.6%)	1 (0.4%)	3.10	0.61
The backrest of the chairs in the library is adequate	41 (17.2%)	139 (58.4%)	55 (23.1%)	3 (1.3%)	2.92	0.67
The tables in the library are of moderate height to make reading convenient	57 (23.9%)	109 (45.8%)	61 (25.6%)	11 (4.6%)	2.89	0.82
The library chairs are not separated from each other to encourage individual use.	29 (12.2%)	155 (65.1%)	53 (22.3%)	1 (0.4%)	2.89	0.59
The armrest of the chairs in the library is adequate	30 (12.6%)	118 (49.6%)	88 (37.0%)	2 (0.8%)	2.74	0.68
I usually hit my legs on chairs/tables while working in SLMC	0 (0.0%)	0 (0.0%)	6 (2.5%)	232 (97.5%)	1.03	0.16
Criterion mean =2.5						
Weighted mean ($\bar{x}$) =2.91						
Overall weighted mean ($\bar{x}$) =3.19						

Table 3 presents the result on the state of ergonomics in libraries in private secondary schools in Ibadan metropolis, Oyo State, Nigeria. Ergonomics factors were surveyed using 2 indicators of (conduciveness of library and physical arrangement of the library). The result from conduciveness of library shows that the respondent affirmed that; bad positioning of readers do not exist in their SLMC while reading (Mean =3.86), they do not usually have headache or pains after spending hours in the SLMC (Mean =3.63), proper ventilation in the SLMC prevents heat (Mean =3.59), they do not feel pain within the short time of sitting to read in the SLMC (Mean=3.58), the school library reading condition do not lead to body weakness at the end of the day (Mean =3.58), the reading area is well arranged for easy movement (Mean =3.49), dust from SLMC books can cause catarrh and rashes (Mean=3.43) and SLMC physical layout is comfort conscious (Mean =3.43). The result revealed a high level of conduciveness of libraries in private secondary schools in Ibadan metropolis. This result is also supported with the result of weighted mean of 3.57 which is greater than the criterion mean of 2.5.

As regards the physical arrangement of the library, the result revealed that; the tables in the library have enough space to accommodate reading materials (Mean=3.45), the library is spacious enough to encourage many users (Mean =3.39), the tables in the library are of moderate height to make reading convenient

(Mean =3.27), tables and chairs are standard in SLMC so I don't experience discomfort while using them($\bar{x}$ =3.21), all structures in the SLMC reading space are standard (Mean=3.17), the library resources are well arranged to enhance easy access (Mean =3.10), the backrest of the chairs in the library is adequate (Mean =2.92), the tables in the library are of moderate height to make reading convenient (Mean =2.89), the library chairs are not separated from each other to encourage individual use (Mean =2.89), the armrest of the chair in the library is adequate (Mean =2.74) all were ranked high. It can thus be deduced from the result that the physical arrangement of the library is adequate. The adequacy of the physical arrangement of the school library media centres in private secondary schools in Ibadan metropolis, Oyo State, Nigeria is supported by the weighted mean of 2.91 which is greater than the criterion mean of 2.5. From the results presented, it can be deduced that the state of ergonomics of school library media centres surveyed in Ibadan metropolis is good judging by the overall weighted mean of 3.19 which is greater than the criterion mean of 2.5. This indicates that the ergonomics of the private secondary school library media centre in the Ibadan metropolis is in a good state.

Testing of Hypothesis

There is no significant relationship between ergonomics and job performance of secondary school library personnel in Ibadan metropolis, Oyo state, Nigeria.

Table 4: Correlation Results Showing Relationship Between Ergonomics and Job Performance of Private Secondary School Library Personnel in Ibadan metropolis, Oyo State, Nigeria

Variables	Mean	St. dev	N	Df	R	Sig	Remark
Ergonomics	63.88	3.81	238	3	0.634	0.000	Sig
Job Performance	57.79	3.51					

Table 4 presents the Pearson's Product Moment Correlation (PPMC) showing the relationship between ergonomics and job

performance. The result indicates a positive and significant relationship between ergonomics and job performance ($r = 0.634$, p

< .05). Thus, there exists a positive relationship between ergonomics and job performance. This also indicates that the better the state of ergonomics in a school library media centre, the better the job performance of school library personnel.

Discussion of findings

The study found that the level of job performance of school library personnel in private secondary schools in Ibadan, Oyo State, Nigeria is high. This study also revealed that as teachers librarians, school library personnel in private secondary schools in Ibadan metropolis, assist in the selection of school resources, provide group and individual instruction in information literacy skills and collaborate with the school teachers for effective service delivery to a high extent just as they actively promote reading and library use through activities like storytelling, book talks and special events. The school library personnel also function as an instructional partner, in collaborating with school management, promoting school library media programmes to users, collaborating with classroom teachers in designing, implementing and evaluating instruction and collaborating with instructional staff in preparing and delivering lessons that make effective use of information. This finding corroborates that of Okpe (2012) which reported that librarians are involved in the day-to-day management of the institutions learning resources along with teaching, giving instructions to users and carrying out daily administrative duties to ensure an encouraging learning and teaching environment. Furthermore, as information specialists, school library personnel in private secondary schools in Ibadan metropolis, provide teachers development opportunities in the use of information resources in various formats to a high extent; they gather and disseminate professional development materials and participate in the development of school curriculum to a medium extent. This

is consistent with the findings of Motiang (2014) which emphasised that library plays an important role in backing the users with the necessary information services and pieces of literatures that they need in carrying out their studies and research activities.

