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ORGANISATIONAL COMMUNICATION AND CAREER PROGRESSION OF LIBRARY PERSONNEL IN PUBLIC COLLEGES OF EDUCATION IN SOUTHERN NIGERIA

Sunday O. Popoola
Department of Library,
Archival and Information
Studies, University of
Ibadan, Nigeria

Esther T. Olaniyi
[olaniyitope91@gmail.com/](mailto:olaniyitope91@gmail.com)
olaniyiet@eaudoyo.edu.ng
Department of Library and
Information Science,
Emmanuel Alayande
University of Education,
Oyo, Oyo State

Abstract

This study investigates influence of organisational communication and career progression of library personnel in public colleges of education libraries in Southern Nigeria. Employing a mixed-methods design, data were collected through questionnaires from 403 library personnel (222 librarians, 181 library officers) using total enumeration and structured interviews with college librarians; quantitative analysis involved descriptive statistics and Pearson product-moment correlation (SPSS v20), while qualitative data underwent thematic analysis (NVivo 12). Results indicated moderate career progression ($M = 2.64$, $SD = 0.267$), driven by high qualification adequacy ($M = 2.81$) yet moderate promotion and job enlargement. Organisational communication was moderate ($M = 2.76$, $SD = 0.115$), with interdepartmental meetings, face-to-face, and telephone as dominant channels, supported by strong media quality ($M = 3.02$). A significant positive relationship emerged between organisational communication and career progression, $r(357) = .41$, $p < .001$. Interviews confirmed structured paths hindered by funding delays. Recommendations include transparent channels, entry-level mentorship, and explicit career criteria to mitigate stagnation.

Keywords: career progression, organisational communication, library personnel and college of education.

1.1 Introduction

A college of education, as a higher institution of learning, is expected to have a 21st century library to aid students' and lecturers' efforts in research, teaching, and learning. College libraries serve as sources of current and reliable information. Meanwhile, libraries in colleges of education are to compliment the aims and objectives of the parent institution. A college library requires experienced, qualified, and a suitable number of library personnel who need to be

communicated in a clear term to be effective and successful in its operations (Olaniyi 2024).

Wright et al (2024), view career progression as the good development of a person's working life along a career-related route; it is frequently accompanied by an increase in pay or incentives. It denotes progression up the organisational hierarchy; typically, this implies following a well-defined path as one moves up the hierarchical ranks. It is entirely merit-based, independent

of race, gender, religious views, age, or ethnicity. As a result, qualified candidates are eligible for progression. It is easier for personnel to give their utmost when they think that they all have an equal chance of progression. One key factor that can influence career progression of personnel in colleges of education is organisational communication.

In their own view, Petric et al (2023), state that organisational communication is the process through which people in the setting of a formal organisation use verbal or nonverbal cues to elicit meaning in the minds of other people. The use of the word process suggests that communication is dynamic and always evolving. The way that library staff produces, originate, cultivate, shape, and reshape ideas is through dialogue with others. A system of intentionally coordinated activities is created and maintained by the examination of messages sent and received, this method underlines the dynamic and interactive nature of communication as well as the idea that organisations are more like systems in which library staff interacts than they are actual places where communication occurs. The researcher observed that some heads of public colleges of education library in Southern Nigeria sometimes share important information with a small number of the staff or with individuals who are marked as favourites. However, this might have an adverse effect on organisational communication. The promotion of career progression for personnel is facilitated by organisational communication, which makes clear what must be done, how well it is being done, and what may be done to improve on what is being done.

Communication types include verbal, nonverbal, written communication, electronic mail, fliers, and press releases. In this study, the channel, media quality, and feedback will be employed as indicators to effectively measure organisational communication for this study. Official channels of communication in the library include bulletin, telephones,

memorandum, short message services, e-mail, interdepartmental meetings, and so on. It is a sensory route used to send messages. Consideration must be given to which channels are utilised to execute specific activities, as using an improper channel may result in a breakdown in communication. It can then be hypothesised that complicated messages may necessitate richer channels of communication that can support such interaction to assure clarity of ideas.

