Staff development as a predictor of job performance of academic librarians in university libraries in South-South, Nigeria

[1]Frederick Oman Ogar, *PhD, CLN* and [2]W. O. Nkanu, *Prof., CLN*
[1]Technical Department, [2]University Librarian
Cross River State University Library, Calabar, Nigeria
E-mail: [1]frederickogar@yahoo.com
[1]Cell: +2347031261596, [2]Cell: +2348062625509

Abstract
This study is carried out to investigate staff development as a predictor of job performance of academic librarians in university libraries in South–South, Nigeria. The main purpose was to assess the relationship between staff development and job performance of academic librarians in University libraries in South-South, Nigeria. Ex-post-facto research design was adopted. The population of the study comprises 175 academic librarians working in public university libraries in South-South, Nigeria. The entire population was used for the study. The instrument used for data collection was a structured questionnaire. A total of 175 questionnaires were administered to the respondents and all were returned. Four (4) of the returned questionnaires were rejected because they were not completely filled. Therefore, a total of 171 questionnaires (98%) were used for the analysis. Descriptive statistics and Pearson Product Moment Correlation Coefficient (r) were used to answer the research questions, Regression analysis was used to test the hypotheses at 0.05 level of significance. The results of the analysis for the research questions show that, there is a relationship between staff development and job performance of academic librarians in university libraries in South-South, Nigeria. The results of the analysis also show that the hypothesis was rejected. This means that, there is a significant relationship between staff development and job performance of academic librarians in university libraries in South–South Nigeria. Based on the findings, the study recommended, that university management should look into the issue of staff development inadequacy and offer an attractive staff development polices and other monetary incentives to their academic librarians by providing career growth prospects which will increase their job satisfaction as well as increase their job performance. In conclusion, it is clear that staff development is a predictor of job performance.

Key words: Staff development, job performance, academic librarians, university libraries, South–South, Nigeria.

Introduction
University libraries are service institutions. They exist in order to enable users to make the most effective use of the resources and services of the library. These libraries allow access to their collections and provide services to their users. Ofodile and Ifijeh (2013) noted that the university libraries are to convert potential users into habitual users. To this end, the objective of the university library is to increase access to resources and information materials in the library holding, and basic access is provided through selection, acquisition and organization of resources to support academic enquiry and discovery. University libraries, by their very nature, are to acquire process into retrievable form and make available the much needed information to the university community and the general public at large who may require them for their various teaching and research activities (Ofodile & Ifijeh 2013). The accomplishment of these functions depends on highly qualified, trained and motivated academic librarians to perform their duties effectively as well as the availability of information resources in the university libraries.

There are three different categories of staff in the university library, ranging from nonprofessionals, paraprofessionals and the professionals (who are the academic librarians). Academic librarians, who are the focus of this study, are seen by the Librarians' Registration Council of Nigeria (LRCN) Act 12, of 1995, as any person

registered or deemed to be registered as such under the Act. Section 9 of the Act goes further to state that such a person must possess the requisite qualifications approved by the Council, the minimum of which is first or postgraduate degree in library science, library and information science or its equivalent as determined by the Council. Ogundeji (2012) noted that, the minimum academic qualification of librarians in Nigeria is a university degree in librarianship or a first degree in another field with a postgraduate degree in librarianship.

In addition to the degree in librarianship, the person is also expected to be certified by the Librarians' Registration Council of Nigeria as stated by the Act (LRCN, 1995). Ogundeji (2012) stated that academic librarians manage the affairs of the library as they constitute the Management staff of the library and carry out professional services in the library such as cataloguing and classification of library materials and teaching of the use of library course to new students in the university. According to Ogar (2019) an academic librarian is any person who works professionally in a library, and holds a minimum of first degree in librarianship from a recognized library school (that is from a recognized university). They are part of the human resource in the library which is a vital aspect of the university library. The success or failure of any organization depends to a large extent on the human capacity as posited by Moghaddam (2009) and cited by Ogar (2019) that, one of the vital elements of organization success and dynamism is specialized human resources. In support of this assertion, LaRue (2012) firmly believes that the library's most powerful asset is its academic librarians.

