

## **INFLUENCE OF STAFF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN SELECTED UNIVERSITY LIBRARIES IN SOUTH-WEST, NIGERIA**

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**ABSTRACT:** *This study investigated the influence of training and development on employee performance in selected university libraries in South-West, Nigeria. The survey research design was adopted for this research work. A structured questionnaire was used as an instrument of data collection. The total enumeration technique was employed, and out of the total copies of the questionnaires administered, 103 were completed and returned. Frequency distribution and percentages were used for analysis, while the hypotheses were tested using correlation and regression analysis tools of the Statistical Package for Social Sciences (SPSS). The result of the study showed a significant correlation between staff training and development and employee performance in university libraries in Nigeria. The result of this research also showed that staff training and development significantly influence the performance of library staff in selected university libraries. The study, therefore, recommends that university libraries management should regularly organize training and developmental programs for their employees. Furthermore, the research suggests that library employees should be encouraged to participate in training organize within and outside their institutions, as this would ensure increased performance/productivity.*

**KEYWORDS:** staff training, staff development, skills acquisition, employee performance, human resources management, employee motivation, university libraries

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## **INTRODUCTION**

Across the world, organizations have sought to rely on improved skills, knowledge, and capability of the talented workforce to create competitive advantage (Shu-Rung & Chun- Chieh, 2017). To develop the desirable skills, knowledge, and capability of employees and position them to perform their responsibilities, managers in charge of human resource training design different training

programs (Lakra, 2016). Such training programs not only target to improve the familiarity of employees about their responsibilities, but it also helps to encourage employees to develop more commitment towards their job. Huang and Jao (2016) explained that organizations design training programs to prepare their employees to perform their duties correctly and according to the laid down standards. Organizational personnel design training sessions to ensure that they optimize the potentials of employees. Khan and Baloch (2017) opined that the majority of organizations prefer to invest in different programs that create new skills through long-term planning. This is to enable them to adapt to any current and future uncertainties. Therefore, they ensure that they improve the performance of their employees through superior levels of commitments and motivation.

According to Gatti, Angel-Urdinola, Silva, and Bodor (2011), Employee training is a program aimed at helping employees gain specific skills and knowledge. The acquired knowledge and skills are provided to assist employees in improving their job performance (Gatti, Angel-Urdinola, Silva & Bodor, 2011). Training is developed through organized programs that ensure employees are given skills that are essential in the job market. Therefore, before embarking on this kind of training, it is vital for any agency first to understand the needs of employers. Take, for example, Lebanon, both government and private agencies (Khouri et al., 2014) undergo training. This approach helps in training as many employees as possible to make them qualified for better jobs. There are also other essential reasons why employee-training programs are developed. For instance, training makes it easier for an organization to retain excellent talents that help in the growth of profits. With exceptional abilities, an organization can overcome challenges of operation. In return, the employers lay down well-developed strategies, and significant milestones are reached in regards to performance. Although employee training should not only be offered to attract better jobs, it should also be supportive towards achieving organizational strategic path.

According to Jaoude (2015), organizations providing high-level training have been able to realize three times increasing profits compared to competitors. However, to possess such high impact programs and employees is not simple; it requires a mixture of alignment and planning. This involves developing and designing training in a manner that meets the organization's top goals. Furthermore, employee training should be based on gaps in the job market. This is done through the identification of what employees possess regarding skills and the ideal ones required for the job. Through this approach, training can effectively be offered based on motivation, skills mastery, and giving critical thinking skills to employees. Lastly, training should be done based on practical and class lessons to produce effective and sustainable skills in the workforce (Urdinola, 2013).

Staff training and development constitutes one aspect of the human resource management processes in any organization. It is the most potent tool of any organization's success. The Concise Oxford Dictionary (2006) defines training as "bringing a person to a desired state of efficiency by instruction and practice". Development is also defined by the Longman Dictionary of Contemporary English (2005) as "change that makes a product, plan, idea, etc. better". The training and development of an employee are, therefore, regarded as one of the most critical functions of effective resource management and service delivery. According to Rowley (1995), training and development is necessary for the maintenance of the human resource base of the organization and

must be viewed as an integral part of the core organizational strategy. Casteleyn (1992) Opined that all libraries aim to have efficient staff to provide an excellent library service to the public they hope to serve, whether that readership is using a Public, University, School, or Private library. To Adeniji, Babalola, & Adeniji (2012), library buildings and extensive collections without skilled professionals can be described as glorified warehouses. Training and development, therefore, is of the utmost importance in the library field. However, each library organization must decide for itself what it means by a desired state of efficiency, as requirements will differ from library to library and country to country. However, the training and development should be designed to ensure efficient performance to the dual benefit of the library system and the users. This study focuses, therefore, on investigating the influence of training and development on employee performance of library personnel in selected libraries in South-West, Nigeria.

