

**Subjective Career Success, Job Characteristics and Employee Engagement of Librarians in Tertiary Institutions in Edo State, Nigeria**

**Queenneth ONWUESI  
LCU/PG/004042**

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**2024**



**Certification**

This is to certify that this thesis was carried out by **Queenneth ONWUESI** with Matriculation Number **LCU/PG/004042**, in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria and that the work has not been previously submitted.

.....  
**Dr. O. O AJIBARE**  
**(Supervisor)**

.....  
Date

.....  
**Dr. S. V. ADEYEYE**  
**(Head of Department)**

.....  
Date

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## **Dedication**

This thesis is dedicated to God Almighty for His sufficient grace over my life.

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## Abstract

Work engagement is one of the most researched organizational behaviour variables. However, while researchers have explored work engagement and its predictors among various professionals, not enough has been done in the context of librarians in Edo State, Nigeria. In line with this, the study investigates the influence of subjective career success and job characteristics on employee engagement of librarians in universities in Edo State. The survey research design was used in this study. The population comprised one hundred and thirty-five (135) library personnel in tertiary institutions in Edo State. Data was collected through the use of a structured questionnaire. Data analysis was conducted using both inferential and descriptive statistics. The results showed a moderately high level of engagement among the respondents. It was also found that there is a highly positive perception of subjective career success and job characteristics among the respondents. The test of hypothesis shows that individually, subjective career success (Adj.  $R^2 = 0.91$ ;  $p = 001$ ) and job characteristics (Adj.  $R^2 = 0.425$ ;  $p = 000$ ) have significant influence on work engagement among librarians in Edo State. However, the multiple regression analysis to test the combined influence of both variables revealed that, while they have combined significant influence (Adj.  $R^2 = 0.420$   $p = 000$ ) only job characteristics account for majority of the influence ( $t; = 7.748$ ;  $p = .000$ ) compared to subjective career success ( $t; = 0.144$ ;  $p = .885$ ). The study concluded that job characteristics of librarian is a better predictor of work engagement. It was therefore recommended that it is important to strengthen managerial support for librarians in Edo State to boost their morale. Regular feedback and increased managerial backing will help librarians feel more supported in their roles.

**Keywords:** Career Success, Job Characteristics, Organizational Behaviour, Subjective Career Success, Work Engagement

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Professional librarians are key to the attainment of organisational goal of academic libraries which is to meet the information needs of the university community by offering efficient and effective services. Even when an academic library is led by skilled, informed, and competent managers, the library's objectives might not be met if professional librarians in such libraries lacks the necessary level of work engagement. Employee engagement represents the active involvement of employees of an organisation in their assigned tasks and other organisation-related matters and the state of full physiology, cognition, and emotion that accompanies the work that employees do for an organisation<sup>1</sup>.

Employee engagement as the extent to which an individual feels engaged, satisfied, and enthusiastic about his or her job. Employee engagement is described as the degree to which workers are ready to stick with an organisation and put in a lot of effort on its behalf. From this perspective, employee engagement is characterised by three features namely; say, stay, and strive. 'Say' means that employees speak positively about their employer, their coworkers, and their job and all that is attached to it. "Stay" indicates willingness to stay with the organisation for the long run. Rather than using their current positions as a stopgap, employees want to become a part of the organisation and wish to remain there for an extended period of time. The third aspect is "strive". It means

employees are prepared to put in more time and effort to contribute to the achievement of organisation objectives<sup>2</sup>.

In recent years, organisational psychologists, human resource expert, and management practitioners have found employee engagement an interesting focus of research. A cursory examination of management literature shows that work engagement is becoming more and more explored in occupational health psychology as a positive part of psychology due to the rise of positive psychology. Employees that are engaged perceive themselves as capable of handling the demands of their work and have an active and effective connection with their work activities. Many consulting firms are regularly polling companies and employees to gather data on employee engagement as a result of the demands of business practice.

Employee engagement is an umbrella covering various consequences in work as well as other variables that may support the organization to achieve its goals<sup>3</sup>. It can be viewed as a unitary construct which means it is defined as a positive state of mind, a dedicated willingness among employees. It is also viewed as a multifaceted construct encompassing cognition, emotions, and behaviour of employees. In the context of this study, employee engagement is defined as the level of vigour, dedication, and absorption displayed by an employee in the course of discharging their duties.

Vigour is the amount of energy employees feel because of work. This means that employee feel energized by simply rendering their job. Vigor is a collection of interconnected emotional states that people experience in their workplace. It pertains to an employee's feelings of their physical strength, emotional energy, and cognitive activity<sup>4</sup>. The construct is a component of employee engagement that refers to a high

degree of energy and mental resilience at work, as well as a strong commitment to the tasks at hand, even in the face of challenges<sup>5</sup>. In examining employees' vigour, researchers have focused on indicators such as employees' elevated energy levels, strong mental fortitude in the workplace, inclination to exert effort in their tasks, and their ability to persevere even in the face of challenges<sup>6</sup>. This means that this aspect of employee engagement is an intrinsic quality based on each individual.

Vigor is an expected characteristic, especially for librarians in academic libraries. Providing library services in an academic environment often requires high energy levels and mental resilience. As a result, librarians are expected to demonstrated vigor through consistent effort and tenacity, especially in the face of adversity. In addition to enhancing the performance of individual librarians, vigor may also push them to engage in beneficial activities for the organization and will be motivated by good behavioral inclinations. Vigour as an indices of employee engagement is closely linked to dedication.

Dedication is the state of having a stable and positive emotional attitude towards work, with the goal of obtaining personally meaningful outcomes related to professional needs and identity<sup>7</sup>. In the context of librarians, employee dedication is characterized by disciplined conduct in the workplace. This includes adhering to rules, working diligently to achieve the objective of the library and the parent institution, demonstrating resilience in task completion, and taking the initiative to solve challenges. In line with this, scholars often measure employee dedication as a construct of employee engagement with indices such as being deeply engaged in work, perceiving it as significant and purposeful, feeling joyful, inspired, proud, and embracing challenges<sup>8</sup>.

The attainment of academic library objectives and interests is significantly impacted by the level of dedication of professional librarians in fulfilling their duties and obligations. Dedicated employees are likely to be highly motivated, which serves as a catalyst for employees to purposefully advance the organization's objectives<sup>9</sup>. In addition, dedicated librarians possess a deeper comprehension of and endorse the library's principles, and are more inclined to go above and beyond in safeguarding the interest of their organisations. Furthermore, dedicated employees are closer to being absorbed employees.

Absorption is a defining feature of employee engagement, indicating a person's enduring and all-encompassing mental state which means that they are willing to stay on a task until it is completed without allowing themselves to be distracted. Absorption in the context of librarians therefore, refers to the state in which they demonstrate both emotional and intellectual dedication to the library in which they work<sup>10</sup>. Absorption refers to the extent to which a librarian becomes engrossed in their task, allowing them to mentally detach from their immediate surroundings. This can be important for professional librarians in academic libraries as their job requires a high level of focus and can often takes a long period to complete<sup>11</sup>.

Optimal absorption levels lead to enhanced performance, as absorption reflects a focused and diligent approach to work. This fosters a prudent mindset among employees, motivating them to be more meticulous in their tasks, hence enhancing the overall quality of their job outcomes. Organizations can effectively achieve predefined goals and targets by promoting absorption among employees. When librarians are fully absorbed in their work, they are motivated to give their best while discharging their duties<sup>12</sup>. However, employee engagement in term of vigor, dedication and absorption do not simply occur in

employees. There are certain factors that can promote or prevent employee engagement. these factors include job characteristics and subjective career success.

Subjective career success refers to an individual's personal perception and evaluation of their career achievements, progress, and satisfaction. Since the 1970s, career success has been a main focus of applied psychology and management study. The subject of what constitutes, indicates, and follows from professional success is significant for both individuals and organisations<sup>13</sup>. The main focus of empirical study on professional success has been on success prediction, particularly as it relates to deriving optimal strategies for reaching it. Popular research has mostly focused on how specific career strategies (such as networking, frequent organisational moves, and personality traits) can help people succeed in their careers, how various personal characteristics (such as gender, race, and personality traits) are related to career success, how planned or unplanned life events (like becoming a parent) may make it more difficult for someone to succeed, and what factors influence someone's subjective sense of success<sup>14</sup>.

Unlike objective career success, which is measured by tangible metrics such as salary, job title, or promotions, subjective career success is inherently personal and varies from one individual to another<sup>15</sup>. The concept of career success has become more subjective, differing from one individual to another across their lifetime, and influenced by personal, organisational, and social factors<sup>16</sup>. In the contemporary work environment, being successful entails achieving one's objectives and evaluating the degree to which this accomplishment has contributed to fulfilling significant demands. Additionally, it involves evaluating one's status in the wider "social hierarchy". It encompasses how individuals feel about their career trajectory and whether they believe they have achieved

their personal career goals and aspirations. Key components include job success, financial success, and hierarchical success<sup>17</sup>.

Job success involves feeling effective and competent in one's role, such as a librarian managing resources well or receiving positive feedback. Job success for librarians involves feeling effective and competent in their roles, which encompasses a range of responsibilities and achievements within the library setting. One key aspect of this is managing library resources efficiently. This includes tasks such as curating and organizing the library's collection, ensuring that books and digital materials are easily accessible to patrons, and maintaining an up-to-date and relevant selection of resources<sup>18</sup>. Effective resource management also involves implementing and utilizing cataloging systems, as well as overseeing the acquisition and weeding processes to enhance the library's offerings.

Another crucial element of job success for librarians is the ability to provide excellent customer service and receive positive feedback from library patrons. Librarians are often the first point of contact for users seeking information, assistance with research, or recommendations for reading materials. Successfully addressing these inquiries and fostering a welcoming environment contributes significantly to the perception of job success. Positive interactions with patrons, evidenced by feedback and repeated visits, reflect a librarian's competency and effectiveness in their role<sup>19</sup>.

Additionally, job success can be seen in the ability to develop and execute engaging programs and events that meet the community's needs. This might include organizing author talks, educational workshops, reading clubs, and other activities that promote literacy and learning. Successful program implementation demonstrates a librarian's

ability to plan, coordinate, and execute initiatives that enrich the library's role in the community.

Furthermore, job success for librarians also involves contributing to the advancement of the library profession through continuous learning and professional development. This could mean participating in workshops, obtaining certifications, or pursuing advanced degrees to enhance their skills and knowledge. Staying abreast of technological advancements and emerging trends in library science allows librarians to introduce innovative services and improve existing ones, thereby increasing their competence and effectiveness in their roles.

Financial success pertains to satisfaction with earnings and rewards, reflecting whether compensation meets an individual's expectations. Financial success for librarians pertains to the satisfaction with their earnings and rewards, reflecting whether their compensation meets their personal and professional expectations. This aspect of career success is not just about the absolute amount of salary received but also how fair and adequate the librarians perceive their compensation to be in relation to their work, skills, and the responsibilities they handle.

Librarians in Nigeria, like their counterparts elsewhere, seek financial remuneration that is in line with their level of education, expertise, and the critical role they play in facilitating access to knowledge and supporting community education. Adequate financial compensation enables them to maintain a reasonable standard of living, meet their personal and family needs, and invest in their professional development. When librarians feel that their earnings are commensurate with their efforts and the value they

bring to their libraries, they are more likely to experience higher levels of job satisfaction and motivation.

In addition to base salary, financial success for librarians can also include other forms of monetary rewards and benefits. This might encompass bonuses, health insurance, retirement plans, paid leave, and professional development stipends. These additional financial rewards can significantly enhance a librarian's sense of financial security and overall well-being, contributing to a more positive assessment of their career success.

Perception of financial success is also influenced by comparisons with peers in similar positions within the region or industry. If librarians believe that their compensation is competitive and equitable compared to others in similar roles, they are more likely to feel satisfied. Conversely, if they perceive a significant disparity, it may lead to dissatisfaction and impact their overall sense of career success.

Hierarchical success involves perceptions of career advancement and recognition, like moving from an entry-level position to a managerial role. Hierarchical success for librarians involves the perception of career advancement and recognition within their field. This dimension of subjective career success is characterized by the progression from entry-level positions to more senior or managerial roles, reflecting a librarian's professional growth and development over time.

For librarians, hierarchical success might begin with attaining a foundational position, such as a library assistant or a junior librarian. As they gain experience, enhance their skills, and contribute positively to their libraries, they may advance to roles with greater responsibilities, such as senior librarian, department head, or branch manager. Each step

up the career ladder signifies recognition of their expertise, leadership abilities, and contributions to the library's mission.

Career advancement in the library profession can also be marked by achieving specialized roles that require advanced knowledge and skills. For instance, a librarian might move into positions such as digital services librarian, archivist, or information technology librarian, each requiring a higher level of specialization and often accompanied by increased responsibilities and recognition.

Recognition, both formal and informal, plays a critical role in hierarchical success. Formal recognition might include promotions, awards, or titles that reflect a librarian's accomplishments and contributions. Informal recognition, such as praise from colleagues, positive feedback from patrons, and acknowledgment from supervisors, also contributes to a sense of hierarchical success. When librarians feel valued and acknowledged for their hard work and dedication, their sense of professional achievement and career satisfaction is enhanced.

Hierarchical success also includes the influence and impact a librarian has within their organization and the broader library community. Serving on committees, leading projects, and contributing to policy development are all indicators of a librarian's growing influence and recognition as a leader in their field.

Subjective career success is crucial for personal fulfillment, motivation, and engagement, driving higher productivity and job satisfaction. It also aids in career development by helping individuals set realistic and meaningful goals. For organizations, fostering subjective career success can lead to lower turnover rates, higher morale, and a more positive workplace culture, as satisfied employees are more likely to contribute positively

to organizational goals. In addition to subjective career success another factor that can affect employee engagement is job characteristics

Job characteristics refer to the distinctive aspects or attributes of a job. In particular, job characteristics refer to specific aspects of a job that influence how employees perceive their work and, consequently, how motivated and satisfied they feel. Job characteristic is an outcome of various dimensions such as task variety, task identity, task significance, autonomy, and feedback.

Skill variety involves the extent to which a job requires a variety of different activities, skills, and talents. For librarians, this can include tasks such as cataloguing and classifying diverse information resources such as books, journals, CD-ROMS, digital resources and grey literature, all of which require different procedure and formats. Librarians are also involved in assisting patrons with research, organizing community events, managing digital resources, and teaching information literacy. Academic libraries that offer librarians with high skill variety by exposing them to various tasks can make work more interesting and reduce monotony, leading to greater job satisfaction. However, in as much as there are several activities in the library in which librarians can engage it is important that each librarian is identified with a specific task. It is therefore a plus that librarianship is a profession with a distinct task identity<sup>20</sup>.

Task identity refers to the degree to which a job requires completion of a whole and identifiable piece of work. Librarians experience high task identity when they can see a project through from beginning to end. For example, there are different unit and sections in the library to which a library can be assigned. In some Nigerian libraries, there are designated cataloguer, classifier, circulation librarians, serial librarian, digital librarian

and others. However, when librarians are constantly being moved from one unit/section to the other even before they become grounded in a task, it can blur the task characteristics. In addition to task identity, employees must also perceive task significance<sup>17</sup>.

Task significance is the extent to which a job has a substantial impact on others. This means that employees must perceive that the work they do actual help some people within or outside the organisation. Librarianship, when practices properly, is a profession which often has high task significance. Academic librarians play a crucial role in educating the community, promoting literacy, and providing access to information. Knowing that their work helps improve patrons' lives and supports lifelong learning can enhance librarians' sense of purpose and motivation<sup>21</sup>.

Another key dimension of job characteristics is job autonomy. This refers to the degree of freedom, independence, and discretion an employee has in scheduling work and determining how to carry it out. Librarians, being knowledge workers, expect some level of intellectual freedom in the way they perform their duties. Librarians with high autonomy can make decisions about how to best serve their patrons, select materials, and design information literacy programs among others. This independence can lead to greater job satisfaction and a stronger sense of responsibility and control over their work.

While librarians demand for autonomy from their supervisor, this should prevent the necessary feedback on their activities. Feedback involves receiving clear information about job performance, especially from supervisors and patrons. Librarians can receive feedback through various channels, such as patron surveys, peer reviews, and performance evaluations. Constructive feedback helps librarians understand how well

they are performing, recognize areas for improvement, and receive recognition for their successes, which can motivate them and enhance job satisfaction<sup>22</sup>.

When the five fundamental aspects (skill diversity, task identity, task importance, autonomy, and feedback) are improved, three psychological states in an employee (experienced meaningfulness, responsibility, and knowledge of the effect of activities) are activated. According to scholars, the combined experiences of these job dimensions, which are positive psychological states, act as a measure for the improvement of jobs. They also stated that there may be a positive relationship between job characteristics and employee commitment<sup>23</sup>.

## **1.2 Statement of the Problem**

Employee engagement is important in every organisation and it is more crucial for academic libraries which is expected to act as catalyst to the teaching, learning, and research activities in the universities. The current scenario in Edo State academic libraries indicates lac of employee engagement among librarians. Majority of the challenges facing academic libraries such as reducing patronage and poor institutional support may be attributed to lack of work engagement among academic librarians which has led to poor services and lack of innovation in the libraries<sup>24,25</sup>.

However, while various factors that can affect work engagement of librarians have been explored in literature, there is a lack of attention to factors such as subjective career success and job characteristics as predictor of job engagement among academic librarians. In view of the perceived gap in literature, this study examines the influence of subjective career success and job characteristics on work engagement of academic librarians in Delta State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of the study was to investigate the influence of subjective career success and job characteristics on employee engagement of librarians in universities in Edo State. The specific objectives were to:

- i. identify the level of employee engagement among librarians in universities in Edo State;
- ii. assess the level of subjective career success among librarians in universities in Edo State;
- iii. identify the prevalent job characteristics among librarians in universities in Edo State;
- iv. determine the influence of subjective career success on employee engagement among librarians in universities in Edo State
- v. determine the influence of job characteristics on employee engagement among librarians in universities in Edo State
- vi. ascertain the combined influence of subjective career success and job characteristics on employee engagement among librarians in universities in Edo State

### **1.4 Research Questions**

The study was guided by the following research questions;

1. What is the level of employee engagement among librarians in universities in Edo State?
2. What is the level of subjective career success among librarians in universities in Edo State;

3. What are the prevalent job characteristics among librarians in universities in Edo State?

### **1.5 Hypotheses**

The following hypotheses were tested at 0.05 level of significance;

H<sub>01</sub> There is no significant influence of subjective career success on employee engagement among librarians in universities in Edo State

H<sub>02</sub> There is no significant influence of job characteristics on employee engagement among librarians in universities in Edo State

H<sub>03</sub> There is no combined significant influence of subjective career success and job characteristics on employee engagement among librarians in universities in Edo State

### **1.6 Scope of the Study**

The scope of this study was examined from three perspectives namely, subject, population and geographic scopes. In term of subject scope, the study covers subjective career success, job characteristics and employee engagement. The dependent variable is employee engagement which is measured by metrics such as vigour, dedication, and absorption. There are two independent variables. The first independent variable is subjective career success which is measured by job success, financial success, and hierarchical success. The second independent variable is job characteristics and it is measured by constructs such as; skill variety, task identity, task significance, and job autonomy. The study subjects are librarians who were selected because due to the key role they play in decision making and library services delivery. The geographical scope of the study covers all university libraries in Edo State, Nigeria.

## 1.7 Significance of the Study

This study on the influence of subjective career success and Job Characteristics on Employee Engagement of Librarians in Edo State is significant as its outcomes has the potential to benefit various stakeholders such as librarians, library managers, academic institutions, policy makers, and researchers in the field of library and information science.

The primary beneficiaries of this study are the librarians themselves. By understanding the factors that contribute to their subjective career success and engagement, librarians can achieve greater job satisfaction and professional fulfillment. The insights gained from this study can help librarians identify areas for skill development and career growth, enabling them to make informed decisions about their professional paths. As a result, librarians can experience enhanced job satisfaction, leading to more motivated and effective performance in their roles.

In addition to librarians in academic libraries, library managers also stand to benefit significantly from the findings of this study. Improved understanding of what drives employee engagement and career success among librarians can lead to better employee retention. By fostering a work environment that enhances job characteristics and engagement, library management can reduce turnover rates, saving on recruitment and training costs. Additionally, the study can guide management in creating strategic human resource policies and programs that support librarians' career aspirations and well-being, ultimately leading to a more productive and motivated workforce.

Educational institutions, as the parent organisations for academic libraries, can use the study's findings to enhance their curriculum. By aligning training programs and courses with the key insights, these institutions can better prepare future librarians for successful

careers. The study also contributes to the academic understanding of employee engagement and career success, adding valuable knowledge to the field of library science and management. This can foster further academic research and discussion, benefiting both educators and students.

The study's findings can also inform government and policy makers in formulating policies aimed at improving the working conditions and professional development opportunities for librarians. Better understanding of the needs and challenges faced by librarians can guide resource allocation to enhance library services and infrastructure. This can lead to the development of more effective policies that support the growth and sustainability of libraries, ensuring they continue to serve as vital community resources.

Ultimately, the community and library patrons benefit from engaged and satisfied librarians who provide high-quality services. When librarians are well-supported and motivated, they are more likely to offer excellent service, which enhances the overall user experience. Additionally, libraries play a crucial role in community education and development. Improving librarians' job satisfaction and engagement can lead to more innovative and effective community programs, benefiting the broader community.

Finally, researchers and academics stand to gain from this study as it provides a foundation for further research on employee engagement, job characteristics, and career success in different contexts. The study adds to the ongoing academic discussion on how to enhance employee well-being and performance in various professional fields. This can lead to more comprehensive and multidisciplinary research efforts, enriching the body of knowledge in organizational behavior and human resource management.

## 1.8 Limitations to the Study

The major limitation experienced in the course of this study is the logistics of covering all the tertiary institutions in Edo State. Some of the tertiary institutions were on strike in the course of the study delaying data collection efforts. In addition, many institutions put a lot of hurdles in the way of smooth data collection in their institutions despite the letter of introduction from the researcher's institutions. However, these challenges were successfully navigated paving the way for an in depth research.

