INFLUENCE OF STAFF TRAINING ON PERSONNEL PERFORMANCE IN FEDERAL UNIVERSITY LIBRARIES IN NORTH-EAST, NIGERIA

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Abstract

This study investigated the influence of staff training on personnel performance in federal university libraries in North-east, Nigeria. Four research questions guided the study in line with the research objectives. The study adopted descriptive survey research design. The study population comprised four hundred and ninety-seven (497) library personnel with sample size of 398 library personnel. The study employed proportionate stratified random sampling to determine the sample size. A structured questionnaire was the instrument for data collection. Data were analysed using frequency counts, percentage, mean and standard deviation with criterion mean of 2.50 benchmark. Findings revealed that the level of personnel performance was high, extent of staff training was high, influence of staff training on personnel performance was positive and erratic power supply, lack of good and flexible existing training policy and self-sponsor to attend conferences, workshops and seminars before reimbursement were the factors that hinders personnel performance most in federal university libraries in North-east, Nigeria. Based on the findings, the study concluded that most of the factors listed hinder personnel performance. The study recommended that the Management of Federal University Libraries in North-east, Nigeria should organize in-house training and sponsor the library personnel to attend both National and International conferences, workshops and seminars and provide alternative to electricity power supply, adequate training motivation and flexible existing training policy.

Keywords: Federal University Libraries, Personnel Performance, Staff Training, North-East, Nigeria

Introduction

Personnel performance is the manner to which a staff fulfil his/her duties, execute tasks and exhibits work place behaviors. Measurements of personnel performance are based on quality of work, speed and quantity of work, ability to meet deadlines, communication skills, reliability and problem-solving and teamwork. Dappa & Onuoha (2020) defined personnel performance as the accomplishment of works as outlined by the employer to the employee or actions taken by employees to contribute to the organisational goals, and these actions must be under the control of the employees.

Staff training becomes important due to its capability to improve job performances. Staff training not only enhances technical skills but also improves interpersonal and communication skills, which are crucial for effective collaboration and customer service. Personnel who undergo regular training experience higher job satisfaction, which in turn, positively influences their work performance and commitment to the institution. Libraries that invest in staff training programmes demonstrate a commitment to improving service delivery and ensuring that library operations align with current technological standards.

Staff training programmes have equally been linked to enhanced productivity in library operations, particularly in areas such as information retrieval, cataloguing, and digital archives by developing the technical competence of staff, training ensures that they can manage new digital tools effectively, thus improving the efficiency and accessibility of library resources. Training is also instrumental in enhancing the skills of library staff in user services, including the provision of research assistance, troubleshooting technical issues, and supporting students and faculty with their academic needs. Consequently, well-trained library staff can better manage the growing digital content, ensuring its accessibility, accuracy, and relevance. Research has shown that these skills are essential for improving the quality of library services and increasing user satisfaction (Demekaa et al., 2024; Ikonne et al., 2023).

Moreover, the success of training programmes is influenced by the design, frequency, and content of the training offered. It is essential that training programs are regularly updated to meet the specific needs of library personnel, especially as new technologies emerge. Studies have emphasised that for training to be effective, it must align with the practical requirements of the library staff roles and responsibilities (Abubakar & Saka, 2021). Customising training programs to focus on areas that directly impact job performance, ensures that library personnel acquire the skills necessary to excel in their specific tasks. More so, the content of the training must be comprehensive enough to cover both traditional library skills and modern digital competencies. By addressing the specific needs of library staff, training programs can effectively enhance the performance and overall job satisfaction of the personnel.

Statement of the Problem

Personnel performance is the manner to which a staff fulfil his/her duties, execute tasks and exhibits work place behaviors. Personnel performance from literature have been proven to be effective as a result of investment in staff training, in the North-east it is evidence that trainings are lacking which has led to ineffective service delivery as evident by Saidu et al. (2020). Without adequate personnel performance in university libraries especially in federal university libraries in

North-east, Nigeria issues such as inadequate opportunities for staff training are observed, hindering library service to users which can lead to dwindling of library usage.

