STAFF DEVELOPMENT AS A MOTIVATING FACTOR IN JOB PERFORMANCE OF STAFF IN SELECTED BRANCH LIBRARIES OF RAMAT LIBRARY, UNIVERSITY OF MAIDUGURI

BY

KATAMBA ABUBAKAR SAKA

DEPT. OF LIBRARY AND INFORMATION TECHNOLOGY, FEDERAL UNIVERSITY OF TECHNOLOGY MINNA NIGERIA.

Abstract

This study investigated "Staff training and development as a motivating factor in job performance of staff in selected branch libraries of Ramat Library, University of Maiduguri". The study was aimed at determining the relationship between educational qualification, staff development and job performance as well as the relationship between job performance and job satisfaction respectively. It was a survey research involving 30 library staff in seven (7) selected branch libraries of the Ramat Library in University of Maiduguri. Questionnaire was the only research instrument used in data collection. Out of the 30 copies of questionnaire administered, 27 (90%) copies were returned and found usable. Descriptive statistics was used to analyze educational qualification of respondents, while null hypotheses were formulated and tested using Pearson Product Moment Correlation (PPMC) between I and + 1 to measure the strength of the relationship between the variables. Regression analysis was also used to test the joint relationship among variables of the study. Findings showed that there was significant relationship between educational qualification and job performance at $p<0.01$. There was also high correlation between training programmes and job performance at $p<0.01$, while the third hypothesis was accepted and thus there was no significant relationship between job performance and job satisfaction. Regression analysis revealed high significant relationship among variables and job performance. Recommendations were proffered amongst which are: encouragement by management of University Library on the need for staff training as provision of incentives (motivation) for staff in the entire branch Libraries in University of Maiduguri.

Introduction

The effectiveness of any organization is largely determined by the quality of employees and how the organization is able to develop them. This has to do with the concept of motivation. This concept is concerned with the class of drives, desires, motives, needs, etc. that influence individual behaviors (Shehu, 2001). Those things that positively influence human behaviors can be referred to as motivational factors (Haruna, 2003); motivational

elements (Onwubiko, 2004); and strategies (Tella, Ayeni and Popoola, 2007). It is very important at this juncture to identify some theories that bear relationship with motivational factors. Thus Hosoi (2006) highlighted some important and well-known motivational theories which include: Maslow's hierarchy of needs, Alderfer's ERG theory, McClelland's theory, among others.

Among things that motivate information professionals or librarians are salary/wages, conditions of service, staff training, information availability and communication (Tella, Ayeni and Popoola, 2007). Staff training can be seen as preparation for occupation and specific skills; it is job-oriented, while development is broader knowledge and skill acquisition than training (Cole, 2004). Within the context of library, staff training and development could be seen from the angle of orientation, seminars and conferences, participative management, internal and in-house training programmes, formal professional education, etc. The reason for staff training and development is to ensure higher productivity on the part of library staff.

In an organization, when the management discovers low performance or poor work output with employees, the assumption on the part of management is that such employees lack adequate motivation in terms of training programme and incentives (Shehu, 2001). The observed problem of inadequate motivation of employees prompted this study.

Objectives of the Study

The objectives of this study are to determine the:

(1)   Educational qualification of staff in relation to their job performance in selected branch libraries under study;

(2)   Relationship between staff training/development and their job performance in selected libraries under study;

(3)   Relationship between job performance and job satisfaction of staff in selected branch libraries under study.

Research Questions

This study was designed to provide answers to the following research questions:

(1)   What are the educational qualifications of staff in relation to their job performance in selected branch libraries under study?

(2)   What relationship exists between training programmes and job performance of staff in selected branch libraries under study?

(3)   What relationship exists between job performance and job satisfaction of staff in selected branch libraries under study?

Hypotheses

The following null hypotheses were tested for the study:-

$H_{0\ 1}$: There is no significant relationship between educational qualifications and job performance of library staff;

$H_{0\,2}$ There is no significant relationship between staff development programmes and job performance of library staff;

H_{03} There is no significant relationship between job performance and job satisfaction of staff in selected branch libraries.