## 1.9 Operational Definition of Terms

**Employee Engagement:** This refers to the involvement and enthusiasm of Librarians in Edo State, Nigeria in their work and workplace. Employee engagement can be measured by the level of vigour, dedication, and absorption in the task shown by librarians.

**Vigour:** this refers to high levels of energy and mental resilience displayed by librarians in Edo State while working. Librarians who score high on vigour are enthusiastic about their work and persist even in the face of difficulties.

**Dedication:** this is characterized by a strong involvement of librarians in Edo State in their work the sense of significance, enthusiasm, inspiration, pride, and challenge they feel while performing their duties.

**Absorption:** refers to the extent to which librarians in Edo State are fully concentrated and happily engrossed in their work, where time passes quickly and it becomes difficult to detach themselves from the job.

**Subjective Career Success:** refers to the perception and evaluation of their career achievements and progress among librarians in Edo State. It encompasses the sense of fulfillment, satisfaction, and accomplishment one feels regarding their career.

**Job Success:** This is the personal perception of being effective and competent in their role by librarians in Edo State. It includes successful information dissemination, positive feedback from patrons, and achieving personal professional goals.

**Financial Success:** This reflects the satisfaction of librarians in Edo State with their salary and financial rewards relative to their efforts and needs. Competitive pay and benefits contribute to a librarian's overall career satisfaction.

**Hierarchical Success:** This measure how librarians in Edo State achieve upward mobility within the library system. Promotions and recognition within the organization provide a sense of career progression.

**Job Characteristics** refer to specific aspects of librarianship that influence how librarians in Edo State perceive their work and, consequently, how motivated and satisfied they feel

**Skill Variety:** This refers to the opportunity for librarians in Edo State to use of diverse skills and abilities in their job. Librarians engage in various tasks such as cataloging, reference services, programming, and community outreach.

**Task Identity:** This involves the opportunities available to librarians in Edo State for completing a whole piece of work from start to finish.

**Task Significance:** This is the impact of the job on others. Librarians play a crucial role in community education and access to information, which underscores the importance of their work.

**Job Autonomy:** This is the degree of independence that librarians in Edo State have in carrying out tasks. Librarians benefit from the freedom to make decisions regarding library services, collection development, and user engagement strategies.

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## Endnotes

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## **Chapter Two**

### **Literature Review**

This chapter focuses on the existing literature relating to the current study. The literature review is conducted to provide conceptual, empirical and theoretical rustication for the study. The chapter is organised as follows:

#### **2.1 Conceptual Review**

2.1.1 Overview of Employee Engagement

2.1.2 Overview of Subjective Career Success

2.1.3 Overview of Job Characteristics

#### **2.2 Theoretical Framework**

2.2.1 Utrecht Work Engagement Theory

2.2.2 Subjective Career Success (Gartiker and Larwood)

2.2.3 The Job Characteristics Model (JCM)

#### **2.3 Review of Empirical Studies**

2.3.1 Subjective Career Success and Work Engagement

2.3.2 Job Characteristics and Work Engagement

#### **2.4 Conceptual Model**

#### **2.5 Summary of Gaps in Literature Review**

## **2.1 Conceptual Review**

### **2.1.1 Overview of Employee Engagement**

Work engagement is a positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption. These dimensions capture different facets of an individual's relationship with their work, each contributing to the overall experience of engagement. In recent years, positive psychologists, human resource academics, and management practitioners have found that employee engagement is an interesting research issue<sup>1</sup>. Work engagement is becoming more and more well-liked in occupational health psychology as a positive part of psychology due to the rise of positive psychology. Employees that are engaged feel that they are effectively and energetically connected to their work and believe they are capable of handling the responsibilities of their position. Work engagement is a multifaceted concept that has garnered attention from various perspectives, including organizational psychology, human resource management, and leadership studies. Each perspective offers unique insights into the nature of work engagement, its antecedents, and its outcomes<sup>1</sup>.

From the perspective of organizational psychology, work engagement is often studied as a psychological state that influences and is influenced by various workplace factors. Researchers in this field focus on understanding the individual and contextual determinants of engagement. Key areas of interest include the Job Demands-Resources (JD-R) Model, which posits that work engagement arises when job resources (e.g., social support, feedback, autonomy) help employees cope with job demands (e.g., workload, time pressure) and achieve work goals. Additionally, psychological empowerment plays a role, with engaged employees feeling a sense of competence, autonomy, and impact at

work. Work engagement is also linked to positive affect and overall well-being, suggesting that engaged employees are likely to experience greater job satisfaction and mental health<sup>2</sup>.

Employee engagement is a major concern among managers, based on the perceived impact that engagement has on employee attitudes and performance, which in turn impacts organizational effectiveness, customer service, productivity, customer satisfaction, profitability, and firm performance<sup>3</sup>. Employee engagement has become a focal point for managers, given its profound influence on employee attitudes, performance, and overall organizational success. Engaged employees are more likely to demonstrate positive attitudes towards their work, leading to increased productivity, better customer service, and higher levels of customer satisfaction. These positive outcomes contribute to enhanced organizational effectiveness, driving profitability and improving overall firm performance.

Furthermore, the ripple effects of employee engagement extend to customer interactions. Engaged employees are typically more motivated to provide exceptional customer service, leading to higher customer satisfaction and loyalty. Satisfied customers are more likely to return and recommend the company's products or services, creating a positive feedback loop that enhances the company's reputation and market position. This dynamic underscores the strategic importance of fostering employee engagement as a means to achieve sustainable business growth and long-term success.<sup>4</sup>, Research indicates that engaged employees are not only more productive but also more committed to their organization, showcasing a willingness to go above and beyond their job requirements. This discretionary effort often translates into innovative solutions and improved service

delivery, which can differentiate a company in a competitive market. Additionally, engaged employees tend to exhibit lower turnover rates, reducing recruitment and training costs for the organization and maintaining a stable and experienced workforce<sup>5</sup>.

The degree of employee engagement affects people personally in addition to organisational outcomes. Research indicates that contented workers exhibit higher job satisfaction, greater organisational commitment, and a greater propensity to participate in positive actions beyond their professional responsibilities<sup>6</sup>. Additionally, engaged workers typically do superior work. Employees that are engaged take initiative and learn more. Research has also shown that participation benefits people in ways that go beyond the job. According to research, those who felt engaged at work felt good about themselves, which in turn encouraged them to be more involved with their families<sup>7</sup>.

Low levels of employee engagement are linked to a number of detrimental effects, whilst high levels of engagement have a positive impact on both individuals and organisations. Compared to engaged employees, disengaged workers engage in detrimental work behaviour more frequently<sup>8</sup>. Compared to their more engaged colleagues, disengaged workers are more likely to withdraw from the company, express greater levels of intention to leave the company, and have higher absence rates. Employee disengagement increases the likelihood of engaging in unfavourable behaviours that affect customer satisfaction and customer service<sup>5</sup>. Therefore, there is an indirect relationship between low employee engagement and significant organisational results.

There is disagreement on what constitutes involvement in organisations, even though it is widely acknowledged that low levels of engagement must be addressed. According to some experts, engagement is a stable personality trait that denotes a propensity for ardour

in both life and work. As opposed to the trait definition, a considerable number of academics are currently arguing that engagement is a state of motivation that fluctuates moment to moment and involves both physical exertion and psychological excitement. According to an expert, "workers may enter into and exit the state of engagement when they comprehend engagement as a state. The degree of employee involvement fluctuates moment to moment and is not constant<sup>9</sup>.

The earliest conceptualization of engagement comes from a scholar who defined work engagement as "the simultaneous employment and expression of a person's 'preferred self' in task behaviours that promote connections to work and to others, personal presence (physical, cognitive, and emotional) and active, full performances<sup>10</sup>." Work engagement is a multifaceted concept that encompasses physical, cognitive, and emotional dimensions, each playing a critical role in how employees connect with their work and perform their roles effectively.

Physical engagement refers to the energy and effort employees put into their work tasks. It is characterized by vigour, resilience, and a willingness to invest time and effort in job-related activities. Physically engaged employees are proactive, show high levels of endurance, and are often willing to go the extra mile to complete their tasks. This dimension is crucial for maintaining productivity, as physically engaged employees are less likely to experience fatigue and burnout, and they are more likely to maintain consistent performance levels<sup>11</sup>.

Cognitive engagement involves the mental processes that employees use to focus on their work. It includes attention, concentration, and the thoughtful application of knowledge and skills. Cognitively engaged employees are deeply immersed in their tasks, often

finding their work intellectually stimulating and challenging. They are more likely to engage in problem-solving, innovation, and continuous learning. This dimension of engagement ensures that employees are mentally present and fully absorbed in their work, leading to higher quality outputs and better decision-making<sup>12</sup>.

Emotional engagement relates to the feelings and attitudes employees have towards their work and organization. It includes a sense of attachment, enthusiasm, and pride in one's work. Emotionally engaged employees are passionate about their roles and feel a strong connection to their organization's goals and values. This dimension fosters loyalty, motivation, and a positive workplace culture. Emotionally engaged employees are more likely to exhibit discretionary effort, contribute to a positive work environment, and collaborate effectively with colleagues.

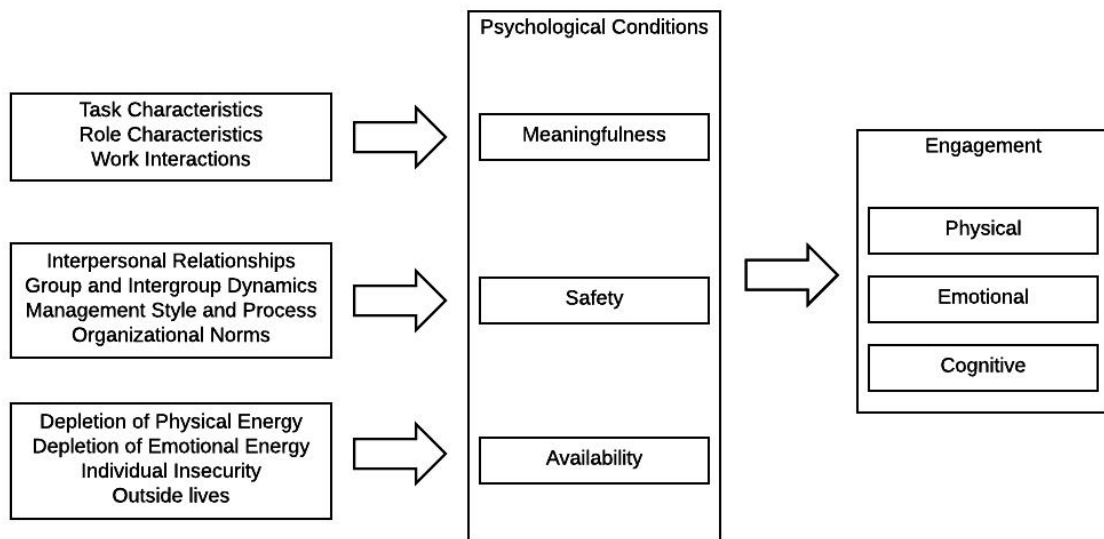
The authors' initial interest in engagement was based on the idea that there is variance in an individual's levels of attachment and detachment from their work<sup>13</sup>. These level of attachment and detachment are grounded on the assumption that the psychological experience of work drives individuals' attitudes and behaviours<sup>14</sup>. Kahn also considered as a premise that the psychological experiences of work are simultaneously influenced by individual, interpersonal, group, intergroup, and organizational factors. A scholar proposes that organization groups (e.g. professors, students, managers, workers, doctors, patients) and identity groups (e.g. gender, age, ethnicity, etc) affect how individuals relate socially, impacting individuals' cognitive development and understanding of their social environment. Thus, contextual factors may also contribute to an individual's state of engagement<sup>15</sup>.

In line with the concept of engagement as a state that varies over time, and considering that individuals' behaviours are impacted by their psychological experience of work, Kahn examined the psychological conditions that lead to engagement. Kahn's findings identified three psychological conditions that lead to engagement: meaningfulness, safety, and availability. Psychological meaningfulness refers to the "feeling that one is receiving a return on investment of one's self in a currency of physical, cognitive, or emotional energy". Individuals that experience psychological meaningfulness feel worthwhile, useful, and valuable, "as though they made a difference and were not taken for granted.

Psychological safety is experienced when individuals feel that they can show their true self without the risk of facing negative consequences to their self-image, their status, or their career. Lastly, psychological availability refers to "the sense of having the physical, emotional, or psychological resources to personally engage at a particular moment. The scholar also pointed to the elements that leverage the existence of these conditions, such as, task characteristics, relationships, and outside lives. Task characteristics encompass the conditions and types of tasks assigned to an employee. The study showed that psychological meaningfulness was present when individuals were assigned tasks that were challenging, clearly defined, varied, creative, and autonomous<sup>10</sup>.

Interpersonal relationships refer to a trust bond between individuals where they feel safe to try and fail without facing negative consequences. Kahn's study revealed that these relationships were built through an open and supportive relationship between leaders and followers. Finally, outside lives refer to individuals' non-work lives. The theorist found that events that individuals experience outside of work can impact their levels of psychological availability at work. Positive experiences tend to increase individual's level

of energy and confidence with their work. Contrarily, negative experiences and distractions could hinder individual's willingness and availability to be engaged with their jobs. According to experts, engaged individuals are described as fully present. They are perceived as being physically, mentally, and emotionally connected and integrated with their jobs. Figure 2.2 depicts the elements identified by Kahn<sup>10</sup>.



**Figure 2.1: Model of Work Engagement<sup>10</sup>**

The proposed model suggests that the level of engagement is the result of both individual and organizational factors. Numerous studies have looked into how organisational characteristics affect the degree of employee engagement. Research has indicated, for example, that employee engagement is directly impacted by management techniques, workplace environments, rules and procedures, and human resources practices. Furthermore, previous research has linked employee engagement to leadership behaviour, quality of the relationship with the leader, quality of the relationship with the team, and characteristics of the job itself<sup>16,17</sup>.

Both macro-organizational factors and micro-level factors impact the level of employee engagement. At the macro level, human resources practices and performance management affect employee engagement. Micro level factors include job design and leadership style. Previous studies have examined the impact of both macro and micro factors on engagement. However, there are relatively few studies that have explored the role of individual differences on employee engagement. The fact that engagement has remained steadily low in organizations throughout the world is an indication that just organizational-level responses are insufficient; employee's individual differences, such as personality traits, affect engagement as well.

It is surprising that there isn't much study on the connection between personality qualities and engagement, considering how thoroughly personality traits have been investigated in relation to a wide range of employee attitudes and behaviours. Individual variances in a normal tendency to behave, think, or feel in certain conceptually connected ways, across a number of relevant contexts and during a fairly long period of time, are known as personality traits. To tackle the issue of low employee engagement, one must comprehend the ways in which individual characteristics and traits impact the situation<sup>15</sup>.

Recently, scholars investigated the relationship between personality and job engagement. The scholars hypothesized that engagement would be associated with emotional stability, extraversion, and conscientiousness. The authors obtained three samples from a cross-section of Australia, India, the United Kingdom, and the United States. The samples included a cross-section of industries, comprising education, financial services, and manufacturing.

The authors reported that only emotional stability (neuroticism) and conscientiousness were significantly related to engagement. Using this dispositional perspective, these results suggest that workers who are engaged in their jobs tend to be emotionally stable, socially proactive, and achievement oriented. These results reinforce the importance of understanding how individuals' characteristics impact employee engagement. It was therefore, suggested that the theoretical models of employee engagement that do not address individual differences may be incomplete and misleading.

From a human resource management (HRM) standpoint, work engagement is seen as a critical factor for organizational success and competitive advantage. HR professionals focus on strategies to enhance engagement through various practices. Recruitment and selection processes aim to identify and hire individuals who are likely to be highly engaged, leading to a more motivated and productive workforce. Training and development opportunities boost engagement by making employees feel valued and supported. Performance management practices, including regular feedback, recognition, and appraisals, reinforce engagement by acknowledging employees' efforts and contributions. Moreover, initiatives that promote work-life balance, such as flexible working arrangements, help sustain engagement by reducing burnout and stress<sup>15</sup>.

Leaders and managers play a pivotal role in fostering work engagement within their teams, emphasizing the impact of leadership styles, behaviours, and practices. Transformational leadership, where leaders inspire, motivate, and intellectually stimulate their employees, tends to foster higher levels of engagement by creating a vision that employees find meaningful and motivating. Supportive leadership, which provides emotional support, resources, and encouragement, helps employees feel valued and

engaged. Participative management, involving employees in decision-making processes, enhances their sense of ownership and commitment to their work.

The socio-cultural perspective considers the broader cultural and societal factors that influence work engagement. This perspective highlights the role of cultural values, social norms, and organizational culture in shaping engagement. Different cultural contexts may prioritize certain aspects of work engagement; for example, collectivist cultures may emphasize social support and teamwork, while individualist cultures may focus on personal achievement and autonomy. A positive organizational culture that promotes trust, fairness, and inclusivity can enhance work engagement by creating a supportive and motivating environment. Generational differences also play a role, as different generations may have varying expectations and attitudes towards work, influencing their levels of engagement.

Economic and technological changes also impact work engagement, as they shape the nature of work and organizational dynamics. Economic conditions, such as downturns and job insecurity, can negatively affect work engagement, while stable and prosperous conditions can enhance it. Technological advancements can both facilitate and hinder engagement. Digital tools can improve efficiency and collaboration, but excessive use and poor implementation can lead to stress and disengagement. Measuring work engagement is essential for understanding employee attitudes and behaviours and developing strategies to enhance engagement within organizations. Various tools and methods have been developed to assess work engagement, each with its own strengths and focus areas.

One of the most commonly used tools is the Utrecht Work Engagement Scale (UWES), developed by Schaufeli and Bakker. The UWES consists of 17 items that measure three dimensions of work engagement: vigor, dedication, and absorption. Vigor is assessed through items reflecting energy, resilience, and persistence (e.g., "At my work, I feel bursting with energy"). Dedication is measured with items capturing enthusiasm, inspiration, and pride (e.g., "I am enthusiastic about my job"). Absorption is evaluated through items indicating immersion and concentration in work (e.g., "I get carried away when I am working").

Another widely recognized tool is the Gallup Q12, which consists of 12 questions addressing different aspects of the work environment and employee experiences. The questions focus on areas such as expectations, resources, recognition, development, and connection to the organization's mission. Examples of questions include "Do you know what is expected of you at work?" and "In the last seven days, have you received recognition or praise for doing good work?"

The Job Engagement Scale (JES) is a shorter measurement tool assessing work engagement through items focusing on the extent to which employees are engaged with their specific job roles. It includes items related to enthusiasm, involvement, and identification with the job. Additionally, the Oldenburg Burnout Inventory (OLBI), primarily a tool for assessing burnout, also includes positive engagement items that measure energy and job-related satisfaction, providing a comprehensive understanding of both burnout and engagement levels.

The Work and Well-Being Survey (UWES-9) is a shorter version of the UWES, consisting of nine items that measure vigor, dedication, and absorption with fewer

questions, making it a practical tool for organizations seeking a quick yet effective assessment of work engagement. The Employee Engagement Index (EEI) is often used in organizational surveys to measure overall engagement levels, typically including questions covering aspects such as satisfaction, motivation, commitment, and willingness to recommend the organization as a good place to work.

Pulse surveys, short and frequent surveys designed to quickly gauge employee engagement and morale, are valuable for providing real-time insights and tracking changes in engagement over time. These surveys often include a few key questions tailored to address current issues or ongoing initiatives within the organization.

In addition to quantitative surveys, qualitative methods such as interviews, focus groups, and open-ended survey questions can provide deeper insights into employee engagement. These methods allow employees to express their thoughts and feelings in their own words, offering a more nuanced understanding of engagement drivers and barriers.

Measuring work engagement effectively requires a combination of quantitative and qualitative methods to capture the full range of employee experiences. Tools like the UWES, Gallup Q12, and JES provide structured assessments of engagement levels, while pulse surveys and qualitative methods offer real-time feedback and deeper insights. By utilizing a comprehensive approach to measuring work engagement, organizations can better understand and enhance the factors that contribute to a motivated, committed, and productive workforce.

Vigor is a dimension of work engagement characterized by high levels of energy and mental resilience while working. It involves a willingness to invest effort in work and persistence even when faced with difficulties. Employees who exhibit vigor approach

their tasks with enthusiasm and stamina, often displaying a proactive attitude and a readiness to take on challenges. Vigor is not just about physical energy; it also encompasses emotional and cognitive vitality, which allows individuals to stay focused and productive. Vigor is essential for maintaining long-term engagement, as it helps employees cope with stress and avoid burnout, ensuring sustained performance and well-being.

Vigour is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. Employees who exhibit vigour are energetic, enthusiastic, and willing to exert considerable effort in their tasks. This dimension of work engagement is crucial as it directly impacts an individual's productivity and their ability to cope with the demands of their job.

Vigour not only fosters a dynamic and proactive approach to work but also contributes to an employee's overall well-being. When employees feel vigorous, they are more likely to take on challenging tasks, show higher levels of creativity, and maintain a positive outlook even when facing setbacks. Moreover, vigour has been linked to lower levels of burnout, as it counterbalances the physical and emotional demands of the job with a sustained sense of energy and enthusiasm.

Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Employees who are dedicated to their work find it meaningful and purposeful, which enhances their commitment and loyalty to the organization. Dedication encompasses a deep sense of involvement and a

passionate connection to one's work, often leading to higher levels of job satisfaction and lower turnover rates.

Dedicated employees are likely to go above and beyond their job requirements, driven by a strong sense of purpose and the desire to contribute to their organization's success. This dimension of work engagement is essential for fostering a positive organizational culture and for motivating employees to achieve both personal and organizational goals. Dedication also plays a critical role in enhancing teamwork and collaboration, as dedicated employees are more likely to support and inspire their colleagues.

Absorption is characterized by being fully concentrated and happily engrossed in one's work, where time passes quickly and one has difficulties detaching from work. Employees who experience absorption are deeply immersed in their tasks, often losing track of time and exhibiting high levels of focus and involvement. This dimension of work engagement is associated with the flow state, where individuals are so engaged in their activities that they become fully absorbed and perform at their best.