The quality of media is concerned with how meetings are conducted in the organisation, the appropriate amount and attitude of communication in the organisation, the conciseness of reports, and the development of interesting publications from the organisation. Communication media should be carefully chosen to ensure the optimal communication kind. The ideal communication media will ensure that the message reaches the receiver in an effective manner, with the appropriate technique and quality of delivery (Sharma, 2015). The feedback is concerned with the receiver's (information user's) reaction to the message or information communicated. It is the recipient's reaction to a communication. It informs the sender whether the communication was heard, seen, or comprehended. Feedback is concerned with how employees are graded and their performance is evaluated. It is a crucial component of communication since it enables the sender to evaluate the success of the message.

Poor communication is a roadblock to successful library administration. Communication enables library management and employees to define direction and provide constructive feedback to personnel, avoiding costly misconceptions that may have a negative impact on personnel career progression. Communication in the library enhances motivation by informing staff about the task at hand and how to improve performance. It is a source of information for decision making and

knowledge dissemination (Uwandu et.al 2022). Communication is a thread that connects the units of the library and supports decision making; when communication is distorted or blocked, library operations performed by personnel suffer or even cease to exist.

1.2 Statement of the Problem

It appears lack of career progression in most public colleges of education library in southern Nigeria is of major concern. Many library personnel in public colleges of education in Southern Nigeria have acquired higher qualifications and met the criteria for promotion in their line of profession but have remained stagnant with limited evidence of career progression. Previous studies had identified and proffered possible solutions to the factors militating against the career progression of library personnel, yet the problem persists. Library personnel are experiencing enormous challenges such as social, emotional, financial and psychological trauma that usually leading to lack of job satisfaction, low interest in the profession, poor self-motivation, low self-concept, frustration and low productivity which may negatively affect their career progression. Organisational communication in colleges of education in southern Nigeria is tentative and based on assumption. It was also noticed that some college Librarians in colleges of education in Southern Nigeria seem to communicate information relating to the library to a selected few to the disadvantage of other library personnel who are usually in the majority. These few are often tagged as the favourites of the college library.

1.3 Objectives of the Study

The main objective of the study is to investigate organisational communication and career progression of library personnel in public colleges of education library in Southern Nigeria. The specific objectives are

to:

- i. determine the level of career progression of library personnel in public colleges of education library in southern Nigeria;
- ii. identify the dominant organisational communication pattern of library personnel in public colleges of education library in southern Nigeria;
- iii. investigate the relationship between organisational communication and career progression of library personnel in public colleges of education library in Southern Nigeria;

1.4 Research questions

The following research questions were raised in the study:

1. What is the level of career progression of library personnel in public college of education library in Southern Nigeria?
2. What is the dominant organisational communication pattern in public college of education library in Southern Nigeria?

1.5 Hypothesis

One null hypothesis was tested in the study at 0.05 level of significance:

1. There is no significant relationship between organisational communication, and career progression of library personnel in public colleges of education library in Southern Nigeria.

2.1 Literature Review

Abu-Tineh et.al (2023) described career progression as a change in job roles that often results in increased status, responsibility, and sometimes pay. Career progression, from a broader viewpoint, is the library personnel's systematic efforts in determining what is fair and unfair, between what they want to achieve and what they have done, after analysing their past, current, and future career growth, as well as their personal traits, skills, experiences, choices, and expectations. As a result, career

structure/planning comprises the process of career growth for library professionals. While Adequacy of qualification has a role in career progression. Adequate qualification refers to whether library workers have the academic credentials to proceed from one level to the next. While a promotion is an upward movement in an organisation from one position to another that includes a gain in both pay and status. Job enlargement is the assignment of additional jobs to employees; as a result, staff are assigned more responsibilities. The primary goal of job enlargement is to widen people's roles to make them more inspiring. These indicators are very germane to this study.

The consequences of library personnel experiencing problems with their career progression are evident in terms of the social, physical, emotional, financial and psychological trauma they experience which may in turn lead to their lack of career satisfaction and poor job performance. Onifade et. al (2018) studied career progression of librarians in Nigeria and Ghana. The study discovered that librarians often do not get to the peak of their career as most of them remain stagnated at the level of Principal Librarian, while few librarians can reach the peak through promotions in their universities. Dodo et. al (2023) opined that lecturer in Law school can be promoted to the rank of Director which is equivalent of professor in university, the librarians as still yearning for director considerations by the council legal education so that they can be promoted to the rank of director to be par with their colleagues in the university.

