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Training and Development of Library Staff: A Case of Two University Libraries in Ghana

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Introduction

Staff training and development constitutes one aspect of the human resource management processes in any organization. It is the most powerful tool of any organization's success. The Concise Oxford Dictionary (2006) defines training as "bringing a person to a desired state of efficiency by instruction and practice". Development is also defined by the Longman Dictionary of Contemporary English (2005) as "change that makes a product, plan, idea etc. better". Training and development of an employee is therefore regarded as one of the most important functions of effective resource management and service delivery. According to Rowley (1995) training and development is necessary for the maintenance of the human resource base of the organization and must be viewed as an integral part of the core organizational strategy. Casteleyn (1992) Opined that 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. To Adeniji, Babalola, & Adeniji (2012) library buildings and large collections without skilled professionals can be described as glorified warehouses. Training, 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 differ from library to library and country to country. However, the training should be designed to ensure efficient performance to the dual benefit of the library system and the users. To further emphasize the need for training, Nzotta (1983) postulates that librarianship is indeed a labour intensive profession, to be able to provide effective and efficient service requires a lot of skills

and well trained staff. According to him the library building may represent 5% of the success of its services. the collections that is books, journals, CD ROMs, microfilms, electronic resources etc. 20%, but the staff represents 75% of what it takes to make a good library. All types of libraries, whether academic, school, public or special, organize collections of published and unpublished books, print and electronic books, and other reading and audiovisual materials with the aim of serving their users. Thus the library as a service institution provides information for information seekers who may be actual or potential users. The library's environment is changing greatly as time passes, technology and the electronic information explosion are having a major impact on society as a whole and libraries in particular. These changes call for continuous training and development of library staff, people need new skills to cope with the expanding information in their lives, it is therefore important for heads of institutions to take education and continuing professional training and development of its library staff serious in other to ensure quality service delivery. Nwali (1990) affirmed library users want efficient and effective service delivery. They do not want to read complicated manuals, study the complexities of databases, or know about complicated search mechanisms or strategies. To deal with this situation, librarians or information professionals have a strong culture of responding to the new opportunities in professional development to ensure that their skills meet the continuing changing environment in which they work. Being able to keep up with today's constant changes and innovative world is a challenging task. Information professionals must be trained to be able to operate successfully. Some reasons that call for the need for constant training and development of libraries are:

- The introduction of Information Communication Technology (ICT) in libraries

- The sophisticated and complex nature of the library user

- The vast increase and growth of knowledge

- The era of information overload

- Challenging trends in library services

The impact of electronic information environment and the constantly changing technology are forcing librarians to deal with major changes. Effah (1998) points out that libraries have been part of a major information revolution for more than a decade and must now rethink all their functions, services and their organizational structure. Librarians therefore have to remain in a continuous learning mode to keep up with new trends. A well trained staff able to exploit the books and other materials means a more satisfied readership at all levels.

The readers must be able to feel confidence in the member of staff who may be dealing with them. This confidence means that readers will return again and 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 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 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. Libraries must continually strive to improve usage and readership levels and this will not occur when staff themselves are disinterested or uninformed. In effect the staff, by their attitudes, can be a critical feature in either encouraging or discouraging library users. Good, well-trained staff, at whatever level, will serve to enhance the reputation of the library service. Training and development, therefore, must be an integral part of the library management's plans. It is no good to have a well-stocked library that remains underexploited because of poorly trained staff.

Statement of the Problem

Every staff in an organization need professional training and development. It is however the responsibility of the University management to train and develop the library staff to deliver existing and future services to users. In the quest to develop the library staff, there should be regular training programmes to help them understand, improve on their skills and perform their work better. However it appears that there is a lack of training and development of staff in libraries and if there are, they are not enough and also do not address the specific needs of staff. The research therefore is intended to examine staff needs for training and development and whether the two Universities provide regular training for its staff. It will also examine other areas where staff development may be necessary.

Historical Background of the Two Universities

The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. On 14th May, 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University. The University College of Education of Winneba brought together seven diploma awarding colleges located in different towns under one umbrella institution. These Colleges were the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Mampong-Ashanti. The mission of the University is to train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development. The University of Education, Winneba operates four (4) campuses:- the Colleges

of Technical Education located at Kumasi, the College of Agriculture Education, Located at Mampong, the College of Languages Education, Located at Ajumako and the Winneba Campus where the main administration is also located. (University of Education, Winneba, 2017).

