

# Division of Labour and Job Specialization as Catalysts for Better Job Performance among the Staff of a Nigerian University Library

Samuel Olu Adeyoyin (Corresponding Author)  
[soade2003@yahoo.ca](mailto:soade2003@yahoo.ca) / [samueladeyoyin@gmail.com](mailto:samueladeyoyin@gmail.com)

Ajiboye, B.O.  
Federal University of Agriculture, Abeokuta

Adegun, A. Isau  
Ladoke Akintola University of Technology, Ogbomoso

Tomomowo-Ayodele, S. Oluyinka  
University of Ibadan, Ibadan

## Abstract

This study brought into fore some salient discoveries about the strength and weaknesses of division of labour and job specialization on the overall job performance of the staff of a Nigerian university library. A descriptive survey method was adopted to elicit information from the respondents. A questionnaire was designed with 30 structured questions including the demography of the respondents. Fifty (50) copies of questionnaires were distributed among the library staff of Federal University of Agriculture, Abeokuta and forty five (45) were returned. Forty two (42) out of these were found usable. This study finds that majority of respondents agree that job specialization makes their work easier and faster, enhances their job performance and they are fully satisfied with their present area of specialization, while a sizable number were dissatisfied because their training does not correspond with their present posting. The study also finds that library and information centres still cannot do without division of labour and job specialization even with the emergence of ICT infusion into library and information services provision. The respondents also preferred the present division of labour although a paltry number disagreed. Recommendations were made based on the findings of the study and conclusions drawn.

## Introduction

Division of labour has been described as a process whereby a single operation is split or divided into many parts and different individuals or groups concentrate on the performance of each part, in such a manner that the entire operation is completed much more quickly, efficiently and conveniently than if one person alone had performed the whole operation from beginning to end (Abifarin, 2008). Division of labour occurs in a library and information centre where separate processes like acquisition, processing, organizing and dissemination are undertaken by separate workers in each case. More so, division of labour can be undertaken by individuals in an organization as indicated earlier on; it can be undertaken by several firms in an industry. This concept which is now universally accepted as an indispensable part of everyday life was first stressed by a classical economist and the father of economic thought, Adam Smith, in his "Inquiry into the nature and causes of the wealth of nations", published in 1776. He illustrated this theory with the example of pin-making and from this illustration the principle gained universal recognition and acceptability. The theory is said to be a derivative of three basic features of life namely,

- No individual and no nation is self-sufficient enough to produce the good and services necessary to satisfy its wants;
- Individuals and nations are unequally endowed by nature with skills, talents, natural resources and climate;
- The presence of an exchange system gives room for individuals and nations to specialize in the production of those things which they can produce more cheaply, efficiently and conveniently than others.

The classification of a librarian depends on the kind of library by which they are employed. Types of libraries include public libraries, school library media centers, and college, university, or other academic libraries or special libraries. Some librarians interact directly with certain groups, like children, young adults, adults, or disadvantaged people. Librarians working in school library media centers are commonly known as school media specialists and assist teachers in developing their curriculum, acquiring materials in class instruction, and at times team teach with other teachers.

Other librarians are employed by information centers or libraries run by a wide body of organizations like government agencies, museums, professional associations, corporations, law firms, advertising agencies medical centers, hospitals, religious organizations, and research laboratories. They are responsible for acquiring and arranging an organization's information resources, which typically contain select subjects related to special interests of the firm. Many key information services, like the preparation of abstracts and indexes of current periodicals, organization of bibliographies, or analysis of background information and preparation of reports related to key issues are performed by these special librarians. For instance, a special librarian employed by a company might provide the sales department with materials and info related to their competitors or new developments and improvements affecting their market. A medical librarian would likely find information related to new medical treatments, clinical trials, and standard procedures and provide such materials to health professionals, patients, consumers, and corporations. Government document librarians, employed by government agencies and depository libraries located in individual states are involved in the preservation of government publications, records, and important documents from the historical records actions taken and decisions made by the government.

