



TRAINING AS A PREDICTOR OF PRODUCTIVITY AMONG PERSONNEL IN SELECTED UNIVERSITY LIBRARIES, EKITI STATE, NIGERIA

Olatunji John **OLAYEMI**

Department of Library and Information Science, Faculty of Education, Federal University Oye-Ekiti, Ekiti State, Nigeria; +2348165028961; olatunjijohn@gmail.com

Japheth Abdulazeez **YAYA**, PhD

Department of Library and Information Science, Faculty of Education, Federal University Oye-Ekiti, Ekiti State, Nigeria; +2347033762965, japheth.yaya@fuoye.edu.ng; **Orcid Id:** <https://orcid.org/0000-0003-2566-1406> [correspondence author]

Emmanuel Ajeigbe **AFOLAMI**

University Library, Federal University Oye-Ekiti, Ekiti State, Nigeria; +2347066302328; afolami.ajeigbe@fuoye.edu.ng;

Omolola Mercy **OGUNLEYE**

University Library, Federal University Oye-Ekiti, Ekiti State, Nigeria; +2347034650524; mercy.ogunleye24@gmail.com

&

Oluwaseun Abdulganiyu **YUSUF**

University Library, Federal University Oye-Ekiti, Ekiti State, Nigeria; +2347034650524; Oluwaseun.yusuf003@gmail.com

Abstract

Training has been an integral part of any productive organization, therefore, organizations have been embarking on training and capacity enhancement for their employees so as to boost and promote productivity and overall performance of the organizations. This study investigated training as a predictor of productivity among personnel in three selected University Libraries, Ekiti State, Nigeria. A correlational survey research design was adopted. The study population consisted of 95 library staff in public university libraries in Ekiti State, Nigeria, using the total enumeration sampling technique. The research instrument used was a questionnaire. The questionnaire validation was subjected to the scrutiny of experts in the subject areas; it gave a reliability coefficient of 0.58 for staff training and 0.84 for productivity. A response rate of 90.53% was achieved. Data were analyzed using descriptive (percentage, mean, average mean and standard deviation) and inferential (Pearson Product Moment Correlation) statistics. The study revealed a significant relationship between staff training and productivity ($r = 0.045$, $N = 86$, $P < 0.05$) of library staff in the selected university libraries in Ekiti State, Nigeria. The study concluded by disabusing the earlier submission of low productivity level of library personnel in the selected university libraries judging from its findings. It was directed towards total success and effective productivity (service delivery) among personnel in the library. The study established that training of staff enhances the level of productivity, even to a greater extent, of the library staff, especially in the selected university libraries in Ekiti State, Nigeria. The study recommended that university library management should continue to promote values such as improved job security, good leadership style and improved human capital development programmes that would increase the productivity of its workforce. Also, the university authorities should mete out equal treatment to every academic staff and none should be marginalized nor given higher priority over the others.

Keywords: Training, personnel development, productivity, library staff productivity, university libraries.

Introduction

Every organization expects her workforce to be productive in their endeavors and thereby enables

her to meet her stated goals and objectives within the time limit assigned for such activities in the organization. Productivity according to Sickles



and Zelenyuk (2019) opined that according to certain metrics, productivity is the effectiveness of production of commodities or services. Measures of productivity are frequently represented as a ratio of an overall output to a single input or as an overall input utilized in a manufacturing process that is produced per unit of input, usually over a predetermined time period. The most prevalent illustration is the gross domestic product (GDP) per worker, which is a measure of (aggregate) labour productivity. Similarly, Bernolak (1997) cited in UKEssay (2018) defined productivity as the quantity and quality of work that employees create using the resources that the company uses. Productivity increases when employees use the same resources to generate more or better items. Alternatively, productivity may be increased if employees use less resources to generate the same items. All human and physical resources—people who generate commodities or render services and the possessions that enable such production or provision—are referred to herein as resources. Land, buildings, stationary and mobile machinery and equipment, hand and power tools, raw materials, stocks, and other current assets are among the resources that people utilize. Besides, Parham (2014) reckon that the rate at which outputs of goods and services are created for every unit of input is known as productivity (labour, capital, raw materials, etc). It is determined by dividing the quantity of outputs generated by some measure of the quantity of inputs consumed. That is the pace at which employees in a given organization tend to raise their level of production using a variety of tools and methods. In a similar vein, Srivastava and Barmola (2012) defined productivity as the speed at which an organization can generate a good or a service.

Thus in this study, the researchers conceptualized productivity as a ratio between input volume and output volume. In other words, it assesses how effectively an economy uses labor and capital as production inputs to achieve a particular level of output. Productivity is seen as a major driver of economic development and competitiveness and, as such, serves as the foundational statistic for many international comparisons and assessments of country performance. For instance, productivity metrics are used to examine how

rules on the labor and product markets affect the economy. Productivity is an evaluation of capacity utilization, which enables one to assess economies' positions in the business cycle and predict economic growth. Production capacity is also used to gauge inflationary pressure and demand. The following factors could increase productivity in the library as a whole: effective library services, increased output from the workforce, effective use of library tools, improved work quality, improved library marketing skills, development of new library service skills, improved daily library routine, and promotion of ethics and morals. The employees of the organization who have received the necessary training to do so might properly show these.

Gatti, Angel-Urdinola, Silva and Bodor (2011) defined staff training as a program designed to aid employees in acquiring specialized knowledge and skills. The writers emphasize that the gained information and abilities are given to employees to help them execute their jobs more effectively. Through structured programs, training is established to make sure that employees are taught the skills necessary in the labor market. Therefore, it is crucial for any agency to first understand the demands of employers before beginning any form of training. This strategy aids in educating as many workers as possible to prepare them for better employment opportunities. According to Jaoude (2015), companies who offer advanced training have been able to triple their earnings when compared to rivals. However, it takes a combination of alignment and preparation to have such high impact programs and personnel; it is not an easy task. This entails creating and structuring training in a way that achieves the main objectives of the company. Besides, Sardar (2010) agreed that since it is increasingly recognized that investing in training and development has a positive link with organizational performance, training is a crucial component in assisting businesses in achieving their objectives via their workforce. Therefore, it is crucial that people and organizations benefit fully from staff training and development programs.



