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# INFLUENCE OF FORMAL TRAINING ON JOB PERFORMANCE OF STAFF IN UNIVERSITY LIBRARIES IN MAKURDI METROPOLIS, BENUE STATE, NIGERIA

*BY*

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## ABSTRACT

*The study investigated the Influence of Formal Training on Job Performance of Staff in University Libraries in Makurdi Metropolis, Benue state, Nigeria. Two research questions guided the study. The objectives were to find out the staff training programmes available, examine the influence of formal training on job performance of staff. One null hypotheses was formulated. The study adopted descriptive survey research design. Data was collected using questionnaire. 136 respondents were the sampled population. Data were analysed using means, standard deviations, and Chi-square ( $X^2$ ) to test the null hypotheses at 0.05 level of significance. The findings revealed that there is a significant influence of formal training on job performance in the study area. It concludes that training influences the conduct of employees and their working abilities, resulting in improved job performance. The study, among others, recommended that library staff take advantage of the training programmes available to improve on their job performance.*

## **INTRODUCTION**

University library is a very important arm of the university that holds significant responsibility in the conduct of problem-solving research, learning and teaching. It serves as a knowledge resort for students, faculty and researchers who are in need of information for advancing their knowledge frontier, learning, teaching, curriculum and intellectual fitness (Anyim 2021). Efficiency in any organization is largely determined by the quality of personnel and how the organization is able to develop them. The primary objective of any organization regardless of size, structure and function is to optimally utilize its human and material resources to achieve the goal of productivity and improved service delivery. Achieving an organization's primary goal of productivity is however, hinged principally on the contributions made by its personnel (Udofia, 2014). Adeniji, Badalona *α* Adeniji, (2012) reiterated that the success or failure of an organization is largely a function of employee's job performance. Appiah (2012) pointed out that training of employees enhances knowledge for job, skills, attributes and competencies and ultimately workers performance and productivity. Olomokor and Oyitso (2012) agree that training and development brings higher confidence on workers, job knowledge, enhanced performing skills, creates greater efficiency and effectiveness and increases performance. Every staff in an organization needs professional training. It is however the responsibility of the University management to train the library staff to deliver existing and future services to users. In the quest to develop the library staff, there should be regular training programmes to help them understand, improve on their skills and perform their work better (Abban, 2018). Olaniyan and Ojo (2008) and Obi-Anike and Ekwe (2014) suggested various methods of training that an organization can adopt depending on the main objectives of training and these may be induction training, on-the-job training, apprenticeship, demonstration, vestibule, foundation training and formal training. He further asserts that, all these types of training help to equip staff as well as motivate them to perform well on their jobs.

## **STATEMENT OF PROBLEM**

University library staff are expected to perform their statutory jobs in line with the set objectives of the library. This can be achieved through provision of services to users. University libraries in Makurdi, like many other organizations face continuous challenges due to rapidly evolving technologies, increased demands from the university communities for multiple new services coupled with shrinking budgets. University libraries are changing in response to changes in the learning and research environment. Low performance in university library is a serious problem as it implies non-satisfaction of the library users and for any library to be viable in the 21<sup>st</sup> century, it has to be user-oriented otherwise users will get bored and eventually avoid using the library completely. University libraries efforts in the training which include formal training of the staff of the library, may bring about better performance in the discharge.

## **PURPOSE OF THE STUDY**

1. Find out the staff training programmes available in university libraries in Makurdi Metropolis
2. Examine the influence of formal training on job performance of staff in university libraries in Makurdi Metropolis

## **RESEARCH QUESTION**

1. What are the staff training programmes available in university libraries in Makurdi Metropolis?
2. What is the influence of formal training on job performance of staff in university libraries in Makurdi Metropolis?

## **HYPOTHESIS**

H<sub>0</sub><sub>1</sub>: Formal training has no significant influence on job performance of staff in university libraries in Makurdi Metropolis.

## **LITERATURE REVIEW**

The need for training arose as early as man evolved in a society of fellow beings. Nkanu; Iyishu and Ogar (2013) citing Orji state that educators and educational philosophers, social reformers and political pace-setters have propounded many theories on what is the purpose of education. Education is the most important ingredient through which a nation can attain development (Kalisu, 2007). Since the early 1960's, many countries have tried to relate education to the need of the child, his community and his world (Fafunwa, 1991). There has been rising commitment to strengthening the delivery system of education in Nigeria. In the process of getting to the root of the educational problems of Nigeria, government since 1977 began searching for alternative models to the traditional system which was restricted and limited in space. Based on this, the need to create opportunities for those who have some form of formal education to update their knowledge and ultimately improve their productive capacity became more apparent. According to Nkanu and Usang (2007), Nigerians have absolute confidence in education as the spring-board for change and development.

