

1-8-2015

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Asante, Edward and Alemna, Anaba, "Training and Development Issues: Evidence from Polytechnic Libraries in Ghana" (2015).
Library Philosophy and Practice (e-journal). 1221.
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Training and Development Issues: Evidence form Polytechnic Libraries in Ghana

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ABSTRACT

This study sought to assess training and development issues in Polytechnic Libraries in Ghana. The mixed method approach was used as the research design for the survey. Questionnaire and interview schedules were used for data collection. Out of one hundred and forty-four copies of questionnaire distributed to the Librarians/Directors and Library Staff, one hundred and ten were retrieved, representing 76.4%. All the Librarians /Directors of the Polytechnic Libraries were also interviewed. The study revealed that all the Polytechnic libraries did not have their own training and development policies. The study brought to light that, majority of the staff of Polytechnic libraries required skills in Information Communication Technology (ICT) to enable them meet the changing needs of the profession. Besides, the study also revealed that training and development affects productivity but the pivot was motivation. Training and development was not systematic because the frequency was low especially in-house training. The study made some recommendations among which are: educating and orienting library staff on training and development policies, providing staff with adequate training in Information Communication Technology (ICT) especially library management software to enable them meet the changing trends in the profession, and providing adequate budgetary allocation for training and development of Polytechnic libraries in Ghana.

Keywords: Capacity Building, Information Communication Technology, Academic Libraries
Information Professionals, Tertiary Institutions, West Africa

1.0 INTRODUCTION

Academic libraries are set up in academic setting solely to support teaching, learning and research. They are the core of the academic set up because; they stock information resource that is relevant to the various disciplines being pursued in the institution. A Polytechnic library is a library set up by the institution to support learning, teaching and research. This is mainly through collaboration with faculty for the provision of recommended and relevant text to support the various disciplines in the institution. A typical Polytechnic library is equivalent to that of a tertiary library because the Polytechnic is a tertiary institution (Ministry of Education, 2003). The personnel in the Polytechnic library environment are professionals of higher academic qualification in library science and librarianship ranging from Doctorate, Masters to Diploma and Certificate levels.

According to Castelyn (2007) all libraries aim to have efficient staff in order to provide a good library service to the public they hope to serve, whether that readership is using a public, university, school or private library. Training and development therefore, is of the utmost importance in the library field, although each library organization must decide for itself what it means by a desired state of efficiency, as requirements will alter from library to library and country to country. However, the training and development should be designed to ensure efficient performance to the dual benefit of the library system and the users. Training and development of staff is crucial both in developed and developing countries. It is appropriate in an extremely sophisticated library system using the most up-to-date computer methods and equally appropriate in a library system that may only recently have been established.

Castelyn (2007) added that it must be recognized that libraries are labour-intensive and that staff are an expensive commodity, usually taking up to 60% of the budget in the form of salaries, which represents a sizeable amount of public or private expenditure. The motivation of staff and the efficient organization of a library system are two of the primary functions of a good library manager and should involve the proper use of training. It is also an economic necessity to have staff fully operational as soon as possible. Staff training and development should therefore be orientated towards the libraries' needs and services but should not ignore the requirements of the individual member of staff, either for the present or the future.

Castelyn (2007) was also of the view that a trained staff able to exploit the book stock means a more satisfied readership at all levels. The readers must be able to feel confident in the member of staff who may be dealing with them. This confidence means that readers will return again to borrow books and to ask for information from the library staff. Here the knowledge of the individual staff member plays an important part, for the staff, even if they have only a basic education, must be knowledgeable about the tasks they perform on a daily basis and must have a sound understanding of the organization in which they are working. Training and development will enable them to participate more intelligently in the work of the library. They must know why they are asked to operate certain procedures and what will happen if they make mistakes.

According to Mathis and Jackson (2000) training is the process by which employees acquire capabilities to aid in the achievement of organizational goals, hence the need for training and development activity to help in the achieving of the goals of academic libraries which is the total satisfaction of the clients. In a limited sense, training provides employees with specific, identifiable knowledge, and skills for use in their present jobs. Sometimes a distinction is drawn between training and development, with development being broader in scope and focusing on individual gaining new capabilities, useful for both present and future jobs. However, for the purpose of this work training and development are adopted as one activity.

According to McClelland (2002), the significance and value of training and development has long been recognized. The exponential growth in technology with its effect on the economy and society at large, the need for training and development is more pronounced than ever especially in social institutions like the academic library. Training and development in the most simplistic definition, is an activity that changes people's behaviour. Increased productivity is often said to be the most important reason for training and development. Training and development is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs of which librarian and library staff are not exempted(McClelland, 2002).

Olaniyan and Ojo (2008) added that training and development can solve a variety of manpower problems, which militate against optimal productivity in institutions. These can be summarized as increasing productivity, increasing the quality of work and raise morale of personnel, helping to develop new skills, knowledge, understanding and attitudes for work, using rightly new tools

and machines, processes and methods, reducing waste, accidents, turnover, lateness, absenteeism, and other overhead costs in organizations, implement new or changed policies or regulations, fighting obsolescence in skills and technologies, Increasing performance which meets the standard of performance for the job, developing replacements schedules, preparing people for advancement, improving manpower deployment and ensuing continuity of leadership and ensuing the survival and growth of the institutions in all times (Olaniyan & Ojo ,2008.)