Absorbed employees are typically more productive, as their deep concentration allows them to work efficiently and effectively. This immersion in work also enhances learning and skill development, as employees are more likely to engage in activities that challenge and stretch their abilities. However, it is important to ensure that absorption does not lead to work-life imbalance, as being overly absorbed in work can sometimes result in neglecting personal and family responsibilities.

Work engagement, through its dimensions of vigour, dedication, and absorption, represents a comprehensive approach to understanding and enhancing employee performance and well-being. By fostering an environment that promotes energy and

resilience, meaningful involvement, and deep concentration, organizations can cultivate a workforce that is not only productive but also fulfilled and committed. Engaged employees are the cornerstone of organizational success, driving innovation, collaboration, and sustained growth.

### **2.1.2 Overview of Subjective Career Success**

The origin of the term, “Career” has been traced to the Latin word “Carraria”, which means a way or a carriageway. Operationally, a career is a series of related jobs by which individual’s progress through the ranks in an organized sequence. A scholar thus defined career as a series of activities and experiences related to job, which directed towards organisational and personal goals through which individuals pass throughout their lifetime, some of which are under individuals’ control and some under others control<sup>18</sup>.

Career Success (CS) can be defined as “the positive psychological or work-related outcomes or achievements one entertains because of work experiences. Another scholar defined CS as a cumulative contact among a variety of societal standards, organizational behaviours, and individual work practices. Likewise, an expert indicated that CS is individuals evaluating to achievements made through their job experiences<sup>19</sup>.

“Career” is a term that is attributed to a person’s lifelong professional activities. Career is the process, and its success is the snapshot in the one given moment. Career success can be subjective, referring to an individual's opinion of their own career success, or objective, based on concrete evidence such as salary level, hierarchy level, promotions, etc. According to some writers, a career's success is the total of its objective and subjective components<sup>20</sup>.

It has been acknowledged that a key element of career development is career success. professional researchers and practitioners have therefore shown a great deal of interest in the concept of professional success. Career success has been defined as the psychological effects of an individual's work as a result of their experiences at work. Academics have also suggested that a person's work success stems from their own experiences and the accumulation of real or imagined accomplishments. studies examining how people's job experiences gradually progress throughout time to determine career success<sup>21</sup>. Success in the workplace has been linked to vertical, horizontal, and upward flexibility in a variety of settings, including businesses, countries, and industries. Consequently, reaching desired results in relation to one's own work at any point during one's employment experience can be summed up as professional success<sup>22</sup>.

Career success has been a focal research topic in management and applied psychology since the 1970s. Career success has been the subject of numerous studies. Research on models, theories, and career intervention initiatives has improved our understanding of what constitutes a successful career. Professional achievement has also been taken into account by career scholars as a crucial dependent variable in their research on career exploration and decision making. Additionally, professional strategies, education, gender, personality, and mentorship connections are among the factors that scholars have empirically studied in relation to career success<sup>23</sup>.

The question of what represents, predicts, and results from career success is of importance not only to individuals but to organizations as well. Empirical research on career success has been interested primarily in predicting success, especially inferring best practices for achieving it. Often-cited studies typically have examined how certain

career strategies (e.g., frequent organizational moves, networking) can help people achieve success, how different personal characteristics (e.g., personality traits, gender, race) are related to career success, how planned or unplanned life events (e.g., becoming a parent) might hinder the road to success, and what makes people feel subjectively successful<sup>24</sup>.

Two primary aspects have been used to analyse career success: the objective (extrinsic) dimension and the subjective (intrinsic) dimension. Physical achievements resulting from professional experiences are considered objective career success since they "serve as landmarks for gauging a person's movement through the social milieu" and publicly reflect notable status and positions. Objective career success is also defined as an individual's progress up in a hierarchy of career based on a long-range linkage with an Organization.

Career success has been linked to the availability of career resources. "The accomplishment of desirable work-related outcomes at any point in a person's work experiences over time" is how Arthur described professional success. Many definitions of professional success could result from such a broad definition (see Dries et al., 2008), however career scholars usually distinguish between subjective and objective career success. There are conceptual and factual differences between subjective and objective career success. As a result, career researchers contend that in order to properly comprehend the concept of career success, both forms of job success are necessary. It is more difficult to achieve objective professional success in more decentralised management structures and flatter hierarchies, and people instead assess their careers using their own subjective standards<sup>25</sup>.

OCS is evaluated using objective, external, and perceptible measures. These measures may be verifiable by the community, family, and friends as success criteria<sup>26</sup>. Objective indicators of CS are openly attainable to others and are defined by the organization and wider societies rather than the individual. Individuals who obtain good salaries and realize promotions more fast are generally viewed as they largely succeeded in their careers. Moreover, factors such as career experience and number of hours worked are considered as indicators of OCS. Consequently, it is easy to measure indicators of OCS, by observe and record these indicators throughout an individual's career<sup>27</sup>.

The most common metrics used to quantify objective career success are pay and salary, wage growth, and advancement within the profession. Subject career success, on the other hand, relates to an individual's subjective assessment of their professional experiences, which reflects the trajectory of their career. Subjective professional success also refers to an individual's subjective perception of their own accomplishments and level of job satisfaction. A self-report of professional happiness based on career advancement, pay growth, and career development is the primary metric used to assess subjective career success<sup>28</sup>.

Individuals can achieve professional success in traditional organisations with reasonably stable work environments that ensure job security by means of gradual promotions and the organisational linearity of hourly work-based positions and wages. Nonetheless, the focus of career growth has switched from the internal labour market to a career that is fluid or boundaryless. Given that people are likely to advance in their careers outside a single organisation without receiving steady promotions and pay increases, objective professional success may no longer be seen as a crucial component in this situation.

The distinction between objective career success (OCS) versus subjective career success (SCS) has received much attention in conceptual work, especially in terms of definition and measurement. Whereas OCS is defined as directly observable by others and measurable in a standardized way—by weighing a person's career against societal norms concerning salary, job level, promotion history, or occupational prestige)—SCS is defined as the focal career actor's evaluation and experience of achieving personally meaningful career outcomes. SCS is typically measured as career satisfaction or perceived career success and more recently as a multidimensional evaluation of career facets, such as growth and development, personal life, and authenticity. The correlation between OCS and SCS reported in meta-analytical reviews typically has been small to moderate, ranging from .22 to .30—with even smaller or nonsignificant correlations reported between indicators of OCS and specific SCS facets

Although a vast body of academic work on career success exists, competing perspectives can be identified in the literature that have, to date, not been systematically examined. First, the literature reveals competing perspectives on what are, or should be, the dominant theoretical approaches to explaining and predicting the attainment of career success. Existing reviews offer divergent assessments of which theoretical approaches have dominated past career (success) research (e.g., valence-instrumentality-expectancy models, the stress-coping paradigm, role theory, and network theory, person-environment fit theories, life span career development theories, protean and boundaryless career models, and cognitive and social cognitive theories,

These assessments, however, were based on subjective evaluations by the respective authors rather than on a systematic review of the literature. In addition to such assessments of the relative prevalence of different types of theoretical approaches, past reviews on (antecedents of) career success that have adopted a single theory as their review framework have also been theoretically diverse. Unfortunately, the full range and prevalence of theoretical approaches to the study of career success, and the extent to which different theoretical approaches have been conceptually and empirically compared and contested in past research, remains unclear.

Second, although the literature is clear about OCS and SCS representing nomologically different facets of career success, competing perspectives are found regarding whether there is a need to develop a differentiated theoretical understanding of the attainment of OCS versus SCS. Consequently, which theories might be better suited to explain the attainment of OCS versus SCS, and which theories might apply to both success types equally, remains unclear. On one hand, some reviews suggest that certain theoretical approaches might be better suited to explaining OCS and others to explaining SCS (e.g., boundaryless career theory; Arthur et al., 2005). Such a view is supported by research on new careers that took off in the late 1990s and developed out of the assumption that the old, traditional–organizational career is dead—implying that SCS is a fully idiosyncratic evaluation that does not necessarily coincide with OCS. On the other hand, several recent articles have stated that many people still aspire to the hallmarks of the objectively successful, secure organizational career and that this type of career might still be highly predictive of SCS. In line with this view, the same theoretical approaches have been applied to the explanation of both OCS and SCS. Empirical studies in particular have

often formulated identical hypotheses for OCS and SCS, using the same theoretical rationale for both.

Both competing perspectives hinder a systematic, structured, balanced, and theoretically concise approach to the study of antecedents of OCS and SCS. To examine these competing perspectives, we need a systematic review of the extent to which empirical research has, in fact, drawn upon diverse theoretical explanations and adopted the same or different theoretical approaches when examining predictors of OCS versus SCS—as well as a content-driven systematic analysis of the extent to which such a differentiation is desirable and necessary.

The existing literature has typically conceptualized OCS and/or SCS as the ultimate outcome of a career. However, some variables that are typically treated as antecedents of career success might just as well be outcomes—for instance, work-related self-efficacy beliefs. Indeed, career success can also be understood as an antecedent to other valuable life and career outcomes, such as organizational commitment, career calling perceptions, or well-being. Conversely, career success has been linked to negative consequences in terms of work–life conflict and personal failure and even suicide, especially when achieved levels of success cannot be maintained. Regrettably, potential positive or negative outcomes of OCS and SCS have not yet been reviewed in any systematic way.

To address these issues, we performed a systematic review of the quantitative career success literature organized within an integrative resource management framework, which allowed us to relate insights from quantitative empirical research to seminal conceptual, qualitative, and review articles on the antecedents and outcomes of career success. Our review extends existing quantitative) and qualitative reviews of career

success research in several ways. First, we developed a taxonomy of the different theoretical approaches used to explain the attainment of career success in past research, including an assessment of their prevalence. Additionally, we thoroughly reviewed empirical studies that explicitly compared and tested different theoretical approaches and related antecedent classes. In doing so, we have provided more structure and clarity to a theoretically heterogeneous field of research and have included suggestions of how future research might navigate within, and better understand, this theoretical heterogeneity.

Second, scholars analyzed theoretical approaches to determine which have dominated research on OCS and SCS, respectively. In doing so, we have provided more clarity regarding whether and how there has been different theoretical approaches applied to understand correlates of OCS versus SCS in existing research. A superordinate aim has been to draw conclusions about which theoretical approaches might be better suited to understand the attainment of OCS versus SCS. On the basis of this analysis, we will be able to show the extent to which the conceptual distinction between OCS and SCS has been translated into empirical research based on their respective antecedents and provide suggestions for future research on the correlates and predictors of OCS and SCS as distinct, but related, constructs.

Third, we systematically reviewed work that has considered outcomes of career success. We have focused specifically on studies with designs that allow for stronger causal inference (e.g., longitudinal designs, change analysis, cross-lagged panel designs, experimental designs) to achieve more clarity about which variables should be considered antecedents versus outcomes of career success. We propose that to obtain a more comprehensive differentiated understanding of OCS and SCS, we must understand not

only the underlying (and potentially different) theoretical assumptions about their antecedents but also their outcomes. This analysis, thus, allows us to provide suggestions for future research on examining short- and long-term outcomes of career success.

Subjective career success includes individual perceptions of one's own career as well as subjective feelings of accomplishment and happiness. Prior research has demonstrated that employees are more prone than ever to describe their career success in terms of subjective career success indicators rather than objective indicators like compensation and frequency of promotions. It is possible to operationalize this subjective job success in both cognitive and affective domains.

According to scholars, achieving the desired work-related outcome over time at any stage in a person's professional life is considered subjective career success. Career success used to be categorised as either subjective or objective. Subjective career success, also referred to as career satisfaction, is a person's implicit and complicated assessment of their own professional development. It primarily concerns employees' career perceptions, which they assess and respond to in a great way. Objective career success is based on measurable objectives that can be compared and measured, such as pay raises and promotions, even though it is directly observable, easily quantifiable, and confirmed<sup>29</sup>.

From another perspective, subjective career success is defined as employees' views and perceptions about their professional success based on their cognition, taking into account whether or not they have advanced as much as they had hoped<sup>30</sup>. Conversely, employees' emotional reactions to and satisfaction with their career achievement constitute subjective career success as seen via an affective lens.

Similarly, the constructions of subjective job success differ between emotive and cognitive viewpoints. Subjective career success provides a subjective assessment of job success, interpersonal success, advancement, and life success—all of which are not evaluated by professional raters—in contrast to objective career success. However, subjective career success is determined by a self-report of professional satisfaction based on career progression, wage increase, and career development because it also encompasses personal sentiments of achievement and contentment with one's career<sup>31</sup>. Although subjective career success is seen as individual perception, scholars and theorists have found a set of metrics to measure it. These metrics include job success, financial success, and hierarchical success.

Job success refers to an individual's effectiveness and achievements within their specific role or occupation. It encompasses the skills, performance, and accomplishments that contribute to successfully meeting or exceeding job expectations. Job success is often measured by key performance indicators (KPIs) such as productivity, quality of work, goal achievement, and professional growth. Achieving job success involves not only technical competence but also the ability to work well with colleagues, adapt to changing circumstances, and continuously improve one's skills. Job success leads to personal satisfaction, recognition from peers and supervisors, and can serve as a foundation for further career advancement. Moreover, it enhances an individual's reputation within their industry and opens up opportunities for new challenges and responsibilities<sup>32</sup>.

Financial success in a career context refers to the level of income and financial stability an individual achieves through their professional endeavors. This can include salary, bonuses, benefits, stock options, and other forms of compensation. Financial success is

often seen as a key indicator of career success because it directly affects an individual's quality of life, ability to provide for themselves and their family, and overall financial security. Achieving financial success typically requires a combination of education, skill, experience, and strategic career planning<sup>33</sup>. It may also involve negotiating for better compensation, seeking out high-paying industries or roles, and investing in ongoing professional development. Financial success can provide the means for a comfortable lifestyle, facilitate investment in personal and professional growth, and contribute to long-term wealth accumulation<sup>34</sup>.

Hierarchical success refers to the advancement of an individual within the organizational structure of their workplace or industry. It involves moving up the career ladder to attain higher positions of authority, responsibility, and influence. This progression is typically marked by promotions to roles such as manager, director, vice president, or executive. Hierarchical success is often associated with increased power, decision-making authority, and strategic influence within an organization. Achieving hierarchical success requires a combination of strong performance, leadership skills, strategic thinking, and the ability to manage and inspire teams. It also involves networking, building relationships with key stakeholders, and demonstrating a consistent track record of success. Hierarchical success can lead to broader professional opportunities, greater job security, and the ability to shape organizational direction and culture<sup>35</sup>.

While job success, financial success, and hierarchical success are distinct dimensions of career success, they are often interrelated. Job success can lead to financial rewards through performance-based bonuses and salary increases. It can also set the stage for hierarchical advancement by demonstrating an individual's capability and readiness for

higher-level responsibilities. Financial success can enable individuals to invest in further education and professional development, enhancing their qualifications for higher-level roles. Hierarchical success, in turn, often brings increased financial rewards and greater job satisfaction through the attainment of influential and impactful positions<sup>36</sup>.

However, it's important to note that the pursuit of one form of success does not always guarantee the others. For example, an individual may achieve financial success in a high-paying role without necessarily advancing hierarchically if they choose to specialize rather than move into management. Conversely, someone may attain a high hierarchical position with substantial influence but may not achieve the same level of financial success if they are in a less lucrative industry. Thus, individuals need to define what career success means to them and pursue a balanced approach that aligns with their personal values, goals, and circumstances.

Professional satisfaction, which includes individual contentment with attainment, individual satisfaction with progress, and individual satisfaction with income, is the most widely used construct of subjective professional success. The most important component of subjective career success is professional satisfaction since people who are dissatisfied with many aspects of their professions are more likely to think their careers are not very successful. Furthermore, a plethora of existing research has recognised professional happiness as a suitable gauge of one's own subjective work success. Based on empirical data from other studies, this study emphasises career satisfaction as the construct of subjective career success, despite the possibility that it has a flaw in that it does not reflect future career chances<sup>37</sup>.

Success in career is normal anticipation for individuals, where the quality of this success relies on what an individual expects from it. Most studies on career success often overlook the key issue of whether an employee has the capability to build successful careers. This is important to help employers to design or institute some programs that may contribute to development of the necessary prerequisites for career success by promoting the individuals to realize the real meaning of career. By understanding the major predictors of career success, organisations and their employees would be equipped to properly understand what to look for and which aspect to develop or enhance<sup>38</sup>. For example, the use of practices including training & development programs, incentives, compensation, performance management system, rewards, and extensive involvement could contribute to achieving CS for these employees by increasing their motivation to work<sup>39, 40</sup>.

The practices taken by human resources management reflect the responsibilities and decisions related to attracting, training, inspiring, and motivating the working individuals, while organizing the functional relations associated with the efficiency of the work and achieving the objectives of the organization<sup>41</sup>.

Organizations use such practices to form behaviours, values, and the organizations use these practices to form behaviors and culture related to their work in order to retain employees and achieve desired organizational values. Therefore, organisational practices considered efficacious and rather acceptable by organizations and individuals, if these practices purpose to improve capacities, skills, motivations of individuals, and make a balance among personal and practical aspects of individuals' life<sup>42</sup>.

### 2.1.3 Overview of Job Characteristics

Job characteristics is a well-established construct that influences employee work design, work outcomes, and the degree of job structuring within an organization. It encompasses the competencies necessary for individuals to execute their designated tasks, which may also facilitate the development of specialized skills that enhance their organizations. It pertains to employees' perception of personal agency, sense of task fulfilment, and job-related fatigue. Scholars posit that employee success on a certain job correlates with a designated task. It signifies favourable personal and professional outcomes characterized by elevated job satisfaction, strong work motivation, high-quality performance, and reduced absenteeism and turnover<sup>43</sup>. Job characteristics are constructions that organizations must integrate into the lifestyle of their employees. It provides guidance on the organization's structure, maintenance, and productivity. Job characteristics enhance employees' functional capabilities and their effective and efficient utilization for organizational growth.

Job characteristics are a terminology used to describe the peculiar qualities or nature of the job such as skill variety, task identity, task significance, autonomy and feedback. Accordingly, as the five core dimensions (skill variety, task identity, task significance, autonomy and feedback) are enhanced, three psychological conditions in an employee (experienced meaningfulness, responsibility and knowledge of the result of activities) are triggered. They characterized job attributes as essential for an employee's personal development and workforce enhancement.

Experts have observed that the reliability of the work characteristics subscales can alone be assessed by skill diversity, task identification, task significance, autonomy, and

feedback. Additional research has corroborated the authenticity of work characteristics activities. According to scholars, the collective experiences from these job dimensions (positive psychological states) serve as gauge for the enrichment of jobs and argued that there could be a positive connection between job characteristics and employee commitment<sup>44</sup>.

Job characteristics refer to the specific attributes and conditions of a job that influence employees' attitudes, behaviours, and performance. These characteristics can significantly impact job satisfaction, motivation, and overall work engagement. Understanding job characteristics is essential for designing roles that enhance employee well-being and productivity. Key job characteristics can be understood through the Job Characteristics Model (JCM), which identifies five core job dimensions that affect critical psychological states and, ultimately, work outcomes<sup>45</sup>.

Organisational behaviour experts interrogated the significance of the job feature indicators, specifically skill variety, task significance, and autonomy. The study identified a three-factor solution, maintaining task identification and feedback as valid dimensions of work characteristics, while revealing a third dimension that combined skill variety, task significance, and autonomy into one factor. Their findings contest the theoretical premise that job qualities are most accurately represented by a five-dimensional framework<sup>46</sup>.

In contrast, a scholar shown in a study on job characteristics and job satisfaction that the five indicators of job characteristics strongly affect employee satisfaction<sup>47</sup>. This finding is corroborated by another research on work enrichment and employee satisfaction among

academic librarians in Nigeria, which indicated that librarians' comprehension of their job features significantly impacted employee satisfaction<sup>48</sup>.

Given the dynamic nature of today's workplace, employees value and are interested in how the work is structured to give them a sense of personal fulfilment in addition to monetary rewards. Accordingly, some aspects of the work need to be improved to the point where library staff members feel more empowered and accountable, which in turn strengthens their bond with the company. This is not intended to downplay the importance of financial compensation in shaping employee behaviour, particularly when faced with financial hardship. Rather, it is meant to highlight other significant factors that may contribute to workers' pleasant psychological states at work<sup>49</sup>.

Many proponents of job characteristics have tried to define the term based on their interpretation of the construct over the years. The "extent that a job is structured to provide regular feedback as well as a sense of task completion and for employees to monitor their own behaviour and gain an increased sense of personal control," for example, is one way that scholars have defined job characteristics. In a similar vein, an expert defined job characteristics as representing the scope and type of duties connected with a specific job as well as how the job is performed<sup>49</sup>. In addition, an expert defined job characteristics as the aspects of an employee's work that they perceive and that consequently influence their behaviour<sup>50</sup>.

Skill variety entails the degree to which employees employ different skills to complete their work. Skill diversity is defined as "the range of skills required to complete a particular piece of work that leads to the desired individual and job results,"<sup>51</sup>. Skill variety refers to the degree to which a job requires a range of different activities and the

use of various skills and talents of the employee. Jobs that involve a variety of tasks tend to be more interesting and motivating because they prevent monotony and allow employees to utilize and develop multiple skills. For instance, a librarian who engages in cataloguing, user support, and community outreach will likely find their job more fulfilling than one who performs the same repetitive task daily.

Skills variety, as a component of job characteristics, necessitates that individuals possess diverse abilities to enhance their effectiveness inside the organization. Employees are required to have knowledge of several talents to perform tasks within the organization. The research conducted by experts demonstrated a substantial correlation between skill variety and organizational commitment<sup>52</sup>. Indeed, scholars defined skills variety as the diverse activities performed by people to achieve performance inside a specific organization<sup>53</sup>. Another scholar found that skill variety exhibited higher mean scores in the United States compared to all Central American countries in both the first and second studies<sup>54</sup>. Another scholar from revealed in a study of work characteristics that, among the five components of job characteristics, skill variety was placed highest in terms of mean distribution<sup>55</sup>.

