

Relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria

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Abstract

The study examined the relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria. Three research questions guided the study, and three hypotheses were tested at a 0.05 level of significance. A correlational research design was adopted for the study. The population comprised 299 library staff, which included academic librarians and library officers from the five federal university libraries in the South-East, Nigeria. Two validated instruments titled “Library Staff Development Questionnaire (LSDQ) and Library Staff Job Performance Questionnaire (LSJPQ)” were used for data collection. The instruments were tested for reliability using Cronbach's alpha. Using Cronbach's alpha, a reliability coefficient of 0.91 was obtained for LSDQ, and a reliability coefficient of 0.86 was obtained for LSJPQ, respectively. Pearson's Product Moment Correlation Coefficient (r) was used to answer research questions and test hypotheses. The findings of the study showed that there was a moderate positive relationship between staff development and the job performance of library staff. There was a moderate positive relationship between staff development and the job performance of male library staff, while a weak positive relationship exists between staff development and the job performance of female library staff. We also observed a moderate positive relationship between staff development and the job performance of academic librarians and library officers. Based on the findings, the implications of the study were pointed out, and it was recommended, among others, that the university library management should ensure that there is consistent and active development of library staff to be up to date with the change in the information environment and efficient in rendering effective services. The library management should develop a policy that will increase and sustain the development of the personnel by adopting and exposing the personnel to developmental strategies that will enhance their job performance.

Keywords: University libraries, staff development, job performance, South-East, Nigeria

Introduction

University libraries are an integral part of the academic institutions and are structured to serve three complementary purposes: to support research, learning, and community development. A university library is a library system established, administered, and funded by a university to meet the information, research, and curriculum needs of its students, faculty, staff members, and the entire university community (Nkamnebe, Udem, & Nkamnebe, 2014). The university library is seen as a means of achieving set educational goals. To accomplish these basic goals of education, the library staff process,

store, and disseminate information as recorded in various media to the users. The success or failure in the achievement of the university's set objectives is determined by the quality of the library resources (Udem & Bassey 2024). The services that academic libraries render are organised and run by the library staff; they must be modified, improved, and extended to align with the changing conditions. Owing to the technological imperative and the dynamics of the users' behaviour, the academic library staff requires skills and knowledge to be flexible in the highly competitive information environment. In line with this view, employers have a responsibility to

provide staff development that will create opportunities for library and information professionals to keep their skills, knowledge, and competencies up-to-date with regard to current trends in librarianship (Mathew, 2011).

Staff development is those opportunities made available by an organisation to improve the performance of their staff through various development methods that will eventually contribute to the personal and professional development of staff. Holley (2013) noted that staff development is a programme of improving staff knowledge, qualification, and efficiency to make one more proficient in job performance. American Management Association (AMA, 2019) defined staff development as a broad term used to describe the job-related continuing education of employees in an organisation. AMA further noted that other terms used interchangeably with staff development" are in-service education, professional development, and human resource development. Staff development can take the form of attending formal classes, workshops, or conferences; in-service training; one-on-one coaching; site visits; or participation on staff or association task forces or committees. Staff development can come in the form of orientation, seminar programmes, ICT-related programmes, on-the-job training, conferences, workshops, position rotation, coaching, and special project committees (Jones & George, 2008; Robbins & Coulter, 2013). These definitions submit that staff development refers to all policies, practices, and procedures used to develop the knowledge and skills of staff to improve their effectiveness and efficiency both for individuals and organisations. It includes all instructional methods or means through which the organisation develops, enhances, and improves the capabilities,

skills, and overall performance of the workforce with the view of applying these skills acquired in their job.

