

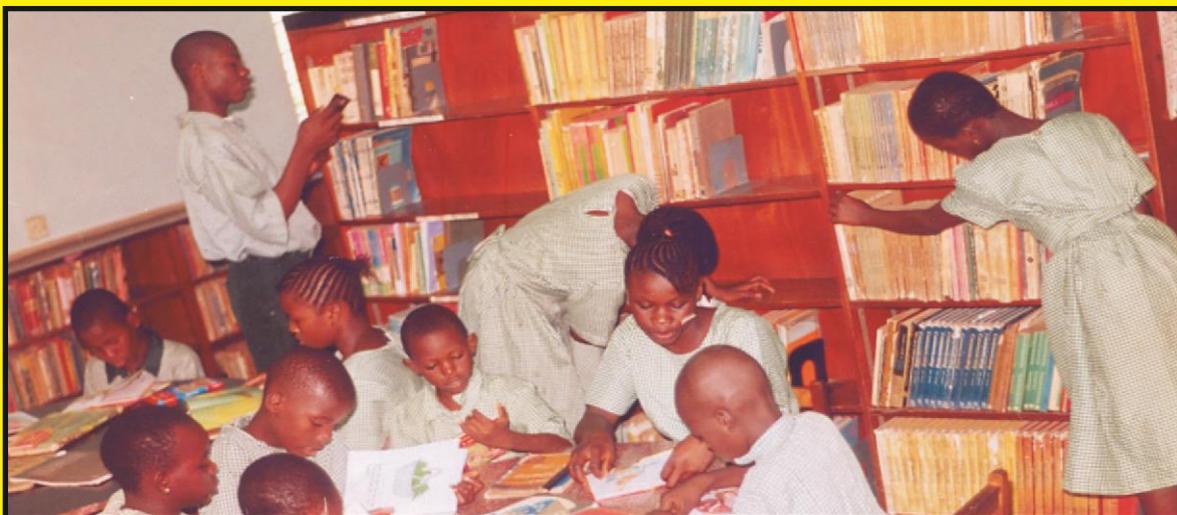
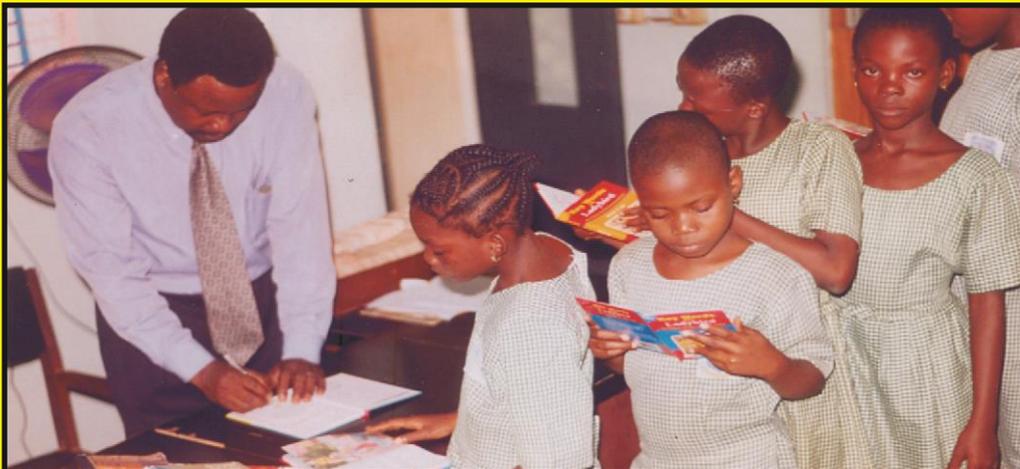
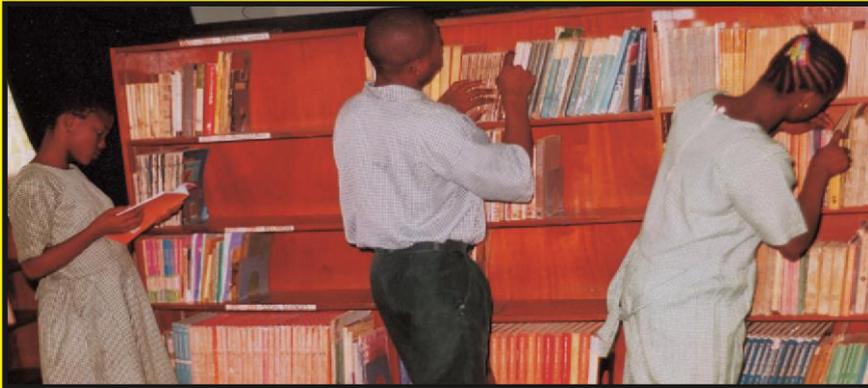


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INFLUENCE OF STAFF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN UNIVERSITY LIBRARIES IN SOUTHERN NIGERIA

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Abstract

This study investigated the influence of staff development and training on employee performance in university libraries in Southern Nigeria. The survey research design was adopted. Six hundred and sixty-five university libraries staff spread across the 38 universities in Southern Nigeria participated in the study. Questionnaire was used as the instrument of data collection. Findings from the study revealed a high level of employee performance, a high extent of staff training and development and a positive relationship between staff training and development and employee performance in university libraries in Southern Nigeria. Findings revealed significant combined influence of staff training and development indicators (on-the-job training, off-the-job training and career development) on employee performance in university libraries in Southern Nigeria. On-the-job training and career development were found to be the only indicators that have significant influence on employee performance in university libraries in Southern Nigeria. The study recommended that university library management should deploy means to further increase employee performance by providing good condition of service such as regular promotion, salary equality and increment, sponsoring of training and career opportunities as well as encourage employee by putting in policies that gives room for sponsorship of staff training for career advancement.