According to experts, this specific aspect of job characteristics is thought to be the primary driver of an employee's increased intrinsic motivation<sup>56</sup>. Employees who leverage their skills and abilities to a great extent may regard their work to be extremely important. According to the literature, having a diversity of skills leads to a meaningful psychological state<sup>57</sup>. This led a scholar to come to the conclusion that workers who find purpose in their work would be highly committed to the company, which includes the library staff, which supports this claim<sup>58</sup>.

Task identity is the extent to which a job involves completing a whole, identifiable piece of work from start to finish with a visible outcome. Coelho and Augusto (2010) defined task identity as the capacity to comprehend the significance and value of one's work. Task identification provides employees with a comprehensive grasp of their responsibilities and aids in the planning and execution of specific assignments, in a study examining job enrichment and job satisfaction among academic librarians in Nigeria, found that only task identity among job attributes predicted the organizational commitment of librarians<sup>48</sup>.

Task importance, as defined as the degree to which a task substantially impacts the organization, colleagues, and the external environment<sup>43</sup>. Task importance indicates that, for a task to be performed, personnel must perceive its effects on the organization and the external world. A research conducted by at a commercial organization shown that employees comprehend the importance of their job characteristics. The research confirmed that work features significantly and positively influence employees' psychological outcomes, including organizational citizenship behaviour<sup>47</sup>.

The research confirmed that work features significantly and positively influence employees' psychological outcomes, including organizational citizenship behaviour, job satisfaction, and organizational commitment. When employees can see the results of their efforts and understand how their work contributes to the final product or service, they tend to experience a greater sense of accomplishment and purpose. For example, a librarian who manages a project to digitize an entire collection can see the direct impact of their work, enhancing their job

satisfaction.. Those having greater responsibility for a larger portion of the entire will find their work to be more meaningful than that of those with lesser portions<sup>45</sup>.

Task identity is a crucial and significant component of employee and job outcomes. According to published research, each task should have a job with a high level of task identification that is as specific and unambiguous as feasible<sup>59</sup>. Furthermore, a work with a strong task identity gives an employee a sense of success and makes it easier for them to comprehend how their role fits into the larger picture. Employees who work in occupations with low task identity, on the other hand, feel as though they haven't achieved anything personally. In agreement, another scholar submitted that task identification helps workers comprehend how their allocated responsibilities relate to other organisational tasks<sup>60</sup>.

Task significance measures the degree to which a job has a substantial impact on the lives or work of other people, whether within the organization or in the broader community. Jobs perceived as highly significant can provide a greater sense of purpose and motivation. For librarians, understanding that their work supports education, research, and access to information can enhance their sense of task significance and their overall engagement. The extent to which a task significantly affects the well-being of others, both inside and beyond the organisation, is referred to as task importance<sup>61</sup>. Each employee should have a clear understanding of the context in which their everyday activity contributes to the organization's overall goals<sup>60</sup>.

High task significance jobs provide employees the impression that they are contributing to the organisation and the clientele they serve. Increased job significance recognition, would encourage workers to further strengthen their commitment to achieving the

institutions' and organisations' goals and objectives<sup>62</sup>. According to another perspective, employment that are designed to show employees how they help others help them empathise, identify with, and form better affective bonds overall<sup>63</sup>.

Autonomy refers to the level of independence and discretion employees have in scheduling their work and determining the procedures to be used in carrying it out. Higher levels of autonomy can lead to increased job satisfaction and motivation because employees feel trusted and empowered. For instance, a librarian who has the freedom to design and implement new programs for community engagement will likely feel more motivated and invested in their work. Scholars characterized job autonomy as the employees' liberty and independence to execute their work plans and select methods for task completion<sup>47</sup>.

Autonomy empowers employees with the responsibilities and capabilities to make decisions independently of supervision. Another scholar elaborated on autonomy as a construct of job features that inspires and enables people to demonstrate their intellectual capabilities. Research indicates that job autonomy consists of three dimensions: the flexibility to perform a specific task, decision-making authority, and the means employed to accomplish the task<sup>61</sup>. Work autonomy can be described as the extent to which a person has a significant degree of freedom in arranging work processes and procedures that would improve performance<sup>64</sup>. An employee is considered to have job autonomy when they are free to choose the speed, order, and techniques of completing a task. There is ample evidence to suggest that autonomy enhances employees' sense of control over work demands, enabling them to design their jobs in a way that minimises work-role conflict and strengthens their sense of loyalty to the organisation<sup>65</sup>.

As a result of this sense of job control, there may be a rise in intrinsic motivation, which will boost productivity and loyalty to the company. According to the Hackman and Oldham model of job characteristics, workers' psychological states of "experienced responsibility for work" are often influenced by how autonomous they believe their jobs to be<sup>66</sup>. In fact, granting employees autonomy makes them feel more accountable for the results of their labour. According to industry experts, employees tend to be more committed when they bear a large amount of responsibility for the tasks they do<sup>67</sup>.

Feedback, the final indicator of job qualities serves as a mechanism for executing necessary tasks to achieve anticipated outcomes. Employees are required to provide the organization with information regarding their job performance. Conversely, it is essential for managers to provide feedback to employees regarding the organization's growth. These will enhance comprehension among employees, customers, and the public regarding the organization.

Feedback refers to the extent to which the job itself provides information about the effectiveness of one's performance. To put it simply, it refers to the degree to which performing the tasks necessary for the job gives the person a clear and concise understanding of how well they are performing. Feedback is the extent to which employees receive clear, direct information about their performance and the effectiveness of their efforts<sup>67</sup>. Timely and constructive feedback helps employees understand how well they are doing and what areas need improvement, which can enhance job performance and development. For librarians, regular feedback from supervisors and patrons can provide valuable insights into their work, helping them to continuously improve and feel more competent.

Feedback is present in the workplace when there is a system in place to let employees know how important others (managers, coworkers, users, etc.) view their actions and achievements. In light of this, feedback has been defined as input from the task itself as well as evaluations from other parties (such as customers or supervisors). According to the literature, employees should receive feedback so they may judge and analyse their level of completion, which is the outcome of the assignment itself<sup>68</sup>.

Job characteristics are predicated on the necessity of certain features inside the workplace to facilitate organizational progress; they include elevated contentment, enhanced performance, and diminished staff turnover<sup>69</sup>. Each trait a person possesses is tailored to achieve certain job outcomes that influence their performance and productivity levels. Consequently, the qualities of job characteristics activities are recognized to influence employee behaviour. According to the Job Characteristics Model, developed by Hackman and Oldham, the five core job dimensions significantly influence three critical psychological states in employees. These states—experienced meaningfulness, experienced responsibility, and knowledge of results—are essential for driving positive work outcomes<sup>70</sup>.

Experienced meaningfulness refers to the degree to which employees feel their work is valuable, significant, and worthwhile. This psychological state is primarily influenced by three core job dimensions: skill variety, task identity, and task significance. Skill variety ensures that employees use a range of skills and talents, making their work more engaging and less monotonous. Task identity provides a sense of completeness and closure, as employees can see a project through from beginning to end. Task significance highlights the impact of their work on others, enhancing their sense of purpose and

contribution. When these dimensions are present, employees are more likely to perceive their jobs as meaningful, leading to higher levels of engagement and satisfaction<sup>71</sup>.

Experienced responsibility is the extent to which employees feel accountable for the outcomes of their work. Autonomy is the core job dimension that plays a significant role in fostering this psychological state. When employees have the freedom to make decisions about their work processes and schedules, they feel a greater sense of ownership and control over their tasks. This sense of responsibility can lead to increased motivation and commitment, as employees are more likely to take initiative and be proactive in their roles. Autonomy empowers employees to manage their work independently, which not only boosts their confidence but also encourages them to strive for excellence, knowing that they are trusted to handle their responsibilities effectively<sup>72</sup>.

Knowledge of results refers to the degree to which employees understand how effectively they are performing in their roles. Feedback is crucial in developing this awareness. Clear, timely, and constructive feedback helps employees gauge their performance, recognize their strengths, and identify areas for improvement. When employees receive regular feedback, they are better equipped to adjust their efforts and strategies to achieve desired outcomes. This continuous feedback loop fosters a learning environment where employees can grow and develop their skills. Understanding the results of their work enhances their sense of accomplishment and competence, contributing to overall job satisfaction and performance.

The interplay of these psychological states—experienced meaningfulness, experienced responsibility, and knowledge of results—contributes to various positive work outcomes.

When employees perceive their work as meaningful, feel responsible for their tasks, and

are aware of their performance, they tend to exhibit higher job satisfaction and increased motivation. These psychological benefits translate into better performance, as motivated and satisfied employees are more likely to put forth their best efforts. Additionally, fostering these states can lead to lower absenteeism and turnover rates, as employees are more likely to stay with an organization that supports their psychological needs and provides a fulfilling work environment. By understanding and enhancing these core job dimensions, organizations can create conditions that promote employee well-being, productivity, and retention.

## **2.2 Theoretical Framework**

This section presents the theories on which the study is hinged. There are three theories, representing each of the study variables. The dependent variable, employee engagement, is hinged on the Utrecht Work Engagement Theory. The first independent variable, i.e.; subjective career success was hinged on subjective career success model while the second independent variable was hinged on the job characteristics model.

### **2.2.1 Utrecht Work Engagement Theory**

The Utrecht Work Engagement Theory, primarily developed by Schaufeli and Bakker, focuses on understanding the positive aspects of employee well-being in the workplace. The theory is operationalized through the Utrecht Work Engagement Scale (UWES), which measures three core dimensions of work engagement: vigor, dedication, and absorption<sup>73</sup>.

Vigor refers to high levels of energy and mental resilience while working. Employees who score high on vigor are enthusiastic about their work and persist even in the face of difficulties. They often feel strong, energetic, and physically capable during their tasks, indicating a robust connection with their work.

Dedication is characterized by a strong involvement in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Employees who are dedicated find their work meaningful and are passionate about their job, which makes them more likely to invest effort and stay committed to their tasks. Absorption refers to being fully concentrated and happily engrossed in one's work, where time passes quickly and it becomes difficult to detach oneself from the job. Employees who are highly absorbed in their work tend to lose track of time because they are deeply engaged and focused on their activities.

Understanding job characteristics can help organizations design roles that enhance employee engagement and productivity. For instance, by increasing skill variety, task identity, and task significance, organizations can make jobs more meaningful. Providing employees with greater autonomy and regular feedback can further enhance their sense of responsibility and awareness of performance, leading to improved job satisfaction and overall effectiveness. For librarians in Edo State, applying these principles could involve diversifying their tasks, allowing greater freedom in their work processes, and ensuring regular, constructive feedback. By focusing on enhancing these job characteristics, libraries can create a more motivating and fulfilling work environment, leading to better service delivery and increased employee well-being.

### **2.2.2 Subjective Career Success (Gartiker and Larwood)**

The Gartiker and Larwood subjective career success model was introduced in 1986<sup>74</sup>. The Gartiker and Larwood subjective career success model, introduced in 1986, offered a comprehensive framework for understanding career success by acknowledging both internal and external perspectives. This model emphasized that careers should not only be evaluated by outward achievements recognized by society but also by personal satisfaction and individual career goals.

The external perspective of the model refers to the objective categories and milestones that society or one's peers use to describe the typical steps toward success in a given profession. These milestones often align with culturally defined rewards and societal norms. For instance, this perspective might include achieving job security, receiving promotions, or acquiring prestigious job titles. External markers of career success often involve both horizontal and hierarchical progressions. Horizontal progression might involve gaining increased job security, receiving benefits such as longer vacations, or obtaining roles with more desirable work conditions. Hierarchical progression, on the other hand, typically involves moving up the organizational ladder, obtaining higher job titles, or transitioning into roles with greater responsibilities and influence. These objective indicators are crucial as they provide a common language for discussing and comparing career success across different professions and industries<sup>74</sup>.

In contrast, the internal perspective focuses on the individual's own preferences and perceptions regarding their career development. This perspective highlights the importance of personal fulfillment and satisfaction derived from one's career. It encompasses a person's subjective evaluation of their career experience, including how

well their job aligns with their personal values, interests, and long-term goals. For example, an individual may feel successful if their work provides a sense of purpose, allows for creativity, or offers opportunities for personal growth, even if these aspects do not necessarily correspond to societal measures of success. The internal perspective is critical for understanding career success as it acknowledges that individuals have unique career aspirations and definitions of what it means to be successful<sup>74</sup>.

In line with this dual perspective, the Gartner and Larwood model proposed various metrics for assessing career success that consider both external and internal dimensions.

This metric evaluates how well an individual performs in their specific role or occupation. Job success encompasses the skills, performance, and accomplishments that contribute to meeting or exceeding job expectations. It includes both objective measures, such as productivity and goal achievement, and subjective measures, such as personal satisfaction and the perceived meaningfulness of work.

Financial success refers to the level of income and financial stability an individual achieves through their career. This metric is often assessed through salary, bonuses, benefits, and other forms of compensation. Financial success is an essential external measure of career success, as it directly impacts an individual's quality of life and financial security. It also indirectly influences personal satisfaction by enabling a comfortable lifestyle and providing resources for personal and professional growth<sup>74</sup>.

Hierarchical success involves advancing within the organizational structure of one's workplace or industry. This metric is typically measured by promotions to higher positions of authority, responsibility, and influence. Hierarchical success reflects external recognition of an individual's capabilities and achievements. It also includes the increased

decision-making authority and strategic influence that come with higher-level roles, contributing to both external and internal perceptions of success.

The Gartner and Larwood subjective career success model underscores the importance of considering both external and internal perspectives when evaluating career success. By incorporating objective societal measures and personal subjective evaluations, the model provides a holistic understanding of career development. This dual approach recognizes that career success is multifaceted and that true success involves both achieving societal milestones and fulfilling personal career aspirations.

### **2.2.3 The Job Characteristics Model (JCM)**

The Job Characteristics Model (JCM) is a work design theory that seeks to identify the key factors that make a job motivating, satisfying, and engaging for employees. The model was developed by Richard Hackman and Greg Oldham in 1976 and has since become a widely used framework for job analysis and job design research<sup>75</sup>.

The JCM proposes that five core job characteristics contribute to an employee's meaningful work experience and job satisfaction. Job characteristics play a pivotal role in shaping the work experience and job satisfaction of librarians. These characteristics, including skill variety, task identity, task significance, autonomy, and employee feedback, significantly influence their motivation, engagement, and performance.

Skill variety refers to the range of different activities and skills a job requires. Librarianship inherently involves a diverse set of tasks that demand various skills. From cataloging and managing collections to providing reference services, teaching information literacy, and maintaining digital resources, librarians utilize a broad spectrum

of competencies. This variety not only makes the job more interesting and stimulating but also contributes to professional development. Librarians who can apply and develop multiple skills in their roles are likely to experience higher job satisfaction and a greater sense of accomplishment<sup>76</sup>.

Task identity is the degree to which a job requires completing a whole and identifiable piece of work. In the context of librarians, this could mean managing a specific project from inception to completion, such as creating a new library program, curating a special collection, or implementing a digital archive system. Having clear start-to-finish tasks allows librarians to see the tangible results of their efforts, fostering a sense of ownership and pride in their work. When librarians can identify with their tasks, they are more likely to feel connected to their work and motivated to perform at their best<sup>75</sup>.

Task significance is the extent to which a job has a substantial impact on other people. The role of a librarian is intrinsically significant as it directly affects the educational and informational needs of the community. Whether assisting a student with research, providing access to crucial information, or supporting faculty with academic resources, librarians make a meaningful difference in people's lives. Recognizing the importance of their contributions enhances librarians' motivation and engagement, as they understand the broader impact of their work on the community<sup>76</sup>.

Autonomy refers to the level of freedom, independence, and discretion an employee has in carrying out their tasks. Librarians often enjoy a considerable degree of autonomy in their roles. They have the flexibility to decide how to approach their work, manage their time, and develop library services. This autonomy fosters a sense of responsibility and empowerment, encouraging librarians to take initiative and be innovative. When

librarians have control over their work processes, they are more likely to feel satisfied and committed to their roles.

Employee feedback involves providing clear, specific information about job performance. For librarians, feedback can come from various sources, including patrons, colleagues, and supervisors. Constructive feedback helps librarians understand their strengths and areas for improvement, facilitating continuous learning and professional growth. Regular feedback, whether through formal evaluations or informal interactions, creates a supportive work environment and helps librarians align their efforts with organizational goals. Positive feedback can reinforce good performance, while constructive criticism can guide improvements and development<sup>75</sup>.

These characteristics contribute to job satisfaction, motivation, and engagement by providing diverse and meaningful work, a sense of accomplishment, recognition of impact, freedom in task execution, and valuable performance insights. Understanding and optimizing these characteristics can lead to more fulfilling and effective roles for librarians, ultimately enhancing the quality of library services and benefiting the communities they serve. The JCM suggests that high jobs with these characteristics tend to be more motivating, satisfying, and engaging for employees, leading to higher performance and lower employee turnover rates. Organizations have widely used the model to design more meaningful and fulfilling employee

## **2.3 Review of Empirical Studies**

### **2.3.1 Subjective Career Success and Employee Engagement**

To survive in today's competitive environment, firms must maintain constant performance and improvement. Any organization's performance is connected to that of its personnel. Employees, on the other hand, perform best when they see subjective career achievement in the organization. Certain elements, such as work-family enrichment (WFE), influence employees' perceived job success. The goal of this study is to look into the relationship between work-family enrichment and subjective career success through the lens of job engagement. This study's data were gathered from multiple private banks in a large metropolitan metropolis using a self-administered questionnaire. The data was analyzed using the structural equation modeling (SEM) approach. The findings indicated that work-family enrichment (WFE) has a beneficial impact on subjective career success (SCS), and job engagement (JE) entirely mediates this association. These findings will assist banking sector policymakers in improving the subjective career success of employees in the workplace through WFE and JE<sup>77</sup>.

Another study investigates the potential indirect effect of subjective professional success on the relationship between work-family enrichment, job satisfaction, and work engagement. A convenience sample of 334 individuals was used in a cross-sectional, quantitative study design. The study discovered that work-family enrichment was not only positively associated to subjective career success, job happiness, and work engagement, but also predicted the aforementioned dimensions. Furthermore, subjective professional success has been shown to have an indirect effect on the relationship between work-family enrichment, workplace fulfillment, and work engagement. The

resource-gain development concept offers new insights into work-family enrichment processes and mechanisms. The findings suggest that resources are creating positive affect in not only the work and career domains of employees, but also leading to more engaged and satisfied employees. (i.e., the indirect effect of subjective career success)<sup>78</sup>.

A study claims that employees experience several challenges during their careers, each of which might cause stress for employees and, as a result, diminish their subjective career success. It examined that during the last three decades career barriers associated with dispositional traits, motivation, and social networks and organizational and job support were all significantly associated with lower subjective career success. Contrary to predictions, both background-related hurdles and skill-related hurdles were not significantly connected to subjective career success<sup>79</sup>.

Another study used information from 550 employees in a South Korean conglomerate to examine the effects of psychological capital (PsyCap) and perceived organizational support (POS) on employees' subjective well-being (SWB), career satisfaction, and work engagement. The results showed that when employees had higher POS and PsyCap, they were more involved at work, satisfied with their careers, and felt more content with their life overall. The connection between PsyCap and career happiness was totally mediated by work engagement. POS indirectly impacted SWB by way of career satisfaction. Regarding the connections between the three outcome factors, career satisfaction emerged as completely mediate the link between work engagement and SWB. In addition, the direct effect of PsyCap on SWB was discovered to be strong. However, because this study concentrated on knowledge workers in South Korean for-profit organizations, the participants were primarily male junior or middle managers. It left room for guesswork. It

underlined that the role of human resources (HR) and organizational development (OD) professionals in firms is to increase individual and organizational performance while also enhancing employee well-being.

Human resources and organisational development experts can boost employees' satisfaction not only at work and in their careers, but also in their lives, by increasing perceived organizational support (e.g., growth opportunities, performance management, and pay system) and the development of PsyCap. It connected the growing constructs in positive psychology in general, and HR/OB in particular. So far, no empirical study has looked at the impacts of PsyCap and POS on the three workplace happiness constructs: work engagement, career satisfaction, and SWB. This is the first study to find a link between POS and PsyCap. Finally, while South Koreans are more collectivistic and less satisfied with their lives than the Organisation for Economic Cooperation and Development average, respondents in this study who worked for highly reputable firms reported a high level of happiness in their work and career, and eventually in their lives. Thus, organizational characteristics had a bigger effect on the workplace than national culture<sup>80</sup>.

Other researchers looked into the relationships between four dimensions of person-organization work values fit (comfort and security, competence and progress, status and independence, and social aspects) and subjective career success, as well as whether work engagement moderated these relationships. The sample consisted of 364 white-collar workers from Istanbul, and the hypotheses were tested using hierarchical multiple regression analysis. The findings revealed that all four measures of work values fit are positively correlated with subjective career success. In terms of the moderating effect,

work engagement has been found to have a substantial effect on the links between status and independence work values fit and subjective career success, as well as competence and progress<sup>81</sup>.

Scholars have long been interested in subjective professional success due to its significance in the career field. However, the subjective professional success literature lacks measurement. After reviewing the limitations of previous instruments, the current study constructed a three-dimensional scale of subjective career success based on Zhou et al's paradigm. Three independent studies (N=244; N=411; N=254) in China investigated the reliability and validity of the developmental scale. The findings demonstrated the proposed scale's internal homogeneity, structural validity, convergent validity, discriminant validity, and incremental validity<sup>82</sup>.

Another researcher poses a novel model to evaluate general personal values, as well as the psychological and socio-demographic components that influence subjective career achievement. Data were gathered from Latvian employees from 20 different businesses. According to this study, the personal values with the greatest influence on a subjective career are self-direction and power. Behavioural components explained over 30% of the variance, indicating that control and confidence behaviours, as well as attitudes toward incentives and relationships, are the most important career behaviours that contribute to subjective job success. Curiosity habits and education level have a negative relationship on subjective career success and previous management experience had the most favourable impact on the subjective career achievement of the respondents in the sample. The respondents' genders had no effect on their subjective career success. The study's findings apply to both corporations and their human resource departments, as well as

individuals seeking to advance in their professions. Individuals should be aware that by engaging in proactive professional practices, they may be able to compensate for a lack of schooling or past managerial experience. Organizationally, it is crucial to determine what personal, behavioural, and socio-demographic characteristics lead to a favourable perspective of a career path as it would strengthen one's organizational commitment and motivate him/her to achieve their corporate goals<sup>83</sup>.