Fanimehin and Popoola (2013) the findings of a correlational study on influence of power and career progression on job satisfaction of library personnel on the Federal Civil Service of Nigeria. Federal ministries and 44 extra-ministerial departments. The response rate achieved was 94.67%. The study found out that there were

significant relationships between power, career progression and job satisfaction of the respondents.

Organisational communication is viewed by Edezero (2022) as a coordinated group of people cooperating in an open, reasonably structured manner to achieve shared objectives. When a message is sent without ambiguity and is understood by the recipient in the same way that it was understood by the sender, communication is regarded to have occurred. The communicator should be aware that impediments have an impact on communication if the message is misunderstood by the recipient or fails to inspire comprehension. Personnel may therefore claim that a recipient's understanding is a crucial element in effective communication. Several early communication writers devised models of the communication process. Most of them comprised what were thought to be the four basic process components: source, message, channel, and receiver. Communication in the library is not static; it does not halt or come to a halt. The message is the main notion that the sender wants to transmit in the college of education libraries. It is a signal that evokes a response from the receiver. According to (Uwandu et.al 2022). The importance of organisational communication to library personnel is for decision making and knowledge delivery growth.

A message's originator is the source in the communication process. An organisation as a whole or any one person, group, or entity could serve as the source. The source, whether it be an organisation, a group, or an individual, has three main roles in communication, according to (Uwandu et.al 2022). These roles are to decide what specific meaning is to be communicated, encode (turn ideas and information into messages), and transmit the messages. The Message is the main point that the sender wants to get across. It is a signal that elicits an answer from the target market. The

first step in the communication process is choosing the message that will be conveyed. It must ensure that the main points of the message are grasped. According to Gielis (2022), communication consists of a speaker and a listener engaging in verbal and nonverbal dialogue. Personnel must comprehend meanings, symbols, encoding and decoding, organisation, and how messages are made and received. Message, depending on the source, is the information being conveyed to the staff or college librarian.

There are two types of communication channels: official and informal. Organisational communication includes both official and informal circumstances that must be managed, planned, and regulated. Informal communication takes place outside of the formal structure and is mostly oral, whereas formal communication takes place within a formal structure and is often written (Gara and La Porte 2020, Galvo et al, 2023) the formal communication channel encompasses all the organisation's hierarchy, processes, procedures, and committee structures. It also includes the implementation and enforcement of stated processes and regulations. While an informal communication channel refers to any impromptu gathering of people in the workplace. Lee (2022), opine that the channel is a method for transmitting messages from one person to another. The five senses of sight, sound, touch, smell, and taste become channels during live engagement. The World Wide Web, the Internet, movies, billboards, telephones, and other mediated systems are examples of channels. Memos coming from the college librarian's office are the primary type of communication at college of education libraries.

Feedback is an essential part of communication since it enables the sender to judge whether the message was effective. By examining the recipient's response, the sender can verify that the message was correctly

interpreted by the decoder. Feedback may be given orally or nonverbally through gestures like smiles and body language. It may also be expressed in writing, such as in memos, reports, etc. Feedback enables a sender to understand how their communication has been received. Positive or bad comments might be verbally posted back. Feedback, according to Miftari et al, (2023), refers to the answers and reactions to messages that let the sender know whether and how their message was understood. Personnel have the option of speaking or nonverbally communicating their feedback. Personnel constantly provide feedback when they pay attention to others.

Career progression is a difficult issue that is dependent on many aspects, including regular methods to ensure that staff achieve their desired professional objective as library personnel. Similarly, communication in the library is critical to personnel career progression because a breakdown in organisational communication will undoubtedly have a negative impact on personnel career progression; both management and personnel must communicate in a clear and concise manner.

3.1 Methodology

Total enumeration method was used to cover all the 403 library personnel in college of education libraries in Southern Nigeria. Therefore, a total number of 403 library personnel in public college of education libraries in Southern Nigeria comprising 222 librarians and 181 library officers participated in the study. Mixed methods were adopted for the study.

