INFLUENCE OF PROFESSIONAL SKILLS AND PERSONAL COMPETENCIES ON JOB PERFORMANCE OF REGISTRY STAFF IN UNIVERSITY OF IBADAN, NIGERIA

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Abstract

This study investigated the influences of professional skills and personal competencies on job performances of registry staff in University of Ibadan, Nigeria. The study adopted the survey research deign while 102 registry staff participated. Finding from the study revealed that registry staff in University of Ibadan presses average professional skills to carry out their duties as well as the requisite personal competencies needed to perform their duties. The study further established a high level of job performance among the registry staff. Positive relationships were established between job performance and professional skill as well as between job performances and personal competencies. The study of made some recommendations based on function from the study.

Keywords: Professional skills, personal competences, job performances, registry staff, University of Ibadan.

Introduction

The job of registry staff is continuously being challenged by new ideas and innovations which are having effect on their performance. Technological changes according to Hamada and Stavridi (2013), which is one of the innovations revolutionising information and records keeping, is shifting the role of registry staff in tertiary institutions. These employees, like in any other organisation are expected to carry out their duties with every sense of commitment and professionalism. If a library staff performs his job as expected, this will ensure effective service delivery to the user community.

Also, the success of any service organisation such as registry unit greatly depends on the employees' performance. This means that poor performance is detrimental to organisational success and development. Campbell (1990) described job performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organisational performance which are higher-level variables. Service delivery in tertiary institutions and employee performance are interrelated. When the registry staff provides excellent records management service, they are exceeding job expectations. For orgaisations that provide services (for instance, registry, archives et cetera), the reputation is based almost solely on job performance of the staff

(Mayhew, 2015). However, performance of the employee on the job could be linked to the competencies and skills possessed by such employee, while registry staff who possess outstanding professional skills and personal competencies are most likely able to exhibit higher level of job performance and thus add value to records management in tertiary information service delivery in the library.

Job performance includes executing defined duties, meeting deadlines, employee competency, and effectiveness and efficiency in doing work. Most employees in in registries need professional skills coupled with some personal competencies that stimulate the employee performance. Singh and Pinki (2009) distinguished between skill and competency. According to them, while skill is regarded as a practical ability, a facility in carrying out an action, competency is defined as an attribute that influences how an individual uses skills and interacts with the world. Registry staff in the new era are required to play different roles that demand the presence of various skills ranging from the traditional roles of keeping records to being a professional who is able to manage the digital records system (Awad 2008; Bin-Hashim and Mokhtar 2012).

Bin-Hashem and Mokhtar (2012) divided the skills required for any employee including registry staff to work efficiently and successfully in a digital era into two main categories: professional and personal. The professional skills include content knowledge, and ability to evaluate and filter records based on appropriateness; ability to develop accessible cost effective records services; ability to design information technology to manage records based on needs and value; ability to organise and disseminate records for users; assess and evaluate the outcomes of records and information use and improve services accordingly. The personal skills, on the other hand, include a range of competencies that are mainly present in any service delivery environment and another set of skills that are referred to as survival skills. Those skills include flexibility, effective communication skills, positive attitude, teamwork, leadership, desire to seek opportunities for ongoing learning and values professional networking. The survival skills include items such as creative thinking, making quick decisions, self-assessment and confidence.

Registry staff in the new era are required to assume different roles that request the presence of various skills ranging from the traditional roles of user education, facilitation, and evaluation to being a professional who is skilled in handling the digital information system within a library Hashim and Mokhtar, 2012). Professional competence is relevant for registry staff to carry out the mandate of the unit. This was further stressed by Makori (2009) that registry personnel need to equip themselves with adequate professional skills and competencies to remain relevant in the mainstream of their service delivery. According to Marshal et al. (2003), professional competence refers to knowledge in the areas of access to information resources, technology, management and research and the ability to use these areas of expertise to provide library and information services. Personal competencies are those competencies needed in face-to-face and interpersonal relationships that directly influence human behaviour and values. They are essential for individual contribution, for building cohesive units, and for

empowering immediate subordinates. According to Mathew (2010), personal competencies comprise of a set of skills, attitudes and values that enable librarians to work efficiently, and be good communicators; focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; and survive in the new field of work. The dynamic environment of the registry unit stresses the need for registry staff to remain flexible and adaptable to change. To meet this need, they have to ensure that their knowledge, competencies and skills meet the needs of the community which they serve. Similarly, employers have a responsibility to provide opportunities for library and information professionals to keep their skills, knowledge and competencies up-to-date.