The Presbyterian University College Ghana (PUCG) was established in 2003 by the Presbyterian church of Ghana (PCG). According to the church history, in 1843, the PCG established the first primary school in the country. This sparked off a series of bold, visionary and pioneering initiatives in the development of education in the country. Five years later, it established the Presbyterian Training College (PTC) at Akropong, the second higher educational institution in West Africa after Fourah Bay College in Sierra Leone. Since those early beginnings, the PCG has established and managed, in partnership with the Government of Ghana, hundreds of primary schools, many high schools and colleges of education. These schools and colleges, guided by the proverbial Presbyterian discipline, set very high moral as well as educational standards, which have characterized the Presbyterian Education tradition. Also in partnership with government, the church has provided and managed Professional, Technical and Vocational Institutions in a wide range of fields including Agriculture and Health. Specifically, the church has established 1,886 schools comprising 490 Nurseries, 973 Primary Schools, 388 Junior High Schools, five (5) Vocational Institutes, five (5) Colleges of Education and 25 Senior High Schools. In 1996 the Synod of PCG at that time took the bold decision to initiate steps into establishing a university. The body charged with pushing forward this initiative, the Presbyterian University Implementation Committee, was formally established in 1998. It is through these efforts and the determination of the Church that the PUCG has come into being. The mission of the University is "to design and implement relevant academic and Professional programmes of teaching,

research and outreach for a global population within the context of Christian ethics that produce holistic human development." (Presbyterian University College Ghana 2018)

The PUCG is a private multi-campus Christian faith based, fee paying and co-educational University. (PUCG Annual report 2017) it operates five (5) campuses: school of business and economics Okwahu Abetifi, faculty of Development Studies and Education, Akropng, faculty of Health and Medical Sciences, Asante Akyem Campus, Tema Campus which runs two programmes: business administration and business economics, and Kumasi Campus.

Purpose of study

The purpose of the study was to establish the need for and importance of continuous training and development of library staff for efficient and effective service delivery.

Objective of the study

1. To demonstrate clearly the benefits or of training and development

2. To ascertain the specific training and development needs of the library staff

3. To examine whether training programmes will improve staff competence, job satisfaction and quality of management of the library

4. Recommendations on measures for improving training and development of library staff

Significance of the study

It is absolutely important to find out the role the library play in the university in other to meet the informational needs of its users. The research will draw attention of management to the importance of continuous training in improving library services and also specific areas training is needed. It is hoped that stakeholders will take note of the benefits of training and rollout regular

training programmes for its members of staff. Other libraries can undertake the same research to see whether their library workers are benefiting from training and development programmes.

Research Questions

- What specific training and development programmes are available for staff?
- Will training programmes improve staff competence, job satisfaction and quality of management of the library?
- How does staff view training and development programmes available?
- What are the benefits of training and development?

Literature Review

Importance of Staff Training and Development in Academic Libraries

According to Rowley (1995) training should be an integral part of the work and development of any company or an organization, large or small, because a company's human resource is amongst its most important assets and the skills and motivation of its workers can be crucial to success. We all need to recognize that training is not a luxury, but a necessity. (Khan, Khan, & Khan (2011) contends training and development is the most important factor in the business world because training and development increases the efficiency and effectiveness of both employees and organization. To them training and development has significant effect on organizational performance and enhances the capabilities of employees. Stredwick (2005) cited in Mpofu & Hlatywayo (2015) notes that the most important role in human resources is to help employees improve their performance through employee training and development, and by doing so improve the performance or growth of the organization. Also Nassazi (2013) agrees training is the only way of developing organizational intellectual property through building employees competencies to succeed. The effectiveness and success of an organization therefore lies on the

people who form and work within the organization. It follows therefore that the employees in academic libraries to be able to perform their duties and make meaningful contributions to the success of the institutions goals, need to acquire the relevant skills and knowledge. In appreciation of this fact, educational institutions conduct training and development programmes for the different levels of their manpower.