Keywords: *Employee performance, Staff training and development, University libraries, Southern Nigeria*

Introduction

Employee performance is the extent to which a worker contributes to the achievement of an organization's objectives. It is the achievement of specified tasks against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance has become a major tool in ensuring the effectiveness of employees on the job and quality employee performance is the goal of any organization including the library. Good job performance can be described as the expected outcome required from an employee in an organization. It is a continuous contribution of the employee in improving an organization and also predicts the productivity of an employee (Sonaike, 2018). The relevance of employee performance in an organization cannot therefore be underestimated.

In the university system, libraries are established to provide high quality information services in support of teaching and research for university staff members and the community where it is situated, as well as acquisition of knowledge of the students. Library employees occupy a central position in the university system. Consequently, their performance and productivity on the job can be determined by the level of motivation received on the job. It is based on this claim that Tella, Ayeni and Popoola (2007) asserted that no matter how automated an organization or a library may be, high performance still depends on the level of motivation

and the effectiveness of their employees. It is a common phenomenon to hear many librarians expressing their frustrations over the absence or the inadequate recognition of their performance by the management of their libraries. Some even go to the extent of maintaining that their libraries have never sponsored them on any training program. All these complaints add up to disenchantment and low self-esteem of staff which in turn affect job performance of the staff (Adeoye and Sunday, 2017). The performance of library staff is also linked to physical work environment factors such as availability of library facilities as indicated in the study of Ajegbomogun and Diyaolu (2018). The authors noticed that if facilities such as current printed materials, printers, internet/email, multimedia projectors, CDROMs, air conditioners/fans are adequately available in the library it will eventually enhance their job performance.

It has been pointed in literature that high employee performance in university libraries is strongly connected to variables such as professional practice, motivation, contribution to the overall development of the library, ability to attend promptly to client's requests as well as meeting minimum requirements for promotion (Adeoye and Sunday, 2017). Employee performance output in university libraries is also linked to performance appraisal, a technique for determining staff compensation but not a management tool for strengthening superior - subordinate relationship (Ikonne, 2015). The library is an essential component of all educational institutions. They exist to support academic activities that take place in a university. In order to record high employee performance among university librarians staff training and development has been observed to be very germane.

Staff training is an imperative of human resource management as they can improve the performance of employees in the organization. For this reason, high performing organizations have recognized the need to use best training and development practices to enhance their competitive advantage. Training and development is the heart of a continuous effort designed to improve employee competency and organizational performance. In other words, employees who are well trained can share their knowledge and skills while using their creativity to understand and improve the service in the organization. The call for training on the job in academic libraries has been buttressed by Davis and Lundstrom (2011) who asserted that libraries face a host of new challenges, among them finding ways to stay relevant in the information age. Librarians are required to do more with less, and the skills library professionals need to continually evolve. This problem is compounded by the closure of many library schools in some countries over the last few years, a situation which has added extra pressure on staff development in libraries to close the information skills gap. The impact of developing the competencies of academic librarians has been acknowledged as a fundamental tool in promoting quality teaching and assessment (Lockhart, 2011).

There are different types of training which includes induction training, vestibule training, apprenticeship training, formal training, job training, promotional, internship training, on-the-job training and off-the-job training. However, this study focuses on on-the-job and off-the-job trainings. Without training on the job, developing the specific skills of librarians may be impossible (Olaniyan and Lucas, 2008). For the purpose of this study, staff training will be based on on-the-job, off-the-job training and career development methods. On-the-job training refers to learning imparted at the actual job location involving 'hands-on' experiences. Off-the-job training involves giving training to the employees at a place other than the real job location. In other words, 'on-the-job training involves the employee doing his usual tasks and

at the time learning while ‘off-the-job involves being away from work environment that eliminate stress, frustration and bustle of day-to-day job; by this, the employees are able to concentrate on the training. On-the-job training is the simplest and cheapest method of training and development and involves training of a staff while doing the particular job he/she was employed for. The various types of on-the-job training method (OJM) include, job rotation, internship, apprenticeship, special or study assignment and coaching. Program included in off-the-job training method are vestibule training, computer-assisted instruction, lecture or classroom method, organizational development, program instruction, extension or correspondence course while those on the simulation techniques are: case study method, business games and role playing, critical incidents, in basket techniques, sensitivity training and increased trust and support (Eze, 2012).

On-the-job training program (OJT) includes job instruction, apprenticeships, internships and assistantships, job rotation, multiple management and supervisory assistance. Off-the-job training programs on the other hand, (OFFJT) include formal courses managerial and simulation non-managerial employees, assessment center primarily for role-playing and sensitivity training managerial employees. Apart from the flexibility, cost effectiveness and convenience often experienced in on-the-job training program, Banjoko (2002) fears that errors or mistakes committed while learning on-the-job can be very costly. According to him, there is no special school required in this process of learning and there is maximum output to be contributed by all participants on this training. The greatest problem with this method is that errors or mistakes committed while learning can be very costly. In order to record high employee performance among university librarians, off-the-job training should be provided.

Off-the-job training requires trainees to leave their workplace and concentrate their entire time towards the training objectives. Off-the-job training methods have become popular due to limitations of the on-the-job training methods such as facilities and environment, lack of group discussion and full participation among the trainees from different disciplines and, difficult decisions in determining who will practice as the trainer and what methods. Hence, the training is provided away from the immediate workplace which might be at a specialist training centre or at a college or at a company’s own premises. Off-the-job type of training can be particularly useful for developing transferable skills that can be used in many different parts of the business. It may be used for example to train librarians to be more effective in their jobs and eliminate job obsolescence. Sound learning principles should always be used. The trainer should have knowledge of such learning principles as feedback, transfer of learning, whole versus partial learning and motivation. Feedback is necessary for learning to occur as individuals learn faster when they receive immediate feedback on their performances. In the off-the-job methods, the development of trainees is the primary task while everything else is secondary. Off-the-job training methods include programmed instruction, classroom lectures, conferences and seminars, role playing, business games and behavior modelling. Off-the-job training can influence performance of employees in the workplace. On the other hand, staff development is a continuous effort intended to improve Employee competence with the aim of improving on the Employee capacity and performance. Development on the other hand is broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks (Chukwunenye and Igbokwe, 2011).

