

STAFF TRAINING AND JOB PERFORMANCE OF CATALOGUERS IN ACADEMIC LIBRARIES IN SOUTH-WEST NIGERIA

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ABSTRACT

Job performance of cataloguers in academic libraries is essential and indispensable as ease of information retrieval is an outcome of the effectiveness and efficiency with which the resources are catalogued and classified by cataloguers. Studies and observations indicated that the level of job performance of cataloguers in academic libraries in South-West Nigeria is low and a cause for concern. While preponderance evidences point staff training as a strategy to increasing cataloguers job performance, their influences on job performance of cataloguers remain understudied in South-West, Nigeria. This study therefore investigates the influence of staff training on job performance of cataloguers in academic libraries in South-West Nigeria. The study adopted survey research design. The population of the study comprised 182 cataloguers in public and private universities in South-West Nigeria. Total enumeration was used. A validated structured questionnaire was used for data collection. The Cronbach's Alpha reliability coefficients for the constructs ranged from 0.76 to 0.95. A response rate of 93.6% was achieved. Data were analysed using descriptive and inferential (linear and multiple regression) statistics. The findings of the study revealed that staff training significantly influenced job performance of cataloguers in academic libraries ($R^2 = 0.057$, $\beta = 0.238$, $t(164) = 3.149$, $p < 0.05$). The study concluded that staff training is essential to job performance of cataloguers in academic libraries in South-West Nigeria. The management of university libraries should adopt different training methods that will help the cataloguers keep abreast of latest information as regards cataloguing practices around the world. Library management should train more librarians in the aspect of cataloguing in order to reduce excess work load on the cataloguers.

Keyword: *Academic Libraries, Cataloguers, Job performance, Staff training*

Introduction

Academic libraries are essential part of their parent institution because of the various roles they play in a bid to meet the information needs of the members of the institution. The academic library is thus charged with the responsibility of supporting the teaching, learning and research functions of the university it is attached to. Therefore, the success of academic libraries largely depends on how well the library meets the information needs of the users which is predicted in the performance of the personnel. This makes the performance of library personnel an essential issue to the library's relevance. This corroborates the assertion of Saetang, Sulumnad, Thampitak and Sungkaew (2010) that the success or failure of the library is to a large extent determined by the performance of the library personnel. Job performance can be defined as all work related activities or tasks engaged in by a worker in order to achieve the goals of the organisation. This implies that every conscious and productive activity carried out by the library personnel which has direct or indirect impact on the library's success is referred to as job performance. Therefore, the importance of personnel's job performance is reflected in its sustenance of the library in the information industry.

One of the academic library's objectives is basically centered on information resources and services, and as such, information resources are crucial to the realisation of such objective. The library's information

resources when acquired are usually organised for easy accessibility and retrieval by users to bridge the gap in their state of knowledge and to satisfy their information needs. Consequently, these information resources go through phases of organisation for easy retrieval, thereby saving the time of library users. A core aspect of such knowledge organisation is cataloguing defined by Musharraf (2016) as the systematic description and organisation of information resources in the library according to their bibliographic contents and characteristics.

Nwalo (2011) affirmed that cataloguers over the years are at the center of information resources organisation for easy identification, organisation, storage, access and use. This has implications on effectiveness and efficiency of the library as an important part of the university community. Organisation of information resources in the library saves the time of users in line with the principles of librarianship, which invariably increases the productivity of users, and ultimately enhances the performance of the library towards meeting set goals. As such, how well the cataloguers perform this function is of importance to librarianship in particular and by extension, the general body of knowledge. Therefore, how well the library is able to succeed in the information market and how well library users' information needs are met is a function of library personnel training.