The staff training might be of great help. Adekunle et al. (2022), reported that institutions that prioritise staff development invest in the resources necessary for effective training, ensuring that library personnel are equipped to handle the increasing technological demands. Despite the importance of staff training, many university libraries in Nigeria, particularly in North-east, Nigeria still face issues related to the capacity building of their personnel to effectively and efficiently perform library operations. To address this research concern, the researchers investigated the influence of staff training on personnel performance in federal university libraries in North-east, Nigeria.

Objectives of the Study

The objectives are to:

7. determine the level of personnel performance in federal university libraries in North-east Nigeria;
8. ascertain the extent of staff training in federal university libraries in North-east, Nigeria;
9. find out the influence of staff training on personnel performance in federal university libraries in North-east, Nigeria and
10. identify factors hindering personnel performance in federal university libraries in North-east, Nigeria;

Literature Review

A study conducted by Adamu et al. (2021) on the significance of continuous professional development to enhance job performance among librarians in North-central federal university libraries. The study was guided by three research questions in line with the objectives. The study population comprised 82 respondents in federal university libraries studied. The study adopted descriptive survey research. The instrument for data collection was structure questionnaire. Data were analysed using frequency counts, percentage, mean and standard deviation. The study reported that training enhanced productivity and recommended short courses, virtual conferences and lots more as a means of upskilling.

A study conducted by Saidu et al. (2020) on the perception of librarians on staff development in enhancing job performance in State Public Library Boards in North-Central, Nigeria. The study was guided by two research questions in line with research objectives. The study adopted descriptive survey and explanatory research method. The population of the study comprised of 62 librarians working in state public library boards in six (6) states in North-Central geo-political zone of Nigeria. Data collection instrument was questionnaire. The study reported that staff development programmes were not adequately provided and there was no significant relationship between staff development and job performance among librarians and recommended that state ministries of education and information in collaboration with the management of state public library boards be committed to organise regular training programmes for librarians in North-Central, Nigeria.

A study conducted by Eyo & Afebende (2019) on staff development and job performance of library personnel in public universities in South-South, Nigeria. The objective was to examine the relationship between staff development and job performance of library personnel in public universities in South-south, Nigeria. The study adopted descriptive survey design of correlation type. The population of the study comprised of 762 librarians, para-professionals and library assistants working in 13 public university libraries in South-South, Nigeria. Data collection instrument was questionnaire. Pearson Product Moment Correlation (PPMC) was used for data analysis. The study reported that staff development was essential for job performance of library personnel and recommended that management of public university libraries in South-South, Nigeria should sustain and improve on staff development to enhance the level of job performance of library personnel in public universities in South-South, Nigeria.

A study conducted by Obot et al. (2018) on education and training of library and information professionals for national integration and development in tertiary institutions in Akwa Ibom and Cross River States of Nigeria. The study was guided by two research questions in line with research objectives. The study adopted survey design method. The population of the study comprised of 91 librarians working in the eight (8) tertiary institutions in Akwa Ibom and Cross River States. Data collection instrument was a researcher-developed questionnaire. The study reported a high positive correlation (0.61) between education of information professionals and national integration and development and recommended among other things that government and stakeholders should rise to the challenge of supporting the education and training of information professionals so as to foster national integration and development through the custody and dissemination of information materials by educated and trained information specialists.

A study conducted by Osadebe et al. (2018) on academic librarians and continuous professional development programmes in Enugu State, Nigeria. The study was guided by four specific objectives and one hypothesis. The study adopted descriptive survey method. The population of the study comprised 165 academic librarians registered with the Nigerian Library Association, Enugu State Chapter. The instrument used for the study was a structure questionnaire. Data collected were analysed using percentages, means and T-Test. The study reported inadequate government support, lack of support from donor agencies, inadequate facilities to train with and personal financial constraint were among challenges facing academic libraries in Enugu State and recommended that government and donor agencies should take over the sponsorship of librarians to CPD.

