

**ASSESSMENT OF STAFF TRAINING AND DEVELOPMENT FOR NON-PROFESSIONAL  
STAFF IN UNIVERSITY LIBRARIES IN NIGERIA**

*BY*

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**JUNE, 2011**

## DECLARATION

I hereby declare that this thesis entitled “Assessment of Staff Training and Development for Non-Professional Staff in Nigerian University Libraries” has been written by me and that it is the record of my research work and it has not been presented before in any previous publication for a higher degree.

\_\_\_\_\_  
Olowu, Labeshi Toby

Date: \_\_\_\_\_

## CERTIFICATION

This thesis entitled “Assessment of Staff Training and Development for Non-professional Staff in University Libraries in Nigeria” by Olowu, Labeshi Toby has met the requirement governing the award of the degree of Master of Library and Information Science of the Ahmadu Bello University, Zaria. Therefore, is hereby approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

To my wife, A.U. Olowu I dedicate the work and my child Mary Omoneko Olowu and her unborn siblings. To also everyone who work toward the advancement of Library and Information Science in Nigeria.

## ACKNOWLEDGEMENT

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## ABSTRACT

The study identified Training and Development for non-professional staff in Nigerian University Libraries as practiced and the type of training available to them. The categories of staff that are enjoying the training programme, the relevance of the course contents, the effect of the training programme for non-professional and job performance. The method adopted for the study was survey research method. It was used to assess Training and Development for non-professional staff in six (6) Nigerian University Libraries. These include Ahmadu Bello University, Zaria, University of Benin, Benin City, University of Ibadan, University of Ilorin, University of Maiduguri and University of Nigeria Nsukka. The data collected were analyzed and presented in frequency table and percentages. The study found that staff training and development is a necessary tonic for effective and efficient services by the library staff, because with training, it enables the employees to acquire and possess the necessary skills, capabilities, and attitude needed for efficient performance of their job. The type of training available to them include job orientation, formal in-service training, job rotation, typewriting, computer training, Factors like lack of finance, poor remuneration for teachers, delay in releasing the results, lack of basic teaching facilities, lukewarm attitude of staff militate against effective establishment of training programmes.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The establishment and development of academic libraries in all parts of the world is very necessary for the development of their parent institutions – the Universities. According to Olanlokun and Salisu (1993), this type of library started in the 16<sup>th</sup> and 17<sup>th</sup> centuries in Europe and America with the founding of universities in those continents. The far Eastern University Libraries followed much later. According to Salisu (2002), academic libraries are recent phenomena in the developing countries of Africa. For instance, Aguolu (1989) stated that Nigeria had the first academic library with the founding of the University of Ibadan in 1948. No other university came into existence until the independence year when the University of Nigeria Nsukka (UNN) was established in 1960. This was followed by University of Ife in 1961 and both Ahmadu Bello and Lagos Universities in 1962. New Universities sprang up in the seventies in response to the yearning of the people for higher education. This trend has continued up till today.

The National Universities Commission (2010) indicated that there are 113 approved universities in the country by this; it means that there are no less than 112 university libraries. It must be realized that University Libraries being an integral academic parts of the University generally emerged simultaneously with their parent institutions. Hence, there are as many university libraries as there are universities in Nigeria.

Tabs (2003) define academic library as an entity in a post secondary institution that provides all the following:

An organized collection of printed or other materials or a combination thereof.

A staff trained to provide and interpret such materials is required to meet the informational, cultural, recreational, or educational needs of clientele.

An established schedule in which services of the staff are available to clientele.

The physical facilities necessary to support such a collection, staff and students.

In order to provide users with excellent services, university libraries in Nigeria need a staff well vast in all facets of their work. This is because librarians perform unique role in the society which no one else can exactly do. This is why Kenerson (1997) stated that all categories of library personnel in all types of library have needs to learn; often for a number of reasons. The daily task and major issues that confront individuals require them to apply their knowledge and skills appropriately to each situation. He further stated that universities are experiencing profound changes as a result of automation of their holdings as well as net-working capabilities to the world of information resources. Indeed, technology is the primary driving force behind this rapid rate of transformation. The catch phrase, according to Zhang (2004), is “do more with less” has forced University Libraries to place a high priority on the continual growth and development of their staff. Notwithstanding the importance of collections and services, the staff remains the libraries’ most important and expensive resource. In support of this, Meggison (2001) stated that the success or failure of library activities depends largely on human resources at its disposal.

University libraries have been significantly influenced by these transformations. The National Universities Commission NUC (1978) in its draft manual on University Libraries, stressed that:

“The Librarian should ensure regular training and development of all his staff, He should encourage illiterate staff, if any , to go for adult literacy classes to ensure their retention and progress in a ‘book’ institution such as the university library. The librarian should encourage all staff, when appropriate, to go for higher education. Library Assistants for Diploma in Library Science, Graduates for Master’s and Doctorate Degrees, short courses for administrative and secretarial staff. Sponsorship for any training should be based on hard work. The librarian should encourage his staff to participate in continuing education programmes. The staff should be sponsored for conferences, seminars and workshops; they should be encouraged to participate actively in presenting papers. The library seminar papers usually help the staff in these external seminars/workshops and conferences.

The manual also notes that: There is so much professional expertise available locally and internationally that the librarian should tap these sources for training his staff. Through staff exchange between his staff and those of other institutions, his staff should be able to gain additional experience and knowledge from experienced hands in other library situation. Whether it is university, public or special library, the need for proper training and development cannot be over-emphasized.

Smith (1979) observed that an untrained man in the modern world may be a menace to the society. He is a quack; he knows only the “how”. Hence if there is any trouble anywhere, breakdown in machine or mistake in a ledger, all he can do is to fumble and patch up the trouble any-how, leading to a more serious breakdown or a greater confusion. Really, there is no place for the untrained worker or even the intelligent amateur.”

There is no doubt that training and development in its entirety is beneficial to both the employee

and the organization. The organization can better meet its goals by providing employees with new knowledge necessary for performing the job satisfactorily. When an employee also performs poorly, the reason may not be that he or she does not want to do the job well. What he/she needs is training.

## **STAFFING IN ACADEMIC LIBRARIES**

Aina (2004) stated that the human resource of any library constitutes an important component of the organization. Staffing an organization is a complex process. A well-trained and competent staffs are asset to any organization. The tasks involved in staffing an organization can be daunting. It includes the provision of job tasks for each staff to be recruited, requirements needed for each task, etc. The essential ingredients of staffing are recruitment, training/staff-development, career prospects, evaluation, etc.

The staff required in academic libraries need to have different competences. The most important staff is the professional librarians. These are supplemented by Para-professionals and other non-professional staff who may include clerical staff, finance officers, system analysts, administrative staff, cleaners, messengers and security staff.

The professional librarians are expected to provide leadership. They are graduates of library and information science. The tasks of professional librarians are usually intellectual not non-routine tasks. The professional librarians are expected to manage the library as an organization. The heads of libraries are assisted by other professional librarians who are in charge of divisions, departments and sections.

The professional librarians are expected to provide specialist information services to their clients. Many of the tasks performed by professional librarians are reference services, cataloguing,



selection and acquisition of library materials, selective dissemination of information and current awareness services, etc.

The Para-professional staff usually possesses qualifications beyond Secondary School Certificate or its equivalent, plus qualifications in library and information science such as diploma. They assist the professional librarians. While their tasks may not be intellectual in most cases, they may be involved in routine tasks. This cadre of library staff usually heads small units of libraries. They perform supervisory roles. They also assist professional library staff in some other intellectual tasks, such as reference services, cataloguing, current awareness services, etc.

In many University Libraries, a large portion of the total employees comprised non-professional staff. Kao (1998) estimated that library non-professional staff comprises two third (2/3) of the total staff in University Libraries and many of them hold essential responsibilities in the library's day-to-day operation.

In the same vein, Oberg (2004) stated that non-professional or support staff constitute the largest force of library tasks and perform tasks that might not be directly related to library activities, such as clerical work but complimentary to library tasks. They are also involved in library tasks such as bibliographic searching, charging and discharging of library materials, filing of cards, copy cataloguing, shelving, etc.

Ibrahim (2001) also stated that the non-professional staffs in academic library do the routine activities and they help immensely in the running of the affairs of the library. The educational qualifications of this cadre of staff are school certificate or equivalent qualifications plus certificates in library training such as Library Officer (L.O.), Assistant Library Officer (ALO), Senior Library Officer (SLO), etc.

Akhidime (1980) wrote on the Ahmadu Bello University Libraries junior staff training programme which is being studied. He emphasised how this category of library staff (non-professional) require a great deal of training in order to perform their duties reasonably well. He went on to say that this category of staff can use successful completion of the course as a substitute for formal education achievement, as a requirement for promotion in addition to good service records as the procedure is in the Kashim Ibrahim Library.

Reevelly (1976) wrote on the training of non-professional staff in a Nigerian academic library. She stated that some major reasons for establishing the programmes are as follow:-

1. To make the junior staff stays in library work (professionals). Mostly they feel their isn't any interest in their future so they often move to other jobs.
2. To help them (non-professionals) offer efficient and adequate services in libraries where they work.
3. To help promote their professional and academic qualifications.
4. To help them get promotion on time for earning their living.

She emphasized on the difficulties of studying and passing the G.C.E exams by this category of staff and concluded that this training can help them to improve in their library operation and future career.

According to Martin (1970), in establishing training programmes, the following should be taken into consideration for avoidance of future problems and smooth running of the training programme:-

1. Identify training needs
2. Formulate training policy
3. Implement training processes

#### 4. Assess training effectively

The above four points, according to him, will help in achieving the main goals of the training. Also, the working organization will be improved by the staff in training. He further remarked that the library or institution offering the training should apply its own principles especially to the staff in training since they are being trained for the job there. He goes on to emphasize that the staff learn best when they are interested. According to him, "where there is no satisfaction to reward performance there is little interest, where there is little interest both learning and performance are poor. Therefore, the basic principle of any training first should be to involve the staff (learner) to make learning active and rewarding.

Colley (1970) opined that training programme is very important because it helps a staff to perform his task (duty) with skill of competence. This, of course, presents challenges to the people on service and helps him maintain his prestige and respect as he continues to exhibit new theories, tactics and experiences in performing his job in his place of work especially in the library situation.

Dean (1972) gave reasons for establishing training programmes in existing libraries as follows:

1. Availability of senior staff for teaching.
2. Availability of equipments for practical work.
3. The use of the library itself.

It can be seen that there are various needs for training programmes especially for non-professional staff. Through the training scheme, it is possible to maintain a library high standard, to keep it alive, living and very effective despite the changing times.

For staff to perform their tasks effectively, libraries usually assist their staff to equip themselves

with skills that they think they might require to enable them perform these tasks better. This could be in the form of training courses, workshops, conferences and professional attachment. Some libraries provide staff development in which staff members are assisted to obtain higher qualifications in library and information work.

There is an increased attention on non-professional staff in recent years. The 3<sup>rd</sup> congress on professional education, held in May, 2003 in Glen Ellyn, Illinois, focused on three main issues. One of which was the non-professional staffs. The meeting argued that training must not be limited to professional librarians in academic and private or special libraries. It must be extended to all other staff of the library.

### **Staff Training and Development Programmes**

A programme of staff development encompasses a range of learning activities, including those designed to teach specific skills, techniques and procedures, and those that provide employees with an understanding of organizational objectives and the general knowledge and concepts necessary to ensure effective performance. Both types of activities are essential in staff development programme in order to meet the learning needs of all levels and categories of staff. It is important to differentiate between a programme and activities that make up the programme. Conroy (1978) indicates that a programme consists of a coordinated variety of learning activities that are sequentially planned over a substantial time span and are directed toward defined objectives. Activities, on the other hand, are discrete but coordinated components of a programme designed to produce results that help to achieve programme objectives as well as more specific educational objectives and learning activities which include a wide range of possibilities.

In addition to providing a more efficient and effective means of achieving quality

performance, Marfell and Dougherty (1978) indicate that training can be an important means of producing organizational change. A systematic and organized approach to the training and development of library staff may benefit the library in the following ways:-

- An increase in the quality and quantity of work.
- Reduced need for close and constant supervision; thus freeing supervisors to make more effective use of their own time.
- Improved staff morale and job satisfaction by developing independent and competent employees.
- Increased organizational flexibility and stability. Since management will be able to reassign critical tasks to other staff when there are absence of or staff shortages.
- The relationship between well-trained and knowledgeable employees and efficient and effective library is obvious.

That is why Okanlawon (2008) stated that training of staff has always been necessary to enable workers understand job requirement and contents. She further stated that “staff training programme has been necessary for improvements in the performance of duties. It helps in keeping workers abreast of recent developments and new methods of performing old functions. The library staffs training programme is part of a larger university staff training programme.

## **1.2 STATEMENT OF THE PROBLEM**

The importance of staff training and development has since been realized by most Nigerian libraries, particularly, academic libraries. This led to most of the libraries to establish in-house training and development programmes to train and ensure the development of their staff particularly the non-professionals. While the professional and Para-professionals obtain their

degrees and diplomas respectively before joining the library and are made to attend seminars, conferences and workshops outside the library as continuing education, the non-professionals are left with no option. Therefore, the in-house training programme is essentially created to cater for this category of staff. According to Reevely (1976), the need for such training is obvious. The professionals and paraprofessionals staffs have little time for training staff in the variety of skills needed in a particular area and are then reluctant to rotate their staff to give them wider experience. This limits the usefulness and the awareness of the non-professional staff. They feel there is no interest in their future so they often move to other jobs.

The only standards available for promotion are formal education and the supervisor's assessment. Studying privately for the General Certificate of Education may just not be possible for some junior staff but an internal training programme gives another means of evaluation for promotion and encourages staff to learn about the total operation of the library.

For this reason, Ocheibi(1979) noted that Kashim Ibrahim Library Complex, Ahmadu Bello University, Zaria has since 1975 established a staff training and development programme that is serving not only the university but the tertiary institutions libraries in Zaria. Similarly, University of Benin and Maiduguri followed suit as well as others.

It is also noted that the existing literature on staff training and development, no study was conducted on assessment of training and development programme in Nigerian university libraries.

Grodzin (1989) stated that assessment of training and development programme is often not clear whether the training has made any difference in efficiency or effectiveness. A successful library training programme operates with the conviction that activities which contribute to the effective performance of each individual will strengthen the entire organization and that training

and development are part of a continuous process because what is accomplished carries over from year to year.

### **1.3 RESEARCH QUESTIONS**

1. What types of training programmes are available for non-professional staff in Nigerian university libraries?
2. What categories of non-professional staff enjoy training programmes in Nigerian university libraries?
3. What are the course contents of the training programmes for non-professional staff in Nigerian university libraries?
4. How relevant are the course contents of the training programmes to non-professional staff in Nigerian university libraries?
5. What are the challenges of the training programmes in Nigerian university libraries?

### **1.4 OBJECTIVES OF THE STUDY**

1. To find out the types of training programme available for non-professional staff in Nigerian university libraries.
2. To find out the categories of non-professional staff that enjoy training programmes in Nigerian libraries.
3. To examine the course contents of the training programmes in Nigerian universities libraries.
4. To find out the relevance of the course contents of the training programmes for non-professional staff in Nigerian university libraries.

5. To find out the challenges of the training programmes in Nigerian university libraries.

### 1.5 **Significance of the Study**

It is hope that this study would help the university librarians in Nigerian University libraries to fashion out ways of training its library staff because of the accruing benefits derivable from training. The findings would assist Nigerian university library management to pay more attention to the training of their Non-Professional staff in order to enhance their professional capacities.

The result of this study would also suggest better ways of re-orientating employees, expose them to different library assignments and modern library equipment as well as improved relations with the people they serve. Staff training programme shortcomings would improve and the services in the libraries would be revolutionized, as identified impediments militating against training programmes would be removed.

### 1.6 **Scope of the Study**

The study covers only staff training programme for non-professional staff in Nigerian University Libraries. The University Libraries are Ahmadu Bello University Zaria, University of Ilorin, University of Maiduguri, University of Ibadan, University of Benin, and University of Nigeria Nsukka. Therefore, the study does not cover the training programmes run by other Nigerian University libraries; neither does it cover training programmes conducted by other types of libraries, such as public, special etc.

### 1.7 **Limitation of the Study**

The study is restricted to only those issues relating to “staff training and development for non-professional staff in Nigerian university libraries.



Some constraints which include the spread and distance of the university libraries; shortage of funds required to tour the study area; time within which to complete the project; delay caused by respondents and some of the respondents did not return their completed questionnaires in good time while others did not return them at all.