Training according to Gordon (1992) in Nassazi (2013) is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person's career and help develop that person for future responsibilities. Training an employee on a job or task is to prepare the person to be acquainted with the activities involved in carrying out the required work effectively. It is through training that cataloguers would be able to handle tactical situations in cataloguing and classification of information resources, when the need arises. A cataloguer who has undergone thorough and rigorous training for enhanced knowledge and skill will be prepared and equipped to tackle issues arising from the work. Such training exposes the cataloguers to current issues in cataloguing. This is very important because library is service oriented and thus yearns for updated knowledge and skills for effective performance of personnel (Adomi & Famola, 2012). By implication, training is considered as an endeavour to increase the knowledge base and skill set of an individual. As such cataloguers who receive training on organisation of knowledge would perform better compared to those without such training. These trainings could be on the job or off the job. It could be online or offline, library sponsored or self- sponsored training.

In the library setting, inexperienced cataloguers could gain competence and achieve higher level of job performance when they are being shown the ways to carry out cataloguing activities. However, how staff training will affect job performance in the context of cataloguers in academic libraries in South-West Nigeria is still lacking in literature. Therefore, this study will focus on investigating how training of cataloguers will affect their ability to perform their job effectively.

Statement of the Problem

The job performance of cataloguers in academic libraries is critical and indispensable. However, in spite of the critical nature of cataloguers' job performance towards the success of academic libraries, observation has shown that cataloguers job performance in many Nigerian academic libraries is usually low thereby questioning the relevance of libraries in this information age (Baffa & Garba, 2018) and (John-Okeke, 2017). Meanwhile many studies have been carried out on many aspects of librarianship, there seems to be dearth of literature that has explored job performance of cataloguers in Nigerian academic libraries. Therefore, the thrust of this study shall be towards staff training and job performance of cataloguers in academic libraries in South-West Nigeria.

Objective of the study

The main objective of this study is to ascertain the influence of staff training on the job performance of cataloguers in academic libraries in South-West, Nigeria. To achieve this, the specific objectives of the study are to:

1. ascertain the level of job performance of cataloguers in academic libraries in South-West Nigeria;
2. determine the types of staff training available to cataloguers in academic libraries in South-West Nigeria;
3. find the frequency of staff training received by cataloguers in academic libraries in South-West Nigeria;
4. determine the influence of staff training on job performance of cataloguers in academic libraries in South-West Nigeria.

Research Questions

The study sought to answer the following research questions:

1. What is the level of job performance of cataloguers in academic libraries in South-West Nigeria?
2. What are the types of staff training received by cataloguers in academic libraries in South-West Nigeria?
3. How frequent do cataloguers receive training in academic libraries in South-west Nigeria?

Hypothesis

The following null hypotheses guided the study at 0.05 level of significance:

Ho1: There is no significant influence of staff training on job performance of cataloguers in academic libraries in South-West Nigeria.

Review of Literature

Job Performance

The concept of job performance has become a significant indicator in measuring organisational performance in many studies (Jalagat, 2016). Performance is important to an organisation because it tells whether or not the organisation is achieving the purposes or reasons for its establishment. Therefore, every organisation whether profit based or non-profit based is usually interested in the performance of its personnel. There are different views to measuring employee or staff performance. Employees' performance according to Bennet, Lance, and Wohr (2014) is measured through combination of expected behaviour and work task-related while this study sees it as the extent of work done by cataloguers in terms of quantity and quality. Sonnetang, Volmer and Spychalla (2009) opine that personnel performance is of high relevance for organisations and individuals alike. Thus, high performing cataloguers will contribute significantly to the growth and development of the profession since they are achieving the purpose for which cataloguing is established. Yaya, Akintayo and Uzohue (2016) defines job performance as the work activities carried out by the worker for the purpose of achieving organisational goals. It is an act of fulfilling one's obligation to the organisation. This depends not only on the energy exerted but also on individual's mental ability. Since performance is central to an organisation, it becomes important to measure employees performance

