STAFF DEVELOPMENT AND TRAINING NEEDS FOR OPTIMUM PERFORMANCE IN SCHOOL LIBRARIES: A SURVEY

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Every organization or institution is established with set objectives to be achieved. For organization or institution to achieve it's set objectives, there is the need for effective management of both human and material resources. The effective management of human resources is to create ways or avenues that would encourage them to put in their best to ensure higher productivity. These ways are nothing other than the motivation. Motivation simply refers to drive, motives or things that ensure positive human behavior so as to ensure higher productivity in an organization. Motivation can be intrinsic and extrinsic. The former is the motivation that comes from the job itself such as recognition, achievement, job rotation, etc. the later is the external agents that encourage workers to be committed to their job. These external agents include monetary incentives, communication, participatory management, promotion, staff development, etc.

Staff development as one of the extrinsic motivation is the provision of series of skills that enable workers to effectively discharge jobs in future e.g. certificate course, formal professional education leading to the award of diploma, degree and higher degree, etc. it is assumed that the more staff acquires skills or undergo training programmes, the more committed they are to their jobs. According to Ifidon and Ifidon (2007) various staff development programmes offer by African Library Management include: orientation for new staff, organized visits, seminars, workshops and conferences, short courses, formal professional library education, in-service programme and participatory management. The National Policy on Education section 11(101) sub-section 'F' urge proprietors of schools to not only establish libraries but also make provision for the training of library staff so as to provide active services.

Regardless of the type of library that exist in any organization, three (3) categories of staff managed the affairs of such library; they include professionals, Para-professionals and non-professionals. Each of these categories of staff

performs unique functions. The professional staffs perform jobs like acquisition, cataloging and classification, circulation, provision of reference services, etc. Para-professional and non-professional staffs assist the professional staff in the performance of these jobs (Adekanye, 2003). Thus the Minimum Standard for School Libraries in Nigeria (1992) clearly states six categories of staff that are to manage the affairs of any type of school library as they include: school librarian, library assistant, typist, technicians, security and cleaner.

STATEMENT OF THE PROBLEM

School libraries are established to support the curriculum of schools through the acquisition and provision of learning resources and all other educational services to users to enhance teaching and learning in schools. It has been observed that most school library personnel in Nigeria do not provide efficient services or perform jobs as expected. This might be attributed to the fact that the schools are not adequately monitored and that personnel lack adequate training in various aspects of librarianship. Thus Elaturoti, Udoh and Shyllon (2002) conducted research covering thirteen State Library boards in Nigeria and findings showed that services performed were mostly inspection of school libraries as well as providing training programme for teacher – librarians.

The present study investigate whether or not post-primary school libraries in Nigeria offer staff training and development programmes and the type of training needs for school library personnel. The study also investigates problems militating against effective staff training and development programmes in the school libraries in Nigeria. The study covers only post-primary schools with both Junior and Senior Secondary/Technical Section (JSS & SSS) in the six geo-political zones of Nigeria.

OBJECTIVES OF THE STUDY

The study was designed to:-

a.   Determines the types of staff training and development programmes offer in

Nigerian School libraries under study.
b. Investigate the areas of training needs of personnel in Nigeria school libraries understudy.
c. Investigate factors militating against effective staff training and development in Nigeria school libraries understudy.

LITERATURE REVIEW

Okewale and Adetimirin (2010) examined training needs of staff and students in the use of software packages in selected Nigerian University Libraries using survey research method. Purposive sampling technique was used to select 300 undergraduates and 80 library staff in four selected Universities of Ogun and Lagos States. Questionnaire and interview schedules were the tools used in the collection of data. Descriptive statistics was used to analyze data. Response rate showed that 70% and 78% of the copies of questionnaire distributed were returned by the staff and students respectively. Findings showed that seminars / workshops / conferences were the training methods mostly used for library staff in the university libraries. Majority of the respondents indicated insufficient skilled manpower, inadequate training facilities and attitude of staff as problems.

In collaborative study on the effect of staff training and development on professional and para-professional staff of Federal University of Technology Library Owerri, Mbagwu and Nwachukwu (2010) found that: The kinds of training and development programs available in FUTO library were induction and orientation, on-the-job training, workshop, seminars and conferences, simulation and extension training. Respondents affirmed that job performance is above average after undergone training.

Adomi and Famola (2012) in an examination of training and development of 50 catalogues in National Library of Nigeria, submitted the following findings:- Staff development and training is to improve the quality of staff and service delivery as well as making staff to be more competent. Though library staff has undergone in-house training and departmental meetings but need work skills in the areas of

initiative, supervision, training and career long learning. Major obstacle to staff training and development in the National Library of Nigeria was organization's inability to sponsor staff to training programmes.