The researchers conceptualized staff training as the process of developing the current workers in the organization for enhancing the performance of the staff as well as the productivity of the organization. Also, it is the process through which employees acquire additional skills and techniques which help them to be effective in discharging their services in the organization. Staff training is very important as it can help in the professional development or career advancement of the employees. One important aspect of the business is training the staff as they are one of the valuable assets. The personnel must get the education and training necessary to achieve the company's goals. To put it another way, it helps employees of the company to effectively create the goods and services that management of the organization expects of them. With the help of training, the best performance from the staff may be obtained, increasing their productivity. The following elements may also have an impact on staff training in any organization: training budget and money, favorable training atmosphere, training methodology, managerial support, trainee motivation, sufficient training resources, trainee attitude, and staff emotional intelligence.

University library is an academic library. Academic library according to Reitz (2014), is a library that is managed to satisfy the information and research needs of its students, faculty members, researchers and other staff within and outside the colleges, universities, and other post-secondary institutions of higher learning. In other words, an academic library is a sort of library that may be found in universities, polytechnics, and colleges of education. The author reiterated that a university library is a library or a library system that was founded, run, and supported by a university to serve the informational, scholarly, and educational requirements of its faculty, staff and students. Similarly, Kumar (2016) opined that the university system includes the university library that serves as the intellectual banking hall for the university. It is the custodian of all the organized educational resources for the university. It exists as a result to actualize the intellectual goals of its parent institution. Every library program must complement the overall university curriculum. To put it in another way, a

university library should work to enhance its institution's goals. It needs to be representative of the school's culture. The purpose of university libraries is derived from the university system, which is its parent body. The basis on which the role of the university library is founded is the vision, purpose, and strategies chosen by universities as a guide for achieving the key activities of teaching, learning, research, and providing community service. Students, instructors, and researchers can use information services from university libraries in a variety of ways. This is why Okunu, Akalumhe and Monu (2011) concluded that the university library is the heart and soul of each university is its library. University libraries' main goal is to assist their parent institutions' teaching, learning, and research endeavors. University libraries are regarded as one of the fundamental requirements required for accreditation of academic programs in Nigerian university libraries, in accordance with the National Universities Commission (NUC) policy, which encourages bringing library services closer to the students and staff. Edom (2013) posited that a university library is serving as a reservoir for the knowledge of illustrious minds both past and present. Its services and collections are created to fit the institution's educational plans. It is commonly accepted that the library is the heart and soul of the institution and the hub around which all teaching develops. Since universities are designed to do research and educate, they cannot function without libraries. Every university library was founded to accomplish a certain goal. Federal University Oye-Ekiti Library, Ekiti State University Library, Bamidele Olumilua University of Education, Science and Technology Library and Afe Babalola University Library are the examples of the University libraries in Ekiti State.

Due to government and university management's attitudes toward the growth and advancement of her employees, it can be seen that some businesses and organizations, both private and public, have low worker productivity in this generation. This is true of university libraries across the country. The essential aids must be put in place, and all the variables that can encourage and raise the level of the library staff's productivity must be taken into consideration, in



order for them to be productive in their service toward reaching the major aims and objectives of the library. The researcher through this study tends to investigate the effect of staff training on the productivity of library staff in three selected University libraries in Ekiti State. These consist of: Federal University Oye-Ekiti library, Ekiti State University library and Bamidele Olumilua University of Education, Science and Technology library.

Statement of the Problem

In a research titled the effect of low productivity on business growth by saviom solution 2021 has shown that the level of productivity of staff is low to the outcome of the work done. Obi-Anike and Ekwe (2014) in their research findings pin revealed that despite the importance of training and manpower development in employee productivity and organizational performance, training programs are not sufficiently supported by organizations especially the university libraries. These organizations consider the money they will spend on staff training programs as waste rather than investment. They fail to foresee the desirability of continuous training and development of their employees in order to promote the efficiency and effectiveness of their organizations. It is on this premise that this researcher intends to investigate the effect of staff training on the productivity of library staff considering all those factors that influence the productivity of library staff in the selected university libraries in Ekiti State, Nigeria.

Research Hypothesis

The hypothesis for this study will be tested at 0.05 level of significance:

H₀: There is no significant relationship between training and productivity among personnel in the selected university libraries in Ekiti State, Nigeria.

Objective of the Study

The main objective of this study was to investigate training as a correlate of productivity among personnel in three selected university libraries, Ekiti State, Nigeria. While the specific objectives were to:

1. examine factors enhancing productivity among personnel in the selected university libraries in Ekiti state, Nigeria;
2. ascertain factors boosting training among personnel in the selected university libraries in Ekiti State, Nigeria; and
3. find out the relationship between training and productivity among personnel in the selected university libraries in Ekiti State, Nigeria.

Research Questions

The following are the list of research questions slated for this research work:

1. What are the factors enhancing productivity among personnel in the selected university libraries in Ekiti State, Nigeria?
2. What are the factors boosting training among personnel in the selected university libraries in Ekiti State, Nigeria?