## **1.8 Operational Definitions of Terms**

### **ASSESSMENT**

Systematic process used to identify needs including both gathering and analyzing the information.

### **EVALUATION**

A plan process used to assemble and utilize information necessary for effective, on-going decision making and for accountability.

### **NON-PROFESSIONAL**

The educational qualification of this cadre of staff is Primary School Certificate or equivalent qualifications. They do not possess any qualifications in library and information science.

### **PARA-PROFESSIONAL STAFF**

One who has obtained Diploma in Library Science and is working in the library.

### **PROFESSIONAL LIBRARIAN**

One who obtained either first degree or Masters Degree in Library Science or both.

### **PROGRAMME**

A coordinated variety of learning activities that is sequentially planned over a substantial time span and is directed toward definite objectives.

**SKILLS**

The ability to apply knowledge proficiently in a manner appropriate to a given situation.

**STAFF**

Is define as ‘any member of a library who is officially employed to work in that library’.

**STAFF DEVELOPMENT**

A purposive effort intended to strengthen the library’s capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its human resources.

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## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

Literature review is an essential aspect of any meaningful research work or study. It can never be overlooked. This view was acknowledged by Weinstocks (1975) when he observed that "scientific tradition requires that when a reputable scientific technologist publishes an article he should refer to earlier works which relate to his theme".

Literature review therefore, aims at identifying one's work in relation to already existing ones paying homage to pioneer writers providing guide to one's work and also inform research colleagues of what has been done as well as what has been left undone for others to investigate. It is in line with the above that this chapter seeks to review the literature related to the area of study. This review is discussed under the following headings: -

- 2.1 Concept of Staff Training in Libraries.
- 2.2 Types of Training and Development Programmes in University Libraries.
- 2.3 Categories of Non-Professional Staff that Enjoy Library Training Scheme.
- 2.4 The Course Contents of Training Programmes for Non-Professional Staff in University Libraries.
- 2.5 Relevance of Training Programmes for Non- Professionals in Academic Libraries.
- 2.6 Challenges of Staff Training and Development Programme for Non-Professional Staff in Nigerian University Libraries.

## 2.8. Summary of the Review

### 2.2 CONCEPT OF STAFF TRAINING IN LIBRARIES

The concept of staff training has been explained by various scholars. Conroy (1978) view staff training as a purpose effort intended to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its human resources. He indicated that human resources training in libraries affirm the ability of both the individual and the library to grow. It can prepare the individual and the library for the future, enabling each to contribute to the growth of the other. Similarly, Schuler (1987) sees staff training as any attempt to improve current or future employee performance by increasing, through learning, an employee's ability to perform, usually by increasing the employee's skills and knowledge.

Zweigi (1991) is however of the opinion that human resources training in general, is a systematic process of changing behavior or attitudes of employees to improve the organization's effectiveness, which is usually accomplished by providing learning experiences.

The importance of staff training to every organization cannot be overemphasized. This is why Rizzo (1980) observes that human resources training in libraries is a critical approach to change. In the same vein, Cowley (1982) averred that staff training in libraries is the identification and determination of the needs of the library for the future, the designing of programmes, and their implementation and finally, some evaluation of the level of success and effectiveness. He remarked that once the individual is recruited into the organization he or she will receive initial

training designed to integrate the newcomer into the organization, but beyond this period of orientation there must follow a continuous process of training designed to improve performance or prepare for involvement in new areas of activity.

According to Meggison (2001), training and development are concerned with the preparation of employees to enable them move with the organizational changes and growth. It gives beneficiaries an opportunity to update and improve their knowledge towards achievement of their library objectives..

According to Aina (1992) ,entry into public services, an officer is eligible for any or all of the following:

- (a) Induction or orientation course
- (b) On the job training
- (c) In-service or refresher training

The fundamental purpose of staff training is therefore to provide for the organizations manpower needs. Its aim is to help avoid persistent and economically damaging shortages of skills, which could inhibit development. Mali (1981) believes that employee are rarely born and equipped with the specific knowledge, skill and attitude to deliver peak performance at the time of hire. Training is therefore needed by an organization.

### **2.3 TYPES OF TRAINING AND DEVELOPMENT PROGRAMME IN UNIVERSITY LIBRARY**

There are various training programmes that university library personnel can be exposed to on short-and-long-term bases. Silver (1981) has identified ten types and methods of training programs which are

listed below:

1. On-the-job Training (OJT)
2. Vestibule-Job Training (VJT)
3. Classroom/Lecture method
4. Case study in basket, case history methods
5. Self-study
6. Electronic teaching media
7. Simulations, games and role playing
8. Groups, encounter group and sensitivity training.
9. Schools and outside seminars
10. Consultants and special training.

On the other hand, Burton (1997) listed five long -term training techniques/  
programmes as against the ten listed above.

1. On-the-job training
2. Job rotation
3. Coaching
4. Apprenticeship and
5. Modeling.

According to Burton (1997), these management development programmes are efforts to train and



develop the manager to his or her fullest potential and the development should be seen as a life time process provided for maximum managerial performance and efficiency throughout the manager's career. Also, the three common training techniques about which researchers on management, personnel development and career development often talk and which are also considered very relevant for the development of library personnel are Study visit: -a situation where library personnel with theoretical knowledge of library and information science may broaden and update their knowledge by understanding computer operations in other information and automated library systems.

**In-service training:** - Staff can be introduced to automated library system and to the varieties of software that can be used for the development and management of an automated library.\* The training will help staff to update their knowledge for professional competence. Industrial

**Attachments:** - Students of librarianship can spend between six weeks and three months on industrial attachments in automated libraries and information systems. The exposure will further prepare librarians to face challenges in the automated systems on which they may find themselves working.

Following the above categorization of staff training programmes, Akhigbe (1997) and Ugbokwe (1998) are of the view that training should take the form of continuing education, industrial attachment, formal education programmes leading to certificates, diploma and degrees, on-the-job learning from experienced colleagues, coaching and special project and off-the-job lectures, seminars, discussions and instructions of various types. The education imparted should be capable and adequate for effective professional performance on job postings after certification.

Such effective performance on the part of the professionals must be sustained for a period before a need for retraining can arise.

According to Effiong (1991), staff development is considered under the following: -

1. Postgraduate training leading to Masters and PhD degrees or postgraduate Diploma.
2. Research and publication while on the job
3. Conference, seminar and workshop for staff participation.
4. Specially organized training programs for staff recruited locally.
5. Short term course locally or abroad.
6. Study and sabbatical leaves.

Each of these staff development requirements mentioned above is not only applied to the libraries but also to various faculties or centers. One interesting feature in training and development of staff in University libraries is the division of labor based on functional specialization. That is the breaking down and defining task such as Cataloguing and Classification, Acquisition, Circulation, Reference, Special Collection to be performed by the individuals.

Flippo (1984) saw training, as a specific increase in skill and knowledge to perform a particular job. There are three primary methods in use: -

1. On-the-job training
2. Vestibule school

### 3. Apprenticeship course.

Aina (1992) differentiated between training, education and development. He said that in training, employees must master the special technology used by their organization before they can perform their tasks satisfactorily. This now entails the acquisition of knowledge and skills and this is sometimes needed when the employee is new to the organization. Training therefore is the acquisition of technology which permits employees to perform according to standard and it *is a* discipline or systematic action which causes people to acquire new skills and knowledge and predetermined behavior.

He also expressed the view that education is different from *training* in that education deals with human development activities which are designed to improve the overall competence of the employee in a specified direction and beyond the job currently held. It also *goes* beyond the current job to the next. It entails preparing people for life.

Development, according to him, is concerned with preparing the employees so that they can move with the organization as it develops, changes and grow. Development programs to him, give participants opportunities to enroll in evening classes that will enable them to acquire new horizons, new technologies and new viewpoints. Thus, he stressed what management will gain in training its employee, of which some of the gains that are tangible and could be measured directly in terms of naira and Kobo while others are intangible. Thus it pays to *train* employees and its cost more not to train. Library conferences, *seminars*, workshops are organized for library staff to enable the staff keep abreast with societal and technological changes.

In the same vein, Zakari and Obi (2005), pointed out multitude of training and programs that are available to all cadres of employee, although other characteristics may be used. These programs are most often distinguished by who participates (for example, managers or non-managers) where the programs are conducted (on-the-job or off-the-job) and what employee's ability is being changed, (technical skills and knowledge, interpersonal skills and attitudes or conceptual skills and knowledge). The abilities gained by the employee in any of these programs can be used to reduce current or future performance deficiencies.

They looked at various programs as follows: ***-On-the-job program:*** - several programs can be conducted on the job. Generally, organization use on-the-job training programs to provide hands-on learning experience that facilitates learning transfer and because they fit into the organizations flow of activities.

***In-service Training:*** - it is training usually carried out while the staff is on the job.

***Workshop/seminars/conferences:*** -These are meetings of people with common interest to discuss subjects of common interest.

***Job Routine Orientation:*** - It is training scheme whereby employees are allowed to perform the same function overtime in order to become experts, they subsequently move to other departments to gain experience in other tasks.

***In-House routine orientation:*** - It is a program to encourage employees to acquire "good housekeeping" concept in running the affairs of their particular assignment. Zweig I (1991) identifies that orientation is an important part of the process for ensuring that a new employees will be as successful as possible in a

new company.

***Personalized Training:*** - Such as computer education whereby the employees are given some form of fellowship to acquire new skills that would help them improve on their job performance probably in another institution where such courses are offered.

***Job Rotation:*** - This involves the movement of the trainee from one job to another. Rae (1997), identifies this type of training as a method which involves the movement of the trainee from one job to another, while Conroy (1978), sees job rotation as shifting responsibilities and task assignment for personnel to learn a broader range of competences.

***Continuing Education:*** - Conroy (1978) explains that continuing education consists of those learning opportunities utilized by individuals in fulfilling their needs to learn and grow following their preparatory education and work experiences. It intends to deepen understanding or building skills of the individual learner.

***Refresher Courses:*** - Refresher courses are short term courses which are organized from time to time mainly to improve the efficiency and effectiveness of worker's performance. It is a vital tool of development for all categories of staff members because through it, those *in* the profession are constantly exposed to new developments in their areas especially while others are kept abreast of modern techniques and the application in libraries. Refresher course when properly executed serves as a means *of keeping up to date* with changes *in modern* management techniques in the public sector. They are essential techniques in training and retraining as they are capable of aiding employees to develop better work ethics and to make them *more* effective in service delivery.

Readjustment to the changing roles of officers as a result of promotions, postings and re-assignment can be achieved through this type of training in addition to helping serving officers *to* keep abreast with the *needs* of the service. The *manpower development section* of the department is supposed, as a matter of policy, to conduct regular refresher courses, seminars and symposia for all categories of staff of the library.

***Vestibule Training:*** - This normally follows induction *training*. *It is* skill *training* after employment but before specific job assignment. In practice, this involves the preliminary explanations given to a new employee in his department on how to carry out his duties before he actually *starts to* perform the function. *For* example, oral instructions for manipulative executive and administrative officers on the classification of files, filling and mounting procedures also handling lectures and equipments are all instructions given to a newly recruited officer which are known as vestibule training.

***Apprenticeship:*** - This is one of the oldest forms of training whose origin can be traced as far back as to the middle ages. In an apprenticeship setting the trainee is paid less than a fully qualified staff, and the apprentice under studies a master during the period of apprenticeship. This mode of training is commonly used in the skilled trades. This method is hardly used in training of senior professional officers.

#### **2.4 CATEGORIES OF NON-PROFESSIONAL STAFF THAT ENJOY LIBRARY TRAINING SCHEME**

The library association working party on training (1977) lists the major types of non-professional staff as follows: -

1. Library Assistant.
2. Senior Library Assistant,
- 3-8 Various Professional and Non-professional posts
- 9 Clerical (Clerks, Typists, Administrative Assistant, Secretary, Telephonic).
- 10 Manual (Attendants, Porters, Cleaners, Caretaker, Driver, Canteen and other non-library support-staff).
11. Specialist Technical (photographer, binder, maintenance engineer and others).
12. [Other professionals working in libraries]

It is on categories 1 and 2 that this research will concentrate, though much of the discussion and especially those parts *relating to communication skills, office practice* and automation will be of relevance to clerical staff in particular.

Library Assistants constitute the majority of library workers, and play an *important supporting* role to the profession. According to Baker (1987) ,nonprofessional grades are often the bridge between management and public; in the eyes of the readership it is the assistant standing behind the counter or sending the standard overdue notice who often *epitomizes* the library, and it *is on his or her* performance, especially in interactive situations, that much of a library's standing may rest.

In recent years, much time and effort has, rightly, been expanded on the development of

education and training of professional library staff. Training of assistants, however, needs to form an important part of this process; lack of instructions at the support *staff level* will inhibit *the* delegation of *routine tasks* by senior staff for no other reason than that their subordinates are insufficiently well equipped to do the work effectively.

The *term* "non-professional" is derogatory, for while in many ways it sums up the position of library support staff; it also implies a lack of knowledge or expertise. This could not be further from the truth, for library assistant need to become *extremely skilled in most* of the work they do. Nor is *it true to* say that "junior" staffs are not interested in their work. The desire to find out more about their jobs and "why they do what they do" has often been demonstrated in those libraries which do organize training schemes for their non-professionals. Training can also have a good effect on the morale of support staff. Some regard themselves as "the lowest of the low" without career prospects or even the chance to undertake a variety of routines; instruction and staff development can do much to alleviate this problem, for it will both stimulate interest in their work and show them that they *are* taken seriously enough by the management *to* warrant such training.

According to Oberg (2004) training of support staff is therefore needed by the professional and the non- professional. Similarly, *Ampitan* (1997) *stated* that all categories of library personnel ranging from the library attendant, typist to the chief executive of the library need training often for a number of reasons. The daily tasks and major *issues that* confront individual workers require them to apply *their* knowledge and skill appropriately to each situation.

The standard for personnel performance and institutional accountability are increasingly demanding,



and without consistent and deliberate *efforts*, obsolescence is inevitable

-Prompted by personal needs, and desire for change, then personnel flows upward laterally, geographical and by specialty and finally, Technological and societal changes are rapid and unavoidable and inevitably affect libraries and their personnel.

The above needs according to Conroy (1978) have prompted increased interest in staff development and training for library personnel to the point where these are now *central*, rather than peripheral concerns.

Considering the fact that at the moment, computerized library have no need of personnel who are not computer literate. It should, however, be stressed that schemes of instructions *cannot in themselves* eradicate the worst of a deficient staff structure- professionals undertaking the work of non-professionals and vice versa though they may create an awareness or the need for change. Similarly, *programmes for the instruction and education of* library assistants, need to form part of an overall career structure for people under taking non-professional work if such training (at least at the higher levels) is to be taken seriously by both trainer and trainees alike.

## **2.5 THE COURSE CONTENTS OF TRAINING PROGRAMMES FOR NON PROFESSIONAL STAFF IN UNIVERSITY LIBRARIES**

A good and adequate training programme should identify the specific skills that are lacking in the personnel and the resources that are available to provide the skills. According to Dyer (1990) not all professional problems can be resolved by *training*. Training should therefore not be used when:

1. The potential benefits of the training are questionable in view

of the necessary expenditure of resources.

2. The time required for the training is not justifiable in terms of the potential benefits.
3. The resulting changes in behavior are not functional or useful given the goals of the organization.
4. More effective results may be achieved by methods that cost less and/ or require less time.
5. When the causes of inadequate performance are due to such factors as work location, organizational constraints and low motivation.

According to Huthennan (1990), Oketunji (2001) the following information skills which are lacking among library and information personnel should form the core of the training programmes:

1. Computer training, CD-ROM use and networking and information technology skills ( systems analysts, systems designers, software engineers and telecom specialists)
2. Management of information technology skills in libraries, documentation centers, archives and records management centers.
3. Electronic publishing skills. Human resources in education training, research and development in information management.
4. Personnel management skills.
5. Programmes that lead to furthering the role of the librarian in the educational process.

The goals and objectives of the training programmes must first of all be defined. This will give

focus and guidance to the entire programme. Then, the strengths and weaknesses of staff must be identified. This will be useful in developing long term plans and specific training programmes which will involve specific outlines of major annual training goals, the number of individuals who will benefit from such training and the cost implication of the plan.

The next stage involves detailed training programmes which will be undertaken. The acquisition of text and training materials, the preparation of teaching or instructional aides, the selection and appointment of instructors and their remuneration are determined. This stage is followed by the implementation of die programme which will involve the use of consultants and resource persons meeting place are provided. The trainees are released from their regular duties for the training programmes. The last stage is the evaluation/assessment of the efforts and performance of the training programmes with a view to detecting the need for improvement in certain areas of the programmes.