Staff development is essential when the working environment is rapidly changing. Users are adapting to a new and ever-changing digital information environment to provide innovative, value-added services, and to meet the evolving needs, new areas of expertise are developing. These considerations make it clear that the library staff must adapt to the changing information environment and build skills and knowledge accordingly. This has made staff development a critical mission for the university libraries. Its goals are to improve existing competencies and help staff increase efficiency, improve productivity, and ensure compliance with the required standard in the profession. Staff development could help the library management and library staff to retain and enhance the knowledge and skills needed for quality job performance. Staff development can significantly help to increase librarians' confidence within their roles and support their personal growth and professional development. It could prevent the monopoly of skills. Staff development could help keep library staff up-to-date with new developments in the field of librarianship to fulfill the library mandate (Cobblah & Van der Walt, 2016).

There are three different cadres' of staff in the library, which include academic librarians, library officers and the library support staff. The professionals known as the academic librarians and the library officers are the major concerns of this study. As noted by the Librarian Registration Council of Nigeria (LRCN) (2019), for effective and efficient service delivery, it is required that the academic library be staffed by a mix of the relevant personnel, which include academic librarians, para-

professionals, and support staff. LRCN further explained that librarians are persons who have requisite qualifications approved by the professional body in the practice of librarianship in Nigeria. They possess the minimum qualification of a first degree or postgraduate degree in library and information science. In a similar view, Ogundeji (as cited in Ogar & Nkanu, 2022) noted that the minimum academic qualification of librarians in Nigeria is a university first degree in librarianship or a first degree in another field with a postgraduate degree in librarianship and registered member of the Librarian's Registration Council of Nigeria (LRCN). Udem and Bassey (2024) noted that librarians are specialists in the management of libraries and their resources. They have the responsibility to render service to the users. Librarians are the people who work professionally in the library, providing access to information, social and technical programming, or instruction on information literacy to users. They work professionally with experience, carry out various roles, hold responsibilities, and are in a position of authority. They are involved in planning policies and decision-making. They set procedures for the practices and operations of the library and exercise control and discipline in the library. Academic librarians are the most vital factors of production in university libraries. Development of academic library personnel is, therefore, essential for the efficiency and effectiveness of university libraries.

In libraries, a library officer/para-professional is a person who is trained to assist a librarian who is regarded as a professional in the library. The para-professionals are generally referred to as the library officers. They are the holders of NCE, OND, and HND certificates in library and information science (LRCN, 2019), in

addition to possessing a minimum National Diploma in Library and Information Science. LRCN further maintained that library personnel under this category must possess the relevant ICT competencies and literacy and the willingness to embark on regular training and retraining. Shehu and Kasa (2019) affirmed that library officers have qualifications that range from certificates and diplomas in library science, which qualify them to embrace the career path of the low and middle cadres of the library. The library officers' personnel occupy the base and mid layers of the personnel pyramid in most libraries and are trained according to curricula that are accredited in line with the best practices. Library officers manned the technical and numerous sensitive positions in the library. They may be designated as library assistants or library officers. Library officer's position titles are interlibrary loan assistant, catalogue assistant, periodicals supervisor, reference assistant, and other (Shehu & Kasa, 2019). Job performance of the library staff is essential for the achievement of the objective of the university.

Job performance is how one carries out the tasks, duties, and responsibilities associated with a particular job. Job performance is defined as the total expected value to the organisation of the discrete behavioural episodes that an individual carries out over a standard period (Motowidlo & Schmich, 2013). Liu and Liu (2022) described job performance as behavioural engagement with an expected outcome, where behaviour shows the action people perform to complete the work, and outcomes exhibit the results of individual job behaviour. Job performance is the abilities, learnt skills, and knowledge that an individual puts in or incorporates to effectively discharge an assigned

responsibility. Job performance is how one carries out the tasks and responsibilities linked with a particular job. Furthermore, Oyeniran and Akphorhonor (2019) consider job performance as an output of staff on the job measurable in terms of the quality and quantity of jobs done. Udo-Anyanwu, Uwandu, and Obiano (2020) stressed that job performance is very crucial to the survival of the organisation and as a result needs attention from both the employer and employees. The emphasis here may include empowerment, management behaviour, teamwork, motivation of work environment and demographic factors of workers, and research on person-specific predictors of job performance focused on abilities, knowledge, experience, and non-cognitive traits. Osibanjo, Abiodun, and Adeniji (2014) stress that organisations should pay heed to their work surroundings, owning that a convenient workplace surrounding will generate a greater level of performance, and the absence of assisting provisions for work performance can lead to a considerable fall in the employee productivity rate. Job performance is determined by the situation in which the performance occurs; the employee's tendency to perform as required depends on the availability of the necessary tools required for them to carry out their statutory duty (Udem & Bassey, 2024). Job performance focuses on potential factors in the workplace that may enhance, as well as hinder, performance.

