OMANARP INTERNATIONAL JOURNAL OF LIBRARY AND INFORMATION SCIENCES.

SUBJECTIVE CAREER SUCCESS AND EMPLOYEE ENGAGEMENT OF LIBRARIANS IN TERTIARY INSTITUTIONS IN EDO STATE, NIGERIA

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Abstract

This study investigates the link between subjective career success and employee engagement among librarians in tertiary institutions in Edo State, Nigeria. The results indicate a positive relationship, highlighting the importance of career success perceptions in boosting engagement. Analysis of job success, financial success, and hierarchical success dimensions revealed that job success is a pivotal factor, with high satisfaction in positive feedback (mean = 3.56), professional responsibility (mean = 3.09), and managerial support (mean = 3.08). While financial compensation is generally adequate (mean = 3.02), some librarians perceive a mismatch between their efforts and rewards, with a mean score of 2.92, suggesting the need for fairer compensation strategies. The hierarchical success dimension shows moderate satisfaction (mean = 3.06), underlining the necessity for clear career progression paths, with a mean score of 2.95 reflecting concerns about limited promotion opportunities. Statistical analysis indicates that subjective career success accounts for approximately 9.1% of the variance in engagement levels, with a correlation coefficient of 0.315 and an adjusted R Square of 0.091. The study concludes that enhancing financial rewards and career progression opportunities can significantly improve engagement, benefiting both librarians and their institutions. Recommendations include implementing comprehensive training programs, reviewing compensation packages, and developing transparent career advancement pathways to foster a more motivated and engaged workforce.

Keywords: Subjective Career Success, Employee Engagement, Librarian, Tertiary InstitutionFinancial Compensation

Introduction

The role of librarians in tertiary institutions is increasingly recognized as pivotal to academic success, knowledge dissemination, and intellectual support for both students and faculty. Within this context, understanding the determinants of job satisfaction and engagement for librarians has become an essential area of study in Library and Information Studies, particularly in Nigeria, where the demands of higher education are mounting alongside institutional constraints (Aina, 2007). Subjective career success, as an essential variable, reflects an individual's perception of their own career progress, satisfaction, and professional achievements, which are influenced by personal and contextual factors (Heslin, 2005). Employee engagement, on the other hand, refers to the psychological commitment and emotional investment that employees have toward their work and organizational objectives (Kahn, 1990). The interrelationship between subjective career success and employee engagement is therefore critical to the motivation and productivity of librarians, with implications for the quality of library services delivered in tertiary institutions.

In Nigeria, limited resources, lack of career advancement opportunities, and under-recognition of the librarian's role often challenge perceptions of career success, potentially impacting employee engagement (Ogbah & Njoku, 2016). The subjective career success of librarians encompasses the personal assessment of achievements, satisfaction derived from professional roles, and the feeling of being valued within the institution. This perspective is supported by Dries, Pepermans, and Carlier (2008), who emphasize that subjective career success is inherently individualistic and extends beyond traditional markers such as income or job title, instead reflecting personal fulfillment, self-actualization, and work-life balance. For librarians in Edo State, Nigeria, subjective career success may thus involve a sense of accomplishment in facilitating academic support, fostering information literacy, and contributing to institutional goals within the constraints of their work environment.

Employee engagement, meanwhile, is widely regarded as a predictor of organizational commitment, retention, and job performance, which are crucial for the long-term sustainability of library services in educational institutions (Schaufeli & Bakker, 2004). Engaged librarians are more likely to demonstrate dedication, efficiency, and resilience, which in turn positively affect the academic community they serve. However, employee engagement is influenced by a range of factors, including the alignment of individual career goals with organizational objectives, job resources, recognition, and opportunities for professional development (Macey & Schneider, 2008). For librarians in Nigerian tertiary institutions, where support structures may be inadequate, understanding what drives engagement and how subjective perceptions of career success impact their level of involvement is essential for developing policies that enhance job satisfaction and library performance.