Third world academic libraries are not ‘islands’ in the information world. There is the need for them to move with the rest of the world, in the provision of quality information. As stated by an Australian born voluntary librarian, “we have to come into the world of technology sometime, otherwise we shall be left behind by the big countries” (Partridge, 1998).

According to Nabuyanda (2006), nowadays librarians and library staff task have broadened with added responsibilities placed on them by the demands of the diverse research needs of the clients. They are challenged to be open minded and approachable to queries while knowing how to satisfy the information needs of the client. A lot of current issues including information on HIV/AIDs, terrorism, environmental matters, politics and sport will be brought to their attention. Much as each individual library surveyed has their own unique features of information provided to the users depending on the type of courses provided, there are a lot of similarities in the challenges being faced. From the assertions above, it is obvious that training and development, no matter the level of the staff in an institution or organization is an important tool to enhance the performance level and increase productivity as well as coping with new challenges of which staff of Polytechnic libraries are key stakeholders. The absence of training and development activity usually tend to affect the quality of service, professional career development and seemingly affecting productivity in the libraries including the Polytechnic libraries.

2. Statement of Problem

For the library personnel to be able to cope with the changing trends of teaching, learning and research, there is the need for relevant training and development activity on regular basis. It is basically accepted that training and development has come to stay in most institutions, Polytechnic libraries in Ghana are no exception. Academic libraries have usually been seen as custodians of

books and journals for the academia but the challenge that is arising out of globalization and information technology is that the third world academic library has to provide up-to-date information which will benefit the clients both now and in the future (Cotta-Schönberg, 2005). It is therefore appropriate for all academic libraries to upgrade their staff to enable them fit into the global world. This means that there is the need for adequate training and development programmes in all academic libraries including the Polytechnic libraries through thoughtful and well defined needs analysis. However, it seems there is lack of training and development programmes in most Polytechnic libraries in Ghana. This may affect the delivery of quality services, professional career development and seemingly affecting productivity in the Polytechnic libraries in Ghana. This implies that when the personnel of the library are exposed to training and development activity, they can contribute their quota to the process of teaching, learning and research because they would be abreast with current trends in the profession. It was for these challenges that the researcher decided to conduct this study to assess the training and development programmes in the Polytechnic libraries in Ghana. Furthermore, the literature reviewed indicated that most of the researches (Yeboah & Antwi, 2001; Alemna, 2001; Abba & Dawha, 2009; Ajidahun, 2007; Adanu, 2006), conducted were all based on training and development of the library staff in Universities. It is against this background that the researchers consider it important to conduct a study of this kind in the Polytechnic libraries in Ghana.

3.0 Purpose of the Study

The purpose of the research is to assess the training and development programmes in Polytechnic libraries in Ghana with a view of identifying possible problems and making the necessary recommendations for their resolution.

4.0 Objectives of the Study

The specific objectives of the study were as follows:

- i. To find out the availability of training and development policies in Polytechnic libraries.
- ii. To find out the training and development needs of Polytechnic libraries
- iii. To find out the frequency of training and development of Polytechnic library staff.
- iv. To ascertain whether the Polytechnic libraries face any challenges in the training and development of staff.

- v. To make recommendations based on the findings of the study.

5.0 Research Questions

The under listed research questions guided the study in achieving the objectives.

- i. Are there any training and development policies in Polytechnic libraries?
- ii. What are the specific training and development needs of Polytechnic library staff?
- iii. Is the organization of training and development frequent for Polytechnic library staff?
- iv. What are the challenges of training and development programmes in Polytechnic libraries?

6.0 RELATED LITERATURE REVIEW

6.1 Training and Development Activity

A lot of relevant researches have been conducted in this area locally and internationally. Professional development for academic librarians and library staff fulfills a need for the continuing acquisition of knowledge and competencies that has not been met by either formal education or on-the-job-training. This need is motivated by both the "technological imperative" thus the rapid technological change that characterizes contemporary academic libraries, and by the element that librarians and information workers share with other professionals, that they are compensated for what they know as well as for what they do (Pan & Hovde, 2010).

This means that training and development of librarians and library staff is of great importance especially in this era of Information Technology (IT). Employees need training and development for various purposes. Abifarin (1997) opines that staff is an important factor in motivation. If we are able to engage personnel through training and development, the effect on them and the library is endless. According to Ugonna (1998) there is the need for academic libraries to have library trainee programmes like short courses for new skills as well as visits to other libraries and swap programmes. As a matter of concern this will equip the library staff to be able to deliver as expected in all aspects of their work.

In a study conducted by Yeboah and Antwi (2001), they echoed the importance of motivation and the need for Heads/Directors to take interest in motivating their subordinates. The inference was that training and development must form a core motivational tool to develop the library staff especially those in the Polytechnic libraries in order to make them ready to face the changing nature of their clients and provide excellent services. Owusu-Acheaw's (2008) study revealed that, there were a number of training and development programmes available in Polytechnics but not many of the library staff have benefitted. With regards to this, training and development which is a tool of motivation should be implemented on regular bases.