An investigation examined the relationship between employees' ability to achieve subjective success and their work attitudes. Four components of subjective success were assessed: meaningful job, financial benefits, recognition, and authority. Hierarchical regression models for predicting work satisfaction, commitment, and turnover were investigated. Objective markers of success (organizational level, promotions, and compensation) were included as control variables, along with importance and achievement scores for the success criteria. According to the findings, an employee's ability to do meaningful work is the best predictor of their sentiments toward their job and organization. The achievement of the four success criteria accounted for substantially greater diversity in attitudes than objective markers of success or the importance of success criteria<sup>84</sup>.

To determine the importance of career management behavior (CMB) for organizational outcomes, a study looked at the impact of CMB and organizational support for career development (OSCD) on subjective career success (SCS) and, ultimately, employee commitment. Based on survey results from 355 employees of large Korean manufacturing enterprises, we discovered that both CMB and OSCD were positively associated with SCS. The findings indicate that SCS has a favorable impact on

organizational commitment and serves as a positive mediator between the relationship between CMB and organizational commitment as well as the association between OSCD and organizational commitment. Our findings suggest that employee career success, which is influenced by both individual and organizational efforts, adds to the organization's outcomes<sup>85</sup>

Understanding the characteristics that are most significant for employees' career success has been critical in furthering career literature. Researchers, companies, and employees have expressed a growing interest in the dynamics and factors influencing the relationship between job commitment and subjective career success. This study investigated the moderating effects of career resilience and self-efficacy on the relationship between career commitment and subjective career success among South African veterinary professionals (N = 331). The empirical findings revealed strong positive connections between career dedication, resilience, self-efficacy, and subjective career success. Additionally, the findings showed that self-efficacy mediated the association between career commitment and subjective career success; however, career resilience did not appear to have a moderating function in this relationship. These findings hold repercussions for business enterprises and training institutions in terms of the characteristics that are most significant for veterinary professionals' career success<sup>86</sup>.

Employee engagement is one of the most widely investigated concerns in organizational science. Furthermore, according to various performance-based viewpoints of human resources development (HRD), employee engagement is intricately linked to employees' careers. However, despite previous research on employee engagement and career, additional research is needed to comprehend these concepts and investigate their link

given their positive effects on firms. More specifically, a thorough understanding of the relationship between employee engagement and career based on existing literature is both relevant and beneficial to HRD professionals seeking to design and implement career-related strategies to increase individual employees' levels of work engagement<sup>87</sup>.

Another study sought to investigate the subjective professional success experience of an understudied population in South Africa, namely blue-collar workers (BCWs). A qualitative technique was used to choose a nonprobability, purposive voluntary sample of 20 workers from a manufacturing industry. Semi structured interviews were conducted and assessed using a complete theme analysis. The study discovered that BCWs achieve career success when specific demands are met in their jobs. According to the data, participants emphasized specific parts of their profession. For BCWs, these components fulfill particular requirements that contribute to specific experiences of career success (e.g., recognition and value, competence and skills, performance, purpose and meaning, working in a supportive environment, and financial gain)<sup>88</sup>.

A study used a sample of 68 work teams (68 work team leaders and their 380 followers) from 14 schools to evaluate the relationships between work engagement (leaders and followers) and subjective career success. Structural equation models and hierarchical linear models were used to analyse survey data. The findings demonstrated that leaders' work involvement positively influenced their followers' subjective career success, which was mediated by the followers' work engagement. Leaders' work engagement mediated the relationship between their followers' job engagement and subjective career achievement. The implications of these findings, limitations, and directions for future research were reviewed in the closing section of the report<sup>89</sup>.

Some researchers examined the influence of personality and individual variations on determining work-family enrichment (WFE) and, as a result, job satisfaction. This study addressed gaps in the WFE literature by focusing on proactivity, work-family self-efficacy (WFSE), and family permeability as antecedent variables that have attracted fewer considerations from scholars. By addressing these flaws, the study aims to advance WFE theory and its relationship to job satisfaction. The scholars achieved this by exploring WFE pathways and studying 508 married persons with at least one child working in India's IT/ITES sector. They utilized structural equation modeling to analyze several processes from personality-based precursors and WFE as a mediator. The findings revealed that WFE performs a mediating role in the link between antecedents (WFSE, family permeability, and proactive personality) and job satisfaction. This study adds to existing studies regarding WFE and personality by demonstrating that WFE is an excellent indicator of job satisfaction and how personality traits influence it. It is also the first study to employ proactivity and WFSE as antecedents to investigate the impact of WFE on job satisfaction. Furthermore, this was the first WFE survey that focused solely on married people with children in the services industry. As a result, these findings have significant consequences for how organizations deal with work-life issues, specifically in the 30+ age range in India<sup>90</sup>.

Similarly, another study discovered core self-evaluations, family support, supervisor support, and job features as predictors of work-to-family enrichment, including family satisfaction, job satisfaction, emotional commitment, and organizational citizenship behavior (OCB) as outcomes. There were 245 participants from four Indian organizations in the industrial and information technology sectors. The findings indicate that job

features and supervisor support were predictors of work-to-family enrichment, while core self-evaluations, family support, and supervisor support emerged as predictors of family-to-work enrichment. In terms of outcomes, work-to-family enrichment forecasts job satisfaction, emotional commitment, and OCB, whereas family-to-work enrichment predicts family satisfaction, job satisfaction, affective commitment, and OCB. The results and implications of the findings are studied<sup>91</sup>.

Career success is a primary goal for both career scholars and organizational stakeholders. Historically, career achievement has been established and assessed objectively, mostly through compensation, rank, or number of promotions. However, the changing nature of work has led to a shift in how many people see success, introducing a more subjective element. Although there has been theoretical discussion and suggestions for the establishment of a comprehensive measure of subjective professional success, no such measure presently exists.

The Subjective Career Success Inventory (SCSI) was created and validated to assess subjective career success. The SCSI contains 24 items that assess subjective career success across eight different groups. The scale was designed and validated using four stages of data capturing, beginning with interviews and focus groups, followed by item sorting tasks, item refinement through confirmatory factor analysis, and then convergent and discriminant validity quantitative analysis<sup>92</sup>.

Subjective career success constitutes a significant topic in careers study, owing to ever-changing organizational and social factors that render reliance on external definitions of success unworkable or undesirable. While several metrics of subjective professional achievement have been created, none are typical of numerous nations. In this study, we

construct and evaluate a new subjective career success scale, which is unique among presently accessible assessments in that it was developed and validated across a broad representation of national cultures. validated the scale over four phases and many investigations, encompassing 18,471 individual respondents from thirty different countries using the GLOBE and Schwartz cultural clusters. This scale addresses career achievement disparities inside and between cultures. It is also easily applicable in real-life situations to companies operating in multiple countries<sup>93</sup>.

Furthermore, in the substantial study on the root causes of career success, the success criterion has been operationalized in a pretty poor manner. Several approaches to enhancing the conceptualization and measurement of both objective and subjective professional success are identified. The most important of these is a better sensitivity to the criteria that research participants employ in various circumstances to construct and measure their career success. This research demonstrates that contextual and individual factors are likely to influence the relative importance of objective and subjective measures of career achievement. Propositions based on social comparison theory are also made concerning when self- and other-referent success criteria are likely to be the most relevant. A broader study goal focuses on professional success referent choice, organizational interventions, and potential cultural variations. This article describes how future research can be more attentive to how people construct and evaluate their own successful careers<sup>94</sup>.

### **2.3.2 Job Characteristics and Work Engagement**

A study examined the impact of the Job Characteristics Model (JCM) on employee engagement. The research adapted the final draft of Hackman and Oldham's JCM that

appeared in 1980. The JCM's five fundamental features, skill variety, job identity, task significance, autonomy, and feedback, were evaluated to figure out their impact on employee engagement. A systematic questionnaire was used to collect the data. Data were obtained from 234 public service employees from Malaysia's Ministry of Tourism and Culture. The data was examined using SPSS. According to the data, just three JCM fundamental factors influenced employee engagement<sup>95</sup>.

Another study assessed the level of work engagement in a manufacturing organization and looked at the relationships between job characteristics and work engagement. A longitudinal design was employed. This study comprised 83 employees from the business. The Job Demands-Resources Scale and the Utrecht Work Engagement Scale served as measurement tools. The results showed the employees' average work engagement level was higher than the South African standard. Job resources, such as organizational assistance, possibilities for advancement, social support, and progression opportunities, were found to be associated with employee engagement. Job requirements did not have a major influence on employee engagement. The primary drivers of work engagement were support from management as well as development opportunities<sup>96</sup>.

Another study, the first that used the job demands-resources theory (JD-R) in the Extension establishing to assess job characteristics and engagement, discovered that Cooperative Extension was especially drawn to the active participation of educators in the family and consumer sciences (FCS) discipline. By this, this study sought to evaluate the impact of job demands and job resources on FCS educator engagement. The results revealed that job demands and job resources were negatively associated yet both

positively influenced engagement. The findings imply that job resources are a higher predictor of involvement<sup>97</sup>.

Another investigated to see how human resource practice and job characteristics affected employee engagement and organizational commitment, as well as the way employee engagement acted as a mediator in the relationship between human resource practice, job characteristics, and organizational commitment. Previous research has shown that HR practices and job characteristics play a significant part in improving employee engagement and organizational commitment. However, the process of how HR practices and job characteristics influence organizational commitment by means of employee engagement is rarely recognized, particularly in Indonesia. Data from 213 respondents were acquired using inquiries and examined employing structural equation modelling. The findings revealed that HR practice and working conditions have a positive effect on dedication to the organization, while job characteristics and employee engagement each have an advantageous impact. Surprisingly, the study's results revealed that HR practices have a detrimental impact on employee engagement. This study showed a different outcome than the majority of studies, which stated that HR practice has a positive impact on employee engagement. In light of this startling outcome, we argue that HR practice can be termed a "best practice" that varies by firm and produces different outcomes when followed for each company or organization. As a result, the context in which this approach is implemented has a major effect on its final result<sup>98</sup>.

Another academic examined the association between job characteristics, job satisfaction, and employee performance. It used an associative research design with a quantitative technique. The sample consisted of 115 persons, with data acquired by saturation

sampling. The data was gathered using a questionnaire and assessed using the path analysis test. According to the data, employee involvement has a considerable impact on employee work satisfaction. The findings suggested that employees' job happiness is highly influenced by the workplace.

Employee job satisfaction is significantly affected by job characteristics. Employee performance is heavily influenced by employee engagement. Conditions at work have an important effect on employee performance. Job features have a significant effect on employee performance. Job satisfaction has an enormous effect on employee performance<sup>99</sup>.

Another study investigated whether job qualities, work environment, and employee involvement all had an impact on employee performance. This study used a quantitative method, with 211 participants selected at random and data collected via questionnaire. The data analysis method employed was Structural Equation Modeling Partial Least Squares (SEM PLS). The results of this investigation suggest that worker engagement is greatly impacted by job characteristics; employee engagement is significantly influenced by the work environment; employee performance is influenced by job characteristics; worker performance is influenced by the work environment but not significantly; employee performance is significantly influenced by worker engagement; and employee performance is significantly influenced by job characteristics through Good employee performance is intended contribute to improved productivity<sup>100</sup>.

As human capital forms the backbone of all organisations in the new world of work, the recruitment and retention of millennials challenge both governments and private sector institutions in their ongoing quest to secure suitably skilled human capital<sup>101</sup>. Millennials

are the future managers and business leaders; therefore, it is imperative to attract and retain them in the hospitality industry. Experts reckoned that, irrespective of the sector, millennials are the most important demographic group to consider in the workforce today. Currently, organisations mostly employ four generational cohorts, namely baby boomers, generation X, millennials and generation Z. Each of these cohorts has different perspectives of work and life in general shaped by the environments and historical timeframes they were exposed to when growing up<sup>102</sup>.

According to another study, millennials grew up in the shadow of the Iraq and Afghanistan wars, which contributed to the intense polarisation that have shaped the prevailing global political environment<sup>103</sup>. In South Africa, most millennials experienced the 2008 elections in which their vote became part of the political conversation<sup>104</sup>. Studies confirmed that employee turnover is a pressing challenge for the hospitality industry. Some of the reasons for the high employee turnover in the hospitality industry are long hours, challenges in work–life balance and poor compensation<sup>105</sup>.

A scholar found a strong correlation between fair compensation and employee retention in the hospitality industry. They also found that job satisfaction factors in the hospitality industry, like relationships with colleagues, meaningful work, professional development, work engagement, fair working hours and health care, had a positive impact on millennial employees' intentions to quit<sup>106</sup>.

Scholars further reported that millennials in full-service restaurants require engaged learning, positive working conditions, including managers who can encourage good working relationships and the availability of growth opportunities<sup>107</sup>. Similarly, another scholar argued that millennials can be retained by providing a positive company culture,

showing trust in them and offering them professional development opportunities<sup>108</sup>. The 2018 Deloitte report stated that 38% of millennials are likely to stay with the organisation if their employer supports the local community. This can involve projects such as recycling programmes, volunteer opportunities and community outreaches.

Work engagement is one of the most important things in achieving company goals because the company's main driving factor is employees. Work engagement refers to the energy that employees have to be directed to organizational goals. Researchers from Indonesia also conducted a study on the influence of job characteristics on work engagement. This research was conducted at a port service company located in Surabaya. The samples in this study were 119 employees. The sampling technique used is simple random sampling. The data collection tool in this study is a questionnaire, the Utrecht Work Engagement Scale (UWES) and the scale of the Job Diagnostic Survey. Analysis of the data used is partial least square using the SmartPLS 3.0 program. Based on the results of the study it was found that the five dimensions of job characteristics (autonomy, feedback, skill variety, task identity, and task significance) had a positive and significant relationship to work engagement<sup>109</sup>.

Similarly, Malaysia researchers also examined factors affecting work engage. The purpose of this study was to look at how perceived work design factors and employee attributes influenced employee work engagement. Using the Extended Work Design Model, this study sought to investigate the effects of five dimensions of work design characteristics (autonomy, feedback, task significance, social support, and physical demand) and two dimensions of employee characteristics (self-efficacy and conscientiousness personality) on employee work engagement. This study's respondents

include 428 nurses who work in two Malaysian government hospitals. A hierarchical multiple regression analysis revealed a strong association between autonomy, feedback, task significance, social support, and self-efficacy with work engagement<sup>110</sup>.

Another study examined complex structural relationships among different organizational constructs affecting organizational performance at the individual level, which included psychological- (meaningfulness and work engagement), behavioural- (in-role performance), and situational- (job characteristics) constructs. Using a conditional process model, the current study investigated how the relationship between meaningfulness and in-role performance, mediated by work engagement, is also affected by job characteristics. Data were collected from 309 employees working at South Korean IT firms using a survey questionnaire. Study findings highlight that (a) meaningfulness is positively related to work engagement and in-role performance; (b) work engagement mediates the relationship between meaningfulness and in-role performance; (c) the relationship between meaningfulness and work engagement is moderated by job characteristics; and (d) the indirect relationship between meaningfulness and in-role performance through work engagement is associated with the level of job characteristics<sup>111</sup>.

Another study conducted in Europe also linked job characteristics to employee work engagement his study aims to examine the effects of individual and job-related characteristics on employees' work engagement and its influence on their performance outcomes. This study develops and tests the research model where the impact of positive affectivity, polychronicity and task significance on employees' work engagement is investigated, and its consequences for employees' job performance are analyzed. The

relationships between study constructs were tested using the structural equation modeling. Data were collected from 222 hotel contact employees from the Pomeranian Voivodeship, a tourist destination of northern Poland.

The study findings confirmed that positive affectivity and polychronicity, as personality characteristics and task significance as a job characteristic exert a significant and positive impact on hotel employees' work engagement, which in turn enhances the level of their job performance. Additionally, polychronicity was significantly related to hotel employees' job performance. Of all the analyzed predictors, task significance appeared to be the strongest driver of hotel employees' work engagement. A direct relationship between polychronicity and hotel employees' job performance was also confirmed by this study<sup>112</sup>.

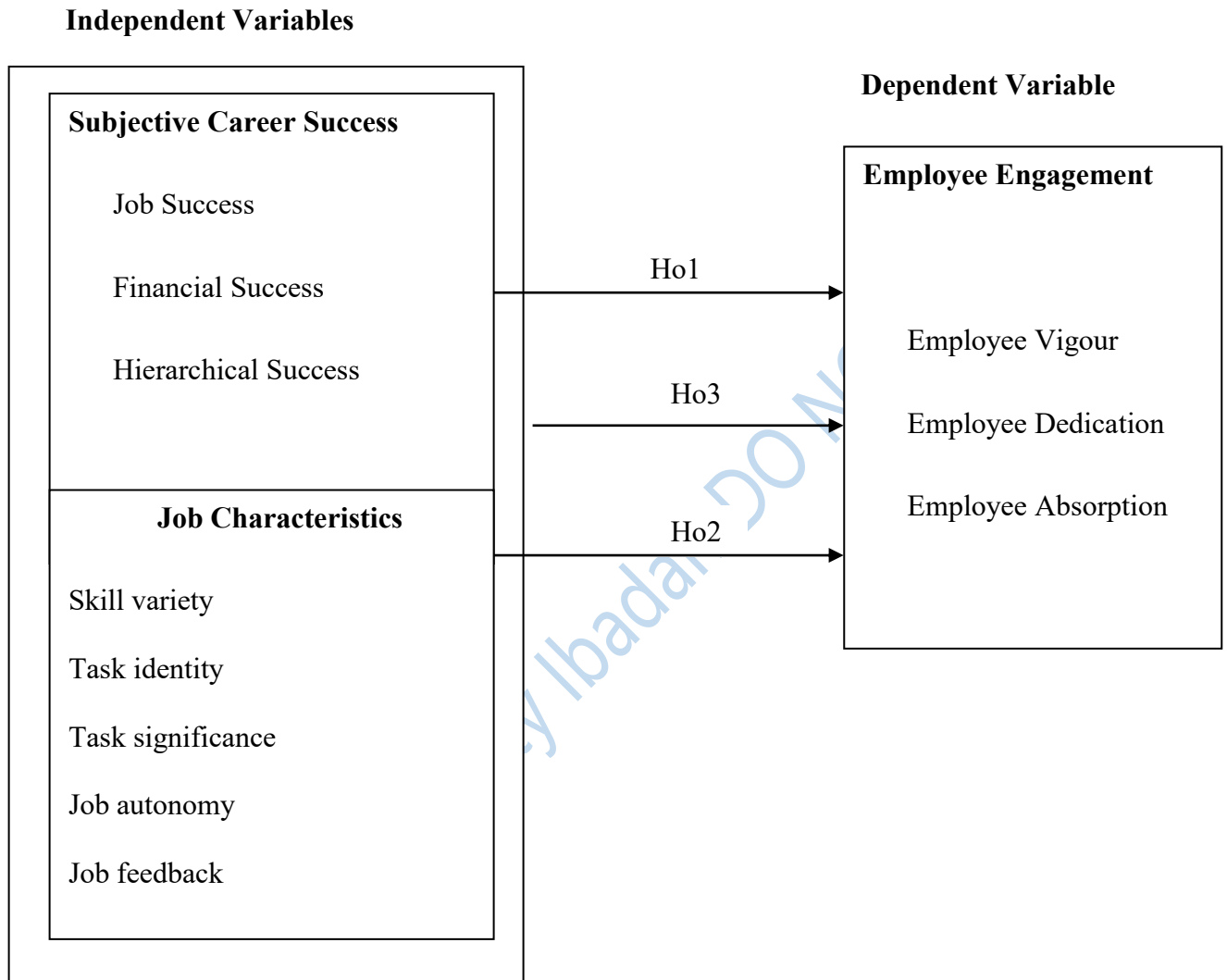
The purpose of this study is to empirically test a hypothesized model establishing job characteristics as an antecedent of work engagement leading to job satisfaction and organizational engagement of employees working with public sector banks (PSBs) in India. The testing of hypotheses established that job characteristics positively influence work engagement, organizational engagement and job satisfaction. The full mediation by work engagement between the relationships of job characteristics with job satisfaction and organizational engagement is established after the testing of mediation hypotheses. The researcher recommended that bank jobs should be enriched with more emphasis on offering employees with identifiable and significant tasks that have autonomy in decision-making and feedback<sup>113</sup>.

In a related study, researchers presents a model of personality traits (i.e., proactive personality, core self-evaluation, and psychological capital) that can predict work

engagement and, indirectly, job performance and mental health. We collected data from 365 Romanian workers and tested our model using structural equation modelling. The findings provide partial support for our hypotheses. Personality qualities are associated with job engagement, which predicts employee success and mental health. However, core self-evaluations and psychological capital also had a direct correlation with the measured outcomes. The study findings lend credence to current organisational methods, which use fixed features as selection criteria and then build malleable states through interventions to promote employee performance and wellness<sup>114</sup>.

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## 2.4 Conceptual Model



**Figure 2.3: Conceptual Model on the Influence of Subjective career success and job characteristics on employee engagement of Academic librarians in Edo State (Source: Researcher, 2024)**

The conceptual model outlines the study variables and how they are interconnected to each other. The model also shows the metric with which each of the variables are measured. The variables, as outlined in the model are career success, job characteristics

and employee engagement. The dependent variable is employee engagement which is measured by metrics adopted from the Utrecht work engagement theory such as vigour, dedication, and absorption<sup>57</sup>. There are two independent variables. The first independent variable is subjective career success which is measured by metrics from the subjective career success model<sup>58</sup>. The metrics are; job success, financial success, and hierarchical success. The second independent variable is job characteristics and it is measured by constructs from the job characteristic model such as; skill variety, task identity, task significance, and job autonomy<sup>59</sup>. The study has developed three hypotheses as outlined in the model.