Two research instruments were used to collect data for the study. The questionnaire and structured interview titled "Organisational Communication and Career Progression Questionnaire" (OCCPQ). The questionnaire designed for personnel in college of education libraries had four sections, A-D; with four scales that were adapted the interview was for

the college librarians. The scales in the questionnaire were adapted from different works: organisational communication scale developed by Robert and O'Reilly (1974) sub sections I, communication channel of the scale was measured on a likert four-point of Strongly agree = 4, Agree=3, Disagree=2 and Strongly disagree =1. The reliability coefficient of the original scale was reported by the authors to be 0.79. and career progression developed by Chase et al (2005) as also adapted. The scale was measured on a likert four- point scale of strongly agree = 4, Agree=3, Disagree=2 and Strongly disagree =1. The reliability coefficient of the original scale was 0.83

The researcher conducted the interview after gaining the approval of the

college librarians. The conversations were voiced with phone recordings to ensure adequate reporting. Descriptive statistics, such as frequency counts, percentages, means, and standard deviation, were employed for research questions. Hypothesis 1 was tested using Pearson Product Moment Correlation (PPMC) to show the relationship between organisational communication, and career progression. The collected data was compiled, processed, and analysed using statistical techniques included in the Statistical Package for Social Sciences (SPSS) version 20.0 while thematic analysis using NVIVO 12. 0 was used to analysed the interview schedule with the college librarians. Ethical consideration was considered for the study.

4.1 Results and Discussion of Findings

Table 1: Level of career progression of library personnel in public colleges of education library in southern Nigeria

Career progression	SA		A		D		SD		$\bar{x}$	SD
Career planning/structure items	Freq	%	Freq	%	Freq	%	Freq	%		
I believe I have accomplished everything I set out to do in my career.			66	18.5	195	54.6	96	26.9	1.82	0.669
There are opportunities for me to develop my career in my library.	79	22.1	208	58.3	11	3.1	59	16.5	2.66	0.947
I am enjoying steady career progression in Librarianship.	49	13.7	238	66.7	11	3.1	59	16.5	2.61	0.884
Career progression will lead me to self-actualization.	49	13.7	245	68.6	25	7.0	38	10.6	2.75	0.783
At my workplace, there is no obvious career path.	36	10.1	197	55.2	108	30.3	16	4.5	2.41	0.756
Weighted mean									2.45	0.807
Qualification adequacy items	Freq	%	Freq	%	Freq	%	Freq	%	$\bar{x}$	SD
My qualifications enable me to move to the peak of my career.	78	21.8	252	70.6	25	7.0	2	0.6	3.01	0.541
The requisite professional qualifications enable steady movement along career path.	78	21.8	259	72.5	18	5.0	2	0.6	3.03	0.517

I usually get study leave in pursuit of additional qualifications.	56	15.7	152	42.6	147	41.2	2	0.6	2.63	0.722
Library exposure provides an opportunity for acting in higher positions.	49	13.7	182	51.0	124	34.7	2	0.6	2.68	0.678
Working on special projects adds value to my qualifications.	49	13.7	224	62.7	68	19.0	16	4.5	2.71	0.699
Weighted mean									2.81	0.631
Job enlargement	Freq	%	Freq	%	Freq	%	Freq	%	$\bar{x}$	SD
I am satisfied with my work because of the adoption of job enlargement.	28	7.8	208	58.3	75	21.0	46	12.9	2.55	0.809
I correct my mistakes and plan my work.	7	2.0	281	78.7	53	14.8	16	4.5	2.68	0.548
I don't experience boredom in my work.			126	35.3	215	60.2	16	4.5	2.31	0.551
I have confidence in performing my work.	57	16.0	194	54.3	104	29.1	2	.6	2.93	0.674
My knowledge and skills increase.	64	17.9	259	72.5	11	3.1	23	6.4	2.89	0.685
Weighted mean									2.67	0.653
Promotion Items	Freq	%	Freq	%	Freq	%	Freq	%	$\bar{x}$	SD
My boss recommends me for promotion regularly.	56	15.7	222	62.2	9	2.5	70	19.6	2.66	0.949
My promotion is proportional to the amount of time I spend in the library.	42	11.8	229	64.1	73	20.4	13	3.6	2.73	0.666
My promotion raises the bar for my job performance.	28	7.8	276	77.3	40	11.2	13	3.6	2.81	0.571
My promotion is regular	63	17.6	168	47.1	116	32.5	10	2.8	2.59	0.757
I am responsible for my promotion.	20	5.6	104	29.1	147	41.2	86	24.1	2.42	0.894
Weighted mean									2.64	0.767
Overall weighted mean =2.64 ; Arithmetic mean = 53.04; SD = 0.267; Criterion =2.50										