6.2 Training and Development Policies

Ezeani (2008) confirmed that most academic libraries do not have staff development policies and those who do are not critically dedicated to it. The conclusion from the study was that, it affects the growth and continuing education programmes of many librarians and library staff. In addition, for continuing education to be properly tackled, libraries should of necessity have a well articulated staff development programme which will guide the building of capacities in relevant and needed areas in the library. The fact is visible because without regular training and development the individual cannot perform as expected in the profession.

Tiamiyu (1997) opines that, professional and career development paths for entrants to the library profession are attractive within individual libraries and in the library industry. This, he added, will reassure library professionals, of a well planned profession and industry devoid of frustrations. For career growth, training and development is of great importance and should be tackled by the human resource experts in institutions including Polytechnic library management.

6.3 Frequency of Organizing Training and Development Activity

The frequency of organizing training and development is crucial in the development of any academic library throughout the world. The debate now is whether the regular organization of such training and development results in the expected increase in productivity in institutions or organizations including Polytechnic libraries in Ghana. Abba and Dawha (2009), citing the National Universities Commission (NUC) (1996) emphasizes the significance of staff training and development in University/Academic libraries. The NUC stipulates that, the Librarian/Head should ensure regular training and development of all the library staff. He/she should encourage

illiterate staff, if any, to go for adult literacy classes to ensure their retention and progress in a 'book' institution such as the University (Academic) library.

The Librarian/Head should also encourage all the library staff, where appropriate, to go for higher education. Library Assistants for library Diploma; graduates for Master's and Doctorate degrees; short course for administrative and secretarial staff. Sponsorship for any training and development should be based on good performance of the library staff. The Librarian/Head should equally encourage the library staff to participate in continuing education programmes. The library staff should be sponsored for conferences, seminars and workshops. However, they should seriously be encouraged to participate actively by presenting papers at these gatherings (Abba & Dawha (2009).

Nairis and Ukpere (2010) indicated concerns that signing of training and development agreement is indispensable because it will motivate the staff to stay on in most institutions. More recently Abba and Dawha (2009), in their studies on assessment of personnel training needs in the Ibrahim Babangida library, concluded on the basis that there was a greater need for on-the-job training and informal training than for formal education. Inadequate funding was nominated by 100% of the 40 respondents as the key factor militating against the provision of adequate training, with 62.5% of the respondents also noting the lack of written training policy.

In the work of Nairis and Ukpere (2009), they confirmed that tertiary educational institutions' key ambition is to generate and disseminate knowledge; therefore, they should effectively implement policies such as the human resource code for staff development training in order to enhance the skills and knowledge of staff members, in order to achieve their goals. In addition, the findings of the research revealed that staff members are sent on development programmes on their own requests, provided that they meet stipulated requirements to be eligible for a scholarship, loan and study aid. This shows that there are no laid down policies of training and development for the library staff in general.

Ajidahun (2007) indicated in a research study that, the level of professional training in information technology received by the professional and para-professional library staff in Nigerian University libraries is generally inadequate as shown by the results of the research.

Greater hard work must be made therefore by University libraries in Nigeria to provide adequate training programmes in information technology and other related subjects for the librarians and library staff, especially professional staff, in order to make them relevant and adequate to face the technological challenges of the twenty-first century. Each University library should therefore begin to initiate its own staff development policy which will involve among other things, a definition of goals and objectives, an assessment of staff strengths and weaknesses, a development of long and short range training and development programmes, the implementation and evaluation of the effectiveness of the programme.

6.4 Specific Training and Development Needs

Similarly, Odini (1999) was of the view that, a changing environment in which social, political, economic and other pressures all differ in an irregular manner requires arrangement to keep a stable organization. If librarians and information workers are to be concerned with serving their community effectively in a changing information environment, more time must be spent in planning their training and development programmes, taking into account all of the environmental factors.

Alemna (1998) argues that, a sound library education is paramount of importance to the image and prestige of the library profession. This is because a profession like librarianship is not fixed but vibrant due to the fast changing nature of the world as well as the information needs of our clients. Alemna (2001) proposed that, there should be improvement in the various types of training and development programmes with a considerable support from the government, employer and change in the magnitude of organizing continuing education especially from the Ghana Library Association (GLA) as well as the Department of Information Studies, University of Ghana. Training and development is important for the maintenance of the human resource base of the organization and must be viewed as an integral part of the core organizational strategy, rather than an ad hoc operation.

Antwi (2002) opines that, due to the shifting role of libraries and the impact on Information Technology (IT) on library service delivery demand that staffs of academic libraries where students, staff and researchers seek information for their studies should regularly advance their

knowledge on new developments through continuing education and training. Lagging behind in area of IT would affect the delivery of the library staff especially in sections of cataloguing, classification, reference services, circulation and interlibrary loan services.