The first hypothesis is to ascertain the influence subjective career success on work engagement of librarians in Edo state. The study aims to find out whether the perception of career success in term of job success, financial and hierarchical success would lead to enhanced work engagement among the librarians. In addition to this, the study also formulated another hypothesis based on the second independent variable. The hypothesis is concerned about the influence of job characteristics on work engagement among the librarians in Edo state. Hypothetically, the study suggests that the more a task has variety, is distinct and grant the librarians some extent of autonomy, it will lead to work engagement.

Furthermore, recognising the fact that there are multiple of factors that could be responsible for work engagement or disengagement, the study also formulated a third hypothesis which examines the combine influence of subjective career success and job characteristics on work engagement among librarians in Edo state. The conceptual model

has shown the gap that the current study aims to fill in literature and justifies the conduct of the study

## **2.5 Summary of Gaps in Literature Reviewed**

The literature on subjective career success, job characteristics, and employee engagement among librarians in Edo State reveals several key insights into how these factors interplay to influence the professional experiences and outcomes of librarians.

Subjective career success is defined by individuals' personal evaluations of their career achievements and satisfaction. For librarians in Edo State, subjective career success often encompasses feelings of accomplishment, recognition, and fulfilment derived from their professional roles. Factors influencing subjective career success include opportunities for professional development, the ability to contribute meaningfully to the organization, and the alignment of job roles with personal career goals. Research indicates that when librarians perceive their careers as successful, they exhibit higher job satisfaction, greater motivation, and enhanced commitment to their work.

Job characteristics refer to the attributes and conditions of a job that impact employees' attitudes and behaviours. For librarians, these characteristics include job variety, autonomy, task significance, feedback, and opportunities for skill utilization. Studies highlight that job characteristics significantly affect librarians' work experiences and their overall engagement. Jobs that provide variety and opportunities for skill utilization can make work more interesting and fulfilling, while autonomy allows librarians to make decisions and exercise control over their work processes. Positive feedback and

recognition further enhance job satisfaction and motivation, leading to better job performance and engagement.

Employee engagement is a crucial aspect of the work environment that reflects the extent to which employees are involved in, enthusiastic about, and committed to their work. In the context of librarians in Edo State, engagement is influenced by both subjective career success and job characteristics. Engaged librarians are characterized by high levels of vigour, dedication, and absorption in their work. The literature suggests that when librarians experience positive job characteristics and perceive their careers as successful, they are more likely to be engaged in their work. This engagement leads to higher job performance, reduced turnover intentions, and a more positive workplace environment.

The literature reveals a strong interrelationship between subjective career success, job characteristics, and employee engagement among librarians. Positive job characteristics contribute to perceptions of subjective career success by providing meaningful and fulfilling work experiences. In turn, subjective career success enhances employee engagement by fostering a sense of accomplishment and alignment with personal career goals. Engaged librarians are more likely to exhibit higher job performance, satisfaction, and organizational commitment, creating a virtuous cycle that benefits both the individuals and their institutions.

In summary, the literature underscores the importance of fostering positive job characteristics and supporting librarians in achieving subjective career success to enhance employee engagement. By creating a work environment that promotes variety, autonomy, skill utilization, and recognition, libraries can improve job satisfaction and engagement among their staff. Additionally, recognizing and supporting librarians' career

achievements can further enhance their engagement and commitment to their work, leading to better outcomes for both the librarians and the organizations they serve. However, despite the existing research on subjective career success, job characteristics, and employee engagement among librarians in Edo State, several gaps remain that need to be addressed for a comprehensive understanding of these dynamics.

One significant gap is the lack of region-specific studies. Most existing research generalizes findings across different regions and countries, without considering the unique cultural, economic, and institutional factors present in Edo State, Nigeria. There is a need for more region-specific research that takes into account the local context, including socio-economic conditions, cultural values, and the specific challenges faced by librarians in Edo State. Such research would provide more relevant and actionable insights for library management in the region.

Another gap is the limited exploration of the interconnectedness between subjective career success, job characteristics, and employee engagement. While the literature acknowledges the interrelationship between these factors, there is a lack of studies examining how they interact over time. Longitudinal studies that track changes in job characteristics, career success perceptions, and engagement levels over extended periods could provide deeper insights into these dynamic relationships and help identify patterns and long-term trends.

Additionally, current research often treats librarians as a homogenous group, overlooking individual differences such as age, gender, educational background, and career stage. These factors can significantly influence perceptions of career success, preferences for job characteristics, and levels of engagement. Studies that disaggregate data to explore

these individual differences would offer a more nuanced understanding of the factors influencing career success and engagement among librarians.

The impact of specific organizational and institutional factors on librarians' career success and engagement is another area that has not been adequately explored. Factors such as leadership style, organizational culture, library funding, and policies on professional development can greatly influence job characteristics and engagement. Research focusing on how these organizational variables impact librarians' work experiences could provide actionable insights for library management to create supportive work environments.

Furthermore, the rapid advancement of technology and its integration into library services is an area that has not been thoroughly examined in relation to job characteristics and employee engagement. Investigating how technological changes impact job roles, skill requirements, and engagement among librarians would be valuable, especially in understanding how to support librarians in adapting to new technologies and ensuring that technological advancements enhance rather than hinder engagement.

In-depth qualitative research is also lacking in the current literature. Much of the existing research relies on quantitative methods, which, while valuable, may not capture the full complexity of librarians' experiences. In-depth qualitative research, including interviews and case studies, could provide richer, more detailed insights into the subjective experiences of career success, job satisfaction, and engagement. This approach would allow for the exploration of personal stories and perspectives that quantitative data might overlook.

There is also limited research on how external economic and social factors, such as economic downturns, changes in government policy, or social issues, impact the career success and engagement of librarians. Understanding these external influences could help in developing strategies to support librarians in times of economic or social challenges, ensuring that their engagement and career success are maintained despite external pressures.

Finally, while the importance of employee engagement is well-documented, there is a lack of research on specific, effective strategies for enhancing engagement among librarians in Edo State. Studies that identify and test various interventions aimed at improving job characteristics and supporting career success could provide practical guidance for library administrators on how to foster a more engaged and motivated workforce.

Addressing these gaps in the literature would provide a more comprehensive and contextually relevant understanding of subjective career success, job characteristics, and employee engagement among librarians in Nigeria. This has therefore, made it necessary to conduct research on region-specific contexts which justifies this study that examines the influence of subjective career success and job characteristics on work engagement among librarians in Edo State, Nigeria.

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## **Chapter Three**

### **Methodology**

This chapter describes the methods and instruments used in gathering and analyzing data for this study. It outlines the research design; which is the blueprint of the study, population of study; which helps in the choice of the sample, sampling technique and the research instrument, method of data collection and procedure for analyzing data collected which involve the strategy and procedure for summarizing and exploring relationships among variables being considered in the investigation.

#### **3.1 Research Design**

The survey research design was used in this study. The survey is ideal for this study since it aims to obtain insight into a phenomenon while also giving fundamental information on the study's variables. The design employed the use of research instrument such as questionnaire to obtain quantitative data from participants without any interference or manipulation of the variables of the study which are subjective career success, job characteristics, and work engagement of librarians.

#### **3.2 Population of the Study**

The population of this study comprised one hundred and thirty-five (135) library personnel in tertiary institutions in Edo state. Based on the information from sources such as the National University Commission (NUC), National Board of Technical Education (NBTE) and National Council of College Education (NCCE), there are thirteen tertiary institutions in Edo State. However, King's Polytechnic Ubiaja Edo State was

excluded as it has just been established and has not fully developed library service. The breakdown of the study population is provided in Table 3.1

**Table 3.1: Population of the Study**

S/N	Tertiary Institutions	Number of Librarians
1.	University of Benin.	15
2.	Ambrose Alli University, Ekpoma.	30
3.	Edo State University Uzairue	6
4.	Benson Idahosa University, Benin City.	8
5.	Igbinedion University Okada	20
6.	Samuel Adegboyega. University, Ogwa. (now glorious University)	5
7.	Wellspring University, Evbuobanosa	4
8.	Lighthouse Polytechnic	5
9.	Federal College of Education (Technical) Ekiadolor	7
10.	Federal Polytechnic, Auchi	8
11.	Edo state Polytechnic, Usen	9
12.	Edo State College of Education	18
<b>Total</b>		<b>135</b>

Source<sup>4</sup>

### 3.3 Sample Size and Sampling Technique

The sample of this study is one hundred and thirty-five (135) librarians in tertiary institutions in Edo State, Nigeria. The sample size is the number of sampling units drawn from a population for the purpose of detailed examination. A sample is a representative of the population, which allow valid conclusions about the entire population.. This means that total enumeration was adopted as the sampling technique. The use of total

enumeration justified by the comparatively few numbers of library personnel involved in the population

### **3.4 Description of the Research Instrument**

A structured questionnaire adapted from various studies was used as the main instrument for data collection. The questionnaire is divided into four main sections. Section A: This consist mainly of the demographic information about the respondents, example of questions in the section include age, gender, years of experience, academic qualification etc.

Section B contains questions related to the level of work engagement of the respondents. The items in this section were adapted from the Utrecht work engagement theory<sup>1</sup>. It has three main subheadings namely; vigour, dedication and absorption. Examples of items in the section include: “I find the work that I do full of meaning and purpose” “I can continue working for very long periods at a time.”; All of the items are rated on 4 points Likert Scale, e.g.; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Section C is focused on the level of subjective career success among the respondent. It is adapted from an existing work<sup>2</sup>. The section has various subdivisions such as job success, hierarchical success and financial success. In all, the section has fifteen items. Examples of the items in the section include; “I am pleased with the promotions I have received so far”, “I am receiving positive feedback about my performance from all quarters.”. All of the items are rated on 4 points Likert Scale, e.g.; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Section D contains statement related to job characteristics of the respondents. The items in this section were adapted from a previous research work<sup>3</sup>. It has subheadings namely; skill variety, task identity, task significance, job autonomy, and job feedback. Examples of items in the section include; “My job provides variety of experiences on the job.” “I can set my own schedule for completing assigned tasks.”; All of the items are rated on 4 points Likert Scale, e.g.; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

### **3.5 Validity of the Research Instrument**

Validity is the degree to which an instrument measures what it is supposed to measure. The research instrument was examined for content and face validity by the research supervisor and other experts in the field. Their suggestions and amendments were incorporated into the final version of the instrument.

### **3.6 Reliability of the Research Instrument**

The reliability of the research instrument was measured through a pre-test. The researcher administered the research instrument on thirty (30) Librarians from Lead City University Ibadan, and McPherson University, Seriki-Sotayo who were not part of the original study. The responses were analysed to determine the Cronbach alpha value of each section of the scale. The result shows that the instrument has a Cronbach Alpha score of 0.721 which indicates high level of reliability

### **3.7 Method of Data Collection**

A letter introducing the researcher as a student was obtained from the Lead City University Ibadan which was used to gain permission to conduct the research with

approved ethical clearance from the tertiary institutions. The researcher administered the questionnaire with the aid of three research assistants who were properly trained for three days on the process of the data collection. The entire process of data collection lasted for six weeks.

### **3.8 Method of Data Analysis**

Descriptive and Inferential statistics was used to analyze the data. Descriptive statistics such as frequency count, mean and standard deviation were used for the demographic analysis and research questions while multiple regression analysis was used for hypotheses one and two. Hypotheses three were tested using multiple regression analysis. The analysis was conducted using the IBM SPSS Statistics data analysis software version 24.

## Endnotes

- 1 C., Merino-Soto, M., Lozano-Huamán, S., Lima-Mendoza, G., Calderón de la Cruz, A., Juárez-García, & F. Toledano-Toledano, *Ultrashort version of the Utrecht work engagement scale (UWES-3): a psychometric assessment*. **International journal of environmental research and public health**, 19(2), 2022. 890
- 2 O. O., Fagbemi, Y. T., Babalola, & O. D. Soyemi, *Subjective career success and librarians' commitment to universities in southwest Nigeria*. **Tin-City Journal of Library, Archival and Information Science**, 10(1 & 2). 2021.
- 3 A., Rai, & S. Maheshwari, *Exploring the mediating role of work engagement between the linkages of job characteristics with organizational engagement and job satisfaction*. **Management Research Review**, 44(1), 2020. 133-157.
4. National University Commission (NUC). *Tertiary institution personnel data*, NUC, 2023

## Chapter Four

### Results and Discussion of Findings

This chapter presents the results of empirical data collected in the course of this study. In order to meet the research objectives, one hundred and thirty-five (135) copies of the research questionnaire were administered on librarians in tertiary institutions in Edo State. The instrument was administered online using google form. However, one hundred and six responses were received. This constitutes 79% return rate which is considered adequate for generalisation. The breakdown of the returned questionnaire is provided in Table 4.1

**Table 4.1: Questionnaire Return Rate**

Institutions	Frequency	Percent
Ambrose Ali University Library	13	12.2
Benson Idahosa University	16	15.0
College of Agriculture, Iguoriakhi	2	1.8
Dennis Osadebay University	1	.9
Edo State College of Education, Abudu	10	9.3
Edo State Polytechnic, Usen	6	5.6
Edo State University Uzairue	7	6.6
Federal College of Education, Ekiadolor	3	2.8
Federal Polytechnic, Auchi	4	3.6
Federal University of Petroleum Resources, Effurun Library	1	.9
Grace Polytechnic	1	.9
Igbinedion University Okada	10	9.4
King's Polytechnic, Ubiaja Edo State	2	1.8
Lighthouse Polytechnic	6	5.6

Samuel Adegboyega. University, Ogwa. ( now glorious University)	5	4.6
University of Benin	9	8.4
Wellspring University, Evbuobanosa	10	9.4
Total	106	100.0

Source: Researcher’s Fieldwork, 2024

#### 4.1 Demographic of the Respondents

**Table 4.2 Demographic Characteristics of the Respondents**

Demographics		Frequency	Percent
<b>Gender</b>	Female	65	61.3
	Male	41	38.7
	<b>Total</b>	<b>106</b>	<b>100.0</b>
<b>Age</b>	20 – 25yrs	12	11.3
	26 – 30yrs	25	23.6
	31 – 35yrs	27	25.5
	36 – 40yrs	30	28.3
	41-45yrs	12	11.3
	Total	106	100.0
<b>Educational Qualification</b>	ND/HND	11	10.4
	BSc/BLIS	35	33.0
	MLIS/MSc	34	32.1
	M.Phil	12	11.3
	PhD	14	13.2
	Total	106	100.0

<b>Years of Experience:</b>	0 – 5yrs	31	29.2
	6 – 10yrs	32	30.2
	11 – 15yrs	33	31.1
	16 – 20yrs	6	5.7
	21-25yrs	3	2.8
	26 and above	1	.9
	<b>Total</b>	<b>106</b>	<b>100.0</b>

Source: Researcher’s Fieldwork, 2024

Table 4.1 provides a breakdown of the demographic characteristic of the respondents. The data on gender distribution reveals that the majority of respondents are female, making up 61.3% of the total sample, while 38.7% are male. The age distribution of the respondents shows a relatively balanced spread across different age groups, with the largest group being 36-40 years old, comprising 28.3% of the respondents. The second largest age group is 31-35 years, representing 25.5% of total respondents. Those aged 26-30 years make up 23.6% of total respondents, while the youngest (aged 20-25 years) and the oldest group (aged 41-45 years) both account for 11.3% each. This broad age range indicates that the study captured perspectives from individuals at different stages of their professional careers, providing a well-rounded view of the subject matter.

The educational qualifications of the respondents indicated that the majority hold either a BSc/BLIS (33%) or MLIS/MSc (32.1%). A smaller percentage have achieved higher qualifications, with 11.3% holding an M.Phil and 13.2% holding a PhD. Meanwhile, 10.4% have ND/HND. In terms of professional experience, the respondents display a wide range of tenure in their respective fields. The majority have 11-15 years of

experience, making up 31.1% of the respondents. A similar proportion of respondents have between 6-10 years (30.2%) and 0-5 years (29.2%) of experience. Only a small percentage have been in the field for 16-20 years (5.7%), 21-25 years (2.8%), or 26 and above years (0.9%). This indicates that most of the respondents are either early or mid-career professionals, with a few outliers who have more extensive experience.

In summary, the demographic profile of the respondents demonstrates diversity in terms of gender, age, education, and professional experience. This variety offers a rich foundation for interpreting the study's findings, as it reflects a balanced representation of different groups within the population.

## 4.2 Research Questions

Research Question One: What is the level of employee engagement among librarians in universities in Edo State?

**Table 4.3: Level Of Employee Engagement Among Librarians in Universities in Edo State**

<b>Vigour</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
At work, I feel bursting with energy.	49 (46.2%)	46 (43.4%)	9 (8.5%)	2 (1.9%)	3.34
I feel strong and vigorous when I am working.	32 (30.2%)	60 (56.6%)	13 (12.3%)	1 (.9%)	3.16
When I get up in the morning, I feel like going to work.	23 (21.7%)	66 (62.3%)	16 (15.1%)	1 (0.9%)	3.05
I can continue working for very long periods at a time.	25 (23.6%)	61 (57.5%)	20 (18.9%)	--	3.05
At my job, I am very resilient, mentally.	22 (20.8%)	63 (59.4%)	21 (19.8%)	--	3.01
At work, I always persevere, even when things do not go well.	19 (17.9%)	69 (65.1%)	18 (17.0%)	--	3.01
<b>Average Mean</b>					<b>3.10</b>

<b>Dedication</b>					
I find the work that I do full of meaning and purpose.	20 (18.9%)	62 (58.5%)	24 (22.6%)	--	2.96
I always feel motivated by my job.	19 (17.9%)	65 (61.3%)	21 (19.8%)	1 (.9%)	2.96
I am proud of the work that I do.	31 (29.2%)	50 (47.2%)	25 (23.6%)		3.06
To me, my job is challenging.	21 (19.8%)	54 (50.9%)	28 (26.4%)	3 2.8	2.88
I am enthusiastic about my job.	19 (17.9%)	56 (52.8%)	30 (28.3%)	1 .9	2.88
I feel happy when I am working intensely.	21 (19.8%)	63 (59.4%)	22 (20.8%)	--	2.99
<b>Average Mean</b>					<b>2.96</b>
<b>Absorption</b>					
Time flies when I am working.	25 (23.6%)	58 (54.7%)	22 (20.8%)	1 (.9 %)	3.01
When I am working, I forget everything else around me.	18 (17.0%)	61 (57.5%)	25 (23.6%)	2 (1.9%)	2.90
I am immersed in my work.	24 (22.6%)	60 (56.6%)	21 (19.8%)	1 (0.9%)	3.01
I get carried away when I am working.	32 (30.2%)	54 (50.9%)	20 (18.9%)	--	3.11
It is difficult to detach myself from my job.	23 (21.7%)	64 (60.4%)	19 (17.9%)	--	3.04
I am often absorbed in my work.	34 (32.1%)	47 (44.3%)	11 (10.4%)	14 (13.2%)	2.95
<b>Average Mean</b>					3.00
<b>Aggregate Mean</b>					3.02

**Source: Fieldwork, 2024**

**Decision Rule:** 0.0-1.99 = very low, 2.00-2.49 = low, 2.50 -2.99 = Moderate; 3.00-3.5 High, 3.51-4.00 = Very high

Table 4.3 presents the results of data collected on the level of work engagement among the respondents. The variable is measured by three metrics namely; vigour, dedication, and, absorption. Overall, the aggregate mean of 3.02 indicates a moderate level of employee engagement among librarians. The data suggests that while vigour and

absorption are relatively high, there is a need for improvement in areas related to dedication, such as job meaning, motivation, and enthusiasm.

Under the dimension, 'vigour, the results for the statement, "At work, I feel bursting with energy," show that 46.2% of librarians strongly agree, and 43.4% agree. On the other hand, 8.5% disagree while 1.9% strongly disagreed resulting in a high mean score of 3.34. This indicates that a significant majority feel energetic at work. Similarly, 30.2% of the respondents strongly agree and 56.6% agree with the statement, "I feel strong and vigorous when I am working. Meanwhile, 12.3% disagree and a negligible 0.9% strongly disagreed yielding a mean of 3.16. This shows that most librarians feel vigorous during work, although some express less agreement.

The response to the statement, "When I get up in the morning, I feel like going to work," show 21.7% strongly agree, 62.3% agree, 15.1% disagree and 0.9% strongly disagree. The item has a mean of 3.05, with suggesting a moderate level of morning enthusiasm. For the item, "I can continue working for very long periods at a time," 23.6% strongly agree and 57.5% agree, leading to a mean of 3.05, indicating that librarians can sustain long working hours. On mental resilience, 20.8% strongly agree and 59.4% agree with the statement, "At my job, I am very resilient, mentally," with a mean of 3.01. This reflects a generally positive self-assessment of mental toughness. Finally, for the item, "At work, I always persevere, even when things do not go well," 17.9% strongly agree and 65.1% agree, with a mean of 3.01, suggesting that librarians are generally persistent through challenges. The average mean for vigour is 3.10, indicating a generally high level of energy and resilience among librarians.

In terms of dedication, the results show a moderate engagement level. For the statement, "I find the work that I do full of meaning and purpose," only 18.9% strongly agree, and 58.5% agree, leading to a mean of 2.96. This suggests that while many find some meaning in their work, a significant number do not feel strongly about it. Similarly, 17.9% strongly agree and 61.3% agree that they "always feel motivated by my job," with a mean of 2.96, indicating moderate motivation. On pride in their work, 29.2% strongly agree and 47.2% agree with, "I am proud of the work that I do," yielding a higher mean of 3.06. This shows a stronger sense of pride among librarians. The statement, "To me, my job is challenging," has a mean of 2.88, with 19.8% strongly agreeing and 50.9% agreeing, indicating that while some find their job challenging, it is not universally perceived as such.

Enthusiasm is similarly moderate, with 17.9% strongly agreeing and 52.8% agreeing with, "I am enthusiastic about my job," resulting in a mean of 2.88. For the statement, "I feel happy when I am working intensely," 19.8% strongly agree and 59.4% agree, giving a mean of 2.99. This reflects that librarians experience moderate happiness when working intensely. The average mean for dedication is 2.96, suggesting that while librarians find some aspects of their work meaningful, motivation and enthusiasm could be improved.