Saka and Haruna (2012) investigated the relationship between staff development and job performance of fifteen branch libraries in University of Maiduguri, survey research method was used with adoption of the entire population of 47 library staff in the 15 branch libraries. Questionnaire was the main research instrument and variables used include formal education, in-house training, seminar, conferences and workshops. The 47 copies of questionnaire were administered by the researchers. The response rate showed that 34 copies of the questionnaire were returned in usable form giving 72% success. Inferential statistics was used to test and analyze five (5) null hypotheses using Pearson Product Moment Correlation (PPMC) and regression analysis to show the relationship among variables. The hypotheses were tested at 0.05 level of significance. Research findings showed that:- with exception of formal education, there exist significant relationships among in-house training, seminars, conferences and workshop. The strength of relationships among these variable tends to be stronger.

METHODOLOGY

Descriptive Survey was used. The population consists of post-primary school libraries in the six geo-political zones of Nigeria. Therefore the study covers the six geo-political zones of Nigeria using school library personnel as the target/study population. It is not easy to study the entire population of library personnel in senior post-primary schools in Nigeria due to cost and their geographical spread. It is not easy to determine the exact number of library personnel in the post-primary schools in Nigeria. As such there is the need to adopt cluster sampling thus using the six geo-political zones and select 26 post-primary schools from the six geo-political zones. The selected schools do not necessarily have equal number Aina and Ajirufeke, (2002). Below are the 26 randomly selected post-primary schools in the six geo-political zones of Nigeria.

Geo-Political Zones	Selected Post-Primary Schools within the six geo-political zones in Nigeria
North-Central	1. Government College, Bida
	2. Comprehensive College, Gindiri
	3. Government Secondary School Area 10, Garki-Abuja
	4. Federal Science and Technical College, Orozo-Abuja
North-East	5. Government Secondary School, Ajiya, -Bauchi
	6. Government Girls College, Doma
	7. Government Secondary School, Gombe
	8. Hassan Usman Katsina Memorial College, Bauchi
North-West	9. Nagarta College, Sokoto
	10. Muhammadu Rumfa College, Kano
	11. Demonstration Secondary School, A.B.U Zaria
South-West	12. Abeokuta Grammar School, Abeokuta
	13. International School, University of Ibadan
	14. Kings College, Lagos
	15. Idris Premier College Akure
	16. FUTA Staff Secondary School, Akure
South-South	17. Okekpe Secondary School, Auchi
	18. St. Mary Science College, Ediene-Abak
	19. Kalabari National College, Buguma
	20. Sita International School, Port Harcourt
	21. Demonstration Secondary School University of Port Harcourt
	22. Regina Memorial Academy, Port Harcourt
	23. Government Technical College, Port Harcourt
South-East	24. Queen of Rosary Secondary School, Nsukka
	25. Federal Government College, Enugu
	26. Abbot Science School, Ihiala

FUT = Federal University of Technology, Akure
A.B.U = Ahmadu Bello University

Questionnaire was the main data collection instrument used in the study and was divided into sections; A, B, C, and D. section A was to solicit for information of the respondents such as gender and higher educational qualifications, while Section B was to find out information on various staff development and training programmes. Section C was to inquire on areas of training needs of school library personnel. Section D was to solicit for information on problems militating against effective staff training and development which lead to low job performance in post-primary school libraries in Nigeria.

The administration of 270 copies of questionnaire in 26 selected post-primary schools in Nigeria was done through attaching a letter of introduction (to principal of each school). Researchers administered copies of questionnaire and at the same time through mailing (postage) to selected schools. Research assistants were equally employed in the administration and collection of the copies of questionnaire. Descriptive statistics was used to analyzed the data collected from the returned copies of questionnaire and thus tabulation, frequency counts and percentages were used.

Data Analysis and Discussion

Out of 270 copies of questionnaire administered in the 26 selected school libraries, 19 school libraries filled and returned 137 copies of questionnaire, giving 51% response rate. Some of the respondents from some schools could not return the completed copies of questionnaire, while some copies were retuned un-filled. Based on the response rate, data were analysed below:-

From the table1, it was discovered that majority of respondents possessed qualifications outside librarianship. It showed that 89(64%) of the respondents possessed degree, diploma and certificate qualifications other than in librarianship. In all, 48 respondents possessed various qualifications in the field of librarianship as 19(14%) possessed BLS degree, 13(10%) respondents possessed diploma and certificate in library science while 3(2%) respondents hold HND in library science.

Table 1: Highest Educational Qualifications of Respondents

ducational Qualifications	Frequency	Percentage (%)
Bachelor of Library and Information Science	19	14
HND Library Science	03	02
Diploma Library Science	13	10
Certificate, Library Science	13	10
Qualifications outside Library Science	89	64
Total	**137**	**100**

Table 2: Staff training and development Programmes

Staff training and development Programmes	Frequency	Percentage (%)
Formal Professional Education	05	04
Orientation Programme	02	01
Organized Visits	-	-
Seminars, Conferences and Workshops	43	29
Participatory Management	04	03
In-house training	03	02
Short Courses	04	03
None of the Above	76	58
Total	**137**	**100**

From the above table, 76(58%) of the respondents indicated not to have had any of the above staff training and development programmes as this would negatively affect their level of performance, while 43(29%) of them indicated to have attended seminars conferences and workshops. Next to this was 5(4%) respondents to have undergone formal professional education of either diploma or degree programme in librarianship. This training programme would help to equip library personnel with skills needed in job performance. In terms of participatory management and short courses, 4(3%) of the respondents indicated to have had them respectively. Only 2(1%) respondents have had orientation programme as they were employed in school libraries.