The tasks carried out in the university library include, but are not limited to, cataloguing and classifying items, offering reference services, charging and releasing library materials to patrons, providing bibliographic services, and providing current awareness services. As enumerated by Obiamalu and Echedom (2022), the library strives to enhance accessibility through resource sharing and

networking. The library also engages in those activities that promote gainful use of the library resources to meet the information needs of the users, such as readership campaigns, library shelf guides, orientations, and current awareness programmes. Showing high performance when accomplishing tasks results from self-efficacy and mastery. Research demonstrated that performance is a dynamic construct and that performance fluctuates within individuals and changes over time. Simisaye (2014) opined that librarianship is generally accepted as a dynamic profession; members should constantly seek new and better ways of information acquisition, storage, and dissemination through planned interactions among professional colleagues, as well as participation in short- and long-term courses.

Statement of the problem

The university library is a library established in academic institutions to cater to the information, education, and research needs of the university community. The library staff processed, stored, and disseminated information as recorded in various media to the users. Over the years, the university library has experienced transformation in the way it handles information in their environment as a result of emerging technologies, changes in library tools, changes in the method of information service delivery, the dynamic of user behaviour, and a rapid increase in knowledge explosion. Managing the library resources in their various forms (print and digital format) has become a critical mission for the university library management.

The university library as an information service-orientated institution depends on well-trained librarians to manage these print and digital resources for effective service delivery to the user's

community to achieve the goals of education. Although the university management employs librarians for this purpose, issues still exist with the job performance of the library staff. Ranging inadequate skill and knowledge possessed by the library staff to manage and handle these resources even when the resources are made available to render services to the users. Some staff find it difficult to embrace the new trend in the field of librarianship. These may indicate the absence of required skills.

The quality of job performances of library staff depends on staff development. The services rendered in some university libraries seem not satisfactory to the user communities. Based on the researcher's observation and interactions with library patrons, many users no longer use the library. This may be because they are not interested in using the library, and many prefer using limited resources of their own instead of visiting the library, which may be a result of poor job performance of the library staff during services delivery to the users. Ajegbomogun, Alawiye, Fagbami, and Adenekan (2019) observed that constraints to the use of information resources in the library were the low level of expert assistance and inadequate technical skills of the library personnel. There is a serious need for the library staff to update their existing knowledge and skills for library practice, to remain relevant in the profession, and to brace up with the change in their environment, as neglecting staff development in the university library will nail the profession into oblivion. It is on this note that this study is set to investigate the relationship between staff development and the job performance of the staff in the federal university libraries in South-East, Nigeria.

Purpose of the study

The purpose of this study is to determine the relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria. Specifically, the study is designed to determine the:

1. Relationship between staff development and job performance of library staff in federal university libraries in South-East Nigeria.
2. Relationship between staff development and job performance of male and female library staff in federal university libraries in South-East Nigeria.
3. Relationship between staff development and job performance of academic librarians and library officers in federal university libraries in Southeast Nigeria

Research questions

The following research questions guided the study:

1. What is the relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria?
2. What is the relationship between staff development and the job performance of male and female academic librarians in federal university libraries in Southeast Nigeria?
3. What is the relationship between staff development and the job performance of academic librarians and library officers in federal university libraries in South-East, Nigeria?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance.

Ho1: There is no significant relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria.

Ho2: There is no significant relationship between staff development and the job performance of male and female library staff in federal university libraries in South-East, Nigeria.