Staff development, broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks. It focuses on building the knowledge and skills of organizational staff so that they will be prepared to take

on higher or new responsibilities and challenges. One of the basic functions of human resource management is staff development, which means developing the abilities of an individual employee and organization as a whole. Hence, staff development consists of the overall growth of the employee. There is a direct relationship between staff development and employee performance. When employees are developed, they would be more satisfied with the job, show more commitment and their performance would increase and increase in employee performance will lead to the organization's effectiveness. Staff training on the other hand, is any learning activity which is aimed at the acquisition of specific knowledge and skills for the purpose of a task or occupation. The focus of training is the job or task, while development is a learning activity which is directed towards future needs rather than present needs (Adamu, 2008). Additionally, staff development assist an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. Staff development depends upon the individual employee, whether the employee is willing to participate or not. Staff development also depends upon the organization's culture, attitude of top management, and limited opportunities of promotion. Staff development as a function of human resource management is aimed at improving the performance of individuals and groups in organizational settings. For the organization, development leads to improved profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization. Nonetheless, there are impediments to staff training and development. Career development is a major component of staff development.

Career development is a form of training, development programs, promotion, incentives and salary of an organization to advance the progress of employees on the job. Under favorable conditions human resource managers should promote the managerial learning skills so as to reduce employee turnover for career development. The product of the career planning of an employee and the career management of the organization is career development. The organizations and the employees working as partners is an important feature of career development. Employees are responsible for planning their own careers while organizations are expected to support those plans. Career development is therefore essentially a mutually beneficial effort between organizations and their employees. Most studies have found a significant relationship between employees and perceptions of career development (Baruch and Peiperl, 2000). Leading organizations often implement career planning programs with the intention of optimizing the fit between the individual's and business's needs. This includes career training, job rotation, performance appraisal, labor market intelligence, self-assessment, mentoring, succession planning, job posting and counseling; all with the aim of encouraging commitment to the organization. One of the major antecedents of career commitment is opportunity for development. According to Selmer and Leung (2003), promoting career development of employees enhances Employee commitment to the job. Career development generally comprises human resources practices and corporate policies that aim to enhance the employee effectiveness and thus improve organizational performance should be put in place by employers. Therefore, creating a supportive environment for career progression is needed. Employees in academic libraries have raised concerns surround training and development. Absence or limited continuing education, training and re-training, and online training were repeated concerns for employees in academic libraries. Barriers to professional development opportunities are declining budgets, high cost of fuel make traveling

for staff training expensive and small staff does not allow time for conferences (Kelly and Gina, 2011; Toni and Emily, 2010).

Two famous theories for understanding and measuring the effectiveness of employee training and development are Kirkpatrick model of staff training evaluation and Knowles adult learning theory or andragogy. Staff training evaluation was developed by Donald Kirkpatrick in the late 1950s. It has since been adapted and modified by several authors; however, its basic tenets have well stood the test of time (Mengistu, 2011). This model for evaluation of training has been used for over 60 years to understand and measure training effectiveness. The model consists of four levels and is used for evaluating training programs in many different social settings. Kirkpatrick model of staff training evaluation would be used in this study to evaluate staff training in Universities libraries in Southern Nigeria. However, staff development would be anchored on Knowles' adult learning theory, which has been used in the past in literatures to gauge and explain professional development.

In summary, for employees in university libraries to bring about a meaningful change and attain high job performance, the roles of work environment, staff training and development of employees cannot be overlooked. Employees work environment is vital to their productivity and performance on the job. The same is also true for staff training and development. When employees are exposed to training on the job, their performance on the job is likely to be in a positive direction. Staff training and development are means of producing positive organizational change and their benefits are evident at several levels for both employee and the organization. Staff training and development programs take place in academic libraries of Southern Nigeria, however the type and level of such training and development is yet to be fully ascertained. Furthermore, few studies have established the conduciveness of work environment and level of employee performance in university libraries in southern Nigeria. It is on this premise that this study set out to investigate the influence of staff training and development on employee performance in university libraries in Southern Nigeria.

Research Questions

The study provided answers to the following research questions:

1. What is the level of employee performance in university libraries in Southern Nigeria?
2. What is the extent of staff training and development in universities libraries in Southern, Nigeria?
3. What relationship exists between staff training and development indicators and employee performance in university libraries in Southern Nigeria?
4. What is the combined influence of staff training and development indicators on employee performance in university libraries in Southern Nigeria?
5. What is the relative influence of staff training and development indicators on employee performance in university libraries in Southern Nigeria?

Literature Review

The Concept of Employee Performance

Employee performance is very important to the success of any organization because it has a direct impact on the organization's effectiveness. Employee performance also has positive influence on the organization's profits and continued survival. As a result, management must constantly put in place a proper motivational structure so as to realize greater performance. Owing to the importance of motivation on employee performance within the organization, this

has led to a lot of academic writings. This aspect of social science has posed lot of challenges to scholars, researchers and entrepreneurs (Williams, 2010). Employees are important human resources in any organization and their performance is vital to the growth of the organization. Armstrong (2000) indicates performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. The effective management of performance requires a solid understanding of the performance domain. That is, understanding the duty areas and tasks that are part of the job description within a company or organization. Once you have an adequate knowledge of what the job requires, you have the basis for assessing and improving performance. This is the foundation for assessing and improving performance within an organization and when this is lacking it results to a missing link in evaluating employee performance and the possibility of improving on the employee performance within the company or organization. Furthermore, there is also the missing link in assessing employee's performance in relation to other colleagues within the same job description (Robert. 2003).