The success of any university library in the contemporary education world depends on the quality of its academic librarians to initiate and implement its policies and programmes. Academic librarians are the most vital factors of production in university libraries. Motivation of academic librarians is, therefore, essential for the efficiency and effectiveness of university libraries job performance. In line with this, Anlesinya, Bukari and Eshun (2015), pointed out that organizations all over the world invest several millions of money on staff motivation for effective job performance.

Staff developments are those opportunities made available by an organization to improve the performance of their staff through various development methods that will eventually contribute to the personal and professional development of staff. Staff development according to Bathurst (2007) is the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and needs of the employee. This definition submits that the growth of academic librarian's development must be linked to the university library's strategic plan and to the short- and long-range workforce assets. Such a concept requires ability to anticipate gaps in the knowledge and skills of the workforce.

There is the need to ensure that the development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the academic librarians. Ekpoh, Edet and Nkama (2013) observed that staff development has been accepted as an effective method of increasing the knowledge and skills of employees in order to enable them perform more effectively. Effective performance on the part of

employees is essential for the success of the organization. Such performance, to a large extent, will depend on their knowledge and skills, and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at improving the effectiveness of individuals at work and for greater responsibilities.

One of the conditions that require staff development is low productivity, an organization may have employees with appropriate equipment, yet productivity may fall below expected standards. The missing factor, in many cases, is the lack of adequate skills and knowledge which are acquired through staff development (Alabi, 2015). The primary aims of staff development, as submitted by Health (1989) and cited by Alabi (2015), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals' and institutions' abilities to achieve their aims and objectives

Alabi (2015) also opined that when staff development is provided in a supportive climate, it can among others, increase productivity; enhance group work at all levels; create greater employee versatility; improve communication, morale and cooperation and improve employee job satisfaction. Other forms of staff development provide employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Such challenges include keeping abreast of current developments in one's field as related to new responsibilities, performance standards, equipment, or work methods (Alabi, 2015)

The absence of appropriate and sufficient staff development programmes and mechanisms may, therefore, account to a large extent for the poor performance of employees in organizations. The emphasis on staff development in organizations reflects the view that market value depends less on tangible resources, but rather on intangible one, particularly human resource (Stiles & Kulvisaechana, 2005). However, Bhatti and Qureshi (2007) stated that one of the leading challenges in management has been implementing effective staff development programmes to enhance performance.

Purpose of the study
The purpose of the study is to assess the relationship between staff development and job performance of academic librarians among university libraries in South–South, Nigeria.

Research question
What is the relationship between staff training and job performance of academic librarians in university libraries in South–South, Nigeria?

Hypothesis
There is no significant relationship between staff development and job performance of academic librarians in university libraries in South-South, Nigeria.

Literature review
Banta (2008) defined staff development as a series of activities an organization puts in place in order to assist its staff members acquire the skills and knowledge necessary for efficient and effective performance of jobs and responsibilities in the organization. Ifidon and Ifidon (2007) identified staff development programmes to include: simple orientation programmes, organized visits, seminars and conferences, participatory

management, internal training programmes, formal professional library education and short courses. Okotoni and Erero (2005), on their part, noted that staff development can be undertaken through formal and non-formal education in order to make workers useful to themselves and the organization they are working for. Mohammed (2010) posited that all these training programmes can help both professional and para-professional staff to be current with new knowledge and development in the field of library and information science.

According to Gani (2013) staff development refer to a variety of educational and training activities which are designed purposely to give staff the additional knowledge, skills, attitudes, experiences and understanding needed to perform up to the required standard. This implies that changing the behavior of staff is a function of training and development, while the end objective is to help the organization to achieve its specific objectives. Bellingham (2007) sees staff development as a means in which all cadres of staff is prepared to cope with the tasks and challenges that lie ahead of them from initial employment to retirement age.