From the above we can deduce that the success of academic libraries depends highly on its staff. Staff development is vital, and will go a long way to improve the efficiency and effectiveness of the library services that are provided by librarians. Excellence in quality delivery in any library cannot be achieved if the library staff are not of high professional standard. Continuing professional education is critical to renewing the expertise and skills needed to teach and assist library users in the new information age. Today's academic librarians are involved in a variety of challenging activities. They may:

- Consult with individuals in analyzing, identifying, and fulfilling their information needs
- Create campus-wide information literacy programs and deliver classroom instruction to strengthen information literacy skills
- Select, organize, and facilitate access to information in a variety of formats
- Keep abreast of technological advancements and develop strategies to take advantage of them
- Plan, implement, and administer computer-based systems, electronic databases design and manage Websites.
- Collaborate with classroom faculty, computer specialists, and in structional developers
- Contribute to effective teamwork among colleagues

Financial Challenges faced by Academic Libraries in Ghana

For about three decades now, libraries in Africa have not been in good shape, they are seriously struggling with funding. For example a study by Alemna (1988) & Korsh (1994) showed that in Ghana, Government owned libraries are crippled by financial constraints as a result of declining budgetary allocation from Government. Ahenkora-Marfo & Osei-Bonsu (2013) in a recent study asserted that funds allocated to libraries in Ghana have been dwindling over the years. Other libraries in Africa face similar challenge, Ishola (2014) alluded to the fact that Universities in Nigeria are poorly funded which is affecting the effective development of libraries. It is important to note that Private University Libraries which are not funded by government are facing more difficult financial constraints. These funding challenges have made the academic libraries ill-equipped for serious academic work, it has led to poor infrastructure, limited Internet access, unreliable electricity supply, limited qualified personnel, inadequate ICT facilities, and lack of technical support for ICT. Describing the state of internet connectivity (Aluoch 2006) cited in (Echezona & Ugwuanyi, 2010) intimated that internet connectivity in Africa is poor, unreliable, scarce and very expensive, where it is available it is almost never dedicated and users have to contend with frequent service outages and slow speed. This has come about as a result lack of funds to purchase enough bandwidth and infrastructure used in the connectivity which determines the efficiency of internet connection. These financial constraints sometimes makes it difficult for libraries to organize regular training and development programmes for its staff. However, Ajidahun (2007) propose that each Academic library should initiate its own staff development process with set out goals and objectives, an assessment of staff strength and weaknesses, a development of long and short-term training programmes, and the implementation and evaluation of the effectiveness of the programme. He further emphasized that if staff

development process is well implemented, the issue of lack of funds to sponsor staff training and development programmes may no longer arise. This is because priority will be put on the development of human resources and therefore funds will be provided.

Need for Continuing Training and Development Programmes

Education and Continuous Learning is one of five key action areas adopted by the American Library Association to fulfill its mission of promoting the highest quality library and information services for all people. (American Library Association, 1971). Providing librarians, library staff and trustees with opportunities for professional development and promoting continuous, lifelong learning for all people is integral to that mission. Continuing education has never been as important as it is today. The ongoing revolution in information technology demands changes not only in what we learn, but also in how we learn in the classroom and beyond. To succeed in this new environment means knowing how to access information, but also how to analyze and use it efficiently and effectively. Keeping up with the explosion in information and technology challenges requires those in the workforce to continually renew their skills and expand their knowledge. Williamson (1998) reiterated that many library staff need additional training in the area of information technology. According to her, this is one example where library staff falls short because they lack training to be able to cope with helping users in many aspect of information work. She stressed that training and continuing education are necessary because every library looks at the performance of its library staff to see if it comes up to the desired expectation and whether the organizational goals are being met. To Alemna, (1998) the rapid rate of development, both within and outside the library profession, continues to make it difficult, if not impossible, for a librarian to rely on his basic training for any appreciable length of time

during his professional career. Factors such as the impact of new technology, the "information explosion" and new policies and methods for the organization and provision of information, have made it absolutely essential for librarians to engage actively in continuing education programmes if they are to remain professionally up-to-date and, more importantly, if they are to provide services that meet the challenge imposed on them by these new developments. Olaniyan & Ojo (2008) contends absence of these programmes often manifest problems including incompetence, inefficiency and ineffectiveness. For that reason Gabcanova (2012) advocate for continuous monitoring and evaluation of such training and development programmes to see if they are achieving its purpose. For people of all ages, lifelong learning is the key to longer, healthier, more satisfying and productive lives. For librarians, continuous learning is critical to renewing the expertise and skills needed to teach and assist members of the public in the new information age.