Despite the relevance of these variables, there remains a scarcity of empirical research on how subjective career success influences employee engagement among librarians in Nigerian higher education institutions, particularly in Edo State. This research gap is significant as it hinders the formulation of targeted strategies that address the unique challenges faced by librarians in this context. Prior studies, such as those by Akinwale and George (2020), highlight how contextual factors in Nigerian universities, including limited financial and professional resources, contribute to job dissatisfaction and low engagement levels among academic staff. However, these studies have often overlooked librarians, whose roles and professional motivations may differ substantially from other academic staff. Thus, investigating the specific relationship between subjective career success and employee engagement among librarians in Edo State's tertiary institutions is not only timely but also crucial for improving library operations and overall institutional success.

This study, therefore, seeks to explore the relationship between subjective career success and employee engagement of librarians in tertiary institutions in Edo State, Nigeria. By examining how librarians' personal perceptions of career success affect their levels of engagement, this research aims to provide insights that can guide policy development, improve work satisfaction, and enhance the contributions of librarians to academic success in Nigerian higher education institutions.

Statement of problem

In recent years, the dynamics of career success and employee engagement have become critical in examining the effectiveness and well-being of librarians in tertiary institutions, especially within developing contexts like Nigeria (Akinwale & George, 2020). Career success, often perceived as a subjective measure, includes an individual's perception of accomplishments and satisfaction in their profession, impacting the individual's motivation and overall professional life (Heslin, 2005). However, there is limited empirical evidence on how subjective career success influences employee engagement, particularly among librarians in Nigerian higher education institutions. Employee engagement, on the other hand, represents the level of enthusiasm, involvement, and commitment employees have towards their roles and organizational objectives (Kahn, 1990). It has been well-documented that higher levels of employee engagement lead to improved productivity, innovation, and reduced turnover rates (Macey & Schneider, 2008). Yet, there remains insufficient exploration of how perceptions of career success contribute to employee engagement among librarians in Nigerian tertiary institutions, especially in Edo State, where tertiary institutions are grappling with limited resources and increasing demands for academic services.

The limited research addressing this issue may hinder the ability of Nigerian tertiary institutions to fully leverage the talents and commitment of their library staff. Previous studies (e.g., Ogbah & Njoku, 2016) indicate that Nigerian librarians often encounter challenges such as inadequate resources, low job recognition, and limited professional development opportunities, all of which could affect both their subjective sense of career success and their engagement levels. This poses a concern, as insufficient engagement and low career satisfaction can result in decreased productivity and may affect the quality of library services provided to students and faculty members, ultimately impacting academic performance at these institutions. Thus, this study seeks to examine the relationship between subjective career success and employee engagement among librarians in tertiary institutions in Edo State, Nigeria.

Research Questions

The study will be guided by the following research questions:
1. What is the level of subjective career success among librarians in universities in Edo State?

Hypotheses

H_01: There will be no significant influence of subjective career success on employee engagement among librarians in universities in Edo State

Literature review

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 may be objective (supported by hard evidence like income level, hierarchy level, promotions, etc. Some authors claim career success to be the aggregate measure of both objective and subjective attributes (Converse 2014; Spurk et al. 2015). At the same time, the objectivity of objective career success factors fade. Organizations align their business processes, reducing their hierarchy levels (Dibrell and Miller 2002), moving toward short-term management (Kleinknecht 2020) and project-based work (Goetz 2021), and limiting their numbers of promotions (Arthur and Rousseau 1996).

The concept of subjective career success and its influence on employee engagement has gained significant attention in organizational and human resource studies. In the context of librarians in tertiary institutions, particularly within Nigerian settings, understanding these variables is essential for addressing issues of motivation, job satisfaction, and overall organizational productivity (Akinwale & George, 2020). Subjective career success, which focuses on an individual's internal evaluation of their own career achievements, differs from objective measures of success, such as salary or promotions (Heslin, 2005). Employee engagement, meanwhile, describes the level of enthusiasm, dedication, and commitment that employees exhibit in their roles, and is known to impact institutional effectiveness and service delivery (Macey & Schneider, 2008).

