STAFF DEVELOPMENT AND PRODUCTIVITY OF LIBRARIANS IN CROSS RIVER UNIVERSITY OF TECHNOLOGY (CRUTECH) LIBRARY CROSS RIVER STATE, NIGERIA

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ABSTRACT

The main purpose of this study was to determine staff development and productivity in Cross River University of Technology (CRUTECH) Cross River State, Nigeria. To achieve the purpose of this study, four null hypotheses were generated to direct the study.. Ex-post facto research design was adopted for the study. A sample of one hundred and five (105) respondents was randomly selected for the study. The staff development and productivity questionnaire (SDPQ) was the main instrument used for data collection. The instrument was subjected to both face validation by the supervisor and experts in measurement and evaluation in the Faculty of Education, University of Calabar.. Pearson Product Moment Correlation Analysis was the statistical analysis technique adopted to test the hypotheses. The results of the analysis revealed that, in-service training, conference attendance, seminar attendance and workshop attendance significantly relate with staff productivity (in terms of cataloguing, citation, referencing and shelving). Based on the findings of the study it was recommended that in-service training should be introduced in all divisions of the library to increase staff productivity.

***Key Words*: Staff Development, Productivity, Librarians, CRUTECH Library, Nigeria**

INTRODUCTION

There are a number of factors that contribute to the success of any organization, these factors include: capital, equipment, staff. All these factors are important but the most significant factor is the human facto because it is the staff that will put the other resources to work.

Staff development is a process of intellectual and emotional achievement through providing the means by which people can grow on their jobs. It relates to series of activities, which an enterprise would embark upon to improve its managerial capacity. Staff development is important in any discussion of strategic human resources management.

These emphasis on staff development is influenced by the belief that it is now desirable to focus more attention on areas which in the past has been relatively neglected because every organization regardless of its size must provide for the needs, interest and desire of its staff within the work environment if it is to earn loyalty, dedication, involvement and commitment necessary to compete effectively. Since the early 1960, the human factor of production of staff as it is alternatively called, has increasable been recognized as the most critical resources of the factors without which an effective utilization of all other factors remain a dream. Although it might be tempting to attach more importance to the availability of physical resources such as capital and equipment undermining that they are mere passive factors of production which depend on human intellectual which is the active agent to exploit them in order to achieve the objectives of the organization. Thus, the human factors (staff) is the main stay of the organization in other words, the success of an organization depends on the ability and expertise of those who operate it both at the managerial and lower levels of operation, such abilities and expertise usually stems from the knowledge they possess and training received.

Staffing is an important function which puts the right man in the right job. Effective and efficient staff leads to success, which is the attainment of objectives and goals the library will set for itself. According to Harbison (1973), human being constitutes the ultimate basis of a nations wealth. This proposition applies to organization, which implies that with daily increase and complexity in the organization activities and the problem ensuring optimum productivity which is fast becoming a challenge as well as imperative for management of organization, thus, training and development of staff on whom the huge responsibility of furthering these goals rest, must take top priority if the organization must continue to enjoy maximum performance and productivity from the staff. The main objective of setting up an organization is' to achieve its organizational goal, adequate staff planning and development programmes should be put in place to enhance effective and efficient productive.

STATEMENT OF THE PROBLEM

The human resources is considered the most critical to any organizational survival of a truism that adequate supply of material and financial resources that utilizes these available resources to bring the desired goals. However, most organizational plans meticulously for their investment in which the capital and equipment will be in vain. Not many organizations consider the necessity for well defined and sustained development for staff in order to upgrade their productivity or they are not able to cope financially with developmental programme. The very few organization that give thought to this very important aspect of staffing functions do so with lack of seriousness, all round attention and continuity. The programmes are carried out not only once in a blue moon but are also lopsided in terms of content and staff participation. As a result of this, lackadaisical attitude of management towards staff development. There had been a progressive decline in the ability of manpower to cope with the challenges that attend the over unfolding new dispensation in the industry in the circumstance, what we find is that the rise in industrial out put is inconsequential in spite of the enormous wave of modern technology that now exist in industrial activities.