Conceptual Model for the Study

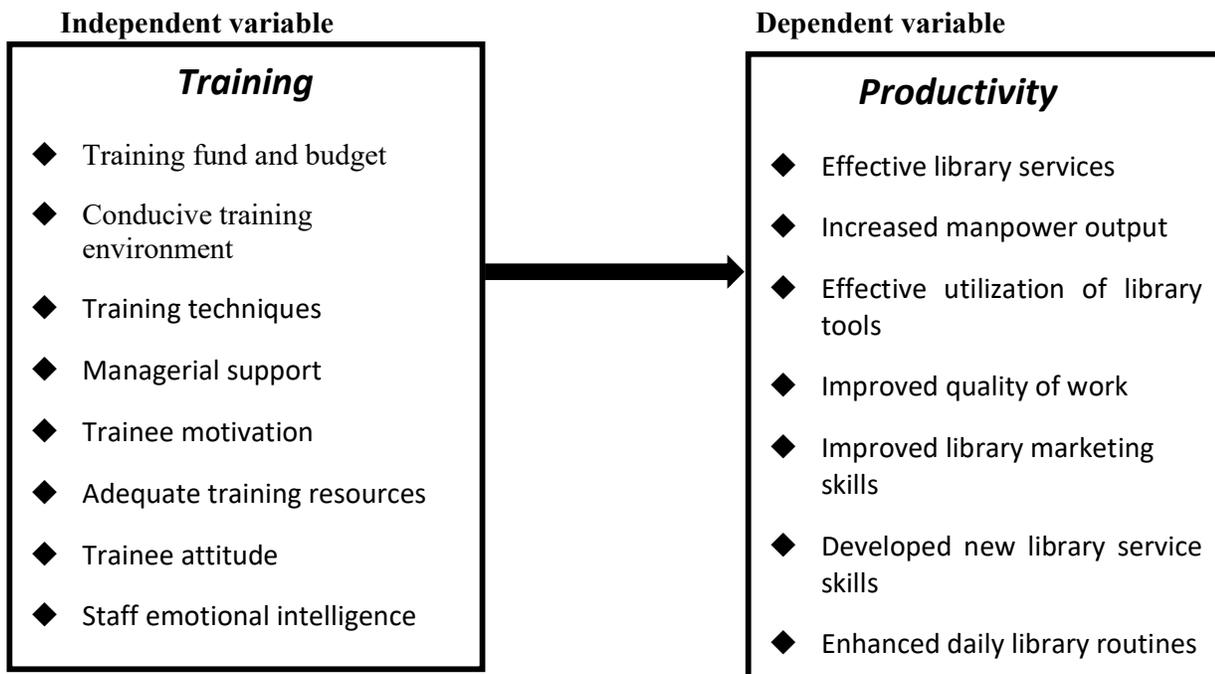


Figure 1: Conceptual model for the Study.
Source: The Researchers, 2024

The conceptual framework for this study was built on the theory and literature reviewed. The model is broadly divided into two parts: staff training and productivity of library staff. It can be observed from the literature reviewed that several factors affect the job satisfaction of workers and, therefore, their levels of productivity. Staff training of workers in the organization, especially staff in the university library, is very crucial as it enhances their effective job performance. Staff training factors, like motivational factors, can be intrinsic or extrinsic in nature; these would positively affect librarians' job performance in the university library. They consist of: training fund and budget, conducive training environment, training techniques, managerial support, trainee motivation, adequate training resources, trainee attitude, and staff emotional intelligence. While the productivity consists of: effective library services, increased manpower output, effective utilization of library tools,

improved quality of work, improved library marketing skills, developed new library service skills, and enhanced daily library routines. It could be noted here that when a library staff is fairly and adequately motivated, he/she would be happy carrying out his/her duties and thereby increase his level of job performance in the entire university community. Tam and Rigsbee (2013), and Addady (2015) cited in Yaya, Opeke and Onuoha (2016) affirmed that a happy worker is a productive worker while Leviticus (2014) posited that an unhappy worker is an unproductive one. Librarians' productivity would lead to increase in number of paper publications among librarians themselves as well as the faculty members, innovative research work that would attract more grants to the university, organizational growth and development, and among other benefits. It should be noted that the conceptual model for this study served as a base for the specific research objectives, research questions, instrument,



analysis and findings thus, it is the summary of this research work.

Theoretical Framework

Due to relationship between the two variables that made up of this study, Maslow's Hierarchy of Needs theory shall be employed to discuss staff training and the productivity of library staff.

Maslow's Hierarchy of Needs Theory

The hierarchy of needs theory was developed by a psychologist, Abraham Maslow in 1943. In the theory, he proposed that people are motivated by a predictable five-step hierarchy of needs.



Figure 2: Maslow's Hierarchy of Needs Theory chart

Source: Maslow (1954) cited in Yaya, Opeke and Onuoha (2016)

This theory is related to: job satisfaction, productivity, employee motivation and human capital development variables of the study. Abraham Maslow in his theory broadly classified human needs into five groups that consist of: physiological, safety, love, esteem, and self-actualization needs. According to Zameer, Ali, Nisar and Amir (2014), if organizations fulfill basic need, safety need, belonging need, self-esteem need, self-actualization, training and career development needs of their employees then the performance of employee would easily increase.

Abraham Maslow broadly classified human needs into five groups as shown in Figure 2. The different levels of needs on Maslow's hierarchy are discussed as follows:

Physiological needs. These are biological needs which consist of the need for oxygen, food, gender, sleep, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, it is these physiological ones that would come first in the person's search for satisfaction.



Safety needs. These needs consist of the need for protection, security, law, stability, order and limits. When all physiological needs are met and are no longer controlling thoughts and behaviour, the needs for security can become active. While adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting), children often display the signs of insecurity and the need to be safe.

Needs for love, affection and belonging. When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Self-esteem needs. When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Self-actualization needs. When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Abraham Maslow described self-actualization as a person's need to be and do that which the person was "born to do". A musician must make music, an artist must paint, and a poet must write. These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. However, it is not always clear what a person wants when there is a need for self-actualization.

However, despite the manifold benefits of Maslow theory yet it has the limitation of little evidence to support its hierarchical aspect

although it makes sense from an intuitive standpoint. In fact, there is evidence that contradicts the order of needs specified by the model. For example, some cultures appear to place social needs before any others. Maslow's hierarchy also has difficulty explaining cases such as the "starving artist" in which a person neglects lower needs in pursuit of higher ones. Moreover, when those employees' needs as spelt out in the Maslow hierarchy of need theory are fairly and adequately met by the university administrators, employees in such institutions of higher learning especially librarians in the university library will be happy discharging their duties, a happy worker is a satisfied and productive worker. There is little evidence to suggest that people are motivated to satisfy only one need level at a time, except in situations where there is a conflict between needs. "Even though Maslow's hierarchy lacks scientific support, it is quite well-known and is the first theory of motivation to which many people are exposed.