Subjective career success refers to the internal, personal assessment of one's achievements, fulfillment, and satisfaction within a career (Heslin, 2005). Unlike objective career success, which can be quantified by measurable criteria like income and title, subjective career success is more qualitative and personalized, shaped by factors such as job satisfaction, work-life balance, and alignment with personal values and goals. Dries, Pepermans, and Carlier (2008) contend that subjective career success is a multidimensional construct, influenced by both individual aspirations and external feedback. For librarians, subjective career success might include satisfaction derived from helping patrons, advancing information literacy, and contributing to academic success within their institutions. Librarians often face challenges that influence their perceptions of career success. Studies have shown that librarians often work under constraints such as limited resources, heavy workloads, and under-recognition of their roles within academia (Ogbah & Njoku, 2016). According to the study by Akinwale and George (2020), librarians in public universities in Nigeria often report challenges balancing work demands and personal commitments, which can detract from their overall sense of success. These challenges may inhibit feelings of career accomplishment, making subjective measures of success particularly relevant. Librarians who feel that their contributions are valued and that they have opportunities for professional growth may report higher levels of subjective career success.

Moreover, research has highlighted that perceptions of support and opportunities for advancement are crucial in fostering career success among librarians. Schaufeli and Bakker (2004) found that environments that facilitate skill development, offer constructive feedback, and recognize librarians' contributions contribute positively to perceptions of career success. In Nigeria, where career advancement opportunities may be limited, the perception of subjective career success becomes even more critical, as librarians may rely on personal satisfaction and recognition from their work as measures of success (Aina, 2007). This suggests that institutions should focus on fostering a supportive and growth-oriented environment to enhance librarians' subjective career success.

On the other hand, employee engagement is a construct that reflects an employee's psychological investment in their role, often characterized by high levels of vigor, dedication, and absorption (Kahn, 1990). Engaged employees are known to exhibit higher productivity, motivation, and resilience, which are crucial for effective service delivery in libraries. Macey and Schneider (2008) emphasize that employee engagement involves emotional and cognitive commitment, which drives employees to go beyond basic job requirements. In the context of library services, where librarians interact closely with patrons and support academic success, engagement is essential for maintaining high standards of service and satisfaction. Engagement among librarians, however, can be influenced by a variety of factors, including perceptions of their career success, support from management, and opportunities for professional growth (Akinwale & George, 2020). Schaufeli and Bakker (2004) argue that engagement is influenced by job resources, which include social support, feedback, skill variety, and career opportunities. For librarians in Nigerian tertiary institutions, the availability of resources and support may vary, impacting their level of engagement. For instance, librarians who receive recognition and opportunities for skill enhancement tend to exhibit higher levels of dedication and satisfaction in their roles (Murray & Hsia, 2021). Conversely, limited resources and lack of professional development can lead to disengagement, burnout, and reduced productivity. Studies specific to Nigerian institutions reveal that librarians' engagement is often hindered by infrastructural challenges, limited resources, and inadequate recognition, which affect their enthusiasm and commitment (Ogbah & Njoku, 2016). For instance, librarians working in resource-limited settings may struggle to remain engaged if they feel that their contributions are undervalued or unsupported. Addressing these challenges could involve creating policies that prioritize librarians' well-being, provide avenues for skill development, and ensure recognition of their efforts, as these factors are strongly correlated with engagement.

The relationship between subjective career success and employee engagement is well-documented, with career success acting as a motivator that enhances an employee's commitment to their role (Heslin, 2005). When librarians feel successful in their careers, based

on subjective measures such as job satisfaction, skill development, and career advancement, they are more likely to engage fully with their work. According to Kahn (1990), engagement is closely tied to how employees perceive their roles in terms of value and satisfaction. For librarians, feeling that their work is meaningful and aligned with their career goals can lead to greater investment in their roles. In Nigerian tertiary institutions, the relationship between career success and engagement is impacted by contextual factors, such as resource availability and organizational support. Akinwale and George (2020) suggest that for librarians, subjective career success may be one of the most significant drivers of engagement, as it fosters a sense of accomplishment and recognition. Studies also indicate that when employees perceive their roles as supportive of their career goals and receive positive feedback, their engagement levels increase (Macey & Schneider, 2008). Conversely, when employees feel that their career goals are not being met, engagement levels tend to decline, as they may perceive limited value in their contributions.

Furthermore, Dries et al. (2008) suggest that career success perceptions are influenced by managerial support, professional development opportunities, and job satisfaction, all of which are essential for sustaining high engagement. Nigerian librarians who perceive limited advancement opportunities or inadequate support from their institutions may struggle with low engagement. Therefore, providing avenues for career growth and enhancing perceptions of success are essential for maintaining high engagement levels among librarians in tertiary institutions in Edo State.

