

## STAFF DEVELOPMENT PROGRAMME AND JOB SATISFACTION OF UNIVERSITY LIBRARIANS IN SOME SELECTED UNIVERSITY LIBRARIES IN SOUTH-SOUTH NIGERIA

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### Abstract

**Purpose:** The study investigated staff development programme and job satisfaction of university librarians in some selected university libraries in South-South Nigeria.

**Methodology/Approach/Design:** The study adopted a descriptive survey using questionnaire to collect data. A total of 4 university librarians in some university libraries in South-South Nigeria were picked. A total of 4 questionnaires were distributed and retrieved. Descriptive statistics, (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making.

**Findings:** The study revealed the impacts of staff development programme on the job satisfaction of university librarian in the following order: Staff development programme enhance the job satisfaction of university librarians by making them feel competent and valued, it is designed to improve on university librarians skills, It enabling them to perform their current jobs better and advance their careers, Training and development initiatives enhance University librarian's skills and confidence and It broaden their horizon.

**Implication:** The result simply implies that staff development programme is correlated to university librarian's job satisfaction. The study further affirm the extent to which staff development programme influences the job satisfaction of university librarians is to a high extent.

**Originality/Value:** The study's originality lies in its recommendations that University Librarians should ensure they attend staff development programmes to enhance their job satisfaction and the state and federal government of Nigeria should make adequate provision for funding of staff development programmes among university librarians.

**Keywords:** Staff development programme, job satisfaction, university librarians, university libraries

### Introduction

In managing a university's information resources, university librarians assist academic and student research and offer information literacy training, purchasing and arranging items, overseeing library technology, helping with research,

and working with faculty on teaching and research requirements are some of their responsibilities. In additional, university librarians help people analyze, evaluate, and meet their information requirements, foster productive cooperation among coworkers, build campus-wide information literacy initiatives, and design and deliver library

education sessions or courses in both online and classroom settings. For the university librarians to achieve their aims, they must embrace staff development programmes.

A staff development program is a set of instructional and training activities intended to enhance the abilities, attitudes, and knowledge of an organization's workers so they may progress in their careers and do their existing positions more effectively. The objectives of these programs, which include techniques like seminars, mentorship, and training, are to increase employee retention and engagement, increase productivity, and assist the library in adapting to changes. In order to guarantee that libraries and librarians can fully contribute to the accomplishment of university objectives within the framework of the strategic plan, universities are dedicated to offering staff development opportunities. Ololube (2024) defines university librarians' development programme as the framework for assisting them in enhancing their organizational, personal, and knowledge capabilities. The development of university librarians includes training, career development, coaching and mentoring, succession planning, performance management and development, identification of important personnel, tuition assistance, and organizational growth. Staff development programmes could enhance the job satisfaction of university librarians.

Job satisfaction is an employee's contentment and fulfillment with their job, which is influenced by both the intrinsic aspects of the work itself and the extrinsic factors of the work environment. Given that

high job satisfaction is associated with reduced turnover, greater productivity, and higher profitability, it is crucial for both individual well-being and organizational success, because training and development programs boost university librarians' confidence and abilities, making them feel more competent and appreciated, there is a favorable correlation between staff development programs and job satisfaction. Higher motivation, greater loyalty, enhanced performance, and increased work satisfaction can result from this investment in the development of university librarians.

### **Statement of the problem**

The growing number of university librarians looking for work over the years necessitates a research to determine which components of staff development programs will have the most effects on their job satisfaction, particularly in higher education institutions. Few studies have examined the relationship between university librarians' staff development programs and job satisfaction in a few chosen university libraries in South-South Nigeria, despite the fact that previous research has examined the relationship between these programs and job satisfaction in other industries. This research gap emphasizes the need for a suitable scale of assessment to assess the impacts of staff development programs in the university libraries under study.

## Research Questions

**The following research questions were formulated to guide the study**

1. What are the impacts of staff development programme on the job satisfaction in of university librarian's in some selected university libraries in South-South Nigeria?
2. To what extent has staff development programme influences the job satisfaction of university librarians in some selected university libraries in South-South Nigeria?