Library and information science education is the study of organized collections of books and other non-book materials. Through this study, a person acquires approved skills, standard or level of attainment for maximum utilization of information resources in skills with which a learner, student, pupils, researcher of information must possess before being considered information literate (Etim, 2002). Library and information science can also be seen as the study of issues related to libraries and information services. This includes academic studies regarding how library resources are used, how people interact with library systems, and the organization of knowledge for efficient retrieval of relevant information. Librarianship is the application of library science which comprises the practical services rendered by librarians in their day-to-day attempts to meet the needs of library patrons or users.

Therefore, a library and information scientist is an expert in the practical organization and retrieval of information service to people with information needs. Before now, librarians were traditionally associated with collections of books; but now a modern library and information scientist deals with information in many formats such as compact discs, photographs, videotapes, newspapers, magazines bibliographic databases and Internet resources (Igbeka, 2008). Librarianship training started with short courses for library assistants (Utor, 2006). However, the urgent need for library and information science education in Nigeria soon became apparent immediately after the establishment, in 1948, of the first University College located at Ibadan. Prior to this time, of course, some learned libraries in research institutes and advanced colleges of science and technology have been developed and equally expanding their services. Several literatures abound that show that Nigeria is the cradle of LIS training in West Africa, and that formal education and training of Nigerian LIS professionals started in 1960 with establishment of the Institute of Librarianship (now the Department of Library, Archival and Information Studies) in the University of Ibadan. Before this time, the professional training for Nigerian librarians was mainly in Britain where they were prepared for the British Association of Library Association (ALA) and Fellowship of Library Association (FLA). According to Ifidon (2008), the events that led to this development were the Seminar on the Development of Public Libraries in Africa in 1953, the founding of the West African Library Association (WALA) in 1954, and the Carnegie sponsored Harold Lancour's visit to West Africa in 1957. These resulted in the articulation for Librarians to play a significant role in the new Africa where the wind of change was blowing. The pattern of the preparatory efforts to create a library school was first based on a regional basis, taking the whole of West Africa as a region for the purpose of library and information science education, and Nigeria (Ibadan) was the training centre where the school for English speaking West Africa librarians was established (Lawal, 2000). The training of librarians at Ibadan was at the leadership level, but nevertheless as the training was enhanced at the graduate level; it produced the first set of indigenous librarians for West Africa. The Bachelor of Library and Information Science training programme was pioneered in Nigeria at the Ahmadu Bello University, Zaria in 1968. Since then, many other library schools in Nigerian universities and polytechnics have been involved in training LIS professionals at the Diploma, undergraduate and graduate levels. To date, there are several universities and Polytechnics offering various programmes in library and information science in Nigeria (Aina, 2007 and Chukwuma-Nwosu, 2008). Need for education and training of LIS professionals in Nigeria has taken a new turn in the face of far-reaching developments sparked off by the trend towards globalization. Although the challenges for libraries in Africa have been enormous, they are not insurmountable given our human capacity to adapt to change. It is largely true that libraries in Africa are adapting to change particularly on innovations brought about by the application of ICT. LIS professionals are not only having to adapt to change in library services but also require in-depth and structured education and training programmes for occupation engagements in all library types. However, one important aspect of such professional discourses derive from the search for suitable, relevant academic and professional programmes is one that should be made available in our library schools in response to

societal needs based on the various library types (Lawal, 2008). The need for the provision of library and information science education and the acquisition of relevant knowledge, techniques and skills for effective and efficient library and information work is needed now more than before due to differences in library and information systems, services and infrastructure to cope with the changing needs and expectations of the 21<sup>st</sup> century people, societies, communities and institutions. (Mohammed, 2003). However, the quest for knowledge has been the central concern of man in every age and library services have been developed to facilitate the retrieval process of organized information as an integral part of the search for intellectual growth (Ikegbune, 1997). According to Ochai (2007), the library is a literacy-based facility, where the use of its contents presumes literacy on the part of the user.

For Nigerian LIS professionals to fully maximize their roles as information disseminators for the benefit of the society, they need education that will assist them to confidently demonstrate their competence and professional expertise to all. They need education that will stimulate their interest positively and sustain the awareness of their expected roles as information professionals in the development of every aspect of the Nigerian society (Akanni, 2008). With advances in ICT, co-operation and collaboration of libraries through inter-library loans system, the LIS profession is now a global issue. The application of ICT in libraries has widened the scope of library and information science profession and confers new roles on libraries. This situation has placed more demand on the ability of LIS professionals in the information age. Having undergone specialized training, they are expected to be skilful in the complex art of managing human and material resources, information packaging, library repositioning, strategic planning, budgeting and effective allocation of funds among competing needs. It is incumbent on Nigerian LIS professionals to upgrade their technical and human relations skills to remain relevant in the profession and attractive to the patrons of libraries and information centres (Nkiko and Ilo, 2006). The both reviewed and the current study provided information on formal training.