Koopmans, Bernards, Hilderbrandt, Schaufeli, Henrica and Van Der (2011) proposed empirical framework of individual work performance in which individual work performance consists of four dimensions which are namely, task performance, contextual performance, adaptive performance, and counterproductive work behavior. They explained that these four types of behaviors can be considered to capture the full range of activities that constitute individual work performance in virtually any job, that of library inclusive. The importance of the four dimensions, and their exact indicators, may however vary on the basis of the specific context. But Koopmans, et al (2011) stated that their study has some limitations; while they aimed to describe all individual work performance frameworks as comprehensively as possible, it cannot however be ruled out that some frameworks were missed. Although no restrictions in year or type of publications were made only Dutch and English literature were searched. More literature was searched for the search terms in their title and abstract. This may have excluded studies that did present a conceptual framework of individual work performance but did not mention it in their title or abstract. The authors tried to minimize these limitations by searching four databases, using broad search terms and checking reference lists from identified studies.

The original dimensions of the identified frameworks were classified into the experiential framework on the basis of the definitions of the dimensions as provided by the developers of the framework. However, depending on the specific context, the importance and the place of the original dimensions may differ. For example, in some jobs, adaptive performance may not be important at all and could therefore be excluded from the experiential framework. In some jobs, communication competence may be an aspect of contextual performance, while in other jobs it may be an aspect of task performance. Thus, the dimensions, and subsequently the indicators used for its measurement, may be different depending on the context. In addition, the experiential framework, or any job performance framework for that matter, is influenced by the *Zeitgeist*. Contextual performance (and its variants) has gained currency in the 1960s, whereas adaptive performance has gained currency only in recent years. In one or two decades, other dimensions may become important (e.g., environmental sustainability) and some existing dimensions may become oblivious (Koopmans et al, 2011).

The concepts of Employee performance are studied through evaluation of overall performance within a definite timeframe (Coens and Jenkins, 2002). Moreover, the axiom, 'If you can't

measure it, you can't manage it,' underpins the rationale for organization having a completed and comprehensive performance measurement system such as the Balanced Scorecard or total quality performance management. This approach connects measures throughout an organization to translate high level objectives into lower level activities. Then, measures are imposed on individual employee to monitor the performance of these activities (Platts and Sobotka, 2010). Performance criteria should not include factors beyond the control of the individual employee. Supervisors also need to be trained to provide regular, meaningful and constructive feedback. Employee should also be provided with appropriate training and development opportunities to overcome weaknesses in performance identified through the appraisal process. The assessment of individual employee performance also needs to focus on evaluating employee behavior and work performance and not the personality of the employee (O' Brien and O' Donnell, 1999).

The high relevance of Employee performance is also reflected in work and organizational psychological research reviewed by Sonnentag and Frese (2017). These authors located a total number of 146 meta-analyses within the past 20 years. Among these meta-analyses, about a half, addressed employee performances as a core construct. The widespread use of employee performance measures in single studies and meta-analyses shows that employee performance is a key variable in work and organizational psychology. Interestingly, individual performance is mainly treated as a dependent variable—which makes perfect sense from a practical point of view: Employee performance is something organizations want to enhance and optimize (Sonnentag and Frese, 2017). Employee work performance is important because of ongoing globalization of the economy. Economic globalization is the increasing economic integration and interdependence of national economies across the world through a rapid increase in cross-border movement of goods, service, technology, and capital. As a result, competition between organizations from all over the world increases. Therefore, it is essential for organizations to maintain or improve their competitive ability. Individual work performance is one of the key indicators for team and organization performance, and consequently, it contributes to the productivity and competitive ability of organizations (Joshi, 2009; Koopmans, 2014).

Employee work performance is important considering sustainable employability. In some countries around the world, there is an accelerated growth of the older working population and a decline in numbers of the younger working population. As a result, a scarcity of workers in the labor force threatens to arise. Consequently, a shrinking number of workers will have to do the same - or an even larger - amount of work. Also, they will have to pay for the increasing costs associated with a growing elderly population, such as retirement pensions, social security, and health care. It is therefore essential to improve the individual work performance of workers in the labor force. Also, the retirement age of workers will be increased in coming years, in order to prolong the stay of older workers in the work force. This means that employees have to work at the same or even higher level of individual work performance, despite possible limitations caused by an older age, such as reduced health (European Commission, 2010; Koopmans et al., 2014). Tubre, Arthur and Bennett (2006) emphasized that, despite its importance, no comprehensive conceptual framework of individual work performance exists.

Work performance is an abstract, latent construct that cannot be pointed to or measured directly. It is made up of multiple components or proportions. These proportions, in turn, are made up of indicators that can be measured directly. To conceptualize and operationalize individual work performance, we should explicate the construct domain of work performance

and identify its dimensions and indicators (Campbell, 1990). To assess factors connected to Employee performance, Chen, Lyu, Li, Zhou and Li (2017) developed and tested a theoretical model on high-commitment human resource (HR) practices. The model showed that high-commitment human resource practices positively influenced Employee work related self-efficacy, perceived organizational support, and harmonious passion for work, which in turn enhance their performance. Globalization is one of the several factors that have created a lot of changes and trials that affect organizations and universities in Nigeria are not exceptional to such situations.

