

## Relationship between Staff Development and Job Performance among Librarians in Tertiary Institutions of Learning in Niger State

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### Abstract

The study investigated the relationship between staff development and job performance among librarians in Niger State, Nigeria. The determined the effect of staff development programmes on job performance and factors affecting staff development and job performance. Three research questions and two hypotheses were formulated and tested at 0.05 level of significance. Survey research design was used with a target population of 97 librarians in the 14 institutions of higher learning in Niger State and were all adopted because of the small nature of the population. Structured questionnaire was used as data collection instrument. Response rate showed that 81 copies of the questionnaire were returned in usable form. Both descriptive and inferential statistics were used in data analysis. Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance. There is significant relationship between staff development and job performance of librarians. The study recommended that staff development programme should be given priority and funds should be committed to staff development.

**Key words;** Staff development, job performance, librarians and Niger State

### Introduction

Every organization consists of both human and material resources and for the organization to attain the set objectives, the human resources must be adequately trained and equipped with necessary skills. The skills can only be acquired through various training programmes, such as on the job training, orientation, workshops and seminars, conferences, formal education etc. (Ifidon and Ifidon 2007). In the words of Chadon, cited in Eze (2012), training is a short term process for utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite process. This definition is found lacking because training and development should be for managerial and non-managerial staff.

Holley (2013) refers to staff development as programmes of improving staff knowledge, qualification and efficiency with a view to making one more proficient in job performance. Staff training and development are reoccurring processes either in the library or in any establishment. In developing countries like Nigeria, staff training and development should be taken seriously, without which knowledge will not expand. Moreover, staff development helps not only the younger libraries, but also the older ones

In the assessment of personnel training needs carried out by Abba and Dawha (2009) in the Ibrahim Babangida Library of Federal University of Technology, Yola, Nigeria, the 40 employees of the library – 9 professional librarians, 5 para-professionals, and 26 support staff were the target

population of the study. The results of their findings showed that although the workers needed to be exposed to most of the internal training programmes like job orientation, induction and job rotation, majority of them need training through conferences, workshops, seminars and computer training programmes for them to be able to perform their duties efficiently and effectively.

As a result of changes in libraries nowadays, there is need for the acquisition of new skills, abilities and knowledge by academic librarians. These changes include introduction of new technologies such as computer based cataloguing, automated circulations systems, online access machine, readable bibliographic data-base etc. This calls for library professionals need for continuous training because of increasing variety of information formats and library services. Bhatti (2012) posit that due to changing needs of library patrons, the libraries also need to change. A purposeful environment like the academic library requires librarians to have strong abilities in library services delivery for all types of print and electronic information retrieval.

Job performance, according to Yaya, (2012) refers to the work activities that are carried out by the worker towards the achievement of organizational objectives. It is an act of fulfilling one's obligation to the organization. This depends not only on the amount of physical effort exerted but also on the employee's mental ability. This implies that employees will put in their best

performing their jobs if they are well trained and developed. Commenting further, job performance according to him is considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done. Hakala (2008), in his own opinion gave the following performance indicators: effectiveness, efficiency, profits, value, innovation, creativity, work relationships, job skill, decision-making, communication etc. Shadare and Hammed (2009), in their own comment on job performance, proposed the following parameters to measure performance: quantity and quality, speed and accuracy, creativity and innovation, risk taking and skills for future development etc.

The importance of staff development as enhancing tool for job performance among workers including academic librarians cannot be over emphasized. The level and depth of training would in all probability be a function of job performance of academic librarians. If the academic librarians are poorly trained or half-baked in terms of formal and on the job training, the resultant effect would be abysmal or low job performance and vice versa. Therefore, training is a very important device in personnel management. Workers training and development as Adeniji (2011) said is important programmes that promote the worker in an industrial set up.

For every academic library to function effectively and efficiently to achieve the aims and objectives of the parent institution, the following categories of library staff are required, the academic (professional) librarians, paraprofessional and the support staff. According to Librarians Registration Council of Nigeria (LRCN) (2014), academic librarians are the librarians that enter into the profession with bachelor degree or masters and even PhD in library and information science. They are usually responsible for cataloguing, classification, selection of information resources and other technical routine in the library.

According to Corner (2009), an academic library's single most valuable resource is its work force. Without educated, well trained and motivated librarians and library staff, an academic library programme would be ill prepared to meet the needs of its clientele or the challenges that face institutions of higher education. The study therefore, examined what constitute staff development, inhibiting and influencing factors to staff development as probable influencing factors to job performance of academic librarians in Niger State.