Finally, the relevance of this theory on the study is that it helps university administrators to know various needs that are applicable to workers especially librarians in the university library and how to meet them in order to improve the productivity of librarians in the university system. This implies that when librarians' needs are systematically and adequately addressed by the university management, their morale will be boosted and the level of their productivity in the university library will be greatly increased. Also, it helps librarians to ascertain those needs that have been adequately met by their employers and how those needs that are yet to be attended to will be met in future. This fosters peaceful relationship between university administrators and librarians, and it helps in boosting the morale of librarians in the university library to be more productive.

Literature Review

Training is described as a short-term process that uses a systematic and controlled technique to teach technical knowledge and abilities to non-managerial staff members for a specific goal. (2006) mentioned in Yalokwu (Kupoluyi & Awotunde, 2018). When employees receive



training, their skills are enhanced, and they advance in their abilities, which will boost their performance and productivity and allow them to finish their work on schedule. Additionally, Iqbal, Nabi, Muneer, and Anuar (2013) argue that because employers want performance from training rather than merely learning, it should be emphasized in training outputs. This is why training is so important in businesses. The employees have a number of expectations related to training and the numerous prospects for professional advancement. Training can encourage employees to increase their commitment to organizational performance. Yalokwu (2006), referenced in Teryima et al. (2016), highlighted the importance of training by noting that it is crucial for all employees to be enrolled in training programs in order to advance their knowledge, abilities, and performance in relation to their jobs. There are many degrees of training, including orientation and first work training, according to Madukoma and Nwosu (2011). They also note that while certain benefits are provided to every employee, others are tailored to each person's specific need. In-house service training, workshops, seminars, conferences, job rotation, continuing education, tailored training, orientation, internships, and on-the-job coaching were all recognized by (Obi & Zakari (2008), cited in (Madukoma, Akpa, & Okafor 2014).

Yalokwu (2006) cited in Madukoma, Akpa and Okafor (2014) broadly classified methods of training as on-the-job, off-the-job, stimulation methods and information presentation methods. All these types of training help to equip staff as well as motivate them to perform well on their jobs. Olowu (2012) has asserted that in view of the importance of staff training in university libraries, libraries should ensure regular training development of all staff; encourage the illiterate staff to attend adult literacy classes to ensure their retention and progress; and all staff, where appropriate, to go for higher education. Similarly, American Association of Law Libraries emphasized that the library personnel is responsible for the maintenance of the library and therefore is required to go through some training to equip him or her for the task ahead. Thus,

training of library personnel is crucial for the development and success of the library.

According to Yaya (2017), job performance of library staff may be viewed as the work activities performed by the worker towards the attainment of organizational goals. It is an action taken to fulfill one's duty to the organization. This performance is influenced by a person's mental aptitude as well as their level of physical exertion. This suggests that if people are motivated, possibly via training, they will give their tasks their all. Furthermore, according to Johari and Yahya (2018), job performance is now one of the key metrics for controlling organizational performance. Moreover, growing emphasis has been given on employee's job performance as a source of competitive advantage to promote responsiveness in enhancing overall organizational effectiveness. Afful-Broni (2012) affirmed that individual is generally determined by three factors; namely, ability—the capability to do the job; work environment—the tools, materials and information needed to do the job; and motivation—the desire to do the job. Employees that are given required training would be equipped for the job in all ramifications.

The success of any organization depends on the existence of training, which is a crucial component of vocational or career development and is quickly becoming a universal and ubiquitous phenomena in every establishment. The lack of training means death for such an institution (Baba, Jamri & Ibrahim, 2012). When Fielden (1987), cited in Baba, Jamri, and Ibrahim (2012), said that training is one of a number of factors that acts as a checklist for purchasing software, he made notice of its pervasiveness. Along with affordability, dealer response, and support, training has also been named as one of the qualities that make a software package worthwhile of purchase. Ojiambo (1992) and Stoner (2002) cited in Baba, Jamri, & Ibrahim, (2012) agreed that training programmes should be directed towards improving efficiency and job performance. There is no doubt that staff trained in information technologies will be more efficient in the use of information and computer facilities than those who never had such training experience. Other advantages of training include



reduction in cost, reduced turnover, human resources reserve, faster decision, continuity of effort, improvement in employee morale, availability for future personnel needs of the organization, improvement in health and safety, reduced supervision, personal growth and organizational stability. This could be done through a training programme.

A competent and sufficient training program should pinpoint the exact abilities that the staff is lacking as well as the resources that may be used to fill those skills gaps. The authors Dyer (1990) cited in Baba, Jamri, and Ibrahim (2012) averred that not all professional issues can be handled by training. The authors contend that the following situations warrant not using training: the training's potential benefits are debatable given the required financial outlay; the time required for the training is not justified in light of the benefits; the resulting behavioral changes are not functional or useful given the organization's goals; more effective results may be obtained by methods that cost less and/or require less time; and when the reasons for poor performance are due to things like: the foundation of training programs should be the following informational competencies, which are inadequate among library and information staff members: Computer training, CD-ROM use, and networking and information technology skills (systems analysts, systems designers, software engineers and telecom specialists); management of information technology skills in libraries, documentation centres, archives and records management centres; and electronic publishing skills; Lack of human resources in education, training, research and development in information management; personnel management skills.

A company's human resource is one of its most valuable assets, and the skills and motivation of its employees can be extremely important to success, according to (Rowley, 1995), cited in (Abban, 2018). As a result, training should be a fundamental part of the work and development of any company or organization, regardless of size. Everyone has to understand that training is a requirement, not a luxury. (Khan, Khan, & Khan 2011)

The authors contented that training and development is the most important factor in the business world because training and development increases the efficiency and effectiveness of both employees and organization. To them training and development has significant effect on organizational performance and enhances the capabilities of employees. Stredwick (2005) cited in Mpfu and Hlatywayo (2015) noted that the most important role in human resources is to help employees improve their performance through employee training and development, and by doing so improve the performance or growth of the organization.

Also, Nassazi (2013) agreed training is the only way of developing organizational intellectual property through building employees competencies to succeed. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in academic libraries to be able to perform their duties and make meaningful contributions to the success of the institutions goals, need to acquire the relevant skills and knowledge. In appreciation of this fact, educational institutions conduct training and development programmes for the different levels of their manpower.