Quite a few libraries are able to remotely access databases and maintain their own computerized databases. Since automation has become so common within libraries, it is important that librarians are skilled in database searching. Librarians are responsible for the development and indexing of databases as well as instructing patrons how to efficiently search through and located needed reference materials. Many libraries have created consortiums with other libraries utilizing electronic mail. Such relationships enable users to submit request for needed materials to many different libraries at the same time. The development of the internet is also creating a wider foundation of accessible materials. Thus librarians need to understand how to utilize all types of resources in the search for desired materials.

Those skilled in computers and information systems might be employed as automated-systems librarians, involved in the planning and operation of computer systems, or as information architect librarians, who design information storage and retrieval systems and develop techniques for the collection, organization, interpretation, and classification of information. These librarians work on analyzing and planning for information needs that might arise in the future.

An increasing number of librarians are utilizing their information management and research skills in fields beyond libraries, like database development, reference tool development, information systems, publishing, Internet coordination, marketing, web content management and design, and training of database users. Librarians with entrepreneurial desires might found their own consulting firm, or work as freelance librarian or information brokers for other corporations, government agencies, or libraries.

Commenting on the factors that hinder specialization, Abifarin (2008) noted that limitations to the concept of division of labour or specialization include the following:

- The extent of the market, that is, the extent of effective demand for the commodity. A large output would be unnecessary where demand is relatively small. People and countries specialize because they discover that they can exchange their surplus products for the other products they need. The inability to of producers to sell their surplus and buy the other things they want in exchange would definitely discourage specialization;
- Exchange and physical distribution facilities e.g. transport and banking system becomes necessary if the product of the division of labour are to be exchanged effectively;
- Another factor has to do with the nature of the product-the nature of some goods and services is such that their production does not lend itself to division of labour. The concept of division or specialization is more applicable in manufacturing than in service industries. For instance, there is a limit to which plaiting hair can be broken into separate processes and undertaken by different people;
- Unique talent: This factor concerns such areas like creative arts where individual talents are important and such jobs cannot be mass-produced;
- Another prominent factor is political and strategic considerations. The fear of political crisis or advent of wars would cut off supplies and countries would want to aim at relative self-sufficiency;
- Finally, the level of technology may limit or hinder specialization.

Division of labour and job specialization have been vested with such strengths as time saving, this is possible since each worker concentrates on one process, and time is saved as there is no need to change tools; increased output because it gives room for specialization, increases technical knowledge and saves time; reduction in unit

cost of output, increased output brings about a reduction of cost per unit and therefore lowers price. At lower price, demand may increase, which again leads to increase in output and greater skill, through repetition of the same job, the workers develop greater skill, that is, increased knowledge of the particular job is obtained as a result of constant practice. Other strengths of division of labour and job specialization include less fatigue, a worker performs the same task as a routine and may not have to strain himself mentally or physically. Specialisation encourages to a large extent the invention of special tools and equipment in order to perform particular function more efficiently, doing the work expected of men. Were every man would do everything himself, he would need all the tools required for the process, but with division of labour, only the specialist in each process needs to have a set of tools.

In fact, specialization has certain overwhelming advantages, these notwithstanding, the concept is fraught with many dangers. The division of labour may be of less interest to workers where monotony resulting from repetitive tasks causes strain and fatigue. The workers' initiative, inventiveness and craftsmanship are checked. The interdependence of each service unit or section may lead to increased difficulties where there is no proper coordination. The more highly specialised labour requires greater skill and it is subjected to the risk of unemployment following changes in demand for the products or services, and industrial relations deteriorate as relations between employers and employees become impersonal.

### Research Objectives

This paper sets out to achieve the following objectives:

1. ascertain if division of labour and job specialization make work easier and faster?
2. investigate whether job specialization enhances the workers interest and reduce boredom or not.
3. ascertain whether job specialization advances knowledge base among library professionals.
4. investigate if division of labour and job specialization result in monotony.
5. determine what section of the library requires job specialization.
6. investigate if the present division of labour in the library settings is acceptable.
7. determine if the library can do without division of labour and job specialization in the face of information and communication technologies (ICT).
8. determine if division of labour and job specialization lead to better job performance within the library.
9. identify the strength and weaknesses of division of labour and job specialization in the library.