Ho3: There is no significant relationship between staff development and job performance of academic librarians and library officers in federal university libraries in South-East, Nigeria.

Literature review

Staff development is a process that provides individuals in an organisation with the necessary skills and knowledge needed to increase levels of competence and growth in their jobs. Staff development implies the acquisition of new knowledge in areas relative to a work situation. Staff development covers a broad range of activities designed to provide staff with the knowledge and skills that are directly related to their roles and responsibilities in the library (Awogbami, Adebayo, & Opele, 2021). They further assert that staff development programmes are processes designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. The University of Mumbai (2020) listed methods that are generally adopted to provide staff with knowledge and skills to include on-the-job training, which involves imparting staff with specific job skills and knowledge at the workplace; off-the-job or off-site training that takes place away from

the workplace, often in the form of special courses, lectures, conferences, and case studies; and induction, whereby new employees are introduced to the job, practices, policies, and purposes of the organisation. Staff development involves every opportunity available to new and experienced staff. These activities are designed to improve the quality of service delivery and enable individuals to grow professionally.

Developing the staff through various employee development methods such as conferences, seminar workshops, position rotation, coaching, and others could make them acquire, improve, and express skills that lead to efficiency in job performance. Mohammed (2010) posited that all these training programmes can help both professional and para-professional staff to be current with new knowledge and development in the field. The more staff undergo development programmes, the more committed they are to job performance. Staff development is a tool to ensure efficiency or effectiveness in the achievement of organisational objectives. As noted by Gani (2013), staff development contributes to effective and efficient job performance, minimises wastage, and reduces cost. In a similar view, Alabi, cited in Ogar and Nkanu (2022), noted that the primary aim of staff development includes enhancing professional competence, which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potential for future work, thus improving the individuals' and institutions' abilities to achieve their aims and objectives. Staff development enables the librarians to fulfil the need for the continuing acquisition of knowledge and competencies that have not been met by formal education (Pan & Hovde, 2010). This need is driven by both the emerging

technologies and the increase in knowledge explosion. Staff development provides employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Development minimises performance deficiencies in staff that may not perform to the desired level. The organisations need to work on the strategic development of the workforce that will originally help in their growth process in continuous development or retention of employees according to the job performed in the organisation. Bello (2017) also observed that paying attention to the career development of individuals will be vital not only for skills development but also to help establish an enhanced performance at work by giving librarians a clearer sense of direction and purpose and enabling them to take responsibility without fear. Well-trained staff can be conversant with library resources to enable him or her to meet users' needs. This indirectly builds users' confidence in staff skills and, ultimately, in the library.

The growth of globalisation and open market policies has compelled businesses all over the world to work strategically and proactively, rather than becoming complacent in their ways, in order to advance their corporate development. The library staff needs to build confidence by equipping themselves to the level they can attend to all queries. Bello further noted that staff development brings about job efficiency. Staff development is a technique to increase quality, efficiency, and output; it can be associated with high-quality professional performance resulting in career advancement, strategic development, and initiative to sustain change (Seyoum as cited in Ogar & Nkanu, 2022). Tumba and Temboge (2018) noted that staff development covers a broad range of activities designed to provide staff with

knowledge and skills that are directly related to their role and responsibilities. The essence of staff development in academic libraries is to ensure that maximum potential is tapped from the employees for the development of the libraries and also serve as a motivational ingredient to achieve staff job satisfaction. Staff development in this study is conceptualised as on-the-job training that provides the librarians and other staff with desired knowledge, skills, and abilities that will enhance job performance, practice, and principles of librarianship in academic libraries. Staff developments are activities in the library designed for the personal and professional growth of personnel that will increase job performance.