Although there are some inexorable arguments about the positive and negative effects about such changes, an effective scrutiny of employee performance in Nigerian universities therefore becomes important (Inuwa, 2016). However, this is as a result of the state of employee performance in such universities which is at its declining level, and brings on the creation of a policy that can address the declining employee performance in the country. Mathews and Khan (2015) argued that, for any organization, employees are very important assets. One of the reasons for recognition of organization is employees. Many employees spend most of the time on generating activities in the workplace. Thus, the workshop environment plays a very important role if the academic libraries would like to maintain better productivity. There are four factors of workshop environment which has impact on employee productivity that are: lighting, noise, temperature and furniture. An adequate lighting system, noise, furniture, as well as temperature can impact employees both physically and psychologically, and some health problems that may occur are headaches, as a result of poor lighting system and undesirable noise, respiratory problems as a consequence of poor air quality, fatigue as a result of inappropriate furniture, and so forth. In the long term, these problems will impact the financial wellbeing of the organization. In addition, in order to maintain employee's productivity, administrative office managers should organize the workplace environment based on ergonomically sound workshop in which all of the environmental aspects can be appropriate for employee.

Concept of Staff training and Development

Human Resource Management has played a significant role in the economic development of most developed countries like Singapore, Britain, America and Japan. An emerging country like Nigeria, with its rich natural resources can also experience such economic success if the appropriate attention is given to the development and training of her human resources. Every aspects and activities in an organization involves people. For instance, a manager will not be successful if he has subordinates who are not well equipped with skills, knowledge, ability, and competence (Enga, 2017). The word "to train" is derived from the French word 'trainer', which means "to drag". English definitions could mean 'to draw along' allure; to cause; to grow in the desired manner; to prepare for performance by instructions, practice exercise, etc. (Alipour, et al, 2009). It is presumed organizations cannot be totally staffed by people with expertise and potentials in the various discipline needed for its total functioning just by recruitment. Thus, training is usually targeted at resolving problems because it is use as a key requirement for ensuring that any training that takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. Training has been seen by scholars as an aid in adjusting to work environment which is designed to increase the capacity of individual or group in contributing to the realization of the organizational objectives and achieving it goals.

Some authors use the terms “training” and “development” as one while some sees the two concepts differently. According to Adamu (2008), training is any learning activity which is aimed at the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task, while development is a learning activity which is directed towards future needs rather than present needs (Adamu, 2008). Training refers to the acquisition of skills, knowledge and information directly required for the performance of a specific assignment. It includes on-the-job training, workshops, seminars and conference. Development on the other hand is broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks (Chukwunenye and Igbokwe, 2011). Jones, George and Hill (2000) posit that training primarily focuses on teaching organizational staff how to perform their present jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hand focuses on building the knowledge and skills of organizational staff so that they will be prepared to take on higher or new responsibilities and challenges (Ezigbo, 2011).

Staff training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies as well as understand their organization’s culture (Degraft-Otoo, 2012). Staff training is necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions (Mullins, 2007). This is supported by the study of Heathfield (2012) who affirmed that, the right employee training, development and education at the appropriate time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Many studies have been done on staff training and development with different but related definitions emerging. In their works, DeCenzo and Robbins (2000) alleged that ‘training is a learning experience, in that it seeks a relatively permanent change in an individual that will improve his ability to perform on the job’. This mean training must be designed in such a way that, it will involve the changing or enhancing of skills, knowledge, attitudes, and social behavior of employees. This change or improvement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors (DeCenzo and Robbins, 2000).

According to Ivancevich (2010), staff training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally, staff training and development assist an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. Ndibe (2014) defined employee training as, “the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job”. The purpose of training is to mold the thinking of employees which will invariably leads to quality performance of employees. Staff training is “a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment” (Tharenou, Saks and Moore, 2007). Training is required by Employee for the systematic development of their knowledge, skills and attitudes to perform effectively on a given task or job (Olaniyan et al, 2008).

Dessler (2008) emphasized that training is the means of giving new or current employees the skills they need to perform at their various jobs. Furthermore, he sees training as the hallmark

of good management and thus when managers ignore training; they are doing so to the disadvantage of the organizations they are handling. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had impressive record of influencing organizational effectiveness.

Training and development can be defined as the planned learning experiences that teach employee how to perform current and future jobs (Adesola, 2017). Strategically, organizational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices. These intellectual intangibles can be translated into an organizational resource through the people that acquire, infer and utilize such towards the achievement of the organization-wide training and development (Armstrong, 2006). Training is an intended effort with proper planning to smooth the progress of employee's learning of competencies that are related to his/her job and this gives reasons to training in the corporate world as a necessity rather than a luxury. The importance of training and development in modifying attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities has also been recognized. This means that training is a major tool for promoting job-related skills and performances.

Formal training is indeed one of the ways of ensuring that learning takes place, but it can be justified in the following conditions after analysis of training at individual, task, and organizational level argued (Mengistu, 2011), that is: a. The work requires skills that are best developed by formal instruction; b. Different skills are required by a number of people which have to be developed quickly to meet new demands and that it cannot be acquired by relying on experience also; c. The tasks to be carried out are so specialized or complex that people might be able to catch up on time by themselves on their own; vital information must be conveyed to employees to ensure they meet their responsibilities. A learning need common to a number of people has to be met that can readily be dealt with in a training program; for instance, induction, essential IT skills, and communication skills. Smith (2010) asserted that, training motivates employee and make them more productive and innovative. He states further that, the reasons why training is important, is because well trained employees are more capable, responsible and willing to be in charge of their jobs and at this stage less supervision is required. Management will now be able to concentrate on other tasks, since employees are more capable to answer questions from customers thus enhances customer loyalty and patronage. Furthermore, employees who understand their job, complain less, are satisfied and motivated and thereby improve management-employee relationships.