Job Performance of Cataloguers

Studies on job performance of cataloguers affirm that cataloguers and cataloguing are essential components of the library. The academic library is established to inform, educate, preserve, organize, classify, catalogue and disseminate knowledge among other purposes to library users. From the origin of libraries in the Ancient age, cataloguers have been and will always be at the centre of the effort to organise information materials for easy identification, organisation, storage, access, and use (Nwalo, 2011). Yusuf (2012) states that cataloguers are expected to provide effective and efficient services that will enhance information retrieval and increase the use of library resources. According to him, access to information materials is prerequisite to human development and without adequate and prompt access to available information; there will be no meaningful development. Therefore, the library being the hub of knowledge where information materials cannot only be acquired but must be processed and made available to interested users should not slack in their responsibility of creating access to these materials, hence, the importance of cataloguers. Fijabi (2011)

observes that this enables people to create an information workforce that are professionally skilled, knowledgeable and educated of worldwide condition to succeed (yield) positive result. The cataloguers in performing his/her duty to the employer, increases the quality, productivity of the library users and ultimately enhances the performance of the institution (Mathews, 2007). Eze (2012) notes that cataloguing and classification has to do with sieving out and organizing the bibliographic information of a reading material, arranging them in a particular order and grouping the reading materials mainly books into classes. This work they perform is what makes it possible for a user to easily identify, access and retrieve information material in the library without much delay, stress and frustration. In general, cataloguers have been at the hub of the effort to organize information resources for easy identification, storage, access and use.

The tasks carried out by cataloguers in academic libraries vary and technical in nature. Cataloguers are saddled with the responsibility of ensuring that information materials that enter the library are recorded, accessioned, labelled, stamped, classified, catalogued and rightly shelved. Bothmann (2007) described the tasks of cataloguers to include description work, subject cataloguing, classification of information resources and creation of resources discovery tools that aid users of library in their search.

Concept of staff training

The concept of staff training is interchangeably used in literature as staff development, human resource development, man power development, human capacity development and staff education (Dolan & Capell, 2015) Thus, all of these means the same thing and would also be used in this study to depict all activities targeted towards development and higher performance of cataloguers in academic libraries of public and private universities in South West Nigeria.

Nda and Fard (2013) in Adefulu, Amos and Ogunkanmi (2020) define training as an organized way in which organizations provide development and enhance quality of new and existing employees. However, Ganesh and Indradevi (2015), define training as the acquisition of knowledge of skills and competencies. Onasanya (2011) defined training as a form of specialized education aimed at giving trainee a particular or specialized knowledge, skills, and attitude which he must possess to effectively perform in a given position. Meanwhile, Aroge (2012) perceives training as acquisition and changing of specific skills, knowledge, attitude and social behaviour for the purpose of an occupation or work. He further stated that staff training is also called staff development which refers to the process of employees improving through approaches that emphasis self realisation, self growth and growth of abilities, skills and knowledge of employee in an organisation. On the other hand, Elnaga and Imra (2013) defined employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in numerous ways, on the job or off the job; in the organisation or outside the organisation. In the context of librarianship and cataloguing, staff training implies acquisition of skills, knowledge and attitude in cataloguing activities through specialised means for the purpose of increasing of cataloguers' effectiveness and efficiency at work. From the foregoing, staff training is a major need for effective organisational performance. Any organisation that fails to make provision for training of her staff has already failed because the competence, skills and knowledge required for achieving optimum service is only obtainable through effective training of the personnel.

Methodology

This study adopted the survey research design for this study. The population of the study comprised 182 cataloguers in public and private universities in South-West Nigeria. The population of the study covers all cataloguers in government and private universities in South-West Nigeria. From the analysis of the South-West geopolitical zone; 16 public universities have 94 cataloguers and 30 private universities have 88 cataloguers. Thus all those working in the cataloguing section of the library at the time of visit are potential respondents of this study. Out of 182 copies of questionnaire distributed, 170 copies (96%) were completed and returned. Data collected was analyzed using simple frequency counts and percentages with the aid of SPSS- Statistical Product and Service Solution 22.

Analysis and Presentation of Research Questions

Five research questions raised in the study were analysed using frequency counts, percentages, mean and standard deviation scores. The answers to the research questions are discussed as follows:

Research Question One: What is the level of job performance of cataloguers in academic libraries in South-West Nigeria?