### **Research Objective**

The main objective of this study is to investigate the influence of staff training and development on employee performance in selected university libraries in South-West, Nigeria. This study focuses on the following specific objectives:

1. To investigate the relationship between training & development and employee performance of library personnel in university libraries in South-West, Nigeria
2. To examine the influence of training and development on employee performance of library personnel in university libraries in South-West, Nigeria

### **Research Hypotheses**

The following hypothesis will be tested for this research work:

1. There is no significant relationship between training & development and employee performance of library personnel in university libraries in South-West, Nigeria
2. Training and development do not significantly influence employee performance of library personnel in university libraries in South-West, Nigeria

## **REVIEW OF RELATED LITERATURE**

The constant changes in economic, political, educational, and social developments which occur leave the library profession with no alternative but to adapt their services in response to these changes. Staff training has become increasingly important as jobs have become more sophisticated and influenced by technological changes. To this end, staff training needs should be taken seriously to keep up with the rapidly changing trends. For instance, an appropriate training environment is one that mirrors the experience. Most often, resources such as funding are wasted when the organization fails to link training with organizational goals and strategies. Rapid changes in job requirements are increasing the importance of cross job retraining. For organizations to obtain the best returns on the investment made on their employees, they should take training and development programs seriously. It is a fact that organizations that use training technologies to acquire skills and knowledge also enable employees to apply whatever they have learned to the job rather than solely relying on lectures as a means of training employees. Training empowers the individual to apply the knowledge and skills required for the job or task. Staff is an essential component of any library management system, so their training and development needs must be assessed

continuously. This would enable staff to perform effectively in a rapidly changing environment. A lack of knowledge, skills, and attitudes prevents satisfactory job performance.

Devi and Shaik (2012) describe an effective training program as one that addresses training needs and delivers training according to training objectives. Training effectiveness refers to the benefits that organizations and trainees receive from training. The benefits to the trainee may include acquisition of new skills or behavior, and the benefits to the organization may consist of an increase in productivity and satisfaction of customers. Training effectiveness involves assessment of the extent to which training and development efforts contribute to improved performance and results. Training is said to be useful when the training outcomes match with their objectives. Training programs should, therefore, be designed and delivered to meet the needs of both the employees and the organization. The employees should be able to apply what they learned on the job, and this should reflect in reduced cost of production, saved time, improved services, increased customer satisfaction, improved morale, decreased grievances or complaints, and improved capabilities to meet future demands and higher productivity. The way to know if there was an improvement is to have these variables, that is, time, service, morale, capability before training and after training, measured to determine if there was an improvement (Hurque and Vyas 2008; Kunche, Kumar, Guniganti & Puli, 2011).

Asare-Bediako (2008) suggests that training transfer could be facilitated through collaborative efforts involving three parties, namely, trainee, trainer, and supervisor and that each of them needs to take some action before, during, and after the training program. It is, however, difficult to measure training effectiveness, because training results may not be immediately reflected in the job performance of the trainee. What is even more difficult is the measurement of training results in monetary terms. Creg and Bradley (2000) explain that while many attempts have been made to measure the effects of training in financial terms, the complexity of organizations and the myriad variables involved often frustrate such efforts. There is also extreme difficulty in isolating the impact of training in reference to job performance. Training programs are, therefore, effective only to the extent that the skills and behavior learned can be transferred to the job. It is also important to emphasize that training efforts have the most lasting beneficial effects when staff is engaged in the discussion about the training right from the planning stage. In this way, training is likely to impact positively on job performance.

Several authors in the reviewed literature (Abba and Dawha, 2009; Baldwin, Gibbs and Slough, Cobblah and Van der Walt: 2016; Broady-Preston, 2009; Fritts and Casey, 2010; Kisby and Holler, 2009; Mackenzie and Smith, 2012; Paster, 2004; Snyder and Sanders, 1978; Weaver, Holland and Tonner, 2009) have, however, established that effective staff training and development programs have contributed to improved job performance and higher productivity. Onyia and Aniobolu (2011) carried out a study on the effects of training and retraining of library workers on their job performance at Delta State Polytechnic Library, Nigeria. The findings showed that staff training and development provided by the organization had contributed to a large extent to staff performance on the job. A planned staff development process helps to equip library staff with new technological skills needed to enhance their job performance and prevent skills obsolescence. Staff training and development programs should be evaluated to determine the cost-effectiveness of

training programs. This will give room for the introduction of new techniques, provide for succession, enable qualified placement, and raise the standard of unskilled personnel. Akintunde (2004) also supports the argument that staff training and development initiatives contribute enormously to the job performance of library workers.