We may infer from the above that the success of academic libraries greatly depends on its employees. Staff development is essential and will significantly increase the efficacy and efficiency of the library services that librarians offer. Any library cannot serve services with excellence if its personnel does not meet high standards of professionalism. Maintaining the knowledge and abilities necessary to instruct and support library patrons in the new information era requires continuing professional education. Academic librarians today take on a range of difficult tasks to increase their productivity. According to Abban (2018), they might: consult with people to assess, pinpoint, and meet their information needs; to improve information literacy abilities, develop campus-wide information literacy initiatives and provide classroom teaching; choose material in a number of formats, arrange it, and make it accessible to



users; remain current with technology developments and create plans to benefit from them; create, manage, and administer websites, electronic databases, and computer-based systems; work along with the instructors, computer experts, and instructional designers; and support productive collaboration among coworkers.

Methodology

Total enumeration descriptive research design was employed for this study. The population of the study comprised of all the entire 95 library staff (professional, para professional and supportive staff), from the three universities. The researchers used self-developed questionnaire in collecting data for this study. Both face and content validity were employed in order to standardize the instrument and to make it more adequate for the study. A pilot study was conducted among the library staff at Afe Babalola University Ado Ekiti and Ekiti State Polytechnic

Isan Ekiti. It gave alpha reliability coefficient results as follows: productivity $\alpha = 0.837$; Staff training $\alpha = 0.579$. With these results, the instrument was used for the study as the alpha reliability coefficient results for all the variables are more than 0.5 level of significant. The instrument was administered to the entire 95 library staff of the selected university libraries in Ekiti State, out of which, a total number of 86 copies were retrieved. This gave 90.53% return rate of the administered research instrument for the study. Data for this study was analyzed using Statistical Package for Social Science (SPSS), 26.0 latest versions. The data was analyzed using descriptive statistics, especially all the factors that made up of the variables in the study, while the hypothesis was tested using Pearson Product Moment Correlation (PPMC) analysis. The result attested to the mutual relationship that existed among the variables (staff training and productivity) in the study.

Data Analysis, Results and Discussion of Findings

Research Question 1: What are the factors enhancing productivity among personnel in the selected university libraries in Ekiti State, Nigeria?

Table 1: Factors Enhancing Productivity

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	M	SD	AM
a. Effective library services								
i.	i satisfied the information need of the library patron	1 (1.2)	2 (2.3)	40 (46.5)	42 (48.8)	3.48	.664	3.50
ii.	i work in accordance with the goal and objectives of the library	1 (1.2)	39 (45.3)	46 (53.5)	0 (0)	3.52	.525	
iii.	Degree of my commitment to the effective service delivery in the library is encouraging	1 (1.2)	40 (46.5)	45 (52.3)	0 (0)	3.51	.526	
b. Increase manpower output								
i.	level of my work input is commendable	1 (1.2)	42 (48.8)	43 (50.0)	0 (0)	3.49	.526	3.34
ii.	i receive compensation for my work input	1 (1.2)	17 (19.8)	39 (45.3)	29 (33.7)	3.12	.758	
iii.	degree of my work output is of high quality	0 (0)	2 (2.3)	48 (55.8)	36 {41.9}	3.40	.538	
c. Effective utilization of library tools								
i.	Library tools are friendly to use	0 (0)	2 (2.3)	44 (51.2)	40 (46.5)	3.44	.545	3.44
ii.	Availability of library tools is of great benefit to the library patrons	1 (1.2)	1 (1.2)	51 (59.3)	33 (38.4)	3.35	.569	
iii.	I can use and operate library tools	0 (0)	2 (2.3)	37 (43.0)	47 (54.7)	3.52	.547	
d. Improved quality of work								
i.	there is availability of equipment to increase the work rate	0 (0)	0 (0)	55 (64.0)	31 (36.0)	3.36	.483	3.42
ii.	There is no limit to how much I can contribute to the work rate	0 (0)	0 (0)	47 (54.7)	39 (45.3)	3.45	.501	
iii.	level of my work rate is encouraging	0 (0)	0 (0)	45 (52.3)	41 (47.7)	3.48	.502	



e. Improved library marketing skills								
i.	the level of library marketing skill to effective library service delivery promote my productivity	0 (0)	3 (3.5)	55 (64.0)	28 (32.6)	3.29	.528	3.45
ii.	i am good at organizing current awareness service	0 (0)	2 (2.3)	41 (47.7)	43 (50.0)	3.48	.527	
iii.	i usually inform library patrons on best way to use the library facilities	0 (0)	0 (0)	38 (44.2)	48 (55.8)	3.58	.500	
f. Developed new library skills								
i.	i usually applied competency to solve users queries and needs	0 (0)	0 (0)	38 (44.2)	48 (55.8)	2.99	.71116	3.13
ii.	i have some inbuilt traits in managing different users	0 (0)	1 (1.2)	41 (47.7)	44 (51.2)	3.16	.57108	
iii.	i am encourage for the ability to devise new ways of service delivery	1 (1.2)	1 (1.2)	41 (47.7)	43 (50.0)	3.24	.59282	
g. Enhanced fund and budget								
i.	my day to day routine increase my productivity in the library	0 (0)	1 (1.2)	42 (48.8)	43 (50.0)	3.49	.52567	3.41
ii.	i usually perform my daily task in the library	0 (0)	3 (3.5)	38 (44.2)	45 (52.3)	3.49	.56868	
iii.	there is modality in the execution of daily routine across all sections in the library	3 (3.5)	7 (8.1)	42 (48.8)	34 (39.5)	3.24	.75047	

Source: Field Survey, 2023

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, M = Mean, SD = Standard Deviation; AM = Average Mean

It can be shown in Table 1 above that library staff in various university libraries surveyed reported that they provided effective services to various information seekers who visit their university libraries, judging by the average mean score of 3.50 on the scale of 4. Most library staff (with an average mean of 3.45) surveyed reported having improved marketing skills through which they attracted many potential information seekers to consult their library resources in order to meet their information needs. Specifically, most library staff with an average mean of 3.44 were satisfied with the fact that they can effectively utilized various library tools to procure, process and provide a variety of services to various library users. This is needed in this modern era of information explosion, where one should not wholly depend on outdated traditional methods of information dissemination.