## **METHODOLOGY**

The study employed a descriptive survey research design. A descriptive survey design is defined as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Siedlecki, 2020). The research design is aimed at collecting and analysing data from a group of people or by studying a sample considered to be a representative of the entire population (Chia, Kaan and Yajir, 2014). The design according to Emaikwu (2013) is appropriate where it is not possible for the collection of factual and detailed information from a large population as well as the use of representative sample which permits inferences and generalizations to be made on the entire population.

The area for this study covered the two universities in Makurdi Metropolis. Makurdi, Benue State capital was established in the Twentieth century and gained prominence in 1927 when it became the headquarters of the then Benue Province (iambenue.com, 2018). It is located in north central Nigeria.

In 2016, Makurdi and the surrounding areas had an estimated population of 365,000 (Wikipedia.com, 2023). Egwumah, Iwar, and Ogbonna (2009) stated that Makurdi Metropolis lies within Longitude 08°36' East and 08°40' East, and Latitude 07°49' North and 07°52', with an area of about 16km<sup>2</sup>. The town is naturally divided into two land masses by River Benue into North and South Banks. Makurdi Metropolis houses two viable university libraries; The Joseph Sarwuan Tarka University Library, Makurdi, and Benue State University Library, Makurdi. The library of Joseph Sarwuan Tarka University, Makurdi, was established on 1st January, 1988. The library metamorphosed into the Joseph Sarwuan Tarka University Library, Makurdi and thereafter named after the first Vice-Chancellor, Francis Suleimanu Idachaba

Benue State University was established by the Benue State Government with the enactment of the Benue State University Edict No. 1 of 1991. The university has Central Library Complex known as University Library and Information Services (ULIS), it comprises units in the College of Health Sciences and the faculties of Arts, Education, Environmental Sciences, Law, Science and the Social Sciences. Other unit libraries serve the departments of Chemistry and Mass Communications.

The population of the study was 207 respondents. This comprised 30 professional Librarians, 50 para-professionals, 10 support staff and 33 non-professionals (Junior) staff of the Joseph Sarwuan Tarka University (Francis S. Idachaba) Library and 21 professional Librarians, 24 para-professionals, 5 support staff and 34 non-professionals (Junior) staff of Benue state University Library, totalling 207 respondents. (Office of the University Librarians, JSTU and BSU, 2020) The study adopted multistage sampling procedure to sample 136 respondents which were proportionately distributed across the categories of staff. The instrument for data collection for this study was a researcher-developed questionnaire titled: "Staff Training and Job Performance Questionnaire (STJPQ)".

The researcher used an on-line method of data collection by creating a google form titled University Library Staff Training Survey using the self-developed questionnaire and sent the link to the sampled institutions via personal WhatsApp contacts/ WhatsApp groups of the respondents. The researcher allowed a period of one month for the respondents to submit their responses. Mean and standard deviation were used to answer the research questions. A cut off point of 2.50 was used for decision making. Any mean score less than 2.50 was rejected, while mean scores of 2.50 and above was accepted. Chi-square ( $X^2$ ) was used to test the null hypotheses at 0.05 level of significance. The essence of the use of chi-square is to ascertain if the dependent variable is positively influenced by the independent variable of the study.

## **RESULTS AND DISCUSSIONS**

What are the staff training programmes available in university libraries in Makurdi Metropolis?

**Table 1: Staff Training Programmes available in University Libraries in Makurdi Metropolis**

S/N	ITEMS	SA	A	D	SD	Mean	STD	Decision
1	Formal training programmes such Ph.D, MLIS, BLIS and DLIS are available for Staff training in the study area	55	68	13	-	3.31	.638	A
2	Seminar programmes are organized for Staff training in the study area	47	34	48	7	2.89	.948	A
3	Conference programmes are organized for Staff training in the study area	34	52	36	14	2.78	.940	A
4	Workshop programmes are also organized for training of staff in the study area	43	42	37	14	2.84	.990	A