Method

This study adopted descriptive survey research design. The study population comprised four hundred and ninety-seven (497) library personnel in federal university libraries in North-east, Nigeria. The sample size was 398 library personnel which was determined using 80% sample fraction according to Mole (2019) who asserted for population that run in several hundreds, i.e. between 400 – 800, 61% to 90% sample fraction should be drawn. A self-developed structured questionnaire was the instrument for data collection. Data were analysed using frequency counts, percentage and mean with criterion mean of 2.50 benchmark. Weighted mean scores above or equal to the criterion mean are considered high level or positive influence while weighted mean scores below the criterion mean are considered low level or negative influence. The draft copies of questionnaire were validated by three lecturers in the Department of Library Information

Science and two experts from Department of Test and Measurement all from Federal University of Technology, Minna for correctness and to ensure suitability and appropriateness to answer the research questions. The researchers administered 30 copies of the modified version of the questionnaire to library personnel in Aliko Dangote University of Science and Technology Library and Kaduna State University Library in North-west, Nigeria for pilot testing using test-retest method. The overall reliability coefficient was 0.800 indicating that the instrument is reliable and excellent. A total of 398 copies of questionnaire were administered to library personnel and 387 copies of questionnaire were retrieved representing 97.2% response rate.

Results

Research Question One: What is the level of personnel performance in federal university libraries in North-east, Nigeria?

Table 1: Level of personnel performance in federal university libraries in North-east, Nigeria

S/N	STATEMENTS	VHL 4	HL 3	LL 2	VLL 1	N	FX	X	STD	DECISION
	Quality of Work									
1.	I am able to achieve my weekly set tasks and this helped to enhance my performance.	103 (26.6%)	184 (47.5%)	92 (23.8%)	8 (2.1%)	387	1156	3.00	0.632	Low
2.	I am able to use ICT facilities to impact on quality of work in the university library and this enhances performance.	186 (48.1%)	98 (25.3%)	59 (15.2%)	44 (11.4%)	387	1200	3.10	0.613	High
3.	My ability to attend training have a positive impact on quality of my work in the university library and this enhances performance.	182 (47%)	96 (24.8%)	78 (20.2%)	31 (8%)	387	1203	3.11	0.610	High
	Average Mean Score							**3.07**	**0.618**	
	Speed of Work									
4.	Sufficient available ICT facilities in the university library help me to do many tasks and this enhance my performance.	170 (44%)	171 (44.2)	35 (9%)	11 (2.8%)	387	1274	3.30	0.595	High
5.	My ability to use ICT facilities play a crucial role in making me to perform several works within a limited time in the university library and this enhances performance.	164 (42.4%)	189 (48.8%)	30 (7.8%)	4 (1.0%)	387	1287	3.33	0.589	High
6.	My ability to attend training regularly help me to perform several works at a time in the university library and this enhances performance.	170 (44%)	171 (44.2%)	39 (10%)	7 (1.8%)	387	1278	3.30	0.595	High
	Average Mean Score							**3.31**	**0.593**	
	Ability to Meet Deadlines									
7.	My ability to use ICT facilities enable me to complete my work before the deadline in the university library thus enhancing performance.	195 (50.4%)	178 (46%)	14 (3.6%)		387	1342	3.47	0.523	High
8.	Adequate ICT facilities in the university library helpe me to complete my work within the deadline and this enhances performance.	185 (48%)	172 (44.4%)	15 (3.8%)	15 (3.8%)	387	1301	3.36	0.546	High
9.	Regular staff training helpe me to perform several works and meet up with the deadline and this enhances performance in the university library.	36 (9.3%)	50 (13%)	137 (35.4%)	164 (42.3%)	387	732	2.00	0.819	Low
	Average Mean Score							**2.94**	**0.629**	
	Communication Skills									
10.	My ability to communicate with library management using ICT facilities efficiently enhance performance in the university library.	113 (29.2%)	104 (26.9%)	90 (23.2%)	80 (20.7%)	387	920	2.40	0.607	Low
11.	I am able to communicate within my colleagues using ICT facilities efficiently thus enhancing performance in the university library.	170 (44%)	171 (44.2)	35 (9%)	11 (2.8%)	387	1274	3.30	0.595	High
12.	The channel of communication used in my university library is effective and efficient and this enhance my performance.	185 (47.8%)	167 (43.2%)	27 (6.9%)	8 (2.1%)	387	1303	3.37	0.587	High
	Average Mean Score							**3.02**	**0.596**	
	Reliability and Problem Solving									
13.	I am able to use ICT facilities to solve my problems and this enhances performance in the university library.	186 (48.1%)	98 (25.3%)	59 (15.2%)	44 (11.4%)	387	1200	3.10	0.613	High
14.	Use of ICT facilities in my university library is reliable in solving my problems thus enhancing performance.	195 (50.4%)	178 (46%)	14 (3.6%)		387	1342	3.47	0.523	High
15.	The electricity power supply in the university library working environment is reliable for hitch free operations and this enhances my performance.	36 (9.3%)	50 (13%)	137 (35.4%)	164 (42.3%)	387	732	2.00	0.819	Low
	Average Mean Score							**2.86**	**0.652**	
	Teamwork									