Methods

The descriptive survey research design was adopted by the study. The population of the sudy consists of one hundred and thirty-five (135) librarians in tertiary institutions in Edo state. Therefore, the population of this study comprised of librarians from Ambrose Ali University Library (13), Benson Idahosa University (16), College of Agriculture, Iguoriakhi (2), Dennis Osadebay University (1), Edo State College of Education, Abudu (10), Edo State Polytechnic, Usen (6), Edo State University Uzairue (7), Federal College of Education, Ekiadolor (3), Federal Polytechnic, Auchi (4), Federal University of Petroleum Resources, Effurun Library (1), Grace Polytechnic (1), Igbinedion University Okada (10), King's Polytechnic, Ubiaja Edo State (2), Lighthouse Polytechnic (6), Samuel Adegboyega. University,Ogwa. (now glorious University) (5), University of Benin (9) and Wellspring University, Evbuobanosa (10). Because of the manageable size of the population, total enumeration was adopted. A self structured questionnaire was used as the instrument for data collection. Data collected was analysed using descriptive statistic such as a simple percentage, while, Pearson's Product Moment Correlation and Multiple regression analysis were used to test the research hypotheses.

Results

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. However, one hundred and six responses were received. This constitutes 79% return rate which is considered adequate for generalization. The breakdown of the returned questionnaire is provided in Table 1.

Analysis of research questions

Research question one: What is the level of subjective career success among librarians in universities in Edo State?

Bar chart showing the Average Mean scores for the dimensions in Table 1: Subjective Career Success among Librarians in Edo State.
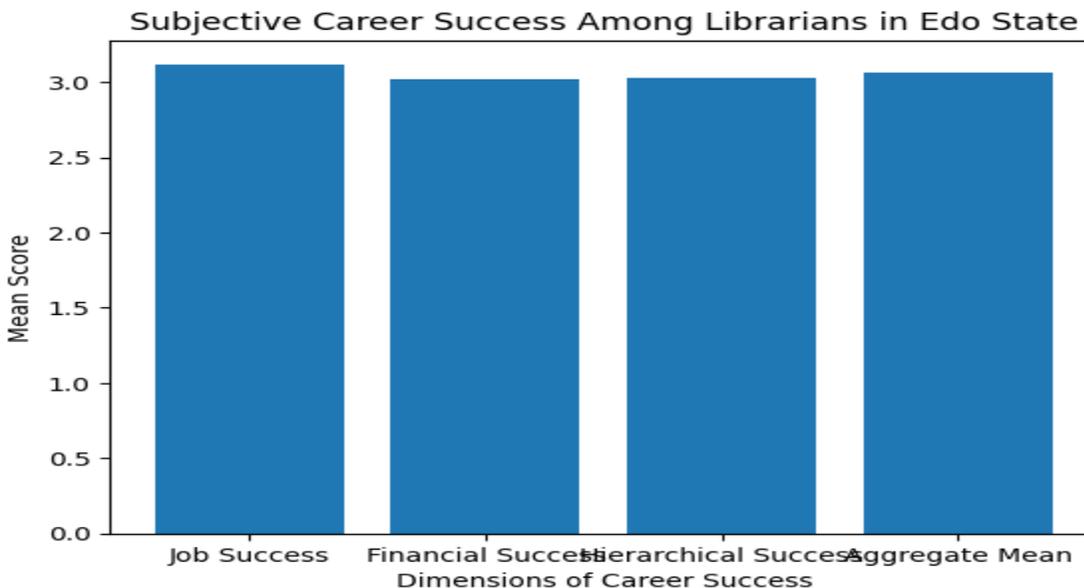
The chart represents
X-axis: Dimensions of Career Success
Job Success
Financial Success
Hierarchical Success
Aggregate Mean
Y-axis: Mean Score

The bars clearly compare the perceived level of success across the three dimensions and the overall aggregate.

Table 1: 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 (14.2%)	--	3.17
Average Mean					3.12
Financial Success	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
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	21 (19.8%)	69	14 (13.2%)	2 (1.9%)	3.03

	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
compared to my peers.		(65.1%)			
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
Average Mean					3.02
Hierarchical Success	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
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
Average Mean					3.03
Aggregate Mean					3.06

Source: Researcher's Fieldwork, 2024

Table 2 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, a strong 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 t... much as their work is w... 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%

... with a mean score of 3.07. ... ost 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.