According to Baker (1986) courses (apart from those relating to induction and on- the-job training) should be voluntary and be made as attractive and interesting as possible. The timing of courses is important; timetabling must be matched with appropriate planning of training. Instruction should follow a logical order and concentrate on foreground information for the most part. He further stated that no training scheme is complete without an evaluation of the training.

The staff themselves should be involved in the process, though the trainer must also evaluate the instruction and its effectiveness.

## **2.6 RELEVANCE OF TRAINING PROGRAMMES FOR NON – PROFESSIONALS IN ACADEMIC LIBRARIES**

Training and development of library staff members as stated by Conroy (1978) is that human

resources training affirm the ability of both the individual and the library to grow; it prepares the individual and the library for the future, enabling each to the growth of the other.

The purpose is to assure that library personnel are motivated, productive and skilled in their jobs and that they understand and can implement library purpose and policies to its parent organization. Rao and Rao (1977) looked at training as learning activities carried on for the primary purpose of helping members of an organization. He indicated that the training objectives in libraries include the following:

- i. To prepare the employee both new and old to meet the present, as well as the changing requirements of the job and the library.
- ii. To prevent obsolescence in Libraries.
- iii. To impart the new entrants the basic knowledge and skill they need for an intelligent performance of definite job in their present positions by exposing them to the latest concepts, information and technique and developing the skill they need in their particular fields.
- iv. To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skill they will need in their particular fields.
- v. To build up a second line of competent officers and prepare them to occupy more responsible positions.

- vi. To broaden their minds of senior managers by providing them with opportunity for an inter change of expediencies within and outside with a view to correcting the narrowness of outlook that may arise from over specialization
- vii. To develop the potentialities of people for the next level job.
- viii. To ensure smooth and efficient working of a departments.
- ix. To promote individual and collective a morale sense of responsibilities.

Similarly, the working party on post qualification set up by the Library Association of Great Britain (LAGB) in 1974 identified the advantages to be gained by both prospective employers and employees from a scheme of staff training and development as follows: -

**A, Employee: -**

- i. Widening experience and practical knowledge in the practice of librarianship in general and practice of the particular organization he or she serves.
- ii. Promoting job satisfaction.
- iii. Ensuring an opportunity of keeping informed new development.
- iv. Preparing for promotion.
- v. Providing opportunities for being informed of work for those wishing to change to another specialty.

**B. Employer**

- i. Providing a sense of commitments to the arms of the organization.
- ii. Promoting the performance of the staff in their work.

- iii. Producing a consciousness of the wider implication or development

Possibilities of die post.

- iv. Keeping staff up-to-date in their knowledge of development.
- v. Preparing staff for promotion.
- vi. Retraining for new specialties.

These developments should include both induction or orientations and education and training on continuous basis. Odoye (1988) argued that "...the general aim of any education and training will be to create conditions in which people are able to learn most effectively and apply their learning in library service".

Another purpose of training and development that is especially relevant to organizations that are rapidly in cooperating new technologies is that making the current work force flexible and adaptable. If an organization can increase the adaptability, training and development can also increase the lead commitment to employees in the organization and increase their perceptions that the organization's good place at turnover and absenteeism thus increasing an organization's productivity, increasing recognition that training and development can benefit society by enabling individuals to be productive and contributing members of organization. Zakari (2003) identifies that internet has been discovered to have great potentials for facilitating the administration of information based outfits and that this could be done through training of the available human resources. Jucius (1983) argues that the development of employees through training and organizing management development programs is for the best interest of the organization. Failure by the organization to engage informal training and

development programs will make it bear some cost arising from the fact that all employees that are hinder to not possess the skills, abilities and aptitudes equal to jobs to be done. He further highlighted the benefits of training.

Firstly, training brings about an improvement in employees skills which in turn increase the quantity and quality of output.

Secondly, this increase in primary objectives will find a reflection in increased returns of employees, personal rewards and affected by individual productivity.

Thirdly, the relative amount of equipment and materials required to produce a unit is decreased.

Fourthly, executive effort will tend to shifts from the disagreeable necessity of connection instead of the nine pleasantly task of planning the work of encouraging expert workers.

Lastly the general tenor relations between employees training and development can also increase the level of commitment of employees to the organization and increase their perception that the organization is of a good will, as their individual morals will tend to be increased, resulting conditions.

He also mentioned that though it is necessary to train and develops all employees of an organization, all need not be trained and developed in the same amount and at the same time. This is as a result of the fact that the huge sum of money needed for such a project.

Obi (2003) indicates the reasons why employee should be trained to include:-

Increasing the adaptability of its work force by rapidly incorporating the new technology thereby removing obsolescence. Performance improvements having staffs that are productive. She further

indicated that training is seen as a motivational device for improving performance and coping with additional responsibilities and that employee training includes a positive commitment to job performance.

The issue of importance of training does not end at this juncture, other opinions have been postulated one of which was given by Julius (1992) in which he held that "since training is any process by which the aptitude, skills and attitude of employees to perform specific job and increased, then training must be justified as it serves to improve the employees skill which in turn increases the quality and quantity of output" This assertion is a clear indication which justifies training by the virtue of the fact that once training has been acquired then there is the tendency that output both in quality and quantity will increase.

Akpan (1979) emphasized the importance of training as follows "an untrained man in the modern world may...be a menace to the society. He is a quack; he knows only the "how". Hence if there is any trouble anywhere, breakdown in machine or mistake in a ledger, all he can do is to fumble and patch up the trouble any-how, leading to more serious breakdown or a greater confusion. Really, there is no place for the untrained worker or even the intelligent amateur".

There is no doubt that training and development is entirely beneficial to both the employee and the organization. The organization can better meet its goals by providing employees with new knowledge and skills or else, the employee may be lacking skills and knowledge necessary for performing the job satisfactorily. When an employee also performs poorly, the reason may not be that he or she does not want to do the job well. What the employee then needs is some types of training. That is why Tijani



and Obi (2001) stated that the fundamental purpose of training is to provide for the organization's manpower needs.

In a nutshell, training is the bedrock of any meaningful development and university libraries need to equip themselves with relevant programmes to meet the challenges of having quantitative non-professional staff members. By so doing, it must increase or facilitate the development of their non-professional staff members. Its aim is to help avoid persistent and economically damaging shortages of skills, which could inhibit development. It is significant to state that training is aimed at task or job improvement. Mali (1981) believes that employees are rarely born or equipped with the specific knowledge, skill and attitude to deliver peak performance at the time of hire. Training is therefore needed by the organization in planning and implementing situations, programmes designed to impart knowledge and skills to employees as may help them become more competent in their present positions and prepare them for heavier responsibilities. Gane (1972) identified three reasons why chief executives allocate fund to training as: -

- (a) To avoid or reduce the cost and penalties of not training.
- (b) To act as an insurance policy in case of flexibility of labor required  
in future.
- (c) As a hidden compensation to attract high caliber recruits.

Employers and authors usually advance some others reasons why employee training is undertaken and these are discussed below. Training is therefore undertaken in order to:

Orient new employees, Glueck (1982) believes that while schools provide training many skills specific

to the job, Beatty and Schneider (1977) explains that training is often required immediately after a selection. They emphasize that as an organization develops their own unique procedures and work processes, employees often must be retrained to perform the same job in a new organization that they held in a previous one. Training is also required immediately after a selection if the selection strategy requires that applicants be hired and trained on the job. Improve and maintain performance Mumford (1971) points out that training is carried out after recognizing that performance in an existing job is unsatisfactory.

Glueck (1982) stated that the decision to offer training to improve performance follows the indicators such as productivity turnover, production cost, quality labor costs and so on. He therefore claims that obsolescence can exist when an individual holding a position has not kept up with changing techniques of doing their job effectively due to lack of current skills. This is what Knootz, H. Odonnu C. (1975) termed "managerial obsolescence" which can be reduced through additional training to maintain and improve performance retraining. Preparing for new job Companies anticipate vacancies throughout the organization through successive planning to enable them have replacement. While doing this, Mumford (1971) notes, "training is used in preparation for actual or intended promotion of staff". Similarly to Beatty and Schneider (1977) observed that training is used to improve future job performance as workers are "groomed" for promotion.

Management cannot overlook the importance of manpower training in any organization if such an organization is to survive in its changing environment. Researchers have indicated that management of any organization that does not train its human resources of work-force will pay the price of not having effective/efficient work-force that will cope with the changes that occurs in the technological,

economic, legal, social and political environment.

Ayne (1978) indicated that training implies changes that the technological, economic, legal, political and social environment brings upon the organizations. According to him, organizations need to prepare to handle and cope with such changes, if they are to remain competitive, maintain their social utility, survive, grow and expand. He pointed out that no matter how accurate the organization selection and placement decisions have been, changes in the external environment as well as internal environment of the organization often create the need to improve further the person's job. This may involve the acquisition of new information and management development programmes.

Chuden (1976) indicated that the employees of an organization should be developed so that they can contribute their very best to the organization in the presence of the changing environment. They pointed out that the functions of recruiting and selecting represents only the initial stages, in the building of efficient and stable work force that can achieve the aims of setting up the organization. The employees require continuous training that will bring out their potentials for the good of the organization. The programmes developed to achieve this purpose should include a wide variety of activities that are concerned with informing employee of company's policies and procedures, training them in job skills, motivating and evaluating performance, and providing counseling, as it is needed. The primary purpose, according to Chuden and Sherman of the above activities is to help build up employees who will gain a greater sense of satisfaction and adjustment from their work.

Jucius (1983) argues that the training of employees through training and organizing management development programmes is for the best interest of the organization. Failure for the organization to

engage in formal training will make it bear some loss arising from the fact that all employees that are hired do not possess the skills, abilities and aptitudes equal to the jobs to be done. Further he highlighted the benefits of training productivity. The relative amount of equipment and material required to produce a unit is decreased. Executive effort will tend to shift from the disagreeable necessity of correcting mistakes to the more pleasant of planning the workers. And last the general level of relations between employees is well, as their individual morale will tend to be more wholesome, resulting in more pleasant and satisfactory working conditions. He also mentioned that though it is necessary to train all employees of organization, all need not be employees of an organization; all need not be trained in the same amount and at the same time. This is as a result of the fact that the organization cannot provide facilities for all at the same time and cannot afford the huge sum of money needed for such a project.

Yancy (1975) stated that the training of the work force of an organization is a goal, which most management seeks to attain due to the following reasons: -

1. The nature of technology advancement, which the world is experiencing that sweeps people and organization along at an ever increasing pace.
2. Secondly, because individuals see increased skills as a ticket to better jobs mobility and security.

He also stated that the training of employees should be seen as a behavior change because it is intended to add knowledge to the individual and also to integrate the acquired knowledge into a new one on the job behaviour. Organizations that tend to design their programmes tend to achieve good results. Beach (1975) stressed that to operate organizations whether large or small, requires

staffing with competent personnel, to be able to have these competent personnel the organization must train the newly hired employees as well as the old ones. The reason why should be trained includes the following.

1. The new employees need to receive some initial training in form of orientation.
2. Because the technology of our productive process is developing at such a rapid pace and so there is a need for continual retraining of experienced workers to perform new and changed jobs.

In relation to management development, Beach (1975) stated that self training is an important concept in the whole management development programme. The participants in the management development programmes must have the motivations, the capacity to learn and develop and also they must make the required efforts to grow. Miner and Miner (1979) indicated that the whole essence of training of employees is to change and improve their inputs so as to maximize the amount of their productivity and profit and at the same time ensure they continue stability of the organization itself. The Miners also stated that training employees should be studied and evaluated to determine whether they are really contributing to improve performance of the employees.

## **2.7 CHALLENGES OF STAFF TRAINING AND DEVELOPMENT PROGRAMME FOR NON-PROFESSIONAL STAFF IN NIGERIAN UNIVERSITY LIBRARIES**

In a survey carried out by Abba (2009) he finds out that funding is one of the factors militating against training of non-professional staff in Nigerian University libraries.

Lack of necessary qualifications is also a factor on the part of the non- professional

staff members.

Lack of written training policy is another factor identified as factor militating against training of non-professional staff in the university libraries.

Poor and delayed remuneration to participating staff.

Delays in releasing results.

Admission of unqualified staff.

Lack of seriousness on the part the establishment.

Denial of staff promotion on completion of the course.

## **2.8 SUMMARY OF THE REVIEW**

In this chapter, various works that bordered on staff training and development in general were reviewed. The review gives a proper perspective to the present study. The outcome of the review shows that the staff training and development for Non-Professional staff fosters unparalleled degree of development of the library and the human resources.

The study reviewed that there are different types of training programmes that university library personnel are exposed to both on short and long term bases.

The review also noted that Non-professional staff in Nigerian university libraries constitute majority of the library workers and play an important supporting role to the profession.

The review also noted that the course contents of training programmes for Non-professional staff in Nigerian university libraries should identify the specific skills needed.

The review also noted that the relevance of training programmes for non-professionals in Nigerian academic libraries increase the level of commitment of employees to the organization and increase their perception that the organization is of a good will, as their individual morals

will tend to be increased.

Finally, it has been observed from the review that training programmes for Non-professional staff and their job performances in the libraries show that the staff now perform better in their job than before the training. It is suggested that library managers should understand and place priority to training of their staff especially the Non-professional staff members who constitute majority of staff in the library.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter deals with the procedures adopted in conducting the study. The chapter also discusses the population of the study, sample size and sampling procedure as well as procedure for data collection and analysis.

#### **3.2. RESEARCH METHOD ADOPTED FOR THE STUDY**

The study adopted a survey research method. A survey, according to Obioma (1988:51), is “a type of research method involving among others specifying the properties of a given phenomena including aspects of the problem being investigated in a study through the use of sample. In the same vein, Osuala (1987:180) noted that ‘survey research study both large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables . This method was adopted in order to assess the training and development for Non-Professional Staff in Nigerian university libraries. The method is found appropriate because it allows the researcher to come up with a generalization about the entire population and at the same time determine the current status of the population from which the data was collected.

#### **3.3. POPULATION OF THE STUDY**

The population of this study comprises all the university libraries in Nigeria. According to

National University commission (2011) there are 36 Federal, 36 state and 40 private universities in the country, making a total of 112 Universities in Nigeria. Obviously, all of them have libraries. But the population of this study is limited to the university libraries that are conducting staff training and development programme. According to Ajidahun (2007) there are twenty one ( 21) Nigerian university libraries that are conducting staff training and development programme during the period of this study, out of which fourteen (14) are Federal-owned universities which are as follow University of Ibadan, University of Nigeria,Nsukka, Obafemi Awolowo University, Ile-Ife, Ahmadu Bello University,Zaria.,University of Lagos, Lagos, University of Benin,Benin City, Bayero University, Kano,Univsersity of Calabar,University of Ilorin,Ilorin, University of Maiguguri, Maiduguri, Usman Danfodiyo University, Sokoto,University of Port-Harcourt, Port-Harcourt, Abubakar Tafawa Balewa University, Bauchi, University of Uyo,Uyo. while the remaining seven ( 7) are State-owned universities which are as follow Ambrose Ali University, Ekpoma, EnuguState University of Science & technology,Enugu, Olabisi Onabanjo University, Ago-Iwoye, Lagos State University,Ojo, Lagos, Imo State University, Owerri,Delta State University, Abraka, Ibrahim Babangida University,Lapai, Niger State. The Non-professional staff members in these university libraries were used as subject to form the target population of the study. At the period of this study, Ajidahun (2007) stated that there are (306) non-professional staff members and (120) teaching staff in the 21 Nigerian university libraries totaling (426) that formed the population of the study

### **3.4 Sample Size/Sample Procedure**

Sampling procedure refers to the method used to select respondents from a given population. Non-Professional Staff of these Nigerian University Libraries were used as sample

for this study. The subjects of this study include all the Non-Professional and resource persons in the training programme with a total number of four hundred and twenty-six (426). Thus, the following Nigerian university libraries were sampled for the study as indicated in Table 33.1 below.

