**INFLUENCE OF STAFF TRAINING AND DEVELOPMENT IN SELECTED**

 **ACADEMIC LIBRARIES IN ANAMBRA STATE**

 **BY**

 **Adaeze Nwona Nzewi Ph.D. (CLN)**

 Faculty of Medicine and Health Sciences Library, Nnewi Campus.

 Nnamdi Azikiwe University Awka

**Abstract**

*The work was researched on influence of staff training and development in selected academic libraries in Anambra State. The 67 population was used for the study because it is manageable, thus the census sample technical adaptation. The instrument for data collection was structured questionnaire and interview. The professionals and Para-professionals staff are used for the study. The study adopted human resources attribution theory by fritz heider – 1958. The academic libraries used for the study are College of Medicine and Health Sciences library, Nnewi campus, Nnamdi Azikiwe University Awka, Faculty of Pharmaceutical Library Agulu Campus Nnamdi Azikiwe University Awka and College of Medicine Library Amaku, Odumegwu Ojukwu University Awka. Findings show that 100% of the respondents agreed that they need training to support library users in searching for information electronically. It also shows that 90% of the respondents strongly agreed and agreed, respectively, that training enhances their job performance and help their overall services to the users. The finding further reveals that training of library staff will help them cope with the 21st-century library challenges; foster their interest to become 21st librarians in the future and understand the policies guiding the library. It is obvious from the findings that if adequate training is given to the library staff, the impact on their performance and overall productivity of the library will be immense. Lack of fund, personal, financial constraint and lack of sponsored programmes are the major problems of staff training and development of academic libraries staff in Anambra State. Recommendations were made for the study.*

**Introduction**

This paper is all about the effect of staff development through proper training in organization for self-improvement. The word influence means the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself. In the academic environment, influence can be either positive or negative. For instance, if a student is influenced negatively by peer, it affects his or her academic performance. Nevertheless, stronger students do have an impact on their peers and actually help improve their overall academic performance. In the library parlance, influence also has similar meaning, since the staff of the library depend on the resources to provide services to users, thus, staff training and development must have positive or negative effects on the kinds of services available to those who visit library. In academic libraries, staff training and development to meet the needs of digital native’s users cannot be overlooked urgently. This is one of the aims the researcher want to exploit - influence of staff training and development programme that makes them meet 21st century needs. Academic libraries generally, provide a lot of services requiring the academic librarians and para- professional’s needs especially as it affects to up-date skills and knowledge in all aspects of training and development programmes that would enable relevance.

In the business enterprise,staff training and development cannot be separated, because both are interconnected to an extent that without one influence, there will not be result in the system. Adeniji, Babalola, & Adeniji (2012), opined that library buildings and extensive collections without skilled professionals can be described as glorified warehouses. Training and development, therefore, is of the utmost importance in the library field. However, each library organization must decide for itself what it means by a desired state of efficiency, as requirements that will differ from library to library and country to country. However, the training and development should be designed to ensure efficient performance to the dual benefits of the library system and the users. The selection process is designed to find people who have the skills and ability necessary to carry out required job duties. But to become an asset to an organization, new employees generally need some additional training and they need to learn about their work environment and about their specific job responsibilities. Also, they need to become familiar with the organization’s policies and procedures and learn how they themselves fit into the work group. Staff development is a veritable tool, which an organization employs to keep its staff abreast of new changes in job roles.

Corroborating the above view, Ifidon (n.d) summarizes the objectives of staff development programmes thus:

To enable the staff make contributions that are more effective to the library’s total effort in service mission,

To make the individual look for satisfactions that go beyond economic i.e., for self-pride, self-respect and achievement,

To prepare the staff for the challenge of complex modern technology which requires an integration of activities and persons of diverse and specialized competence,

To enable the library worker to develop a life of his own outside the library,

To make the staff receptive to change and innovation rather than resistant to them,

To create climate where the dignity of employees as human beings, not just as factors contributing to the library’s efficiency that is respected; and

To qualify an individual for a new different and higher responsibility.

Training and development of an organization’s employees is becoming an increasingly important and necessary activity of personnel and human resource management. Staff development was identified as an instrument for improving of on- the-job and off-the-job programmes designed to harness the activities of an organization to the mutual benefits of both the organization and the staff. In the Nigerian scene, irrespective of the fact that one participated in the first world conference on continuing education in 1986, there has not been a serious commitment to its development. Nok (2006) observed that most staff in academic libraries in Nigeria were trained in traditional librarianship hence, find it difficult to cope with the requirements of the electronic age. According to her, staff training and retraining have not been given a pride of place. She recommended a proper, frequent and regular information technology training if maximum benefit is to be gained from the automation of library services.