## **Statement of the Problem**

Libraries are established to meet the information needs of their clientele. This is achieved through the acquisition of relevant information resources and making them available for users on request. For efficient provision of these myriad services, it is expected that librarians are made to acquire requisite skills which can only be made possible through various staff development programmes, such as, conference and workshop attendance, seminars, formal professional education and so on. Researcher's preliminary investigation has shown that librarians in tertiary institutions in Niger State were not performing their jobs as expected. Books are not properly classified and catalogued, charging and discharging of information materials are not effective. What are the factors responsible for these unfortunate issues in the tertiary institutions libraries in Niger State? The study therefore is aimed at investigating whether significant relationship exists between staff development and job performance among librarians in the tertiary institutions in Niger State

## **Objectives of the Study**

The main objective of the study is to determine the relationship between staff development programmes and job performance of librarians. The specific objectives are: -

1. Find out the various staff development programmes that are available for academic librarians in Niger State
2. Find out the effect of staff development on job performance of academic librarians under in Niger State
3. Find out the factors affecting staff development and job performance of academic librarians in Niger State

## **Research Questions**

To achieve the foregoing specific objectives, the following research questions are asked and answered

1. What are the various staff development programmes available for academic librarians in Niger State?
2. What is the effect of staff development on job performance of academic librarians in Niger State?
3. What are the factors affecting staff development and job performance of academic librarians in Niger State?

## **Hypothesis**

The study formulates the below null hypothesis and was tested at 0.05 level of significance;

There is no significant relationship between staff development and job performance of academic librarians in Niger State.

**Literature Review**

Amoah & Akussah (2017) described training and development of human capital as a key to addressing the information needs of clients, especially in this era of information overload and technological advancement. Library systems are not static, new ideas and policy changes are debated and adopted. Training, therefore, should be aimed at keeping all staff aware of whatever is happening in the library. Abban (2018) who studied training and development of library staff: a case study of two university libraries in Ghana, identified the following types of training in the university libraries, formal education to acquire first degree, master degree or PhD, workshop, seminars, conference, internal training and regular ICT training.

Madukoma, Akpa and Okafor (2014), in a collaborative study, investigated the effect of training and motivation on job performance of library personnel in University of Lagos, Nigeria. The study adopted population of one hundred and thirty-five (135) of the library staff. Results showed that training and development help library staff to be more resourceful in line with one's work, and also revealed that training and development equip library personnel skillfully and psychologically

According to Ahmad, Iqbal, Mir, Haider and Hamad (2014) who investigated the impact of training and

development on the employee performance “case study from different banking sectors on North Punjab, they discovered that training and development has positive effect on employee performance in the private sectors. The purpose of their study was to investigate in measuring training needs of the employees at Government sectors, because in Pakistan all the Government sectors were facing terrible downfall and they found through that research that even there is no concept of training and development although job training is provided at some extent but not in a proper way and they observed in private sector a huge investment is spent on training and development. It shows that training and development relates with employees' performance and productivity in an organization.

For the personnel to be able to cope with the changing trend of teaching, learning and research, there is the need for applicable training and development activity on regular basis (Asante, 2013). In a study of staff development in relation to job performance in selected academic libraries, University of Maiduguri, using 30 staff as sample size by Saka (2013), revealed significant relationship between educational qualification and job performance and high correlation between training programme and job performance.

**Methodology**

Survey method was used with the adoption of the entire target population of 97 librarians in the 13 tertiary institutions in Niger State and thus there was no need for sampling as the population is manageable (Ibrahim 2013). Thus complete enumeration or census was adopted.

**Response Rate**

**Table 4.1: Response Rate**

<i>Institutions of Higher Learning</i>	<i>Copies of Questionnaire Distributed</i>	<i>Copies of Questionnaire returned</i>	<i>Percentage of Copies Returned (%)</i>
Federal University Technology, Minna	28	27	96
Ibrahim Badamasi Babangida University, Lapai	18	16	89
Federal College of Education, Kontagora	10	10	100
College of Education, Minna	4	3	75
Federal College of Wildlife Management, New Bussa	4	2	50
Federal College of Freshwater Fishery Technology, New Bussa	3	2	67
Niger State School of Nursing Bida	4	4	100
Institute Administrative and General Studies, Minna	4	3	75

Niger State School of Midwifery Minna	4	4	100
Niger State School of Health Technology, Minna	1	1	100
Federal Polytechnic, Bida	8	5	63
Niger State College of Agriculture Mokwa	4	2	50
New Gate School of Health Technology, Minna	1	-	-
Niger State Polytechnic Zungeru/Bida	4	2	50
<b>TOTAL</b>	<b>97</b>	<b>81</b>	