Job performance can be defined as all the behaviors employees engage in while at work (Jex 2002). Job performance refers to how well someone performs at his or her work. Definitions range from general to specific aspects and from quantitative to qualitative dimensions. Going by literature, defining and measuring job performance was not a straight forward process. These days, it is agreed that job performance consists of a complicated series of interacting variables of aspects of the job, the employee, and the environment (Berghe, 2011, citing Milkovich et al. 1991). The need for high performing individuals that would help the institutions meet their goals, to deliver the products and services they specialized in, and finally, to achieve competitive advantage is vital. Performance is also essential for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance, if it is recognized by others within the organization, is often rewarded by financial and other benefits. Performance is a major, although not the only prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (Van Scotter, Motowidlo, & Cross, 2000).

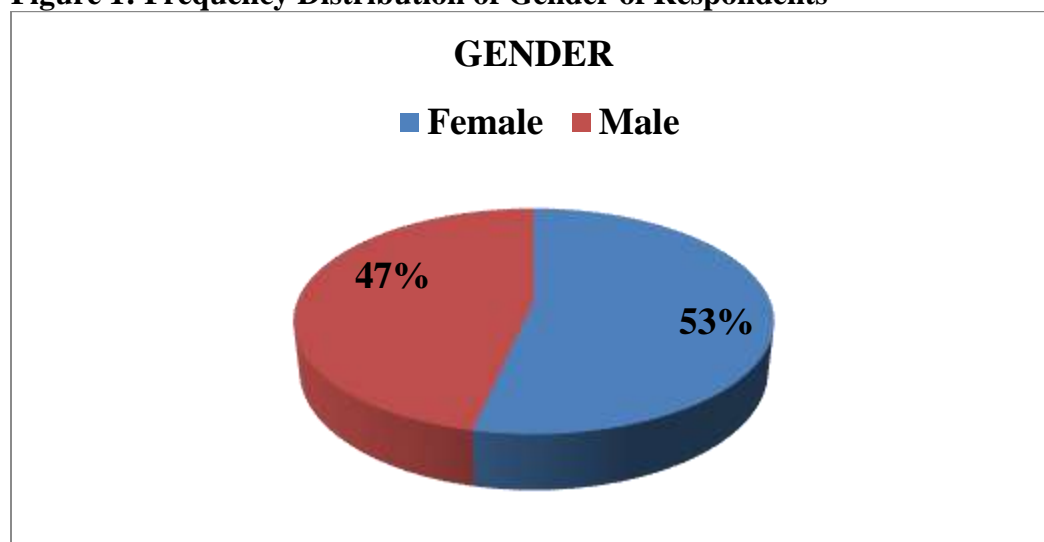
Historically, there have been three approaches to define the dimensions of job performance (Berghe, 2011), one as a function of outcomes; as a function of behavior; as a function of personality traits. The majority of the studies have shifted their focus on defining job performance in terms of outcomes and behavior since these are easier and more objective to define and to observe than personal traits (Hersen 2004). According to Pugno (2009), job performance can be defined as the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person works. Therefore, the job performance of an individual plays a vital role in an organization's growth. This is because it profoundly influences the overall firm's performance and also functions as the critical variable in work and organizational psychology (Sonnentag and Frese, 2002). Job performance in the view of Oduwale (2004) is how one carries out the task, duties, and responsibilities associated with a particular job. Commenting further, job performance, according to him, is considered as an output of staff on the job, measurable in terms of quality and quantity of job performed or done. However, individual job performance is not stable and can fluctuate over time. Studies have shown that the performance of an individual change by changing the time spent on a specific job. At the same time, individual performance improves as a result of learning, and high performance is always the result of greater understanding towards the particular task instead of a greater effort to the job (Sonnentag, Volmer & Spsychala, 2011 citing Frese and Zapf, 1994).