METHODOLOGY

Survey research was used in the study. The population for the study comprised 30 library staff (11 professional, 12 para-professional and 7 non-professional staff) in seven (7) selected branch libraries in the University of Maiduguri.

Population and Sample

Population of staff in the selected branch libraries of the Ramat library

S/N	SELECTED BRANCH LIBRARIES	NUBMER OF STAFF
1	Agrovet Library	5
2	Aminu Kano Law Library	5
3	Faculty of Engineering Library	6
4	Faculty of Pharmacy Library	2
5	Faculty of Science Library	2
6	Harold Scarborough Medical Library	6
7	J.D Amin Library (Fac. of Education)	4
	TOTAL	30

Source: Education and Information Division, Ramat Library, University of Maiduguri.
(August/Sept. 2008).

The population of library staff in the selected branch libraries was not sampled because it was manageable, thus it was adopted.

Permission was sought from the Heads of selected branch libraries before administering the questionnaire. Letter of introduction was attached to each of the 30 copies of self-designed questionnaire and was administered by the researcher. The response rate shows that out of 30 copies of questionnaire administered, 27 (90%) copies were returned and found usable.

DATA ANALYSIS AND DISCUSSION

The data were analyzed by descriptive statistics involving frequency counts, tables and percentages on the educational qualification of respondents, while Pearson Product Moment Correlation (PPMC) was used to study the strength of relationship between variables. Regression analysis was also used to study the joint relationship between the variables. The statistical analysis was carried out using stat graphics version 5.1 (statistical computing software).

Demographic information of the respondents in terms of educational qualification was analyzed in table 1.

Table 1: Highest educational qualification of respondents in the selected branch libraries (in librarianship)

Highest educational qualification	Frequency	Percentage (%)
MLS	3	10
BLS	8	30
DLS	5	19
Certificate in Library Science	7	26
Others (Degree, Diploma and Certificate outside librarianship) Non-professionals	4	15
TOTAL	27	100

Table 1 above shows that out of the 27 respondents, the highest number of staff are those with first degree (BLS) in librarianship, 8 (30%). This is closely followed by 7 (26%) respondents with Certificate in Library Science, while 5 (19%) are holders of Diploma in library science. Data in table 1 also reveals that 3 (10%) respondents obtained Master Degree in librarianship. This translates to mean that 23 staff in the selected branch libraries are holders of various qualifications and have Library Science background as the case may be. This category of staff are capable of providing library services; hence they have undergone one form of training or the other in Librarianship. Others 4 (15%) are respondents with higher educational qualification in fields other than librarianship (MILR, LLB, B. Sc and WASC).

TESTING OF FORMULATED NULL HYPOTHESES

Table 2: Pearson Product Moment Correlations.

	Experience	Job Satisfaction	Qualification	Training	Job performance
Experience	-	-0.5785 (27) 0.0016	0.5447 (27) 0.0033	0.6461 (27) 0.0003	0.3214 (27) 0.1021
Job Satisfaction	0.5785 (27) 0.0016	-	-0.2602 (27) 0.1899	0.5787 (27) 0.0016	-0.3788 (27) 0.0513
Qualification	0.5447 (27) 0.0033	-0.2602 (27) 0.1899		0.7812 (27) 0.0000	0.5998 (27) 0.0009
Training	0.6461 (27) 0.0003	-0.5787 (27) 0.0016	0.7812 (27) 0.0000		0.6237 (27) 0.0005
Job Performance	0.3214 (27) 0.1021	-0.3788 (27) 0.0513	0.5998 (27) 0.009	0.6237 (27) 0.0005	

-First value in the cell is the correlation coefficient.
-The number in bracket is the sample size.
-The third value is the significant level or probability.
This table above shows Pearson Product Moment Correlations between each pair · variables. These coefficients range between 1 and + 1 and measure the strength of the line relationship between the variables. Also shown in parentheses is the number of pairs of data values used to compute each coefficient. The third number in each location of the table is a P-value which tests the statistically significant of the estimated correlations. P values below 0.05 indicate statistically significant non-zero correlation at the 95% confidence level. The following pairs of variables have P values blow 0.05:
Experience and level of job satisfaction:
 Experience and qualification
Experience and training
Level of job satisfaction and training
Qualification and training
 Qualification and job performance.
Training and job performance.