Cole and Kelly (2011) observed that staff development is more concerned with the present needs of a job and career development. They also noted that staff development is concerned more with employee potential than with immediate skills and it sees employees as adaptable resources.In his contribution, Dare (2008) posited that staff development is a parallel process by which people acquire more general abilities and information that cannot be tied to a particular task. Staff development from this point of view implies general knowledge and information which are not actually targeted at a specific job. It

also meant for the overall future manpower needs of the organization, the growth and needs of individual staff. Fafunwa (2002) pointed out that no matter the efficiency of pre-service training given to employee; there will always be room for further improvements. In support of this, Uguanyi (2003) added that there is always a need for continuous training of all cadres of staff from the initial stage of employment till the time for retirement. This is probably why employers in all kinds of organizations are always preoccupied with how to increase productivity and motivate workers to perform effectively.

The primary aims of staff development is to enhance professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions' abilities to achieve their aims and objectives. Alabi (2005) opined that when staff development is provided in a supportive climate, it, can among others, increase productivity; enhance group work at all levels; create greater employee versatility; improve communication, morale and cooperation; and improve employee job satisfaction. In other words, planned development programmes provide a means of maintaining acceptable level of employee and organizational performance. Staff development provides employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Such challenges include keeping abreast of current developments in one's field as related to new responsibilities, performance standards, equipment, or work methods (Alabi 2005).

It follows thus, that the more staff undergo staff development programmes, the

more committed they are to job performance. In recognition of this, The National Universities Commission (NUC), 1996, in its draft manual on university Management emphasizes the significance of staff training and development in university libraries, by stressing that:

> The library management should ensure regular training development for all its staff. It should encourage illiterate staff, to go for adult literacy classes. It should also encourage its entire staff, to go for higher education. Sponsorship for any training should be based on performance of the staff. The library management should encourage its staff to participate in continuing education programmes. The staff should be sponsored to conferences, seminars and workshops. They should be encouraged to presenting papers at these gatherings (Bamidele, Omeluzor, Imam & Amadi, 2013: p3)

According to Seyoum (2012) staff development is a technique to increase quality, efficiency, and output; it can be associated with high-quality professional performance resulting in career advancement, strategic development and initiative to sustain change. The ultimate aim of staff development in any organization is to improve productivity and consequently achieve organizational objectives. Certainly, an organization has a lot to benefit from the development of its staff. An organization with a well-developed workforce is expected to turn out a high standard of goods and services probably in a more cost effective manner than other organizations. Development minimizes performance deficiencies in staff that may not perform to desired level (Gani, 2013). Staff development also provides an opportunity for staff to improve and maintain organizational effectiveness and efficiency. This, according to Pemida (2001), enhances the recruitment and retention of high quality staff. Staff development is also aimed at getting staff to speed up their duties and responsibilities, eliminate waste, employ human and material resources to greater advantage and reduce the cost of activities in the organization (Kolo, 1997). This is what every human organization desires in order to achieve the organizational objectives.

According to Ladan (2005) staff development is one of the ways by which employers use to make staff derive pleasure and be comfortable with their jobs. If staffs are given the opportunity to benefit from development programmes that are most appropriate to their primary assignment or areas of specialization, they tend to understand their jobs better, become confident in their abilities and develop a feeling of belongingness in the organization. Gojeh (2004) noted that such feelings always motivate staff to raise their standard of performance and increase their commitment and dedication to jobs.

Jackson (2006) noted that staff development prepare staff for greater challenges because in the process of training, staff become more knowledgeable, better skilled and more 3experienced and these put staff in a position to take up greater responsibilities. Dare (2008), on his part, observed that staff development expand the horizon of staff, prepare them for higher responsibilities and enable them to reach the

full limits of their potentials. This, in turn, increases the value or worth of staff in an organization and also increases their awareness of opportunities for development.

Edem (2007) is of the opinion that staff development increases the existing knowledge, skills, attitudes, competences and experiences of staff and all these eventually improve upon the job performances of staff. This opinion is right because in the first place, staff development is carried out after recognizing that a particular job performance is deficient. Edem (2007) further observed that staff development helps to reduce the deficiency detected on job performance by giving staff the additional knowledge and skills needed to perform to the standard required by employers and by so doing changes the behavior and attitudes of staff toward their job performance. Gani (2013) also observed that staff development assist employee to acquire habits of thoughts and qualities of character that will enable them not only to understand and improve performance, but also their way of thinking because a well trained staff acts wisely and quickly when confronted with a problem. The author also added that, apart from improving the performances of staff, it improves the prospects for staff promotion. It is a fact that employees are happy to see positive changes in their individual job status and in the organizations they work for.