Research Methodology

The survey research design was adopted for this study. A total of 665 library personnel in all the 38 public universities spread across Southern Nigeria constitute the population for the study. Total enumeration was used to cover all the 665 professional and non-professional librarians from the 38 universities in Southern Nigeria, hence there was no sampling. The use of total numeration is based on the fact that the population of the librarians in the three geo-political zones is manageable. Questionnaire was the major instrument used in collecting data for this study. The questionnaire used was adapted and modified from Ugwu and Ugwu (2017) and by Envag (2013). The questionnaire has 3 sections. Section A was designed to assess the respondents' socio-demographic characteristics including age, gender, highest educational

qualification and years of working while Section B focused on employee performance has 25 items measured on a 4-point likert scale of Very high (4); High (3); Low (2) and Very low (1) was used under this section. Section D was used to collect data on staff training and development in university libraries surveyed. It comprises 24 items measured on a 4-point likert scale of Strongly agree (4), Agree (3), Disagree (2), Strongly disagree (1). The validation of the instrument was done by giving to experts in librarianship and industrial relation for face and content validity. Cronbach's alpha (α) was used to calculate the reliability of the instrument. Cronbach's alpha test was done after the pilot study involving 21 librarians of University of Ilorin and 9 from Kwara state University, Malete, Ilorin both in the North central geopolitical zone of Nigeria which is not part of the study. The internal consistency of the research instrument was as follows: staff training and development ($\alpha = 0.793$), employee's performance ($\alpha = 0.967$) and overall reliability ($\alpha = 0.975$). The high alpha scores suggested that the instrument is reliable and can be replicated by other scholars for use in future studies. The descriptive method of analysis using frequency counts, percentages, mean and standard deviation was used to answer research questions 1 and 2 while Pearson product moment correlation was used to answer questions 3 to 5.

Data Interpretation and Discussion of Findings

The results of interpreted data, analysis and discussion of findings were presented in this section.

Research Question 1: What is the level of employee performance in university libraries in Southern Nigeria?

Table 1. The level of employee performance in university libraries in Southern Nigeria Very High (VH-4); High (H-3); Low(L-2); Very Low (VL-1), n=665

S/ N	Items	VH (%)	H (%)	L (%)	VL (%)	Mean	SD
1	TASK PERFORMANCE Job knowledge	362(54.4)	291(43.8)	8(1.2)	4(0.6)	3.52	.557
2	Job skills	338(50.8)	317(47.7)	6(0.9)	4(0.6)	3.49	.552
3	Work quantity	328(49.3)	322(48.4)	11(1.7)	4(0.6)	3.46	.564
4	working accurately and neatly	316(47.5)	333(50.1)	14(2.1)	2(0.3)	3.45	.555
5	Keeping knowledge up to date	321(48.3)	323(48.6)	14(2.1)	7(1.1)	3.44	.594
6	Work quality	300(45.1)	350(52.6)	11(1.7)	4(0.6)	3.42	.560
7	Oral and writing communication	337(50.7)	270(40.6)	47(7.1)	11 (1.7)	3.40	.694
8	Planning and organizing of library services participation in library service	281(42.3)	329(49.5)	50(7.5)	5(0.8)	3.33	.647
9	Participation in library administration	254(38.2)	287(43.2)	100(15.0)	24(3.6)	3.16	.808
10	Solving problem	247(37.1)	307(46.2)	73(11.0)	38(5.7)	3.15	.830
11	Monitoring and controlling resources	225(33.8)	307(46.2)	119(17.9)	14(2.1)	3.12	.767
12	Decision making	218(32.8)	290(43.6)	101(15.2)	56(8.4)	3.01	.904
13	Completing job tasks is easy for me	201(30.2)	140(21.1)	152(22.9)	172(25.9)	2.56	1.171
		Weighted Mean=3.27				3.27	
14	CONTEXTUAL PERFORMANCE Interpersonal relation	342(51.4)	308(46.3)	10(1.5)	5(0.8)	3.48	.570
15	Politeness relation	339(51.0)	306(46.0)	12(1.8)	8(1.2)	3.47	.598

16	Cooperating with and working with others	340(51.1)	296(44.5)	21(3.2)	8(1.2)	3.46	.620	
17	Attention to duty	350(52.6)	267(40.2)	38(5.7)	10(1.5)	3.44	.672	
18	Resourcefulness in accomplishing tasks	331(49.8)	298(44.8)	31(4.7)	5(0.8)	3.44	.620	
19	Organizational commitment	321(48.3)	312(46.9)	27(4.1)	5(0.8)	3.43	.610	
20	Dedication to duty	349(52.5)	245(36.8)	60(9.0)	11(1.7)	3.40	.722	
21	Industriousness in accomplish task	300(45.1)	316(47.5)	39(5.9)	10(1.5)	3.36	.663	
22	Initiative on the job	292(43.9)	310(46.6)	47(7.1)	16(2.4)	3.32	.710	
23	Creativity on the job	276(41.5)	336(50.5)	43(6.5)	10(1.5)	3.32	.662	
24	persisting with enthusiasm	269(40.5)	327(49.2)	65(9.8)	4(0.6)	3.30	.679	
25	Motivation on the job	217(32.6)	294(44.2)	96(14.4)	58(8.7)	3.01	.906	
		Weighted Mean=3.36				3.36		
		Overall Weighted Mean =				3.32		

Table 1 presented results on the level of employee performance in university libraries in Southern Nigeria. Employee performance was considered under two indicators of Task performance and Contextual performance. Considering the overall level of task performance, it can be deduced that the level of task performance among employees in university libraries in Southern Nigeria is high with mean score of 3.32. On Contextual Performance of respondents, the result revealed high level of contextual performance of the respondents surveyed with a mean score of 3.36. The implication to be drawn from the result is that there is a high level of employee performance among university libraries in Southern Nigeria. Finding on the level of employee performance in university libraries in Southern Nigeria revealed a high level of employee performance. This finding is in line with the reports of Nwokike and Unegbu (2019) study which revealed level of job performance among librarians in universities in South-East, Nigeria. On the other hand, the findings from the study negates the reports of Saka and Salman (2014) study which reported moderate level of job performance of library personnel in universities in North-Central, Nigeria; Akor (2009, 2014) studies which established low level of job performance among librarians in Benue State, Nigeria and Amusa, Iyoro, and Ajani (2013) study which reported a fair level of job performance among librarians in public universities in South West, Nigeria.