Employee performance is an important building block of an organisation and factors which lay the foundation for high performance must be analysed by the organisations. Since every organisation cannot progress by depending on one or two individuals' effort, it is collective effort of all the members of the organisation. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Employees are the most important assets in organisations, which without, the goals and objectives may not be attained. Every employee is expected to possess specific personal and professional qualities which will enable them attain their set goals and perform optimally in their assigned duties. For instance, an employee with good leadership skill may play a mediating role in the relationship between organisational culture and employee outcomes and an atmosphere for good leadership to flourish; which will ultimately leads to increased employees' job performance (Toor and Ofori, 2009).

Most registries in tertiary institutions depend on their staff to assist in meeting and achieving their goals. However, it is observed that most registry staff lack adequate professional skills as well as personal competencies to make them function effectively in this ever-changing information age. Consequently, lack of these skills and competencies personal competencies may have negative impact on registry staff job performance.

Some registry staff are sometimes faced with poor innovation, low productivity, and inability to meet performance targets which could be attributed to lack of specific skills such as professional skills, leadership skill and management skill, among others, which continues to affect overall job performance of registry employees. It is against this background that this study is carried out to investigate the professional skills and personal competencies as correlates of job performance among registry staff in University of Ibadan, Nigeria.

The study intends to contribute to the understanding of the relationships among personal competencies, professional skills and job performance of registry staff in University of Ibadan, Nigeria. The registry managers could use the findings from this study to sensitize registry staff on the importance of professional skills and personal competencies for their job performance. The study may be used as a

benchmark for further studies on professional skills, personal competencies and job performance among registry staff in University of Ibadan and other tertiary institutions. Above all, the study would be an invaluable addition to the existing literature and general body of knowledge about job performance of employees in registry unit and other units in tertiary institutions.

Research questions
The following research questions were answered in this study:
1. What are the professional skills possessed by registry staff in University of Ibadan, Nigeria?
2. What are the personal competencies possessed by registry in University of Ibadan, Nigeria?
3. What is the level of job performance of registry staff in University of Ibadan, Nigeria?
4. What relationship exists between professional skills and job performance of registry staff in University of Ibadan, Nigeria?
5. What relationship exists between personal competencies and job performance of registry staff in University of Ibadan, Nigeria?

Literature Review
According to Singh and Pinki (2009), employees working in tertiary institutions need continuous grooming by acquiring core new skills so that they never become obsolete in this fast changing environment. For this, they need to shift their focus from traditional activities of collecting, processing, storing and accessing the information to support the smooth-running of administration in the institutions. Today, majority of the registries are using computers and latest ICT tools and techniques for performing various house-keeping jobs such as, acquisition, processing, and control of documents and records. Some major professional skills of information professionals were identified by the Ontario Public Health Library Association (2006). These are - developing and managing information resources, developing and managing information services, developing and managing educational resources and services, developing and managing information technology, as well as developing and evaluating information and document management service delivery.

According to Mathew (2010), the dynamic environment of the registries stresses the need for registry staff to remain flexible and adaptable to change. To meet this need, they have to ensure that their knowledge, competencies and skills meet the needs of the community which they serve. Similarly, employers have a responsibility to provide opportunities for employees working in registry to keep their skills, knowledge and competencies up-to-date.

There has been a worldwide challenge with respect to the competencies required for management of documents in registries, in the form of technical knowledge, skills and attitudes of employees as observed by Barac (2009). Therefore, employees in this information driven society need to develop such skills like communication,

problem-solving, personal and interpersonal skills, responsibility and organisational ability (which represent the most commonly perceived skills) during their education as well as in the workplace (Barac, 2009).

