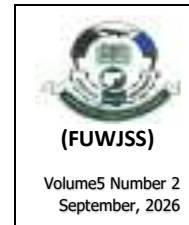


INFLUENCE OF STAFF TRAINING ON JOB PERFORMANCE OF LIBRARIANS IN ACADEMIC LIBRARIES IN BENUE STATE, NIGERIA

**Stephen Selu Mkpoughur, Solomon Achia Uganneya
Ashiver Elizabeth Annune**

Department of Library and Information Science
Joseph Sarwuan Tarka University Makurdi, Nigeria
Email: steveselu@gmail.com, ugammeya@gmail.com,
ashiverliz@gmail.com



Abstract

The study investigated the influence of staff training on job performance of librarians in academic libraries in Benue State Nigeria. The study was guided by two research questions and one hypothesis tested at 0.05 level of significance. The research design for the study was expo-facto research design. The population of the study was 123 and the sample was 123 academic librarians in academic libraries in Benue State and there was no sampling since the population was manageable. The instrument for data collection was a questionnaire titled: influence of staff training on job performance of librarians in academic libraries in Benue State questionnaire. The questionnaire was duly validated. Data collected with the instrument were analyzed with frequency count and percentage for research questions one, mean and standard deviation for research questions three. While the null hypothesis was analyzed and tested with Analysis of Variance (ANOVA) at the 0.05 level of significance. The results revealed that staff training and development programmes are moderately available and influences the job performance of librarians in academic libraries; and that there are constraints to the staff training on job performance of librarians in academic libraries in Benue State Nigeria. The study concludes that staff training are needed by librarians to improve job performance in academic libraries and consequently, it was recommended that staff training be made available for librarians.

Keywords: Influence, staff training, job performance, librarians, academic libraries

Introduction

Tertiary institution is the hub of academic knowledge and research. This has made it essential for academic institutions to have standard libraries with a enough information resources for learning. Generally speaking, all academic institutions in the world are supposed to have library of its kind. This shows the extreme high extent of importance and the roles of library to

any academic institution. The institutions include, education at all levels (primary, secondary, tertiary education-colleges of education, polytechnics and universities and public libraries as well) where information resources are utilized. In the acquisition of these information resources, every discipline in the academic library is given serious consideration. Ankuya (2018) emphasized that, information resources are indefinite commodity and our needs for it are pervasive and essential. Due to the needs of these information resources and the considerations for the library users, services are rendered. Services offered by the academic libraries include provision of an organized collection of printed or other materials or combination thereof, a staff trained to provide and interpret such materials as required to meet the information, cultural, recreational or educational needs of clientele and the physical facilities necessary to support such a collection for staff and students that uses the academic library (Abubakar, 2016).

The academic library also provides reference services and all possible information needs for researchers, students and academic staff. Academic libraries provide technical service such as book binding, printing, editorial and reprographic services. These services are aimed at ensuring fast and quick accessibility to the available print and non- print information resources to staff and students at all times. Adeniran (2021) asserted that academic libraries are essential contributors to knowledge generation and serve a wide spectrum of knowledge to seekers. They provide vast information resources and services which support the curriculum of these institutions. Library therefore, is of uttermost importance in any learning institution and community due to the fact that they are structures which houses information materials (print and non-print) with the aid of services performed by librarians who have undergone training in library schools. Fatokun, Salaam and Ajegbomogun (2019) opined that library staff are expected to perform some statutory functions so as to achieve the set objectives of their academic library. This is because staff are the most important part of any organization's resources, including academic libraries in academic institutions. Hence, staffing is required in academic libraries.

