Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria

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Abstract

This study was carried out to investigate staff training as determinant of job performance of librarians in public universities in Southern Nigeria. The survey research design was adopted for this study. The academic librarians in public universities in Southern Nigeria formed the population of the study. Total enumeration sampling technique was used for the study. A total of 571 questionnaires were distributed across the universities with a retrieval success of 464 copies, representing 81.3% return rate. Data were analysed using percentages and linear regression analysis. The findings of this study revealed that there is a high level of staff training in public universities in Southern Nigeria (mean=34.68). It was equally revealed that the level of job performance of librarians in Southern Nigeria was high (mean=84.49) as librarians indicated that their personal discipline, ($\overline{x} = 3.66$), teamwork ($\overline{x} = 3.64$), job specific task ($\overline{x} = 3.62$) and non-job specific task (($\overline{x} = 3.50$) was high. Findings further showed that staff training significantly influenced the job performance of librarians in universities in Southern, Nigeria ($R^2 = 0.502, \beta = 0.708, t (462) = 21.187, p < 0.05$). Staff training serves as a medium to acquire more skills and experience which enable the librarians to be a good performer at work place. It was recommended that the university management should prioritize the training and development of their librarians by providing regular staff training programs, workshops, and seminars. This will enable librarians to acquire the necessary skills and knowledge to improve their job performance by the university management.
Keywords: Staff training, job performance, university librarians, public universities, Southern Nigeria.

Introduction

Librarians are information professionals saddled with the responsibility of the provision of library services to library clientele in meeting their information needs. Librarians are expected to play some specific roles in other to help accomplish the purpose of establishing a university library. Among the roles expected to play by librarians are the selection of information materials, acquisition, organisation, storing of materials, preservation and conservation, administration and dissemination of information materials among others. The level of effectiveness in the provision of the available information resources to library clientele and meeting the objectives of the university could be used as measures for librarians' job performance. Lending credence to this assertion, Okolocha, Akam&Uchehara (2021) asserted that organisational employees play a significant role in accomplishing their mission and vision through their level of performance because no organisation can succeed without the input of human resources.

The performance of librarians can be viewed in terms of competencies, practical skills and cognitive abilities that a librarian possess and demonstrate in discharging his duties. Job performance of university librarians can be defined as the quality and quantity of jobs expected from the librarians. Job quality is the services given or provided that meet certain needs or specifications based on the assigned role of libraries' personnel. While quantity could be measured by the amount of work done per day, week or month (Adekunle, Ikegune&Ajayi, 2022). Many organisations including libraries anticipate meeting their stated objectives through effective performance on the job. However, studies have empirically found that librarians in public university libraries are unable to meet the information needs of their stakeholders which amount to the fact that they are not performing well (Oyeniran&Irenoa, 2021).Also Awoyemi&Odefadehan (2017) confirmed that employers have complained of the low quality of performance of librarians to the low level of the job performance of librarians. This could imply that librarians lack certain competencies which reduce their level of performance. Hence, librarians need to be involved in staff training programmes.

Staff training is inevitable in any organisation. Staff training can be define as the extracurricular activities that librarians are formerly involves in to acquire skills and knowledge relevant to library profession through seminars, workshop and conferences such that would enable them to solve technical challenges and provide effective service delivery to users in the library that will meet their information needs. According to Waqar and Hanif (2013), academic library staff training determines the extent to which a librarian performs certain tasks to promote the image of the library and to provide effective service delivery to library clientele. Training could therefore be referred to as one of the core motivational strategies that library management should not overlook if their focus is to achieve the library's mission and goals. Staff training is one of the schemes of human resource development in the library that is referred to as welfare schemes that motivate employees and enhance their performance. Abdullahi, et al. (2018) noted that almost everyone recognizes the significance of staff training in the success and growth of organizations.

Librarians are the human resource in the library that is responsible for the provision of library services to users. To provide these services effectively, they require competence skills that can be acquired through training. However, Ndibe (2014) noted that despite the effectiveness of an organization, it is one of the most pervasive techniques for improving employees' performance and enhancing the organization's productivity. Training brings about significant changes in terms of

the value of the employee on the job rather than at the initial time of appointment. Staff training is, therefore, necessary to enhance the knowledge, skills, attitude and job performance of librarians. It is on this assertion that this study investigates staff training as a determinant of the job performance of librarians in public universities in Southern Nigeria.