Results on career progression of library personnel in public colleges of education in Southern Nigeria as shown in Table 1 revealed that career progression was considered under four indices namely Career planning/structure, Qualification adequacy, Job enlargement and promotion. The weighted mean for each indicator was used as the benchmark. From the results in Table 1, on career planning/structure, majority of the respondents affirmed that career progression

will lead me to self-actualization (mean = 2.75), there are opportunities for me to develop my career in my library (mean=2.66) and that I am enjoying steady career progression in Librarianship (mean = 2.61). The weighted mean of 2.45 (STD=0.807), according to the decision rule, indicates that there was a high level of career planning/structure for library personnel in public COE in Southern Nigeria.

On qualification adequacy, the result showed that majority of the respondents agreed that the requisite professional qualifications enable steady movement along career path (mean = 3.03), my qualifications enable me to move to the peak of my career (mean = 3.01) and working on special projects add value to my qualifications (mean = 2.71). In addition, the weighted mean for qualification adequacy was 2.81 (STD=0.613), which according to the decision rule, implies that the level of qualification adequacy of library personnel in public colleges of education was high.

Similarly, the result on job enlargement revealed that a greater number of respondents affirmed high level in increase in knowledge and skills (mean = 2.93), confidence in performing duties (mean = 2.89) and correct my mistakes and plan my work (mean = 2.68). Meanwhile, the weighted mean for job enlargement was 2.67(STD=0.653) which according to the decision rule, indicates a high level. This means that the level of job enlargement of library personnel in public colleges of education in Southern Nigeria was moderate. In terms of promotion, most respondents agreed that promotion improves my job performance (mean = 2.81), that the advancement matches my position of contribution in the library. (mean = 2.74), and that my employer routinely suggests me for

promotion (mean = 2.66). According to the decision rule, the weighted mean was 2.64 (STD=0.767), denoting a moderate level. This implies that the level of promotion of library personnel in public colleges of education was moderate.

In line with the findings of this study, the level of career progression of library personnel in public colleges of education in Southern Nigeria is moderate. This study supports the findings of Ebide and Adomi (2024), who discovered that librarians' career growth was moderate in some selected university libraries in Nigeria. This finding, however, negates the findings of Onifade et al (2018), who studied career progression of librarians in Ghana and Nigeria and discovered that the degree of career progression of librarians in Ghana and Nigeria was low.

Research question two: What is the dominant organisational communication pattern in public colleges of education library in Southern Nigeria?

Respondents were asked to rate their degree of agreement with statements on organisational communication in public college of education libraries in Southern Nigeria to provide a response to research question three. The results are presented in Tables 2.

Table 2: organisational communication pattern in public colleges of education library in southern Nigeria

Organisational communication Communication channel items	SA		A		D		SD		Mean	SD
	Freq	%	Freq	%	Freq	%	Freq	%		
Most of the information I receive daily come from library mgmt	43	12.0	103	28.9	144	40.3	67	18.8	2.34	0.918
All management levels are accessible via openlines contact	36	10.1	229	64.1	39	10.9	53	14.8	2.69	0.844