Categories of Staff who can be trained

Training is important for all library staff from senior management to the newest junior. It is essential to remember that in a good library system, training of one form or another will never stop. It should be a continual process in order to keep workers up to date and aware of innovations and changes in the library profession. Amoah & Akussah (2017) advocate training and development of human capital as a key to addressing the information needs of clients, especially in this era of information overload and technological advancement. Library systems are not static, new ideas and policy changes are debated and adopted. Training, therefore, should be aimed at keeping all staff aware of whatever is happening in the library. According to (Jennerich, 2006) such training and development programmes are gradual and will only happen

with sustained efforts and consistent attention because a library may just be interested in training that is aimed at a specific problem or target a group of employees. However patience, persistence and repetition are the keys to bring about change and unlocking the potential of library staff. There are three categories of library workers (Borteye & Ahenkorah-Marfo, 2013). The first comprises professional staff; they possess professional qualifications in library and information studies. The second group is the Para professionals; they hold the non-professional qualification like certificate and diploma. The third are auxiliary staff who provides support services like information technology (I T) and secretaries to the above mentioned groups. In fact no matter the professional training that the above groups have there must still be regular or continuous training and development of all of them. Frost (2018) affirmed training programme allows to strengthen those skills that each employee needs to improve, and development programme brings all employees to a higher level so they all have similar skills and knowledge to enable them perform their duties. At the circulation desk and reference department of any library, staff communicate with users every now and then, training in the form of seminars, workshops and short courses could improve their communication skills both verbally and non-verbally to ensure smooth information provision (Aliu & Eneh, 2011). This is important because the frequency of a patron to the library largely depends on the way staff are able to help them to locate information. Today the information professional is enjoying greater attention and respect due to the vast information available. There is therefore the need to strengthen the staff with the modern techniques in the face of rapid technological changes. For example studies done by Aiyebelehin (2012), Eguavoen (2011) and Seena & Sudhier (2014) showed that application of ICT has caused significant changes in library services. In the early seventies Library automation processes were started to automate and make easier the work of libraries. In the late nineties, the internet changed this

automation process with the emergence of web based services and in the last 8 to 10 years the web 2.0 has revolutionized ICT by faster information sharing, networking. These applications have made it possible to have Automated Cataloguing, Circulation, Information Retrieval, Electronic Document Delivery and CD ROM Databases. Again through the use of ICT access to information has been enhanced and databases such as HINARI, AGORA, JSTOR, EBSCOHOST, BIOMED, AJOL and many others are accessed. There is need for short courses to be run to train staff in various techniques to augment the traditional skills so as to develop competency and confidence in ICT use. New library staff will need some kind of induction training, its length and content should depend on the level of new staff recruited, Staff involved in on-the-job training of new recruits will also need training in how to explain routine tasks to their staff. Newly qualified Library Assistant will need to be trained in the house style of the library for which they work. They may have learnt all the new library techniques at library school but in most cases will have had very little experience or opportunity to put theory into practice. Bamidele, Omeluzor, Imam, & Amadi (2013) outline the typical daily activities of a library assistant which include issue of library cards to library patrons, work at the circulation desk, lending and receiving library materials, inspect returned material for damage, repair damaged books and magazines, sort and shelve materials. They also respond to enquiries and provide advice and assistance to library users, work as part of a team in a library or information service environment, identify and correct minor faults with multimedia equipment, shelve library resources, direct customers to use information services, for example, electronic catalogs, electronic information resources, and other library resources. Considering these stated duties that are carried out daily by Library Assistants, there is no doubt they should undergo adequate training to increase quality services to the library patrons. Junior Library Assistants will also

need to be drawn into the training net. They are in close contact with the public and their dealings can make or break the reputation of the service. Training is also needed for pre-library school trainees who may be sponsored by the library during their time at library school. It is more advantageous to give them a good basic grounding in the practicalities of librarianship prior to going to library school, as this will enable them to perform better as students, and to derive more benefit from their course of study. Training should also be made available to professional librarians or senior members who may need refresher courses; these can be of enormous value in cleaning some of the ideas that might have been accumulated over the years. Finally, the training officer will need to go on training courses too, In order to keep up to date with changes in the profession and to learn about training methods and personnel work.