Table 3: Relationship between educational qualification and job Performance

N	Correlation coefficient	Sig. Value	Decision
27	0.5998	0.0009	Reject H_{o1}

$P < 0.01$

From table 3 above, there is high correlation between educational qualification and job performance. The strength of relationship is very high and also significant ($p < 0.01$). This implies that as educational qualification increases job performance increases too and so people are encouraged to read higher and as such this hypothesis is rejected.

Table 4: Relationship between Training Programme and Job Performance

N	Correlation coefficient	Sign Value	Decision
27	0.6237	0.0005	Reject H_{o2}

Table 4 reveals high correlation between training programme and job performance. The table shows the correlation coefficient of 0.6237 and 0.005 level of significance i.e. $p < 0.01$. This implies that as training programme increases so the job performance increases. This further implies that the more one undergoes a number of training programmes the more he/she performs better. This hypothesis is thus rejected and we can say that there is significant relationship between training programme and job performance. This finding corresponds with the finding of Akinnigbagbe (2001) who states that "there was significant relationship between motivation and job performance". It should be noted however that training programme is one of the motivational factors on library as an organization.

Table 5: Relationship between Job performance and Job Satisfaction

N	Correlation coefficient	Sig. Value	Decision
27	-0.3788	0.0513	Accept H_{o3}

The significant value in table 5 is 0.0513 and is above 5%; therefore the hypothesis of no relationship between job performance and job satisfaction is accepted. The strength of relationship is small/low and also negative which means that as one variable increases, the other variable decreases. This finding goes contrary to the finding of Akinnigbagbe (2001) which states that "there was significant relationship between job performance and job satisfaction of librarians in Federal University Libraries in Nigeria".

Table 6: Regression Analysis

Predictor	Coefficient	Staff Development	T	P
Constant	2.6080	0.3469	7.52	0.000
Qualification	0.20310	0.08258	2.46	0.022
Experience	-0.19753	0.09105	-2.17	0.041
Job performance	-0.19753	0.09199	-1.01	0.326
Training	-0.437	0.1829	-2.38	0.027

The regression equation is:
Level stats = 2.61 + 0.203 qualif- 0.198 exp 0.0925 type 0.425 training.
$S = 0.5553$ R- 59=53.8% R- Sq (adj) = 45.3%

Table 6 provides overall level of correlation or joint relationship between variables in the study and it's 73.3% which is highly significant with r-square of 53.8%. There was significant relationship between all the variables and job performance. This finding agrees with the finding of Haruna - (2003) which states general high level of correlation between motivational factors and job performance.

Summary of Major Research Findings

1. The study reveals that majority of respondents possess educational qualification in librarianship and this enhances better job performance in branch libraries in University of Maiduguri.

2. Three (3) Null hypotheses were tested using Pearson Product Moment Correlation (PPMC). Out of the 3 tested hypotheses, 2 were rejected and 1 was accepted. The findings from the three (3) tested hypotheses are spelt out below:-

(i) There was significant relationship between educational qualification and job performance (Rejected).

(ii) There was significant relationship between training programme and job performance (Rejected).

(iii) There was no significant relationship between Job performance and job satisfaction (Accepted).

CONCLUSION AND RECOMMENDATIONS

It can be concluded that as training programme and educational qualification

increases, the job performance increases as well, although jobs were performed in branch libraries without corresponding incentives or job satisfaction. Based on the above findings, the following recommendations are made:

1. Management of Ramat Library should encourage staff development to further enhance productivity;
2. Management of Ramat Library should create avenue for job satisfaction as work done should have a corresponding incentive(s).

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