The result on the level of job performance of cataloguers in academic libraries in South-West Nigeria is presented in Table 2.

Table 2: Level of job performance of cataloguers in academic libraries

Kindly indicate the level of job performance of cataloguers in terms of the followings..	Very high level (4)	High level (3)	Low level (2)	Very Low level (1)	Mean	S.D	Average mean
Job-Specific Tasks							
Performing descriptive cataloguing of information materials in different formats.	83 (48.8%)	86 (50.6%)	1 (0.6%)	0 (0%)	3.50	0.51	3.42
Applying cataloguing rules in cataloguing and classification of information materials.	83 (48.8%)	86 (50.6%)	1 (0.6%)	0 (0%)	3.48	0.51	
Conducting complex searching of information materials in different languages	59 (34.9%)	67 (39.6%)	19 (11.2%)	24 (14.2%)	2.95	1.0	
Assigning main entries and determining subject headings.	77 (45.3%)	90 (52.9%)	2 (1.2%)	1 (0.6%)	3.43	0.55	
Identifying edition statements, imprints, collations, series and notes of information resources.	103 (60.6%)	64 (37.6%)	3 (1.8%)	0 (0%)	3.59	0.53	
Performing copy cataloguing in all subject areas from OCLC and LC.	83 (48.8%)	80 (47.3%)	5 (3.0%)	1 (0.6%)	3.45	0.59	
Creating records for all processed information items.	85 (50.0%)	81 (47.6%)	4 (2.4%)	0 (0%)	3.48	0.55	
Assigning cutter numbers to items in different formats.	97 (57.1%)	69 (40.6%)	4 (2.4%)	0 (0%)	3.55	0.55	
Printing spine label for information items.	82 (48.2%)	71 (41.8%)	7 (4.1%)	10 (5.9%)	3.32	0.81	
Providing assistance to other cataloguers in resolving difficult cataloguing problems	80 (47.3%)	87 (51.2%)	2 (1.2%)	1 (0.6%)	3.45	0.56	
Maintaining the authority control list for the library.	71 (41.8%)	91 (53.5%)	8 (4.7%)	0 (0%)	3.37	0.57	
Entering catalogue information for new materials into library's online catalogue system and edit online catalogue for removed items.	86 (50.6%)	75 (44.1%)	9 (5.3%)	0 (0%)	3.45	0.60	
Non-job specific Tasks	(%)	(%)	(%)	(%)			
Good knowledge of computer application.	97 (57.1%)	65 (38.2%)	8 (4.7%)	0 (0%)	3.52	0.59	3.51
Effective communication and writing clearly	99 (58.2%)	68 (40.0%)	3 (1.8%)	0 (0%)	3.56	0.53	
Taking necessary initiative that will enhance cataloguing unit development on my own.	70 (41.2%)	96 (56.5%)	4 (2.4%)	0 (0%)	3.39	0.54	
Thinking and solving problems associated with cataloguing, classification and library service.	75 (44.1%)	92 (54.1%)	3 (1.8%)	0 (0%)	3.42	0.53	

Interpreting policies and procedures and follow the same.	74 (43.5%)	92 (54.1%)	4 (2.4%)	0 (0%)	3.41	0.54
Working with team and different people toward accomplishment of an objective.	103 (60.6%)	64 (37.6%)	3 (1.8%)	0 (0%)	3.59	0.53
Supervising and leading others	106 (62.4%)	62 (36.5%)	2 (1.2%)	0 (0%)	3.61	0.51
Cooperating with others without minding their background.	105 (61.8%)	63 (37.1%)	2 (1.2%)	0 (0%)	3.61	0.51
Researching into new technology and emerging issues in librarianship.	81 (47.6%)	87 (51.2%)	2 (1.2%)	0 (0%)	3.46	0.52
Grand Mean and S.D of Job Performance of Cataloguers					3.46	0.58

N=170 (Source: Researcher's Field Survey, 2021)