Absorption levels among librarians show a moderate degree of engagement. For the statement, "Time flies when I am working," 23.6% strongly agree and 54.7% agree, leading to a mean of 3.01, indicating a good level of engagement with time passing quickly. On the statement, "When I am working, I forget everything else around me," 17.0% strongly agree and 57.5% agree, with a mean of 2.90, suggesting moderate absorption but also some variability.

The statement, "I am immersed in my work," has a mean of 3.01, with 22.6% strongly agreeing and 56.6% agreeing, showing a reasonable level of immersion. For, "I get carried away when I am working," 30.2% strongly agree and 50.9% agree, resulting in a mean of 3.11, indicating high levels of absorption. The statement, "It is difficult to detach myself from my job," has a mean of 3.04, with 21.7% strongly agreeing and 60.4% agreeing, reflecting strong engagement in work. Lastly, for, "I am often absorbed in my work," 32.1% strongly agree and 44.3% agree, resulting in a mean of 2.95, indicating that while many librarians are absorbed, there is variability. The average mean for absorption is 3.00, suggesting a generally moderate to high level of engagement.

**Research Question Two: What is the level of subjective career success among librarians in universities in Edo State**

**Table 4.4: Subjective Career Success Among Librarians in Edo State**

Job Success	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I am receiving positive feedback about my performance from all quarters.	68 (64.2%)	30 (28.3%)	7 (6.6%)	1 (.9 %)	3.56
I am offered opportunities for further education by my employer.	21 (19.8%)	72 (67.9%)	10 (9.4%)	3 (2.8%)	3.05
I have enough responsibility on my job.	30 (28.3%)	58 (54.7%)	16 (15.1%)	2 (1.9%)	3.09
I am fully backed my managers in my work.	33 (31.1%)	53 (50.0%)	16 (15.1%)	4 (3.8%)	3.08
I am in a job which offers me the chance to learn new skills.	21 (19.8%)	64 (60.4%)	20 (18.9%)	1 (.9%)	2.99
I am most happy when I am at work.	19 (17.9%)	66 (62.3%)	19 (17.9%)	2 (1.9%)	2.96
I am dedicated to my work.	33 (31.1%)	58 (54.71%)	5 (4.2%)	--	3.17
<b>Average Mean</b>					<b>3.12</b>

<b>Financial Success</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
I am in a position to do mostly work which I really like.	28 (26.4%)	50 (47.2%)	26 (24.5%)	2 (1.9%)	2.98
I am receiving fair compensation compared to my peers.	21 (19.8%)	69 (65.1%)	14 (13.2%)	2 (1.9%)	3.03
I am drawing a high income compared to my peers.	25 (23.6%)	55 (51.9%)	25 (23.6%)	1 (0.9%)	2.98
I am earning as much as I think my work is worth.	22 (20.8%)	57 (53.8%)	23 (21.7%)	4 (3.8%)	2.92
<b>Average Mean</b>					3.02
<b>Hierarchical Success</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
I am pleased with the promotions I have received so far.	25 (23.6%)	54 (50.9%)	24 (22.6%)	3 (2.8%)	2.95
I am reaching my career goals within the time frame I set for myself.	33 (31.1%)	50 (47.2%)	20 (18.9%)	3 (2.8%)	3.07
I am in a job which offers promotional opportunities.	31 (29.2%)	53 (50.0%)	19 (17.9%)	3 (2.8%)	3.06
<b>Average Mean</b>					3.03
<b>Aggregate Mean</b>					3.06

**Source: Fieldwork, 2024**

**Decision Rule:** 0.0-1.99 = very low, 2.00-2.49 = low, 2.50 -2.99 = Moderate; 3.00-3.5 High, 3.51-4.00 = Very high.

Table 4.4 provide a detailed overview of subjective career success among librarians in Edo State. Subjective career success is examined under three dimensions, namely, job success, financial success and hierarchical success. In the dimension of job success. The

aggregate mean of 3.06 indicates a high level of subjective career success among librarians in Edo State, Nigeria.

The breakdown of the responses shows that majority strongly agree (64.2%) and agree (28.3%) that they receive positive feedback on their performance, leading to the highest mean score (3.56). Only 6.6% disagreed, and 0.9% strongly disagreed. In term of opportunities for further education 19.8% strongly agreed and 67.9% agreed, 9.4% disagreed, and 2.8% strongly disagreed, resulting in a mean score of 3.05. This suggests a relatively positive outlook on professional development, but there is a noticeable gap where a small segment feels these opportunities are lacking.

Most respondents felt satisfied with their level of responsibility, with 28.3% strongly agreeing and 54.7% agreeing. However, 15.1% disagreed, and 1.9% strongly disagreed, giving a mean score of 3.09. While this reflects a general contentment, a small group may desire more engaging or significant responsibilities. Managerial backing received positive responses, with 31.1% strongly agreeing and 50% agreeing, yielding a mean score of 3.08. However, 15.1% disagreed, and 3.8% strongly disagreed, suggesting that some librarians may feel under-supported by their supervisors. On whether their jobs offer chances to learn new skills, 19.8% strongly agreed, 60.4% agreed, 18.9% disagreed, and 0.9% strongly disagreed, resulting in a mean score of 2.99. Although most respondents are satisfied with skill acquisition, nearly one in five librarians expressed dissatisfaction, indicating a need for more opportunities to grow.

Furthermore, when asked if they are happiest when at work, 17.9% strongly agreed, 62.3% agreed, 17.9% disagreed, and 1.9% strongly disagreed, resulting in a mean score of 2.96. This indicates that while most are content, a small group does not find their

workplace as fulfilling. Also, 31.1% of the respondents strongly agree and 54.7% agree that they are dedicated to their work, with only 14.2% disagreeing. This item received a mean score of 3.17, reflecting strong commitment among the respondents. Job Suitability: Regarding whether they are in positions that offer work they genuinely enjoy, 26.4% strongly agreed, and 47.2% agreed, while 24.5% disagreed, and 1.9% strongly disagreed. The mean score of 2.98 indicates a positive outlook but with room for improvement in job satisfaction. On average, the mean score for the dimension, job success is 3.12 indicating a high perception of job success among the respondents.

In the dimension of financial success, 19.8% strongly agreed and 65.1% agreed that they receive fair compensation compared to their peers. However, 13.2% disagreed, and 1.9% strongly disagreed, leading to a mean score of 3.03. Similarly, for income, 23.6% strongly agreed, 51.9% agreed, 23.6% disagreed, and 0.9% strongly disagreed, resulting in a mean of 2.98. This suggests that compensation is adequate but not universally satisfying. On whether respondents felt they were earning as much as their work is worth, 20.8% strongly agreed, 53.8% agreed, 21.7% disagreed, and 3.8% strongly disagreed, leading to a mean score of 2.92. This lower score indicates that many librarians feel underpaid for their contributions. On average, the dimension of financial success records a mean score of 3.02 which suggest an overall high level of satisfaction with financial rewards attached to the job of librarians in Edo State.

The third dimension is hierarchical success which explores the perception of career progress among the respondents. When asked about satisfaction with promotions received so far, 23.6% strongly agreed, 50.9% agreed, 22.6% disagreed, and 2.8% strongly disagreed, resulting in a mean of 2.95. This reflects moderate satisfaction, with a notable

proportion feeling limited in advancement opportunities. On the item about reaching career goals within the desired time frame, 31.1% strongly agreed, 47.2% agreed, 18.9% disagreed, and 2.8% strongly disagreed, with a mean score of 3.07. This indicates that most librarians are on track with their career aspirations, but some feel delayed in reaching their targets. A mean score of 3.06 was recorded for whether the job offers promotional opportunities, with 29.2% strongly agreeing and 50% agreeing. However, 17.9% disagreed, and 2.8% strongly disagreed, suggesting that although most librarians perceive promotional opportunities, some may feel they are scarce.

Research Question Three: What are the Prevalent Job Characteristics Among Librarians in Universities in Edo State

**Table 4.5 The Prevalent Job Characteristics Among Librarians in Universities in Edo State**

Skill Variety	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
My job provides variety of experiences on the job.	59 (55.7%)	36 (34.0%)	6 (5.7%)	5 (4.7%)	3.41
I can use the skills that I have to handle the problem in my job	33 (31.1%)	56 (52.8%)	13 (12.3%)	4 (3.8%)	3.11
The job I do is such that utilises variety of skills, talents and abilities.	29 (27.4%)	56 (52.8%)	19 (17.9%)	2 (1.9%)	3.06

My job supports additional training and education	23 (21.7%)	61 (57.5%)	20 (18.9%)	2 (1.9%)	2.99
<b>Average Mean</b>					<b>3.14</b>
<b>Task Significance</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
How well I work affects the lives of other people.	29 (27.4%)	57 (53.8%)	17 (16.0%)	3 (2.8%)	3.06
My job influences day-to-day institutional success.	31 (29.2%)	53 (50.0%)	19 (17.9%)	3 (2.8%)	3.06
My job gives me a sense of achievement	27 (25.5%)	61 (57.5%)	16 (15.1%)	2 (1.9%)	3.07
It is only when my job gets done, other jobs can be completed	23 (21.7%)	57 (53.8%)	25 (23.6%)	1 (.9%)	2.96
<b>Average Mean</b>					<b>3.04</b>
<b>Task Identity</b>					
Once I start a task, I feel have to finish it.	19 (17.9%)	67 (63.2%)	18 (17.0%)	2 (1.9%)	2.97
I understand the job from start to end.	20 (18.9%)	63 (59.4%)	22 (20.8%)	1 (.9%)	2.96
I do a complete task from start to finish.	26 (24.5%)	64 (60.4%)	13 (12.3%)	3 (2.8%)	3.07

I have chance to do an entire piece of work from beginning to end.	27 (25.5%)	62 (58.5%)	14 (13.2%)	3 (2.8%)	3.07
<b>Average Mean</b>					<b>3.02</b>
<b>Feedback</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
Satisfaction of my supervisor is known while doing my job	23 (21.7%)	63 (59.4%)	16 (15.1%)	4 (3.8%)	2.99
Satisfaction of the users are known while doing my job	29 (27.4%)	57 (53.8%)	18 (17.0%)	2 (1.9%)	3.07
There is clear and direct information about job outcomes.	17 (16.0%)	74 (69.8%)	13 (12.3%)	2 (1.9%)	3.00
I receive on the job feedback from my superior about my activities.	19 (17.9%)	61 (57.5%)	23 (21.7%)	3 (2.8%)	2.91
<b>Average Mean</b>					<b>2.99</b>
<b>Job Autonomy</b>					
I can set my own schedule for completing assigned tasks.	19 (17.9%)	71 (67.0%)	15 (14.2%)	1 (.9%)	3.02
My job gives me a chance to use my personal initiative and judgment in carrying out the work.	30 (28.3%)	58 (54.7%)	18 (17.0%)	--	3.11
My job provides opportunity of self-directed flexible working hours	25 (23.6%)	60 (56.6%)	20 (18.9%)	1 (.9%)	3.03
I have freedom to decide how I perform assigned tasks.	29 (27.4%)	54 (50.9%)	20 (18.9%)	3 (2.8%)	3.03
<b>Average Mean</b>					<b>3.05</b>
<b>Aggregate Mean</b>					<b>3.05</b>

**Source: Fieldwork, 2024**

**Decision Rule:** 0.0-1.99 = very low, 2.00-2.49 = low, 2.50 -2.99 = Moderate; 3.00-3.5 High, 3.51-4.00 = Very high

Table 4.3 presents the analysis on the various job characteristics experienced by librarians in universities in Edo State. Job characteristics is measured through metrics that include skill variety, task significance, task identity, feedback, and job autonomy. In the dimension of skill variety, majority of librarians (55.7%) strongly agreed or agreed (34.0%) that their jobs provide a variety of experiences, leading to a high mean score of 3.41. Only 5.7% disagreed, and 4.7% strongly disagreed. Most librarians also strongly agreed (31.1%) or agreed (52.8%) that they can use their skills to handle job-related problems, with a mean score of 3.11. A smaller proportion however disagreed (12.3%) while 3.8% of the respondents strongly disagreed.

In terms of the utilization of variety of skills, talents, and abilities in the workplace, 27.4% of the respondents strongly agree and 52.8% agree that their jobs require varying skill sets. However, 17.9% disagreed leading to a mean score of 3.06 indicating high skill requirement but room for improvement in fully utilizing the talents of all librarians. Moreover, 21.7% of respondents strongly agreed and 57.5% agreed, 18.9% disagreed, and 1.9% strongly disagreed that they receive support for additional training and education leading to a mean score of 2.99. The responses suggest that training and education opportunities are moderately supported.

The second dimension is task significance. The results in this dimension show that most librarians either strongly agree (27.4%) or agree (53.8%) that their work significantly affects others. However, 16% of them disagreed resulting in a mean score of 3.06. In addition, Majority of the respondents have positive perception that their work influences day-to-day institutional success, with 29.2% strongly agreeing and 50% agreeing. However, 17.9% disagreed resulting in a mean score of 3.06.

The results also show that most respondents strongly agree (25.5%) or agree (57.5%) that their jobs give them a sense of achievement. However, 15.1% disagreed while 1.9% strongly disagreed with this notion resulting in a mean score of 3.07. On the perception that their work enables other tasks to be completed 21.7% of the respondents strongly agree and 53.8% agree. However, 23.6% disagreed leading to a slightly lower mean score of 2.96.

Another dimension of job characteristics is task identity. The responses in this section show that most librarians either strongly agree (17.9%) or agree (63.2%) that they feel compelled to finish tasks they start, although 17% disagreed. This item has a mean score of 2.97. Similarly, 18.9% strongly agreed, and 59.4% agreed that they understand their tasks from start to finish, while 20.8% disagreed resulting in a mean score of 2.96. On the other hand, 24.5% of the respondents strongly agree and 60.4% agreeing that they can complete tasks from start to finish. On the contrary, 12.3% disagreed while 2.8% strongly disagreed indicating that some library tasks often require collaboration. This item received a higher mean score of 3.07. Notwithstanding, 25.5% of the respondents strongly agree and 58.5% agree that they have the opportunity to see tasks through from beginning to end. However, some do not have this chance as 13.2% of the respondents disagree while 2.8% strongly disagree similarly, a mean score of 3.07 was recorded.

In the dimension of feedback, 21.7% of the respondents strongly agreed and 59.4% agreed, that they regularly receive feedback from their supervisors. However, 15.1% disagreed, resulting in a mean score of 2.99. Indicating some gaps in receiving feedback.

In term of user satisfaction, 27.4% of the respondents strongly agree and 53.8% agree that

they have received positive feedback from satisfied clients. However, 17.0% disagree and 1.9% strongly disagree leading to a slightly higher mean score of 3.07

When asked whether they always receive clear and direct information about job outcomes, 16% of the respondents strongly agree and 69.8% agree. Meanwhile, 12.3% disagree and a minor 1.9% strongly disagree resulting in a mean score of 3.00. Similarly, 17.9% of the respondents strongly agree, 57.5% agree, and 21.7% disagreed that they regularly receive feedback from superiors about activities on the job resulting in a mean score of 2.91 suggesting room for improvement in this area.

The last metric of job characteristics is job autonomy. Librarians expressed moderate satisfaction with their ability to set their schedules, with 17.9% strongly agreeing, 67% agreeing, 14.2% disagreeing, and 0.9% strongly disagreeing, leading to a mean score of 3.02. Also 28.3% strongly agreed and 54.7% agreed they have opportunities to use their initiative and judgment in carrying out tasks. However, 17.0% of the respondents disagreed leading to a mean score of 3.11. In addition, 23.6% of the respondents strongly agree and 56.6% agree while 18.9% disagreed that there is flexibility in their working hours resulting in a mean score of 3.03.

### 4.3 Presentation of Hypotheses

Hypothesis One: There will be no significant influence of subjective career success on employee engagement among librarians in universities in Edo State

**Table 4.6: Influence of Subjective Career Success on Employee Engagement Among Librarians in Universities in Edo State**

#### Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.315 <sup>a</sup>	.099	.091		.34832

a. Predictors: (Constant), Subjective Career Success

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.389	1	1.389	11.452	.001 <sup>b</sup>
	Residual	12.618	104	.121		
	Total	14.007	105			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Subjective Career Success

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.083	.279		7.463	.000
	Subjective Career Success	.306	.090	.315	3.384	.001

a. Dependent Variable: Employee Engagement

Source: Researcher's Fieldwork, 2024

Table 4.6 presents the results of the regression analysis on the influence of subjective career success on employee engagement among librarians in universities in Edo State. The result from the Model Summary shows that the correlation coefficient (R) of 0.315 indicates a moderately positive influence of subjective career success on employee engagement. The adjusted R Square of 0.091 suggests that subjective career success explains approximately 9.1% of the variance in employee engagement. This implies that other factors contribute to the remaining variance, indicating the presence of additional predictors influencing employee engagement.

The ANOVA table further confirmed the influence of subjective career success on employee engagement. The F-statistic of 11.452 is significant ( $p = 0.001$ ), showing that the model as a whole is statistically significant. This means that subjective career success has a meaningful impact on employee engagement.

Furthermore, the unstandardized coefficient for subjective career success is 0.306, indicating that for every unit increase in subjective career success, employee engagement increases by 0.306 units. The t-value (3.384) and significance level ( $p = 0.001$ ) confirm that this predictor is statistically significant. In line with this, the null hypothesis stating that; there will be no significant influence of subjective career success on employee engagement among librarians in universities in Edo State, is hereby rejected.

Hypothesis Two; There will be no significant influence of job characteristics on employee engagement among librarians in universities in Edo State

**Table 4.7 influence of job characteristics on employee engagement among librarians in universities in Edo State**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 <sup>a</sup>	.431	.425	.27689

a. Predictors: (Constant), Job Characteristics

**ANOVA<sup>a</sup>**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	6.034	1	6.034	78.697	.000 <sup>b</sup>
	Residual	7.974	104	.077		
	Total	14.007	105			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Job Characteristics

**Coefficients<sup>a</sup>**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	1.107	.217		5.098	.000
Job Characteristics	.628	.071	.656	8.871	.000

a. Dependent Variable: Employee Engagement

Source: Researcher's Fieldwork, 2024

Table 4.7 present the result of regression analysis on the influence of job characteristics on employee engagement among librarians in Edo State. This analysis evaluates the influence of in Edo State based on the model summary, ANOVA, and coefficients. From the model summary, the results show a correlation coefficient (R) of 0.656 which indicates a strong positive influence of job characteristics on employee engagement. The adjusted R Square of 0.425 shows that 42.5% of the variation in employee engagement can be explained by job characteristics, which suggests that job characteristics are a significant predictor of engagement.

Furthermore, the ANOVA table shows a F-statistic of 78.697 which is highly significant ( $p = 0.000$ ), demonstrating that the model is statistically significant. This means that job characteristics have a meaningful and substantial impact on employee engagement. The large F-value further supports the strong influence of job characteristics on employee engagement.

In addition, the coefficients table shows that the unstandardized coefficient for job characteristics is 0.628, indicating that for every unit increase in job characteristics, employee engagement increases by 0.628 units. The t-value of 8.871 and the highly significant p-value (0.000) indicate that job characteristics are a significant predictor of employee engagement. In view of this, the null hypothesis stating that; There will be no significant influence of job characteristics on employee engagement among librarians in universities in Edo State is hereby rejected.

Hypothesis Three: There will be no combined significant influence of subjective career success and job characteristics on employee engagement among librarians in universities in Edo State

**Table 4.8 Combined Influence of Subjective Career Success and Job Characteristics on Employee Engagement Among Librarians in Universities in Edo State.**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 <sup>a</sup>	.431	.420	.27821

a. Predictors: (Constant), Job Characteristics, Subjective Career Success

**ANOVA<sup>a</sup>**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	6.035	2	3.018	38.988	.000 <sup>b</sup>
Residual	7.972	103	.077		
Total	14.007	105			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Job Characteristics, Subjective Career Success

**Coefficients<sup>a</sup>**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	1.088	.257		4.229	.000
Subjective Career Success	.012	.082	.012	.144	.885
Job Characteristics	.622	.080	.651	7.748	.000

a. Dependent Variable: Employee Engagement

Source: Researcher's Fieldwork, 2024

Table 4.8 provides the results of multiple regression analysis on the combined influence of subjective career success and job characteristics on employee engagement among librarians in Edo State. This analysis examines how the combined effects of subjective career success and job characteristics influence employee engagement. From the model summary, the correlation coefficient (R) is 0.656, indicating a strong positive influence of subjective career success and job characteristics, on employee engagement. The R Square value of 0.431 shows that 43.1% of the variation in employee engagement is explained by

both subjective career success and job characteristics combined. The adjusted R Square of 0.420, which adjusts for the number of predictors, confirms that the combined model still explains a substantial portion of the variance, though not much more than job characteristics alone.

Furthermore, the F-statistic of 38.988 is significant ( $p = 0.000$ ) as shown in the ANOVA table, meaning that the combined model is statistically significant and provides a meaningful explanation for employee engagement.

In addition, the coefficients values shows the contribution of each variable and their combined influence. For subjective career success, the unstandardized coefficient is 0.012, with a non-significant p-value of 0.885. This suggests that subjective career success does not have a significant effect on employee engagement when job characteristics are considered. On the other hand, job characteristics have a much stronger influence, with an unstandardized coefficient of 0.622 and a highly significant p-value (0.000). This shows that job characteristics remain a significant and strong predictor of employee engagement even when subjective career success is added to the model. The implication of these results is that the null hypothesis stating that; there will be no combined significant influence of subjective career success and job characteristics on employee engagement among librarians in universities in Edo State, is hereby rejected.

#### **4.4 Discussion of Findings**

The study found that librarians in Edo State generally experience positive career success, especially in areas such as receiving positive feedback, dedication to work, and perceived opportunities for growth. However, the findings however showed shortcomings in areas such as compensation, learning opportunities, and promotion satisfaction. The finding

means that, while there is a highly positive perception of subjective career success among the respondents, there is still room for improvement. This is highlighted in a study which showed the employees' average work engagement level was higher than the South African standard. The study highlighted the importance of job resources, organizational assistance, opportunities for advancement, social support, and progression opportunities, were found to be important elements in employee engagement<sup>1</sup>. The finding that critical elements such as positive feedback and perceived opportunities for growth are below expectations in this therefore calls for improvement.