## RESEARCH METHODOLOGY

The survey research design was utilized for this research work. The population of this study comprises of library personnel which is professional, para-professional and supporting staff in selected University libraries namely; Adeleke University Library Ede; Fountain University Library Osogbo; Hezekiah Oluwasanmi Library (Obafemi Awolowo University Ile-Ife); Osun State University Library Osogbo, Tekena Tamuno Library (Redeemers' University Ede) and Kenneth Dike Library (University of Ibadan). The total enumerative sampling technique was adopted for this research work because of the size of the population under study. A structured questionnaire was used as an instrument of data collection. The data collected were analyzed using appropriate statistical tools of the Statistical Package for Social Sciences (SPSS).

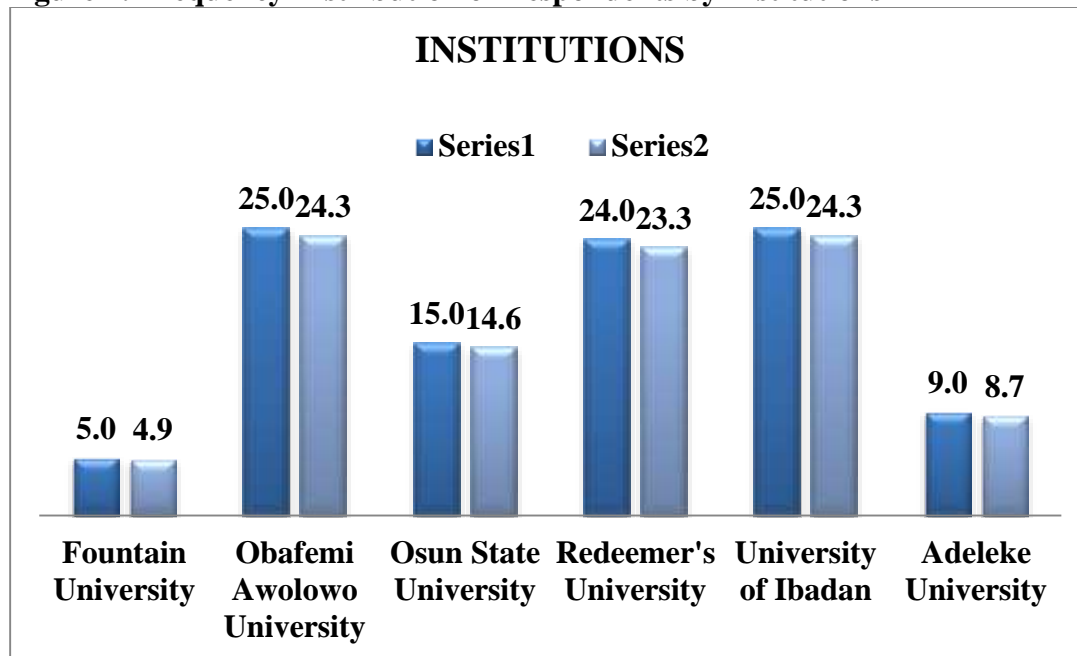
## ANALYSIS OF RESULTS

**Figure 1: Frequency Distribution of Gender of Respondents**



**N=103 (Source: Field Survey, 2020)**

Figure 1 above shows the frequency distribution of the gender of respondents. The total number of participants in this research work was 103. A total of 53 percent (55) respondents are female, while only 47 percent (48) are male. This implies that there are more female respondents in this research work than male respondents.

**Figure 2: Frequency Distribution of Respondents by Institutions**

**Note: Series 1 = Frequency of Institutions and Series 2 = Percentage of Institutions  
N=103 (Source: Field Survey, 2020)**

Figure 1 above shows the result of the frequency distribution of respondents according to their institution. The result shows that there are three private universities, namely: Fountain University library with 4.9 percent (5) respondents, Redeemer's University Library with 23.3 percent (24) respondents, and Adeleke University Library with 8.7 percent (9) respondents. There are also three public universities in this study, namely: Obafemi Awolowo University Library with 24.3 percent (25) respondents, Osun State University Library with 14.6 percent (15), and the University of Ibadan Library with 24.3 percent (25) respondents. This implies that respondents from Obafemi Awolowo University Library and the University of Ibadan Library participated more in this research work.