Staffing includes manpower planning that determines the quality and quantity of employees of libraries. This exists at all levels in relation to size and scale of operations of a library that determines the quantity of staff needed. Staff of the library are not only a vital resource but also an invaluable asset. They are the live human resource that uses all other resources optimally to achieve the goals and objectives of a library. The performance of the staff is entirely dependent on the quality of the staff. Building up the staff strength, therefore, should be given the highest attention. Aina (2018) opines that, to provide these services for library users, staffs are provided being headed by the librarian that coordinates and manages the activities for

effective, efficient and adequate job performances. Castelyn (2017) noted that the goal of every library is to have efficient staff in order to provide good library services to the society they serve. This, in most cases, is reflected in the increase in the level of productivity through job performance.

Job performance is the responsibilities of library staff. It involves carrying out the activities that aimed at achieving the services needed by the library users. Omokhodion, Omokhodion and Odusote (2019) viewed job performance as the level of activities and responsibilities carried out by library staff to achieve the services needed by library users. The effectiveness of job performance helps library users to develop better study habits, improve self-discipline and manage time more for library resources.

In this regard, the Librarians' Registration Council of Nigeria (2014) opines that the job performance of library staff can be viewed in terms of competencies and skills to be possess and demonstrate in discharging their jobs. These competencies include: cognitive ability, practical skills, general skills and behavioral attributes. It is on this note that Na'angap (2012) argues that job performance of library staff are determined by some factors such as knowledge, skills, motivation, ability and work environment. Generally, societal progress would not fully be attained unless performance is high and workers are satisfied. It means, job performance significantly affect the services provided by the library staff to the users.

Library staff are the most vital resource in any academic institution. Similarly, well-informed library staff are of the greatest assets of any library. Most of the libraries put a lot of efforts into defining the competencies, that is, skills, knowledge, attitudes, and behaviour, necessary for library staff to provide best services to their users. The staff thus constitutes the most vital resource of any library. This resource is primarily responsible for transforming all other resources into valuable products and services. It is, therefore, necessary to build up this resource with great care and attention. Different categories of library staff, at various levels, are required to operate several functions (job performance) to render services to the users (Module-5A management of libraries VI 16. P277). These functions are determined by certain principles or standard called criteria. Consequently, the criteria indicators for library staff job performance are declarative and procedural knowledge for the skills to function effectively. This knowledge for the skills to function over the years has undergone different developments and innovations such as the inauguration of Information and Communication Technologies (ICTs).

Nowadays, recent advances in ICTs which have led to the creation of knowledge based economy and market globalization has consequently made the development of human resources in academic libraries smoldering issues to library staffs and users for proper library services delivery (job

performance). This has necessitated new skills for library staff job performance and the librarian in particular. When skills and capacities are acquired by library staffs, ability to acquire, organize, evaluate and disseminate information, providing support to members of the academic community including students, researchers and teaching staff will be enhanced. According to Sambe, Esohe and Gomina (2015), professional librarian and library staff applies theories and ICTs to creation, selection, organization, management, preservation, dissemination and utilization of collections of all formats in the library. The main job performance of the librarian and the subordinate staff involve facilitating and supporting learning by teaching library users the information resources retrieval, storing, searching and sending skills within classrooms or outside or virtual learning environment. To activate this job performance function requires high level of professionalism through training.

Training is a learning process in which employees like the library staff acquire skills, experience and attitudes that they need in order to perform their job better for the achievement of their organizational goals. According to Amoah-Mensah (2016), training is the formal and modification of behaviour through learning which occurs as a result of education, instruction and planned experience. Training involves the acquisition and changing skills, knowledge, attitude and social behavior for the purpose of an occupation or work (Aroge, 2012). Training is the preparation for specific skills which is job or task-oriented, rather than personal. To this end, no doubt that the library staffs will require this staff training to enhance job performance.

Staff training is a programme that helps employees to learn specific knowledge or skills to improve job performance in their current place of work. Staff training programme allows an employee like the library staffs to strengthen those skills needed to improve on job performance in services delivery. The basic idea behind the staff training programme is to acquire the skills required to accomplish the requirements of job performance. It is increasingly considered to be a key function in helping academic library staffs achieve the goals to becoming more generally accepted that there is a correlation between library resources and the users (staffs and students) success. It is usually staff development programmes or activities in nature. Staff training is a systematic and planned activities designed by an organization through development programmes set to provide its members with the opportunities to learn the necessary skills to meet current and future job performance (Desler & Cole, 2013).