**Table 3.3.1. Population and Samples of Nigerian University Libraries, Teachers and Non-Professional Staff.**

<b>Zone</b>	<b>Population</b>	<b>Samples</b>		
		<b>University</b>	<b>Resource Persons</b>	<b>Non-professional Staff</b>
North-Central	16	University of Ilorin.	20	41
Noth-East	10	University of Maiduguri	20	54
North-West	11	Ahmadu Bello University, Zaria.	20	64
South-East	17	University of Nigeria, Nnsuka	20	43
South-West	34	University of Ibadan.	20	50
South-South	19	University of Benin, Benin City	20	54
Federal Capital territory	5	Nil	Nil	Nil
<b>Total</b>	<b>112</b>	<b>6</b>	<b>120</b>	<b>306</b>

### **3.5 INSTRUMENTS FOR DATA COLLECTION**

In this study, the researcher used questionnaire and interview as instruments for data collection

#### **3.5.1 QUESTIONNAIRE**

This was used to collect data needed to answer research questions raised in the study. Two sets of questionnaire were constructed. The first set of questionnaire was for lecturers involved in the staff training programme, while the second set of questionnaire was for the staff who have undergone the training programme.

The questionnaire that was administered to lecturers was constructed under the following sub-headings. Bio data, the type of training programme available for the development of Non-professional staff, categories of non-professional staff that are enjoying the programme, the course contents of staff training programme and the challenges of the training programme. On the other hand, the questionnaire administered to the non-professional staff affected by the training programme was considered under the following headings. Bio data, types of training programme for the development of non-professional staff, course contents of the training programme, relevancy of the course content of the training programme and the challenges of the training programme.

### **3.5.2 INTERVIEWS**

Coordinators of the Staff training programme in each of the university libraries under study were interviewed. This was done by personally involving them on oral interview to correct the shortcomings that would have arisen from the questionnaires.

### **3.6. PROCEDURE FOR DATA COLLECTION**

The questionnaire was administered to all the respondents in the sampled university libraries through personal visit that gave detailed information about the training and development programme in their libraries. The personal visit also enabled the researcher to observe the type and physical state the teaching equipment available in the university libraries.

### **3.7. PROCEDURE FOR DATA ANALYSIS**

The data collected for the study were analyzed using frequency count, tables and percentages.

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## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1. Introduction

This chapter presents the data collected for the study, findings were analyzed and discussed. The chapter is presented under the following sub-headings

#### 4.2 Response Rate

#### 4.3 Data Presentation

#### 4.2 Response Rate

The researcher distributed 426 questionnaires in six (6) University Libraries in the Six (6) Geo-Political Zones of the country. Out of this number, 296 (69.3%) were returned duly completed. Table 4.1 below shows the response rate by Zone and by individual selected University Libraries.

Table 4.1: **Response Rate of university libraries selected**

<b>Zone</b>	<b>University Library</b>	<b>No. of Questionnaires Distributed</b>	<b>No. of Questionnaires Returned</b>	<b>Percentage of Questionnaires Returned</b>
North-Central	University of Ilorin	71	45	10.56%
North-East	University of Maiduguri	71	55	12.91%
North-West	Ahmadu Bello University, Zaria	71	59	13.85%
South-East	University of Nigeria, Nsukka	71	40	9.39%
South-West	University of Ibadan	71	47	11.03%
South-South	University of Benin, Benin City	71	50	11.74%
<b>Total</b>		<b>426</b>	<b>296</b>	<b>69.48%</b>



From the Table 4.1. Ahmadu Bello University had the highest percentage of return 59(13.85%) followed by university of Maiduguri Library and University of Benin with 55 (12.91% ) and 50( 11.74%) respectively. While University of Nigeria Nsukka, had 40 (9.39%) the lowest. This could be attributed to the importance attached to the training programme and the largeness of the university library.

The overall figure of 296 (69.48%) is considered adequate for any meaningful analysis. This is because, in a similar study on computer training, Ajidahun (2007) used 67.6% response rate to analyze his data. Moreover, in a survey of this nature, it is always difficult to obtain hundred percent (100%) response rate because, not all the respondents may give their responses. Therefore, it is the belief of this researcher that 67.14% response rate can give reasonable representation of data to reach conclusion in the study. Additionally, the data collected is a good reflection of the subjects as it comprised the views of the respondents from the six geo-political zones covered in the study.

### **4.3 Data Presentation**

This section analyses and discusses the data collected with regards to the six research questions raised in the study

### **4.4 Types of Training Programmes Available for Development of Non-professional Staff in Selected University Libraries**

Most of the Nigerian University Libraries studied have one reason or the other

for staff training programmes. An attempt was made to find out the type of training programmes available in the university libraries. Table 4.2 below shows the types of training programme conducted in Nigerian university libraries.

Table 4.2 Responses based on beneficiaries of generalized trainings in the selected university libraries

Type of staff development	Study areas											
	ABU, Zaria		UniMaid		UniLorin		UI		UNN		UniBen	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
On-the-job training	40	23.6	25	13.75	8	3.6	7	3.29	9	3.6	5	2.5
In-service training	50	29.5	18	9.9	9	4.05	10	4.7	9	3.6	5	2.5
Workshop/seminar/conference	32	18.88	21	11.55	10	4.5	11	5.17	9	3.6	5	2.5
Job routine orientation	40	23.6	25	13.75	14	6.3	9	4.23	9	3.6	5	2.5
In-house routine orientation	12	7.08	28	15.4	6	2.7	10	4.7	8	3.2	5	2.5
Personalized training	-	-	-	-	-	-	2	0.94	1	0.4		
Job rotation	48	29.32	40	22	14	6.3	12	5.64	9	3.6	5	2.5
Continuing education	34	20.06	13	7.15	9	4.05	14	6.58	9	3.6	4	2
Refresher course	18	10.62	18	9.9	8	3.6	6	2.82	9	3.6	5	2.5
Vestibule training	-	-	-	-	-	-	2	0.94	1	0.4	-	-
Apprenticeship	-	-	-	-	-	-	-	-	1	0.4	-	-

Table 4. 2. above revealed that Non-professionals staff of the selected Nigerian University Libraries underwent various training. It ranges from on the Job training (Ahmadu Bello University 40(23.6%), University of Maiduguri 25(13.75%), University of Ilorin 8(3.6%), University of Ibadan 17(3.29%), University of Nigeria Nsukka 9(3.6%) and University of Benin 5(2.5%) Other training programmes have great variations in terms of responses from respondents. Vestibule training and apprenticeship were the most popular training.

Personalized training on the other hand was not formal and largely dependent on the comprehension and goals setting of staff.

It was a common feature in University of Ibadan and University of Nigeria 2(0.9 %) and 1(0.4%) respectively.

#### 4.5 Categories of Staff that Benefit from the Non-professional Training Programmes in Nigerian University Libraries

Table 4.3: **Composition of Non-Professional Staff, Qualifications, Staff Categorization and Years of Working Experience in Selected Nigerian University Libraries**

Respondent's Personal Information	Study areas											
	ABU., Zaria		UniMaid		UniLorin		UI		UNN		UniBen	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>Sex</b>												
Male	34	57.63	20	36.36	30	66.66	25	53.20	22	55.00	28	56.00
Female	25	42.37	35	63.63	15	33.33	22	46.81	18	45.00	22	44.00
<b>Age (years)</b>												
18-28	10	16.95	10	18.18	6	13.33	7	14.89	11	27.50	18	36.00
29-39	13	22.03	27	49.09	6	13.33	15	31.91	17	42.50	15	30.00
40 and above	35	59.32	16	29.09	33	73.33	15	31.91	12	30.00	15	30.00
<b>Qualification</b>												
PSLC	12	20.34	3	5.45	5	11.11	12	25.53	12	30.00	12	24.00
WAEC/GCE/NECO	15	25.44	24	43.63	9	20.00	15	31.91	16	40.00	16	32.00
Diploma	32	54.24	28	50.90	31	68.88	20	45.53	15	37.50	20	40.00
<b>Staff Category</b>												
Non-professional	20	33.89	32	58.18	15	33.33	26	55.31	27	67.50	22	44.00
<b>Working Experience (years)</b>												
Below 5	3	5.08	1	1.81	2	4.44	9	19.15	3	7.50	13	26.00
5-10	7	11.86	3	5.45	4	8.88	7	14.89	6	15.00	10	20.00
10-15	6	10.17	13	23.63	7	15.55	10	21.27	4	10.00	4	8.00
15-20	7	11.86	15	27.27	5	11.11	7	14.89	9	22.50	7	14.00
20-25	4	6.78	10	18.18	3	6.66	2	4.25	5	12.50	3	6.00
25-30	11	18.64	9	16.36	8	17.77	5	10.63	6	15.00	3	6.00
30 and above	20	38.89	1	1.81	16	35.55	5	10.63	7	17.50	8	16.00

The results on the categories of staff, their age, qualification, their categorization and working experience are presented in Table 1. The results of the findings in the selected Nigerian University Libraries revealed that Ahmadu Bello University, University of Ibadan, University of

Nigeria Nsukka and University of Benin all had men largely employed. But University of Maiduguri and University of Ilorin were dominated by women. For the age brackets, staffs with 40 years and above are dominant and the least age brackets are those between 18 – 28 years.

Staff’s educational qualifications revealed that some of the non-professional started with primary school certificates, some with WAEC/GCE/NECO and lastly, many obtained diploma as they grow in the system. Para-professionals dominated the non-professional generally in the study areas and averagely, staff with 15 – 20 years working experience dominated. It is also noted that staff with 30 years and above are dominant in Nigerian University Libraries, which shows that they will soon be retiring for service.

#### 4.4 Types of Courses Available for Development of Non-Professional Staff in Nigerian University Libraries

Table 4.4 Responses on Type of Course/CoursesAttended

Items	Study areas											
	ABU., Zaria		UniMaid		UniLorin		UI		UNN		UniBen	
	Freq	%	Freq	%	Freq	%	Freq	%	Fre q	%	Fre q	%
<b>Course attended</b>												
Library Assistant (LA)	8	14.54	12	21.60	6	13.20	13	27.30	13	32.50	15	30.00
Senior Library Assistant (SLA)	9	16.36	21	37.80	11	24.20	2	4.20	12	30.00	13	26.00
Assistant Library Officer (ALO)	11	20.00	22	39.60	29	63.80	15	31.50	7	17.50	11	22.00
Attended all of the above	31	56.36	-	-	-	-	9	18.90	8	20.00	11	22.00

Table 4.4 reveals that most of the non-professional staff participated in one or all the training schemes of the selected university libraries. This training comprised courses for Library Assistant, Lenior Library Assistant and Assistant Library Officer. They also acknowledged benefitting from the training which has facilitated their advancement in terms of promotion, knowledgeable of job requirements and exposure to work ethics.

#### 4.7 Assessment of Course Contents for Non-professional Staff in Nigerian University Libraries

##### Ahmadu Bello University

Table 4.5 Responses Based on Course Contents and their Adjudged Usefulness in Librarianship in Nigerian University, Libraries in Ahmadu Bello University, Zaria

Course Content	Very useful		Partially useful;		Useful		Not useful		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	32	54.40	-	-	14	23.80	-	-	9	15.30
Reference Services	37	62.90	8	13.60	10	17.00	-	-	-	-
Circulation Procedure	35	59.50	6	10.20	12	20.40	6	10.20	-	-
Human Relations	40	28.00	-	-	19	32.30	-	-	-	-
English Language	45	76.50	1	1.70	8	13.60	-	-	-	-
Typewriting/Computer	22	37.40	9	15.30	20	34.00	-	-	8	13.60
Operating System	-	-	-	-	-	-	-	-	-	-
Communication Skills	-	-	-	-	-	-	-	-	-	-
Time Management	-	-	-	-	-	-	-	-	-	-

Response of Non-professional assessments of subjects taught at the Ahmadu Bello University is presented in table 4.5 above. The responses revealed that only Circulation Procedure recorded 6(10.20%) response for not being useful, although for library organization 9(15.30 %) were undecided and for Typewriting/Computer 8(13.60%) were also undecided. It was reasonable to note that all the course contents for Library Organization, Reference Services, Circulation Procedure, Human Relation, English Language and Typewriting/Computer scored above 25% rate of being very useful. For response score for being partially useful, Typewriting/Computer scored highest with 9(15.30%), followed by Reference service 8(13.60%) and the least scored was English Language with 1(1.70%) respectively. Those in Ahmadu Bello University who scored the course content as useful rated Typewriting/Computer highest with 34.00%, Human relation scored 32.30% rated useful and the other cores comprised Library Organization

(23.80%), Reference Service (17.00%), circulation procedures (20.40%) and English Language (13.60%). Ahmadu Bello University does not offer courses on Operating system, communication skills and Time management, which were not scored by the respondents.

### University of Ilorin

Table 4.6 Responses Based on Course Contents and their Adjudged Usefulness in Librarianship in University of Ilorin

Course Content	Very useful		Partially useful;		Useful		Not useful		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	31	68.20	7	15.40	3	6.60	-	-	3	6.60
Reference Services	30	66.00	8	17.60	7	15.40	-	-	-	-
Circulation Procedure	37	81.40	3	6.60	3	6.60	-	-	2	4.40
Human Relations	30	66.00	1	2.20	8	17.60	4	8.80	2	4.40
English Language	40	88.00			2	4.40			3	6.60
Typewriting/Computer	24	52.80	1	2.20	4	8.80	6	13.20		
Operating System	-	-	-	-	-	-	-	-	-	-
Communication Skills	-	-	-	-	-	-	-	-	-	-
Time Management	-	-	-	-	-	-	-	-	-	-

Table 4.6 above, presents the scoring of course contents and their usefulness as comprehended by Non-professional staff of the University of Ilorin as they discharge their responsibilities. The result indicated that the courses that scored very useful include Library organization with 31(68.20%), Human relations 30(66.00), English Language 40(88.00%) and Typewriting/computer scoring 24 (52.80). There was no Response on Operating System, Communication Skills, and Time Management. This could be attributed to the fact that those subjects are not being offered in University of Ilorin staff training programme.

## University of Nigeria, Nsukka

Table 4.7 Responses Based on Course Contents and their Adjudged Usefulness in Librarianship in University of Nigeria, Nsukka

Course Content	Very useful		Partially useful;		Useful		Not useful		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	23	57.50	5	12.50	17	42.50			5	12.50
Reference Services	30	75.00			10	25.00				
Circulation Procedure	18	45.00	17	42.50	5	12.50			5	12.50
Human Relations	25	62.50			10	25.00			5	12.50
English Language	32	80.00			18	45.00			-	
Typewriting/Computer	36	90.00			1	2.50				
Operating System	27	67.50	1	2.20	10	25.00				
Communication Skills	23	57.50			3	7.50				
Time Management	13	28.60			4	10.00	16	40.00	2	5.00

In the University of Nigeria Nsukka, all the courses were scored very useful by the Non-professionals of the University library. The results presented in table 4.7 indicated the scores for courses as very useful include: Library Organization scored 23(57.50%), Reference Services scored 30(75.00%), Circulation Procedure scored 18(45%), Human Relations scored 25 (62.50%), English Language scored 32(80.00%), Typewriting/Computer scored 36(90.00%), Operating Systems scored 27(67.50%), Communication Skills scored 23(57.50%) and Time Management scored 13(28.60%). Only three items appeared on the score sheet for being partially useful. These include Library Organization scored 5(12.50%), Circulation Procedure scored 17(42.50%) and Operating System scored 1(2.20%), The course content scores and rating useful in University of Nigeria Nsukka revealed that Library organization scored 17(42.50%) Reference Services scored 10 (25.00%), Circulation Procedure scored 5 (12.50%), Human Relations scored 10(25.00%), English Language scored 18(45.00%) Typewriting/Computer scored 1(2.50%), Operating System scored 10(25.00%), Communication Skills 3(7.50%) and Time Management scored 4(10.00%) for being useful. There was however, a dramatic change for the not useful

ratings, only Time Management was scored not to be useful with 16(40.00%). For those undecided, 4 courses had scores, Library organization, Human Relations and English Language were at par and scored 5(12.50%) each. The Time Management was scored by 2(5.00%) of the non-professional staff in University of Nsukka.