Methodology

A descriptive survey research design was adopted for the study. The objectives of the study represented by the research questions guided the use of questionnaire as the only data collection instrument for the study. The target audience was all library staff. They constitute the study group because they are responsible in fulfilling the informational needs of users, besides they will be in the position to express their actual and specific need of training. 45 staff from University of Education, Winneba (UEW) library were chosen for the study. While all the staff members of Presbyterian University College, Ghana (PUCG) libraries totaling 20 were used for the study due to their limited number making a total population of 65. The researcher administered the instrument personally. 56 questionnaires were returned and found usable. This represents 87% response rate. The completed results were analyzed using Statistical Package for the Social Sciences (SPSS).

Data Analysis, Interpretation and Discussion

Table 1. Frequency distribution of Age of respondents

Age	Frequency	Percent
20-30 years	15	27
31-40 years	20	36
41-50 years	13	23
51-60 years	8	14
Total	56	100.0

As indicated in table one, 15 or (27%) of respondents fall within the 20 to 30 age bracket, majority which is 20 of the respondents representing (36%) fall within the ages of 31 and 40. Again 13 or (23%) of respondents are between the ages of 41 and 50, whereas 8 staff members representing (14%) are between 51and 60 years. Clearly majority of staff are young and fall within the productive age bracket which is 20 to 50 years. They are in a better position to offer more effective and efficient service at the library if adequately trained.

Table 2. Educational Level of Respondents

Educational level	Frequency	Percent
Second Cycle	14	25
Diploma	6	11
Bachelor's degree	16	28
Master's degree	20	36
Total	56	100.0

Table 2 spells out the educational background of the respondents. It shows that out of the 56 respondents 20 (36%) have acquired master's degree, indicating majority of staff have received adequate professional training. These category of staff must be given further training to eliminate some of the ideas that might have been accumulated over the years and keep them up to date in the library field. 16 (28%) are bachelor's degree holders, which means they have the expertise needed to perform their duties creditably. Organizing periodic training and development programmes for them will improve on their job performance. 14 (25%) and 6 (11%) are secondary education and diploma holders. These category of staff must also be frequently trained to enhance their efficiency.

Table 3. Category of staff that need training most

Staff category	Frequency	Percent
Junior staff	11	20
Senior staff	9	16
Senior members	8	14
All categories	28	50
Total	56	100

Source: Field Data, 2017

In table 3 the respondents were of the opinion that training and development programmes will be needed by certain category of staff than others. For example 9 respondents representing (16%) preferred training programmes for senior staff, 8 or (14%) were of the view that senior members should be given more training, and 11 or (20%) thought that junior staff should be given more training. Meanwhile 28 representing (50%) expected that all categories of staff should be provided with some form of development and training programmes. These training programmes

offered should target the specific skills that are lacking in the personnel and the resources that are available to provide the skills. This will enable all staff be able to deal appropriately with work related challenges that are faced with. These programmes should be organized at least once in a year.

Table 4. What specific training and development programmes are available for staff?

Training and Development Programmes Available	Yes	%	No	%
Formal education to acquire Degrees Eg. BA, MA, M.phil, P.H.D in Information Studies	42	75	14	25
Workshops, Seminars Conferences	40	71	16	29
Training Organized Internally for Staff	53	95	3	5
Regular ICT Training	16	29	40	71

Source: Field Data, 2017

In table 4 it is observed that 42 (75%) of staff had the opportunity to pursue formal education to upgrade themselves by enrolling in colleges and universities to acquire various degrees in librarianship. The knowledge acquired resulted in their ability to improve on their skills and were therefore promoted and earned higher income. The14 (25%) who did not pursue formal education attributed it to their inability to get study leave from work, inertia, and financial challenges. 40 respondents representing (71%) were able to attend workshops, seminars and conferences which provided training in areas like marketing and promoting of library services and products, customer care, effective communication skills, management and labour relationship. (95%) or 53 respondents participated in training programmes organized internally for staff. However ICT training were not regularly organized for staff therefore only 16 , (29%) respondents benefited from such training programmes. The majority 40, (71%) did not receive

ICT training which have resulted in lack of knowledge in the use of Microsoft office, systems analysis, networking and some basic computing application skills.