Irrespective of the importance of staff development programmes in libraries with regards to service delivery and personal professional growth, it is yet doubtful if staff development programmes exist in Nigerian institutions of higher learning, especially in University, College libraries in Anambra State. For example, experience gathered as a librarian in library has shown some level of deterioration in the services offered by library staff in areas of reference services, binding services, charging and discharging services, current awareness services, and application of modern information seeking techniques. As a result, some library users seem to prefer alternative sources such as the Internet in search of information. This is worrisome in this 21st century, therefore the researcher wants to investigate the influence of staff training and development in selected academic libraries in Anambra State, Nigeria.

**Purpose of work**

The specific objectives are;

1. To ascertain the types of staff development programmes provided in academic libraries in Anambra State.

2. To examine the attitude of the staff towards staff training and development programmes in academic libraries in Anambra State.

3. To determine the problems affecting the staff training and development programmes in academic libraries in Anambra State.

**Literature review**

 **Staff Training and Development in Academic Libraries**

Training is a process of imparting new skill and knowledge on recipients. Training is the process of learning the skills that you need to do a job. Nwachukwu (as cited in Nkebem, 2009) defined training as an organizational effort that is aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. Appiah, Boamah, Baryeh, Browne, Ferkah and Marku-Ablerdu (2013) defined training as organized activity that is aimed at imparting information or instruction so as to improve the recipients performance or to help him/her attain a required level of skill or knowledge.

 Aidah (2013) posits that training is a systematic and planned activity that result in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Also Gordon, as cited in Aidah (2013) stated that training is a planned and systematic modification of behaviour through learning events, activities and programmes, and which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work very effectively. Adeyi, Apansile, Okere and Okafor (2018) viewed training as schemes for improving workers efficient physical and mental abilities towards efficient work process, as well as communicating corporate vision to workers. Fanibuyan as cited in Adeyi, Apansile, Okere and Okafor (2018) saw training as the orderly process of shifting the behaviour as well as attitudes of the workforce in line with pursing organizational objectives.

From the above literature, it can be seen that some authors see training as always emanating from an organization and aimed at organizational benefits, while some others see training as generally involving development of the individual through acquisition of skill or further knowledge. The central idea is that training involves processes of acquisition of further knowledge or skills, but may be initiated or embarked upon by an individual through self-development effort or initiated and funded by an organization to equip the recipients with the necessary skill, knowledge or expertise to handle assigned tasks very effectively. Training can therefore be seen as an organized activity or effort that is aimed at imparting skill or knowledge needed for the recipients to handle assigned tasks or functions very effectively in workplace and chosen field of endeavour.

Advancing reasons for training, Adeyi, Apansile, Okere and Okafor (2018) argued that the prescribed educational scheme does not satisfactorily train on particular job skills needed to function in organizations, thus there is a constant need for staff development and training to cover this lapse. According to the authors, training is also always initiated to sustain capable, experienced and qualified employees in an organization. Training is intended towards imparting information and directions to advance the recipients performance, as well as to aid attainment of desired stages or level. Engetou (2017) stated that the need for training always arise in the effort to attain greater productivity and safety in the operation of specific equipment or have effective sales force. Adeyi, Apansile, Okere and Okafor (2018) stressed that training is vital for workers development and this encourages self-fulfilling skills of the workforce, reduced operational expenditure, confines liabilities and shifting goals along with objectives. The authors argued that trained workers function better than amateur and inexperienced ones. Cooper and Payneas cited in Nkebem (2009) posited that training is a more efficient way of motivating workers and getting their co-operation, support and high performance.

Also, emphasizing on the need for training, UKEssays (November 2018) stated that an organization’s training and development practices are its intentional efforts to improve current and future performance by helping employees acquire the skills, knowledge, and attitudes required of a competitive workforce. The author stated that training has been proved to generate performance improvement related to benefits for the employees and the organization by positively influencing employee performance through the development of employee knowledge, skills, abilities, competencies and behaviour. Wright and Geroyas cited in Aidah (2013) agreed that employee competencies change through effective training programmes. According to the authors, training not only improves the overall performance of the employees and make them to effectively perform their current jobs, but also enhances the knowledge, skills and attitude of the workers necessary for future jobs and thus contribute to superior organizational performance. Hotala and Lutta (as cited in Nkebem, 2009) stated that growth and development in the organization rested on the collective knowledge of the employees, thus making it imperative for advancement of knowledge among workers in the organization. According to the authors, this can only be possible through effective training and retraining of employees. Isaac, Assumeng and Alfred (2018) explained that training programmes help both the professional and para-professional staff to be current with new knowledge and be abreast with development in field.