Statement of the problem

The job performance of librarians is essential in meeting the information needs of library clientele. Librarians' job performance in the provision of information services also encourages the library clientele to use the prints, electronic and library databases information materials for academic purposes. However, extant literature has revealed that the job performance of librarians is low (Oyeniran&Irenoa, 2021). Also, an investigation by the researchers to some public universities in Southern Nigeria to find out the causes of low level of job performance of librarians revealed that most of the librarians lack some technical skills required for job performance. Most of the librarian's complaints of inadequate staff training as they are not sometimes considered for conferences, seminars and workshops which could have serve as an opportunity for them to acquire knowledge and skills such that will enable them to provide adequate information services to users in the library.

Objectives of the study

The objectives of the study are to:
   i. ascertain the level of staff training provided to librarians in public universities in Southern Nigeria;
   ii. determine the level of job performance of librarians in public universities in Southern Nigeria;
   iii. ascertain the influence of staff training on the job performance of librarians in public universities in Southern Nigeria.

Research questions

The following research questions were drawn to guide the study

   1. What is the level of staff training given to librarians in public universities in Southern Nigeria?
   2. What is the level of the job performance of librarians in public universities in Southern Nigeria?

Hypothesis

The null hypothesis was tested in the study at 0.05% level of significance:

H01: staff training has no significant influence on job performance of librarians in public universities in Southern Nigeria.

Literature Review
Job performance of Librarians

The psychology of job performance reveals that the best of workers can only be seen when they get satisfaction in their job. A librarian that is contented with his job tends to perform job tasks more than the expectation of the leadership of the library. Job performance represents behaviours

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that are relevant to the organization's goals; Job performance is the set of worker's behaviours that can be monitored, measured and assessed in terms of achievement at an individual level (Popoola&Farukuoye, 2015). These behaviours must also be in tandem with the organizational goals. The submission of Japheth &Ndoh (2021) supported that institutions need high-performing employees to meet and deliver their products and services in their area of specialization, and achieve their competitive advantage. Job performance of library personnel in the technical services department, for example, is adjudged by the balanced collections built, number of books catalogued, number of books classified, number of books processed, number of damaged books repaired and returned to readers' services department for circulation using the available work tools. On the other hand, the job performance of readers' services personnel is adjudged by the number of loan transactions (the adequate use of information materials on reserved books shelves, and open shelves), arrangement of bookshelves and shelf-reading of bookshelves for easy location of books and reference queries attended. Oyeniran&Irenoa, (2021), empirically found that librarians in public university libraries are unable to meet the information needs of the stakeholders which amounts to the fact that they are not performing well, also Awoyemi&Odefadehan (2017) confirmed that employers have complained of the low quality of performance of librarians to the low level of the job performance of librarians. Agada&Tofi (2020) reported in their study on work environment and training on job performance of library staff (Librarian inclusive) in Nasarawa State University Libraries, Nigeria. Two research objectives and hypotheses were formulated for the study with the survey design method. The entire population consisted of 150 library staff in the sampled institutions while the questionnaire was the major instrument used for data collection data collected were analyzed through Means, Standard Deviation (SD) while the Chi-Square statistics were used to test the null hypotheses. The study found that both work environment as well as training have a positive significant influence on library staff job performance. It could be deduced from the above review that a good work environment coupled with training and re-training of staff is expected to enhance and improve the job performance of library staff.

In South-West, Nigeria, Amusa, Iyaro&Olabisi (2013) conducted a study on work environments and public university librarians' job performance. The survey research approach was adopted with a population of 189 academic librarians drawn from both Federal and State Universities in South-West, Nigeria (Ekiti, Lagos, Ondo, Oyo, Ogun, Osun). The questionnaire was the main instrument used for data collection and SPSS was employed for data analysis. The authors reported that the work environment for librarians in terms of physical facilities, open communication, motivation and information resources in the libraries played a crucial role in determining their job performance. The study also established that there was a significant correlation between the work environment, information resources and job performance of academic librarians. Improved physical facilities, personal emolument and constant funding by the government were recommended as means of improving performance within the system.