**Table 1: Frequency Distributions and Descriptive Analysis of Training and Development Statements of Respondents**

Statements	SA	A	U	D	SD	MEAN	Decision
Training and development enhances employees morale in my library	71 (68.9%)	31 (30.1%)	1 (1.0%)	0 (0%)	0 (0%)	4.73	Strongly Agreed
Training and development make employees more eligible for promotion in my library	44 (42.7%)	52 (50.5%)	3 (2.9%)	3 (2.9%)	1 (1.0%)	4.28	Agreed
Training and development helps my library to increase productivity	62 (60.2%)	39 (37.9%)	2 (1.9%)	0 (0%)	0 (0%)	4.60	Strongly Agreed
Training and development helps employees in my library to assume control over their jobs	48 (46.6%)	52 (50.5%)	2 (1.9%)	1 (1.0%)	0 (0%)	4.42	Agreed
Training and development programs organized by my library is relevant to my job	46 (44.7%)	46 (44.7%)	8 (7.8%)	2 (1.9%)	0 (0%)	4.08	Agreed
The appropriate training methods and development programs are adopted by my organization to train library staff	38 (47.6%)	49 (35.5%)	11 (10.7%)	7 (6.8%)	0 (0%)	4.01	Agreed
My organization considers training and development program important for their employees	47 (45.6%)	41 (39.8%)	9 (8.7%)	6 (5.8%)	0 (0%)	4.06	Agreed
The training and development methods employed by my organization is the best	37 (35.9%)	35 (34.0%)	19 (18.4%)	12 (11.7%)	0 (0%)	4.13	Agreed
Training and development has positive impact on my job	61 (59.2%)	40 (38.8%)	2 (1.9%)	0 (0%)	0 (0%)	4.50	Strongly Agreed
Training and development enhances employees' performance in my library	61 (59.2%)	40 (38.8%)	0 (0%)	1 (1.0%)	1 (1.0%)	4.59	Strongly Agreed
Training and development enhances employees' creativity in my library	47 (45.6%)	51 (49.5%)	4 (3.9%)	1 (1.0%)	0 (0%)	4.44	Agreed
Training and development motivate employees for better performance in my library	50 (48.5%)	50 (48.5%)	3 (2.9%)	0 (0%)	0 (0%)	4.45	Agreed
There is relationship between manpower development and employee performance in my library	46 (44.7%)	53 (51.5%)	3 (2.9%)	1 (1.0%)	0 (0%)	4.39	Agreed
<b>Grand Mean</b>						<b>4.36</b>	<b>Agreed</b>

**N= 103 (Source: Field Survey, 2020)**

Table 1 shows the result of the frequency distribution of respondents and their level of agreement with the training and development statements of this research work. The result shows that the Grand Mean of training and development statements is (Grand  $\bar{x}$  = 4.36). The result implied that the respondents agreed with the training and development statements formulated for this work. However, the respondents agreed that training and development enhance employees' morale in their libraries ( $\bar{x}$  = 4.73). The respondents agreed that training and development make employees more eligible for promotion in their libraries ( $\bar{x}$  = 4.28). The respondents strongly agreed that training and development help their library to increase productivity with ( $\bar{x}$  = 4.60). The respondents agreed that training and development help employees in their library assume control over their jobs with ( $\bar{x}$  = 4.42). The respondents agreed that training and development programs organized by their library are relevant to their job ( $\bar{x}$  = 4.08). The respondents agreed that the



appropriate training methods and development programs are adopted by their organization to train library staff with ( $\bar{x} = 4.01$ ). The respondents agreed that their organization considers training and development programs important for its employees ( $\bar{x} = 4.06$ ). The respondents agreed that the training and development methods employed by their organization are the best with ( $\bar{x} = 4.13$ ). The respondents strongly agreed that training and development have a positive impact on their job ( $\bar{x} = 4.50$ ). The respondents strongly agreed that the training and development enhance employees' performance in their library with ( $\bar{x} = 4.59$ ). The respondents agreed that training and development enhance employees' creativity in their library ( $\bar{x} = 4.44$ ). The respondents agreed that training and development motivate employees for better performance in their library ( $\bar{x} = 4.45$ ). Finally, the respondents agreed that there is relationship between manpower development and employee performance in their library with ( $\bar{x} = 4.39$ ).

## TESTING OF HYPOTHESES

**Hypothesis 1: There is no Significant Relationship between Staff Training & Development and Employee Performance.**

**Table 2: Correlations Coefficient**

Correlations			
		Training and Development	Staff Performance
Training and Development	Pearson Correlation	1	.447**
	Sig. (2-tailed)		.000
	N	102	102
Staff Performance	Pearson Correlation	.447**	1
	Sig. (2-tailed)	.000	
	N	102	103
**. Correlation is significant at the 0.01 level (2-tailed).			