### Literature Review

Allen (2008) noted that revolutionary change, the challenges of new technologies, a paradigm shift, among others are words used to bring one's attention to the need for adaptation and innovation by libraries (Lewis, 2004). Corroborating the same, Flanagan and Horowitz (2000) agreed that these changes are occurring in an environment of decreasing resources (human and financial) and increasing demands of users. According to Adeyoyin (2005), change is an organizational constant that encourages cross fertilization of ideas, programs and roles. There is a need for a new organizational system that encourages flexibility and empowerment and also aligns structure with values, such as future-oriented, less hierarchical, facilitative, collaborative, and evaluative. The center of this new model is the hybrid librarian. As the library profession needs to retain the "generic material of librarianship" as its knowledge base, while adding new areas of knowledge, so too does the librarian of the 21<sup>st</sup> century.

Seiden (1997) reported on an informal survey of the Oberlin Group in 1997, from which organizational change strategies were identified to leverage existing staff resources in support of the new 21<sup>st</sup> century library. One of these strategies was to redesign library positions. For example, a reference librarian position at Earlham College morphed into an "information technology/reference instructional librarian" responsible for web pages and software support. Numerous other studies have been undertaken to analyze job advertisements in the library field, such as a comparison of those advertised in *American Libraries* and *Library Journal* in 1983 and 2003, a study spanning 25 years of ads in *College & Research Libraries News* (1973–1998), and one that analyzed subject specialist positions from 1990 through 1998 (Lynch and Smith, 2004; Starr, 2001).

Starr (2001) provided a sampling of new job titles in 2003: library educational technology coordinator, electronic resources librarian, and digital information services librarian, and reported that other researchers observed an increasing number of digital positions and more diverse functional areas. The study by Lynch and Smith (2004) included a new category of librarian that combined multiple core tasks of academic librarianship. While acknowledging the possible impact of budget constraints, the authors believed that the emergence of this category may have reflected a shift from traditional to "more expansive and complex" jobs. Such positions

required broad computer skills obtained through library education. White's (2008) study indicated that technological skills, such as those related to electronic resources and the Internet, were becoming more important, revealing the effect of the electronic information environment.

Allen (2008) dissected eight recent position descriptions requiring diverse and highly technical skills. These positions are advertised as being integral to the teaching and learning mission of higher education. Titles of these positions are Information Literacy/Instructional Technology Librarian, Instructional Technology Librarian, Academic and Digital Applications Librarian, Instructional Design and Instructor Development Librarian, Technology Instruction Librarian, Web Manager and Instructional Design Librarian, Instructional Development Librarian, and Instructional Design Librarian. Some common vocabulary highlights the type of work environment and personal qualities such librarians need to bring to these positions. The word "collaborative" was often used to describe programs and projects which the individual would need to work on, as well the individual's work style. As would be expected, teamwork and communication skills were also highlighted. Descriptors such as innovative, creative, and visionary also appeared in these ads. As far as technical competencies, knowledge and/or skill in the following technologies were required: course management systems, open source software, web design (including XML and JavaScript), multimedia applications, and digital libraries. Although one cannot observe a trend by analyzing such a small number of advertisements, this author has observed an increase in ads requiring, rather than preferring, technical skills, particularly those related to web development and design, which is also validated by Starr's study.

### **Cross-functional Teams**

Jaramillo (1996) defined a cross-functional team as a group of individuals from a variety of functions whose efforts are combined to achieve a common purpose; these teams may include professional and paraprofessional staff. In a study of job advertisements conducted by Lynch and Smith (2001), they noted a prevalence of jobs combining roles or skills, jobs integrating a multitude of library tasks, and this observation was validated by other researchers who indicated that "job sharing" was increasing.