Yaya (2019) investigated job satisfaction and performance using librarians in Nigerian public universities as a case study. The survey design was adopted and the population consisted of 1,254 librarians in Nigerian public university libraries while a self-developed questionnaire was employed to gather data. Data collected were analysed through descriptive and inferential statistics. The study revealed a high level of job performance and satisfaction among the librarian in sampled public university libraries. The findings were corroborated with that by Alegbeleye&Omotunde (2021) who investigated talent management practices about librarian's job

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performance in Nigerian university libraries. The study employed a research design of the correlation type, while the census technique was used to study all the 364 librarians in sampled institutions. The questionnaire was the major instrument used for data collection, the instruments were validated through construct and face validity and pretested before the final distribution. Data collected were analyzed using descriptive statistics and Pearson Product Moment Correlation. The study discovered that the majority 63.1% of the respondent agreed that their level of job performance was moderate. The findings also reported that a positive significant relationship between talent management practices and librarians job performance.

Staff training in organizations

Staff training is important to all levels of management in an organization to meet the organizational expectation from the staff. Staff training is a deliberate process undertaken by management to plan programmes aimed at improving librarians' performance on the job, aside from the skills learned in library schools. Studies have shown that librarians acquire training on the job by self-development through attendance at seminars and workshops (Grigas, 2014). The purpose of training in the library is to keep the staff motivated, boost their morale and encourage problem-solving that improves their job performance. Scholars have posited that routine work is done faster and better with training which leads to greater organizational work performance (Maiwada&Obaseki, 2018).

Whitehead (2022) views training and development as a term used interchangeably. However, they have different meanings and scope. The term training is used to indicate the process by which organization staff display their imparted skills and abilities to perform assigned and specific jobs. Staff training as a short-term process refers to a systematic and organized procedure by which non-managerial staff learn technical knowledge and skills for a definite purpose (Akakandelwa&Priti, 2016). Conversely, development means the growth of the workforce in all ratification, and it is a long-term educational process which utilizes a systematic and organized procedure through which managerial staff learn theoretical and conceptual knowledge for general purposes.

Staff Training and job performance of Librarians

Adequate staff training is expected to positively influence information professionals' job performance. It must be noted that the training gained will in turn be ejected to daily routine in the library and eventually improve the librarian's work as well as achieve the goal of the organization. Many studies have been done in line with this subheading, for instance, Karim, Choudhury &Latif (2019) reported on their study on staff training and development of employees' job performance in Bangladesh. The study found that employees are aware of training in the organization and also motivated through training and that training results in higher employees job performance.

Colombo &Stanca (2014) investigated the impact of training on productivity and performance among librarians in selected Italian university libraries. A survey research design was employed and the population consisted of 109 librarians in the sampled institution, while the questionnaire is the major instrument used for data collection and data collected were analyzed through SPSS. It was found that training has a positive and significant impact on employees' job performance.

In Africa, Oduor&Otuya (2017) reported in their study on strategic staff training, development and organizational performance in Kenya. It was revealed that successful staff training is expected to

impact positively on employee job performance. Anyaegbu&Wali (2019) investigated staff training and development on librarian's job performance in federal university libraries in South-South Nigeria. Four research questions and two hypotheses guided this study and employed a survey research design. One hundred and two librarians from six federal university libraries comprised the population and the census method was adopted the study the entire population. The questionnaire was the major instrument used for data collection while the SPSS was used to analyse the data and ANOVA was employed to test the null hypothesis formulated at 0.05 level of significance. It was reported in a study that orientation, computer literacy simulation exercises, in-house workshops and so on were the staff training programme available in the sampled university libraries. Furthermore, it was found that training and development programmes have a positive influence on librarians' job performance.

Gbemi-Ogunleye, Alegbeleye, Unegbu&Babalola (2020) reported a high level of employee job performance, a high extent of staff training and development and a positive relationship between staff training and development and employee job performance in university libraries in Southern Nigeria. Furthermore, a significant combined influence of staff training and development indicators (on-the-job training, off-the-job training and career development) on employee job performance in the sampled institution. On-the-job training and career development were also found to be the only indicators that significantly influence employee job performance in university libraries in Southern Nigeria.

Methodology
The research design adopted for this study was a survey research design. A survey research design is considered appropriate because it permits the collection of primary data at a one-time point from a large audience using a questionnaire as an instrument.

Population
The targeted population of this study consisted of 571 librarians working in the forty-two (42) public university libraries (17 federal and 25 states) situated in Southern, Nigeria. They were selected for the study because they are academic staff that are often considered for training that will enhance performance and productivity in the library. The population of the respondents is presented in Table 1.