Moreover, Zürcher (2010) describes competencies as the cognitive abilities and skills individuals possess or learn in order to solve certain problems, and the associated motivational, volitional and social readiness and ability to use these solutions successfully and responsibly in various situations. Erpenbeck, Mosberger and Kasper (2009) is also very much in use as it describes competence as a proneness to self-organised action, in which four classes of expertise (key qualifications) can be classified, including: personal competencies (ability for reflection and organised self-development of one's own skills), professional and methodical competence (ability to solve factual-objective problems), social communication skills (ability to communicate, cooperate and group- and relationship oriented action), implementation-related skills (the ability to act in a self-organised fashion and to align actions to targets).

Personal competences are related to the perception of a person's own situation and needs, assuming responsibilities for one's actions, and reflecting on all these aspects in a self-critical and constructive way (Thurner, 2012). These competences contribute to adaptive behaviour and productivity in that they counteract undesired influences that may arise from within the person or from the environment, and support volitional behavior. Because they affect goal adoption, pursuit, and disengagement, they are critical for productivity in multiple life domains. The common thread among these attributes is a skill called self-regulation (Makasiranondh et al., 2011; National Research Council, 2011).Personal competencies can be understood as an underlying personality traits and attributes of managers which are subject of interest for psychoanalysis (Hogan & Warrenfeltz, 2003). It can be differentiated from self-management and other classes in the sense that these are the core values, traits, self-image, motives, and intents of managers. The personality characteristics as underlying dispositional motives of individuals that also influence or affect the human behaviour rather guide human being to behave or respond in given circumstances (Boyatzis, 1982). Therefore, it is one of the important variant in determination of human behaviour or actions in practice (Buss, 1989).

Generally, job performance can be defined as "all the behaviours employees engage in while at work" (Jex, 2002). More commonly, job performance refers to how well someone performs at his or her work. The majority of the studies have shifted their focus on defining job performance in terms of outcomes and behaviour, since these are easier and more objective to define and to observe than personal traits (Hersen 2004). From an employee's point of view job performance is essentially the result of a series of behaviours. The various tasks performed on a daily basis contribute to job performance in general (Cardy, 2004). In this line of thought, Campbell (1993) developed an influential model containing eight dimensions to measure job performance (Jex, 2002): (a) job-specific task proficiency: behaviour related to core tasks of the job; (b) non-job-specific task proficiency: general work behaviour; (c)

written and oral communication task proficiency; (d) demonstrating effort: level of commitment to core tasks; (e) maintaining personal discipline; (f) facilitating peer and team performance; (g) supervision/ leadership; (h) management/administration. From a supervisor's perspective, on the other hand, outcomes are the key elements for job performance appraisal. After all, at the end of the day results are more important to an employer than the activities leading to those results (Cardy, 2004).

Borman & Motowidlo (1993) identified two types of employee behaviour that are necessary for organisuational effectiveness: task performance and contextual performance. Task performance refers to behaviors that are directly involved in producing goods or service, or activities that provide indirect support for the organisation's core technical processes (Borman and Motowidlo, 1997; Werner, 2000). These behaviours directly relate to the formal organisation reward system. On the other hand, contextual performance is defined as individual efforts that are not directly related to their main task functions. However, these behaviours are important because they shape the organisational, social, and psychological contexts serving as the critical catalyst for task activities and processes (Werner, 2000).

Furthermore, Borman & Motowidlo (1993) divided performance into task and contextual performance. Task performance was defined as the effectiveness with which job incumbents perform activities that contribute to the organisation's technical core. Contextual performance was defined as performance that is not formally required as part of the job but that helps shape the social and psychological context of the organisation (Borman and Motowidlo, 1993). Contextual performance has been further suggested to have two facets viz: interpersonal facilitation and job dedication. Interpersonal facilitation includes cooperative, considerate, and helpful acts that assist co-workers' performance while job dedication, includes self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organisational objectives.

Contextual performance and related elements of performance, such as organizational citizenship behaviour (OCB: Bateman and Organ, 1983; Smith et al., 1983), prosocial organizational behaviour (Brief and Motowidlo, 1986), and extra-role performance (Van Dyne et al., 1995), contribute to organizational effectiveness. According to the fact that the concept of contextual performance has several related constructs in other names, the existing theories and empirical studies reviewed in this study also include contextual performance and all related constructs.