KEY: VH = Very, H = High, L = Low, VL = Very Low, *Decision Rule: if mean is ≤ 1.49 = Very Low; 1.5 to 2.49=Low; 2.5 to 3.49 = High; 3.5 to 4 = Very High.**

The result of Table 2 shows that the level of job performance of cataloguers in academic libraries in South-West Nigeria is high, with a mean score of 3.46 on a scale of 4. This result suggests that cataloguers in academic libraries in South-West Nigeria performed highly in their jobs. Job performance was measured using two dimensions, namely job-specific tasks and non-job-specific tasks. The average mean scores for each job performance indicator was also calculated. Of the two dimensions of cataloguers' job performance, non-job-specific tasks was very high with Average $\bar{x} = 3.51$ while job-specific tasks was high with Average $\bar{x} = 3.42$. This result however, suggests that cataloguers in academic libraries in South-West Nigeria are more competent in non-job-specific tasks than job-specific tasks.

High job performance of cataloguers could be based on the fact that, academic libraries in South-West Nigeria have performed very highly in areas such as identifying edition statements, imprints, collations, series and notes of information resources (mean=3.59), assigning cutter numbers to items (mean = 3.55), descriptive cataloguing of information materials in different formats (mean = 3.50), effective communication and writing (mean = 3.56), good knowledge of computer application (mean = 3.52), working with team and different people toward job accomplishment (mean = 3.59), supervising and leading others (mean = 3.61) and cooperating with others without minding their background (mean =3.61). This result indicates that the level of non-job specific task performance was higher than job task specific performance among cataloguers in academic libraries in South -West Nigeria.

Research Question Two: What are the types of training received by cataloguers in academic libraries in South-West Nigeria?

The result on the types of training received by cataloguers in academic libraries is presented in Table 3.

Table 3 Types of training received by cataloguers in academic libraries

Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Mean	S.D	Average mean
(Off-the-job training)							
Cataloguers in my university library frequently attend workshops.	27 (15.9%)	62 (36.5%)	55 (32.4%)	26 (15.3%)	2.53	0.94	2.61
My university library consistently sponsors cataloguers on seminars outside the library.	24 (14.1%)	67 (39.4%)	53 (31.2%)	26 (15.3%)	2.52	0.92	
Most times cataloguers in my library are sent on conferences in order to keep up with new development in cataloguing.	29 (17.1%)	72 (42.4%)	44 (25.9%)	25 (14.7%)	2.62	0.94	
Various forms of ICT training are provided for cataloguers in my library from time to time.	51 (30.0%)	49 (28.8%)	49 (28.8%)	21 (12.4%)	2.76	1.0	
On-the-job training							
Job demonstrations are prevalent training practices provided for cataloguers to enable them learn on the job and perform better.	52 (30.6%)	90 (52.9%)	24 (14.1%)	4 (0.4%)	3.12	0.73	3.11
Self-instruction training methods are given to cataloguers in my university library to raise their performance	41 (24.3%)	91 (53.5%)	34 (20.0%)	3 (1.8%)	3.10	0.72	
Job rotation offers cataloguers opportunity to gain vertical experience in all aspects of cataloguing.	61 (35.9%)	84 (49.4%)	25 (14.7%)	0 (0%)	3.21	0.68	
Mentoring is provided for cataloguers in my university library at different times.	51 (30.0%)	75 (44.1%)	37 (21.8%)	7 (4.1%)	3.00	0.83	
Grand Mean = 2.86							

N=170 (Source: Researcher’s Field Survey, 2021)

KEY: SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, * Decision Rule: if mean is ≤ 1.49 = Strongly Disagreed; 1.5 to 2.49=Disagreed; 2.5 to 3.49 = Agreed; 3.5 to 4 = Strongly Agreed.**