Table 1: List of Public Universities in Southern Nigeria

List of State Universities in Southern Nigeria		
	South East, Nigeria	**No of librarians**
1	Abia State University, Uturu, Abia State	14
2	Anambra State University of Science and Technology, Uli, Anambra	14
3	Ebonyi State University, Abakaliki, Ebonyi State	13
4	Enugu State University of Science and Technology, Enugu	05
5	Imo State University, Imo	18

	South South, Nigeria	
6	Akwa-Ibom State University of Science and Technology, Uyo	05
7	Ambrose Ali University, Ekpoma, Edo State	10
8	Cross River State University of Science and Technology, Calabar, Cross Rivers State	07
9	Delta State University, Abraka, Delta State	21
10	Ignatius Ajuru University of Education, Rumuolumeni, Rivers State.	10
11	Niger-Delta University, Yenagoa, Bayelsa	26
12	River State University of Science and Technology, Nkpolu, River State	09
	South West, Nigeria	
13	AdekunleAjasin University, Akungba- Akoko, Ondo State	05
14	OlusegunAgagu University of Science and Technology, Okitipupa, Ondo State	04
15	Ondo State University of Medical Science, Ondo, Ondo State.	04
16	Osun State University, Osogbo, Osun state	11
17	Lagos State University, Ojoo, Lagos State	22
18	OlabisiOnabanjo University, Ago-Iwoye, Ogun State	15
19	Ekiti State University, Ado-Ekiti, Ekiti State	14
20	LadokeAkintola University of Technology, Ogbomoso, Oyo State	12
21	Tai Solarin University of Education, Ijebu-Ode, Ogun State	09
22	Oyo State Technical University, Ibadan	03
23	BamideleOlumilua University of education Science and technology, Ikere-Ekiti	07
24	Lagos State University of Education, Lagos	14
25	Lagos State University of Science and Technology, Lagos	10

List of Federal Universities in Southern Nigeria

	South East, Nigeria	
26	Federal University of Technology, Owerri, Imo State	16
27	Federal University, Ndufu- Alike, Ebonyi State	12
28	Michael Okpara University of Agricultural Umudike	15
29	NnamdiAzikiwe University, Awka, Anambra State	18
30	University of Nigeria, Nsukka	21
	South-South, Nigeria	
31	Federal University of Petroleum Resources, Effurun, Delta State	09
32	Federal University, Otuoke, Bayelsa	12
33	University of Benin, Edo State	12
34	University of Calabar, Cross River State	14
35	University of Port-Harcourt, River State	23
36	University of Uyo, AkwaIbom	22
	South West, Nigeria	
37	Federal University of Agriculture, Abeokuta, Ogun State	25
38	Federal University of Technology, Akure, Ondo State	12
39	Federal University, Oye-Ekiti, Ekiti State	07

40	ObafemiAwolowo University, Ile-Ife, Osun State	25
41	University of Ibadan, Ibadan, Oyo State	26
42	University of Lagos, Lagos State	20
	Total	**571**

Sampling

The total enumeration technique was used due to the population size as it is manageable in terms of cost and accessibility to the participants of the study. A total of 571 questionnaires were distributed, out of which 464 were returned and found valid for data analysis.

Data collection

The instrument that was used by the researchers for the collection of reliable information and data was questionnaire. The instrument was titled "Staff training and job performance of librarians" Scale (STJPL) contained questions developed into three sections. Section A; demographic information, Section B; level of staff training given to librarians, and Section C; level of the job performance of librarians. The questionnaire on staff training is a self-structured questionnaire. Items used for developing the scale were generated from literature on staff training of library personnel. The scale contained 10 items aimed at measuring the level of staff training given to librarians. The items were accompanied by four point likert scale of Very High (VH), High (H), Low (L), and Very Low (VL). The questionnaire on job performance of librarians is an adapted questionnaire form Campbell (1990). Adaptation was made on the original scale by replacing the word "organisation" with "library" to make the scale context based. Each of the six scales contained four items, which makes the total number of items in the scale 24 items.The items were accompanied by four point likert scale of Very High (VH), High (H), Low (L), and Very Low (VL).