### University of Maiduguri

Table 4.8 Responses Based on Course Contents and their Adjudged Usefulness in Librarianship in University of Maiduguri

Course Content	Very useful		Partially useful;		Useful		Not useful		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	31	55.80	6	10.80	8	14.40	-	-	10	18.00
Reference Services	15	27.00	8	14.40	21	37.80	-	-	11	19.80
Circulation Procedure	31	55.80	9	16.20	10	18.00	-	-	-	-
Human Relations	10	18.00	8	14.40	25	45.00	2	3.60	8	14.40
English Language	11	19.80	9	16.20	17	30.80	5	9.00		
Typewriting/Computer	18	32.40	3	5.40	8	14.40	24	43.20	4	7.20
Operating System	-	-	-	-	-	-	-	-	-	-
Communication Skills	-	-	-	-	-	-	-	-	-	-
Time Management	-	-	-	-	-	-	-	-	-	-

Table 4.8 above Present respondents from University of Maiduguri Library on courses, as very useful and their percentages. Library Organizations scored 31 (55.80%). Reference Services scored 15 (27.00%), Circulation Procedure scored 31 (955.8%), Human Relations scored 10 (18.00%), English Language scored 11 (19.80%) and Typewriting/Computer scored 18 (32.40%). Results for partially useful have the following scores for University of Maiduguri: Library Organization score 6 (10.80%), Reference Services score 8 (14.40%), Circulation Procedure scored 9 (16.20%). Human Relations scored 8 (14.40%), English Language scored 9 (16.20%) and Typewriting/Computer scored 3 (5.40%). Course contents rated useful by respondents from University of Maiduguri included 8 (14.40%) for Library Organization, 21(37.80%) for References Services, 10 (18.00%), for Circulation Procedure, 25 (45.00%) for Human Relations, 17 (30.40%) for English Language and 8 (14.40%) for Typewriting/Computer.



There was no response for Operating Systems, Communication Skills and Time Management in Maiduguri. The some reason in University of Ilorin that the courses are not being taught in the staff training programme. Courses whose content were rated not useful include Human relation scored 2 (3.60%), English language scored 5 (9.00%) and Typewriting/computer scored 24 (43.20%). Staff who were undecided of rating the course contents were 10 (18.00%) for library organization, 11 (19.80%) for reference services, 8 (14.40%) for Human relations and 4 (7.20%) for Typewriting/computer, the remaining were not rated

### University of Ibadan

Table 4.9 Responses Based on Course Contents and their Adjudged Usefulness in Librarianship in University of Ibadan

Course Content	Very useful		Partially useful;		Useful		Not useful		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library organization	31	65.10	8	16.80	2	4.20	-	-	-	-
Reference Services	31	65.10	2	4.20	4	8.40	-	-	-	-
Circulation Procedure	40	84.00	-	-	3	6.30	-	-	1	2.10
Human Relations	38	79.80	3	6.30	3	6.30	-	-	-	-
English Language	40	84.00	-	-	3	6.30	-	-	-	-
Typewriting/Computer	28	58.80	2	4.20	3	6.30	-	-	8	16.80
Operating System	5	10.50	1	2.10	2	4.20	-	-	-	-
Communication Skills	21	44.10	-	-	1	2.10	-	-	-	-
Time Management	17	35.70	-	-	3	6.30	10	21.00	2	4.20

Table 4.9 gives the rating and scores of Non-professional perception of course contents in University of Ibadan. The breakdown for course contents being very useful for library Organization and reference service had 31(63.10%) each, for Circulation procedure and English Language had 40(84.00%) , Human relation 38(79.80%), Communication skills 21(44.10%), Time Management 17(35.70%) and operating system scored the least in this regard with 5(10.50%).

For partially useful, Library Organization scored 8(16.80%) and the least here operating system with 1(2.10 %) while Reference service and type writing scored 2(4.20%) each.

Circulation procedure, English language, Communication Skills and Time Management had no response for partially useful. Subjects that the respondents indicated useful were Circulation, Human relations, English language, Type writing/Computer with 3(6.30%) while the highest score for useful is Reference services with 4(8.40%). It was only Time Management that recorded not useful with 10(21.00%) Undecided recorded Circulation procedure, Type writing/computer and Time Management with 1(2.10%), 8(16.80%) and 2(4.20%) respectively

### University of Benin

Table 4.10 Responses Based on Course Contents and their Adjudged Usefulness in Librarianship in University of Benin

Course Content	Very useful		Partially useful;		Useful		Not useful		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library organization	38	76.00	-	-	6	12.00	-	-	8	16.00
Reference services	46	92.00	-	-	4	8.00	-	-	-	-
Circulation procedure	34	68.00	-	-	8	16.00	-	-	-	-
Human relations	27	54.00	-	-	6	12.00	-	-	-	-
English language	38	76.00	1	2.00	8	16.00	-	-	-	-
Typewriting/computer	18	36.00	3	6.00	8	16.00	-	-	-	-
Operating system	16	32.00	1	2.00	4	8.00	-	-	-	-
Communication skills	19	38.00	1	2.00	6	12.00	-	-	-	-
Time management	27	54.00	2	4.00	6	12.00	-	-	-	-

Table 4.10 gives the rating and scores of non-professional perception of course contents in the University of Benin. The breakdown for course contents being very useful comprised 38 (76.00%) for library organization, 46 (92.00%) for reference services, 34 (68.00%) for circulation procedure, 27 (54.00%) for Human relations, English Language was scored 38 (76.00%), Typewriting/computer scored 18 (36.00%), 16 (32.00%) for operating system, 19 (38.00%) for communication skills and 27 (54.00%) for Time Management. Partially useful course content ratings affected only five courses out of the nine offered by University of Benin non-professional training scheme. Those mentioned comprised English Language scored 1 (2.00%), typewriting/computer scored 3 (6.00%), operating system scored 1 (92.00%),

communication skills scored 1 (2.00%) and Time management scored 2(4.00%). The case was not the same with the rating of courses rated useful. All the itemized contents were scored 6 (12.00%) for library organization, 4 (8.00%) for Reference Services, 8 (16.00%) for circulation procedure, 6 (12.00%) for Human relations, English Language was scored 8 (16.00%), 8 (16.00%) was also scored and rated for typewriting/computer, operating system scored 4 (8.00%) whereas both communication skills and time management were scored at par with 6 (12.00%) each of being useful. Not a single score was recorded for rating of being not useful in the University of Benin and only 8 (16.00%) was undecided for Library Organization course in Benin.

#### 4.8 Relevance of the course content of Training Programmes for Non-professional Staff in Nigerian University libraries

Tables 4.11 to 4.16 present respondent's perception on the relevance of the course contents of the training programmes in their respective university libraries.

##### Ahmadu Bello University

Table 4.11 Responses Based on the Relevance of the Course Contents of the Training Programme in Ahmadu Bello University, Zaria

Course Content	Very Relevant		Relevant		Not Relevant		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	36	61.20	10	17.00	-	-	15	25.50
Reference Services	41	69.70	14	23.80	-	-	-	-
Circulation Procedure	28	47.60	17	28.90	-	-	7	11.90
Human Relations	34	57.80	10	17.00	6	10.20	-	-
English Language	37	62.90	18	30.60	-	-	-	-
Typewriting/Computer	27	45.90	16	27.20	2	3.40	-	-
Operating System	6	10.20	15	25.50	23	39.10	-	-
Communication Skills	36	61.20	11	18.70	-	-	-	-

- i Overall quality of the course attended
- ii Quality of course content

In Ahmadu Bello University, non-professional Staff gave the relevancy of the course content in Table 4.11. Those very relevant comprised 36 (61.20%) for overall quality of the courses attended, 41 (69.70%) for achievement of course objectives. Quality of trainers were scored 28 (47.60%), Quality of course content scored 34 (57.80%), Training methodology scored 37 (62.90%), duration of the course was scored 27 (45.90%), 6 (10.20%) was for support from Library management and 36 (61.20%) for effectiveness of library training in meeting job requirement. Course content rated relevant included overall quality of the course attended by 10 (17.00%), achievement of course objectives scored 14 (23.80%), Quality of trainers scored 17 (28.90%), Quality of course content scored 10 (17.00%). Training methodology scored 18 (30.60%), Duration of the course scored 16 (27.20%), support from library management scored 15 (25.50%) and effectiveness of library training in meeting job requirements scored 11 (18.70%) respectively. Three items were rated not relevant, these include 6 (10.20%) for quality of course content, 2 (3.40%) for duration of the course and 23 (39.10%) for support from library management. Responses for undecided revealed 15 (25.50%) for overall quality of the course attend and 7 (11.90%) for quality of trainers.

## University of Ilorin

Table 4.12 Responses Based on the Relevance of the Course Contents of the Training Programme in University of Ilorin

Course Content	Very Relevant		Relevant		Not Relevant		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	27	59.40	16	35.20	1	2.20	8	17.60
Reference Services	12	26.40	11	24.20	-	-	6	13.20
Circulation Procedure	7	15.40	19	41.80	-	-	-	-
Human Relations	12	26.40	15	33.00	9	19.80	-	-
English Language	6	13.20	17	37.40	8	17.60	10	22.00
Typewriting/Computer	8	17.60	15	33.00	9	19.80	10	22.00
Operating System	4	17.60	15	33.00	-	-	12	26.40
Communication Skills	17	37.40	9	19.80	-	-	-	-

- i Overall quality of the course attended
- ii Quality of course content

Table 4.12 represents the response of non-professional staff of University of Ilorin Library who participated in staff training programme. Responses on the relevance of the course contents for being very relevant were 27 (59.40%) for overall quality of the course attended, 12 (26.40%) for achievement of course objectives, 7 (15.40%) for quality of trainers, 12 (26.40%) for quality of course content, 6 (13.20%) for training methodology, 8 (17.60%) for duration of the course, support from Library management scored 4 (8.80%) and 17 (37.40%) for effectiveness of Library training in meeting job requirement. Ratings of course content as being relevant revealed 16 (35.20%) for overall quality of the course attended, 11 (24.20%) for achievement of course objectives, 19 (41.80%) for quality of trainers, 15 (33.00%) for quality of course content, 17 (37.40%) for training methodology, 15 (33.00%) for duration of the course. Also, 15 (33.00%) for support from library management and 9 (19.80%) for effectiveness of library training in meeting job requirements. Course content rated not relevant revealed 1 (2.20%) for achievement of course objectives, 8 (17.60%) for duration of the course and 9 (19.80%) for both Training methodology and support from Library management respectively. Staff that were undecided, their scores indicated 8 (17.60%) for overall quality of the course attended, 6 (13.20%) for achievement of course objectives, 10 (22.00%) each for training methodology and duration of the course support from Library management scored 12 (26.40%).

## University of Nigeria Nsukka

Table 4.13 Responses Based on the Relevance of the Course Contents of the Training Programme in University of Nigeria, Nsukka

Course Content	Very Relevant		Relevant		Not Relevant		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	28	70.00	3	7.50	-	-	7	17
Reference Services	24	60.00	9	22.50	2	5.00	4	10.00
Circulation Procedure	28	70.00	7	17.50	-	-	4	10.00
Human Relations	8	20.00	20	50.00	-	-	-	
English Language	17	42.50	16	40.00	-	-	-	
Typewriting/Computer	16	40.00	18	45.00	-	-	-	
Operating System	27	67.50	7	17.50	-	-	-	
Communication Skills	31	77.50	3	7.50	-	-	-	

- i Overall quality of the course attended
- ii Quality of course content

Table 4.13 presents' results from University of Nigeria Nsukka's non-professional responses on the relevance of course contents of the University Library training programmes. Scores for very relevant for Overall quality of the course attended were 28 (70.00%) for quality of trainers, 8 (20.00%) for quality of course content, 17 (42.50%) for training methodology, 16 (40.00%) for duration of the course, 27 (67.50%) for support from library management and 31 (77.50%) for effectiveness of library training in meeting job requirements. The relevance of the course content scored 3 (7.50%) for overall quality of the course attended, 9 (22.50%) for achievement of course objectives, 7 (17.50%) for quality of trainers, 20 (50.00%) for quality of course content, 16 (40.00%) for training methodology, 18 (45.00%) for duration of the course, 7 (17.50%) for support from library management and 3 (7.50%) for effectiveness of Library

training in meeting job requirements. Only one item was scored not relevant, 2 (5.00%) for achievement of course objectives. Those scored undecided comprised 7 (17.50%) for overall quality of the course attended, 3 (7.50%) for support from library management and both achievement of course objectives and quality of trainers scored 4 (10.00%) each.

### University of Maiduguri

Table 4.14 Responses based on the Relevance of the Course Contents of the Training Programme in University of Maiduguri

Course Content	Very Relevant		Not Relevant		Relevant		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%
Library Organization	16	28.80	27	48.60	2	3.60	10	18.00
Reference Services	9	16.20	28	50.40	3	5.40	1	1.80
Circulation Procedure	9	16.20	14	25.20	15	27.00	-	-
Human Relations	4	7.20	19	34.20	11	19.80	5	10.80
English Language	9	16.20	11	19.80	10	18.00	11	19.80
Typewriting/Computer	7	12.60	12	21.60	6	10.80	18	32.40
Operating System	8	14.40	16	28.60	5	9.00	14	25.20
Communication Skills	3	5.40	9	16.20	17	30.60	13	23.40

- i Overall quality of the course attended
- ii Quality of course content

Course content relevance for University of Maiduguri's non-professional library staff training scheme results are presented in Table 4.14. Items rated relevant revealed 16 (28.80%) for overall quality of the course attended, (9 (16.2%) was scored for achievement of course objectives, quality of trainers and training methodology, 4 (7.20%) was however scored as relevant for quality of course content. Score very relevant were 7 (12.60%) for duration of the course and 3 (5.40%) for effectiveness of library training in meeting job requirements. Scores for being relevant have 27 (48.60%) for overall quality of the course attended, 28 (50.40%) for achievement of course objectives, 14 (25.20%) for quality of trainers, 19 (34.20%) for quality of course content, 11 (19.80%) for training methodology, 12 (21.60%) for duration of the course,

16 (28.60%) for support from library management and 9 (16.20%) for effectiveness of library training in meeting job requirements. The ratings for course contents found not relevant in University of Maiduguri comprised 2 (3.60%) for overall quality of the course attended, 3 (5.40%) for achievement of course objectives, 15 (27.00%) for quality of trainers, 11 (19.80%) for quality of course content, 10 (18.00%) for training methodology, 6 (10.80%) for duration of the course, 5 (9.00%) for support from library management and finally 17 (30.60%) for effectiveness of library training in meeting job requirements. Non-professional staff were undecided with the following scores 10 (18.00%) for overall quality of the course attended, 1 (1.80%) for achievement of course objectives, no score for quality of trainers. Quality of course content score 5 (10.80%), 11 (19.80%) was for Training methodology, 18 (32.40%) for duration of course, 14 (25.20%) for support from Library management and 13 (23.40%) for effectiveness of library training in meeting job requirements.

### University of Ibadan

**Table 4.15 Responses Based on the Relevance of the Course Contents of the Training Programme in University of Ibadan**

Course Content	Very Relevant		Relevant		Not Relevant		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%
Library organization	37	77.00	3	6.30	1	2.10	2	4.20
Reference Services	28	58.80	4	8.40	-	-	1	2.10
Circulation Procedure	23	48.30	9	18.90	1	2.10	1	2.10
Human Relations	22	46.20	10	21.00	-	-	1	2.10
English Language	14	29.40	8	16.80	-	-	1	2.10
Typewriting/Computer	12	25.20	11	23.10	-	-	1	2.10
Operating System	18	37.80	11	23.10	-	-	1	2.10
Communication Skills	23	48.30	18	37.80	-	-	1	2.10

- i Overall quality of the course attended
- ii Quality of course content



Table 4.15 presents results of non-professional library staff of University of Ibadan ratings of the relevance of the training course contents. Overall quality of the course attended score 37 (77.00%), 28 (58.80%) were score for achievement of course objective, 23 (48.30%) for quality of trainers 22 (46.20%) for quality of course content, 14 (29.40%) for training methodology, 12 (25.20%) for duration of the course, 18 (37.80%) for support from Library Management and 23 (48.40%) for effectiveness of library training in meeting job requirements as responses for relevant in the course contents of training programmes in University of Ibadan for non-professionals. Scores of course contents being relevant indicated 3 (6.30%) for Overall quality of the course attended, 4 (8.40%) for achievement of course objectives 9 (18.90%) for quality of trainers, 10 (21.00%) for quality of course content, 8 (16.80%) for duration of the course, 18 (37.80%) for effectiveness of Library training in meeting job requirements. Both duration of the course and support from Library management score 11 (23.10%) each. Items not relevant scored 1 (20.20%) for overall quality of the course attended and quality of trainers respectively. Responses undecided were 1 (2.10%) for achievement of course objectives, quality of trainers, quality of course content, training methodology, duration of the course, support from Library management and effectiveness of Library training in meeting job requirements, but was exceptional for overall quality of the course attended score 2 (4.20%) undecided.