Table 4.1 shows that in Federal College of Education, Kotangora, Niger State School of Midwifery, Minna and Niger State School of Nursing, Bida all copies of the questionnaire administered were properly filled and used for analysis, making a response rate of 100% in each of the institutions. Moreover, in Federal University of Technology, Minna, out of 28 copies of questionnaire administered, 27 (96%) were properly filled and returned, in Ibrahim Badamosi Babangida University, Lapai, out of 18 copies of the questionnaire distributed, 16 (89%) were properly filled and returned. Similarly, in Niger State College of Education, Minna and Institute for Legal and Administrative Studies, Minna, out of 4 copies of the questionnaire distributed, 3 (75%) were properly filled, returned and used for the analysis. Also, in Federal College of Freshwater Fishery Technology, New Bussa, out of 3 copies of the questionnaire distributed, 2 (67%) were properly filled and returned while in Federal Polytechnic,

Bida, out of 8 copies of the questionnaire distributed, 5 (63%) were properly filled and returned. In Niger State School of Health Technology, Minna, out of 2 copies of the questionnaire distributed 1 (50%) was properly filled and returned. Similarly, in Federal College of Wild Life Management, New Bussa and Niger State Polytechnic, Zungeru/ Bida campuses, out of 4 copies of the questionnaire distributed, 2 (50%) were properly filled, returned and used for the analysis. There was no response from New Gate College of Health Technology, Minna.

### Results and Discussion.

Out of 97 copies of questionnaire administered, 81 were filled and found usable.

### Research Question 1

What are the various staff development programmes that are available for academic librarians in the libraries under study?

### Responses on Development Programmes

Statement	SD	Mean	Decision
Staff development programmes available are seminars \workshops, in-service training local \national conference staff orientation and inhouse training programmes	0.5808	3.01	Agreed
The institution has facilitated my in - service training in form of continuous education (formal education).	0.365	3.06	Agreed
I have been privileged to go to local/national conferences which have been affecting my performance positively.	0.570	2.11	Disagreed
Staff orientation is done regularly to familiarize me with new stock in the library.	0.617	3.23	Agreed
Regular in-house training has been enhancing my job performance and efficiency.	0.452	2.09	Disagreed

From Table 1 staff orientation seems to be the popular type of staff development programme with a mean score of 3.23. This is because every staff has to undergo this programme as he/she finishes documentation. The lowest frequency was discovered from seminar/workshop. This is because these are usually in-house and may not involve every staff.

### Research Question 2

What is the effect of development programmes on job performance?  
Table 2: Effect of Development Programmes on job performancee

**Table Staff Responses on Effect of Development Programmes on Job Performance**

Statement	SD	Mean	Decision
Staff development programmes have positive effect on my job performance	0.6146	3.19	Agreed
Staff development programmes serve as eye opening programmes that have been widening my horizon on the job	0.5856	3.21	Agreed
Staff development programmes are experiential programmes which could not be easily come by.	0.6729	3.15	Agreed
Proficiency efficiency, high job performance and high productivity on the job are some of the outcomes of staff development programmes.	0.5864	3.14	Agreed
Staff development programmes serve as veritable tools that sharpen my skills and enhance my job performance and productivity.	0.4568	3.06	Agreed

From the effect of staff development programme on job performance, high number of respondents indicated that staff development is an eye opening programme that will enhance job performance. Lowest response rate of 3.06 was discovered as respondents perceived the staff development programmes as veritable tools that sharpen their

skills. This might be true as researches have shown low level of proficiency on the part of librarians.

**Research Question 3**

What are the factors affecting staff development programs and job performance of librarians?

**Table: Challenges to staff development program and job performance.**

Statement	SD	Mean	Decision
Funding has been my major problem to attend conferences	0.5438	3.68	Strongly Agreed
There has been unequal treatment in the staff development in my institution library	0.6604	3.30	Agreed
There are poor policies regarding staff development in my library	0.6852	3.41	Agreed
Human resources has been a serious set-back regarding staff development programme in library	0.6519	1.44	Strongly Disagreed

H<sub>01</sub>: There is no significant relationship between staff development programmes and job performance.

**Relationships between staff development programs and job performance.**

Variables	Mean Response	SD	No. of Samples
Staff Development Programme	15.7407	1.5065	81
Job Performance	11.8272	1.4212	81

**Discussion of results**

The results to research question one revealed that, seminars/workshops in-service training local/national conference staff orientation and in-house training programmes are the types of development programmes that are available in the institutions under study. It also revealed that staff 56% of the respondents agreed that staff orientation is given regularly to familiarize them with new stocks in the library. The findings collaborate with the findings of Kunar and Sanaman (2013) who studied orientation programme in National Capital

Region (NCR) libraries for people with disabilities, study of users' perspective, the co-researchers reported that staff and users were introduced to new available resources in the library.