Research Question 2: What is the extent of staff training and development in university libraries in Southern, Nigeria?

Table 2 Staff Training and Development Methods Adopted in University Libraries in Southern Nigeria

Strongly Agree (SA-4); Agree (A-3); Disagree (D-2); Strongly Agree (SA-1), N=665

S/ N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Decision
1	ON THE JOB TRAINING Staff are moved from one section to another in the library	318(47.8)	260(39.1)	65(9.8)	22(3.3)	3.31	.781	Agree
2	I have gain experience in a range of tasks through job rotation	279(42.0)	303(45.6)	63(9.5)	20(3.0)	3.26	.752	Agree
3	The library has a mentoring programme in place for staff	195(29.3)	325(48.9)	109(16.4)	36(5.4)	3.02	.821	Agree

4	Staff are given time to pursue academic degree	187(28.1)	320(48.1)	120(18.0)	38(5.7)	2.99	.831	Agree
5	The library periodically organizes training on new technologies and technique for staff	177(26.6)	330(49.6)	120(18.0)	38(5.7)	2.97	.822	Agree
6	There is an effective induction process in place for new staff	157(23.6)	357(53.7)	115(17.3)	36(5.4)	2.95	.790	Agree
7	I attend staff training programme based on my cadre	210(31.6)	268(40.3)	123(18.5)	64(9.6)	2.94	.940	Agree
8	Challenging project and assignment are given to staff to build new skill	149(22.4)	301(45.3)	134(20.2)	81(12.2)	2.78	.930	Agree
		Weighted Mean=3.03				3.03		High extent
9	OFF THE JOB TRAINING I have acquired much knowledge from computer assisted instruction	213(32.0)	329(49.5)	76(11.4)	47(7.1)	3.06	.801	Agree
10	Off the job training has improved my moral	185(27.8)	356(53.5)	91(13.7)	33(5.0)	3.04	.783	Agree
11	Information and communication technology utilized for off-the-job training meets my current trend	164(24.7)	371(55.8)	100(15.0)	30(4.5)	3.01	.760	Agree
12	I am released to attend workshop conference seminar for my cadre	208(31.3)	271(40.8)	115(17.3)	71(10.7)	2.93	.953	Agree
13	I have tremendously gained new skill from correspondence course	184(27.7)	315(47.4)	91(13.7)	75(11.3)	2.91	.920	Agree
14	I have benefited from study leave to further my qualification	184(27.7)	289(43.5)	107(16.1)	85(12.8)	2.86	.965	Agree
		Weighted Mean=2.96				2.96		High Extent
15	CAREER DEVELOPMENT The leadership in my institution support career development of staff	237(35.6)	291(43.8)	107(16.1)	30(4.5)	3.11	.829	Agree
16	Employee career advancement is an important part of the institution activities	202(30.4)	338(50.8)	89(13.4)	36(5.4)	3.06	.807	Agree
17	The institution places emphasis on study leave to further my qualification for career development	175(26.3)	325(48.9)	118(17.7)	47(7.1)	2.94	.849	Agree

18	High quality development programme on technical skill is available to support career development of staff	176(26.5)	325(48.9)	110(16.5)	54(8.1)	2.94	.867	Agree
19	Library staff are supported with high quality development programme on soft skill	140(21.1)	305(45.9)	157(23.6)	63(9.5)	2.78	.883	Agree
20	I receive positive feedback on my career development needs	138(20.8)	296(44.5)	119(17.9)	112(16.8)	2.69	.983	Agree
21	I sometime work on a special project	121(18.2)	292(43.9)	145(21.8)	107(16.1)	2.64	.958	Agree
22	The institution budget money for the career development of staff	98(14.7)	295(44.4)	149(22.4)	123(18.5)	2.55	.956	Agree
23	Staff are given money for their career development	129(19.4)	236(35.5)	151(22.7)	149(22.4)	2.52	1.043	Agree
		Weighted Mean=2.80				2.80		High Extent
		Overall Weighted Mean				2.93		

Table 2 presented results on the extent of staff training and development in university libraries in Southern Nigeria. The staff training and development was considered under three indicators of; On the Job Training, Off the Job Training and Career Development. The overall results of the extent of on-the-job training revealed a high extent of ‘‘on the job training’’ as methods of staff training and development among the employees in the university libraries surveyed with a mean score of 3.03. Therefore, it can be deduced that there is a high extent of ‘‘on the job’’ staff training and development in university libraries in Southern Nigeria. Also, results of ‘‘Off the Job Training’’ for respondents, revealed a high level of ‘‘off the job training’’ with mean score of 2.96. Therefore, it can be deduced that there is a high level of ‘‘off the job training’’ in university libraries in Southern Nigeria. On career development for respondents, the results revealed a high extent of career development programme with a mean score of 2.80. Therefore, it can be inferred that there is a high extent of career development in university libraries in Southern Nigeria. In determining the overall extent of staff training and development in the university libraries surveyed, the result showed that there is a high level of staff training and development in university libraries in Southern Nigeria with mean score of 2.93. Findings from the study, on the extent of staff training and development in university libraries in Southern Nigeria reveals a high level of staff development and training in the university surveyed. Specifically, the study established high levels of on the job training, off the job training and career development facilities in university libraries in Southern Nigeria. This finding corroborates that of Nassazi (2013), Amoah and Akussah (2017) which emphasized the importance of training for librarian for refinement of previous knowledge and acquisition of new skills. Therefore, staff training and development can be considered as key issues in university libraries