Allen's (2001) review of several articles in the business management literature revealed certain elements that are required for a cross-functional team to be successful. The article by Parker (2001) summed up these essentials well. They include clear and problem-based team goals that are integrated with departmental goals, the importance of communication, a team's authority to make and implement decisions on its own, and a team leader who is knowledgeable, willing to change, and is skilled at facilitation and developing relationships. Parker also mentioned that the ideal number of team members is four to seven. In a description of organizational systems design at the University of Arizona by Athanasaw (2003), he compared the mission and goals of a cross-functional project or study team to those of a functional team. According to Phipps, a cross-functional team needed to have a clear mission including the team's purpose, problem or opportunity, outcomes, resources, and roles. In addition, these desired outcomes had to be data-driven, as successful team decisions were based on research and learning rather than "groupthink." As would be expected, there are several challenges to implementing a cross-functional team. Parker (2001) states that the diversity inherent in cross-functional collaboration makes such teams susceptible to poor interpersonal relationships, conflict, and lack of trust and honesty, although he asserts that training, such as in conflict resolution, can help to overcome such obstacles.

In addition, Athanasaw(2003) also noted that cross-functional teams provide for interpersonal and cross-cultural learning; as a result, employees can become comfortable in working with a diverse group of colleagues, as validated by a recent study in the public administration sector. This diversity can lead to a new culture that exemplifies the familiar adage: "the whole is greater than the sum of its parts." In addition to these cultural benefits, there are other benefits of utilizing cross-functional teams by recognizing that such a structure can foster new opportunities to collaborate, contribute one's own expertise, and discover "affinities" among functions not present in the traditional, functional organizational. Cross-functional integration and employee participation can also lead to a more flexible, agile organization. Parker (2001) focused on the benefits related to problem solving, creativity, customer focus, and organizational learning, as did Osif and Harwood (2000) in their review of this management technique through the writings of several authors in non-library management. Parker (2001) also asserts, for example, that the use of cross-functional teams improves an organization's ability to solve complex problems, as these problems transcend traditional functions.

### **Methodology**

A descriptive survey method was adopted to elicit information from the respondents for this study. A questionnaire was designed with 30 structured questions including the demography of the respondents. Fifty (50)

copies of questionnaires were distributed among the staff of Nimbe Adedipe Library, Federal University of Agriculture, Abeokuta and forty five (45) were returned. This represents 90% of the distributed questionnaires. The questionnaire was divided into four sections in order to elicit necessary information relevant to the study from the respondents. Section A deals with the demographic information while section B sought information on job specialization. Section C obtained information on division of labour and section D sought to know the effect of job specialization and division of labour on job performance of the respondents. Three (3) questionnaires returned were not found useful while forty two (42) questionnaires were used for the study. Percentage and simple average calculation was used to analyze the data collected and later presented in a tabular form in the study.

## Data Analysis

**Table 1: Demographic Information**

Designation	No	%	Qualification	No	%	Section	No	%	Age	No	%
Librarian	15	35.7	Ph. D.	1	2.4	Readers' Serv.	17	40.5	>60	1	2.4
Libr. Officer	7	16.7	Masters	22	52.4	Cat & Class	9	21.4	50-59	5	11.9
Libr. Ass.	4	9.6	Bachelors	1	2.4	Automation	7	16.7	40-49	22	52.4
Porters	2	4.8	Diploma	11	26.2	Acquisition	2	4.8	30-39	12	28.6
Administrative	6	14.3	SSCE	4	9.6	Serials	2	4.8	20-29	2	4.8
Others	8	19	Others	3	7.1	Administrative	5	11.9	Others	-	-
<b>Total</b>	<b>42</b>	<b>100</b>		<b>42</b>	<b>100</b>	<b>Total</b>	<b>42</b>	<b>100</b>	<b>Total</b>	<b>42</b>	<b>100</b>

Table 1 above reveals the 42 respondents that cut across all departments in the library. It also shows that librarians with Masters qualification are more than others and Readers' Services has more number of staff while the staff between age 40-49 are more in number than others.