Job performance is a behaviour that organisations expect an individual to carry out in the workplace. Job performance, as posited by Awogbami, Opele, and Adeoye (2021), is a multidimensional concept that includes both task performance and contextual performance. Task performance is defined as an employee's contribution to the organisation, while contextual performance refers to an employee's behaviour at work. Motowidlo further asserted that job performance is the total expected value to the organisation of discrete behaviour that an individual carries out over a standard period to improve their efficiency in the work environment. Udem and Bassey (2024) noted that job performance is the contributions of the library staff toward the achievement of the library goals/objectives in terms of attitude, skill, competencies, and job efficiency. Saka and Salman (2014) posited that job performance is the discharge of statutory duties or functions based on workers' fields of specialisation; these statutory duties are tailored towards the attainment of an organisation's objectives. According to

Porter and Lawler's theory (1968), job performance is determined by effort, personality, skills, experience, knowledge, and abilities. Job performance is determined by factors such as knowledge, skill, motivation, ability, and work environment (Knust, Knust & Antwi, 2013). In a similar view, Apenteng (2012) opined that job performance is determined by capacity to perform, opportunity to perform, and willingness to perform. Kheyrollah and Nasser, as cited by Awogbami, Opele, and Adeoye (2021), noted that performance on the part of the staff is essential for the success of the organisation. Such performance, to a large extent, will depend on their knowledge and skills (especially through staff development) and confidence in originating ideas as to how best to carry out the task or the job. Job performance in the university library depends on the quality of the individuals that constitute the workforce and how they play their roles in discharging their responsibilities. These qualities are embedded in traits measured in selection programmes, participation in staff development programmes, exposure to motivation and satisfaction intervention practices, and situational constraints and growth opportunities. Library performance depends upon how effectively librarians perform their roles and responsibilities at different levels of management and how they share their responsibilities among different classes of library staff in meeting their mission. Having all the infrastructure, equipment, resources, materials, and facilities is not enough; the staff is also necessary to make the library attractive, usable, and useful for research, teaching, learning, and community service.

Therefore, library staff must acquire the skills that will enable them to perform effectively in large and increasingly competitive organisations considering the

nature of the services they render, especially as a non-profit-orientated organisation. An individual's performance can vary over time with changes in motivational factors and situational constraints; to improve performance, satisfaction levels have to be maintained. Ogar and Nkanu (2022) investigated staff development as a predictor of the job performance of academic librarians in university libraries in South-South, Nigeria, and their finding revealed that there is a relationship between staff development and the job performance of academic librarians in university libraries in South-South, Nigeria. A significant relationship between staff development and the job performance of academic librarians in university libraries in South-South Nigeria was observed. Similarly, Saka and Haruna (2013) conducted a study on staff development as a motivating factor in job performance among personnel in branch libraries at the University of Maiduguri, and their findings revealed that formal education does not enhance the job performance of staff. The findings of the study also revealed that staff development programmes collectively increase the job performance of staff.

Methods

The correlation research design was adopted in this study. The population of this study consists of 299 library staff in the five federal universities in South-East, Nigeria. The universities are Alex Ekwueme Federal University in Ebonyi State, Michael Okpara University of Agriculture in Abia State, Federal University of Technology Owerri in Imo State, Nnamdi Azikiwe University Awka in Anambra State, and University of Nigeria Nsukka in Enugu State. Two instruments titled Library's Staff Development Questionnaire (LSDQ) and Library's Staff Job Performance

Questionnaire (LSJPQ) were used for data collection. The face validity of the instrument was established by three experts: two experts from the Department of Library and Information Science and one expert from the measurement and evaluation units, Department of Educational Foundation, Faculty of Education at Nnamdi Azikiwe University Awka. The reliability of the instrument was established using Cronbach's alpha. To achieve the reliability estimate, 20 copies of the questionnaire were administered to 10 librarians and 10 library officers at the University of Uyo in Akwa-Ibom State, which is not the area of this study, to establish the reliability. The data were collected to determine the internal consistency of the items in each instrument. The reliability coefficient for the questionnaire items' on staff development was 0.91, while job performance was 0.86. Pearson's Product Moment Correlation Coefficient (r) was used to answer research questions and test hypotheses. The decision on the significance of the relationship

between variables was based on the obtained probability value (p-value). Where a p-value is less than or equal to the 0.05 level of significance, the relationship was considered significant, and the null hypothesis was rejected. On the other hand, a p-value greater than 0.05 implies a non-significant relationship between the variables, and the null hypothesis was not rejected.