It is the opinion of the industry to observe that the poor performance of the organization workers follows from their inability to keep abreast with the new technological current as a result of the absence of appropriate and sufficient staff training. It is against this background that the researcher considered the impact of performance training and development on organizational productivity of this mission however, the researcher used Cross River university of Technology (CRUTECH), Calabar campus. In spite of all efforts geared towards improving the services of manpower, there are some doubts as to the quality of services rendered by staff in CRUTECH to students. It is in the light of this that the researcher through the work intended to look into the factors militating CRUTECH staff. By this the study will look into the factors militating against CRUTECH staff, achieving it sets objectives, by this, the study will look into the manpower base and quality of staff of CRUTECH and assess their suitability with the aim of developing programmes to enhance their performance to since the progress of an organization is a function of the quality of those directing its affairs. It there behooves CRUTECH to plan and develop her workers for the best quality of work to be relevant in the scheme of learning.

This is particularly directed to establishment that are prone to think that the intractable problems of their organization is finance and not staff planning and development it will also evaluate aspect of the recruitment, selection

and training process, which bear strong relevance to corporate image, productivity efficiency and morals. For staff of CRUTECH the benefit of staff development is that Quality of work and the staff will reciprocate with increase performance on the job. This will go a long way in providing job satisfaction and services as motivation towards the realization of individual aspiration.

HYPOTHESES

The following hypotheses guided this study:

1. There is no significant relationship between in-service training and staff productivity (in terms of cataloguing, citation, referencing and shelving).

2. There is no significant relationship between conference attendance and staff productivity (in terms of cataloguing, citation, referencing and shelving).

3. There is no significant relationship between seminar attendance and staff productivity (in terms of cataloguing, citation, referencing and shelving).

4. There is no significant relationship between workshop attendance and staff productivity (in terms of cataloguing, citation, referencing and shelving).

RESEARCH METHODOLOGY

The research design that was adopted for this study is the ex-post facto design. This design is chosen on the premise that the manifestations of the variables under study had already taken place before the researcher embarked on the study. The research area for this study is Cross River State. The population of this study consisted of all the library staff of all the campuses of Cross River University of Technology library. There are a total number of 121 librarians is all the four campus of CRUTECH as recorded by the establishment unit 2014. A multi-stage non-probability sampling technique involving the purposive and accidental (convenience) sampling was adopted for this study. The researcher intended to use the entire population of one hundred and twenty-one (121) librarians as sample for the study. But out of this number only a total of 105 staff were accessible and this made up the sample of the study. The instrument used for this research is staff development and productivity questionnaire (SDPQ). The validity and reliability of the instrument were properly ascertained.

RESULTS AND FINDINGS

General description of variables

The mean and standard deviation of the major variables are calculated and presented in Table 1. A total sample of one hundred and five (105) respondents was used for the study.

TABLE 1

General description of data (N=105)

Variables	X	SD
In-service training	21.93	1.12
Conference attendance	21.07	1.89
Seminar attendance	2046	2.19
Workshop attendance	21.53	1.58
Cataloguing	19.99	2.25
Citation	21.09	1.85
Referencing	20.63	2.01
Shelving	20.03	1.92

Hypothesis-by-hypothesis presentation of result

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

Hypothesis one

There is no significant relationship between in-service training and staff productivity (in terms of cataloguing, citation, referencing and shelving).

The independent variable in this hypothesis is in-service training, while the dependent variable is staff productivity (in terms of cataloguing, citation, referencing and shelving).

Pearson Product Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 2.

TABLE 2

Pearson Product Moment Correlation Analysis of the relationship between in-service training and staff productivity (N=105)

Variables	X	SD	r-value
In-service training X	21.93	1.12	
			0.56*
Cataloguing Y1	19.99	2.25	
Citation Y2	21.09	1.85	0.81*
Referencing Y3	20.63	2.01	0.61*
Shelving	20.03	1.92	0.83*

*Significant at .05, critical r = .195, df = 103

The result of the analysis as presented in Table 2 revealed that the calculated r-values for cataloguing (0.56), citation (0.81), referencing (0.61) and shelving (0.83) are each higher than the critical r-value of .195 at .05 level of significance with 103 degree of freedom. With this result this analysis, the null hypothesis which stated that there is no significant relationship between in-service training and staff productivity was rejected. This result implies that, in-service training has a significant positive relationship with staff productivity. The positive implied that the higher the academic self-concept, the higher the staff productivity tends to be. On the other hand the lower the in-service training the lower the productivity tends to be.

Hypothesis two

There is **no** significant relationship between conference attendance and staff productivity (in terms of cataloguing, citation, referencing and shelving). The independent variable in this hypothesis conference attendance, while the dependent variable is staff productivity (in terms of cataloguing, citation, referencing and shelving). Pearson Product Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 3.