Table 5. How often do you receive training?

Frequency of training	Frequency	Percent
Once a year	32	57
Every two years	15	27
Every three years	9	16
Total	56	100.0

Source: Field Data, 2017

When respondents were asked about how often training programmes were organized for them, 32 (57%) indicated once every year. This is in the right direction because it will help enhance their knowledge and skills and have positive effect on the job they perform. 15 (27%) said they received training at least every two years which is equally not bad because staff can benefit enormously if they are organized to meet their specific needs. The remaining 9 (16%) of respondents received training once every three years. The effect of this is limited knowledge in I C T, communication skills, marketing of library resources and other services provided by library staff.

Table 6. Whether training programmes will improve staff competence, job satisfaction and quality of management of the library

Respondents View	Yes	%	No	%
Does training provided seek to address specific skills?	40	71	16	29
Have training and development programmes impacted on work output of staff?	53	95	3	5

Do you think training provided is sufficient to help improve on your work?	40	71	16	29		

Table 6 above clearly shows that majority of staff believed training and development programmes positively impacted their work performance. For example 53, (95%) of respondents agreed that training and development programmes impacted on work output, sharpen their skills, therefore able to better perform their duties than those who could not participate. This corresponds with a study done by (Alemna, 2001) which only 4% responded that training programmes have not been helpful to their work. Again, 40, (71%) of respondents believed training provided targeted specific skills required to help address their need. Moreover 40 or (71%) of respondents asserted that training programmes were sufficient enough to help them improve on their work. This implies that staff who participated in the various programmes are in a better position to perform their duties better than those who did not attend. It also shows that staff are satisfied with the content of specific training programmes offered.

Table 7. How does staff view the various training programmes available?

Training Programmes	Very Adequate Frequency	Percent	Adequate Frequency	Percent	Not Adequate Frequency	Percent
Workshop	8	14	43	77	5	9
Seminars	0	0	20	36	36	64
Conferences	0	0	12	21	44	79
Formal training (Diploma, B A, M A, PHD)	10	18	20	36	26	46
ICT Training	5	9	20	36	31	55

From the table above 43 or (77%) of respondents said workshops that provided training were adequate, 8 (14%) of them stated it was very adequate which implies that they were very satisfied with the frequency of workshops organized. However 5 or (9%) were of the view that workshops were not adequate. Majority 36 (64%) of staff said seminars organized were not adequate but the remaining 20 (36%) opined that seminars were adequate, none of the respondents said seminars were very adequate. Conferences attended did not meet the satisfaction of staff, since 44, (79%) indicated they were not adequate. A meager 12 or (21%) thought it was adequate, here also none of the respondents indicated conferences were very adequate. Concerning ICT training 31 (55%) of respondents said it was inadequate, whereas 20, (36%) and 5, (9%) of respondents thinks that it was adequate and very adequate respectively. 10, 20, 26, (18%, 36%, 46%) Respondents saw the opportunity to acquire Diploma, BA, MA, and PHD to be very adequate, adequate and not adequate respectively. It was generally observed that conferences were usually organized by external organizations and they set a limit to the number of staff who could attend, as a result most staff did not get the opportunity to attend. Workshops, seminars and ICT training were usually organized internally by the university therefore most staff had the chance to attend, whereas seminars and ICT training were seen to be inadequate by staff. On the contrary majority of staff had the opportunity to attend workshops which usually provided training in marketing and promoting of library services and products, customer care, effective communication skills, management and labour relationship.