Results

This section presents the results of data analysis based on three research questions and three null hypotheses that guided the study. The results were presented separately in the tables for the three research questions and three tables for the three hypotheses.

Analysis of research question 1 and hypothesis 1

Research question one: What is the relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria?

Table 1: Pearson's correlation on relationship between staff development and job performance of library staff

Variable	N	Staff development	Job performance	Remark
Staff development	236	1	.46	Moderate Positive Relationship
Job performance	236	.46	1	

The result displayed in Table 1 shows that the correlation between staff development and job performance of library staff is 46. This indicates that as staff development increases, library staff' job performance increases to a moderate degree. This implies that there was a moderate positive relationship between staff development and the job performance of library staff in

federal university libraries in South-East, Nigeria.

Hypothesis one: There is no significant relationship between staff development and the job performance of library staff in federal university libraries in South-East, Nigeria.

Table 2: Pearson’s correlation on the significant relationship between staff development and job performance of library staff

Variables	N	Staff development	Job performance	p-value	Decision
Staff development	236	1.00	.45	.000	Significant
Job performance	236	0.45	1.00		

Table 2 shows that there was a significant relationship between staff development and job performance of library staff in federal university libraries in South-East, Nigeria, $r = .45$, $p < 0.05$ level of significance. Since the p -value was less than 0.05, the null hypothesis was rejected.

Analysis of research question 2 and hypothesis 2

Research question two: What is the relationship between staff development and job performance of male and female library staff in federal university libraries in South-East Nigeria?

Table 3: Pearson’s correlation on relationship between staff development and job performance of male and female library staff

Variable	N	Staff development	Job performance	Remark	
Male					
Staff development	100	1	.59	Moderate Relationship	Positive
Job performance	100	.59	1		
Female					
Staff development	136	1	.35	Weak Relationship	Positive
Job performance	136	.35	1		

The result displayed in Table 3 shows that the correlation between staff development and job performance of male library staff in federal university libraries in South-East, Nigeria is = .59, while the correlation between staff development and job performance for the female sample is = .35. The values indicate that there was a moderate positive relationship between staff development and job performance of male library staff and a weak positive relationship

between staff development and job performance of female, which implies that the relationship between staff development and job performance was stronger among male compared to the female library staff.

Hypothesis two: There is no significant relationship between staff development and job performance of male and female library staff in federal university libraries in South-East, Nigeria.

Table 4: Pearson’s correlation on the significant relationship between staff development and job performance of male and female Library staff

Variable	N	Staff development	Job performance	p-value	Decision
Male					
Staff development	100	1	.59	.000	Significant
Job performance	100	.59	1		
Female					
Staff development	136	1	.35	.000	Significant
Job performance	136	.35	1		

Table 4 shows that there was a significant relationship between staff development and job performance of male and female library staff in federal university libraries in South-East, Nigeria, $r = .59$ and $.35$ respectively, $p < 0.05$ level of significance in both cases. Since the p -values were less than 0.05, the null hypothesis was rejected.

Analysis on research 3 and hypothesis 3

Research question three: What is the relationship between staff development and job performance of academic librarians and library officers in federal university libraries in South-East, Nigeria?

Table 5: Pearson’s correlation on relationship between staff development and job performance of academic librarians and library officers

Variable	N	Staff development	Job performance	Remark
Academic librarians				
Staff development	124	1	.44	Moderate Positive Relationship
Job performance	124	.44	1	
Library officer				
Staff development	112	1	.49	Moderate Positive Relationship
Job performance	112	.49	1	

The result displayed in Table 5 shows that the correlation between staff development and job performance of academic librarians in federal university libraries in South-East, Nigeria is $.44$, while that of library officers is $.49$. These values indicate that there was a moderate positive relationship between staff development and job performance among both academic librarians and library officers.