16.	I use ICT facilities in my university library which encourages teamwork and this enhances performance.	195 (50.4%)	178 (46%)	14 (3.6%)		387	1342	3.47	0.523	High
17.	I attend training regualrly which encourages teamwork among the university library personnel and increases productivity thus enhancing performance.	113 (29.2%)	104 (26.9%)	90 (23.2%)	80 (20.7%)	387	920	2.40	0.607	Low
18.	I work in a conducive library environment that makes ICT facilities to function effectively which encourages teamwork among the personnel and this enhances performance.	103 (26.6%)	184 (47.5%)	92 (23.8%)	8 (2.1%)	387	1156	3.00	0.632	Low
	Average Mean Score							**2.96**	**0.587**	
	Weighted Mean Score							**3.03**	**0.613**	

Source: Researcher's Field Survey (2026)

Key: VHL= Very High Level, HL = High Level, LL = Low Level, VLL = Very Low Level, $\bar{X}$ = Mean and STD = Standard Deviation

The data presented in Table 1 was analysed for the level of personnel performance in federal university libraries in North-east, Nigeria. The results revealed that majority of the respondents perceived that items with mean scores equal and above the weighted mean of 3.03 would enhance personnel performance. On the other hand, majority of the respondents perceived that items with mean scores lower than the weighted mean of 3.03 would not enhance personnel performance.

Specifically, the Table above revealed that My ability to use ICT facilities enable me to complete my work before the deadline in the university library thus enhancing performance, Use of ICT facilities in my university library is reliable in solving my problems thus enhancing performance and I use ICT facilities in my university library which encourages teamwork and this enhances performance with a mean scores of ($\bar{X}$=3.45; SD=0.523) which were the highest rated items. While regular staff training helps me to perform several works and meet up with the deadline and this enhances performance in the university library and the electricity power supply in the university library working environment is reliable for hitch free operations and this enhances my performance with a mean score of ($\bar{X}$=2.00; SD=0.819) which were the lowest rated items in federal university libraries in North-east, Nigeria. Thus, with a weighted mean score of 3.03 which is above the criterion mean of 2.50 benchmark, it can be deduced that the level of personnel performance in federal university libraries in North-east, Nigeria was high.

Research Question Two: What is the extent of staff training in federal university libraries in North-east, Nigeria?

Table 2: Extent of staff training in federal university libraries in North-east, Nigeria