TABLE 3

Pearson Product Moment Correlation Analysis of the relationship between conference attendance and staff productivity N=105)

Variables	X	SD	r-value
Conference attendance X	21.07	1.89	
			0.50*
Cataloguing Y1	19.99	2.25	
Citation Y2	21.09	1.85	0.69
Referencing Y3	20.63	2.01	0.77
Shelving Y4	20.03	1.92	0.55*

* Significant at .05, critical r = .195, df = 103

The result of the analysis as presented in Table 3 revealed that the calculated r-values for cataloguing (0.50), citation (0.69), referencing (0.77) and shelving (0.55) are each higher than the critical r-value of .195 at .05 level of significance with 103 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between conference attendance and staff productivity was rejected. This result indicated that, conference attendance has a significant positive relationship with staff productivity. The positive implied that the more positive the conference attendance is the higher staff productivity tends to be. On the other hand the lower conference attendance the lower staff productivity tends to be.

Hypothesis three

There is no significant relationship between seminar attendance and staff productivity (in terms of cataloguing, citation, referencing and shelving). The independent variable in this hypothesis seminar attendance, while the dependent variable is staff productivity (in terms of cataloguing, citation, referencing and shelving). Pearson Product Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 4.

TABLE 4

Pearson Product Moment Correlation Analysis of the relationship between seminar attendance and staff productivity (N=105)

Variables	X	SD	r-value
Seminar attendance X	20.46	2.19	
			0.47*
Cataloguing Y1	19.99	2.25	
Citation Y2	21.09	1.85	0.49
Referencing Y3	20.63	2.01	0.58
Shelving Y4	20.03	1.92	0.66*

* Significant at .05, critical r = .195, df = 103

The result of the analysis as presented in Table 4 revealed that the calculated r-values for cataloguing (0.47), citation (0.49), referencing (0.58) and shelving (0.66) are each higher than the critical r-value of .195 at .05 level of significance with 103 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive relationship between seminar attendance and staff productivity was rejected. This result implied that, student's peer group has a significant relationship with staff productivity. The positive r indicated that the higher the seminar attendance the higher the staff productivity tends to be. On the other hand the lower the seminar attendance the lower staff productivity tends to be.

Hypothesis four

There is no significant relationship between workshop attendance and staff productivity (in terms of cataloguing, citation, referencing and shelving). The independent variable in this hypothesis workshop attendance, while the dependent variable is staff productivity (in terms of cataloguing, citation, referencing and shelving). Pearson Product Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 5.

TABLE 5

Pearson Product Moment Correlation Analysis of the relationship between workshop attendance and staff productivity (N=105)

Variables	X	SD	r-value
Workshop attendance X	21.53	1.53	
			0.53*
Cataloguing Y1	19.99	2.25	
Citation Y2	21.09	1.85	0.62
Referencing Y3	20.63	2.01	0.70
Shelving Y4	20.03	1.92	0.59*

* Significant at .05, critical r = .195, df = 103

The result of the analysis as presented in Table 5 revealed that the calculated r-values for cataloguing (0.53), citation (0.62), referencing (70) and shelving (59) are each higher than the critical r-value of .195 at .05 level of significance with 103 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between workshop attendance and staff productivity was rejected. This result implies that, workshop attendance has a significant positive relationship with staff productivity. The positive implied that the higher the workshop attendance, the higher staff productivity tends to be. On the other hand the lower the workshop attendance the lower staff productivity tends to be.

Conclusion

Based on the results and findings of the study, the following conclusions were reached.

1. In-service training has a significant relationship with staff productivity (in terms of cataloguing, citation, referencing and shelving).

2. Conference attendance has a significant relationship with staff productivity (in terms of cataloguing, citation, referencing and shelving).

3. Seminar attendance has a significant relationship with staff productivity (in terms of cataloguing, citation, referencing and shelving).

4. Workshop attendance has a significant relationship with staff productivity (in terms of cataloguing, citation, referencing and shelving).

Recommendations

Based on the findings of the study, the following recommendations were made:

1. In-service training should be introduced in all establishments to increased staff productivity.

2. Staff should be encouraged to attend conferences to enhance their productivity.

3. Staff should be mobilized to attend seminars enhance their productivity.

4. Workshop attendance should be a criteria for staff promotion to enhance their productivity.

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