Hypotheses

H_01: There will be no significant influence of subjective career success on employee engagement among librarians in universities in Edo State.

The bar chart for Table 2 illustrate the unstandardized regression coefficients (B) showing the influence of Subjective Career Success on Employee Engagement among Librarians in Universities in Edo State
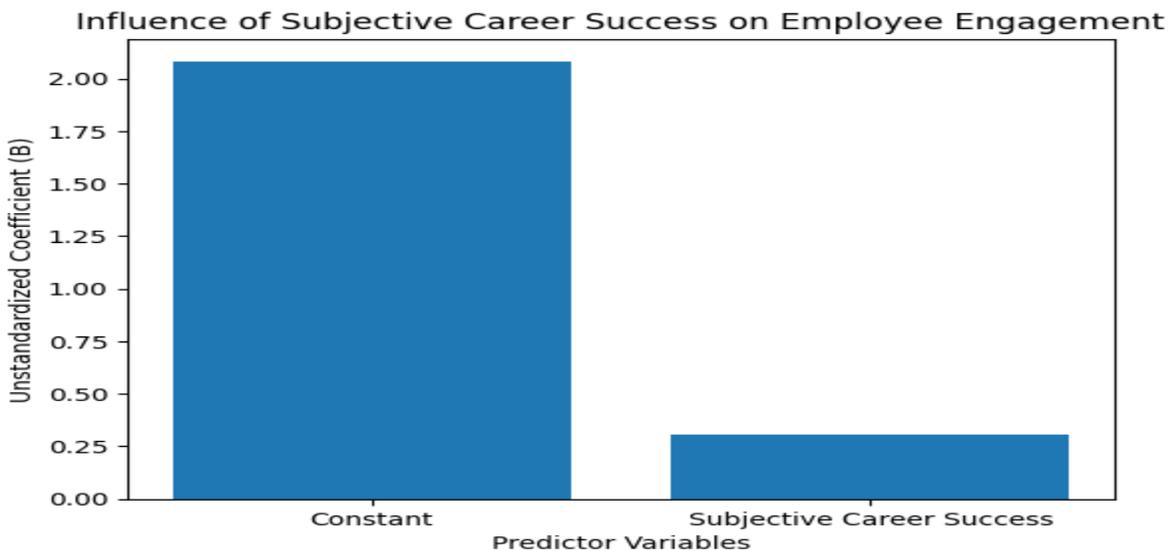
The bar chart shows:

X-axis: Predictor variables
Constant
Subjective Career Success
Y-axis:** Unstandardized Coefficient (B)
The chart visually demonstrates that Subjective Career Success has a positive effect on Employee Engagement (B = 0.306), supporting the regression result where the relationship is statistically significant (p = .001).

Table 2: Influence of Subjective Career Success 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	.315[a]	.099	.091	.34832

a. Predictors: (Constant), Subjective Career Success

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.389	1	1.389	11.452	.001[b]
	Residual	12.618	104	.121		
	Total	14.007	105			

a. Dependent Variable: Employee Engagement
b. Predictors: (Constant), Subjective Career Success

Coefficients

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

Dependent Variable: Employee Engagement

The result from the table of model summary shows that the correlation coefficient (R) of 0.315 indicates a moderate positive relationship between subjective career success and employee engagement. The adjusted R Square of 0.091suggests 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. Therefore, the null hypotheses that state that there will be no significant influence of subjective career success on employee engagement among librarians in universities in Edo State, is hereby rejected.