S/N	STATEMENTS	VHE 4	HE 3	LE 2	VLE 1	N	FX	X	STD	DECISION
	Conferences									
1.	Training through conferences improve my competencies to perform my work better in the university library thus enhancing performance.	170 (44%)	171 (44.2)	35 (9%)	11 (2.8%)	387	1274	3.30	0.595	High
2.	Training via conferences enhance my performance in contributing my quota to the overall development of the university library and thus enhance performance.	164 (42.4%)	189 (48.8%)	30 (7.8%)	4 (1.0%)	387	1287	3.33	0.589	High
3.	Knowledge acquired through conferences improves my performance to provide quality library services thus enhancing performance in the university library.	170 (44%)	171 (44.2%)	39 (10%)	7 (1.8%)	387	1278	3.30	0.595	High
	Average Mean Score							**3.31**	**0.593**	
	Workshops									
4.	Practical knowledge acquired through workshop improves my performance in library operations thus enhancing performance.	170 (43.9%)	183 (47.3%)	14 (3.6%)	20 (5.2%)	387	1277	3.29	0.598	High
5.	Training via workshop improve my performance to facilitate planning in the university library and this enhance performance.	176 (45.5%)	135 (34.9%)	50 (12.9%)	26 (6.7%)	387	1235	3.20	0.607	Low
6.	Training through workshop developed my knowledge and skills to do more work thus enhancing performance in the university library.	123 (31.7%)	164 (42.4%)	92 (23.8%)	8 (2.1%)	387	1176	3.03	0.632	Low
	Average Mean Score							**3.17**	**0.612**	
	Seminars									
7.	Attending seminars regularly help to broaden my knowledge and this enhances performance in the university library.	176 (45.5%)	112 (29%)	59 (15.2%)	40 (10.3%)	387	1198	3.09	0.612	High
8.	Training through seminars increases my confidence to understand my job better thus enhancing performance in the university library.	175 (45.2%)	178 (46%)	14 (3.6%)	20 (5.2%)	387	1282	3.31	0.523	High
9.	Training organised in my library has made a great impact towards enhancing my performance.	90 (23.3%)	78 (20.2%)	128 (33.0%)	91 (23.5%)	387	941	2.43	0.817	Low
	Average Mean Score							**2.94**	**0.650**	
	Career Advancement									
10.	Training acquired through career advancement increase my confidence to understand tasks better and this enhanced performance in the university library.	175 (45.2%)	166 (43%)	35 (9%)	11 (2.8%)	387	1279	3.30	0.595	High
11.	Career advancement prepare me for better job assignments thus enhancing performance in the university library.	174 (45%)	169 (43.6%)	30 (7.8%)	14 (3.6%)	387	1277	3.29	0.598	High
12.	Career opportunities in the university library enhance my technical abilities, salary and promotion thus enhancing performance.	172 (44.4%)	167 (43.2%)	40 (10.3%)	8 (2.1%)	387	1277	3.29	0.598	High
	Average Mean Score							**3.21**	**0.600**	
	Weighted Mean Score							**3.16**	**0.614**	

The data presented in Table 2 was analysed on the extent of staff training in federal university libraries in North-east, Nigeria. The results revealed that majority of the respondents indicated that items with mean scores equal and above the weighted mean of 3.16 were high extent. On the other hand, majority of the respondents indicated that items with mean scores lower than the weighted mean of 3.16 were low extent.

Specifically, the Table above revealed that training via conferences enhance my performance in contributing my quota to the overall development of the university library and thus enhance performance with a mean score of ($\bar{X}$=3.33; SD=0.589) which were the highest rated items. While training organised in my library has made a great impact towards enhancing my performance with a mean score of ($\bar{X}$=2.43; SD=0.817) which was the lowest rated item in federal university libraries in North-east, Nigeria. Thus, with a weighted mean score of 3.16 which is above the criterion mean of 2.50 benchmark, it can be deduced that the extent of staff training in federal university libraries in North-east, Nigeria was high.

Research Question Three: What is the influence of staff training on personnel performance in federal university libraries in North-east, Nigeria?