To ascertain findings from other studies Adanu (2006), also undertook a study in order to determine the level of support for continuous professional development in five state-owned Universities in Ghana. The survey and interviews conducted, with employees of the five Universities, revealed that, the University library environment in Ghana is to some extent conducive to continuous professional development activities. There is however, need to develop more formal policy development in this regard. There was also a high level of recognition by respondents that the employing institution and the individual staff member share liability for identifying and meeting continuous professional development needs.

6.5 Challenges of Training and Development Activity

Abba and Dawha (2009) indicated that, inadequate funding was the leading factor which represented 100%, lack of written training and development policies was the next; this also represented 62.5%, followed by lack of personnel which also represented 50% and lastly shortage of staff which was 37.5%. In another discourse Osei (1996), on professional staff development in academic library argues that there are many problems which militate against professional staff development in spite of its dignified objectives. These include the problems of finance, time, individual needs and the inability to fulfill rising expectations.

Professional staff development is quite often thought of as an optional extra which should be considered only when there are buoyant finances and, hence, in the face of economic stringency, resources for professional staff development are grudgingly allocated. In an academic library which operates on minimum staffing, the problem arises as to whether a professional staff member could be spared from a service point to attend a course, a seminar or a workshop. From the assertion of both authors it is worthwhile to stress that finance is a core militating factor as far as training and development is concerned (Osei, 1996). In the work of Ukwoma and Akanwa (2008) on human resource development in Nigerian academic libraries, it came to light from the survey that inadequate funding is the highest militating factor against training and development

programmes followed by the lukewarm attitude and lack of support from the management as well as lack of written training and development policies among others. These represented 100% and 77.7% of the total respondents respectively.

7.0 RESEARCH METHODOLOGY

The researchers employed the mixed method approach as the study design. The study was a cross-sectional survey in which data from a sample that was drawn from a predetermined population was collected at just one point in time and the time taken to collect all of the data and information desired was spread over a number of weeks. The population of the study was the Librarians/Heads and Library Staff (Senior Members, Senior Staff as well as Junior Staff of the Polytechnic Libraries). The Senior Members consisted of Professionals who hold Post-Graduate Degrees in Library Studies or Information Studies, Senior Staff were made up of Para-professionals that is, those who hold Certificate, Diploma or Degree in Library Studies or Information Studies and Junior Staff were the Non-professionals, which was made up of library clerks with SSCE and other Clerical background excluding cleaners and laborers. The total number of the population was one hundred and forty-four (144) as at the time the study was conducted. The table below shows a summary of the categories of staff who were sampled.

Table 1 Population of the study

Polytechnics	Heads/Senior members	Senior staff	Junior staff	Total
Accra	2	3	11	17
Kumasi	2	5	13	20
Takoradi	2	6	9	17
Sunyani	1	10	9	20
Tamale	1	2	10	13
Ho	1	4	12	17
Koforidua	1	10	3	14
Cape Coast	1	4	9	14
Wa	1	2	2	4
Bolgatanga	1	5	2	8
Total	13	51	80	144

Source :(Human Resource Department of the Polytechnics, 2013)

The population was made up of thirteen Professional Librarians, fifty-one Para-Professional Librarians and eighty Non-Professional Librarians. The researchers considered all as the sample size because it was manageable within the timeframe for this study. The Polytechnics were Accra, Kumasi Takoradi, Ho, Tamale, Sunyani, Koforidua, Cape Coast, Wa and Bolgatanga. A questionnaire and an interview schedule were used to collect data for this study. The relevance of the combination of these two main instruments was to apply the concept and principle underlying mixed methods approach.

The researchers pre-tested the questionnaire and interview schedule among colleagues who are staff of other academic libraries. After that, the necessary corrections were made before the distribution of the questionnaire and conduct of the interview. The questionnaires and interview schedule were administered by the researchers and five trained research assistants at the various campuses of the Polytechnics during working hours with the help of representatives. The Polytechnic libraries which were far from reach had their questionnaire and interview schedules sent to them and received through e-mails. The study was conducted in July 2013. The interview schedule was used purposively to solicit information from the Librarians/Heads. Though initially it was difficult to book appointments to enable the researchers interview the Librarians/Heads, this interview was successfully conducted.

The data collected through the administration of the questionnaire was analyzed with the use of Statistical Package for Social Sciences (SPSS). The SPSS was used because it is easier to define variables, input data and generate outputs or reports (reference). Variables were coded in the variable view and the answered questionnaires (data) also entered in the data view to generate the required reports. In addition, qualitative content analysis was used to analyze the information obtained from interviewing the various Librarians/Heads of the Polytechnic libraries. The results were organized according to the objectives of the research. The analysis was mainly quantitative supported with qualitative analysis to present the results of the study.

8.0 DISCUSSIONS

Table 2 Age of respondents

Age of Respondents	Frequency	Percentage
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20-30	12	10.9
31-40	70	63.6
41-50	19	17.2
51-60	9	8.2
Total	110	100

Source: Field Data, 2013

From Table 2, the results obtained indicated that, out of the total respondents of 110, 12(10.9%) fell within the age range of 20-30 years, 70(63.6%) were within the age range of 31-40, but 19(17.2%) were within 41-50 age group, and 9(8.2%) were within the age distribution of 51-60. In conclusion, it can be said that majority of the library staff in the Polytechnics were within their youthful age representing 70(63.6%) which was more than half of the total respondents.