Respondents were asked to identify the types of training received by cataloguers in academic libraries in South-West Nigeria in Table 3. The result revealed that types of training received by cataloguers in academic libraries in South-West Nigeria were positively perceived by respondents with Average \bar{x} =2.86 on a scale of 4 which means that the respondents agreed that they receive both off-the-job training and on-the-job training in academic libraries in South-West Nigeria. It is also clear from the result in Table 3 that, cataloguers regard types of training received to be off-the-job training (Average \bar{x} = 2.61) and on-the-job training (Average \bar{x} = 3.11). This result however, indicates that on-the-job training were more acquired by cataloguers in academic libraries in South-West Nigeria than off-the-job training. However, this result suggests that South-West Nigerian academic libraries have not given serious consideration to areas with low scores such as workshop attendance (\bar{x} = 2.53), seminar sponsorship outside the library (\bar{x} = 2.52) and conferences (\bar{x} = 2.62). Hence, South-West academic libraries should give serious attention to improving cataloguers in the areas of workshop attendance, seminar sponsorship outside the library

Research Question three: What is the frequency of training received by cataloguers in academic libraries in South-West Nigeria?

The result on the frequency of training received by cataloguers in academic libraries is presented in Table 4.

Table 4: Frequency of training received by cataloguers in academic libraries

Statements	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)	Mean	S.D	Average mean
On-the-job training								
Job demonstration	27 (15.9%)	51 (30.0%)	24 (14.1%)	18 (10.6%)	50 (29.4%)	3.08	1.49	3.10
Job instruction	22 (12.9%)	25 (14.7%)	27 (15.9%)	39 (22.9%)	57 (33.5%)	3.49	1.42	
Job rotation	17 (10.0%)	79 (46.5%)	33 (19.4%)	22 (12.9%)	19 (11.2%)	2.69	1.16	
Coaching	33 (19.4%)	48 (28.2%)	17 (10.0%)	31 (18.2%)	41 (24.1%)	2.99	1.49	
Mentoring	31 (18.2%)	30 (17.6%)	23 (13.5%)	35 (20.6%)	51 (30.0%)	3.26	1.50	
Off-the-job training								
Workshop	19 (11.2%)	109 (64.1%)	18 (10.6%)	19 (11.2%)	5 (2.9%)	2.31	0.92	2.29
Seminar	17 (10.0%)	113 (66.5%)	26 (15.3%)	11 (6.5%)	3 (1.8%)	2.24	0.79	
Conference	18 (10.6%)	129 (75.9%)	9 (5.3%)	12 (7.1%)	2 (1.2%)	2.12	0.73	
ICT training	20 (11.8%)	85 (50.0%)	34 (20.0%)	24 (14.1%)	7 (4.1%)	2.49	1.01	
Grand Mean = 2.74								

N=170 (Source: Researcher’s Field Survey, 2021)

KEY: * Decision Rule: if mean is ≤ 1.49 = Never; 1.5 to 2.49 = Rarely; 2.5 to 3.49 = Sometimes; 3.5 to 4.49 = Often; 4.5 to 5 = Very Often.**

Respondents were asked to indicate the frequency of training received by cataloguers in academic libraries in South-West Nigeria. The result of Table 4 revealed that cataloguers ‘sometimes’ received on-the-job training (Average \bar{x} = 3.10) while off-the-job training is ‘rarely’ received (Average \bar{x} = 2.29) in academic libraries in South-West Nigeria. This suggests however, that academic libraries in South-West Nigeria have given more priority to on-the-job training of cataloguers than their off-the-job needs. The result further showed that grand mean of the frequency of training received by cataloguers is \bar{x} = 2.74 on a 5 point scale. This result implied that the overall frequency of training received by cataloguers in academic libraries in South-West Nigeria is ‘sometimes. This could be based on the fact that the cataloguers ‘rarely’ attend workshops (mean =2.31), seminars (mean =2.24), conferences (mean =2.12) and ICT trainings (mean =2.49). This result suggests that academic libraries in the study area should improve frequency of trainings in the identified areas to boost cataloguers’ performance on the job.

Hypothesis Testing and interpretation

There is no significant influence of staff training on job performance of cataloguers in academic libraries in South-West Nigeria.