Respondents were requested to indicate the aspect of training needed to enable them effectively perform efficient job. The total response rate is higher than the number of 137 respondents. This is because respondents are likely to tick all the alternative responses. From the 233 responses in terms of the training needs for school library personnel, 96 (41%) respondents indicated application of Information Technology to Library Services. This is followed by 61(26%) respondents indicated their training need in the area of Library Administration and Management. It was found that 25 (11%) respondents need training in the area of Media resources, while 21(9%) of them need training in the area of "Information Science". It was also discovered that 14 (6%) respondents were of the opinion that "Technical Services" is their area of training needs as this include cataloging and classification, indexing and abstracting, compilation of bibliography, etc.

Table 3: Training Needs for School Library Personnel in Nigeria

Areas if Training Needs	Frequency	Percentage (%)
Media Resources	25	11
Library Admin/Management	61	26
Technical Services	14	06
Information Technology	96	41
Information Science	21	09
Preservation/Conservation	16	07
Total	**233**	**100**

Table 4: Problems of Staff training and Development

Problems	Frequency	Percentage (%)
Lack of adequate Trainers/Facilitators in IT	28	15
Attitude of Government & Institutional Authorities	71	39
Lack of Fund	54	29
Lack of Facilities	10	06
Lack of written policy	09	05
High cost of registration fees	12	07
Total	**184**	**100**

Respondents were requested to tick any of the problems that serve as obstacle towards effective staff training and development which negatively affect the level of job performance in post-primary school libraries. There are 184 responses which showed that all respondents tick more than one (1) alternative response. The study revealed that 71 (39%) respondents indicated "altitude of government and institutional authorities" as the major problem. The attitude could be in terms of non-commitment of funds to schools for library staff training and development as 54 (29%) respondents indicated lack of funds. It showed that 28 (15%) respondents indicated "lack of adequate facilitators/trainers". Staff training and development programmes cannot effective take place without adequate trainers or facilitators. Other problems include high cost of registration 12 (7%), lack of facilities 10 (6%) and lack of written policy 9 (5%). All these problems of staff training would contribute to low level of job performance by school library personnel.

DISCUSSION OF MAJOR RESEARCH FINDINGS

Based on the analysis of data, the study discovered that (majority) 76 (58) of the respondents indicated not to have had any of the staff development programmes in their various school libraries. The finding contradicts the findings of Mbagwu and Nwachukwu (2010), Okewale and Adetimirin (2010) and Adomi and Famola (2012). Okewale (2010) revealed seminars / workshops / conferences as training methods mostly used for library staff in selected Universities in Ogun and Lagos States. Mbagwu and Nwachukwu (2010) found induction and orientation, on-the-job training, workshops seminars and conferences as kinds of training and development available in Federal University of Technology Owerri, Library. It is also contrary to the research findings by Saka and Haruna (2012) who discovered that seminar, conferences and workshop to promote job performance.

In the areas of training needs, it was found that 96 (41%) of the respondents indicated application of "information technology" in school libraries to be the most important area of their training needs. This finding contradicts the finding by Adomi

and Famola (2012) who found that library staff need work skills in the areas of initiative, supervision, training and career long learning.

The study findings showed that 71 (39%) respondents indicated "attitude of government and institutional authorities" as the major obstacle to effective staff training and development. This finding corroborates the finding of Adomi and Famola (2012) who discovered organization's inability to sponsor staff for training programme: The present research finding contradicts that of Okewale and Adetimirin (2010) who found insufficient skilled manpower, inadequate training facilities and attitude of staff as problems to staff training.

Guided by the discussion of the major research findings, it can be concluded that:

1.   There is neither proper monitoring of school libraries as regards staff training and development nor proper implementation of National Policy on Education in terms of the establishment nor training of school library personnel in Nigeria. This also translates to means that there is no school library legislation in Nigeria.

2.   The world has turn to be ICT and information society as this warrants school library personnel to be IT literates.

3.   Attitude of Government and institutional authorities have resulted to non-functional school libraries interms of staffing and staff training and development in particular.

RECOMMENDATIONS

Guided by the conclusion, the study proffered the following possible recommendations:-

1.   There should be school library legislation to enhance strict enforcement of the National Policy on Education section 11 (101) sub-section "F" by the Federal

Government so that school proprietors do not establish library but also make provision for adequate training of library personnel. This would positively contribute to high performance.

2.   Information Technology facilities be made available to cater for the practical training of school library personnel.

3.   There should be attitudinal change on the part of government and institutional authorities thereby making Nigerian school libraries functional more especially in the area staff training and development. Approaches towards this can be possible through provision of adequate funds to sponsor school library personnel to seminar, conferences and workshops as well as formal professional education (diploma and degree programmes in librarianship). This would serve as motivation to school library personnel to enhance optimum performance.

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