Staff training are forms of enhancing and improving professionalism skills. And as such, the library staffs require this training for enhanced and improved professionalisms in job performances. To be effective in

professionalism to efficiently achieve the goals and objectives of job performances, librarians and subordinate staffs need to acquire relevant skills through these staff training that is organized in different staff development programmes. Some of these staff training which the library staffs need includes orientation, on-boarding, technical skills development, soft skills development, products and services training, quality training, safety training and team training, induction training, on-the-job training and off-the-job training among others. These staff training is usually informed through seminars, workshop, and conferences among others through staff development programmes.

Job performance as in the context of this study has become one of the significant indicators in determining librarians' service delivery to library resources in terms of management and to the users. It is opined that a growing emphasis has been given on academic librarians' job performance knowledge and skills as a source of competitive edge to promote responsiveness in enhancing the overall organizational effectiveness and efficiency. Going by this, we can infer that experienced and well organized librarians with contemporary knowledge and skills are crucial factors to the successful accomplishment of the roles, tasks and functions (job performance) of librarians in academic libraries. Aarabi, Subramanian and Alminsir, (2013) opined that new knowledge and skills are what drives individuals like the librarian towards realizing a set goal through effective and efficient job performance. Some of these staff training and development programmes for the academic librarians for job performance include simple orientation programmes, organized visits, seminars and conferences, participatory management, job rotation, internal training programmes, formal professional library education, short courses and so on.

Another aspect of the controversy is the anomaly that, in Nigeria today, majority of the academic libraries has large functional size, scope and strength of resources collection, still, meeting its services delivery set goals to users both in quantity and quality through effective and efficient job performance is in a state of glitches. Saka (2013) found that the statutory functions of academic librarians to achieve the objectives/goals through adequate job performance directed towards meeting not only the users' information needs but also serves as basis or criteria for staff promotion is apparently lacking. These situations are not different from the tertiary institutions academic libraries in Benue State Nigeria. Cobblah, (2015) discovered that majority of academic library users for instance, in Benue State tertiary institutions are not acquainted with the knowledge and skills to retrieve, send, store, search and process information resources. Consequently, inadequate job performance on the part of the academic librarians would have fostered these anomalies, controversies and glitches.

These situations as stated in this study is worrisome to the researcher and has posed the question “could staff training and development programmes positively influence job performance of academic librarians”. Hence, the study influence of staff training and development programmes on job performance of librarians in academic libraries in Benue State, Nigeria. Consequently, the question: what is the influence of staff training on job performance in the universities under study.

Dynamics of Training and Development of Library Staff in Nigeria

Abban (2018) conducted a study on training and development of library staff: A case of two university libraries in Ghana. The result of the research conducted revealed the following: training and development has been an integral part of the two libraries, and both universities have the capacity to organize training and development programmes, and all staff of the two institutions has had equal opportunity to attend such programmes. Contents of the training programmes have generally addressed specific skills needed by the staff to perform their everyday duties and were organized at least once in a year. Pakistan and Neelam (2014) reviewed that, university Libraries are therefore encouraged to train and develop their staff to the fullest, to enhance their effectiveness. Through proper training and development, university libraries will create and improves the nature of the present workers. The training and development would influence the conduct of employees and their working abilities, resulting in improved performance and further productive changes that serve to build the performance of the employee. Mercy and Nkiruka (2019) revealed that staff training and development have a great influence on job performance mean scores of librarians in Federal university libraries in South-South Nigeria.