Table 3 Result of PPMC showing the significant relationship between Staff training and development and employee performance in university libraries in Southern, Nigeria

Variable	Mean	Std. Dev.	N	R	P	Remark
Staff training and development	66.13	13.122	665	.384**	.000	Sig.
Employee performance	83.56	10.312				

*Sig. at .05 level

The result as presented in Table 3 revealed that Staff training and development has significant relationship with employee performance ($r = .384^{**}$, $N = 665$, $p < .05$). The null hypothesis is therefore rejected. The implication to be drawn from this is that an improvement in staff training and development would lead to a corresponding improvement in employee performance in university libraries in Southern Nigeria. Furthermore, the study established a significant relationship between staff training and development and employee performance. Thus, it can be deduced that an improvement in staff training and development would lead to a significant improvement in employee performance in the university libraries in Southern Nigeria. This finding is in support of earlier studies by Chandrasekar (2011), Farh (2012), El-Zeiny, (2013) and Suwati, Minarsih and Gagah, (2016) which reported that training and development plays an essential role towards workers' performance and productivity in any organization. Also, finding from the study supported that of Iboma (2008) study which reported that staff training and development are geared towards improving job performance and productivity with the ultimate aim of achieving set organizational goals as it also helps the staff or participants to keep abreast with the recent developments thereby updating their knowledge and skills so as to be able to cope with the new challenges.

Table 4: ANOVA of the combined influence of Staff training and development indicators (on the job training, off the job training and career development) on performance of employee in university libraries in Southern Nigeria

R=.408 R ² =.167 Adj. R ² =.163 Std. Error=5.115						
Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark
Regression	34.55.634	3	1151.878	44.035	.000	Sig.
Residual	17290.585	661	26.158			
Total	20746	664				

Table 4 presented result of test of the combined influence of staff training and development indicators (on the job training, off the job training and career development) employee in university libraries in Southern Nigeria. The result revealed that on the job training, off the job training and career development have significant combined influence on performance of employee in university libraries in Southern Nigeria. The result also shows a coefficient of multiple correlations (R) of 0.408 and a multiple R square of 0.167 and

Adjusted R² of 0.163. This implies that 16.3% (Adj R² = 0.163) of the total variance in performance of employee in universities in Southern Nigeria is accounted for by staff development and training indicators. The significance of the combined influence was tested at p<0.05 using the F- ratio at the degree of freedom (df = 3/661). The table also showed that the analysis of variance for the regression yielded an F- ratio of 44.035. Findings on the combined influence of staff training and development indicators revealed that there is a significant combined influence of on-the-job training, off-the-job training and career development on employee performance in the university libraries in Southern Nigeria. This finding is in line with Lee (2012) study which reported off-the-job training and on-the-job training as factors which can help in enhancing job satisfaction, level of organization performance as well as Employee engagement and satisfaction.

Table 5: Summary of regression on relative influence of staff training and development indicators (on the job training, off the job training and career development) on performance of employee in university libraries in Southern Nigeria

Variable	Unstandardized coefficients		Standardized coefficients	t	Sig. (p value)	Remark
	B	Std. Error	Beta (β)			
(Constant)	29.959	1.133		26.452	.000	Sig
On the job training	.432	.067	.339	6.485	.000	NS
Off the job training	.050	.076	.035	.655	.512	Sig
Career development	.117	.044	.132	2.667	.008	

Table 5 presented the unstandardized regression weight (β), the standardized error of estimate (SEβ), the standardized coefficient, the t-ratio and the level at which the t-ratio are significant. As indicated in the table, only on the job training (β=0.339, t= 6.485, p<0.05) and career development (β=.1,32, t= 2.667, p<0.05) have significant relative influence on performance of employee in university libraries in Southern Nigeria. Meanwhile, on the job training was found to have the highest contribution. This implies that on the job training and career development have influence on performance of employee in university libraries in Southern, Nigeria. The relative contributions of staff training and development indicators showed on-the-job training and career development as having significant relative influence on employee performance in the university libraries in Southern Nigeria. This finding partially corroborates findings from earlier studies by Evans (2005) and Vischer (2007) which reported off-the-job training as the most important factor which influences work performance

Summary and Conclusion

The study had shown that the level of employee performance in university libraries in Southern, Nigeria was high. It can be deduced that Employee in university libraries had a high rate of interpersonal relation, politeness relation, cooperating with and working with others, attention to duty, resourcefulness in accomplishing tasks, organisational commitment and dedication to duty. Also, an overall high level of employee performance was established among the employees in university libraries in Southern Nigeria. More so, in the area of staff

training and development, employees had the privilege of the on- the-job training that include movement from one section to another, job rotation, and mentoring programs. There was also high level of “off -the job” staff training and development in university libraries in Southern Nigeria. Staff training and development significantly influenced Employee performance in university libraries in southern, Nigeria implied that an improvement in staff training and development would lead to a corresponding improvement in Employee performance in university libraries. Furthermore, the staff training and development indicators such as on-the-job training and career development were significant determinants of Employee performance in university libraries in Southern, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The study revealed high level of Employee performance in university libraries in Southern, Nigeria. Therefore, university library management should deploy means to further increase Employee performance. This, they can do by providing good condition of service such as regular promotion, salary equality and increment, sponsoring of training and career opportunities.
2. The study revealed a high level of staff training and development in university libraries in Southern Nigeria, which mostly were self-sponsored. Employee should be encouraged by library management by putting in policies that gives room for sponsorship of staff training for career advancement. This will induce Employee motivation, growth and resourcefulness. The awareness of a well understood policy will further help this.
3. Efforts should be made by the university management to increase efforts in continuous facilitation of on-the-job performance and career development while also encouraging off-the-job training too.

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