Table 3 Year of employment

Year	Frequency	Percentage
S1991 - 1993	6	5.5
1994 - 1996	11	10.0
1997 - 1999	16	14.5
2000 – 2002	26	23.6
2003 - 2005	27	24.5
2006 - 2008	18	16.4
2009 – 2011	6	5.5
Total	110	100

Source: Field Data, 2013

From Table 2, it can be observed that, 6(5.5%) out of the total respondents of 110, were employed between 1991-1993, 11(10.0%) were employed between 1994-1996, 16(14.5%) were employed between 1997-1999, and 26(23.6%) were also employed from 2000-2002. Again, 27(24.5%) were employed within the years 2003-2005, 18(16.4%) were recruited between the years 2006-2008 and finally 6(5.5%) were employed from 2009 to 2011. At a quick glance it can be deduced that, the between years 1997 and 2008, the employment rate of the libraries in the Polytechnics was considerably higher representing 27(24.5%). This meant that a lot of training

and development programmes should be going on which should lead to career progressions of staff.

Table 4 Current status of respondents

Status	Frequency	Percentage
Professionals	10	9.1
Para-professionals	59	53.6
Non-professionals	41	37.3
Total	110	100

Source: Field Data, 2013

From Table 3, data collected indicated that, out of the total respondents of 110, 10(9.1%) were Professionals, 59(53.6%) were Para-professionals and 41(37.3%) were Non-professionals. It is worthwhile to say that minority of the library staff in the Polytechnic libraries were Professionals as against a majority of Para-professionals and Non-Professionals. The Para-professionals and Non-Professionals represented more than half of the total staff strength in the various Polytechnics libraries. This meant that the Polytechnic libraries must get most of their library staff involved in the training and development programmes available if any.

Educational qualification of respondents

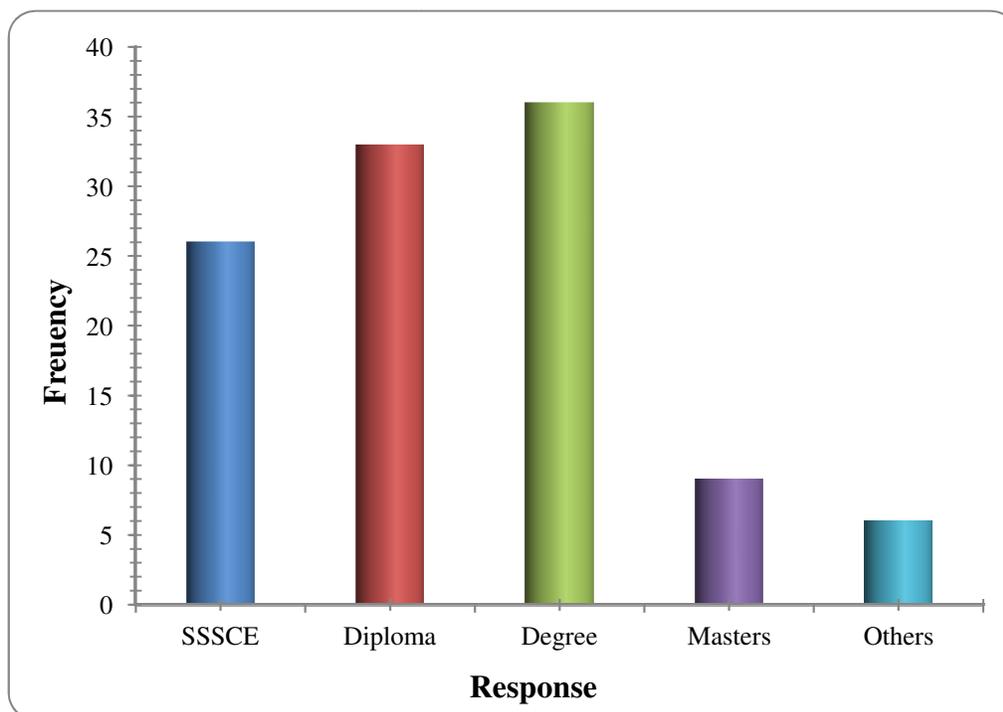


Figure 3 Educational qualifications of respondents

From Figure 3, out of the 110 respondents, 9(8.2%) were Masters Degree holders in Information Studies or Library Studies 36(32.7%) had Degrees in Information Studies, 33(32.7%) held Diploma in Librarianship and 26(23.6%) were SSCE graduates and finally 6(5.4%) were professionals from other fields. It could be concluded that only a few of the library staff in Polytechnics were Masters Degree holders. This represented 9(8.2%) out of the total respondents. It is therefore imperative for the Polytechnic libraries to encourage majority of their staff to upgrade themselves to be able to meet the challenges of the changing role of the modern librarian and information worker especially in the Polytechnics.