Staff development activities are very important for academic librarians. The purpose of developing academic librarians is twofold. First, it is a necessary part of working in the academic environment. As academic professionals, academic librarians are often expected to participate in the same process as academic staff in Faculty do. This may include lecturing in information literacy, teaching information seeking in

some specific field, and also promotion through the academic ranks. Secondly, professional development has also been shown as being instrumental in the retention of librarians especially of underrepresented librarians.

A study on effect of training and motivation on job performance of library personnel of University of Lagos, Lagos State, Nigeria was conducted by Madukoma, Akpa, and Okafor (2014) the study was to investigated the effect of training and motivation on job performance of library personnel of University of Lagos. Survey method was used in the study. The population of the study was 135 library personnel in the University of Lagos. The entire population was used for the study. Out of 135 copies of questionnaire distributed to the respondents, 91 were completed and returned. Frequency count, mean and standard deviation statistical methods were used for the analysis. The result of the study showed that training motivates library personnel in University of Lagos to do their jobs. In turn, this enhances their performance on the job.

Ombui, Kagiri, and Omoke, (2014) carried out a study on the influence of training and development on the performance of employees in Research Institutes in Kenya. The objective of the study was to determine the influence of training and development on the performance of employees in research institutes in Kenya. The study adopted descriptive and correlation research designs. The target population was drawn from the research institutes that were within Nairobi county and its environs. The study adopted stratified sampling technique while the sample size was 256 employees. The study used questionnaires to collect data while Cronbach's alpha was used to test the

validity and reliability of the instruments. A statistical package for social sciences (SPSS) was used to analyze quantitative data while data was presented using statistical techniques such as tables, bar-graphs and pie charts. The results of the study revealed that the correlation between employee performance and training and development were highly significant at 0.383 (P=0.000)

A study on the relationship between staff development and job performance among personnel in branch libraries, University of Maiduguri, Nigeria, conducted by Saka and Haruna (2013) to investigate staff development as a motivating factor in job performance among personnel in branch libraries, University of Maiduguri, and aimed at determining the relationship between staff development programmes and job performance, revealed that formal education does not enhance job performance of staff. The study adopted a survey research method. The sample size of 47 (professional, para professional and non- professional) staff in 15 branch libraries. Questionnaire was used for data collection. The data was analyzed using descriptive and inferential statistics. The study revealed that Seminars, conferences and workshop attendance enhances job performance of staff. The findings of the study revealed also that staff development programmes collectively increase the job performance of staff.

Gani (2013) investigated the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. The study employed a descriptive survey design. The target population of the study was 45,058 staff working in 85 Colleges of Education in Nigeria spread across the 36 states and the Federal Capital Territory. A multistage sampling technique was adopted in selecting 24 Colleges of Education for the study. A

sample size of 2,400 staff comprising management, academic and non-academic staff was selected using purposive sampling technique form the 24 Colleges of Education so selected. A structured questionnaire with 100 item statements was the main instrument used for data collection. The instrument was subjected to content and face validity and a reliability coefficient of 0.86 was obtained from the pilot study. The data collected were first compiled and presented using frequency distributions and simple percentages, and later subjected to One Way Analysis of Variance (ANOVA) and Scheffe's Multiple Comparison Test. Ten hypotheses were formulated in line with the specific objectives of the study and the research questions. The findings revealed that the types of development programmes provided have some positive impact on job performances of staff.

Odili (2013) carried out a study on staff development programs and job performance: implications for productivity in Lagos State Ministry of Education. The study investigates the staff development programs of the Lagos State Ministry of Education and its relationship with the job performance of her workforce. The study adopted descriptive survey research design and the population of the study all civil servants in Lagos State Ministry of Education. A sample size of 45 was drawing using proportionate stratified random sampling technique. Questionnaire was used for data collection and Spearman Brown's Prophecy Formula was used to test the reliability of the instrument and the correlation coefficient of 0.97 was obtained. The data were analyzed using percentages and Chi Square. The finding of the study revealed that the staff development programs actually meets the staff development needs of the education officers,

though the selection process is adjudged to be unfair, unjust and discriminatory, that the staff development programs are grossly under-funded; and that the staff development programs enhance staff performance and increase their productivity.