**Table 2: Job Specialization**

Responses	Strongly Agree %	Agree %	Undecided %	Strongly Disag. %	Disagree %
Job specialization makes my work easier	24 (57.1%)	16 (38%)	2 (4.8%)	-	-
Job specialization makes my job performance better	25 (59.5%)	15 (35.7%)	2 (4.8%)	-	-
Job Specialization makes my job faster	19	19	3 (7.1%)	-	1 (2.4%)
I am fully satisfied with my present area of specialization	11 (26.2%)	18	3 (7.1%)	2 (4.8%)	8 (9%)
I am fully trained to perform my present tasks	14 (33.3%)	12 (28.6%)	5 (11.9%)	4 (9.6%)	7 (16.7%)
My training does not correspond with my present posting	6 (14.3%)	7 (16.7%)	5 (11.9%)	14 (33.3%)	10 (23.8%)
Library can do without specialization in the face of ICT	3 (7.1%)	2 (4.8%)	4 (9.6%)	17 (40.5%)	16 (38%)

Table 2 shows that the highest number of respondents agreed that job specialization makes their work easier while 40 respondents also agreed that job specialization makes their job performance better. 38 respondents agreed that job specialization makes their job faster and 29 respondents also agreed that they are fully satisfied with their present area of specialization.

The table also shows that 26 respondents affirmed that they are fully trained to perform their present tasks. 13 respondents said that their training does not correspond with their present posting while 33 respondents agreed that the library and information centres still cannot do without division of labour and job specialization even with the emergence of ICT infusion into library and information services provision.

**Table 3: Division of Labour**

Responses	Strongly Agree %	Agree %	Undecided %	Strongly Disagree %	Disagree%
I am able to perform with less supervision	23 (54.8%)	16 (38%)	2 (4.8%)	1 (2.4%)	-
My job specification corresponds with my training	17 (40.5%)	15 (35.7%)	2 (4.8%)	2 (4.8%)	6 (14.3%)
I prefer to be transferred out of this section	11 (26.2%)	9 (21.4%)	4 (9.6%)	2 (4.8%)	16 (38%)
Being an extrovert, I don't enjoy this section	3 (7.1%)	2 (4.8%)	4 (9.6%)	15 (35.7%)	18 (42.9%)
Being an introvert, I enjoy this section	6 (14.3%)	15 (35.7%)	5 (11.9%)	7 (16.7%)	9 (21.4%)
Cataloguing section is the most boring section to work in	1 (2.4%)	4 (9.6%)	4 (9.6%)	18 (42.9%)	15 (35.7%)
Users' restriction from sections enhances concentration	12 (28.6%)	13 (31%)	3 (7.1%)	6 (14.3%)	8 (19%)
There is enough to keep me busy in my section	25 (59.5%)	16 (38%)	-	1 (2.4%)	-
Serial section is an interesting section to work in	10 (23.8%)	25 (59.5%)	4 (9.6%)	1 (2.4%)	2 (4.8%)
I prefer automation section because of ICT knowledge	15 (35.7%)	18 (42.9%)	6 (14.3%)	1 (2.4%)	2 (4.8%)
I prefer the present division of labour in the library settings	16 (38%)	15 (35.7%)	2 (4.8%)	4 (9.6%)	5 (11.9%)

Table 3 reveals that 39 respondents agreed that they are able to perform their job with less supervision, 32 respondents also agreed that their job specification corresponds with their training, 33 respondents disagreed that cataloguing section is the most boring section to work in.

This table also reveals that 25 respondents agreed that users' restriction from some sections of the library such as cataloguing and classification and acquisition sections enhances concentration. 41 agreed that there is enough to keep them busy in their sections while 25 respondents also agreed serial section is an interesting section. 33 respondents preferred automation section because of ICT knowledge while 31 respondents preferred the present division of labour in the library and information centres setting.