The result is in line with another study which also show high level of employee engagement. The results revealed that job demands and job resources were negatively associated yet both positively influenced engagement. The findings imply that job resources are a higher predictor of involvement<sup>2</sup>. Focusing on work engagement is justified in literature by its importance to organisational success. From a human resource management (HRM) standpoint, work engagement is seen as a critical factor for organizational success and competitive advantage.

HR professionals focus on strategies to enhance engagement through various practices. Recruitment and selection processes aim to identify and hire individuals who are likely to be highly engaged, leading to a more motivated and productive workforce. Training and development opportunities boost engagement by making employees feel valued and supported. Performance management practices, including regular feedback, recognition, and appraisals, reinforce engagement by acknowledging employees' efforts and contributions. Moreover, initiatives that promote work-life balance, such as flexible working arrangements, help sustain engagement by reducing burnout and stress<sup>3</sup>.

Employees that are engaged feel that they are effectively and energetically connected to their work and believe they are capable of handling the responsibilities of their position. Work engagement is a multifaceted concept that has garnered attention from various perspectives, including organizational psychology, human resource management, and leadership studies. Each perspective offers unique insights into the nature of work engagement, its antecedents, and its outcomes<sup>4</sup>.

The findings also indicate that librarians in universities in Edo State generally experience positive job characteristics, particularly in terms of skill variety, task significance, and job autonomy. There is a strong sense of achievement among the respondents. However, feedback from supervisors and opportunities for additional training and education are areas that could be enhanced. The finding on the positive perception of job characteristics aligns with the position of experts that job characteristics are constructions that organizations must integrate into the lifestyle of their employees. It provides guidance on the organization's structure, maintenance, and productivity. Job characteristics enhance employees' functional capabilities and their effective and efficient utilization for organizational growth<sup>5</sup>.

Organisational behaviour experts interrogated the significance of the job feature indicators, specifically skill variety, task significance, and autonomy. The study identified a three-factor solution, maintaining task identification and feedback as valid dimensions of work characteristics, while revealing a third dimension that combined skill variety, task significance, and autonomy into one factor. Their findings contest the theoretical premise that job qualities are most accurately represented by a five-dimensional framework<sup>6</sup>. For instance, skill variety entails the degree to which employees employ

different skills to complete their work. Skill diversity is defined as "the range of skills required to complete a particular piece of work that leads to the desired individual and job results,"<sup>7</sup>.

The finding of this study that supervisor's feedback is below expectation should be a matter of note for the organisations. As pointed out by a scholar, timely and constructive feedback helps employees understand how well they are doing and what areas need improvement, which can enhance job performance and development. For librarians, regular feedback from supervisors and patrons can provide valuable insights into their work, helping them to continuously improve and feel more competent<sup>8</sup>.

The study also found a moderately high level of employee engagement among librarians. The data suggests that while vigour and absorption are relatively high, there is a need for improvement in areas related to dedication, such as job meaning, motivation, and enthusiasm. This finding paints a good picture for the concerned organisations as employee engagement has been described as a major concern among managers, based on the perceived impact that engagement has on employee attitudes and performance, which in turn impacts organizational effectiveness, customer service, productivity, customer satisfaction, profitability, and firm performance<sup>9</sup>.

Research indicates that engaged employees are not only more productive but also more committed to their organization, showcasing a willingness to go above and beyond their job requirements. This discretionary effort often translates into innovative solutions and improved service delivery, which can differentiate a company in a competitive market. Additionally, engaged employees tend to exhibit lower turnover rates, reducing

recruitment and training costs for the organization and maintaining a stable and experienced workforce<sup>10</sup>.

The degree of employee engagement affects people personally in addition to organisational outcomes. Research indicates that contented workers exhibit higher job satisfaction, greater organisational commitment, and a greater propensity to participate in positive actions beyond their professional responsibilities<sup>11</sup>. Additionally, engaged workers typically do superior work. Employees that are engaged take initiative and learn more. Research has also shown that participation benefits people in ways that go beyond the job. According to research, those who felt engaged at work felt good about themselves, which in turn encouraged them to be more involved with their families<sup>12</sup>.

Low levels of employee engagement are linked to a number of detrimental effects, whilst high levels of engagement have a positive impact on both individuals and organisations. Compared to engaged employees, disengaged workers engage in detrimental work behaviour more frequently<sup>13</sup>. Compared to their more engaged colleagues, disengaged workers are more likely to withdraw from the company, express greater levels of intention to leave the company, and have higher absence rates. Employee disengagement increases the likelihood of engaging in unfavourable behaviours that affect customer satisfaction and customer service<sup>5</sup>.

The test of the first hypothesis revealed that subjective career success significantly influences employee engagement, although the effect size is moderate. This suggests that enhancing subjective career success could contribute to higher employee engagement but is not the sole determinant, indicating the need to explore other factors. This finding is supported by several related studies. Although, there are few studies focusing on the direct influence of subjective career success and job engagement, scholars have found

that subjective career success was found to indirectly effect the relationship between work–family enrichment and job satisfaction and work engagement. The study went to further report that work–family enrichment has a significant influence on subjective career success, job satisfaction and work engagement<sup>14</sup>.

Similarly, another study found that subjective career success demonstrated a significant positive correlation with work engagement, which subsequently led to improved employee work performance and a decrease in work withdrawal behaviour, as well as mental and physical health issues<sup>15</sup>. In the same vein, researchers from Turkey found that The results indicated that career commitment had a significant and positive effect on subjective career success. Furthermore, the positive relationship between career commitment and subjective career success was stronger for employees with a high level of self-nomination and for employees with a high level of networking<sup>16</sup>.

The test of the second hypothesis revealed that job characteristics have a substantial and statistically significant influence on employee engagement among librarians in Edo State. This model demonstrates that job characteristics are a key factor driving engagement among librarians, making them a priority for organizational improvement efforts. This finding is supported by previous studies. One of such studies examined the influence of job characteristics on work engagement among library personnel and found that role ambiguity significantly affects work engagement. However, this is reduced when employees have supportive co-workers<sup>17</sup>.

A study examined the impact of the Job Characteristics Model (JCM) on employee engagement. The research adapted the final draft of Hackman and Oldham's JCM that appeared in 1980. The JCM's five fundamental features, skill variety, job identity, task significance, autonomy, and feedback, were evaluated to figure out their impact on

employee engagement. A systematic questionnaire was used to collect the data. Data were obtained from 234 public service employees from Malaysia's Ministry of Tourism and Culture. The data was examined using SPSS. According to the data, just three JCM fundamental factors influenced employee engagement<sup>18</sup>.

Another study assessed the level of work engagement in a manufacturing organization and looked at the relationships between job characteristics and work engagement. A longitudinal design was employed. This study comprised 83 employees from the business. The Job Demands-Resources Scale and the Utrecht Work Engagement Scale served as measurement tools. The results showed the employees' average work engagement level was higher than the South African standard. Job resources, such as organizational assistance, possibilities for advancement, social support, and progression opportunities, were found to be associated with employee engagement. Job requirements did not have a major influence on employee engagement. The primary drivers of work engagement were support from management as well as development opportunities<sup>19</sup>.

In a related study that first that used the job demands-resources theory (JD-R) revealed that job demands and job resources were negatively associated yet both positively influenced employee engagement. The findings imply that job resources are a higher predictor of work engagement<sup>20</sup>. Another researcher who investigated how job characteristics affected employee engagement and organizational commitment, found practice and working conditions have a positive effect on dedication to the organization, while job characteristics and employee engagement each have an advantageous impact. Surprisingly, the study's results revealed that HR practices have a detrimental impact on employee engagement. This study showed a different outcome than the majority of studies, which stated that HR practice has a positive impact on employee engagement<sup>21</sup>.

The combined analysis reveals that there is a combined influence of subjective career success and job characteristics on employee engagement among librarians in Edo State. However, job characteristics are the primary driver of employee engagement, while subjective career success has a negligible influence in this model. The finding is supported by existing literature as job characteristics has been identified as a significant factor in work engagement in several studies compared to a few study that only found indirect influence of subjective career success on work engagement.

In a related study, researchers investigated whether job qualities, work environment, and employee involvement all had an impact on employee performance. The suggests suggest that worker engagement is greatly impacted by job characteristics; employee engagement is significantly influenced by the work environment; employee performance is influenced by job characteristics; worker performance is influenced by the work environment but not significantly; employee performance is significantly influenced by worker engagement; and employee performance is significantly influenced by job characteristics through Good employee performance is intended contribute to improved productivity<sup>22</sup>.

In another study, researcher found that job characteristics is a significant factor in employee retention, especially among organisations that rely on millennials<sup>23</sup>. This is supported by another scholar who reported that millennials in full-service restaurants require engaged learning, positive working conditions, including managers who can encourage good working relationships and the availability of growth opportunities<sup>24</sup>. Similarly, another scholar argued that millennials can be retained by providing a positive company culture, showing trust in them and offering them professional development opportunities<sup>25</sup>.

A scholar found a strong correlation between fair compensation and employee retention in the hospitality industry. They also found that job satisfaction factors in the hospitality industry, like relationships with colleagues, meaningful work, professional development, work engagement, fair working hours and health care, had a positive impact on millennial employees' intentions to quit<sup>26</sup>. Work engagement is one of the most important things in achieving company goals because the company's main driving factor is employees. Based on the results of the study it was found that the five dimensions of job characteristics (autonomy, feedback, skill variety, task identity, and task significance) had a positive and significant relationship to work engagement<sup>27</sup>. Similarly, Malaysia researchers also examined factors affecting work engagement and the study found a strong association between autonomy, feedback, task significance, social support, and self-efficacy with work engagement<sup>28</sup>.

Another study examined complex structural relationships among different organizational constructs affecting organizational performance at the individual level, which included psychological- (meaningfulness and work engagement), behavioural- (in-role performance), and situational- (job characteristics) constructs. The findings show that meaningfulness is positively related to work engagement and in-role performance; work engagement mediates the relationship between meaningfulness and in-role performance; and that the relationship between meaningfulness and work engagement is moderated by job characteristics<sup>29</sup>.

Another study conducted in Europe also linked job characteristics to employee work engagement. This study develops and tests the research model where the impact of positive affectivity, polychronicity and task significance on employees' work engagement is investigated, and its consequences for employees' job performance are analyzed. The

study findings confirmed that positive affectivity and polychronicity, as personality characteristics and task significance as a job characteristic exert a significant and positive impact on hotel employees' work engagement, which in turn enhances the level of their job performance. Additionally, polychronicity was significantly related to hotel employees' job performance. Of all the analysed predictors, task significance appeared to be the strongest driver of hotel employees' work engagement. A direct relationship between polychronicity and hotel employees' job performance was also confirmed by this study<sup>30</sup>.

In another study conducted in India, researchers explored job characteristics as an antecedent of work engagement leading to job satisfaction and organizational engagement of employees working with public sector banks (PSBs) The study found that job characteristics positively influence work engagement, organizational engagement and job satisfaction. The full mediation by work engagement between the relationships of job characteristics with job satisfaction and organizational engagement is established after the testing of mediation hypotheses. The researcher recommended that bank jobs should be enriched with more emphasis on offering employees with identifiable and significant tasks that have autonomy in decision-making and feedback<sup>31</sup>.

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## Chapter Five

### Conclusion

#### 5.1 Summary of Findings

The findings of the study can be summarised as follows:

There was a moderately high level of employee engagement among librarians. The data suggests that while vigour and absorption are relatively high.

Librarians in Edo State generally experience positive career success, especially in areas such as receiving positive feedback, dedication to work, and perceived opportunities for growth. However, the findings also found that there is a room for improvement in areas such as compensation, learning opportunities, and promotion satisfaction

Librarians in universities in Edo State generally experience positive job characteristics, particularly in terms of skill variety, task significance, and job autonomy. There is a strong sense of achievement among the respondents. However, feedback from supervisors and opportunities for additional training and education received poor feedback.

Subjective career success significantly influences employee engagement, although the effect size is moderate. This means that enhancing subjective career success could contribute to higher employee engagement but is not the sole determinant, indicating the need to explore other factors.

The test of the second hypothesis revealed that job characteristics have a substantial and statistically significant influence on employee engagement among librarians in Edo State.

Finally, there is a combined influence of subjective career success and job characteristics on employee engagement among librarians in Edo State. However, job characteristics are the primary driver of employee engagement, while subjective career success has a negligible influence in this model.

## **5.2 Conclusion**

The study revealed that librarians in Edo State universities generally experience positive subjective career success, particularly in receiving positive feedback and perceiving growth opportunities. However, areas like compensation, promotion satisfaction, and learning opportunities require improvement. The analysis of job characteristics showed that librarians value aspects such as skill variety, task significance, and job autonomy, which contribute to a strong sense of achievement. However, the need for better supervisor feedback and more training opportunities was identified.

Employee engagement levels were found to be moderately high, with vigour and absorption being relatively strong among the librarians. Yet, dedication—reflected in motivation, job meaning, and enthusiasm—was an area in need of improvement. The analysis of hypotheses confirmed that subjective career success has a moderate yet significant influence on employee engagement. However, job characteristics have a more substantial and statistically significant impact, making them the primary driver of employee engagement among librarians. Combined, subjective career success and job characteristics influence engagement, with job characteristics being the stronger factor.

### 5.3 Recommendations

These recommendations are considered relevant in view of the study findings;

1. In view of the gap noted in the level of dedication among employees, it is important to strengthen managerial support for librarians in Edo State to boost their morale. Regular feedback and increased managerial backing will help librarians feel more supported in their roles, fostering higher job satisfaction.
2. In view of the gaps noted in the subjective career success among the librarians, it is important for academic libraries in Edo State to promote fair advancement opportunities. Transparent and merit-based promotional opportunities should be emphasized to ensure that employees feel their career progression is fair and achievable.
3. Academic libraries in Edo State should enhance compensation and promotion opportunities for librarians. Improving financial incentives and ensuring fair promotion processes would increase job satisfaction and engagement among librarians.
4. The study found a weak influence of subjective career success on work engagement. This calls for employee orientation and sensitisation programmes to ensure that employees can understand the link between career success and work engagement.
5. In view of the significant influence of job characteristics on employee engagement, academic libraries in Edo State should prioritize improving job characteristics such as task significance, autonomy, and skill variety.

6. Most importantly, academic libraries in Edo State should broaden employee engagement strategies. This may include exploring other strategies apart from job characteristics. Libraries can explore the role of organizational culture, leadership style, and work-life balance in employee engagement strategy.

#### **5.4 Contributions to Knowledge**

The study has made conceptual, empirical and theoretical contribution to knowledge. The study contributes to a refined conceptual understanding of how subjective career success and job characteristics influence employee engagement. This research supports theories related to the Job Characteristics Model (JCM), Utrecht Work Engagement Theory and the Subjective Career Success Model and validated these theories in the context of librarians in Edo State.

In addition, the study provides empirical evidence from the Nigerian university system, specifically focusing on librarians, a group that is often understudied in organizational behaviour research. The findings on the moderate role of subjective career success, contrasted with the strong influence of job characteristics, offer valuable insights for public sector institutions aiming to boost employee engagement. The research also provides data on areas requiring improvement, such as compensation and supervisor feedback, contributing to practical efforts in employee management.

### **5.5 Suggestion for Further Studies.**

This study has examined the influence of subjective career success and job characteristics on work engagement of librarians in Edo State. Future studies can expand the study by examining the following;

- Influence of Subjective Career Success and Job Characteristics on Work Engagement Among Librarians in South-South Nigeria
- Influence of Subjective Career Success on Employee Among Librarians in Nigeria.
- Antecedents of Subjective Career Success Among Academic Librarians in Nigerian Tertiary Institutions

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**Appendix**

**Questionnaire**

**Lead City University Ibadan  
Faculty of Communication and Information Science  
Department of Information Management**

Dear Respondent,

I am a postgraduate student of the above-named institution. I am currently conducting a research work on “Subjective Career Success, Job Characteristics and Employee Engagement of Librarians in Edo State”. I therefore solicit your support in completing this instrument. Please note that any information supplied by you in this questionnaire shall be treated with utmost confidentiality and will be used for academic research only.

Thank you for your anticipated cooperation.

Researcher.

**Section A: Demographic Information**

**Instruction: Supply the option which best apply to you.**

Name of Institution/Library .....

**Gender:** Male [ ]; Female [ ];

**Age:** 20 – 25yrs [ ]; 26 – 30yrs [ ]; 31 – 35yrs [ ]; 36 – 40yrs [ ]; 41-45yrs [ ]; 46 and above [ ];

**Educational Qualification:** BSc/BLIS [ ]; MSc [ ]; M.Phil, [ ]; PhD. [ ];

**Years of Experience:** 0 – 5yrs [ ]; 6 – 10yrs [ ]; 11 – 15yrs [ ]; 16 – 20yrs [ ]; 21-25yrs [ ]; 26 and above [ ];

### Section B: Subjective Career Success

Instructions: Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number.

S/N	Job Success	SA	A	D	SD
1.	I am receiving positive feedback about my performance from all quarters.				
2.	I am offered opportunities for further education by my employer.				
3.	I am in a job which offers me the chance to learn new skills.				
	<b>Financial Success</b>				
4.	I am receiving fair compensation compared to my peers.				
5.	I am drawing a high income compared to my peers.				
6.	I am earning as much as I think my work is worth.				
	<b>Hierarchical Success</b>				
7.	I am pleased with the promotions I have received so far.				
8.	I am reaching my career goals within the time frame I set for myself.				
9.	I am in a job which offers promotional opportunities.				

### Section C: Job Characteristic

Instructions: Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number.

	Skill Variety	SA	A	D	SD
1.	My job provides variety of experiences on the job.				
2.	I can use the skills that I have to handle the problem in my job				
3.	My job supports additional training and education				
	<b>Task Significance</b>				
4.	My job influences day-to-day institutional success.				

5.	My job gives me a sense of achievement				
6.	It is only when my job gets done, other jobs can be completed				
	<b>Task Identity</b>				
7.	Once I start a task, I know I have to finish it.				
8.	I understand the job from start to end.				
9.	I do a complete task from start to finish.				
	<b>Employee Feedback</b>				
10.	Satisfaction of the users are known while doing my job				
11.	There is clear and direct information about my job outcomes.				
12.	I receive on the job feedback from my superior about my activities.				
	<b>Job Autonomy</b>				
13.	I can set my own schedule for completing assigned tasks.				
14.	My job provides opportunity of self-directed flexible working hours				
15.	I have freedom to decide how I perform assigned tasks.				

#### Section D: Work Engagement Questionnaire

Instructions: Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number.

S/N	Vigour	SA	S	D	SD
1.	I feel strong when I am working.				
2.	When I get up in the morning, I feel like going to work.				
3.	I can continue working for very long periods at a time.				
4.	At my job, I am very resilient, mentally.				
5.	At work, I always persevere, even when				

	things do not go well.				
	<b>Dedication</b>				
6.	I find the work that I do full of meaning and purpose.				
7.	I always feel motivated by my job.				
8.	I am proud of the work that I do.				
9.	I am enthusiastic about my job.				
10.	I feel happy when I am working intensely.				
	<b>Absorption</b>				
11.	Time flies when I am working.				
12.	When I am working, I forget everything that could be distracting				
13.	I am immersed in my work.				
14.	I get carried away when I am working.				
15.	It is difficult to detach myself from my job.				

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### Bio-data

- A. Personal Data: Full Name:** Queenneth ONWUESI  
**1. Address:** Hallmark University, Ijebu-Itele, Ogun State  
**2. Email:** owuesiqueenetho@gmail.com  
**3. Date and Place of Birth:** June 19<sup>th</sup>, Anambra State.  
**4. Nationality:** Nigerian  
**5. Name & Address of Next of Kin:** Mrs. Onwuesi, Edo State.
- B. Educational Background**  
**Educational Institutions attended with dates and Qualifications:**  
**i. Primary Education:** Norman Edwards Nursery & Primary School 2003  
**ii. Secondary Education:** Norman Edwards Comprehensive College 2009  
**iii. Higher Educational Institutions:** Ambrose Alli University 2016
- C. Working Experience with Dates**  
**a. Organisation:** Hallmark University  
**b. Role:** Librarian II  
**c. Date:** 2017 Till Date
- D. Awards and Fellowships:** Nill
- E. Publications:**
1. OHWOFASA, Faith, **ONWUESI, Queenneth** & Isioma, Merit Chioma (2019) The Role of Digital Divide to Information Professionals in an Information Society. Hallmark University Journal of Management & Social Sciences Vol. 1, Pg 87-93.
  2. ANTHONY, Oboite Solomon & **ONWUESI, Queenneth** (2023). Information Seeking: The Case of Academic Staff of Federal College of Education (Technical) Ekiadolor, Benin City. International Journal of Research Publication and Reviews, 4(1); Pg 2186-2190
  3. **ONWUESI, Queenneth**, ANTHONY, Oboite Solomon & CYRIL, Ijeh (2022). Awareness and Utilization of Information Retrieval Tools by Undergraduates: A Comparative Study. International Journal of Advances in Engineering and Management, 4(7); Pg 1092-1097
- d. Major Conferences Attended with Dates:** Repositioning Librarians Registration Council of Nigeria (LRCN) to Integrate Paraprofessionals: A Sine Qua Non to Professionalism. 6<sup>th</sup> Conference of Certified Librarians in Nigeria at the Public Service Institute of Nigeria, Abuja. 25<sup>th</sup> -29<sup>th</sup> Nov, 2019

e. **Referees:**

**Rev. Fr. Mathew Akase**

Parish Priest

St. Rita Catholic Church

Rytan, Jos, Plateau State.

Tel: 07066143939

**Dr. G.A.Obinyan**

Senior Lecturer

Library & Information Science

Ambrose Alli University

Tel: 08034376864

**Chris Echem**

General Manager

Construction & Project Services

Divcom Engineering Limited

Tel: 08024999135

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**Signature**

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**Date**

### **The University Compliance Certification**

This is to certify that this thesis by **Queenneth ONWUESI** with Matriculation Number **LCU/PG/004042** in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

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**Signature**

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**Date**

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