Aarabi, Subramaniam and Akeel (2013) carried out a study on relationship between motivational factors and job performance of employees in Malaysian service industry. The aim of thes study was to have better understanding on factors of employee motivation and their association with job performance in Malaysian servicing organizations. The dependent variable in this study is job performance. The independent variables are motivational factors namely payment, job security, promotion, freedom, friendly environment and training. A correlation research design was used in this study. Survey method was used to collect data. The research instrument was a structured questionnaire. A systematic sampling method was used to select the samples for this study. A total of 130 employees of service organizations constituted the sample. The results showed that among the motivational factors, two variables were found to be significant predictors of job performance. Training contributed 40.4% to job performance while promotion contributed an additional 3%.

Methods
Ex-post-facto research design was adopted for this study. Questionnaire was used for data collection. A total enumeration sampling method was employed, since the population size was manageable. A total of 175 respondents (i.e. 101 academic librarians working in the six Federal University libraries and 74 working in the seven State University libraries in the region) completed and returned the questionnaire administered to them. Descriptive statistics and Pearson Product Moment Correlation Coefficient (R) were used to answer the research questions, a bench mark of .50 representing 50% was used for decision making. Any calculated result of .50 (50%) and above was taken as high relationship, while those below .50 (50%) were taken as low relationship. Regression analysis was used to test the hypotheses at 0.05 level of significance.

Findings
The objective of this study is to assess the relationship between staff development and job performance of academic librarians among university libraries in South–South, Nigeria.

.**Research question:** What is the relationship between staff development and job performance of academic librarians in university libraries in South–South, Nigeria?

Table 1 shows the mean responses of academic librarians on relationship between staff development and job performance among university libraries in South–South, Nigeria. The data on the table revealed that the entire calculated mean are greater than .50 set as bench mark for the study. This means that there is a relationship in all the items.

Table 1: Mean and standard deviation of responses of academic librarians on relationship staff development and job performance

Items	Mean	Std. Dev.	Remark
Staff development			
My institution have a staff development policy in place	3.0468	.84584	Related
My job afford me the opportunity of attending seminars and workshops	3.1520	.76714	Related
Academic librarians are encouraged to improve on their job through in-service training	3.0702	.74026	Related
I am encouraged to developed myself through study leave with pay	3.0819	.68106	Related
My institution does not have staff development policy	3.2164	.71535	Related
No academic librarian is allowed to undergo self-development in our library	3.2456	.63099	Related
My institution sponsor academic librarians for further studies	3.1696	.71981	Related
The library always organize in house training for academic librarians	3.1696	.72794	Related
The library encourage me to attend conferences	2.9942	.85747	Related
Overall staff development	28.1462	2.56371	Related
Job performance			
I always carry out my job with determination and happiness	3.2924	.67467	Related
I accepts responsibilities at all-time readily	3.2281	.71169	Related
I develop solutions to problems as soon as they arise	3.4094	.74890	Related
I am easily thrown off balance with users queries	3.1696	.89470	Related
My decisions are always accepted by management	3.1696	.85434	Related
I depend on others to answer users queries	3.4269	.75862	Related
I use library resources effectively in answering users queries	3.2749	.75179	Related
I always spend time in interpreting my query result to users	3.2865	.68152	Related
I am dutiful when colleagues come to me with queries (needs)	3.3626	.70093	Related
Overall job performance	**29.6199**	**2.77626**	**Related**

Table 2: Pearson product moment correlation coefficient of the relationship between staff development and job performance of academic librarians

Variable	N	Mean	SD	R	R^2
Job Performance		29.6199	2.77626		
	171			.770	.593
Staff development		28.1462	2.56371		

α=.05, R = correlation coefficient, R^2 = coefficient of determination

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The finding in Table 2 shows that academic librarians' job performance has a coefficients of determination R^2 of .593. This means that 59.3% of academic librarians' job performance can be accounted by staff development.