**Table 4: Better Job Performance**

Responses	Strongly Agree %	Agree %	Undecided %	Strongly Disagree %	Disagree %
I carry out my assignment with less interest	1 (2.4%)	6 (14.3%)	2 (4.8%)	20 (47.6%)	13 (31%)
My job becomes boring on daily basis	-	2 (4.8%)	3 (7.1%)	22 (52.4%)	15 (35.7%)
My contact with students exposes my weakness	1 (2.4%)	2 (4.8%)	4 (9.6%)	19 (45.2%)	16 (38%)
I enjoy interacting with students	19 (45.2%)	20 (47.6%)	2 (4.8%)	1 (2.4%)	-
My low performance is as a result of monotonous task	1 (2.4%)	5 (11.9%)	5 (11.9%)	16 (38%)	15 (35.7%)
I am not creative due to job monotony	1 (2.4%)	2 (4.8%)	7 (16.7%)	17 (40.5%)	15 (35.7%)
Subject cataloguing advances my knowledge of different subjects	17 (40.5%)	19 (45.2%)	4 (9.6%)	1 (2.4%)	1 (2.4%)
Reader services section is very effective in service delivery	22 (52.4%)	14 (33.3%)	3 (7.1%)	1 (2.4%)	2 (4.8%)
My sectional head is proactive and efficient	17 (40.5%)	20 (47.6%)	4 (9.6%)	-	1 (2.4%)
I need further education to perform well in this section	22 (52.4%)	15 (35.7%)	2 (4.8%)	1 (2.4%)	2 (4.8%)
I need regular professional retraining to perform in my section	10 (23.8%)	14 (33.3%)	4 (9.6%)	5 (11.9%)	9 (21.4%)

Table 4 shows that 33 respondents carry out their assignment with enthusiasm while 31 respondents disagreed that their performance is as a result of monotonous task. 32 respondents also disagreed that they were creative due to job monotony.

The table also depicts that subject cataloguing advances 36 respondents' knowledge of different subjects, 36 respondents agree that readers' services section is very effective in service delivery, and 37 respondents agreed that their sectional head is proactive and efficient. 37 respondents agreed that they need further education to perform well in their section while 24 respondents agreed that they need regular professional training to perform in their sections.

## Findings and Discussions

This study has endeavoured to achieve the objectives set out *ab initio* through its findings. About nine objectives were outlined for the study and each of them was addressed by the questionnaire which was used as the research instrument to elicit information from the respondents of this study. This section discusses some of the findings in relation to the research objectives.

This study finds that majority of the respondents, 95.2% agree that job specialization makes their work easier. The same number also agreed that job specialization makes their job performance better while 90.5% respondents agreed that job specialization makes their job faster. The first objective of this study was addressed by these findings. This is in tandem with the ground-breaking thought of the father of economics, Adams Smith who theorized that individuals and nations are unequally endowed by nature with skills, talents, natural resources and climate; hence, division of labour and job specialization is like putting the round pegs in the round holes thereby making job performance easier, better and faster.

The second objective of the study was to investigate whether job specialization enhances the workers interest and reduce boredom or not. The study finds that while 69% respondents agreed that they are fully satisfied with their present area of specialization, some of the respondents 23.8% however said that they were not satisfied. Weiss (2002) has argued that work satisfaction is an attitude towards our works by taking into account our feelings, our beliefs, and our behaviors. This finding is in agreement with Boldon (2006) who gave a comprehensive definition of work satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's work or work experience. Work satisfaction is a result of employee's perception of how well their work provides those things that are viewed as important. This study also finds that job specialization advances knowledge base among library professionals. This was admitted by 85.7% respondents who agreed that subject cataloguing advances their knowledge of different subjects. Subject cataloguing is a key information retrieval mechanism that exposes the librarian to a wide variety of subjects across many fields of discipline. Imam et al (2008) noted that subject cataloguing involves the process of analyzing the intellectual content of the document and assuming subject heading. By taking decisions to assign subject headings from a standard unit, the cataloguers' knowledge base increases.

The fourth objective of this study was to know if division of labour and job specialization result in monotony. This study however finds that 73.8% respondents opined that the monotony of their job has not affected their productivity while another 76.2% respondents noted that their creativity does not have anything to do with the monotony of their job. Adeyoyin (2012) observed the weighty importance of creativity in meeting the customers' demands in the 21<sup>st</sup> century library and information centres pervaded with scientific and technological advancement. He further asserted that it has become inevitably clear that library and information centres must be receptive to creative ideas that would help drive the services delivery to the point of effectiveness and efficiency. A professional should therefore be complete by possessing spontaneous and adaptive flexibility that would help to display his creativity in other related assignments.