The result of the study showed that maximum number of users in all the libraries found library orientation programmes useful and important. The libraries orientation/training should take place periodically for staff and users when new resources or assistive technology is introduced in the library. The regular orientation/training programmes

organised for staff and users will lead to the maximum utilization of all the resources of the library by patrons. Without regular training and orientation staff and users may not be aware of the new resources in the libraries. In a similar study Abban (2018) in his study of training and development of library staff: a case study of two university libraries in Ghana, identified the following types of training in the university libraries, formal education to acquire first degree, master degree or PhD, workshop, seminars, conference, internal training and regular ICT training.

The result of the findings of research question two, showed that staff development programmes has positive effect on job performance of the academic librarians in the institutions under study. Sixty-one percent (61%) of the respondents with a mean of 3.21 agreed that staff development programmes serve as eye opening programmes that have been widening their horizon on the job. The findings of the study is supported by the findings of Madukoma, Akpa and Okafor (2014), who in a collaborative study, investigated the effect of training and motivation on job performance of library personnel in University of Lagos, Nigeria. The study adopted population of one hundred and thirty-five (135) of the library staff. Results showed that training and development help library staff to be more resourceful in line with one's work, and also revealed that training and development equip library personnel skillfully and psychologically. If library personnel are given regular training programmes that relate to their individual work activities, this will translate to increased job performance that will be of great benefit to the institutions and the users. The findings of this study is also similar to that of Mahmud and Aigbepue (2012) who studied staff training, development, and organisational performance, the collaborative study, showed that training and development in organisation affect increase in productivity, effectiveness and efficiency of workers. Training and development prepare workers for higher jobs/responsibilities, boosts morale and increase satisfaction in organisation.

The finding is also supported by a related research by Degraft-otoo (2012) who investigated the effect of training and development on employee performance at Accra Polytechnic, results showed that a maximum of 60% sampled opinion agreed that the impact of training on their work was excellent, 28% said it was very good while 12% said the impact of training on their job performance was better than before. The implication of the result

confirmed that training and development have favourable impact on work performance. It is not possible for productivity to remain at low ebb after training and development, there is usually increase in productivity and efficiency.

The result of research question three revealed that, funding has been the major factor to staff development programmes and job performance among academic librarians in Niger State. The result showed that 58 (72%) of the respondents agreed that funding is the major factor affecting staff development and job performance of academic librarians in Niger State. These finding is in agreement with the finding of Abba and Dawha (2009) which studied assessment of personnel training needs in the Ibrahim Babangida Library, Federal University of Technology, Yola, Nigeria, all the 40 (100%) of the respondents strongly agreed that funding militates against staff training and development. In a related study of the place of academic libraries in Nigerian university education contributing to the education for all initiative by Eze and Uzoigwe (2013) it was discovered that poor funding is the major problem of staff training and development. Government universities are suffering from low budgetary allocation.

The result of the hypothesis revealed that there was significant relationship between staff development programme and job performance of academic librarians. The findings collaborates the findings of Odinga and Onimisi (2013) who in a similar study examined the influence of training and development on farmers' productivity in poultry production in Kogi State, Nigeria. The results of the study revealed that increase in training and development translated into increase in income from poultry production. Training and development of employees make them to acquire the ability to perform tasks with skills and increase job performance. Trained and developed employees perform better on the job and more efficient and productive than untrained and undeveloped employees

### **Conclusion**

From the results of the findings, it can be concluded that training and development in academic libraries cannot be over stressed. For every newly appointed academic librarian to be given orientation signifies that he/she must be made aware of the rules and regulation as well as condition of service for academic librarians as obtained with their counterparts in academic departments. With adequate and regular staff development programmes, the level of job performance does not only increase but there

would be efficient and effective job performance. This tends to increase the degree of relationship between staff development and job performance. Moreover, without training and development, tasks will not be carried out effectively and efficiently. Hence training of librarians helps to increase productivity, increase employee morale, brings availability of skilled work force, reduce supervision and bring personal growth, adequate user satisfaction and effective and efficient customer delivery.

### Recommendations

Based on the results of the findings of the study, the following recommendations are made.

1. Staff should be encouraged to go to local/national and international conferences and regular in-house training programme should be organized for academic librarians in Niger State. The management of tertiary institutions should ensure that staff development is given priority.
2. The management of tertiary institutions in the State should provide opportunities for formal professional education, which is higher degree. Other staff development programmes like workshops, seminars and conferences should also be encouraged since there is a positive relationship between staff development programmes and job performance.
3. The management of tertiary institutions in Niger State should endeavour to commit adequate funds for human resource development in the library. Academic libraries should be given autonomy to control and budget for library services. The management of tertiary institutions should ensure that all obstacles or barriers to staff training and development programmes be stopped or broken while encouragement is given to those factors that positively enhance staff development and job performance.

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