These results were supported by the submission of Raja, Furqan and Khan (2011) who submitted that employees' performance depends on various factors but the most important factor is

training, which enhances the capabilities of employees. The performance and the productivity of the whole organization depend sole on the level of the training at which the workers are exposed to. Devi and Shaik (2012) supported this and their submission was training and development is very crucial to the employees, the organization and their effectiveness. Kenny and Nnamdi (2019) concluded that training and development activities are important elements of the human resource management function of an organization. However, training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability.

Research Question 2: What are the factors boosting training among personnel in the selected university libraries in Ekiti State, Nigeria?



Table 2: Factors boosting training

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	M	SD	AM
a. Training fund and budget								
i.	There is enough fund budgeted for training of staff in our library	12 (14.0)	30 (34.9)	30 (34.9)	14 (16.3)	2.73	.2515	4.05
ii.	Training fund is properly managed by the library management	7 (8.1)	34 (39.5)	27 (31.4)	18 (20.9)	2.65	.90447	
b. Conducive training environment								
i.	Training environment is conducive and friendly	2 (2.4)	15 (17.4)	47 (54.7)	22 (25.6)	6..88	3.5477	6.88
c. Training techniques								
i.	Training techniques are key determinants to the training of library staff	4 (4.7)	11 (12.8)	50 (58.1)	21 (24.4)	3.02	0.7511	3.02
d. Managerial support								
i.	library management disburse training stipends to the participants on regular basis	1 (1.2)	25 (29.1)	49 (57.0)	11 (12.8)	2.81	.8567	2.81
e. Trainee motivation								
i.	There is encouragement from the library management during and after training	2 (2.3)	18 (20.9)	48 (55.8)	18 (20.9)	2.95	9697	2.95
f. Adequate training resources								
i.	I have participated in a library training where there was enough training facilities	2 (2.3)	16 (18.6)	49 (57.0)	19 (22.1)	2.99	.71116	7.23
ii.	Sufficient training facilities enhance easy training of library staff	1 (1.2)	5 (5.8)	59 (68.6)	21 (24.4)	3.16	.57108	
iii.	Training resources are easy to handle and understand	2 (2.3)	1 (1.2)	57 (66.3)	26 (30.2)	3.24	.59282	
G Training attitude								
i.	job security brings out better attitude from library staff	0 (0)	1 (1.2)	54 (62.8)	31 (36.0)	3.35	.50334	3.37
ii.	My attitude towards office work is positive	0 (0)	2 (2.3)	53 (61.6)	31 (36.0)	3.34	.52267	
iii.	My attitude during staff training is very encouraging to my trainers	0 (0)	1 (1.2)	48 (55.8)	37 (43.0)	3.42	.51939	

Source: Field Survey, 2023

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, M = Mean, SD = Standard Deviation; AM = Average Mean

It can be deduced from Table 2 above that library staff in various university libraries surveyed responded that there is adequate training resources made available by their management for skills development judging by the average mean score of 7.23 on the scale of 4. Most library staff (with average mean of 6.68) surveyed reported of having conducive training environment in their various universities. Specifically, most library staff with an average mean of 4.05 were satisfied with the level of funding and budget, they stated that management magnanimous put in place enough funding for training of staff in their respective university libraries.

Research question two showed the mean ratings of the extent to those degrees of training available to library staff in the selected university libraries in Ekiti State. It also revealed that the management of the libraries put in place enough fund for the training of their respective staff in the University libraries. The library is a service organization which depends on well-trained staff for effective service delivery and the management tends to provide all necessary right for the member of staff this was in support of the submission of Chabaya (2015) in his study conducted in Zimbabwe where it was affirmed that it is the responsibility of universities to provide well-grounded formal and informal



support systems that enhance career development of personnel.

Hypothesis Testing and Interpretation

Hypothesis was tested using Pearson Product Moment Correlation (PPMC) analysis.

H₀: There is no significant relationship between training and productivity among personnel in the selected university libraries in Ekiti State, Nigeria.

Table 3: Relationship between Training and Productivity

Variables	Mean	Standard Deviation (SD)	N	R	P	Remark
Training	3.37	.53240	86	.217	0.045	Sig.
Productivity	3.49	.54760	86	.212		

Significant at 0.05 level

Source: Field survey, 2023

The mean of staff training in the selected university libraries in Ekiti State was 3.37 SD 0.53240, while that of staff productivity was 3.49, SD 0.547. The correlation coefficient obtained was 0.217 and 0.212 with p-value of 0.045 that is $P < 0.05$. The result showed a positive correlation between staff training and the productivity of staff in the selected university libraries in Ekiti State. There was a positive significant relationship between the variables as indicated in the above table as ($r = 0.045$, $N = 86$, $P = 0.05$). Null hypothesis one is rejected. This indicated that there is a significant relationship between staff training and the productivity of staff in the selected university libraries in Ekiti State.

From the findings and analysis presented in Table 3, the null hypothesis was rejected. This indicated that there was a significant relationship between staff training and productivity of library staff in the selected University libraries in Ekiti State ($r = 0.045$, $N = 86$, $P < 0.05$). This result concurred with a previous reading report of Aigbepue and Mammud (2012), which stated that organizational performance depends largely on the manpower training and development. Therefore, the library management must inculcate and put into action and consideration proper training programmes to boost the capacity and capability of their workforce/manpower for effective service delivery and user' satisfaction in the day-to-day library activities.

Conclusion

The study had succeeded in disabusing the earlier submission of low productivity level of library personnel in the selected university libraries judging from its findings. It was directed towards total success and effective service delivery of the library. The study established that training of staff enhances the level productivity even to a greater extent of the library staff especially in the selected university libraries in Ekiti State, Nigeria. This study also established a strong relationship between staff training and staff productivity which are the independent and the dependent variable of the study. Productivity of library staff is influence by some factors influencing library staff productivity according to the researcher include effective library services, increased manpower output, effective utilization of library tool, improved quality of work, improved library marketing skills, developed new library service skills, enhanced daily library routines, promote ethics and moral etc. Hence, the findings and recommendations that emanated from this study would be relevant to our local needs in Nigeria.