Research Methodology

The researcher adopted expo-facto research design for the study. The population of the study was 123 librarians in the 12 academic libraries in tertiary institutions in Benue State Nigeria. The sample for the study was the 123 librarians in the academic libraries in tertiary institutions. The instrument for data collection was a structured questionnaire developed by the researcher titled Influence of Staff Training on Job Performance of Librarians in Academic Libraries Questionnaire. The questionnaire was subjected to validation face validation by experts. The questionnaire was trial tested and the data collected was used to compute the internal consistency reliability using Cronbach's Alpha to obtain .962 overall. Data was collected by direct delivery and retrieval to avoid mortality rate. However, out of the 123 questionnaires administered, only 109 were retrieved completely filled and this were used for the data analysis. The

collected data were analyzed with frequency and percentage for research questions 1 mean and standard deviation for research questions 2. While the null hypothesis was analyzed with Analysis of Variance (ANOVA) at 0.05 level of significance.

Results and Discussions

This section presents the results of the data analysis, summary of major findings and discussion of findings based on the results obtained from the research questions answered and the hypotheses tested. The presentation and interpretation follow the research questions and corresponding hypotheses tested at the 0.05 level of significance. Staff Training Programmes Available in Academic Libraries for Librarians' Job Performance in Benue State Tertiary Institutions. To answer this research question, data were collected on the various staff training programmes available in academic libraries in Benue State tertiary institutions and analyzed with frequency and percentage as shown in table 1

Table 1: Frequency and Percentage of Librarians on the Various Staff Training Programmes Available in Academic Libraries for Job Performance

S/N	Item Descriptions	A Frequency	Percentage	NA Frequency	Percentage
1.	Orientation	87	80	22	20
2	In-service training	55	50	54	50
3	Mentorship coaching	109	100	-	-
4	Training programmes by international organization.	22	20	87	80
5	Computer literacy training	76	70	33	30
6	Institutional training programmes	44	40	65	60
7	Study tour	65	60	44	40
8	Visit to other libraries	55	50	54	50
9	Lectures	65	60	44	40
10	Industrial attachment	76	70	33	30
11	Job rotation	54	50	55	50

Note: A= Available, NA= Not Available and N=Number of Librarian=109

The results in Table 1 reveal the frequency and percentage of various staff training programmes available and not available in academic libraries in Benue State Nigeria. The results show that majority of the staff training programmes are available with absent of few. These findings are evident in item numbers 4 and 6 with 22(20%) and 44(40%) that show available and 87(80%) and 65(60%) not available. This means that, there have to be improvement on the staff training programmes availability in academic libraries in tertiary institutions in Benue State and in Nigeria at large to equip staffs with new knowledge and skills aligned with present societal trends for their job performance.

The finding of the study revealed high level of the various staff training programmes available in academic libraries for librarians' job performance in Benue State Nigeria. This means that, most of the academic libraries are well equipped for the librarians' to perform their job performance. Abban (2018) in a study found that tertiary institutions have the capacity to organize staff training programmes, and all staff of the institutions have had equal opportunity to attend such programmes that generally addressed specific skills needed by the staffs to perform their everyday duties and were organized at least once in a year.

Table 2: Mean and Standard Deviation of Librarians in Academic Libraries on the Influence of Staff Training Programmes on Job Performance

S/N	Item Description	$\bar{X}$	SD	Decision
1.	Induction/Orientation helps me to do my job better	3.784	.4435	A
2	The in-service training received improved my skills and enhanced my job performance	2.772	.4514	A
3	Mentorship coaching help to improved my experienced on the job.	2.746	.4927	A
4	Training programme by international organization help to improved my job performance	2.283	.5199	D
5	Computer literacy training help improved my job performance	3.708	.5102	A
6	Institutional training programmes help improved my job performance	2.658	.5967	A
7	Study tour help improved my job performance	3.708	.5347	A
8	Visit to other libraries help improved my skills and my job performance	2.734	.4725	A