Validity of Research Instrument

Reliability coefficient for the scales was determined using 30 copies of the questionnaire which was pre-tested on librarians of the University of Ilorin and Kwara State University which are not part of the main study and the reliability coefficient for the level of staff training given to librarians was found to be $\alpha= 0.912$ and the level of the job performance of librarians was found to be $\alpha= 0.861$ respectively. The reliability coefficient between variables was found to be $\alpha= 0.982$.

Method of Data Analysis

The data collected for this study were analysed using simple percentages and linear regression analysis.

Data Analysis

Data were analysed based on the research questions and hypothesis for the study using percentages and linear regression analysis.

Demographic Information of the Respondents
Table 2: Librarians' demographic information

Demographic Variables	Frequency (n)	Percent (%)
Gender		
Male	237	51.1
Female	227	48.9
Total	464	100
Age		
20- 29 years	1	0.2
30 - 39 years	31	6.7
40 - 49 years	165	35.6
50 - 59 years	206	44.4
60 – 69 years	61	13.1
Total	464	100.0
Work experience		
1-5 years	10	2.2
6-10 years	76	16.4
11-15 years	73	15.7
16-20 years	186	40.1
21-25 years	29	6.3
26-30 years	75	16.2
31 years and above	15	3.2
Total	464	100.0
Designation		
University Librarian	31	6.7
Deputy Librarian	74	15.9
Senior Librarian	200	43.1
Librarian I	92	19.8
Librarian II	60	12.9
Assistant Librarian	7	1.5
Total	464	100.0
Academic Qualification		
PhD	112	24.1
Masters	293	63.1
PGD	53	11.4
Bsc	6	1.3
Total	464	100.0

Source: Researcher's Field Survey, 2022

The results of the study on gender are shown in Table 2. Two hundred and thirty-seven (237, 51.1%) of the respondents were males, while 48.9% were females. This suggests that there are more male librarians than females in public universities in Southern Nigerian. Therefore, one can

be right to say that librarianship in public universities in Southern Nigerian is a male-dominated profession. The result on Table 2, revealed that (371, 80%) of the respondents are between the age range of 40 and 59 years. These are usually the active working ages. From the result, therefore, it could be concluded that librarians in Southern Nigerian is a young workforce, which is the age noted for useful contributions to the organization or institution.

The scores on work experience as shown in Table 2, revealed that more than (305, 60%) of the respondents have had 16 or more years working experience in the library. Also, Table 2, revealed that more responses were received from senior librarian status (200, 43.1%) compared to other responses gotten from other ranks in the library. The field of librarianship as a matter of policy expects librarians who are well trained with minimal level of supervision to work in the library.

Considering the importance of education in the growth of any organization, Table 2, also showed that (293, 63.1%) had Master's degree and (112, 24.1%) had PhD academic qualification. This shows that most librarians in Southern universities Nigeria is a highly educated workforce. The implication of this is that the librarians were adequately trained and qualified to administer and run the library.

Research questions

Research question 1: What is the level of staff training by librarians in universities in Southern Nigeria?

Table 3: Staff training of librarians

Staff training of librarians	Very high (4)	High (3)	Low (2)	Very low (1)	Mean	Std.
On-the-job training					**3.47**	**0.631**
The tendency that job rotation has improved my performance in my present unit is ...	346 (74.6%)	93 (20.0%)	25 (5.4%)	-	3.69	0.567
My perseverance in the apprenticeship I undergone in my profession to improve my performance is…	267 (57.5%)	147 (31.7%)	48 (10.3%)	2 (0.4%)	3.46	0.695
My ability to perform well in my profession because of the coaching I received from my superior is…	225 (48.5%)	214 (46.1%)	25 (5.4%)	-	3.43	0.595
My perseverance in the orientation I underwent as a fresher in my present	201 (43.3%)	254 (54.7%)	8 (1.7%)	1 (0.2%)	3.41	0.539