Hypothesis: There is no significant relationship between staff development and job performance of academic librarians in university libraries in South- South, Nigeria.

Table 3: F-test summary table for relationship between staff development and job performance of academic librarians in university libraries in South-South, Nigeria
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig F
1	.770[a]	.593	, 590	.177711	245.897	.000

a. Predictors: (Constant), staff development

In order to test the hypothesis, the F-test was used to test the relationship between staff development and job performance of academic librarians. The analysis in Table 3 shows that, an F – change of 245.897 with associated exact probability value of .000 were obtained. This probability value is less than .05 set as the level of significance for testing the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null hypothesis was rejected. This means that there is a significant relationship between staff development and job performance of academic librarians in university libraries in South-South, Nigeria.

Discussion
The result of the finding shows that there is a significant relationship between staff development and job performance of academic librarians among University libraries in South –South, Nigeria. The findings of the study indicate that staff development of academic librarians has a significant relationship on their job performance. Staff developments equip the academic librarian with skills, knowledge, experience and techniques required for efficient job performance. It corrects deficiencies which impede their performance and prepare the academic librarian to assume new roles in the university library. Staff development contributes to effective and efficient job performance, minimizes wastage, and reduces cost. To buttress this Singh (2012) observed that training and development plays a very important role in improving the productivity of human resources. Batool and Batool (2012) on their part noted a positive relationship of training and development on organizational competitive advantage. In line with this Ebimobowei, Feli and Wisdom (2012) found that job training, performance appraisal; career planning, reward and employee welfare as employee development strategies have positive effect on the performance of public sector accountants in Nigeria.

The finding that staff development is significantly related to job performance is consistent with the views of Madukoma, Akpa, and Okafor (2014) study of library

personnel of University of Lagos. Also in line with this finding is a study of Saka and Haruna (2013) which revealed that Seminars/conferences and workshop attendance enhances job performance of library staff. The results are also similar to that of Aarabi, Subramaniam and Akeel (2013) who found that the training of employees seems to be one of the motivational driving factors that has direct correlation with their job performance. The results are also in line with the views of Roca, Chiu, and Martínez (2006) who found that there is a significant correlation between training and job performance factor in the multinational organization. Gani (2013) on his part find that the types of development programmes provided have some positive impact on job performances of staff.

The results of this finding indicate that academic librarian with high career development opportunities Perform better job than employees with low career development opportunities. This is because the path of progression in the university library exerts a motivational impact on such academic librarian to put in a considerable effort to achieve their dreams. It also eliminates absenteeism and enhances the loyalty of these academic librarians thereby resulting in higher job performance of each academic librarian. Staff development programme enables a deeper focus on academic librarian's aim and aspirations-from identification on the handicaps being faced by an academic librarian in accomplishing his goals to the solutions in terms of re-skilling or reassignment. This focus acts as the significant motivator for an academic librarian to excel and exceed the target.

Conclusion
It is clear from the findings that staff development and job performance are correlate, whereby the dimensions of staff development are the main variables that can cause effective job performance among academic librarians in the university libraries in South – South, Nigeria.

Although the study relates to the University libraries in South – South, Nigeria in particular and the Nigerian university libraries situation in general, issues raised could be pertinent to the situation elsewhere in Africa and the developing world. University libraries in Nigeria need to realize that the parent institutions alone can no longer meet their budgetary requirements to operate efficiently and effectively. Since it has been found that academic librarians consider staff development as important motivational factor that enhance their job performance. It is therefore recommended that staff development should be taken more seriously. The more academic librarians benefit from development programs, the more they would become skillful, confident and above all interested in the library work itself. Their future prospects for promotion and advancement would be enhanced too.

It is hereby recommended that, university management should offer an attractive staff development polices and other monetary incentives to their academic librarians. This can be done by providing academic librarians career growth prospects which will increase their job satisfaction and as a result increase their staff development, and that university management should look into the issue of staff development inadequacy

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