9	Lectures help to improved my knowledge and my job performance	2.772	.5762	A
10	Industrial attachment improved my job performance	3.746	.5180	A
11	Experience gained from job rotation has helped to improve my job performance	2.860	.3834	A
Average Grand Mean		3.090	.5000	A

Note: $\bar{X}$ = Mean, SD= Standard Deviation, A= Agree, D= Disagree and N=Number of Librarian=109

The results in Table 2 show the mean and standard deviation of librarians on the influence of staff training programmes on job performance of librarian in academic libraries in Benue State Nigeria. The results show that staff training programmes had influence on librarians' job performance in academic libraries, except for item number 4. This decision was reached because all the item statements have mean values greater than the criterion mean of 2.50 ($\bar{X} > 2.50$), while item number 4 has mean value less than the criterion mean 2.50 ($\bar{X} < 2.50$). However, the average grand mean of 3.090 greater than the 2.50 criterion mean indicate high influence of staff training programmes on job performance of librarians in academic libraries. Hence, there are influences of staff training programmes on job performance of librarian in academic libraries in Benue State Nigeria. Thus, the standard deviations of the responses of the librarians indicate small variation in their responses on the item statements due to the closeness of the values.

Again, the study found that staff training and development programmes have influence on librarians' job performance in academic libraries in Benue State Nigeria. This means that when librarians are not frequently trained on new knowledge and skills, they experience inadequacies of skills and knowledge to meet up to their job performance. On the other hand, when regularly trained, they possess adequate skills to meet up to their required job performance in the academic libraries in tertiary institutions. Chinyere and Fajonyomi, (2019) discovered in their study that staff training and development programmes are motivational factors to the job performance of librarians in academic libraries in tertiary institutions. In other words, it stimulates the interest to job performance of the librarians. Mercy and Nkiruka (2019) found that staff training and development programmes have a great influence on job performance on the mean scores of librarians in academic libraries in tertiary institutions.

Hypothesis Testing

4.13 Hypothesis 1: Staff training programmes does not significantly influence job performance of librarians in academic libraries in Benue State Nigeria based on institutions.

Table 3: ANOVA Statistics of the Mean Ratings of Academic Librarians in Tertiary Institutions on the Influence of Staff Training Programmes on Job Performance

Sources of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-cal	Level of Significance	Sig	Decision
Between Groups	.913	2	.300	1.195	.05	.534	Not Significant
Within Groups	18.847	106	.251				
Total	19.761	108					

The results present in table 3 shows the Analysis of Variance (ANOVA) of librarians in tertiary institutions on the influence of staff training programmes on job performance in Benue State Nigeria. The results indicate that there is no significant difference in the mean ratings of the librarians in Universities, Colleges of Education and Polytechnics academic libraries on the influence of staff training programmes on job performance. This is because, the probability value (sig) of .534 is greater than the 0.05 level of significance ($p > 0.05$). Consequently, the null hypothesis which states that staff training programmes does not significantly influence job performance of librarians in academic libraries in Benue State Nigeria based on institutions is not rejected.

Conclusion and Recommendations

In line with the findings of the study, it was concluded that staff training and development programmes on job performance of librarians in academic libraries in Benue State are available but needs improvement, staff training and development programmes positive influence librarians job performance when carried out with no significant difference in the mean ratings of the librarians in tertiary institutions and that, there are constrains to staff training and development of librarians in academic libraries in tertiary institutions that need to be eluded or ameliorated to enhance their job performance. It therefore implies that when staff training and development programmes are organized for librarians in academic libraries in tertiary institutions, their job performance will be improved and enhanced.

Based on the findings of the study, it was therefore recommended that: Tertiary institutions should improve staff training and development programmes for job performance of librarians in academic libraries. Tertiary institutions should organize and carry out staff training and development programmes for job performance of librarians in academic libraries regularly.

Tertiary institutions should adopt relevant strategies to curtail constraints of staff training and development programmes for job performance of librarians in academic libraries.

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