Table 5: Simple linear regression analysis of the influence of staff training on job performance of catalogers

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	63.215	2.767		22.843	.000
Staff training	.379	.120	.238	3.149	.002
Dependent Variable: Job performance					
ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	620.223	1	620.223	9.914	.002
Residual	10321.980	165	62.557		
Total	10942.204	166			
R = 0.238					
R ² = 0.057					
Adjusted R Square = 0.051					
DF (F-Statistic) = 1, 165					
DF (T-Statistic) = 164					

Table 5 summarizes the result on the hypothesis. The result revealed that 5.7% ($R^2 = 0.057$) of the variation in the dependent variable (Job performance) is explained by the independent variable (staff training). The result shows that staff training has a significant influence on job performance of cataloguers in university libraries in South-West Nigeria. ($R^2 = 0.057$, $\beta = 0.238$, $t(164) = 3.149$, $p < 0.05$). Therefore, the null hypothesis (H_{01}) which states there is no significant influence of staff training on job performance of cataloguers in academic libraries in South-West Nigeria is rejected. It can be inferred from this finding that, the staff training of cataloguers is vital to their job success and performance.

Discussion of Findings

This section presents the discussion of findings of the study in line with previous studies. There were three research questions and a hypothesis formulated based on the objectives of the study which aimed at investigating the influence of staff training and job performance of cataloguers in academic libraries in Nigeria.

Finding on demographic tables shows majority of respondents were female 60.6% while 39.4% of the respondents were male. This suggests that there are more female employees in the cataloguers’ profession than their male counterpart in South-West, Nigeria. Hence, the cataloguers’ profession in academic libraries is female-dominated in the study area. The result shows that 72.4% of the respondents were above the age of 50 years; and more than the average have BSC/MLIS. This shows that there are more aged personnel in the cataloguing unit than the youth. This might be due to the fact that the cataloguing job is carried out by experienced staff rather than young or newly employed staff and the cataloguing and classification section have good educational background to work in the section.

Research question one sought to find out the level of job performance of cataloguers in academic libraries in South-West Nigeria. The finding of this study reveals that there is high level of job performance of cataloguers in academic libraries in South-West Nigeria. The findings of this study disagreed with Baffa and Garba (2018), John-Okeke (2017) and Bamise, Oluwaniyi and Igbenegbu (2019) who reported Low level of performance of cataloguers in academic libraries in Nigeria by citing lack of work motivating factors such

as reward, work environment and working tools as reasons for this poor level of job delivery. The result of this study also disagreed with Madukoma, Akpa and Okafor (2014) who reported low level of performance of cataloguers in academic libraries in Nigeria, while the result of this study agreed with Igbiovina and Popoola (2016) who reported high level of job performance among library personnel in Edo State, Nigeria. Obiozor and Nwosu (2021) revealed moderate and positive level of job performance. The result also showed two dimensions of cataloguers' job performance, non-job-specific tasks to be very high 3.51 while job-specific tasks is 3.42. This result however, suggests that cataloguers in academic libraries in South-West Nigeria are more competent in non-job-specific tasks than job-specific tasks.

High job performance of cataloguers could be based on the fact that, academic libraries in South-West Nigeria have performed very highly in areas such as identifying edition statements, imprints, collations, series and notes of information resources (mean=3.59), assigning cutter numbers to items (mean = 3.55), descriptive cataloguing of information materials in different formats (mean = 3.50), effective communication and writing (mean = 3.56), good knowledge of computer application (mean = 3.52), working with team and different people toward job accomplishment (mean = 3.59), supervising and leading others (mean = 3.61) and cooperating with others without minding their background (mean =3.61). This result implies that the level of non-job specific task performance is considered higher than job task specific performance among cataloguers in academic libraries in South -West Nigeria.