## University of Benin

Table 4.16. Responses Based on the Relevance of the Course Contents of the Training Programme in University of Benin

Course Content	Very Relevant		Relevant		Not Relevant		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%
Library organization	40	80.00	6	12.00	1	2.00	2	4.00
Reference services	-	-	22	44.00	-	-	20	40.00
Circulation procedure	38	76.00	3	6.00	-	-	-	-
Human relations	42	84.00	5	10.00	-	-	-	-
English language	36	72.00	7	14.00	-	-	-	-
Typewriting/computer	28	56.00	4	8.00	-	-	-	-
Operating system	29	58.00	2	4.00	15	30.00	3	6.00
Communication skills	37	74.00	4	8.00	-	-	-	-

- i Overall quality of the course attended
- ii Quality of course content

Results on the relevance of course contents of the training programmes for non-professional staff of University of Benin is presented in Table 4.16. The breakdown of scores and percentages rated relevant indicated that 40(80.00%) was for overall quality of the course attended, 38(76.00%) was recorded for quality of trainers. 42(84.00%) for quality of course content, 36(72.00%) for training methodology, 28(36.00%) for duration of the course, 29(58.00%) for support from library management and 37(74.00%) for effectiveness of library training in meeting job requirement. There was no score in this category for achievement of course objective. Scores for being relevant revealed 6(12.00%) for overall quality of the course attended, 22(44.00%) for achievement of course objectives, 3(6.00%) for quality of trainers, 5(10.00%) for quality of course content, 7(14.00%) for training methodology 4(8.00%) for both duration of the course are effectiveness of library training in meet job requirements. The score for support from library management was 2(4.00%). Only two items were scored not relevant, these two were 1(2.00%) for overall quality of the course attended and 15(30.00%) for support from library management. Those scored undecided were 2(4.00%) for overall quality of the course attended,

20(40.00%) for achievement of course objectives and 3(6.00%) for support from library management respectively.

It is imperative to note that workers are normally sent for training for one reason or the other. In essence, no training is supposedly aimless. There should be some relevant attached to the training of staff. The reasons can be considered in various forms, ranging from the intention to acquire additional skills, change of attitude, adaptation to new job etc. On this issue, therefore, respondents were asked questions on the relevancy of the course content of their training. Tables 4.13 below shows various response of the respondents on the course content of the staff training programme.

#### **4.9 Challenges Militating Against the Training Programmes in Nigeria University Libraries**

The study has shown that there are several factors militating against the establishment of staff training programmes in university libraries in Nigeria. The challenges affecting the training programmes in the selected university libraries are presented in the following Tables

## Ahmadu Bello University

Table 4. 17 **Barriers Impeding Non-Professional Staff Benefiting from Library Training Scheme in Ahmadu Bello University (n = 59)**

Challenges	Strongly agreed		Agreed		Strongly disagreed		Disagreed		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lack of time	18	30.60	7	11.90	13	22.10	15	25.50	2	3.40
Cost of training	6	10.20	19	32.30	13	22.10	2	3.40	1	1.70
Location/distance not convenient	8	13.60	7	11.90	24	40.8	1	1.70	2	3.40
Lack of interest in some topics	9	15.30	7	11.90	20	34.00	13	22.10	-	-
Training will not result in promotion or upgrading	7	11.90	7	11.90	36	61.20	3		-	-
Lateness on the part of lecturers	7	11.90	4	6.80	16	24.00	5	8.50	-	-
Inadequate funding	8	13.60	26	44.20	5	8.50	1	1.70	1	1.70
Lack of entry qualification	24	40.80	6	10.20	4	6.80	6	10.20	2	3.40
Lack of written training policy	12	20.40	16	27.20	4	6.80			2	3.40
The time between one course and another is too far	10	17.00	24	40.80	3	5.10	4	6.80	3	5.10
Lateness in the release of examination results	8	13.60	7	11.90	5	8.50	15	-	-	-
The course contents are too advanced?	20	34.00	8	-	3	-	1	-	12	-
The Entry requirement too high?	5	8.50	18	-	26	-	2	-	1	-

Barriers impeding non-professional training enumerated by staff of Ahmadu Bello University Library are presented in Table 4.17. Thirteen challenges were itemized and scores strongly agreed, Agreed, Strongly Disagreed, Disagree and Undecided. In Ahmadu Bello University, lack of time scored 18 (30.60%), 6 (10.20%) for cost of training, 8 (13.60%) for location/distance convenient, 9 (15.30%) for lack of interest in some topics, 7 (11.90%) for lateness on the part of lecturers, 9 (13.60%) for inadequate funding, 24 (40.80%) for lack of entry qualification, 12 (20.40%) for lack of written training policy, 10 (17.00%) for lateness in the release of examination result is not encouraging, 20 (34.00%) for course content being too advance and 5 (8.50%) for entry requirement too high rated strongly agree. Responses for agree were 7 (11.90%) for location/distance not convenient, training will not result in promotion or

upgrading and lateness as the release of examination result is not encouraging respectively. Four (4) (6.80%) was scored for lateness on the part of lecturers, 26 (44.20%) for inadequate funding, 6 (10.20%) for lack of entry qualification, 16 (27.20%) for lack of written training policy, 24 (40.80%) for the time between one course and another is too far, 8 (13.60%) for course content being too advance and 18 (30.60%) for entry requirement being too high. Response strongly disagree that the itemized barriers were impeding are as follows: 13 (22.10%) for lack of time and cost of training respectively, 24 (40.80%) for location/distance not convenient, 20 (34.00%) for lack of interest in some topics, 36 (61.20%) for training will not result in promotion or upgrading. Equal responses of 5 (8.50%) were recorded for inadequate funding and lateness as the release of examination results as not encouraging. The equal scores of 4 (6.80%) for lack of entry qualification and lack of written training policy, this was also the case with the scores of 3 (8.50%) for both time between one course and another is too far and the course content too advance. Lateness of the part of lecturers scored 16 (24.00%) and 26 (44.20%) for entry requirement too high concluding the scoring of barriers strongly disagree by non-professional staff of Ahmadu Bello University. Barriers disagree revealed 15 (25.50%) for lack of time, 2 (3.40%) for cost of training and entry requirement too high respectively. One (1) (1.70%) were recorded for location/distance not convenient, inadequate funding and course content too advanced. Lack of interest in some topics scored 13 (22.10%), 3 (5.10%) for training will not result as promotion or upgrading, 5 (5.10%) for training will not result as promotion or upgrading, 5(8.50%) for lateness on the part of lecturers, 6(10.20%) for lack of entry qualification, 4 (6.80%) for time lecturer one course and another is too far and 15 (24.42%) for lateness in the release of examination results is not encouraging. Those who were undecided in Ahmadu Bello University were 2 (3.40%) for lack of time, location/distance not convenient, lack

of entry qualification and lack of written training policy respectively. Scores of 1 (1.70%) were also recorded for cost of training, inadequate funding and entry requirement too high. For course content to advance a score of 12 (20.40%) was recorded, and 3 (5.10%) was scored by the time between one course and another is too far

## University of Maiduguri

Table 4.18 **Barriers Impeding Non-Professional Staff Benefiting from Library Training Scheme in University of Maiduguri (n = 55)**

Challenges	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lack of time	12	21.60	7	12.60	3	5.40	18	32.40	6	10.80
Cost of training	10	16.00	10	18.00	14	25.20	8	14.40	4	7.20
Location/distance not convenient	6	10.80	6	10.80	13	23.40	14	25.20	4	7.20
Lack of interest in some topics	7	12.60	8	14.40	23	41.40	4	7.20	3	5.40
Training will not result in promotion or upgrading	5	9.00	10	18.00	13	23.40	10	18.00	6	10.80
Lateness on the part of lecturers	6	10.80	12	21.60	4	7.20	17	30.60	7	12.60
Inadequate funding	6	10.80	3	5.40	10	18.00	21	37.80	4	7.20
Lack of entry qualification	9	16.20	10	18.00	18	32.40	5	9.00	5	9.00
Lack of written training policy	7	12.60	9	16.20	9	16.20	19	34.20	5	9.00
The time between one course and another is too far	8	14.40	9	16.20	7	12.60	18	32.40	2	3.60
Lateness in the release of examination results	3	5.40	10	18.00	9	16.20	15	27.00	3	5.40
The course contents are too advanced?	15	27.00	12	21.60	10	18.00	5	9.00	2	3.60
The Entry requirement too high?	19	34.20	9	16.20	7	12.60	8	14.40	2	3.60

Table 4.18 provides the barriers impeding non-professional training scheme in University of Maiduguri. Scores and ratings for strongly agreed barriers were 12 (21.60%) for lack of time, 10 (16.00%) for cost of training, 6 (10.80%) were scored for location/distance not convenient,

lateness on the part of lecturers and inadequate funding respectively. Lack of interest in some topics scored 7 (12.60%) as well as lack of written training policy, 5 (9.00%) was scored for training well not result in promotion or upgrading, 8 (14.40%) was the score for the time between one course and another is too far. Lateness in the release of examination results is not encouraging scored 3 (5.40%), 15(27.00%) was scored for course content too advance and 19 (34.20%) for entry requirement too high in Maiduguri. Scores and ratings for agree were 7 (12.60%) for lack of time, 10 (18.00%) for cost of training, 6 (10.80%) for location/distance not convenient, 8 (14.40%) was scored for barrier of lack of interest, 10 (18.00%) was scored for training will not result in promotion or upgrading. Lack of entry qualification and lateness on the release of examination result is not encouraging respectively, 12 (21.60%) for lateness on the part of lecturers, 3 (5.40%) for inadequate funding, 9 (16.20%) was scored for lack of entry qualification, the time between one course and another is too far and entry requirement too high. Course content too advanced scored 12 (21.60%) for the agree scoring and rating.

Barriers impeding library training scores for strongly disagree were 3 (5.40%) for lack of time, 14 (25.20%) for cost of training, 13 (23.40%) for location/distance not convenient and training will not result in promotion or upgrading respectively. Lack of interest in some topics was scored 23 (41.40%), 4 (7.20%) was the score for lateness on the part of lecturers, 10 (18.00%) for inadequate funding, 18 (32.40%) for lack of entry requirement. Those who scored 9 (16.20%) were lack of written training policy and lateness on the release of examination results is not encouraging. The time between one course and another is too far and entry requirement too high each scored 7 (12.60%).

In Maiduguri, responses for disagree were 18(30.40%) scored for lack of time and the time between one course and another is too far, 8(14.40%) was also the scores for cost of training and

entry requirement too high respectively. Location/distance not convenient scored 14(25.20%), 4(7.20%) for lack of interest in some topics, 10(18.00%) for training will not result in promotion or upgrading. Lateness on the part of the lecturers scored 17(30.60%), 21(37.80%) for inadequate funding, and 5(9.00%) were scores for lack of entry qualification and course content too advanced respectively. Lack of written training policy scored 19(34.20%), 15(27.00%) was score for lateness in the release of examination result is not encouraging.

The undecided scores were 6(10.80%) recorded for lack of time and training will not result in promotion or upgrading, respectively. Lack of entry qualifications and lack of written training policy have scores of 5(9.00%) each. Cost of training, location/distance not convenient and inadequate funding scored 4(7.20%) respectively. Lack of interest in some topics and lateness in the release of examination results is not encouraging scored 3(5.40%) respectively. The time between one course and another is too far, the course content too advanced and entry requirement too high were undecidedly scored 2(3.60%) each respectively.



## University of Nigeria Nsukka

Table 4.19. Response Based on Impediments Non-Professional Staff Benefiting from Library Training Scheme in University of Nigeria, Nsukka (n = 40)

Challenges	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lack of time	1	2.50	-	-	20	50.00	10	25.00	-	-
Cost of training	6	15.00	15	37.50	-	-	10	25.00	-	-
Location/distance not convenient	1	2.50	1	2.50	-	-	30	75.00	-	-
Lack of interest in some topics	-	-	2	5.00	-	-	9	22.50	-	-
Training will not result in promotion or upgrading	1	2.50	2	5.00	-	-	30	75.00	-	-
Lateness on the part of lecturers	1	2.50	17	42.50	-	-	3	7.50	-	-
Inadequate funding	1	2.50	27	67.50	1	2.50	2	5.00	-	-
Lack of entry qualification			23	57.50	1	2.50	17	42.50	-	-
Lack of written training policy	1	2.50			1	2.50	29	72.50	-	-
The time between one course and another is too far	1	2.50	16	40.00	1	2.50	13	32.50	-	-
Lateness in the release of examination results	1	2.50	15	37.50	1	2.50	14	35.00	-	-
The course contents are too advanced?	1	2.50	1	2.50	1	2.50	29	72.50	-	-
The Entry requirement too high?			1	2.50	1	2.50	20	50.00	-	-

Challenges impeding training of non-professional library staff of University of Nigeria Nsukka are presented in Table 4.19. Response and scores for strongly agree revealed that 1(2.50%) were the scores recorded for lack of time, location/distance not convenient, training will not result in promotion of upgrading, lateness on the part of lecturers, inadequate funding, lack of written training policy, time between one course and another is too far, lateness in the release of examination results is not encouraging and the course content too advanced respectively. Cost of training scored 6(15%) and the remaining changes were not scored. Challenges for agree have scores 15(37.50%) for cost of training and lateness in the release of examination results is not encouraging respectively, 1(2.50%) were scored for location/distance not convenient, course content too advanced and entry requirement too high respectively. Lack of interest in some

topics and training will not result in promotion or upgrading was at par with 2(5.00%) scores, respectively. Lateness on the part of lecturers scored 17(42.50%), 27(67.50%) was for inadequate funding, 23(57.50%) for lack of entry qualification and 16(40.00%) for the time between one course and another is too far.

The scores for strongly disagree were the same for inadequate funding, lack of entry qualification, lack of written training policy, the time between one course and another is too far, lateness in the release of examination results is not encouraging, the course content too advanced and the entry requirement too high all having scores of 1(2.50%) respectively. Lack of time was strongly disagreed by 20(50.00%) and others not listed never have scores. Those for disagree were 10(25.00%) for lack of time and cost of training respectively. Location/distance not convenient and training will not result in promotion or upgrading each scored 30(75.00%) respectively. Lack of interest in some topics scored 9(22.50%), 3(7.50%) was recorded for lateness on the part of the lecturers, 2(5.00%) was recorded for inadequate funding, 17(42.50%) for lack of entry qualification and 29(72.50%) were recorded for lack of written training policy and course content too advanced. The time between one course and another is too far scored 13(32.50%), 14(35.00%) was for lateness in the release of examination results is not encouraging and 20(50.00%) disagreed for entry requirement too high. In Nsukka no score were recorded for all the barriers in the undecided column.

## University of Ilorin

Table 4.20 **Barriers to Impeding Non-Professional Staff Benefiting from Library Training Scheme in University of Ilorin (n = 45)**

Challenges	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lack of time	7	15.40	18	39.60	3	6.60	4	8.80	5	11.00
Cost of training	9	19.80	20	44.00			3	6.60	5	11.00
Location/distance not convenient	11	24.20	6	13.20	5	11.00	3	6.60	1	2.20
Lack of interest in some topics	9	19.80	11	24.20	2	4.40	12	26.40	2	4.40
Training will not result in promotion or upgrading	7	15.40	11	24.20	16	35.20	2	4.40	1	2.20
Lateness on the part of lecturers	8	17.60	8	17.60	6	13.20	3	6.60	1	2.20
Inadequate funding	9	19.80	16	35.20	3	6.60	2	4.40	4	8.80
Lack of entry qualification	7	15.40	6	13.20	12	26.40	6	13.20	3	6.60
Lack of written training policy	7	15.40	19	41.80	6	13.20				
The time between one course and another is too far	6	13.20	20	44.00	5	11.00	1	2.20	4	8.80
Lateness in the release of examination results	12	26.40	16	35.20	5	11.00	1	2.20	-	-
The course contents are too advanced?	8	17.60	7	15.40	2	4.40	1	2.20	5	11.00
The Entry requirement too high?	5	11.00	10	22.00	2	4.40	2	4.40	13	28.60

Table 4.20 present barriers impeding non-professional staff training in University of Ilorin Library. The first column stating scores for strongly agree showed 7(15.40%) for lack of time, training will not result in promotion or upgrading, lack of entry qualification and lack of written training policy, respectively. Cost of training, lack of interest in some topics and inadequate funding scored 9(19.80%) each respectively. Location/distance not convenient scored 11(24.20%), 8(17.60%) were scores for lateness on the part of lecturers and course content too advanced. The time between one course and another is too far, together with lack of entry qualification scored 6(13.20%) respectively. 5(11.00%) was score for the entry requirement too high. In Ilorin, the column for agree scores revealed 18(39.60%) for lack of time, 20(44.00%)

for cost of training, 6(13.20%) for location/distance not convenient, 11(24.20%) were scores for lack of interest in some topics and training will not result in promotion or upgrading. Lateness on the part of lecturers scored 8(17.60%), scores for inadequate funding and lateness in the release of examination results is not encouraging scored. 16(35.20%) each, 19(41.80%) was score for lack of written training policy, 20(44.00%) was recorded score for the time between one course and another is too far. For the course content too advance a score of 7(15.40%) were recorded and 10(22.00%) in the agree column for entry requirement too high. For strongly disagree scores, non-professional in Ilorin scored lack of time and inadequate funding each by 3(6.60%) respectively. Location/advanced not convenient, the time between one course and another is too far and lateness in the release of examination results is not encouraging each scored 5(11.00%). Lack of interest in some topics, course content too advanced and entry requirement too high, each scored 2(4.40%) respectively. Training will not result in promotion or upgrading scored 16(35.20%), 6(13.20%) were scores for lateness on the part of lecturers and lack of written training policy, and 12(26.40%) for lack of entry qualification.