Table 3: Influence of staff training on personnel performance in federal university libraries in North-east, Nigeria

S/N	STATEMENTS	SA 4	A 3	D 2	SD 1	N	FX	X	STD	DECISION
	Conferences									
1.	Training through conferences improve my competencies to perform my work better in the university library thus enhancing performance.	165 (42.6%)	166 (43%)	45 (11.6%)	11 (2.8%)	387	1259	3.25	0.585	Positive
2.	Training via conferences enhance my performance in contributing my quota to the overall development of the university library and thus enhance performance.	164 (42.4%)	169 (43.6%)	30 (7.8%)	24 (6.2%)	387	1247	3.22	0.594	Positive
3.	Knowlede acquired through conferences improves my performance to provide quality library services thus enhancing performance in the university library.	162 (41.9%)	167 (43.2%)	40 (10.3%)	18 (4.6%)	387	1247	3.22	0.594	Positive
	Average Mean Score							**3.23**	**0.591**	
	Workshops									
4.	Practical knowledge acquired through worshop improves my performance in library operations thus enhancing performance.	170 (43.9%)	183 (47.3%)	14 (3.6%)	20 (5.2%)	387	1277	3.29	0.598	Positive
5.	Training via workshop improve my performance to facilitate planning in the university library and this enhance performance.	176 (45.5%)	135 (34.9%)	50 (12.9%)	26 (6.7%)	387	1235	3.20	0.607	Negative
6.	Training through workshop developed my knowledge and skills to do more work thus enhancing performance in the university library.	123 (31.7%)	164 (42.4%)	92 (23.8%)	8 (2.1%)	387	1176	3.03	0.632	Negative
	Average Mean Score							**3.17**	**0.612**	
	Seminars									
7.	Attending serminars regularly helpes to broaden my knowledge and this enhances performance in the university library.	176 (45.5%)	112 (29%)	59 (15.2%)	40 (10.3%)	387	1198	3.09	0.612	Negative
8.	Training through seminars increases my confidence to understand my job better thus enhancing performance in the university library.	175 (45.2%)	178 (46%)	14 (3.6%)	20 (5.2%)	387	1282	3.31	0.523	Positive
9.	Training organised in my library has made a great impact towards enhancing my performance.	90 (23.3%)	78 (20.2%)	128 (33.0%)	91 (23.5%)	387	941	2.43	0.817	Negative
	Average Mean Score							**2.94**	**0.650**	
	Career Advancement									
10.	Training acquired through career advancement increase my confidence to understand tasks better and this enhanced performance in the university library.	145 (37.5%)	182 (47%)	50 (13%)	10 (2.5%)	387	1236	3.20	0.607	Negative
11.	Career advancement prepare me for better job assignments thus enhancing performance in the university library.	176 (45.4%)	168 (43.4%)	30 (7.8%)	13 (3.4%)	387	1281	3.31	0.523	Positive
12.	Career opportunities in the university library enhance my technical abilities, salary and promotion thus enhancing performance.	182 (47%)	96 (24.8%)	78 (20.2%)	31 (8%)	387	1203	3.11	0.610	Negative
	Average Mean Score							**3.21**	**0.600**	
	Weighted Mean Score							**3.14**	**0.613**	

The data presented in Table 3 was analysed on the influence of staff training on personnel performance in federal university libraries in North-east, Nigeria. The results revealed that majority of the respondents perceived that items with mean scores equal and above the weighted mean of 3.14 would influence personnel performance. On the other hand, majority of the respondents perceived that items with mean scores lower than the weighted mean of 3.14 would not enhance personnel performance.

Specifically, the Table above revealed that training through seminars increases my confidence to understand my job better thus enhancing performance in the university library and career advancement prepare me for better job assignments thus enhancing performance in the university library with a mean score of ($\bar{X}$=3.31; SD=0.523) which were the highest rated items. While training organised in my library has made a great impact towards enhancing my performance with a mean score of ($\bar{X}$=2.43; SD=0.817) which was the lowest rated item in federal university libraries in North-east, Nigeria. Thus, with a weighted mean score of 3.14 which is above the criterion mean of 2.50 benchmark, it can be deduced that the influence of staff training on personnel performance in federal university libraries in North-east, Nigeria is positive.

Research Question Four: Factors hindering personnel performance in federal university libraries in North-east, Nigeria?