Recommendation

Based on the findings and challenges that were revealed in this study, the following recommendations are hereby proffered as the way forward:

The university library management should continue to promote values such as improved job security, good leadership style and improved



human capital development programmes that would increase productivity of its workforce.

Also, the university authorities should mete out equal treatment to every academic staff and none should be marginalized nor given higher priority over the others. In other words, no academic staff should be treated as core staff or regarded as a very important personality over the others. Hence, they should be paid equal salaries and allowances in line with the government-approved salary structures. Also, library staff should be given adequate recognition as custodians and managers of information resources needed to support the curricula of each academic programme in the university system.

Besides, insufficient training funds and training facilities for training of the library personnel was noticed in the selected university libraries. Therefore, Government and the institution management in conjunction with the libraries administrative should make provision for adequate training fund budget and a well-equipped training facility that will enhance training, of the library staff.

Finally, university library management should continue to promote values such as improved job security, good leadership style and improved human capital development programmes that would increase the productivity of its workforce.

REFERENCES

- Abban, S. (2018). Training and development of library staff: a case of two university libraries in Ghana. *Library Philosophy and Practice (e-journal)*. 1794. <https://digitalcommons.unl.edu/libphilprac/1794>.
- Abubakar, U. A. (2012). Digital-divide as a challenge to libraries and librarians in Nigerian universities: a case study of Abubakar Tafawa Balewa University, Bauchi. *Journal of Research in Education and Society*. 3 (2), 1-12
- Afful-Broni, A. (2012) Relationship between motivation and job performance of the university of mines and technology, Tarkwa, Ghana: leadership Lessons. *Scientific Research*.
- Igbepue, S & Mammud, E (2012). Training development and organizational performance. *JORIND*, 10, (3) www.ajol.info/journals/jorind
- Baba, A. B., Jamri, B & Ibrahim, A. (2012). Relevance of manpower training, development and challenges in organizations. *Journal of Social Science and Policy Review*, 4, 72-85.
- Chabaya, R. A. (2015). Academic staff development in higher education institutions: a case study of Zimbabwe state universities. Unpublished *PhD Thesis*. University of South Africa.
- Edom, C.O. (2013). Staff training development programmes of two university libraries in Enugu state. unpublished master's degree project, university of Nigeria, Nsukka.
- Iqbal, S.M.J., Nabi, A.A., Muneer, S. & Anuar, M.A. (2013). Impact of training on expectation of employee and employer: a comparative study. *Information Management and Business Review*, 5, 601-607.
- Jaoude, H. (2015). Labour market and employment policy in Lebanon, European training foundation. https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DF005942F/E_Employment%20policies_Lebanon.pdf
- Johari, J. & Yahya, K.K. (2018). Organizational structure, work involvement, and job performance of public servants. *International Journal of Public Administration*, 42, 654 - 663.



- Kenny, Victoria & S O, Nnamdi. (2019). Employee productivity and organizational performance: A theoretical perspective. 1-10
- Khan, R. A., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organization performance. *Global Journal of Management and Business Research*, 11(7),63-67.
http://globaljournals.org/GJMBR_Volume11/8-Impact-of-Training-and-Development-on-Organizational-Performance.pdf
- Khan, S. A., & Bhatti, R. (2012). Effect of training on employee performance and customer satisfaction.
<https://www.webology.org>
- Kumar, K. (2016). *Library organization*. New Delhi: VIKAS Publishing House.
- Kupoluyi, A., & Awotunde, T. A. (2018). Enhancing university administration through ICTs in Nigeria. *Journal of Research in Business, Economics and Management*,10 (4), 2046-2054.
<http://www.scitecresearch.com/journals/index.php/jrbem/article/view/1465>
- Leviticus, J. (2014). Top problems that affect employee productivity.
<http://everydaylife.globalpost.com/top-problems-affect-employee-productivity-13627.html>.
- Madukoma, E. & Nwosu, J.C. (2011). Job performance of library staff and the role of training and development in selected universities in Ogun State, Nigeria. *Cotonou Journal of Research Development*, 1, 72-89.
- Madukoma, E., Akpa, V. O. & Okafor, U. N. (2014). Effect of training and motivation on job performance of library personnel of university of Lagos, Lagos State, Nigeria. *Open Access Library Journal*, 1: e804.
- Madukoma, E. (2015). Information behaviour and job performance of senior non-academic staff in Nigerian universities. PhD thesis submitted to the department of Information Resources, Babcock University, Illishan-Remo.
- Mpofu, M., & Hlatywayo, C. K. (2015). Training and development as a tool for improving basic service delivery: the case of selected municipality. *Journal of Economics, Finance and Administrative Science*, 133-136.
- Nassazi, A. (2013). Effects of training on employee performance. evidence from Uganda. *Business Economics and Tourism*. Pp 57+2 Appendices.
- Obi-Anike, H. O. & Ekwe, M. C. (2014). Impact of training and development on organizational effectiveness: Evidence from selected public sector organizations in Nigeria. *European Journal of Business and Management*, 6(29), 66-74.
- Obi, R. C. (2013). A Review of the role and problems of personnel training and the success of academic libraries in Nigeria. *Journal of Research in Education and Society*, 4 (1), 85-88
- Okunu, H. O., Akalumhe, K. O., & Monu, J. O. (2011). An evaluative study of academic library services to users in Nigerian universities: A case study of Fatiu Ademola Akesode Library, Lagos State University, Ojo, Lagos. *International Journal of Research in Education*, 8(1), 74 – 80.
- Olowu, L. T. (2012). Assessment of non-professional staff training programme in Nigerian University Libraries. *Samaru Journal of Information Studies*,12(1&2), 29-37.
- Parham, D. (2014). Definition, importance and determinants of productivity.
http://s3.amazonaws.com/zanran_storage/economics.adelaide.edu.au/ContentPage/s/2523_797741.pdf