Awareness of training and development policy

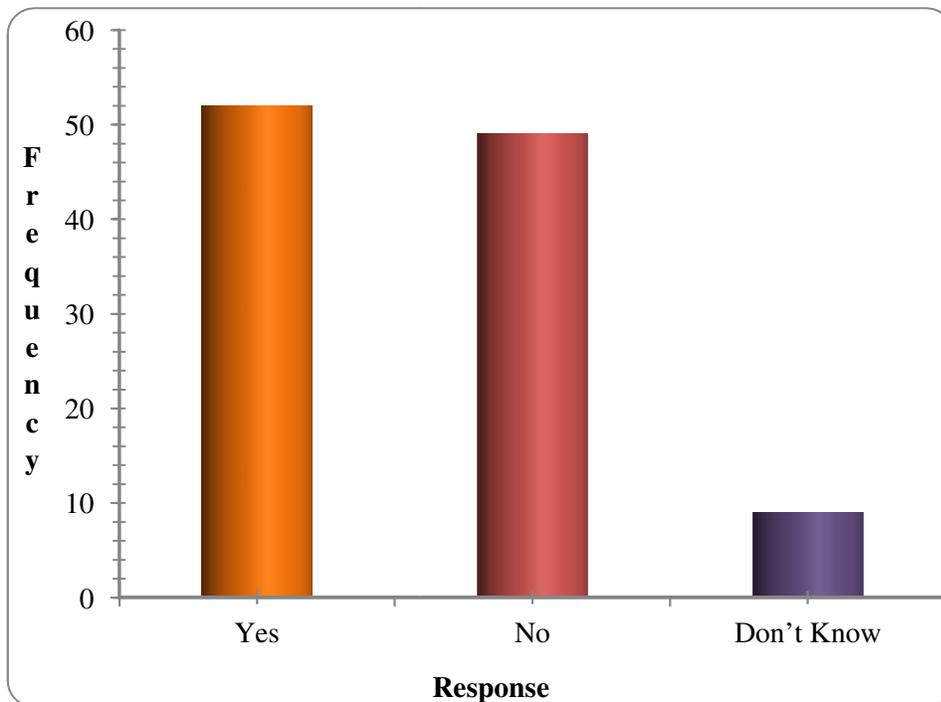


Figure 4 Awareness of training and development policy

From Figure 4, it can be seen that, out of the 110 respondents, 52(47.3%) responded “yes” when asked of the awareness of training and development policies in the Polytechnics as a whole, whilst 49(44.5%) responded in the negative. On the same issue 9(8.2%) said they “don’t know”. The results show that some of respondents were at least aware that there existed training and development in all the Polytechnics. A follow up question as to whether the libraries had their own staff development policies was asked, the confirmation was that the Polytechnic libraries did not have their own training and development policy. The results showed the libraries did not have training and development policies. This revelation supported the finding from the study of Ezeani (2008) who was of the view that, most academic library staff does not have staff development policies and those who do are not seriously committed to it. The conclusion was that, it affected the growth and continuing education programmes of many librarians and library staff.

Table 5 Review of training and development policy

Implementation of Policy	Frequency	Percentage
Not aware	34	30.9

Some time ago	58	52.7
Not sure	18	16.4
Total	110	100

Source: Field Data, 2013

Table 5, indicated that out of the total respondents of 110, 34(30.9%) indicate not aware when asked if the policy of their various Polytechnic has been reviewed, 58(52.7%) expressed the opinion that it was reviewed some time ago and 18(16.4%) indicated they were not sure. It could be concluded that the various Polytechnics had training and development policies but it had not been revised for some time now. All the Head Librarians interviewed agreed to this revelation.

Table 6 Needs of library staff

Needs of Library Staff	Frequency	Percentage
Cataloguing and Classification	9	8.2
Reference Service	30	27.3
Circulation	12	10.9
ICT(e-library)	53	48.2
Acquisition and Collection development	4	3.6
Others	2	1.8
Total	110	100

Source: Field Data, 2013

From Table 6, the results show that, out of total respondents of 110, 9(8.2%) mentioned Cataloguing and Classification, 30(27.3%) said Reference Services, 12(10.9) said Circulation, 53(48.2%) preferred E-library (ICT) and 4(3.6%) were of the view that, Acquisition and Collection Development, whilst 2(1.8%) said others when they were asked to indicate the section which needed training and development most. The Head Librarians interviewed also echoed a similar view. The indication was that, a considerable number of the respondents think that, staff at the E-library (ICT) section needed the most training and development activity. The deduction

is that the profession is now changing at a fast rate and therefore the staff must also be trained to meet the demands of the system, especially ICT in the area of provision of databases, library facilities, and library software among others, the researcher agrees with Odini's (1999) findings that, the changing information environment requires a workforce which is familiar with the emerging information and communication technologies (ICT) on which the brave new world of information will depend and that, Librarians and library staff must arm themselves with the necessary skills in the use of various software packages, the Internet, CD-ROMs and of course traditional printed resources.