I can usually get the information I need for my job from the interdepartmental meetings	118	33.1	147	41.2	90	25.2	2	.6	3.07	0.776
Most of the information I receive on daily basis come from bulletin	14	3.9	37	10.4	241	67.5	65	18.2	2.01	0.666
Most often I receive information through memorandum	49	13.7	178	49.9	42	11.8	88	24.6	2.53	1.010
I get most of my everyday information from short message services (SMS).	50	14.0	108	30.3	142	39.8	57	16.0	2.42	0.920
Most of the information I receive on daily basis come from social media	71	19.9	131	36.7	146	40.9	9	2.5	2.74	0.802
Most of the information I receive on daily basis come from electronic mail (email)	36	10.1	189	52.9	102	28.6	30	8.4	2.65	0.774
Most of the information I receive on daily basis come from telephone	72	20.2	216	60.5	39	10.9	30	8.4	2.92	0.802
Most often I receive information through face-to-face means	49	13.7	230	64.4	76	21.3	2	.6	2.91	0.605
Weighted mean									2.63	0.812
Media quality Items	Freq	%	Freq	%	Freq	%	Freq	%	Σ	SD
Library meetings are well organised and good decisions are reached	28	7.8	309	86.6	18	5.0	2	.6	3.02	0.389
Written instructions and reports are straightforward and accurate.	49	13.7	266	74.5	40	11.2	2	.6	3.01	0.522
Information obtained through notice board in my library is unique	35	9.8	215	60.2	105	29.4	2	.6	2.79	0.610
Information communication through face to face is accurate and free flowing	70	19.6	239	66.9	46	12.9	2	.6	3.06	0.588
Official publications are timely and helpful in supplying my needed information	49	13.7	260	72.8	46	12.9	2	.6	3.00	0.538

The amount of information received are reliable in my place of work	77	21.6	238	66.7	40	11.2	2	.6	3.09	0.585
The amount of information communication in my library is adequate	79	22.1	251	70.3	25	7.0	2	.6	3.14	0.543
Weighted mean									3.02	0.564
Feedback items	Freq	%	Freq	%	Freq	%	Freq	%	Σ	SD
I am informed of how I am progressing.	58	16.2	239	66.9	44	12.3	16	4.5	2.87	0.727
I am informed of my evaluations.	44	12.3	253	70.9	30	8.4	30	8.4	2.77	0.671
I am informed of how my work ranks in comparison to others.	44	12.3	129	36.1	168	47.1	16	4.5	2.56	0.764
I am informed of the prerequisites for the position I hold.	35	9.8	237	66.4	25	7.0	60	16.8	2.69	0.865
I get information on how issues at work are addressed.	28	7.8	253	70.9	11	3.1	65	18.2	2.68	0.860
Weighted mean									2.73	0.777
Overall weighted mean = 2.76, Std =0.115 Arithmetic mean = 58.04, STD 15.31										

Table 2 presented results on Organisational communication in public colleges of education in Southern Nigeria. The following three indicators were taken into consideration namely Communication channel, media quality and feedback. The weighted mean for each indicator was examined such that items that fall above the criterion mean 2.76, Std =0.115 were considered high while those that fall below it were considered low.

On Communication channel, the result in Table 2 showed that majority of the participants affirmed that the most dominant channel of communication in college of education libraries was interdepartmental meetings (mean = 3.07). This was followed by phones (mean = 2.92) and face to face (mean = 2.91). Other communication channels were social media (mean = 2.74), e-mail (mean = 2.65) and through internal memorandum (mean = 2.53). On the other hand, the

communication channel which were not prominent in college of education libraries were bulletin (mean 2.01), daily information from library management (mean = 2.34) and short message service (mean = 2.42).

Similarly, the result on media quality revealed that vast majority of the participants affirmed that the amount of information communication in my library is adequate (mean = 3.14), information communication through face to face is accurate and free flowing (mean = 3.06), library meetings are well organised and good decisions are reached (mean = 3.02) and that written directives and reports are clear and concise (mean = 3.01). This indicates that there was a high level of media quality in public colleges of education library in Southern Nigeria (weighted mean = 3.02).

Furthermore, the result on feedback indicated that vast majority of the participants affirmed that there was feedback mechanism

in public college of education libraries in Southern Nigeria with a weighted mean of 2.73. Specifically, the feedback was done on information about staff progress (mean = 2.87), information regarding my evaluation (mean= 2.77) as well as the prerequisites for my position (mean= 2.69). The implication of the result is that there was dominance of feedback in communication in public colleges of education in Southern Nigeria. The organisational communication was discovered to be moderate in public colleges of education in southern Nigeria since the overall weighted mean was 2.76.

