

Staff Development Programmes and Job Satisfaction among Library Staff of Higher Institutions in Adamawa State, Nigeria

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### **Abstract**

The study investigated the relationship between staff development programmes and job satisfaction among staff of higher institutions of learning in Adamawa state, with particular reference to Polytechnics, Monotechnics, and Colleges of Education Libraries in Adamawa state. The target population was 105 library staff which consisted of professionals, paraprofessionals, and the supportive staff of these libraries. The entire population was used as sample. One research question and two hypotheses were formulated to guide the study. A research-designed questionnaire was used to collect the data. The data were analyzed using descriptive statistics of frequency counts and percentages scores to answer research questions, while Pearson product moment correlation (PPMC) was used to test the hypotheses with the help of statistical package for social science (SPSS). Results obtained revealed that, the level of job satisfaction among staff in the selected academic libraries is very low, and there is no significant relationship between in-service training, informal training, and job satisfaction among the staff. Therefore, in-service training and informal training are not basis for job satisfaction among staff. The work recommends that, consideration be given to other components that facilitate satisfaction such as the work itself, monetary compensation for services rendered, suitable working environment and good supervisor-subordinate working relationship.

**Keywords: In-service training Informal training, Job Satisfaction, Staff Development**

### **Introduction**

Institutions are known to exist and function in complex and dynamic environments, this circumstance compels institutions to adopt innovative measure to meet the changing needs of the time, and to bridge the gaps between goals and actual performance (Ozoya, 2009). The success of any institution depends on its workforce, and to get the best from the workforce, it must be continuously trained and developed. In-service training within public agencies is recognized as a key means through which staff are provided with the necessary knowledge and skills to improve overall institutional performance, and achieve the objectives of the institution. This type of training is a process of acquiring special skills to perform a job better (Chiaburu and Teklead, 2005). It is a continuous process after basic education, and helps people to become qualified and proficient in doing some jobs (Noe, 2009). While Antai

(2002) defines training as the systematic development of employee's knowledge, skills and attitudes that are required for an organization to meet its goals, in-service training is a kind of education which is done to help the staff in institutions or organizations to acquire the required knowledge, skills, and attitudes which will help them to be more successful, more productive, and happier in their jobs. In-service training is considered fundamentally important to human capital development. It could be described as the vehicle that takes organizations to their destinations within a stipulated time frame (Oforegbunam & Okorafo, 2010). Usually an organization facilitates the employee's learning through in-service training so that their modified behaviour contributes to the attainment of the organizations goals and objectives. Sajedi (2009) opined that in-service training has been effective training in improving performance, enhancing job skills, job satisfaction, and staff getting ready to perform their duties. Furthermore, Frough (2010) also opined that the efficiency of in-service training on organizational performance is based on individual, group and organizational goals. In-service training essentially takes two forms, namely on the job and off the job training. On the job training takes place at the work place, and possibly while at work. According to Egungwu (1992), on the job training takes place at work location, and responsible for its implementation is primarily that of the immediate superior. This type of training is ideal for unskilled and semiskilled staff because it gives the trainees ample opportunity for training on the equipment and in the environment of the job. Off the job on the other hand takes place outside the work environment, and are provided by established training institutions. They are necessary when some employees require the acquisition of the type of knowledge, skills, and attitudes which are best provided through series of courses carried out off job environment (Egungwu, 1992). Members of staff in institutions or organizations are provided with opportunities for continuous learning and acquisition of knowledge and skills needed for effective performance, increase in productivity, and satisfaction on the jobs.

Informal training is a spontaneous process of helping people to learn. It works through conversation, and the exploration and enlargement of experience. Its purpose is to cultivate communities, associations and relationship that make for human flourishing (Billett, 2002). This type of training occurs when teachers or mentors take responsibility for instructing others without sustained reference to an intentionally organized body of knowledge in more incidental and spontaneous learning situations such as guiding them in acquiring job skills so as to perform effectively and be satisfied with their job, or in community development activities.