Discussion

The result revealed that there is a moderate positive relationship between staff development and the job performance of

librarians in federal university libraries in South-East, Nigeria. This implies that as staff development increases, librarians’ job performance increases to a moderate level. This buttresses the fact that increased opportunities in staff development could improve the job performance of the librarians. On the contrary, it shows that as staff development decreases, librarians’ job performance will also decrease to a moderate level. This is in line with Katamba and Ibrahim (2013), who revealed that as the staff development programmes collectively increase, the job performance of staff tends

to be higher. Maku, Aku, and Daniel's (2021) study revealed that capacity building plays a significant role in improving the performance in terms of training and education of the academic staff of the polytechnic. Similarly, the hypothesis tested shows a significant relationship between staff development and the job performance of librarians in federal university libraries in South-East, Nigeria.

The results of the study showed that a moderate positive relationship exists between staff development and job performance of male librarians, while a weak moderate positive relationship exists between staff development and job performance of female librarians in Federal University Libraries in South-East, Nigeria. This implies that the relationship between staff development and job performance was stronger among male librarians compared to female librarians. It may be that female librarians were not given equal opportunity regarding staff development or that male librarian performed better in their jobs than female librarians. The weak moderate positive relationship between staff development and job performance among female librarians could be a result of gender-based discrimination or bias, which may influence their job performance in Federal University Libraries in South-East, Nigeria. To encourage positive gender diversity and corroboration among the librarians as a means of improving library performance, gender issues should not be a determinant of staff development in the library. After all, what a man can do, a woman can do better if she is granted an equal opportunity. Ignoring staff development among female/male librarians could pose a significant challenge to the library's performance.

The result revealed that there is a positive moderate relationship between staff development and job performance of

professional and paraprofessional librarians/library officers in federal university libraries in South-East, Nigeria. This implies that the relationship between staff development and job performance was the same among professional and paraprofessional librarians/library officers in federal university libraries in South-East, Nigeria. The result of the hypothesis revealed that there is a significant relationship between staff development and job performance of professional and paraprofessional librarians in federal university libraries in South-East, Nigeria. This study corroborates with Saka and Haruna (2013), who found out that staff development programmes collectively increase the job performance of staff. Maku, Aku, and Daniel (2021) also pointed out that there is a significant positive relationship between training, education, and productivity.

Conclusion

Based on the findings of the study, it was concluded that a significant relationship exists between staff development and the job performance of librarians. The present study, therefore, concludes that there is a moderate positive relationship between staff development and the job performance of librarians in federal university libraries in South-East, Nigeria.

The following are recommended in the light of the findings:

1. The university library management should ensure that there is consistent and active continuous professional development of library staff to be up to date with the changes in the information environment and efficient in handling user needs. The continuous professional development is based on the fact that the study established a significant relationship

between staff development and job performance of library staff. The training should be directed towards the use of emerging tools in information handling and dissemination. Also, the librarians should be encouraged to sponsor attending seminars, conferences, and workshops.

2. Continuous professional development opportunities should be granted to both male and female librarians on equal grounds. To encourage positive gender diversity and corroboration among male and female librarians as a means of improving library performance, gender issues should not be a determinant of staff development in the library.
3. There should be continuous education of the academic librarians and library officers and exposure to different developmental methods and units of the library to enable them to have knowledge of the various units of the library and position them to take responsibility whenever they are posted to any unit. The management of the library should develop a policy that will encourage and sustain staff development opportunities to enhance productivity and accomplishment of the university's objective.

Implication of the study

The result of this study has provided empirical data establishing how staff development relates to the job and revealed that there is a moderate positive relationship between staff development and the job performance of librarians in federal university libraries in southeast Nigeria. This means that as staff development

increases, librarians' job performance increases to a moderate degree. The implication of this is that staff development is very essential to staff job performance.

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