Response for disagree indicates 4(8.80%) for lack of time, 3(6.60%) were scores recorded for cost of training, location/distance not convenient and lateness on the part of lecturers. Lack of interest in some topics scored 12(26.40%), 2(4.40%) were however scores for training will not result in promotion or upgrading, inadequate funding and entry requirement too high. Lack of entry requirement scored 6(13.20%), and the remaining three barriers/challenges that comprised the time between one course and another is too far, lateness in the released of examination results is not encouraging and the course content too advanced scoring 1(2.20%) each.

Undecided scores revealed that lack of time, cost of training and course content too advanced each scored 5(11.00%) while location/distance not convenient, training will not result in

promotion or upgrading and lateness on the part of lecturers scored 1(2.20%) each. Lack of interest in some topics scored 2(4.40%), 4(8.80%) scores were for inadequate funding and time between one course and another is too far. Lack of entry qualification scored 3(6.60%) and 13(28.60%) for entry requirement too high, respectively.

## University of Benin

Table 4.21 **Barriers to Impeding Non-Professional Staff Benefiting from Library Training Scheme in University of Benin (n = 45)**

Challenges	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lack of time	1	2.00	2	4.00	10	20.00	27	54.00		
Cost of training	12	24.00	16	32.00		-	12	24.00	3	6.00
Location/distance not convenient	2	4.00	2	4.00	24	48.00	1	2.00	10	20.00
Lack of interest in some topics	2	4.00	10	20.00	33	66.00	4	8.00	-	-
Training will not result in promotion or upgrading	-	-	-	-	27	54.00	15	30.00	-	-
Lateness on the part of lecturers			2	4.00	13	26.00	28	56.00	-	-
Inadequate funding	4	8.00	23	46.00	2	4.00	13	26.00	1	2.00
Lack of entry qualification	-	-	3	6.00	26	52.00	14	28.00	1	2.00
Lack of written training policy	-	-	3	6.00	26	52.00	13	26.00	1	2.00
The time between one course and another is too far	-	-	1	2.00	37	74.00	5	10.00	-	-
Lateness in the release of examination results	20	40.00	14	28.00	1	2.00	14	28.00	-	-
The course contents are too advanced?	-	-	10	20.00	12	24.00	28	56.00	-	-
The Entry requirement too high?	1	2.00	23	46.00	20	40.00	4	8.00	-	-

The greatest barrier impeding non-professional staff of University of Benin Library training programme presented in Table 4.21 is lateness in the release of examination results is not encouraging with the score 20(40.00%), following closely on the strongly agree rating was cost of training with scores of 12(24.00%) after which, there was dive to 4(8.00%) for inadequate funding. Lack of time and entry requirement too high each recorded scores of 1(2.00%). Location/distance not convenient and lack of interest in some topics each scored 2(4.00%) respectively. There were no further scores for the strongly agree. Distribution of responses for

agree however presented scores for lack of time, location/distance not convenient and lateness on the part of lecturers each scoring 2(4.00%) are course content too advanced. Cost of training scored 16(32.00%), 10(20%) for lack of interest in some topics, none for training will not result in promotion or upgrading. Inadequate funding scored 23(46.00%) and each lack of entry qualification and lack of written training policy scored 3(6.00%) respectively. The time between one course and another is too far scored 1(2.00%), lateness in the release of examination results is not encouraging scored 14(28.00%) and 23(46.00%) for the entry requirement too high. In Benin, those strongly disagreeing were 10(20.00%) for lack of time, 24(48.00%) for location/distance not convenient. Lack of interest in some topics scored 33(66.00%), 27(54.00%) for training will not result in promotion or upgrading, 13(26.00%) was scores for lateness on the part of lecturers. Inadequate funding scored 2(4.00%) and each lack of entry qualification and lack of written training policy scored 26(52.00%) respectively. The time between one course and another is too far scored 37(74.00%), 1(2.00%) for lateness in the release of examination results is not encouraging, 12(24.00%) for course content too advanced and 20(40.00%) for entry requirement too high.

Response for disagree were highest for lateness on the part of lecturers and course content too advanced with scores of 28(56.00%) and lowest by 1(2.00%) for location/distance not convenient. Others on this category were 27(57.00%) for lack of time, 12(24.00%) for cost of training, 4(8.00%) for lack of interest in some topics, 15(30.00%) for training will not result in promotion or upgrading. Inadequate funding and lack of written training policy each have scores of 13(26.00%) and lack of entry qualification and lateness in the release of examination results is not encouraging scored 14(28.00%) respectively, 5(10.00%) for the time between one course and another is too far, and 4(8.00%) for entry requirement too high. The undecided scores revealed

that 3(6.00%) for location/distance not convenient and 1(2.00%) scores for inadequate funding, lack of entry qualification and lack of written training policy respectively.

### University of Ibadan

Table 4.22 **Barriers to Impeding Non-Professional Staff Benefiting from Library Training Scheme University of Ibadan (n =47)**

Challenges	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lack of time	3	6.30	3	6.30	27	56.70	10	21.00	-	-
Cost of training	3	6.30	13	27.30	4	8.40	13	27.30	-	-
Location/distance not convenient	1	2.10	1	2.10	27	56.70	4	8.40	-	-
Lack of interest in some topics	1	2.10	8	16.80	15	31.50	15	31.50	-	-
Training will not result in promotion or upgrading	1	2.10	3	6.30	27	56.70	9	18.90	-	-
Lateness on the part of lecturers	-	-	6	12.60	25	52.50	2	4.20	-	-
Inadequate funding	2	4.20	25	52.50	2	4.20	5	10.50	-	-
Lack of entry qualification	1	2.10	14	29.40	5	10.50	12	25.20	-	-
Lack of written training policy	1	2.10	13	27.30	2	10.50	25	52.50	-	-
The time between one course and another is too far	1	2.10	5	10.50	5	10.50	2	4.20	20	42.00
Lateness in the release of examination results	13	27.30	13	27.30	5	10.50	8	16.80	9	18.90
The course contents are too advanced?	2	4.20	3	6.30	26	54.60	2	4.20	1	2.10
The Entry requirements too high?	4	8.40	-		20	42.00	16	33.60	-	-

Table 4. 22 present the barriers/challenges impeding non-professional training in University of Ibadan. Scores and ratings for strongly agree indicated lack of time and cost of training scoring 3(6.30%) respectively, 1(2.10%) were scores for location/distance and convenient, lack of interest in some topics, training will not result in promotion or upgrading. Others are lack of entry qualification, lack of written training policy and the time between one course and another is too far. Inadequate funding and course content too advanced scored 2(4.20%) respectively. Lateness in the release of examination results is not encouraging scored 13(27.30%) and 4(8.40%) for the entry requirement too high.

Response and scores for Agree showed that 3(6.30%) was score, recorded for lack of time, training will not result in promotion or upgrading and course content too advanced. Cost of training, lack of written training policy and lateness as the release of examination results is not encouraging scored 13(27.30%) each agreeing to be barriers/challenges to non-professional trainings in University of Ibadan. Location/distance not convenient scored 1(2.10%), 6(12.60%) for lateness on the part of lecturers, 25(52.50%) for inadequate funding and 5(10.50%) for the time between one course and another is too far. Entry requirement too high was not scored.

The strongly disagree scores revealed 27(56.70%) as scores for lack of time, location/distance not convenient and training will not result in promotion or upgrading respectively. Lack of interest in some topics scored 15(31.50%), 25(52.50%) for lateness on the part of lecturers, 2(4.2%) were scores for inadequate funding and lack of written training policy respectively. Lack of entry qualification, the time between one course and another is too far are lateness in the release of examination result is not encouraging and scored 5(10.50%). Course content too advanced scored 26(54.00%) and finally, 20(42.00%) was the score for entry requirement too high.

Response for disagree in Ibadan for lack of time was 10(21.00%), 13(27.30%) for cost of training, 4(8.40%) for location/distance not convenient. Lack of interest in some topics scored 15(31.50%), 9(18.90%) for training will not result in promotion or upgrading. lateness on the part of lecturers, the time between one course and another is too far and course content too advanced were at par with scores of 2(4.20%) each. Inadequate funding scored 5(10.50%), 12(25.20%) for lack of entry qualification, 25(52.50%) for lack of written training policy. The score for between in the release of examination results is not encouraging was 8(16.80%) and 16(33.60%) for entry requirement too high.



For undecided scores in University of Ibadan only three items were highlighted. These were the time between one course and another is too far scoring 20(42.00%), 9(18.90%) for lateness in the release of examination results is not encouraging, and 1(2.10%) for the course content too advanced.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study and findings. Conclusions were made and recommendations put forward.

#### **5.2 Summary of the study**

Staff training and development entails making the library staff to grow, advance and be more competent to perform their duties and assignments more efficiently and effectively. Thus, this study has answered the following research questions.

- (i) What types of training programmes are available for the development of non-professional staff – in university libraries in Nigeria?
- (ii) What categories of non-professional staff enjoy training programmes in the university libraries?
- (iii) What are the course contents of the training programmes for non-professional staff in the university libraries?
- (iv) How relevant are the course contents of the training programme to non-professional staff in the university libraries?
- (v) How have the training programmes for non-professional staff enhanced their job performance in the university libraries?
- (vi) What are the challenges of the training programmes in the university libraries?

### 5.3 Summary of the Findings of the Study

The summary of the findings of the study are as follows:

- i. The study identified six (6) reasons, why Nigerian University libraries train their staff. These include training staff for performance improvement, increasing the ability of their staff and rapidly incorporating the new technology thereby removing obsolescence. Other reasons include effective and adequate non – professional staff.
- ii. It was further discovered that even though the training programme is more or less free, the mode of selection was haphazard, unplanned and therefore unsystematic. The selection was voluntary provided the staff had spent the mandatory two-three years of service with the University Library. The selection criteria for training were on the need of the individual staff as long as that the indicated his or her interest. The issue of good conduct of staff and recommendation from the immediate supervisors are secondary.
- iii. The benefits derived from the staff training scheme are to widen experience and practical knowledge in the practice of librarianship; It enables the library staff to try their hands on creative innovations that will yield more satisfaction in their job, acquire

skills relevant to the understanding of the concepts and technology of multimedia and their application to the libraries and job satisfaction. It was also observed that majority of the respondents agreed that the training gives room for promotion while some believed it leads to having more responsibilities.

- iv. It has been shown that financial constraint is one of the factors militating against the training programme in University Libraries. Majority of the teachers agreed that the training programme is not properly funded and that the remuneration for their services is inadequate.
- v. The provision of physical facilities for the training programme was also another challenge. Even though one of the 6 University Libraries Universities of Ibadan has a Laboratory, it is not adequately stocked with current equipment. Furthermore, it was also discovered that most of the classrooms lacked major facilities.
- vi. The course contents were the same, though some courses need to be added. Courses like computer training and not type writing, which is obsolete should be replaced with computer appreciation.

#### **5.4 CONCLUSION**

Conclusively, there are numerous challenges in the programme in training and development of non-professional staff in Nigerian university libraries today.

There is no gain saying the fact that this category of staff form the bulk of staff

in any library be it academic, research, and public school. Therefore, the crucial issue of their improved academic qualifications, training and development cannot be over-emphasized.

## **5.5 Recommendations**

Having investigated and analyzed the problems of staff-training and development for non-professional staff in Nigerian University libraries, it is necessary to offer the following useful recommendations, so as to enable the University libraries to improve on the present situation.

- i. the entire Nigerian university libraries staff-training programme should, as a matter of urgency, computerize their activities.
- ii. The Nigerian University Libraries should put in place a consistent and well articulated training policy that will identify the training needs of their staff. Investment on staff, especially in the area of training and development, will only be meaningful if the objective designed for it is well achieved. It is in this connection that the Nigeria university library staff-training scheme should properly define its training polices and makes available the training plans to staff from time to time. By so doing, Nigerian university library staff will be knowledgeable of their training needs and objectives of training them.
- iii. On the issue of selecting staff for training and development, it should not be conducted haphazardly as discovered. There is the

need to properly scrutinize those personnel that need to be sent for training. This can be achieved when training plans are drawn and training needs identified. A situation whereby individual employee applies at will should be stopped.

- iv. Sufficient funds should be provided by the university authority for the training of library staff.
- v. Staff on their own should create avenues for training themselves especially on computer appreciation.
- vi. More courses should be included in the training programme. Courses like Audio Visual, History of Library, and Computer Appreciation.
- vii. The classrooms and materials for the training programme should be improved upon. Chalk board should be replaced with marker board.
- viii. The teaching staff involved in the training programme should be well remunerated and be paid promptly.
- ix. The training courses should be regularly reorganized and reviewed to accommodate the current library challenges.
- x. There should not be a delay in releasing the results to students after completion of the course.
- xi. No training scheme is complete without an evaluation of the training. The staff themselves should be involved in this process, though the trainer must evaluate the training and its effectiveness.

## **5.6 Suggestions for Further Study**

- i. The need for Internet training for Non-Professional Staff in Nigerian Universities Libraries.
- ii. A Comparative study of Staff Training Programme for Non-Professional staff in Nigeria University libraries.
- lii Non-Professional Library Staff Education: a State of the art report and proposals for the future.

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## **APPENDIX 1: LETTER OF INTRODUCTION**

**Department of Library and Information Science,  
Ahmadu Bello University,  
Zaria.**

Dear Respondent,

I am a student of the above named department conducting a research entitled “Assessment of Staff Training and Development for Non-professional Staff in selected University Libraries in Nigeria.”

This research is essentially for academic purposes. Your library is one of those selected for the exercise. Therefore, kindly respond to the attached questionnaire by ticking (√) the appropriate responses. You are guaranteed of strict confidentiality of any information provided.

Thank you for your anticipated cooperation and assistance.

Yours truly,

Olowu, L. Toby

**APPENDIX II:**

**QUESTIONNAIRE FOR STAFF TEACHING IN THE LIBRARY STAFF  
DEVELOPMENT PROGRAMME.**

**SECTION A:** Respondent's personal information

1. Name of the University Library.....

2. Sex

a) Male [ ]

b) Female [ ]

3. Highest qualification

a) Diploma [ ]

b) Bachelor Degree [ ]

c) Master Degree [ ]

d) PhD [ ]

b) Others, Please specify.....

4. Which category of staff do you belong in the library?

a) Academic Librarian-(professional) [ ]

b) Senior staff [ ]

c) Technical staff [ ]

d) Junior staff [ ]

e) Others, please specify.....

5. How long have you been teaching in the library staff Training Programme?

a) Blow 5 years [ ]

b) 5-10 years [ ]



- c) 10-15 years
- d) 15-20 years
- e) 20-25 years
- f) 25-30 years
- g) 30 years and above

SECTION B: Types of Training programmes Available for the Development of Non-Professionals.

1. Please Tick (✓) as many as possible the types of staff development programme in the library.

- a) On –the –job Training programme
- b) In-Service Training
- c) Workshops/Seminars/conferences
- d) Job Routine Orientation
- e) In-house Routine Orientation
- f) Personalized Training
- g) Job Rotation
- h) Continuing Education
- i) Refresher Courses
- j) Vestibule Training
- k) Apprenticeship

2. Please indicate the course/s you have been teaching.

- a) Library Organization
- b) Reference Services
- c) Circulation Procedure

- d) Human Relations [ ]
- e) English Language [ ]
  
- f) Typewriting/ Computer [ ]
- g) Operating System [ ]
- h) Communication Skills [ ]
- i) Time Management [ ]
- j) Others Pleases Specify.....