With relevant and adequate training programmes, the mental capabilities of employees such as librarians will be developed and this would enable them to face new challenges in librarianship that was brought about with the application of new technology in processing and disseminating information to library users. Aidah (2013) stated that the main purpose of training is to acquire and improve knowledge, skill and attitudes towards work related tasks. According to the author, training has the capacity to motivate, and can lead to both short-term and long-term benefits for individuals and organizations alike.

 We all need to recognize that training is not a luxury, but a necessity. (Khan, Khan, & Khan (2011) contends training and development as 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 analysing, 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 structional developers

• Contribute to effective teamwork among colleagues

**Training and Development Programmes in Libraries**

To give the right and appropriate training to the library personnel of an organization, a formal training and programmes are required. The programme cannot fulfil its purpose except if it is formulated and planned to meet the training needs of the library. Below is a brief description of the various types of training programmes for academic library personnel.

***Conference Method:***It is a method of individualization, instruction frequency with clerical, professional, scientific and supervisory personnel. In using this method, training involves primarily the communication of ideas, procedures and standards.

***Correspondence Courses:***In this method, the personnel receives prepared lectures from the institution offering the course. The trainee then sits for an examination that will qualify him or her for the award of a certificate if he or she passes the examination.

***Seminar:***A recognized expert meets with a small group of learners usually for the purpose of exploring a subject in depth.

***Workshop****:* workshop is the bringing together of a group with a similar background and common concerns about a topic. Instructors and resource persons may be used, but the bulk of the responsibility for learning rests on the participants.

*Webinar:* a live online educational presentation during which participating viewers can submit questions and comments after using the provided resources. Webinars enhances acquisition of knowledge that exposes participants to more skills and strategies to the growth of both the individual and organization.

Other various methods of personnel training are In-Service Training, In-House Orientation, Performance Appraisal and Continuing Education.

**Human Resources Attribution Theory by Fritz Heider - 1958**

The Human Resources Attribution Theory was propounded by Fritz Heider in 1958. The theory emphasizes that the attribution that employees develop or have about the intention of management in adopting particular human resources practices have consequences for their individual and ultimately, unit performance. The authors identified some human resources management practices as staffing, training, benefit, payment and performance appraisals. They also stated that employees attribute these human resources management practices as follows: to enhance service quality, keep costs down, promote employee wellbeing, get the most work out of them and comply with union requirement.

According to the theory, employee attribution of human resources management practices as management intention to promote employee service quality and wellbeing is positively related to employee attitudes and behaviour relationship. Conversely, employee attribution of human resources management practice as management policies to minimize costs and exploit employees is negatively related to employee attitudes and behaviour. More so, employee attribution of human resources management practices as management conformity to the influence of union is not significantly related to their attitude and behaviour.

The theory emphasizes that human resources management practices play active role in the attainment of organizational goals. The theory emphasizes that employees’ views concerning these human resources management practice obtainable in the organization, will determine the level to which these practices are able to achieve intended goal of making them to work hard and put in their best. It can thus be deduced from the theory that practices that are perceived as friendly by employees, will have significant effect on their organizational commitment, but those that are perceived as exploitative or came about as a result of union influence, will have insignificant effect on their organizational commitment. As the human resources management practices are designed to manage and retain the loyalty and commitment of employees for attainment of desired organizational goals, the theory hints on the importance of the way or method of implementation of these practices so as to achieve significant effect. The implication is that these human resources management practices in place in the organizations should be implemented in such a way as to show that management cares and have the interest of employees at heart so as to make the employees to reciprocate by putting in their best for the organization.

In relation to the study, work conditions such as training, promotion, supervisory control, job security, appraisal and disciplinary measures are human resources management practices that are challenges in organizations such as academic libraries in Anambra State. They are meant to motivate employees, improve their wellbeing, and exert needed control so as to ensure organizational continued growth. Literature has shown that these work conditions may be termed as favourable or unfavourable due to the manner of implementation. Work conditions that are interpreted as favourable always yield significant influence on the organizational commitment of employees and vice versa. Therefore, although these human resources management practices are designed to ensure organizational growth, and were not designed for a particular employee, the way they are perceived by employees will go a long way in determining their influence. The tendency is that there may be varying interpretation due to the manner of implementations, and which may lead to some of them being termed as favourable or unfavourable. For example, although training and promotion are welcome incentives and are solely meant for the good of the employee, their manner of implementation may negate the positive influence they are envisaged to achieve. This always happen when marginalization or selective treatment is suspected or governs implementation. Also, supervising control, appraisal, and disciplinary measures are good and always yield significant influence on employees’ commitment, but their effect may be negated by the manner of implementation, especially when deemed as selective or carried out in an atmosphere of bias. The theory is therefore very relevant to the study which seeks to identify the influence of staff training and development of employees of academic libraries in Anambra State with the view to identifying those that yield favourable influence on the employees development programme.