unit to improve my job performance is …						
The tendency that the job instructions I received guided me to perform well on my duties is…	247 (53.2%)	147 (31.7%)	65 (14.0%)	5 (1.1%)	3.37	0.761
Off-the-job training					**3.46**	**0.619**
The tendency that the industrial training I had improve my performance is…	358 (77.2%)	94 (20.3%)	11 (2.4%)	1 (0.2%)	3.74	0.502
The tendency that the training programmes I have benefited from has improves my job performance is…	332 (71.6%)	111 (23.9%)	17 (3.7%)	4 (0.9%)	3.66	0.591
My perseverance in attending seminars in order to improve my performance in my profession is …	207 (44.6%)	238 (51.3%)	18 (3.9%)	1 (0.2%)	3.40	0.576
I gain a lot in the conference I attended, the tendency that it will improve my job performance in the library is…	197 (42.5%)	195 (42.0%)	70 (15.1%)	2 (0.4%)	3.27	0.724
The tendency that the practical knowledge I acquired from the workshop has improved my job performance is…	185 (39.9%)	208 (44.8%)	71 (15.3%)	-	3.25	0.702
Grand Mean					**3.47**	**0.625**
Overall Mean = 34.68					**34.68**	

Source: Researcher's Field Survey, 2022
Decision rule: if mean ≤ 1.49 = Very low level; 1.5 – 2.49 = Low level; 2.5 – 3.49 = High level, 3.5 – 4.0 = Very high level.

Table 3 presents the result of the level of staff training in university libraries in Southern Nigeria. The results showed that the level of staff training of librarians in university libraries in Southern Nigeria is high a grand mean of ($\overline{x}$ = 3.47, SD = 0.625) on a Likert-type scale of 4. Staff training was considered under four indicators of On-the-job training and Off-the-job training. The result from the analysis showed that both indicators were rated high with on-the-job training having the higher rating of ($\overline{x}$ = 3.47, SD = 0.631) and off-the-job having the lower rating of ($\overline{x}$ = 3.46, SD = 0.619) both on a 4-point Likert-type scale. This result could suggest that on-the-job training

improves the librarians' job performance in their various units. Also, training programs which the librarians attended and benefitted from improves their job performance.

A test of norm was further conducted to determine the level of staff training by librarians. The scale between 0-13.3 shows that the level of staff training is low, the scale between 13.4 -26.7 indicates that the level of staff training is moderate, and the scale between 26.8-40 shows that the level of staff training by librarians is high. Thus, the overall mean for the level of staff training by librarians as indicated by the responses of the librarians is 34.68 which fall between the scales "26.8-40". Therefore it could be deduced that the level of staff training in university libraries in Southern Nigeria is high (Table 2).

Research Question 2: What is the level of job performance of librarians in universities in Southern Nigeria?

Table 4: Job performance of librarians

Job Performance	Very high level (4)	High level (3)	Low level (2)	Very low level (1)	Mean	Std.
Personal discipline					**3.66**	**0.530**
My desire to be punctual at work is …	334 (72.0%)	122 (26.3%)	8 (1.7%)	-	3.70	0.494
My plan to be loyal to the library management is…	333 (71.8%)	118 (25.4%)	11 (2.5%)	2 (0.4%)	3.69	0.538
My ability to perform work schedule on time is …	308 (66.4%)	151 (32.5%)	4 (0.9%)	1 (0.2%)	3.65	0.508
My desire to respect the library rules is …	295 (63.6%)	155 (33.4%)	10 (2.2%)	4 (0.9%)	3.60	0.580
Teamwork					**3.64**	**0.538**
My ability to come up with creative solutions for team problems is …	337 (72.6%)	122 (26.3%)	3 (0.6%)	2 (0.4%)	3.71	0.495
My ability to work with co-workers is…	325 (70.0%)	126 (27.2%)	12 (2.6%)	1 (0.2%)	3.67	0.535
My ability to manage the assigned time well is …	291 (62.7%)	160 (34.5%)	12 (2.6%)	1 (0.2%)	3.60	0.553
My desire to encourage the training of my subordinate is…	275 (59.3%)	177 (38.1%)	9 (1.9%)	3 (0.6%)	3.56	0.570
Job specific task					**3.62**	**0.497**
My plan to finish my work on time is…	373 (80.4%)	91 (19.6%)	-	-	3.80	0.397
My plan to carry out my work efficiently is …	316 (68.1%)	134 (28.9%)	13 (2.8%)	1 (0.2%)	3.65	0.545
My desire to keep in mind the work result I need to achieve is …	251 (54.1%)	205 (44.2%)	8 (1.7%)	-	3.52	0.533