Table 8. Benefits of Training and Development Programmes

Various Benefits	Respondents		View	
	Yes	%	No	%
Help improved on customer service delivery by workers	46	82	10	18

Provided the library with the vision of improving the skills needed to market the library effectively	19	34	37	66
Has enabled the university community especially management to acknowledge the importance of the library	12	21	44	79
Had improved the performance of management and administrative duties by the staff	38	68	18	32
Enhanced daily routine library services	48	86	8	14
Has ensured good relationship between the library and the university management to attain the goal of the university	20	36	36	64

Source: Field Data, 2017

From the above table 46 (82%) of respondents said training helped improve customer service delivery by workers. Again 37 (66% respondents were of the view that training and development programmes did not provide staff the skills needed to market the library effectively which means patronage of library services did not improve. The university management acknowledging the importance of the library is vital to the success and sustainability of the library, however the majority 44 (79%) of respondents are of the opinion that the university management did not see the library to be that important. Another 30 (68%) of respondents reported that due to training programmes offered, management and administrative skills of staff became better. Again 48 (86%) of the respondents said that skill acquired from training has enhanced library routine services therefore staff have become more knowledgeable, resourceful and efficient in performing duties, meanwhile 8 (14%) pointed out it did not. Although 20 (36%) of respondents agreed training and development programmes has ensured good relationship between the library and the university management to attain the goals of the university, and involves the library in achieving its objective of research, teaching and learning, 36 (64%) of respondents were of the opinion that was not the case.

Table 9. Would you like to have more training opportunities than what you have received?

Respondents view	Frequency	Percent
Yes	52	93
No	4	7
Total	56	100.0

Source: Field Data, 2017

The above table clearly shows that all categories of staff are happy they are given training. 52 (93%) wished they receive more training in order to make them relevant and up to date to face the new challenges technology has brought about in the library profession. Only 4 (7%) indicated that they were satisfied with the regularity of training and development programmes offered to them currently.

Conclusion

Staff training and development has been identified by various scholars and anchors to be very crucial to an organization and its effectiveness (Olaniyan & Ojo, 2008). In the light of the above, Libraries are therefore encouraged to train and develop their staff to the fullest, in order to enhance their effectiveness. The research conducted revealed the following: Training and development has been an integral part of the two libraries, and both universities have the capacity to organize training and development programmes, and all staff of the two institutions have had equal opportunity to attend such programmes. Contents of the training programmes have generally addressed specific skills needed by the staff to perform their everyday duties, and were organized at least once in a year. For the two universities the study revealed ICT, Marketing of library materials, management and labour relations, library collections management, cataloging and classification, website creation, information retrieval and management, use of electronic resources, and database management are specific areas which

respondents want to be giving more training in addition to what they already receive. Training programmes included on-the job instructions, formal education, workshops, seminars, conferences and orientation for newly recruited. Again it came to light from the research that great benefits are derived from training and development programmes which included job satisfaction, improved service to users, enhances productivity, boosts confidence of staff in carrying out their duties, it reduces their need to ask other staff for advice or information, and thus increased their independence and decreased the drain on other staff members. It also increases their knowledge of the field. Yesufu (2000) cited in Ajidahun (2007) also agrees that training of personnel enhances productivity. According to him, education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment. Productivity, which is enhanced by training, is not only limited to the establishment; the librarians and other staff of the library can also become more productive.

Recommendations

- For any organization to succeed, training and re-training of all staff in form of workshops, conferences, seminars ICT etc. should be vigorously pursued and made compulsory.

- Library management and the university management must assess the continuing education needs of its staff; coordinate programmes to meet those needs; communicate their availability; and deliver training where appropriate.

- As a priority for the institution, continuing education of staff should be sponsored and delivered by the institution.

- Due to the constant changes in information technology, training and development programmes in libraries should be organized twice in the year to ensure efficiency.

- The university management and the head of the library should bear in mind that the library holds the key to intellectual development; therefore they should sponsor training and development programmes.

- As a way of keeping their professionals in top form, institutions could require that membership be categorized into some level and members could move from a level to another level after achieving some level of accomplishment e.g. published two or more researched articles.

- Few of the priority areas such as personnel and financial management are not strictly in mainstream librarianship. Non-librarians who are experts in these areas should therefore be invited as resource persons. The librarian can then relate these issues to library theory and practice.

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