Informal training is driven by conversation and being with others. It develops through spending time with people, sharing in their lives, listening and talking (Blyth 2008). A focus on conversation is central to building communities and forms of cooperation that enhances the quality of social life (Senneth, 2012). As Hemmings (2011) commented, remarkable things can happen when we come together in small groups for informal training. Boud (2003) opined that, while the usage of informal training may often appear confused, it's very essence and association with ideas which articulate the processes under consideration still makes it an attractive label for method. For example informal training is often used to describe the learning activities of everyday life. It is a process where learning for better performance and job satisfaction is used for individual, community, and global betterment.

Staff development covers a broad range of activities designed to provide staff with knowledge and skills that are directly related to their role and responsibilities. The essence of staff development in academic libraries is to ensure that maximum potentials are tapped from the employees for the development of the libraries, and also serve as motivational ingredient to achieve staff job satisfaction. No matter how automated an organization such as the library may be, productivity depends largely on the level of motivation and the effectiveness of the workforce. Staff training therefore is an indispensable strategy for motivating workers. The issue of participation in in-service training is identified as an aspect of staff development. As library staff in academic set up, there are enormous benefits to be part of the system where this developmental construct is realized. The researchers observed that in the case of Adamawa state College of Agriculture, State Polytechnic, and College of Education academic libraries, staff members working in these libraries seem to be inactive and ineffective in discharging their duties especially as regards to proper shelving, shelve reading, attending to reference services, cataloguing and classification of newly acquired materials, etc. With a preliminary observation and interaction with some of the staff members in mind, it seems their satisfaction with their jobs is of concern. This might be as a result of little or no attention given to motivation strategies such as staff development and training by the management of these libraries. The consequence therefore might have resulted in frustration and low performance among staff, hence the need for this study.

### **Objectives of the Study**

The objectives of the study are to determine;

1. The relationship between in-service training and job satisfaction among staff in Polytechnics, Monotechnics, and Colleges of Education libraries in Adamawa State.

2. The relationship between informal training and job satisfaction among staff in Polytechnics, Monotechnics, and Colleges of Education libraries in Adamawa State.

**Research Hypotheses**

1. There is no significant relationship between in-service training and job satisfaction among staff in Polytechnics, Monotechnics, and Colleges of Education libraries in Adamawa State.
2. There is no significant relationship between informal training and job satisfaction among staff in Polytechnics, Monotechnics, and Colleges of Education libraries in Adamawa State.

**Methodology**

The ex-post factor design was used for the study. Area of study included libraries in State Polytechnic Yola, College of Agriculture Ganye, and College of Education Hong all in Adamawa state. The population of the study was 105 staff of the libraries under study, and all the population was purposively used as sample because the number is manageable by the researchers. Questionnaire was used for data collection, responses were based on four point Likert type scale. The data collected in respect of the research objectives raised in the study were analyzed and discussed using descriptive statistics and Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. Data for the study were collected from the staff in their various libraries under study by personal contact.

**Results and Discussion**

This section presents, analysed and discussed the data collected based on the two research objectives raised in the study.

**Table 1: Distribution and return of questionnaire**

<b>Library</b>	<b>Distribution</b>	<b>Returned</b>	<b>%</b>	<b>Not Returned</b>	<b>%</b>
College of Agric. Ganye	32	32	100	Nil	0.00
State Polytechnic Yola	34	32	94.12	2.00	5.88
College of Education Hong	39	34	87.18	5.00	12.82
Total	105	98	281.3	7.00	18.70
Average percentage			93.77		6.23

The results for distribution and return of questionnaire are presented in table 1 above. The total copy of questionnaire distributed was 105. Out of the number distributed, 98 were returned after completion. This figure represents 93.33%. The remaining 7 copies, representing 6.67% were not returned due to some reasons ranging from misplacement to not

around at the time the researcher and his assistant were collecting the questionnaire for analysis.