The fifth, sixth and seventh objectives were to determine what section of the library requires job specialization, investigate if the present division of labour in the library settings is acceptable and to determine if the library can do without division of labour and job specialization in the face of information and communication technologies (ICT). This study finds that 78.6% respondents was of the opinion that library and information centres still cannot do without division of labour and job specialization even with the emergence of ICT infusion into library and information services provision. This implies that some sections of the library such as cataloguing, classification and automation section of the library requires job specialization, while division of labour is required for the general day-to-day operations of the entire library. Adeyoyin (2010) noted that despite the era of Internet that had led skeptics to foresee the end of a need for libraries, the library users now have higher expectations of libraries and library professionals; which requires that information professionals must develop new skills; more technical knowledge and a better understanding of user-information-seeking.

The eighth objective set out to know if division of labour and job specialization lead to better job performance within the library. This study finds that 73.7% respondents prefer the present division of labour in the library settings. This may not be unconnected with the earlier stated merits of division of labour and job specialization. The last objective was to identify the strength and weaknesses of division of labour and job specialization in the library. The study finds that the overall strength of division of labour and job specialization outweigh its weaknesses because the entire operation is completed much more quickly, efficiently and conveniently than if one person alone had performed the whole operation from beginning to end. Also, it engenders the

harmonization of skills, talents and natural resources to achieve the organizational goal (Abifarin, 2008). Notwithstanding, some negative effects such as boredom, monotony and lack of creativity or innovation form parts of the weaknesses of division of labour and job specialization.

### Recommendations

1. A sizable number of respondents were not satisfied with their present area of specialization despite the fact that their job performance was better, faster and easier. Library management should therefore identify these particular staff members and ensure that their desire for job satisfaction is met in order to enhance their productivity.
2. Each section of the library should be fully integrated into ICT as many now prefer to work at an Automation section because of ICT knowledge.
3. Round pegs should be placed in round holes. Subject background of each professional should be considered in assigning special and professional duties to them.
4. Staff position should correspond with their training - educational qualifications, on-the-job trainings and experiences.
5. Redeployment and transfer of professional staff should be done regularly, especially among the young professional librarians who are just learning the robe. This is to enable them to know in details the activities and operations of each unit or section of the library.
6. Professionals who are graduates of Information Science without undergraduate training in library science do not have adequate training in organization of knowledge and may need to have on-the-job training. Therefore, they should not be posted to sections such as cataloguing and classification section when coming fresh from the school.
7. Experienced librarians who transfer their services from one institution to another should be interviewed by the head of the library to be able to determine the sections where they will perform optimally.
8. Subject librarianship should be encouraged to enhance specialization and division of labour in the library. This should be done by ensuring that people are positionally placed in the area where they have specialized training, especially those with subject background.

### Conclusion

This study has brought into fore some salient discoveries about the strength and weaknesses of division of labour and job specialization on the overall job performance of the staff of a Nigerian university library. Even when the majority of respondents agree that job specialization makes their work easier and faster, enhances their job performance and they are fully satisfied with their present area of specialization, a sizable number were dissatisfied because their training does not correspond with their present posting. This implies that as good as division of labour and job specialization are to individuals in an organization and several firms in an industry as indicated earlier on; the managers of library and information centres should have holistic approach towards division of labour and job specialization in their different libraries by putting the round pegs in round holes considering the subject background of every staff. This will help to mitigate against lack of interest and low quality service delivery.

It is no doubt that harmonization of skills, talents and natural resources help to achieve the organizational goals faster, easier and quicker as revealed by the findings of this study. However, it can be flawed by some negative effects such as boredom, monotony and lack of creativity, among others, if adequate provisions are not made to create a conducive environment where break, rest and recreation can be enjoyed by members of staff.

Based on the results of the findings of this study, library and information centres still cannot do without division of labour and job specialization even with the emergence of ICT infusion into library and information services provision. The respondents also preferred the present division of labour in the library and information centres setting although a paltry number disagreed.

### References

- Abifarin, L. (2008). *Organizational Management*. Ibadan: Brown Publishers.
- Academic and Digital Applications Librarian: <http://www.acrlny.org/jobs/j41126j.htm>;
- Adeyoyin, S.O. (2009). "The Changed Role of Reference Librarian by Cultural Disposition of Users in Post-Internet Era." *The Information Technologist: An International Journal of Information Technology in Africa*. Vol.6 114-120.