Lawler (2009) has identified a wide range of factors that influence job performance to include more determining factors are ability and motivation. High morale plays a key role in raising job performance. Individual trait of the role occupant and occupational differences of employees all have a significant effect on performance-satisfaction linkage. More studies now divert the direction of the relationship from performance to satisfaction. The medium of rewards are usually linked with performance and satisfaction. In some cases, performance produces rewards.

Naceur & Varatharajan (2000) investigated the relationship between participation on job performance among managerial employees in the Public Service Department in Malaysia, and was found to have significant positive association with experience and employees' participation and job performance. Likewise, Almeida (2003) examined the relationship between experience and performance and frequently treat work experience as a substitute of knowledge. Dokko, Wilk & Rothbard (2008) proposed psychological theory to propose socio-cognitive factors that interfere with the transfer of knowledge and skill acquired from prior work experience. The finding showed that task-relevant knowledge and skill mediates the relationship between prior related experience and job performance. The study also suggested that the positive effect of prior related experience on task relevant knowledge and skill is attenuated by higher levels of experience within the current firm.

Aguinis (2005), argues that performance in any organisation is determined by three major factors namely: (i) declarative knowledge which is information about facts and things including information regarding a given task's requirement, labels, principles; (ii) procedural knowledge which is a combination of knowing what to do and how to do it and includes cognitive, physical, perceptual, motor and interpersonal skills; and (iii) motivation which also involves three types of choice behaviours: Choice to expend effort, Choice of level of effort and Choice to persist in the expenditure of that level of effort. He establishes an equation for performance as the product of these three determinants as: Performance = Declarative Knowledge × Procedural Knowledge × Motivation.

Generally, it is argued that job knowledge mediates between individual dispositions (e.g., cognitive ability and personality) and job performance. Using path-analysis, Schmidt et al. (1986) demonstrated that job knowledge mediates the relationship between general mental ability and job performance, suggesting that individuals high on cognitive ability are more successful in acquiring jobrelevant know ledge that in turn helps them to accomplish their work tasks.

Chan and Schmitt (2002) examined the relationship between situational judgement test measures and various aspects of job performance. In a study based on data from 160 civil service employees, the authors found that the situational judgement test score predicted task performance as well as contextual performance (job dedication, interpersonal facilitation). Interestingly, the situational judgement test predicted task and contextual performance beyond cognitive abilities, personality factors, and job experience (for a similar finding see also Clevenger, 2001).

Kanfer and Kantrowitz (2002) summarized the findings from 11 meta-analytic studies published between 1990 and 2000 that addressed the relationship between personality and job performance. The estimated true-score correlations between personality and overall job performance ranged between 0.08 and 0.22 for emotional stability, 0.09 and 0.16 for extraversion, -0.03 and 0.27 for openness to

experience, -0.01 and 0.33 for agreeableness and 0.12 and 0.31 for conscientiousness.

Furthermore, as observed by Singh & Pinki (2009), current developments are directly affecting the knowledge, competencies and skill requirements of the information professionals to do their job effectively. These changes are occurring at such a fast pace that each day new skills and approaches are required to handle the information and unfurl the new ideas. The changing perception of users and the technological advancements have forced the library and information professionals to enhance their knowledge and acquire new competencies, skills and develop themselves in accordance to the new environment to avoid becoming obsolete and outdated.

Regarding workplace factors that potentially hinder job performance (often called stressors), much research has focused on role stressors. Meta-analytic findings revealed a negative, non-significant relationship between role ambiguity and job performance (corrected mean correlations with various performance measures ranging between -0.04 and -0.28; Tubre and Collins, 2000). The relationship between role conflict and job performance was also negative, but much smaller than between role ambiguity and performance (corrected mean correlations between -0.12 and 0.03 depending on the performance measure; Tubre and Collins, 2000). In their meta-analysis, LePine (2005) summarised relationships between various stressors and job performance by classifying different stressors as hindrance versus challenge. Hindrance stressors included role stressors and situational constraints and were negatively related to job performance (corrected mean correlation of -0.20 based on 73 studies with N = 14,943). Challenge stressors on the other hand (e.g., demands, pressure, time urgency, and workload) were positively related to performance (corrected mean correlation of 0.12 based on 20 studies, N = 3,465). Thus, some stressors hinder job performance, but others enhance job performance.