As shown in the above table, a Pearson Product-Moment Correlation Coefficient (PPMCC) was analyzed to determine the relationship between staff training & development and employees' performance of library personnel in selected university libraries. The result shows that there is a significant and positive correlation between manpower training & development and employees' performance, which is statistically significant at ( $N = 103$ ,  $r = 0.447$ ,  $p = 0.000$  meaning  $p < 0.05$ ). This implies that as staff training & development increases, employees' performance also increases. The null hypothesis is rejected. Therefore there is a significant relationship between staff training & development and employee performance in the selected universities of study.

**Hypothesis 2: Staff Training and Development Does Not Significantly Influence Employee Performance****Table 2: Regression Model Summary**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447 <sup>a</sup>	.200	.192	2.97886
a. Predictors: (Constant), Training and Development				

**Table 3: Regression Anova**

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	221.314	1	221.314	24.941	.000 <sup>b</sup>
	Residual	887.362	100	8.874		
	Total	1108.676	101			
a. Dependent Variable: Staff Performance						
b. Predictors: (Constant), Training and Development						

**Table 4: Regression Coefficients**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.557	3.347		5.545	.000
	Training and Development	.326	.065	.447	4.994	.000
a. Dependent Variable: Staff Performance						

The tables above show the result of the regression analysis used to test the hypothesis: staff training and development does not significantly affect employee performance. The result shows that staff training and development are significant as they observed to affect the employees performance of library personnel in selected university libraries. The result shows that 19.2 of variation in staff training and development can be explained by the difference in the performance of library personnel in selected university libraries. (Adjusted R Square = 0.192). The result shows that staff training and development have a positive relationship (0.447) with the performance of library personnel in selected university libraries. This means that an increase in staff training and development will result in 44.7 percent increase in the performance of library personnel in selected university libraries. The result further shows a positive slope (0.326) between manpower training and development and employees' performance. The result also shows that at  $p > 0.05$ , staff training

and development has a significant value of ( $p=0.000$ ) on the performance of library personnel in selected university libraries. This implies that staff training and development significantly affect the performance of library personnel in selected university libraries. The null hypothesis is therefore rejected at  $p>0.05$ . Therefore, staff training and development significantly affect the performance of library personnel in selected university libraries under study.

## DISCUSSION OF FINDINGS

The result of the finding of this research work shows that there is a relationship between staff training and development and employees' performance in university libraries in Nigeria. The result also shows a positive correlation, which is significant. The result obtained from this study further reveals that employees' performance in university libraries is largely affected by staff training and development. The result of this research work is in agreement with the findings of Abba and Dawha, 2009; Baldwin, Gibbs and Slough, Cobblah and van der Walt: 2016; Broady-Preston, 2009; Fritts and Casey, 2010; Kisby and Holler, 2009; Mackenzie and Smith, 2012; Paster, 2004; Snyder and Sanders, 1978; Weaver, Holland and Tonner, 2009) whose findings established that effective staff training and development programs have contributed to improved job performance and higher productivity in organizations. The finding of this research work is also in collaboration with the findings of Onyia and Aniogbolu (2011). The study was carried out to study the effects of training and retraining of library workers on their job performance at Delta State Polytechnic Library, Nigeria. The findings showed that staff training and development provided by the organization had contributed to a large extent to staff performance on their job. The result of this research work also supports the argument of Akintunde (2004) that staff training and development initiatives contribute enormously to the job performance of library workers. The findings also agree with the statements that staff performance, if it is recognized by others within the organization, is often rewarded by financial and other benefits. Also, performance is a major, although not the only prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (Van Scotter, Motowidlo, and Cross, 2000).

## CONCLUSION

Staff training and development have been identified by various scholars and anchors to be very crucial to an organization and its effectiveness (Olaniyan & Ojo, 2008). In light of the above, 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 will 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. Training and development additionally have a noteworthy part of the employee performance by instilling in them the important skills required to perform different tasks in the University Libraries. The libraries can consider training and developing staff in critical thinking, central leadership, teamwork, and relating to people bringing about beneficial firm-level results. Training is also an

important tool for the libraries to patch up the performance of all the staff for the libraries' development and success by expanding staff productivity.

## RECOMMENDATIONS

The following was recommended by the study:

1. University libraries' management should regularly organize training programs to ensure employee continuous performance/productivity.
2. All hands must be on deck to ensure regular quality training and development of staff in libraries to enhance quality library service delivery. This is because, for any library to succeed, training, retraining, and development of staff in all categories in the form of workshops, conferences, seminars, ICT, higher degrees, among others, should be vigorously pursued and made compulsory.
3. University libraries employees should constantly be encouraged to participate in trainings and developmental programs organize within and outside their institutions.

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