**Methodology**

A descriptive survey design was used for the study with a population of 67 library staff who were used for the study. The whole population was used for the study because it is manageable. The census sample technical was adopted. The professionals and Para-professionals staff are used for the study. The academic libraries used for the study are College of Medicine and Health Sciences, Nnamdi Azikiwe University Nnewi Campus, Awka, Faculty of Pharmaceutical Library Nnamdi Azikiwe University Agulu Campus, Awka and College of Medicine Library Odumegwu Ojukwu University Amaku, Awka. The instrument for data collection was structured questionnaire and interview with mobile phone contact. The instrument were distributed through WhatsApp, Telegram and Google form and returned the same means. Finally, only 56 staff returned their questionnaire. Which was used for the study. The data was analyzed using percentages and frequency tables.

**DATA ANALYSIS AND DISCUSSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Higher institutions** | **Number of respondents**  | **Distributed Questionnaires**  | **Number returned**  | **Remark**  |
| College of Medicine and Health Sciences Library NAU Nnewi Campus Awka | 19  | 19  | 16 | **28.57%** |
| College of Medicine library OOU Amaku Campus, Awka | 28 | 28 | 25 | **44.64%** |
| Faculty of Pharmaceutical Library NAU Agulu Campus Awka | 20 | 20 | 15 | **26.78%** |
| **Total**  | **67** | **67** | **56** | **100%** |

**Source: Field Data, 2022**

The table above indicates that 100% returned of the respondents. This shows that almost all the staff used for study gave positive respondents to the instrument distributed.

**What specific training and development programmes are available for staff in library?**

**Source:**

**Field Data, 2022**

The chat shows that management gives room for formal education development after three years of services with any organisation. These training: Workshops/Seminars with financial support from the system, library ICT training and In-House Orientation, are not in good place in many academic libraries in Anambra State. This indicates that few libraries are really carrying out training apart from formal education which does not add skills value to the system.

 What is the attitude of the staff towards training and development programmes in academic libraries in Anambra State?

**Source: Field Data, 2022**

The chat indicates that staff has positive attitude towards training and retraining during the interview. Some said training will influence their jobs positively, if they are allowed to do that any time something like it comes up.

Table 3: The problems affecting the staff training and development programmes in academic libraries in Anambra State?

|  |  |  |
| --- | --- | --- |
| **Problems of staff training**  | **Yes**  | **No**  |
| Issues of funds from the Organisations | 56(100%) | Nil |
|  Personal financial constraint  | 56(100%) | Nil |
| Issues of creating time due to office activities | 56(100%) | Nil |
| Lack of interest among staff | Nil | 56(100%) |
| Impact of training are not recognised by management | 56(100%) | Nil |
| staff promotion are denied after additional degrees  | 56(100%) | Nil |
| Lack training facilities  | 56(100%) | Nil |
| **Total**  | **56** | **100%** |

**Source: Field Data, 2022**

The table shows that issues of funds from the organisations, personal financial constraint, and time management and so on are really problems of staff training in academic libraries in Anambra State. During the interview, most institutions are faced with funds issue and some delay in salary sometimes. In some private higher institutions also, funding is a major challenge.

**Findings**

This work is all about effect of staff development through proper training in organization for self-improvement. Findings on this show that 100% of the respondents agreed that they need training to support library users in searching for information electronically. It also shows that 90% of the respondents strongly agreed and agreed, respectively, that training enhances their job performance and help their overall services to the users. The finding further reveals that training of library staff will help them cope with the 21st-century library challenges; foster their interest to become 21st librarians in the future and understand the policies guiding the library. It is obvious from the findings that if adequate training is given to the library staff, the impact on their performance and overall productivity of the library will be immense. The staff of the under studied area are mostly motivated for training and developments of sponsored programmes, when the training is in line with their present job description, availability of adequate facility for the training and when new skills are to be acquired. Lack of fund, personal financial constraint and lack of sponsored programmes are the major problems of staff training and development in academic libraries and library staff in Anambra State.