The study revealed that as program administrators, school library personnel in secondary schools in the Ibadan metropolis, select, purchase and process new materials to assure a current and balanced collection and prepare and administer the library budget to a very high extent. This is in support of findings from Akinniyi (2003) study which affirmed that each school needs to have a school library media centre equipped with good and relevant resources attached to them and also provide qualified personnel to man them to encourage the students to use the library (Akinniyi, 2003). To support these findings, the American Library Association (ALA) pointed out that some responsibilities of librarians are to meet and serve the library's user community; to think analytically, to develop new or revised systems, procedures, and work flow; to exercise initiative and independent judgment; to have knowledge of computers, the internet, and commercially available library software; to prepare comprehensive reports, and present ideas clearly and concisely in written and oral form. Librarians are also responsible for making administrative decisions, interpreting policies, and supervising staff; motivating, establishing and maintaining effective work relationships with associates, supervisors, volunteers, other community agencies and the public. Librarians need knowledge of the philosophy and techniques of library management; the ability to organize job duties and work independently; demonstrated knowledge of library materials and resources; creativity to develop and implement library programs and services; to communicate both orally and in writing and employ management techniques effectively in directing, planning,

organizing, staffing, coordinating, budgeting, and evaluating the library's operation (American Library Association, 2016).

Findings from this study on the state of ergonomics of the school library media centres surveyed revealed that conduciveness of library use involves good positioning of readers, absence of fatigue due to time spent in SLMC, proper ventilation, absence of body weakness, and absence of body pains due to short time spent in SLMC. Also, in terms of the physical arrangement of the library, the tables in the library have enough space to accommodate reading materials, the library is spacious enough to encourage many users, the tables in the library are of moderate height to make reading convenient, the tables and chairs are standard in SLMC, and the backrest and armrest of the chairs in the library are adequate. Findings also revealed that state of ergonomics in school library media centres in private secondary schools in Ibadan metropolis, Oyo State, Nigeria is good. In support of these findings, Ogedengbe (2015), stated that there are ergonomic design standards which have been established for any educational environment including library in terms of conduciveness of the environment, suitability, and adequacy of facilities provided within the library. There are several ways through which ergonomics can contribute to the suitability of library use which includes among others, the preservation of health, creation of a good and comfortable environment and adjusting the process of library service delivery according to user's needs. Also, the preservation of the health of students is one of the primary conditions that must be met during the establishment of any library (Zunjic, Papic, Bojovic, 2015). Relationship between ergonomics and job performance of private secondary schools library personnel in Ibadan metropolis

This study revealed that there exists a moderate and positive relationship between ergonomics and job performance of school library personnel in private secondary schools in Ibadan metropolis, Oyo State, Nigeria. This indicates that the better the state of ergonomics in a school, the better the job performance of school library personnel and vice versa. This finding corroborates that of Fritsher-Porter (2003) which stated that an ergonomic office environment can probably increase efficiency, productivity, and performance of employees in an organization and Popoola et al (2006) which reported that major health hazards militating against service delivery in the library is due to poor ergonomics.

Summary and Conclusion

The study was carried out to investigate the influence of ergonomics on job performance of school library personnel in private secondary schools in Ibadan metropolis, Oyo state, Nigeria. The descriptive research design of the correlational type was adopted. The study sampled 245 school library personnel in selected private secondary schools in Ibadan metropolis. School library personnel in private secondary schools in the Ibadan metropolis level of job performance is high. which enables them to perform well on their job. The school library personnel in private secondary schools in the Ibadan metropolis were able to perform very well in each of their job roles as a teacher, as an instructional partner, and as a program administrator but were not able to perform well as an information specialist. It was also revealed from the findings that the state of ergonomics of private secondary school library media centers in the Ibadan metropolis was good. The findings showed a moderate and positive relationship between ergonomics and job performance of school library personnel in private secondary schools in the Ibadan metropolis. This study has been able to establish that private secondary schools have

a good state of ergonomics in the school library media centres and the better the ergonomics of school library media centre, the better the job performance of the personnel.

Recommendations

The following recommendations are made based on the findings of the study:

1. It was revealed that the job performance of school library personnel in private secondary schools in the Ibadan metropolis was high. However, they perform below expectations in terms of their job role as an information specialist. Therefore, school library personnel should intensify efforts in performing their job role as an information specialist.
2. The study revealed that the ergonomics of private secondary school library media centers in the Ibadan metropolis was in a good state. Therefore, management should endeavor to improve more on the ergonomics factors in terms of the conduciveness and physical arrangement of the library to improve library personnel job performance.
3. The findings revealed that there was a moderate and positive relationship between ergonomics and job performance, hence school management should support the implementation of good state of ergonomics of the library and provide conducive physical layout that will enhance the effective job performance of school library personnel.

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