Methodology
The survey research design was used for this study. The population for the study is made up of 198 registry staff in University of Ibadan, Oyo State, Nigeria. The study considered all categories of registry staff. The simple random sampling technique was used to select 70% sampling fraction giving a total of 139 respondents. A structured questionnaire was used for data collection. Copies of the questionnaire were administered on the selected staff. In order to ensure the face validity of the instrument, the questionnaire was scrutinised and corrected by the researcher's supervisor, which allowed necessary amendments to be made to the questionnaire, before it was finally administered on the respondents. Descriptive statistics such as frequencies and percentages presented was used in answering the research questions.

Data Analysis and Interpretation

A total of 139 copies of the questionnaire were administered to the respondents out of which 102 copies were duly completed and returned and were found useful and useable for analysis. This represents a total of 73.4% response rate.

Demographic characteristics of the respondents

Table 1: Gender distribution of respondents

Gender		Frequency		Percentage (%)
Male		46		45.1
Female		56		54.9
Total		**102**		**100.0**

Source: Field Survey, 2017

Table 1 shows that that there are more female (56, 54.9%) than male 46 (45.1%) among the respondents. This may mean that there are more female employees at the registry unit of University of Ibadan than male.

The distribution of respondents according to age range is presented below

Age range	Frequency		Percentage
21-25 years	3		2.9
26-30 years	29		28.4
31-35 years	23		22.5
36-40 years	32		31.4
41 years and above	15		14.7
Total	**102**		**100.0**

Source: Field Survey, 2017

Table 2 shows that majority of the respondents 32 (31.4%) were within 36-40 years of age, followed by 29 (28.4%) respondents who are within 26-30 years, respondents within the age of 31-35 constitute 23 (22.5%) while only 15 (14.7%) and 3 (2.9%) of the respondents were within age range of 41 years and above and 21-25 years respectively. From the above table, it could deduced that majority of the respondents were within the age range of 31 years and above. The inference to be drawn from this is that majority of the registry staff in University of Ibadan are within the age range of 31 years and above.

Research question 1: What are the professional skills possessed by registry staff in University of Ibadan, Oyo State, Nigeria?

Data in Table 3 represents the professional skills possessed by registry staff in the University of Ibadan, Nigeria.

Table 3: Professional skills possessed by registry staff in University of Ibadan, Nigeria

Professional skills	Frequency	Percentage (%)
Customer relations skill	65	63.7
Management skills	58	56.9
Information Technology skill	57	55.9
Human resource management	54	52.9
Communication skill	54	52.9
Information retrieval skill	52	51.0
Supervisory skill	47	46.1
Leadership skill	43	42.2
Advocacy skill	36	35.3
Analytical skill	34	33.3
Marketing skill	33	32.4

Table 3 reveals that majority of the respondents attested to their possession of have customer relation skill (65, 63.7%), management skill (58, 56.9%) Information technology skill (57, 55.9%), human resource management skill (54, 52.9%), communication skill (54, 52.9%) and information retrieval skill (52, 51.0%). Interestingly, only few out of the respondents indicated possession of supervisory, leadership, analytical, advocacy and marketing skills. The implication to be drawn from the above results is that registry staff in the University of Ibadan possess only moderate professional skills to carry out their duties at the registry.

Research question 2: What are the personal competencies possessed by registry staff in University of Ibadan, Oyo State, Nigeria?

Data in Table 4 represents the personal competences possessed by registry staff in University of Ibadan, Nigeria.

Table 4: Personal competences possessed by registry staff of University of Ibadan, Nigeria

S/N	Personal Competences	Frequency		Percentage (%)
1	Intellectual Ability: (The power of reasoning, thinking, and understanding)	75		73.5
2	Creativity: (capability to create/quality of doing in a new way or new ideas)	70		68.6
3	Flexibility and Adaptability: (ability to change or be changed easily according to the situation)	68		66.7
4	Initiative and Drive competency: (a self-starter ability to action before being told what to do)	66		64.7
5	Stress Tolerance: (Handles pressure effectively without getting upset, moody)	63		61.8
6	Problem Solving Skills: (The ability to solve problems)	61		59.8
7	Analytical Skills: (The power of analysis)	56		54.9