Research question two sought to find out the types of staff training received by cataloguers in academic libraries in South-West Nigeria. The finding of this study reveals that both on-the-job training and off-the-job training were received by cataloguers in academic libraries in South-West Nigeria. The findings of this study corroborate Huang and Jao (2016) who identified on-the-job training and off-the-job training as the two major strategies that are integrated into managerial and employee training. The result of this study also indicates that cataloguers received on-the-job training more than off-the-job training in academic libraries in South-West Nigeria.

Research question three sought to find out the frequency of training received by cataloguers in academic libraries in South-west, Nigeria. The finding of this study reveals that cataloguers 'sometimes' received on-the-job training monthly (Average \bar{x} = 3.10) while off-the-job training is 'rarely' received (Average \bar{x} = 2.29). This suggests however, that academic libraries in South-West Nigeria gave more priority to on-the-job training of cataloguers than their off-the-job needs. The result further showed that grand mean of the frequency of training received by cataloguers is \bar{x} = 2.74 on a 5 point scale. This result implied that the overall frequency of training received by cataloguers in academic libraries in South-West Nigeria is 'sometimes. This could be based on the fact that the cataloguers 'rarely' attend workshops (mean =2.31), seminars (mean =2.24), conferences (mean =2.12) and ICT trainings (mean =2.49). The findings of this study corroborate Egeland (2013), Marr (2010) and Whilereitz (2006) who also reported that trainings are received through on-the-job training and off-the-job training activities.

The findings from the hypothesis showed that there was a significant influence of staff training on job performance of cataloguers in academic libraries in South-West Nigeria The result shows that staff training has a significant influence on job performance of cataloguers in university libraries in South-West Nigeria. ($R^2 = 0.057$, $\beta = 0.238$, $t(164) = 3.149$, $p < 0.05$). It can be inferred from this finding that, the staff training of cataloguers is vital to their job success and performance. The findings are in accordance with Saka and Haruna (2013) and Njoku (2018) who revealed that staff development such as workshop, conference attendance, mentoring and seminars greatly and significantly induces higher productivity of library personnel. The result of this study also agreed with Abban (2018) and Fejoh and Faniran (2016) who reported that workshops, conference, ICT training, seminars and formal education attendance greatly influence higher level of job performance among the library personnel vis-à-vis cataloguers in the library

Summary of Findings

The major findings of the study were as follows:

1. Job performance of cataloguers in academic libraries in South-West Nigeria is high with overall Grand $\bar{x} = 3.46$ on a scale of 4
2. In terms of frequency of training received, cataloguers 'sometimes' received on-the-job training monthly (Average $\bar{x} = 3.10$) while off-the-job training is 'rarely' received (Average $\bar{x} = 2.29$).
3. The result shows that staff training has a significant influence on job performance of cataloguers in university libraries in South-West Nigeria.
4. The result shows staff training has a significant influence on job performance of cataloguers in university libraries in South-West Nigeria.

Conclusion

The study concludes that the level of job performance of cataloguers in academic libraries in South-West, Nigeria is high. Similarly, staff training was identified to influence job performance of cataloguers in academic libraries in South-West Nigeria. Both on-the-job and off-the-job trainings were received by cataloguers in South-West Nigeria with on-the-job trainings received more than off-the-job training. In terms of frequency of training received by the cataloguers, on-the-job training was received more on a monthly basis than off-the-job training while staff training was also discovered to be frequent for cataloguers in academic libraries in South-West Nigeria.

Recommendations

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

1. Management of academic libraries in South-West, Nigeria must continually strive to sustain the job performance of cataloguers, put strategies in place so that the high level of job performance will continue to increase.
2. The management of university libraries should adopt different training methods such as on-the-job and off-the-job training for cataloguers' development. The training will help the cataloguers keep abreast of latest information as regards cataloguing practices around the world and by so doing, cataloguers' level of job performance will continue to increase.
3. University library management in South-West Nigeria should make conscious effort to ensure that all staff training packages that exist in university libraries are provided for cataloguers continually to enhance better job performance.
4. Library management should train more librarians in the aspect of cataloguing in order to reduce excess work load on the cataloguers.

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