Table 7 Level of training & development programmes

Response	Frequency	Percentage
Systematic	22	20.0
Irregular	77	70.0
Don't know	11	10.0
Total	110	100

Source: Field Data, 2013

Results of Table 7, show that, out of the total respondents of 110, 22(20.0%) were satisfied with the level of training and development because it was systematic, 77(70.0. %) were not satisfied with the programmes because it was irregular, whilst 11(10.0%) also indicated that they “did not know”. The view of the Head Librarians interviewed were not different but added that most Polytechnics do not do need assessment to guide them. It is significant to conclude that most of the respondents were not satisfied with training and development because it was irregular. This finding is in line with Ugonna (1998) who believes that every institution has a duty to further the development and growth of its members once it has recruited them and it must be frequent and systematic. Ugonna (1998) added that, there is the need for academic libraries to have library trainee programmes, short courses for new skills, as well as visits to other libraries and exchange programmes on regular basis.

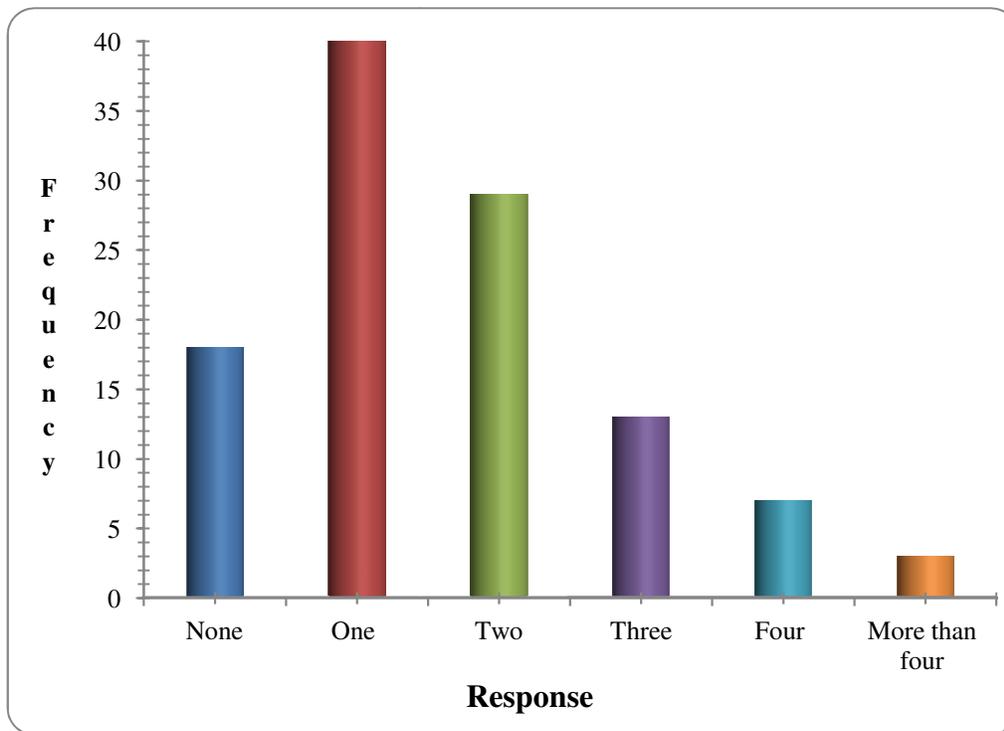


Figure 5 Frequency of organizing training & development programmes

From Figure 5, out of the total respondents of 110, 18(16.4%) said none, 40(36.4%) said once, 29(26.4%) said twice, 13(11.8%) indicated thrice, 7(6.3 %) said four times, 3(2.7%) mentioned more than four times. The Head Librarians concur to the revelation of the library staff when interviewed. In conclusion, it could be ascertained that training and development programmes were organized either once or twice judging from the results. Abba & Dawha (2009) Pan & Hovde (2010) all share the view that for training and development to be frequent, there is the need to make all the requisite supports whether administrative, funds, logistics and facilities available so that staff may be well informed in advance and also prepare towards it.