As far as the personal competencies of registry staff in University of Ibadan are concerned, Table 4 revealed that majority of the registry staff have intellectual ability (the power of reasoning, thinking, and understanding) with response rate of 75 or 73.5%. Also, 70 (68.8%) of the respondents indicated possession of creativity (capability to create/ quality of doing in a new way or new ideas) while 68 or 66.7% of the respondents affirmed possession of flexibility and adaptability (ability to change or be changed easily according to the situation); 66 (64.7%) indicated possession of initiative and drive competency (a self-starter ability to action before being told what to do); and 63 (61.8%) respondents indicated possession of stress tolerance (ability to handle pressure effectively without getting upset, moody). About 54.9% which was the least of the respondents possessed analytical skills (the power of analysis). From this findings, it could be inferred that the registry staff in University of Ibadan possessed the required personal competencies which would allow them to perform better on their job.

Research question 3: What is the level of job performance of registry staff in University of Ibadan, Oyo State, Nigeria?

Data in Table 5 examine the job performance of library staff.

Table 5: Job performance of registry staff in University of Ibadan, Nigeria

S/N	Job performance	Agree	Disagree	Mean	S.D
	I have adequate knowledge of my job	102(100.0%)	-	3.56	.499
	I can refer to ,myself as innovative and resourceful	96(94.1%)	6(5.9%)	3.53	.609
	I am able to achieve the objective of my job	97(95.1%)	5(4.9%)	3.51	.593
	I consider myself as being proactive	99(97.0%)	3(3.0%)	3.50	.625
1	I see myself suitable for a higher level role	96(94.1%)	6(5.9%)	3.49	.609
	I help other employees with their work when they have been absent	100(98.0%)	2(2.0%)	3.49	.609
2	I am able to meet criteria for performance	99(97.1%)	3(2.9%)	3.42	.553
	I feel I can manage more responsibility than the ones assigned to me	95(93.1%)	7(6.9%)	3.38	.614
3	I am able to demonstrate expertise in all tasks assigned to me	98(96.1%)	4(4.0%)	3.35	.624
4	I willingly attend functions not required by my organization but helps in the overall image	86(84.4%)	16(15.7%)	3.20	.745
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3.53. About 100(98%) of the respondents help other employees with their work when they have been absent, while 97.1% consider themselves as being proactive, as well as able to meet criteria for performance respectively. Also, 96(94.1%) of the respondents see themselves suitable for a higher level role, and can consider themselves as innovative and resourceful. On the average, it could be observed that most of the respondents exhibited high level of job performance in the libraries.

Research question 4: What relationship exists between professional skills and job performance of registry staff in University of Ibadan, Oyo State, Nigeria?

The data representing professional skills and job performance of registry staff in University of Ibadan is presented in Table 6.

Table 6: Relevance of professional skills to job performance

s/n	Professional skills	R	NR	Mean	S.D
1	Management skills	93(91.2%)	9(9.8%)	3.44	.815
2	Human resource management	92(90.2%)	10(9.8%)	3.37	.716
3	Collection development skills	98(96.1%)	4(4.0%)	3.53	.640
4	Advocacy skill	82(80.4%)	20(19.6%)	3.06	.877
5	Marketing skill	71(69.6%)	31(30.4%)	2.84	.952
6	Customer relations skill	94(92.2%)	8(7.8%)	3.36	.686
7	Information Technology skill	96(94.2%)	6(5.9%)	3.51	.609
8	Information retrieval skill	90(88.3%)	12(11.8%)	3.32	.733
9	Communication skill	94(92.2%)	8(7.8%)	3.44	.638
10	Analytical skill	82(80.4%)	20(19.6%)	3.05	.776
11	Supervisory skill	84(82.4%)	18(18.6%)	3.19	.817
12	Leadership skill	81(79.4%)	21(21.6%)	3.24	.941

Source: Field Survey, 2017

Table 6 shows the relevance and relationship of professional skills to job performance of library staff in the selected academic libraries. It was shown that collection development skills was indicated by 98(96.1%) of the respondents with the highest mean score of 3.53, followed by information technology skill as indicated by 96(94.2%) respondents (Mean=3.51), then customer relations skills and communication skills 94(92.2%) respondents with mean of 3.36 and 3.34 respectively. Also, management skills was identified by 93(91.2%) respondents (Mean=3.44), followed by human resource management indicated by 92(90.2%) respondents (Mean=3.37), information retrieval skill 90(88.3%) respondents with mean of 3.32, supervisory skill indicated by 84(82.4%) respondents with mean value of 3.19, followed by advocacy skill and analytical skill 82(80.4%) respondents with mean of 3.06 and 3.05 respectively. The least of the relevant professional skill was leadership skill 81(79.4%) respondents with mean value of 3.24. This result showed that all the professional skills identified were relevant and have relationship with job performance of library staff in academic libraries.