**Conclusion and Recommendations**

The work is on influence of staff training on library development in selected academic libraries in Anambra State. A descriptive survey design was used for the study with a population of 67 library staff who were used for the study. The whole population was used for the study because it is manageable, resulting in the use of census sample technical adaptation. The professionals and Para-professionals staff are used for the study. Expanding roles in libraries will constantly lead to changes in organizational objectives, methods of achieving library objectives will also change. All these changes require new employees which can only be made through recurrent training which academic libraries in Anambra State are practicing. It is hoped that the information produced through this study will be of use to the improvement of library service and betterment of the library profession through training and development programs, and serve as a contribution to the body of knowledge in the area of staff motivation in libraries. 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. Based on the findings, the following recommendations are made by the researcher:

Training and re-training of all staff in form of workshops, conferences, seminars ICT etc. should be vigorously pursued and made compulsory knowing that it is a major issue during accreditation.

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

Academic library should organize regional training forum to be anchored by professional librarians for interaction and collaboration among library assistants on how to cope with the 21st-century challenges due to rapid changes in information provision in this age.

**References**

Adeniji, M. A., Babalola, G. A., & Adeniji, S. E. (2012). Workers training programmes in

 two university libraries in Nigeria. *Library Philosophy and Practice.*

Akpokurerie, O. A. (2006). Staff training and development in academic libraries: Motivational

tool for maximum performance. In *Administration of academic libraries: A book of readings* ed. by F. C. Ekere. Nsukka: UCO-Academic publishers. Pp. 42-52

Nassazi, A. (2013). Effects of Training on Employee Performance. Evidence from Uganda.

 *Business Economics and Tourism*

Rowley, J. (1995). Management Development: New Agenda for Information Professionals.

 *Library Management, 16*(1), 5-10.

Mpofu, M., & Hlatywayo, C. K. (2015). Training and Development as a Tool for Improving Basic

Service Delivery: The Case of Selected Municipality. *Journal of Economics, Finance and Administrative Science*, 133-136.

Ifidon, S. E. (n.d*). Essentials of management for African university libraries.* Lagos. Libri Service.

Isaac, Otoo Christopher., Assumeng, Juliet Benewaah & Alfred, Kuranchie (2018). Training and

 Professional Development Practices for Employee in the Ghana Education Service.

 *Internatiomal of Scirnce and Research (IJSR).* Impact factor (2018):7.426

Nok, G. (2006). The challenges of computerizing a university library in Nigeria: The Kashim

Ibrahim Library, Ahmadu Bello University, Zaria*. Library philosophy and practice 8(2)* Retrieved March 27, 2007 from (libr.unl.edu:2000/LPP/lppv8n2.htm)

Synder, C. A. and Sanders, N. P. (1991). Continuing education and staff development: Needs

assessment, comprehensive programme planning and evaluation. *The Journal of Academic Librarianship 4(3): 144-150*.

Adeyi, A.O., Apansile, E.K., Okere, W. & Okafor, L. I (2018). Training and development and

organizational performance: Standard point from private tertiary institutions in Nigeria. *Journal of Economics, Management and Trade,* 21(2), 1-10. Accessed on. Accessed 13rd February, 2022 from <https://www.researchgate.net>.

Aidah, N. (2013). Effect of training on employee performance: Evidence from Uganda. *Business*

 *Economics and Tourism*. Accessed 13rd February, 2022 from <http://www.theseus>.

Ngetou, E. (2017). The impact of training and development on organizational performance: Case

study of National Financial Credit Bank, Kumba. Retrieved on. Accessed 13rd February, 2022 from <http://www.theseus>.

Ifidon, S.E. & Ifidon, E.I. (2007). *New directions in African university library management.*

 Ibadan: Spectrum Books Ltd.

Khan, A.S. & Jan, F. (2015). The study of organizational commitment and job satisfaction among

hospital nurses. A survey of district hospitals of Dera Ismail, Khan. *Global Journal of Management and Business Research Administration and Management,* 15 (1). Retrieved. Accessed 13rd February, 2022 from [https://creativecommons.org/licensesby-nc(13.01)](https://creativecommons.org/licensesby-nc%2813.01%29).

Khan, K., Farooq, S. & Ullah, M.I. (2010). The relationship between rewards and employee

motivation in commercial banks of Pakistan. *Research Journal of International Studies,* 14, 37-52. Retrieved on Accessed 13rd February, 2022 from <http://www.eurojournbals.com/rjis14.06pdf>.

UKEssays. (November 2018). Purpose of training and development for employees. Retrieved from

https://www.ukessays.com/essays/management/purpose-of-training-and-development-for-employees-management-essay.php?vref=1