## Literature review

Job satisfaction has been proven to be significantly impacted by training satisfaction. Training satisfaction has a big impact on job satisfaction. Employees that receive high-quality training and development are typically more driven, effective, and content with their positions. Consequently, there is a rise in employee loyalty and retention (Ocen, Francis & Angundaru, 2017). Many firms have begun to invest extensively in their employee training programs after realizing the value of training and development for work satisfaction (Shen & Tang, 2018). Additionally, the epidemic has highlighted the importance of staff training, especially in areas like digital skills, safety procedures, and remote work. To guarantee employee satisfaction and corporate success, organizations must thus keep making training and development a top priority (Ocen, Francis & Angundaru, 2017). A research on the professional growth and

performance of librarians in a few chosen secondary school libraries in the Ibadan Municipality was carried out by David (2023). The study verified the connection between librarians' job satisfaction in secondary school libraries in Ibanda Municipality and their professional growth. The research employed a cross-sectional, descriptive survey design that employs a quantitative methodology for data collection, analysis, interpretation, and display. Study directors, teachers, and head masters made up the study's target audience. Twenty study directors, 470 instructors, and 19 head masters were used in the study, which was conducted using Krecjie and Morgan's table for sample size calculation. The sample size was determined using basic random sampling methods and purposeful sampling. A closed-ended questionnaire was used to gather data for the study. The study's conclusions demonstrated a positive correlation between librarians' job satisfaction and staff developemnt.

According to Alabi (2015), they include boosting professional competence, which will also have an effect on personal development and awareness, raising job satisfaction and creating opportunities for future employment, and strengthening the capacity of both individuals and institutions to accomplish their goals. According to Alabi (2015), when staff development is offered in a positive environment, it may, among other things, boost output, improve teamwork at all levels, raise employee adaptability, and boost collaboration, morale, and communication as well as job satisfaction. Singh (2022) supported this by pointing out that training and development

are crucial for raising human resource productivity. According to Batool & Batool (2022), training and development have a favorable impact on an organization's competitive edge. Accordingly, Ebimobowei, Feli, and Wisdom (2022) discovered that staff development measures such as career planning, job training, performance reviews, rewards, and employee welfare had a beneficial impact on the performance of Nigerian public sector accountants.

Kaki (2023) studied the job sanctification of librarians and staff development practices at Nigerian colleges of education in Bayelsa State. The study examined the work performance of librarians at Bayelsa State's colleges of education as well as the different staff development strategies that were put in place. A correlational survey and an ex post facto approach were used in the study's design. The whole study population, which included 28 librarians from the colleges, was used. The study's data were analyzed using the mean and standard deviation to address the research objectives, and the hypothesis was tested at the 0.05 level of significance using Pearson  $r$ . According to the study's results, professional conferences, job specification rotation, and other activities are examples of current staff development strategies in Bayelsa State's colleges of education.

In-service training programs were assessed by Nebolisa (2023) as a correlate of teachers' job productivity in Anambra State's public schools. The study examined the relationship between teacher job production

at government-owned secondary schools in Anambra State and in-service training programs. The research design used in the study was correlational. Using stratified five random selection approaches, a sample of 619 secondary school teachers was selected from a total population of 6,185 instructors from 262 government-owned secondary schools in the state. Five research questions in all were posed to direct the investigation, and five null hypotheses were also proposed and examined at the 0.05 level of significance. Copies of the instruments used for data collection, the Teachers' Job Productivity Questionnaire (TJPQ) and the InService Training Programs Questionnaire (ITPQ), were distributed in order to gather the study's data. The test-retest procedure yielded a reliability coefficient of 0.86 after the research instrument was put through a reliability test. The study's conclusions demonstrated a strong and positive correlation between teachers' job productivity and their involvement in in-service training programs. Additionally, there is a significant correlation between teachers' job productivity in government-owned secondary schools in Anambra State and their attendance at seminars, workshops, orientation, and conferences. According to the study's findings, in-service training programs and teachers' work productivity in public secondary schools are highly correlated.

Additionally, Ogunbayo and Mhlanga (2022) studied how teacher training affected their effectiveness in teaching technical and engineering-based subjects in public secondary schools. This study examined how teacher preparation

affected their effectiveness in instructing technical and engineering-based courses in public secondary schools. Teachers at a few public secondary schools under the jurisdiction of the State Mainland Education were the subject of a check. 200 teachers at the chosen public secondary schools were given questionnaires as part of the study, which used the basic random sample approach. The data gathered for the study was analyzed using PPMC and t-test statistics. The study's conclusions showed that secondary school instructors who receive training in teaching engineering and

technical courses are more productive on the job and help pupils do better academically.