My ability to set priorities to the information requests by users is…	241 (51.9%)	220 (47.4%)	3 (0.6%)	-	3.51	0.513
Non-job specific task					**3.50**	**0.597**
My plan to take extra responsibilities is…	323 (69.6%)	134 (28.9%)	7 (1.5%)	-	3.68	0.498
My desire to keep my job-related knowledge up-to-dates is…	263 (56.7%)	198 (42.7%)	3 (0.6%)	-	3.56	0.510
My plan on my own initiative to start a new task when my old tasks were completed is…	263 (56.7%)	194 (41.8%)	7 (1.5%)	-	3.55	0.527
My desire to complain about minor work-related issues at work is…	207 (44.6%)	165 (35.6%)	73 (15.7%)	19 (4.1%)	3.21	0.852
Communication proficiency					**3.40**	**0.558**
My desire to use my communication skills to conduct library services is…	253 (54.5%)	201 (43.3%)	9 (1.9%)	1 (0.2%)	3.52	0.549
My ability to use information technology tools to send message to library users is…	244 (52.6%)	200 (43.1%)	19 (4.1%)	1 (0.2%)	3.48	0.588
My ability to clearly communicate with colleagues and clients is…	164 (35.3%)	289 (62.3%)	11 (2.4%)	-	3.33	0.519
My ability to make oral presentation is…	151 (32.5%)	288 (62.1%)	22 (4.7%)	3 (0.6%)	3.27	0.574
Supervision					**3.31**	**0.550**
My ability towards supervising the work performed by my subordinate is…	175 (37.7%)	272 (58.6%)	16 (3.4%)	1 (0.2%)	3.34	0.554
My desire to monitor the staff under my supervision is …	166 (35.8%)	282 (60.8%)	16 (3.4%)	-	3.32	0.537
My ability to work through people is…	156 (33.6%)	290 (62.5%)	16 (3.4%)	2 (0.4%)	3.29	0.550
My desire to seek for new challenges in my work is …	153 (33.0%)	290 (62.5%)	19 (4.1%)	2 (0.4%)	3.28	0.557
Grand Mean					**3.52**	**0.545**
Overall Mean = 84.49					**84.49**	

Source: Researcher's Field Survey, 2022

Decision rule: if mean ≤ 1.49 = Very low level; 1.5 – 2.49 = Low level; 2.5 – 3.49 = High level, 3.5 – 4.0 = Very high level.

The level of job performance of librarians in Southern Nigeria was explained and the result revealed the following. Inferring from the Grand mean of ($\bar{x}$ = 3.52, SD = 0.545) on a 4point

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Likert-type scale, it could be said that the job performance of librarians in university libraries in Southern Nigeria is very high. The findings further revealed the average mean of the following indicators to be very high: personal discipline ($\bar{x} = 3.66$), teamwork ($\bar{x} = 3.64$), job specific task ($\bar{x} = 3.62$) and non-job specific task (($\bar{x} = 3.50$).

A test of norm was further conducted to determine the level of job performance of librarians. The scale between 0-32 shows that the level of job performance of librarians is low, the scale between 33-65 indicates that the level of job performance of librarians is moderate, and the scale between 66-98 shows that the level of job performance of librarians is high. Thus, the overall mean for the level of job performance of librarians as indicated by the responses of the librarians is 84.49 which fall between the scale "66-98". Therefore it could be deduced that the level of job performance of librarians in Southern Nigeria is high (Table 4).

Hypothesis

Ho1: There is no significant influence of staff training on job performance of librarians in universities in Southern Nigeria.

Table 5: Simple linear regression analysis of staff training and job performance

Predictors	B	Beta (β)	T	P	R²	Adj. R²	F	ANOVA (Sig.)
(Constant)	1.892		24.524	.000				
Staff Training	.469	.708	21.187	.000	0.502	0.500	448.880	0.000
Dependent Variable: Job Performance								
Predictor: (Constant), Staff Training								
DF (F-Statistic) = 1, 463								
DF (T-Statistic) = 462								

Source: Field Survey Results, 2022

Table 5 shows that staff training significantly influenced the job performance of librarians in universities in Southern, Nigeria ($R^2 = 0.502$, $\beta = 0.708$, $t(462) = 21.187$, $p < 0.05$). The model shows that staff training explains 50.2% ($R^2 = 0.502$) variation in job performance of librarians in universities in Southern, Nigeria. The established simple linear regression model is:

JP = 1.892 + 0.469ST + u ………………………………….Model 1
Where:
JP = Job performance
ST = Staff training
u= Stochastic error term (Those variables that can influence JP but are not captured in the study)
The regression model 1 shows that holding staff training constant at zero, job performance would be 1.892. This implies that in the absence of staff training, job performance would still be effective since other vital factors (denoted by u) not investigated in the study can still improve job performance without staff training. The model also shows that improving staff training by one unit on a measurement scale will increase job performanceby 0.469 (46.9%). This result showed that staff training is a significant predictor of job performanceof librarians in universities in Southern, Nigeria. Therefore, the null hypothesis (H₀1) which states that there is no significant influence of

staff training on job performance of librarians in universities in Southern Nigeria was rejected. The implication to be drawn from this is that an improvement in staff training would lead to a corresponding improvement in job performance in university libraries in Southern Nigeria.

Discussion of findings

The aim of this study was to investigate staff training as determinant of job performance of librarians in public universities in Southern Nigeria. The study found that majority of the librarians who were male 237(51.1%) constitutes the large respondents while others were female 227(48.9%). The study found that librarians that were between the ages of 50 and 59 years constitutes the large respondents, which showed that they are matured adult while, a large number of 186(40.1%) of the respondents have 16-20 years of work experience. As far as the designation of the respondents is concerned, majority 200(43.1%) were senior librarians. The respondent's, by their academic qualification, master degree were of higher number indicating that they are qualified librarians.

Findings revealed that there is high level of staff training in public universities in Southern Nigeria. The study provides insight into ways to facilitate better staff training for librarians by paying attention to all the constructs captured in the study. Also, training is essential for librarians because librarians must be versatile in the profession and understand the new trends in which library operate in providing services to users. This finding is consistent with the findings of Karim, Choudhury and Latif (2019) who found that employees are aware of training in the organization and also can be motivated through training that results to higher employees' job performance. This finding is supported by the findings of Oduor and Otuya (2017) who reported in their study on strategic staff training, development and organizational performance in Kenya. It was revealed that successful staff training is expected to impact positively on employee job performance.

Findings revealed that the level of job performance of librarians in Southern Nigeria was high. However, it is expected that librarians put in more interest and their best in the profession so as to maintain the standard of the library. They are expected to be productive and efficient at work. This finding corroborated the findings of Japheth (2021) who asserted that institutions need highly performing employees in order to meet and deliver their products and services in their area of specialization, and achieve their competitive advantage. Study by Alegbeleye and Omotunde (2021) is also in support of this finding as they investigated talent management practices in relation to librarian's job performance in Nigerian university libraries and discovered a positive significant relationship between talent management practices and librarians job performance.

Findings also revealed that staff training has a significant positive influence on job performance, indicating that librarians who receive more training tend to perform better on the job. This finding is consistent with the findings of Anyaegbu and Wali (2019) that evaluated staff training and development on librarian's job performance in federal university libraries in South-South Nigeria and found that training and development programs have a positive influence on librarian's job performance. There is correlation between this study and the findings of a research by Agada and Tofi (2020) that reported in their study on work environment and training on job performance of library staff (Librarian inclusive) in Nasarawa State university libraries, Nigeria and found that both work environment as well as training have a positive significant influence on library staff job performance. It could be deduced from the above review that good work environment coupled

with training and re-training of staff is expected to enhance and improve job performance of library staff.

Conclusion

Job performance of librarians can be used to measure the librarians work productivity or output in terms of the services they rendered to users in the library. That is, performances of librarians are needed in the provision of adequate library services to meet user's information needs and to achieve the university objectives and goals. However, to achieve this librarians are expected to have undergone training in other to be effective and efficient. This is because training serves as a medium to learn and to acquire more skills as well as to gather more experience based on the profession which will enable the librarians to be a good performer at work.

Recommendations

The following recommendations were made based on the findings of this study:

1. University management should prioritize the training and development of their librarians by providing regular staff training programs, workshops, and seminars. This will enable librarians to acquire the necessary skills and knowledge to improve their job performance by the university management.
2. The library management in public universities in Southern Nigeria should endeavoured to always commend the efforts of the librarians towards their job. This will serve as encouragement for the librarians to put in their best in any assigned task.
3. The library management should endeavoured to welcome opinions and suggestions from the librarians based on the type of training to acquire and ways to implement the knowledge gain into the library system such that will improve their job performance.

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