This study also supports Seifouri and Moradi (2025) who examined the communication pattern of librarians in Iran. The research revealed that interdepartmental meetings were dominant communication pattern in these libraries, this facilitated collaboration and coordination among

different departments. Similarly, it supports the study of Rakshikar (2017) who investigated the communication patterns in public libraries in India. The study found that interdepartmental meetings were the dominant pattern of communication, as it helped to break down silos and promote collaboration among staff members from different departments. This study also supports that of Sadia et.al (2016) which affirmed that inter-departmental meeting as a pattern of communication was dominant in their study. The researchers submitted that interdepartmental meeting increases trust in organisation.

The only hypothesis for this study stated that there is no significant relationship between organisational communication and career progression of library personnel in public colleges of education in southern Nigeria. The result is as stated in Table 3

Table 3: Relationship between organisational communication and career progression of library personnel in public colleges of education in southern Nigeria

Variables	Mean	STD	N	R	Sig. p	Remark
Organisational communication	60.96	15.779	357	0.410	0.000	Significant
Career progression	53.04	14.301				

The relationship between organisational communication and the career progression of library staff in public colleges of education was displayed in Table 3. The results show that career progression of library personnel in public colleges of education was significant correlated with organisational communication ($r = 0.410$; $p < 0.05$). The conclusion to be made from this finding is that there is a significant relationship between organisational communication and career progression for library personnel in public colleges of education library in Southern Nigeria because each of the indicators of organisational communication had positive linear relationships with career progression of

library personnel. As a result, Hypothesis 1, which asserted that 'there is no significant relationship organisational communication and the career progression of personnel in public college of educational library in Southern Nigeria', is hereby rejected.

The findings of Amadu and Anyarayo (2022) influence of communication on employee career progression: perspectives from decentralised government institutions in the Oti Region of Ghana are also supported by this study. According to the study, there is a considerable link between career progression and organisational communication. The finding also supports Hee et al (2019) who studied influence of organisational

communication on employee performance. The findings of the study revealed that organisational communication influence the career progression of librarians in university libraries in North-Central Nigeria. The study of Oluwafemi and Ogunyade (2021) on impact of communication channels on the career progression of library personnel in Nigerian academic libraries also found that the use of multiple communication channels such as inter-departmental meetings, face-to-face, written and electronic communication, had a positive impact on job satisfaction and career progression.

Reports on the interview conducted for college librarians on career progression and organisational communication using thematic analysis

College librarians from public colleges of education in southern Nigeria described career progression for library personnel as mainly through steady promotions, requiring a three-year waiting period after the last promotion, requisite qualifications, additional training, conference attendance, publications, job involvement, committee participation, and vacancies for the scheme of service. For librarians, progression follows established ranks with publication quotas, based on unit head recommendations, date of appointment, and experience for established positions. Rewards encompass promotions, chairing committees, and management roles at senior levels. While a structured career path exists from entry to peak, approved by councils, federal colleges ensure progression as due, but state colleges lag due to meagre government subventions and financial issues, despite staff meeting criteria. Thus, career progression is moderate in federal institutions but not encouraging in state.

Similarly, college librarians from public colleges of education in southern Nigeria affirmed a free flow of information

within their libraries, employing both top-to-bottom and bottom-to-top approaches. Staff can directly approach management or receive information as needed, fostering open communication regardless of hierarchy. Various channels facilitate this flow, including internal memos, verbal instructions, phone calls, text messages, SMS, WhatsApp group messages, social media platforms like Telegram, letters, official and management meetings, and notice boards. These methods ensure effective information dissemination in diverse ways. One respondent identified barriers to effective communication, such as lack of confidence, insubordination, and insufficient mutual respect among colleagues, despite the overall openness

Conclusion

For personnel in public colleges of education library in Southern Nigeria to have smooth career progression, the career path of the profession must be made known to new personnel at the point of entry, have additional qualifications for promotion and exposed to job enlargement. Organisational communication is the lifewire of every organisation, without adequate information and good channel of communication personnel cannot progress in their career. Open and transparent communication facilitates feedback, active listening and clarity of expectations leading to career progression.

Recommendations

- 1 It is therefore recommended that both library management and personnel should take organisational communication serious in the library, to ensure that all personnel are updated and aware of policies of the profession. This will assist library personnel to have proper knowledge and understanding of what is required of them.

1. The library management should show interest in the career progression of their personnel and the requirements for career progression should be made known to the library personnel at the point of entry and provide mentorship.

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