- Raja, A. G. K., Furqan, A. K. & Khan, M.A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7), 1-7.
- Reitz, J. (2014). *Dictionary for library and information science*. Westport, Connecticut: Libraries Unlimited.
- Sardar, N. K. (2010). *Approaches to training and developments*. Delhi: Manglam Publications: 181- 198.
- Sickles, R., & Zelenyuk, V. (2019). *Measurement of Productivity and Efficiency: Theory and Practice*. Cambridge: Cambridge University Press. [doi:10.1017/9781139565981](https://doi.org/10.1017/9781139565981).
- Srivastava, S. K., & Barmola, K. C. (2012). Role of motivation in higher productivity. *Management Insight*, 7(1), 88-99.
- Teryima, S. J., Timothy T. A., Faajir, A., Emakwu, J. & Ugba V. (2016). Motivational factors as determinants of employee commitment and performance enhancement in profit-oriented firms: a survey of selected brewery manufacturing companies in Nigeria, *IJBED*, 4(2), 112-129
- Yaya, J. A. (2017). Correlational analysis of motivation, emotional intelligence and human capital development on librarians' job satisfaction and productivity in public university libraries in Nigeria. *Library Philosophy and Practice*.1543. <http://digitalcommons.unl.edu/libphilprac/1543>
- Yaya, J. A., Opeke, R. O. & Onuoha, U. D, (2016). Job satisfaction as correlates of librarians' productivity in public universities libraries in Nigeria. *Library Philosophy and Practice* (e-journal). 1418.
- Zameer, H., Ali, S., Nisar, W. & Amir, M. (2014). The impact of the employee's performance in beverage industry of Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1), 293-298. <http://www.hrmars.com>.



Appendix 1: Questionnaire

Federal University Oye – Ekiti, Ekiti State
Department of Library and Information Science

Dear Respondent,

This instrument focuses on staff training as a predictor of job productivity staff in three selected university libraries, Ekiti State, Nigeria The universities which are: Federal University Oye-Ekiti, Ekiti State University and Bamidele Olumilua University of Education, science and Technology Ikere-Ekiti. This research instrument is basically for research purpose. Please complete with sincerity and all the information provided will be treated confidentially.

Signed

Olayemi et al
07033762965 & 08165028961

SECTION A: Demographic Information

1. Name of the university.....
2. Gender: Male Female
3. Marital status: Single Married Divorced Widowed
4. Age: Below 30 31 – 40 41 – 50 51 – 60 Above 60
5. Educational qualification: BSc/BA BLIS MSc/MA MLIS PhD
6. Designation: Assistant Librarian Librarian II Librarian I Senior Librarian Principal Librarian Deputy University Librarian University Librarian
7. Length of service: Below 6 years 6 – 10 years 11 – 15 years 16 – 20 years 21 – 25 years 26 – 30 years Above 30 years

Section B: Staff productivity

Instruction: Please tick the most appropriate of any of the following options; use the following scale – Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) .

8. What is the level of productivity of the library staff in the selected university libraries in Ekiti State?

S/N	Items	SA	A	D	SD
a	Effective library service				
i	I satisfied the information need of the patrons				
ii	I work in accordance with the goal and objectives of the library				
iii	Degree of my commitment to the effective service delivery in the library is encouraging				
b	Increase manpower output				
i	Level of my work input is commendable				
ii	I receive compensation for my work input				
iii	Degree of my work output is of high quality				
c	Effective utilization of library tools				
i	Library tools are friendly to use				
ii	Availability of library tools is of great benefit to the library patrons				
iii	I can use and operate the library tools				
d	Improved quality of work				
i	There is availability of equipment to increase the work rate				
ii	There is no limit to how much I can contribute to the work rate				
iii	Level of my work rate is encouraging				
e	Improved library marketing skills				
i	The effect of library marketing skill to effective library service delivery promote my productivity				
ii	I am good at organizing current awareness service				
iii	I usually inform library patrons on best way to use library facilities				
f	Developed new library skills				
i	I usually applied competency to solve users queries and needs				
ii	I have some inbuilt traits in managing different users				
iii	I am encourage for the ability to devise new ways of service delivery				
g	Enhanced daily library routine				
i	My day to day routine increase my productivity in the library				
ii	I usually perform my daily task in the library				
iii	There is modality in the execution of daily routine across all sections in the library				

Section C: Staff training

Instruction: Please tick the most appropriate of any of the following options; use the following scale – Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

9. What are degree of staff training available to library staff in the selected university libraries in Ekiti State?

S/N	Items	SA	A	D	SD
-----	-------	----	---	---	----



a	Training fund and budget				
i	There is enough fund budgeted for training of staff in our library				
ii	Training fund is properly managed by the library management				
b	Conducive training environment				
i	Training environment is conducive and friendly				
c	Training techniques				
i	Training techniques are key determinant to the training of library staff				
d	Managerial support				
i	Library management disburse training stipends to the participants on regular basis				
e	Trainee motivation				
i	There is encouragement from the library management during and after training				
f	Adequate training resources				
i	I have participated in a library training where there was enough training facilities				
ii	Sufficient training facilities enhances easy training of library staff				
iii	Training resources are easy to handle and understand				
g	Trainee attitude				
i	Job security brings out better attitude from library staff				
ii	My attitude towards office work is positive				
iii	My attitude during staff training is very encouraging to my trainers				

Section D

Instruction: Please tick the most appropriate of any of the following options; use the following scale – Strongly agreed (SA), Agree (A), Disagree (D), Strongly disagree (SD)

10. What is the relationship between staff training and productivity of library staff in selected university libraries in Ekiti state, Nigeria?.

S/N	Relationship between staff training and staff productivity	SA	A	D	SD
i	Training helps library staff to be well equipped and updated				
ii	Creative library staff are those who undergo different staff training				
iii	Application of acquired training skills boost the staff productivity				
iv	I acquire new skills when I passed through a training season				
v	Effective training improve the performance of library staff				
vi	Training exposes library staff to new technology around the library services				
vii	Training improves my work ability				
viii	Staff training is a determinant of staff productivity				