Table 4: Factors hindering personnel performance in federal university libraries in North-east, Nigeria

S/N	STATEMENTS	SA 4	A 3	D 2	SD 1	N	FX	X	STD	DECISION
1.	Inadequate availability of ICT facilities in the university library hinders my performance.	176 (45.5%)	112 (29%)	59 (15.2%)	40 (10.3%)	387	1198	3.09	0.612	Disagreed
2.	Erratic power supply in the library for operation of ICT facilities inhibits my job performance.	175 (45.2%)	178 (46%)	14 (3.6%)	20 (5.2%)	387	1282	3.31	0.523	Agreed
3.	Inadequate budgeting for ICT facilities/resources by institutional management hinders my performance in the university library.	162 (41.9%)	167 (43.2%)	40 (10.3%)	18 (4.6%)	387	1247	3.22	0.594	Agreed
4.	Insufficient ICT knowledge of library personnel to effectively operate ICT facilities hinders performance.	90 (23.3%)	78 (20.2%)	128 (33.0%)	91 (23.5%)	387	941	2.43	0.817	Disagreed
5.	Lack of opportunity for ICTs training hinders my performance in the university library.	176 (45.5%)	135 (34.9%)	50 (12.9%)	26 (6.7%)	387	1235	3.20	0.607	Agreed
6.	Personnel individual attitudes of unwillingness to use ICTs for operations and services hinders performance in the university library.	123 (31.7%)	164 (42.4%)	92 (23.8%)	8 (2.1%)	387	1176	3.03	0.632	Disagreed
7.	Poor managerial support and unfavourable environment towards staff training hinders my performance in the university library.	165 (42.6%)	166 (43%)	45 (11.6%)	11 (2.8%)	387	1259	3.25	0.585	Agreed
8.	Inadequate training motivation by library management hinders my performance.	162 (41.9%)	167 (43.2%)	40 (10.3%)	18 (4.6%)	387	1247	3.22	0.594	Agreed
9.	Lack of good and flexible existing training policy in the university library hinders my performance.	175 (45.2%)	178 (46%)	14 (3.6%)	20 (5.2%)	387	1282	3.31	0.523	Agreed
10.	Personnel individual attitudes to transfer trained knowledge and skills back to the job hinders performance in the univerity library.	145 (37.5%)	182 (47%)	50 (13%)	10 (2.5%)	387	1236	3.20	0.607	Agreed
11.	Self-sponsor to attend conferences, workshops and seminars before reimbursement hinders my performance in the university library.	176 (45.4%)	168 (43.4%)	30 (7.8%)	13 (3.4%)	387	1281	3.31	0.523	Agreed
	Weighted Mean Score							**3.13**	**0.607**	

The data presented in Table 4 was analysed for factors hindering personnel performance in federal university libraries in North-east, Nigeria. The results revealed that majority of the respondents perceived that items with mean scores equal and above the weighted mean of 3.13 would hinder personnel performance. On the other hand, majority of the respondents perceived that items with mean scores lower than the weighted mean of 3.13 would not hinder personnel performance.

Specifically, the Table above revealed that Erratic power supply in the library for operation of ICT facilities inhibits my job performance, Lack of good and flexible existing training policy in the university library hinders my performance and Self-sponsor to attend conferences, workshops and seminars before reimbursement hinders my performance in the university library with a mean score of ($\bar{X}$=3.31; SD=0.523) which were the highest rated items. While Insufficient ICT knowledge of library personnel to effectively operate ICT facilities hinders performance with a mean score of ($\bar{X}$=2.43; SD=0.817) which was the lowest rated item in federal university libraries in North-east, Nigeria.

Discussion of the Findings

Research objective one sought to find out the level of personnel performance in federal university libraries in North-east, Nigeria. Findings revealed that there is a high level of personnel performance in federal university libraries in North-east, Nigeria. This implies that personnel were fully satisfied with factors put in place for them to effectively perform their task in the federal university libraries in North-east, Nigeria. This finding is in line with the findings of Dappa & Onuoha (2020) who stated that personnel performance is the accomplishment of works as outlined by the employer to the employee or the actions by employees that contribute to the organisational goals, and these actions must be under the control of the employees.