**Table 2: Level of Job Satisfaction among Staff**

Variables	N	SA		A		D		SD	
		Frq	%	Frq	%	Frq	%	Frq	%
1. Well paid for doing my job		0	0	6	6.12	46	46.94	46	46.94
2. Provide enough funds for development		0	0	3	3.06	50	51.02	45	45.92
3. Encourages seminars, workshops and Conferences participation.	98	0	0	2	2.04	56	57.14	40	40.82
4. Formal and informal training opportunity.		0	0	3	3.06	53	54.08	42	42.86
5. Provide conducive working environment		0	0	1	1.02	67	68.37	30	30.61
<b>Total</b>		0	0	15	15.3	272	277.55	203	207.15
<b>Average</b>		0	0	3	3.06	54.4	55.51	40.6	41.43

The results for level of job satisfaction among staff as presented on table 2 shows that, out of the 98 copies of questionnaire distributed, only 6 (6.12%) respondents agreed that they were well paid for doing their jobs. The remaining 92 (93.88%) disagreed. For the provision of enough funds for staff development, 3 (3.06%) respondents agreed that enough funds were provided for staff training and development, while 95 (96.94%) disagreed that staff were provided with enough funds to facilitate staff development programmes. Similarly, table 2 shows that, only 2 (2.04%) of the respondents agreed that encouragement was provided for participation in seminars, workshops, and conferences, while the remaining 96 respondents disagreed that they were encouraged to participate in developmental programmes such as seminars, conferences, and workshops. This figure represents 97.96%. moreover, training opportunity for staff in these libraries shows that out of the responses, 3 agreed that formal and informal training opportunities were provided, representing 3.06%, while 95 (96.94%) disagreed. Conducive working environment for staff as also presented in table 2 shows that, out of the 98 responses, Only 1 (1.02%) respondent agreed that favourable working environment was provided for staff. The remaining 97 (98.98%) responses disagreed that their libraries provides favourable working environment to facilitate job satisfaction among staff.

**Table 3: Correlation between in-service training and job satisfaction among staff**

Variable	Mean	SD	df	r-value	p-value	Decision
1. In-service training	13.06	2.56	96	0.164	0.167	0.05
2. Job satisfaction	8.06	1.39		NS		

The results for correlation between in-service training and job satisfaction as presented in table 3 shows that, in-service training had mean of 13.06 and std. deviation of 2.56, while job

satisfaction had mean of 8.06 and std. deviation 1.39 with a df 96. Obtained calculated r-value is 0.164 and p-value is 0.167. Therefore, the analysis revealed that there is no significant relationship between in-service training and job satisfaction. The hypothesis is therefore accepted, which means in-service training is not a predictable factor for job satisfaction.

**Table 4 Correlation between informal training and job satisfaction among staff**

Variable	Mean	SD	df	r-value	p-value	Decision
<b>Informal training</b>	<b>15.38</b>	<b>1.62</b>	<b>96</b>	<b>0.056</b>	<b>0.582</b>	<b>0.05 Sig</b>
<b>Job Satisfaction</b>	<b>8.06</b>	<b>1.39</b>				<b>NS</b>

The results of the correlation between informal training and job satisfaction as presented in table 4 above shows that, informal training had a mean of 15.38 and std deviation of 1.62, while job satisfaction had mean of 8.06 and std Deviation of 1.39, with df of 96. The obtained calculated r-value is 0.056, while the p-value is 0.582. Since the calculated r-value is less than the p-value, it means that there is no significant relationship between informal training and job satisfaction, the hypothesis is therefore accepted. This result infers that informal training is not a predictable factor to achieve job satisfaction.