Research question 5: What relationship exists between personal competencies and job performance of registry staff in University of Ibadan, Oyo State, Nigeria?

Data in Table 7 represents the relationship between personal competencies and job performance of library staff in academic libraries

Table 7: Relevance of personal competencies to job performance

S/N	Personal Competences	R	NR	Mean	S.D
1	Intellectual Ability: (The power of reasoning, thinking, and understanding)	98(96.1%)	4(3.9%)	3.60	.567
2	Analytical Skills: (The power of analysis)	96(94.1%)	6(5.9%)	3.30	.672
3	Creativity: (capable to create/ The quality of doing in a new way or new ideas)	93(91.2%)	9(8.8%)	3.42	.737
4	Problem Solving Skills: (The ability to solve problems)	87(85.3%)	15(14.7%)	3.29	.929
5	Initiative and Drive competency: (a self-starter ability to action before being told what to do)	84(82.4%)	18(17.7%)	3.18	.861
6	Flexibility & Adaptability: (ability to change or be changed easily according to the situation)	91(89.2%)	11(10.8%)	3.32	.747
7	Stress Tolerance: (Handles pressure effectively without getting upset, moody)	84(82.4%)	18(17.7%)	3.29	.918

As far as the relationship of personal competencies with job performance of library staff was concerned, Table 7 showed that intellectual ability (i.e. the power of reasoning, thinking, and understanding) was indicated by most respondents 98(96.1%) with mean of 3.60, followed by analytical skills as indicated by 96(94.1%) respondents with mean value of 3.30. About 93(91.2%) of the respondents indicated creativity (i.e., capable to create/the quality of doing in a new way or new ideas) with mean of 3.42; followed by flexibility and adaptability (which is the ability to change or be changed easily according to the situation) 91(89.2%) respondents with mean of 3.32, while problem solving skills was indicated by 87(85.3%) respondents. The least of the personal competencies relevant to job performance of library staff were initiative and drive competency as well as stress tolerance.

Discussion of findings
The study found that library staff in the two academic libraries have customer relation skill, management skill, Information Technology skill, communication skill and human resource management skill. Other skills were information retrieval skill, collection development skill, and leadership skills. However, only few out of the total respondents indicated analytical, advocacy and marketing skills. The

findings clearly indicated that most of the library staff possessed adequate professional skills required to carry out effective library service delivery. This finding supports Bin-Hashem and Mokhtar (2012) who identified professional skills required for librarians to work efficiently and successfully in a digital era as content knowledge, and ability to evaluate and filter based on appropriateness; ability to develop accessible cost effective information services; ability to organise and disseminate information for users; assess and evaluate the outcomes of information use and improve services accordingly. Barac (2009) also outlined communication, problem-solving, personal and interpersonal skills, responsibility and organisational ability for information professionals in this information driven society.

In relation to personal competencies of library staff in University of Ibadan and the Polytechnic Ibadan, the study revealed that majority of library staff in the two libraries possessed intellectual ability (the power of reasoning, thinking, and understanding), creativity (capable to create/the quality of doing in a new way or new ideas), flexibility and adaptability (ability to change or be changed easily according to the situation), initiative and drive competency (a self-starter ability to action before being told what to do), and stress tolerance (handles pressure effectively without getting upset, moody). From this findings, it could be inferred that the library staff all possessed quality personal competencies which allowed them to carry out their responsibilities effectively. This finding was affirmed by Olander (2002), identified flexibility, openness to society and full awareness of organizational and other relevant contexts, preparedness for team work, visionary imagination combined with realism; and sense of responsibility as personal competencies are necessary for librarians on an applied level. This was further supported by Bin-Hashem and Mokhtar (2012) who advocated flexibility, effective communication skills, positive attitude, teamwork, leadership, desire to seek opportunities for ongoing learning and values professional networking.