This finding does not corroborate the finding of Ekpenyong (2020) who found that the level of personnel performance in Guaranty Trust Bank of Abuja, Nigeria was low. However, personnel performance depends on the willingness and also the openness of the employees themselves on doing their job. By having this willingness and openness of the employees in doing their job, it could increase the employees' productivity which also leads to such performance. To have a standard performance, employers have to get the employees task to be done on track as to achieve the organization goal or target. By having the job done on track, employers could be able to monitor their employees and help them to improve their performance.

Research objective two sought to find out the extent of staff training in federal university libraries in North-east, Nigeria. Findings revealed that the extent of staff training was high. This finding was supported by findings of Mohammed et al. (2017) whose findings revealed that training has positively influence the job performance of library staff in tertiary institutions in Niger State. Also, Nwachukwu (2010) in his finding discovered that training and development of professional and paraprofessional staff enhance their job performance in library of the Federal University of Technology Owerri, Nigeria. This finding does not corroborate the findings of Saidu et al. (2020) that staff in state library boards in North Central, Nigeria have not been enjoying adequate staff development. This can further be attributed to the finding of Ogbonna (2018) that conditions and requirements for training have negative

influence on job performance of librarians and library officer in tertiary institutions in Nigeria as well as reporting inadequate or low extent of staff training respectively.

Research objective three sought to find out influence of staff training on personnel performance in federal university libraries in North-east, Nigeria. Findings revealed that influence of staff training on personnel performance was positive. This finding was supported by findings of Mohammed
et al. (2017) whose findings revealed that training has positively influence the job performance of library staff in tertiary institutions in Niger State. Also, Nwachukwu (2010) in his finding discovered that training and development of professional and paraprofessional staff enhance their job performance in library of the Federal University of Technology Owerri, Nigeria. This finding agrees with the findings of Saidu et al. (2020) that staff in state library boards in North Central, Nigeria have not been enjoying adequate staff development. This can further be attributed to the finding of Ogbonna (2018) that conditions and requirements for training have negative influence on job performance of librarians and library officer in tertiary institutions in Nigeria as well as reporting inadequate or low extent of staff training respectively.

Research objective four sought to find out the factors hindering personnel performance in federal university libraries in North-east, Nigeria. Findings revealed that majority of the respondents perceived that most of the factors listed hindered personnel performance. This finding corroborates the findings of Yusnita and Irawan (2023) that the work environment has a direct positive effect on personnel performance in Indonesia. On the other hand, this finding does not corroborate the findings of Adamu et al. (2023) who reported that work environment in libraries of government science colleges in Niger State has a negative influence on personnel productivity. However, it has been observed that work environment is an essential element of job performance. Similarly, Punia and Kant (2013) found in their findings that poor managerial support or an unfavorable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness. According to Punia and Kant (2013) training will be affected negatively if there is less support from department or there is unfavorable condition for training. Fischer (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness. Driskell (2011) reported that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given, what was the content and who was the trainer.

Conclusion

Based on the findings, the level of personnel performance was high, extent of staff training was high, influence of staff training on personnel performance was positive and erratic power supply, lack of good and flexible existing training policy and self-sponsor to attend conferences, workshops and seminars before reimbursement were the factors that hinders personnel performance most in the university libraries studied. The implication of this study on other studies that were reviewed, is that the present study used survey research design and provided empirical and comprehensive evidence on staff training by measuring both the extent and the influence of staff training on personnel performance. This design approach helps bridge gaps in existing literature where these variables are examined using qualitative method. Therefore, the study concluded that most of the factors listed hindered personnel performance in federal university libraries in North-east, Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. The Management of Federal University Libraries in North-east, Nigeria should sustain the level of personnel performance by organising regular training and make provision for adequate electric power supply in the libraries studied.
2. The Management of Federal University Libraries in North-east, Nigeria should sustain the high extent of the staff training and improve upon the training.
3. The Management of Federal University Libraries in North-east, Nigeria should organise in-house training and sponsor the library personnel to attend both National and International conferences, workshops and seminars.
4. The Management of Federal University Libraries in North-east, Nigeria should provide alternative to electricity power supply, adequate training motivation and flexible existing training policy.

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