### **Discussions**

The level of job satisfaction among staff in academic libraries in Adamawa state is very low when compared with the findings of other studies, notably that of Herrick (2005) in which 88 of the 92 academic library staff surveyed were satisfied with their jobs. The number of the satisfied to dissatisfied staff obtained in this study is very low. The result indicated that only 3.06% of the respondents agreed that they were satisfied, while 96.94% disagreed. Contrary to the result obtained in this study, Murray (1999) in his own study found that 81% of staff surveyed were satisfied with their jobs. Other academic library studies include comparisons of demographic variables such as age, gender, length of service in their analyses of job satisfaction facets. Wahba (2002) reported more dissatisfaction among females than males in the fulfilment of esteem and autonomy needs. Lynch and Verdin (2004) also noted that staff with fewer years of experience was less satisfied than the more experienced staff. These variables were not tested in this study which could be the reason for low job satisfaction among the staff surveyed. This result therefore answers the research question, what is the level of job satisfaction among staff members in academic libraries in Adamawa state.

The findings of the correlation between in-service training and job satisfaction revealed that, in-service training has no significant relationship with job satisfaction in the

population studied, but could be attributed to other factors. This study is contrary to that of Sujuyigbe and Amusat (2012) who reported that training and development has enhanced personal job satisfaction. However, the result of this study could be as a result of the 54.1% to 45.9% in the male to female involved in the study. This could be related to the findings of Ferrer and Frijters (2004) in a study in Denmark, that the training variables varied being positive for men, while it was insignificant for women. Similarly, lack of significant relationship between in-service training and job satisfaction aroused probably because as Adesola *et al.* (2013) reported conjoint influence of staff training, age, working experience, gender, qualification and marital status on job satisfaction, which were some variables not included in this study. Another possible explanation to this result could be as reported by Scott *et al.* (2005) which shows that, workers with more educational background have a higher job satisfaction level, majority of the respondents in this study were at the lower and intermediate level of education.

The study reveals that, informal training has no significant relationship with job satisfaction. This finding could be attributed to the effect of other extraneous factors. This finding concurs with the report of Ghazzawi (2008) who reported research finding that has indicated four main common factors that may lead to job satisfaction such as the worker's personality, the worker's values, the social influence and the work situation itself. Worker's personality affects how he thinks about a job, either being more positive or more negative. A person who has high on the extraversion personality trait has a high level of tendency in job satisfaction if compared with a worker who is low on the same trait (George and Jones, 2008) Thus in this study because of the differences in personality, social influence and institution that could have great influence on their job performance since they receive different informal training. This concurs with what Robbins (2001) stated that, job satisfaction is a general attitude of an individual's employment.

### **Conclusion and Recommendations**

It is evident that, staff development and training enables staff perform better, and effective on their jobs. However, the result of this study reflects the essence of taking into consideration the need to exhaust every possible ways of achieving job satisfaction among staff. From the result, it was determined that, staff participation in developmental programmes is not basis for job satisfaction among staff without consideration given to other components that facilitate satisfaction such as the work itself, monetary compensation for services rendered, suitable or conducive working environment, and good supervisor-subordinate working relationship.

To expect excellent services from staff, they have to feel satisfied about their jobs. Staff development and training comprises some components that seeks to improve and develop the knowledge, skills, and attribute of employees, but does not lead to satisfaction among staff if other components that act as catalyst to these programmes are not provided. Therefore, the study recommends as follows;

1. Libraries should endeavour to have a proper auditing and analysis of the training needs of employees so as to evolve and accomplish result oriented staff development programmes. Such situation where staff are sent for training and retraining without incentives or funds needed to facilitate the training should be checked.
2. Seminars, conferences and workshops should be properly organized and funded, with participants given the necessary financial support. A situation where these developmental programmes are seen or treated as self-development with employees financing themselves should be discouraged in academic libraries.
3. Monetary compensation for services rendered should be given necessary attention as employees grow on the job, this is because salaries not only assist people to attain their basic needs, but also instrumental in satisfying the higher level needs of employees.
4. Promotion policies should be designed in such a way that enhances employee's performance and satisfaction.
5. Favourable or conducive working environment should also be provided to have moderate impact on the staff's job satisfaction.
6. Employees should be given the opportunity to interact because the better the relationship, the greater the level of job satisfaction among staff.

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