The result on table 1 revealed the mean range of the responses on staff training programmes available in university libraries in Makurdi Metropolis. 55 respondents strongly agreed, 68 respondents agreed, and 13 respondents disagreed that formal training programmes such Ph.D, MLIS, BLIS and DLIS are available for staff training in the study area. This culminated into a mean score of 3.31 and 0.638 standard deviations. 47 respondents strongly agreed, 34 respondents agreed, 48 respondents disagreed and 7 respondents strongly disagreed (representing 2.89 mean and 0.638 standard) that seminar programmes are organized for staff training in the study area. 34 respondents strongly agreed, 52 respondents agreed, 36 respondents disagreed while 14 respondents strongly disagreed that conference programmes are organized for staff training in the study area. These responses represented a mean score of 2.78 and 0.940 standard deviation. 43 respondents strongly agreed, 42 respondents agreed, 37 respondents disagreed while 14 respondents strongly disagreed that workshop programmes are organized for staff training in the study area. These responses represented a mean score of 2.84 and 0.990 standard deviation. All the items were above the cut-off point of 2.50 which means that respondents agreed to the stated items. Therefore, staff training programmes are available in university libraries in Makurdi Metropolis.

What is the influence of formal training on job performance of staff in university libraries in Makurdi Metropolis?

**Table 2: Formal Training on Job Performance of Staff in University Libraries in Makurdi Metropolis**

S/N	ITEMS	SA	A	D	SD	Mean	STD	Decision
1	Ph.D enhances a professional's ability in acquisition of materials	76	43	12	5	3.40	.801	A
2	MLIS enhances a professional's optimal performance in cataloguing and classification	5	56	25	50	2.12	.959	D
3	BLIS improves a library staff's ability in circulation of information materials	11	79	2	44	2.42	1.030	D
4	Diploma in Library and Information science guarantees one's excellent performance of reference service	42	41	46	7	2.87	.917	A

The result in table 2 revealed the mean range of the responses on formal training on job performance

of staff in university libraries in Makurdi Metropolis. Respondents agreed that Ph.D enhances a professional's ability in acquisition of materials with a mean score of 3.40 and 0.801 standard deviation; and that Diploma in Library and Information science guarantees one's excellent performance of reference service with a mean of 2.87 and 0.917 standard deviation. However, respondents disagreed that MLIS enhances a professional's optimal performance in cataloguing and classification with a mean of 2.12 and standard deviation of 0.959; and also disagreed that BLIS improves a library staff's ability in circulation of information materials with a mean of 2.42 and 1.030 standard deviation.

**Hypothesis:** Formal training has no significant influence on job performance of staff in university libraries in Makurdi Metropolis.

**Table 3: Chi Square Analysis of Influence of Formal Training on Job Performance of Staff in University Libraries in Makurdi Metropolis**

Items	Observed N	Chi-square ( $\chi^2$ )	df	P-value	Remark
Disagree	8				
Agree	123	199.691 <sup>a</sup>	2	0.000	Rejected
Strongly Agree	5				
Total	136				

Table 3 shows influence of formal training on job performance of staff in university libraries in Makurdi Local Government. The decision rule for this hypothesis is based on the probability value or (p-value). When p-value is less than alpha value of 0.05 ( $p < .05$ ) it is considered "significant" and the null hypothesis is rejected. When the p-value is greater than alpha value of 0.05 ( $p > .05$ ) it is considered "not significant" and the null hypothesis is accepted". Therefore, in this hypothesis, using 0.05 level of significance, the value of chi-square calculated is  $\chi^2 = 199.691^a$  and the p-value obtained is 0.00 which is below the alpha value of 0.05 indicating that the null hypothesis which states that formal training has no significant influence on job performance of staff in university libraries in Makurdi Metropolis was not accepted. Thus, it implies that formal training significantly influences job performance of staff in university libraries in Makurdi Metropolis.

Analysis of data in table 3 shows a significant influence of formal training on job performance of staff in university libraries in Makurdi Metropolis. The finding is in consonance with Ternni, Abdula and Mohammed (2014) who found that the goal of any organization's training is for employees to master the knowledge; skills and behaviours acquired through training and apply them on the job to enhance organizational performance and effectiveness. In the same vein, Adesola, Oyeniyi and Adeyemi (2013) revealed that staff training has positive significant relationship with job satisfaction. This study therefore maintains that formal education helps to increase efficiency and effectiveness of employees in order to increase organizational performance.



## CONCLUSION AND RECOMMENDATIONS

The study, which investigated the Influence of Formal Education on job Performance in university libraries in Makurdi Metropolis, found the training programmes available for staff and that formal training significantly influence job performance in the study area. University libraries are therefore, to encourage their staff in acquiring formal education, to enhance effectiveness in their job performance through which university libraries will create and improve the nature of the present workers. This will influence the conduct of employees and their working abilities, resulting in improved job performance.

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