Discussions

The findings of this study highlight a positive relationship between subjective career success and employee engagement among librarians in tertiary institutions in Edo State. The results align with existing literature, emphasizing the importance of career success perceptions in enhancing engagement levels (Akinwale & George, 2020). The study's examination across job success, financial success, and hierarchical success dimensions mirrors prior research on career satisfaction, which emphasizes that employees' perceptions of their roles, rewards, and advancement opportunities can substantially impact motivation and commitment (Heslin, 2005; Dries et al., 2008). **Job Success** emerged as a significant dimension of subjective career success, with librarians reporting high levels of satisfaction in areas such as receiving positive feedback (mean = 3.56), professional responsibility (mean = 3.09), and managerial support (mean = 3.08). These findings are

consistent with Kahn's (1990) model of employee engagement, which underscores the role of positive feedback and supportive supervision in fostering a deeper connection to one's role. Librarians' sense of autonomy and skill utilization is further supported by the literature; according to Schaufeli and Bakker (2004), roles that allow for skill development and provide constructive feedback contribute to heightened engagement. While most librarians are satisfied with their job responsibilities and opportunities for development, some reported dissatisfaction with skill acquisition opportunities (mean = 2.99), suggesting a need for enhanced training programs to support career growth, as highlighted by Murray and Hsia (2021).

In the **Financial Success** dimension, librarians generally feel adequately compensated, with a mean score of 3.02. However, some respondents perceive a disparity between their efforts and financial rewards, as reflected by a mean of 2.92 for perceptions of adequate pay. This aligns with the findings of Ogbah and Njoku (2016), who note that financial dissatisfaction is a common concern among Nigerian librarians, often linked to inadequate funding and budget constraints in educational institutions. Fair compensation is critical, as it has been linked to both career satisfaction and engagement (Macey & Schneider, 2008). Therefore, addressing the perceived financial inadequacies could enhance librarians' sense of fair reward, which in turn may positively impact engagement.
The **Hierarchical Success** dimension, which assesses librarians' perceptions of career progression, showed moderate satisfaction, with a mean of 3.06. This suggests that while many librarians feel they have opportunities for advancement, others express concerns about limited promotion paths (mean = 2.95). Previous research by Dries et al. (2008) highlights that career satisfaction is often tied to clear advancement opportunities, as individuals who perceive stagnation in their roles may experience reduced motivation and engagement. Additionally, Kahn's (1990) engagement theory emphasizes that employees' alignment with career goals and opportunities for promotion strengthens their commitment to their roles, fostering long-term engagement. For some librarians, the perceived lack of career mobility could serve as a barrier to achieving their professional aspirations, potentially dampening engagement levels.

Statistical analysis supports the relationship between subjective career success and employee engagement, with a correlation coefficient of 0.315 and an adjusted R Square of 0.091, indicating that subjective career success explains approximately 9.1% of the variance in engagement levels. This aligns with the conclusions of Heslin (2005), who identified career satisfaction as a moderate yet significant predictor of engagement. The study's findings, particularly in the areas of feedback, compensation, and career advancement, are also supported by Schaufeli and Bakker (2004), who argue that engagement is a complex construct influenced by multiple, interdependent factors.

Finally, this study affirms that subjective career success significantly contributes to employee engagement among librarians in Edo State, a finding that resonates with the broader body of literature on career satisfaction and motivation. Enhancing dimensions like financial rewards and opportunities for career progression could thus serve as effective strategies to increase engagement. As research by Akinwale and George (2020) suggests, policies targeting career satisfaction factors can yield meaningful improvements in motivation and engagement, ultimately benefiting both the individual librarian and the institution.

Conclusion

The findings of this study underscore a positive relationship between subjective career success and employee engagement among librarians in tertiary institutions in Edo State. This correlation aligns with existing literature, highlighting the significant impact of career success perceptions on enhancing engagement levels. The examination across dimensions of job success, financial success, and hierarchical success reveals critical insights into how various factors contribute to overall career satisfaction and, consequently, employee engagement. Notably, job success emerged as a key dimension, with librarians expressing high satisfaction in areas such as positive feedback, professional responsibility, and managerial support. Hierarchical success showed moderate satisfaction, emphasizing the need for clearer advancement opportunities to maintain and boost engagement.

Recommendations

1. **Library management should a**ddress the reported dissatisfaction with skill acquisition opportunities by developing comprehensive training programs that focus on continuous professional development.
2. **Library management should** review and adjust compensation packages to ensure that librarians feel adequately rewarded for their efforts.
3. Providing librarians with a transparent and attainable advancement structure can mitigate feelings of stagnation and boost motivation and engagement.
4. Encourage managerial practices that provide constructive feedback and recognize librarians' contributions to maintain high levels of job satisfaction and engagement.
5. Implement policies targeting key factors of career satisfaction, such as financial rewards, career progression, and professional development opportunities

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