- Adeyoyin, S.O., Alabi, R. and Imam, A.(2011). "Strategic Management of Library Information Services Delivery." *The Medium*. Abadina Media Resource Centre, University of Ibadan. 3:3
- Adeyoyin, S.O. (2012). "Libraries, Archives and Museums: Identifying the Bond." *Library and Information Science Digest: Journal of the Nigerian Library Association, Anambra State Chapter*. Vol 6. 27-38.
- Adeyoyin, S.O. (2013). "Promoting Creativity in Library and Information Services Delivery in the Era of Information Communication Technology". *Information Technology Review*. (2013). (In Press).
- Allen, L. (2001). "Hybrid Librarians in the 21st Century Library: A Collaborative Service-Staffing Model". A paper presented at the ACRL Twelfth National Conference.
- Athanasaw, Y. (2003). "Team Characteristics and Team Member Knowledge, Skills, and Ability Relationships to the Effectiveness of Cross-Functional Teams in the Public Sector," *IJPA*. 4:3
- Boldon, D. (2006). *The MM-questionnaires - A tool when solving indoor climate problems*. Department of Occupational and Environmental Medicine. Sweden: Örebro University Hospital.
- Flanagan, P. and Horowitz, L. (2000). "Exploring New Service Models: Can Consolidating Public Service Points Improve Response to Customer Needs?" *JAL*: 329.
- Instructional Design Librarian: <http://www.library.yale.edu/lhr/jobs/mp/LDTB8991.html>.
- Instructional Development Librarian: <http://www.lisjobs.com/jobs/111734.htm>;
- Jaramillo, Greg. "Utilization of Teams in an Academic Library Environment". *Colorado Libraries*. : (1996)19–20.
- Kaarst-Brown, M., Nicholson, G., vonDran, M. and Stanton, J. (2004) "Organizational Cultures of Libraries as a Strategic Resource." *Library Trends* Summer: 42.
- Lewis, D. (1997). "Change and Transition in Public Services, in *Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change*" ed. Charles A. Schwartz Chicago: Association of College and Research Libraries, 41.
- Lewis, D. (2002). "Crossing the Cultural Divide: Teams and the IUPUI University Library," Presentation made at the Living the Future 4 Conference. Retrieved from [http://dizzy.library.arizona.edu/conference/ltf4/pres/iupui\\_files/slide0006.htm](http://dizzy.library.arizona.edu/conference/ltf4/pres/iupui_files/slide0006.htm)
- Lewis, D. (2004). "The Innovator's Dilemma: Disruptive Change and Academic Libraries". *Library Administration & Management*: 69.
- Lynch, B., Smith, K.R. and Starr, J. (2001). "The Changing Nature of Work in Academic Libraries," *College & Research Libraries*: 407.
- Martin, R. (1997). "Restructuring the University of Vermont Libraries: Challenges, Opportunities, and Change, in *Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change*," ed. Charles A. Schwartz Chicago: Association of College and Research Libraries: 174.
- Parker, M. (1994) "Cross-Functional Collaboration", *Training & Development*: 50–51, 53.
- Phipps, E. (2004). "The System Design Approach to Organizational Development: The University of Arizona Model," *Library Trends*: 109.
- Seiden, P. (1997). "Restructuring Liberal Arts College Libraries: Seven Organizational Strategies, in *Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change*," ed. Charles A. Schwartz (Chicago: Association of College and Research Libraries, 229.
- Starr, J. (2004). "A Measure of Change: Comparing Library Job Advertisements of 1983 and 2003," *LIBRES Electronic Journal*. Available: <http://libres.curtin.edu.au/index.htm>.
- Technology Librarian: <http://www.buffalostate.edu/library/news/instructional.html>;
- Weiss, G. (2002). The nature and causes of job satisfaction, In M. Dunnette, (ed.) *Handbook of Industrial and Organizational Psychology*, Rand McNally, Chicago, IL.
- White, G. (1999). "Academic Subject Specialist Positions in the United States: A Content Analysis of Announcements from 1990 through 1998," *The Journal of Academic Librarianship*: 372.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

## CALL FOR JOURNAL PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

## MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

## IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