The study showed that most library staff in the academic libraries exhibited high level of job performance in the libraries such as adequate knowledge of the job, helping other employees with their work when they have been absent, considering themselves as being proactive, as well as able to meet criteria for performance respectively. Also, the respondents see themselves suitable for a higher level role, and can consider themselves as innovative and resourceful.

The study established that collection development skills, information technology skill, customer relations skills, communication skills, management skills, human resource management skills, information retrieval skill, supervisory skill, advocacy skill and analytical skills were all relevant to the job performance of library staff in the academic libraries. The least of the relevant professional skill was leadership skill. This result showed that all the professional skills identified were relevant and have relationship with job performance of library staff in academic libraries.

The result revealed that intellectual ability (i.e. the power of reasoning, thinking, and understanding), analytical skills, creativity (i.e., capable to create/the quality

of doing in a new way or new ideas), flexibility and adaptability (which is the ability to change or be changed easily according to the situation) and problem solving skills were some of the personal competencies relevant to job performance of library staff. This implies that these personal competencies are all related to job performance of library staff in academic libraries. These competencies could also promote effective information service delivery that results in user satisfaction.

Summary
The major findings of the study are summarised as follow:
1. The study found that the library staff possess professional skills like customer relation skill, human resource management skill, communication skill, collection development skill, supervisory skill, management skill, and analytical skill.
2. Findings reveal that the library staff have intellectual ability as personal competencies, problem solving skills, stress tolerance skill, initiative and drive competence skill, flexibility and adaptability skill, and other personal competencies like analytical skill.
3. The study showed that most of the respondents exhibited high level of job performance in the libraries such as adequate knowledge of the job, helping other employees with their work when they have been absent, considering themselves as being proactive, as well as able to meet criteria for performance respectively. Also, the respondents see themselves suitable for a higher level role, and can consider themselves as innovative and resourceful.
4. It was revealed that collection development skills, Information Technology skill, Customer relations skill and communication skill, management skills, human resource management, information retrieval skill and supervisory skill were some of the personal skills relevant and related to job performance of library staff.
5. The findings revealed that personal competencies like intellectual ability, analytical skills, creativity, flexibility and adaptability, and problem solving skills were all relevant to the job performance of library staff. This implies that personal competencies are related to job performance of library staff.

Conclusion
Professional skills and personal competencies are very important for library personnel in academic libraries. This implies that if the library staff are to effectively discharge their duties as professionals, there is need for them to possess some of these skills and competencies, if not all. Although it might not be possible for a single individual to exhibit all of these competencies, but some of them like customer relations skills, communication skill, advocacy skill and information retrieval skills among others are very essential and highly required by library staff, particularly in this changing information era where library services are expected to be more user-centred than ever before. The library staff were able to exhibit a high level of job performance due to their level of professional skills and personal competencies.

Professional skills and personal competencies as established in the study relevant to job performance of library staff. In the course of their professional duties, library staff frequently relate with library users and researchers, they communicate with colleagues, analyse information, solve users' and job related problems, market library services to promote patronage, as well as devise new ways of handling information resources and services due to rapid advancement in digital technologies. In essence, there is a high level of relationship between professional skills, personal competencies and job performance of library staff in academic libraries.

Recommendations

The following recommendations were made based on the findings of this study:

1. Library staff in academic libraries in Nigeria are encouraged to upgrade their skills and competencies in information practice. This will enable them to be relevant to their immediate community and also promote effective information service delivery.

2. Library management in academic libraries should carry out periodic assessment on their staff to know their level of competency. This will also help to identify key areas that need improvement through trainings.

3. Core professional skills and personal competencies that relate to specific job roles should be well emphasised whenever libraries are advertising for job vacancies. This will help to employ the best hands for such positions.

4. Library schools in Nigeria should include in their curriculum all the core competencies and professional skills to be acquired by students before they get to the labour market. This will help to build and promote professionalism and discourage mediocrity in the information profession.

5. The Nigerian Library Association should publish a competency framework for libraries and librarians in Nigeria just like other countries like CILIP in UL, ALA in US, CARL in Canada and others.