**Methodology**

The study adopted a descriptive survey using questionnaire to collect data. A total of 4 university librarians in some university libraries in South-South Nigeria were picked. A total of 4 questionnaires were distributed and retrieved. Descriptive statistics, (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making.

**Table 1**

**Population of the study**

S/N	SELECTED LIBRARIESS	UNIVERSITY	POPULATION OF UNIVERSITY LIBRARIANS
1	UNIVERSITY PORTHARCOURT	OF	1
2	UNIVERSITY OF CALABAR		1
3	FEDERAL UNIVERSITY PETROLEUM RESOURCES	OF	1
4	UNIVERSITY OF UYO		1

Table 1 depicts the population of the study in the following order: University Of Portharcourt (1), University Of Calabar (1), Federal University of Petroleum Resources

(1) and University Of Uyo (1) respectively, which amounted to four (4) university librarians as the population of the study.

**Table 2**

**The impacts of staff development programme on their job satisfaction in of university librarian**

S/N	ITEMS	SA	A	D	SD	-X	Decision
1	Staff development programme enhance the job	3	1	0	0	3.7	Accepted

satisfaction of university librarians by making them feel competent and valued							
2	It is designed to improve on university librarians skills	2	2	0	0	3.5	Accepted
3	It enabling them to perform their current jobs better and advance their careers	2	2	0	0	3.5	Accepted
4	Training and development initiatives enhance University librarian's skills and confidence	2	2	0	0	3.5	Accepted
5	It broaden their horizon	3	1	0	0	3.7	Accepted

Table 2 above shows the impacts of staff development programme on their job satisfaction in of university librarian in the following order: Staff development programme enhance the job satisfaction of university librarians by making them feel competent and valued (3.7), It is designed to improve on university librarians skills (3.5),

It enabling them to perform their current jobs better and advance their careers (3.5), Training and development initiatives enhance University librarian's skills and confidence (3.5) and It broaden their horizon (3.7) respectively. Satisfaction with training has been found to have a significant impact on job satisfaction.

Table 3

**Extent to which staff development programme influences the job satisfaction of university librarians**

S/N	ITEMS	VHE	HE	LE	NA	-X	Decision
1	It improves their services drastically	2	2	0	0	3.5	Accepted
2	It exposes them to new trend in librarianship	1	3	0	0	3.2	Accepted
3	It guides them to make accurate decision	2	2	0	0	3.5	Accepted
4	It helps to improve the image of the library	4	0	0	0	4.0	Accepted
5	It enhances their job performance	3	1	0	0	3.7	Accepted

Table 3 shows the extent to which staff development programme influences the job satisfaction of university librarians in the following order: It improves their services drastically (3.5), It exposes them to new trend in librarianship (3.2), It guides them to make accurate decision (3.5), It helps to improve the image of the library (4.0) and it has enhances librarians job satisfaction to a large extent.

**Discussion of findings**

The study is on staff development programme and job satisfaction of university librarians in some selected university libraries in South-South Nigeria. Two

research questions were formulated to guide the study. The study revealed the t impacts of staff development programme on their job satisfaction in of university librarian in the following order: Staff development programme enhance the job satisfaction of university librarians by making them feel competent and valued, It is designed to improve on university librarians skills, It enabling them to perform their current jobs better and advance their careers, Training and development initiatives enhance University librarian's skills and confidence and It broaden their horizon. The result simply implies that staff development programme is correlated to university

librarian's job satisfaction. The study further affirm the extent to which staff development programme influences the job satisfaction of university librarians is to a high extent.

### Conclusion

In summary, the study's findings demonstrate how staff development initiatives affect university librarians' job satisfaction. The quality of training programs, including their content, delivery, learning transfer, and trainers, should thus be a priority for universities. By doing this, they might be able to lower personnel turnover and increase work satisfaction among university librarians, which would eventually enhance organizational performance. To increase staff satisfaction with the training materials and the trainer, libraries may also concentrate on offering top-notch training programs and making investments in the professional growth of their instructors.

### Recommendation

The study recommends thus

1. University Librarians should ensure they attend staff development programmes to enhances their job satisfaction
2. The State and Federal Government of Nigeria should make adequate provision for funding of staff development programmes among university librarians

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