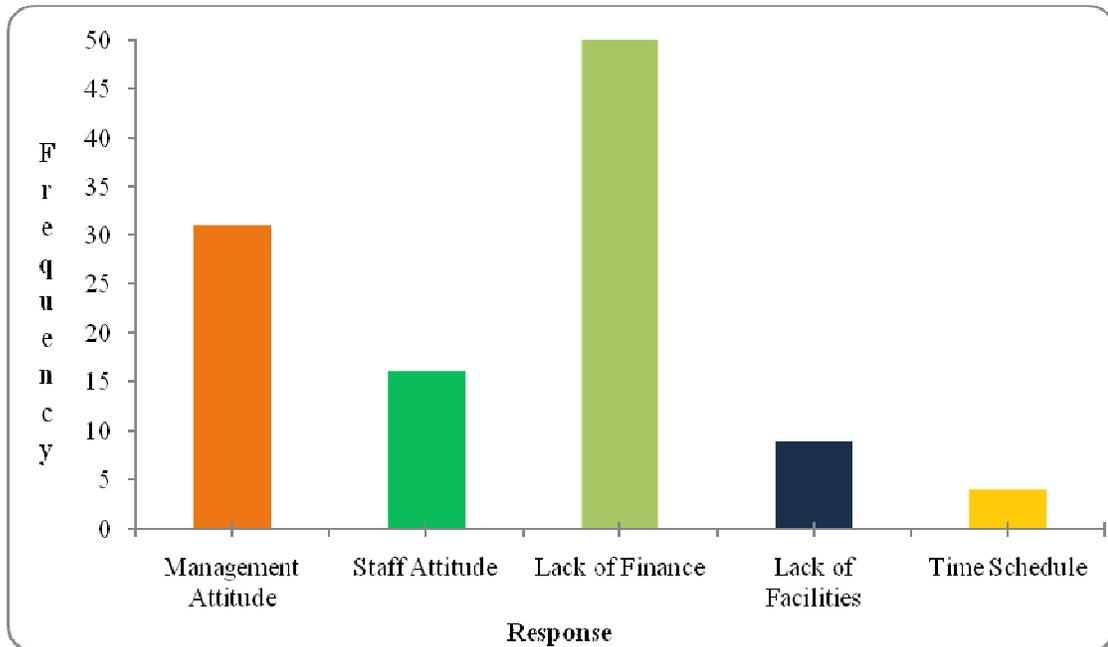


Figure 6 Challenges of training & development programmes

In rating the challenges of training and development programmes, Figure 6, shows that, out of the total respondents of 110, 31(28.2%) indicated that the hindrance was management attitude, 16(14.5%) expressed that the obstacle was staff attitude, 50(45.5%) mentioned lack of finance as the challenge, 9(8.2%) indicated the problem was lack of facilities and 4(3.6%) attributed the challenge to time schedules of such programmes. However, the Heads contacted on the issue accepted the there were challenges but management attitude dominates. In conclusion it can be stated that, lack of finance dominated the challenges which represented 50(45.5%) of the total respondents. The researcher agrees with what, Abba and Dawha, (2009) & Ukwoma and Akanwa, (2008) found in their studies. They identified a lot of factors militating against training and development such as inadequate funding, management attitude, lack of written training and development policy lack of experts, time schedules and attitude of staff among others. Inadequate funding and lack of written training and development policy (staff development policy) and management attitude were rated highest in all.

9.0 CONCLUSION

Training and development programmes are vital issues of career progression of every employee in an institution. In order to provide quality services to the users of libraries especially in academic environment, librarians and library staffs need to commit themselves to continuous learning and for that matter training and development activities. Since Polytechnics are stakeholders in the tertiary educational system, it is laudable for the Polytechnic libraries to engage their staff in training and development activities on regular basis to enable them support teaching, learning and research among the academia. Besides, it is imperative for the Polytechnic libraries in Ghana to fix and position themselves in the tenets of a performance technology model which is systematic and set of methods of increasing productivity in order to meet the changing and sophisticated needs of users in the academic libraries.

10.0 RECOMMENDATIONS

The library acts as the pivot of teaching and learning as well as research in every academic institution. Staff development should therefore be paramount in order to make the staff proactive in their daily routines. Based on the findings of this study, the under listed recommendations are proposed: Heads/Directors with the assistance of the human resource units in the Polytechnics should educate the library staff on the existence of staff development policies especially during orientation of new staff and must be on regular basis. Management of the Polytechnics should equally inform library staff of any changes in the existing staff development policies, in order to make staff abreast with issues of training and development of their institutions. Considerably, a unit could be established at the library to execute issues of training and development. Apart from that, management of the Polytechnic libraries should also try as much as possible to organize in-service training on staff development programmes for library staff. Besides, copies of abridged form of training and development policies could equally be circulated to all units and departments where necessary, for workers to have access to them.

Since users of most academic libraries have become more sophisticated, it is imperative that library staffs are given regular ICT training in order for them to acquire hands-on- skills to better

satisfy the information needs of clients. ICT skills will also help in the routine duties such as cataloging and classification, indexing, circulation, charging and discharging of materials as well as library management in totality. Management of the Polytechnics should be encouraged to allocate a separate budget for library staff every year. This must however be adequate in order to cater for all issues of training and development especially for in-house training and development programmes, because it has direct impact on delivery of quality services in the library.

Management of the various institutions should liaise with the Heads/Directors from time to time on how to conduct systematic training and development programmes. This is because they would be in the best position to give feedback on the performance of staff. Hence their training and development programmes must be timely. Apart from that, experienced librarians should be consulted on regular basis for the organization of training and development programmes because they are a store of professional knowledge.

It is time all librarians and library staff changed their attitudes towards pursuing career advancement and participate fully in all training and development programmes in the quest to develop. The organization of training and development programmes should be designed to meet the professional career advancement of library staff. It must also be communicated to the respondents with respect to venue, time, duration, cost and other related important items on time.

All library staff should be encouraged to be registered members of professional associations such as the GLA (Ghana Library Association) so as to benefit from the activities of such associations. Besides, management of Polytechnics should be encouraged to develop their skills in training and development so that they can inculcate it into their training and development assessment needs. The issue of proper planning of training and development programmes should also be taken into consideration, since it will mean all anticipated challenges are taken care of.

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