**SECTION C: Categories Of Non-Professional Staff that are enjoying the Programmes**

1. Indicate the level/s you have taught?

- a) Library Assistant ? [ ]
- b) Senior Library Assistant? [ ]
- c) Assistant Library Officer ? [ ]

Please indicate the criteria used for selection of your staff to undergo the training programme.

- a) Length of service? [ ]
- b) Academic qualification? [ ]
- c) Good conduct of the staff? [ ]
- d) Recommendations from immediate supervisors? [ ]
- e) All of the above? [ ]

**SECTION D: The course contents of staff training programmes**

1. Are the courses relevant for the program?

- a) Relevant? [ ]
- b) Very relevant? [ ]

c) Not relevant? [ ]

2. If not to question (1) above, specify the courses?

a).....

b).....

c).....

d).....

3. List some course/s you would want to include in the programme?

a) .....

b) .....

c) .....

d) .....

4. Are the teaching materials up to date?

a) Up to date [ ]

b) Fairly up to date [ ]

c) Not up to date [ ]

5. Are the classrooms conducive?

a) Conducive? [ ]

b) Very conducive? [ ]

c) Not conducive? [ ]

6. Do you consider the curriculum adequate?

a) Adequate? [ ]

b) Very adequate? [ ]

c) Not at all adequate? [ ]

7. How often is the curriculum reviewed?

a) Often? [ ]

b) Hardly? [ ]

c) Never? [ ]

### SECTION E: CHALLENGES OF THE TRAINING PROGRAMME

1. Barriers to training for non-professional staff in the library training scheme (please tick (√) appropriately (Strongly agree, agree, strongly Disagree, disagree, Undecided).

S/No	Challenges	Strongly agree	Agree	Strongly Disagree	Disagree	Undecided
1	Lack of time					
2	Remuneration not adequate					
3	Location/ distance not convenient					
4	Lack of interest in some topics					
5	Lack of seriousness on the part of the students.					
6	Inadequate funding.					
7	Lack of written training policy					
8.	Others please specify.					

### APPENDIX III:

## QUESTIONNAIRE FOR NON-PROFESSIONAL STAFF IN LIBRARY THAT HAVE ENJOYED THE LIBRARY STAFF TRAINING SCHEME

### SECTION A - Respondent's personal information

1. Name of the University Library-----
2. Sex
  - a) Male [ ]
  - b) Female [ ]
3. Age
  - a) 18- 28 years [ ]
  - b) 29 -39years [ ]
  - c) 40 –above years [ ]
4. Qualification
  - a) Primary School Certificate [ ]
  - b) WAEC/GCE/NECO [ ]
  - c) Diploma [ ]
5. Which category of staff do you belong in the library?
  - a) Para-professional [ ]
  - b) Non-professional [ ]
6. How long have you been in the services of the library?
  - a) Blow 5 years [ ]
  - b) 5-10 years [ ]
  - c) 10-15years [ ]
  - d) 15-20 years [ ]
  - e) 20-25 years [ ]
  - f) 25-30 years [ ]
  - g) 30 years and above [ ]

**SECTION B: Types of Training Programmes for the development of Non-professionals Staff.**

1. What Type of Training programme have you attended?

- a) In service training [ ]
- b) Job routine orientation [ ]
- c) Personalized Training/computer education [ ]
- d) Job rotation [ ]

2. What benefits have you derived from attending the course/s under the library Staff training scheme?

- a) Exposure to professional work ethic [ ]
- b) Acquired more skills/competence [ ]
- c) Promoted after the course [ ]
- d) All of the above [ ]
- e) No benefit has been derived [ ]

3 I am satisfied with the teaching of the library staff training schemes.

- (a) Strongly agree [ ] (b) agree [ ] (c) undecided [ ] (d) disagree [ ] (e) strongly disagree [ ]

4. Staff training scheme should be reorganized for increase efficiency?

- (a) strongly agree [ ] (b) agree [ ] (c) undecided [ ] (d) disagree [ ] (e) strongly disagree [ ]

5. Comment freely on the current administration of library staff training programme for the last five years.

.....  
 .....

**SECTION C: The course contents of the training programmes.**

6. To what extent do you think the following subjects are relevant to the need of staff in the daily performance of their duties?

S/NO	Subjects	Very Useful	Partially useful	Useful	Not Useful	Undecided
(a)	Library Organization					
(b)	Reference services					
(c)	Circulation procedure					
(d)	Human relations					
(e)	English language					
(f)	Typewriting/computer					
(g)	Operating system					
(h)	Communication skills					
(i)	Time management					

**SECTION D: The relevancy of the course content of the training programme.**

7. Using 5-point scale (from “very relevant” to “not relevant”) how would you rate the following? Please select an answer for each number below.

S/NO	Opinions	Very relevant	Relevant	Not relevant	Undecided	Others
1	Overall quality of the course you attended.					
2	Achievement of course objectives					
3	Quality of Trainers					
4	Quality of course content.					
5	Training Methodology					
6	Duration of the course					
7	Support from Library Management.					
8	Effectiveness of Library training in meeting my job requirement.					

**SECTION E: The challenges of the training programme in the library**

8. Barriers to training for non-professional staff in the library training scheme (Please tick (√) appropriately ( = Strongly agree, = Agree, = Strongly Disagree, = Disagree = undecided)

S/NO	Barriers	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
1.	Lack of time					
2.	Cost of training					
3.	Location/distance not convenient					
4.	Lack of interest in some topics.					
5.	Training will not result in promotion or regrading.					
6.	lateness on the part of lecturers					
7.	Inadequate funding					
8.	Lack of entry qualification					
9.	lack of written training policy					
10.	The time between one course and another is too far.					
11.	Lateness in the release of examination results. is not encouraging.					
12.	Are the course contents too advanced?					
13.	Are the entry requirements to high?					
14.	Others.					



APPENDIX: IV

**LIST OF APPROVED UNIVERSITIES IN NIGERIA**

UNIVERSITIES

S/ N	Federal	Year	State	Year	Private	Year
1	University of Ibadan, Ibadan.	1948	River state University of Science & Technology, Port-Harcourt.	1979	Babcock University, Ilishan Remo	1999
2	University of Nigeria, Nsukka.	1960	Ambrose Alli University, Ekpoma	1980	Madonna University, Okija	1999
3	Obafemi Awolowo University, Ile-Ife	1962	Abia State University, Uturu	1981	Igbinedion University, Okada	1999
4	Ahmadu Bello University, Zaria	1962	Enugu State University of Science & Tech, Enugu	1982	Bowen University, Iwo	2001
5	University of Lagos, Lagos	1962	Olabisi Onabanjo University, Ago-Iwoye	1982	Covenant University, Ota	2002
6	University of Benin, Benin City	1970	Lagos state University, Ojo Lagos	1983	Pan-African University, Lagos	2002
7	Bayero University ,Kano	1975	University of Ado-Ekiti	1982	Benson Idahosa University, Benin city	2002
8	University of Calabar, Calabar	1975	Ladoke Akintola University of Technology, Ogbomoso	1990	ABTI-American University, Yola	2003
9	University of Ilorin, Ilorin	1975	Imo State University, Owerri	1992	Redeemers Univerity, Mowe	2005
10	University of Jos, Jos	1975	Benue State University, Makurdi	1992	Ajayi Crowther University, Ibadan	2005
11	University of Maiduguri, Maiduguri	1975	Delta State University, Abraka	1992	Al-Hikmah Univerity, Ilorin	2005
12	Usman Danfodiyo University, Sokoto	1975	Adekunle Ajasin University, Akungba-Akoko	1999	Caritas University, Amorji-Nke, Enugu	2005
13	University of port-Harcourt, port-Harcourt	1975	Kogi state university, Anyigba	1999	CETEP City University, lagos	2005
14	Federal University, Technology, Owerri	1980	Niger-Delta University, Yenagoa	2000	Bingham University, jos	2005
15	Federal University of Technology, Akure	1981	Anambra State University of Science an Technolo	2000	Katsina University, Katsina	2005
16	Federal University of	1981	Kano State University	2000	Renaissance	2005

	Technology, Yola		of Technology, Wudil		University, Enugu	
17	Federal University of Technology, Minna	1982	Ebonyi State University, Abakaliki	2000	Bells University of Technology, Badagry	2005
18	Nigeria Defence Academy, Kaduna	1985	Nasarawa State University, Keffi	2002	Lead City University of Ibadan, Oyo State	2005
19	University of Abuja	1988	Adamawa State University, Mubi	2002	Crawford University, Igbesa Ogun State	2005
20	Abubakar Tafawa Balewa University, Bauchi	1988	Gombe State University, Gombe	2004	Wukari Jubilee University	2005
21	University of Agriculture, Makurdi	1988	Kaduna State University, Kaduna	2004	Crescent University, Abeokuta	2005
22	University of Agriculture Abeokuta	1988	Cross River University of Technology, Calabar	2004	Novena University Ogume, Delta State	2005
23	Nnamdi Azikiwe University, Awka	1992	Plateau State University, Bokkos	2005	University of Mkar	2005
24	University of Uyo, Uyo	1991	Akwa Ibom State University of Technology	2005	Joseph Ayo Babalola University, Ikeji-Arakeji Osun State	2006
25	Micheal Okpara University of Agriculture, Umudike	1992	Ibrahim Babangida University, Lapai, Niger State	2005	Caleb University, Lagos	2007
26	National Open University, Abuja	2002	Tai Solarin University of Education, Ijagun	2005	Fountain University, Oshogbo	2007
27	Fed. Univ. Of Petroleum Resources, Effurun	2007	Katsina State University, Katsina	2006	Obong University, Obong Ntak	2007
28	Fed. University, Dutse, Jigawa State	2011	Bukar Abba Ibrahim University, Damaturu Yobe State	2006	Salem University, Lokoja	2007
29	Fed. University, Dutsin-ma, Katsina State.	2011	Kebbi State University of Science and Technology, Aliero	2006	Tansian University, Umunya	2007
30	Fed. University, Kashere, Gombe State	2011	Osun State University, Osogbo	2006	Veritas University, Abuja	2007
31	Fed. University, Lafia, Nasarawa State.	2011	University of Education, Ikere-Ekiti	2008	Wesley Univ. of Science & Tech., Ondo	2007
32	Fed. University, Lokoja, Kogi State	2011	Ondo State University of Science and Technology, Okitipupa	2008	Western Delta Univ., Oghara, Delta State	2007
33	Fed. University, Ndufu-Alike, Ebonyi State	2011			The Achievers University, Owo	2007
34	Fed. University, Otuoke, Bayelsa State	2011			African Univ. of Science & Tech., Abuja	2007

<b>35</b>	<b>Fed. University, Oye, Ekiti, Ekiti State</b>	<b>2011</b>				
<b>36</b>	<b>Fed.University,Wukari, Taraba State.</b>	<b>2011</b>				

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APPENDIX : V

SYLLABUS FOR STAFF TRAINING AND DEVELOPMENT FOR AHMADU BELLO UNIVERSITY,  
KASHIM IBRAHIM LIBRARY, AHMADU BELLO UNIVERSITY, ZARIA.

AHMADU BELLO UNIVERSITY

KASHIM IBRAHIM LIBRARY

Z A R I A

STAFF TRAINING UNIT

STAFF MANUAL

APRIL, 1979

—00000—

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P R E F A C E

The growing appreciation for manual has made this first edition necessary. The chief features of the Junior Staff Training Unit will be given prominence with a view to affording librarians, students and all those interested in scholarship a broader, more adequate basis of information of the respective tasks. The features presented, however are not intended to comprise a comprehensive treatise, but rather an informative skeleton outline that would give an adequate view of the structure of the Training Programme. The Manual is purposely condensed for ready reference, and is intended merely as a guide, not a textbook.

This write-up is divided into two sections, A and B, opening up with a brief historical introduction. Section A is an overview of the Training Unit, both technical and functional. While Section B looks at the organisational and administrative structure, vis - a-vis existing division of labour in the Unit with a view to achieve excellence.

I N T R O D U C T I O N

A brief history of what is now known as the Kashim Ibrahim Junior Staff Training Programme dates some years back. However, the scheme took off in April, 1975, with Miss Lorna Reevely as the first Training Officer. When she left in 1976, Messrs J. A. Achema and J. A. Fab. Akhidime co-ordinated the office and duties of Training Officer. Later in 1976, Mrs. C. H. Dangiwa was appointed both as the Training Officer and Coordinator of the Staff Training Programme in Kashim Ibrahim Library. During her tenure in office, she laid a solid foundation, though not without problems here and there. The Training Unit turned out several successful students for their various libraries. Mrs. C. H. Dangiwa resigned her appointment in March, 1979. The office of the Training Officer had a new incumbent in the person of Mr. J. A. Ocheibi.

Since assuming duties, this manual is the result of my endeavour.

J. A. OCHEIBI.  
STAFF TRAINING OFFICER.



SECTION A

A. 1 PURPOSE OF THE KASHIM IBRAHIM LIBRARY  
JUNIOR STAFF TRAINING PROGRAMME

The Kashim Ibrahim Library Junior Staff Training Programme is responsible for training junior staff working in Ahmadu Bello University Libraries to follow basic library procedures in order to provide improved services and perform qualitative practices, through acquaintance with the total operation of the library, as well as provide a non-academic qualification for promotion purposes.

A. 2 REQUIREMENT FOR ENROLMENT

With effect from 1978, Library Attendants on Grade Level 02 must have one year experience before registering for the training programme, however, Library Attendants on Grade Level 03 are not affected.

A. 3 STATEMENT OF POLICIES

1. All lectures should be attended by staff in their own time and NOT during the work shift.
2. Students attend classes four hours per week, which include practicals on the job training. The programme is organised into a ten-week Unit with separate five Unit courses for Library Attendants and Assistants.
3. A student/staff must attend 80% of the classes in the Unit to qualify for the final examination. If absences exceed 20%, the staff will be requested to withdraw from the Unit.

4. On the completion of each Unit, a report is written regarding each staff progress. These reports provide a record of development throughout the course.
5. The Library Staff of the Ahmadu Bello University libraries are invited to participate in the programme as part-time lecturers (4 hours lecture per week). It is hoped that students will benefit immensely from their wealth of knowledge, skills and expertise.
6. A comprehensive examination is given to staff who have successfully completed the five Units at one level. Students who successfully pass this examination are awarded a certificate of achievement. Although, a staff will need a good record of work in addition to the required number of year of work experience, he/she can use successful completion of the course as a substitute for formal education achievement as a requirement for promotion.
7. Candidates who have successfully completed the Library Attendants course who currently hold a Library Attendant Certificate would not qualify for the Library Assistant course until he/she has officially been promoted to the position of Library Assistant.

A. 4 BENEFITS

1. Library Attendants on Grade Level 02 and 03 would be eligible for promotion to Library Assistants on Grade 04.
2. Library Assistants on Grade Level 04 would be elevated to Senior Library Assistants and Assistant Library Officers on Grade Level 05 and 06 respectively. The latter course is expected to commence in 1980.

3. It is likely that prospective employees elsewhere will rely on these courses as asset for appointment if they so desire.
4. The knowledge gained by the participants is personal to them as mark of achievement.

A. 5 COURSE SYLLABUS - DURATION AND SCOPE

The programme is organised into ten weeks Units, which consists of five separate Units. Lectures are held Monday - Thursday, 8.00 to 10.00 a.m. and 5.00 to 7.00 p.m. to accommodate shift workers. The syllabus consists of two integral courses. The first is for Library Attendants and the other is for Library Assistants. The syllabus is shortly undergoing general revision to promote the awareness and appreciation of the beneficiary for more practical work and will encourage staff to remain in and contribute to library services.

The contents of the five Units course are as follows:-

A. 5.1 LIBRARY ATTENDANTS

UNIT I - General Library Organisation

Introduction to Kashim Ibrahim Library Junior Staff Training Programme, Organisation function, library terminologies. Basic rules and procedures for alphabetical filing. Regulation of Readers. Classification systems used in Ahmadu Bello University. Shelving books. Rules and procedures of using Accession numbers. Practical exercises on the above routines.

UNIT II - Bibliography

Definition of bibliography, function, location, description of parts of a book, purpose and function of bibliographic verification, Common Sources of bibliographic information used in bibliographic verification, Procedures for Searching.

Acquisition and book selection. Compilation of bibliographic, booklist and indexes. Practical exercise on the above routines.

### UNIT III - Circulation

Purpose and functions of the Circulation system. Human / public relation and the library. Arrangements and methods of filing Circulation records. Charging and discharging library materials in the Circulation systems used in A.B.U. libraries. Procedures for, Procedures for filing issues - numerically and alphabetically and procedures used for overdue materials. Shelving books shelf reading. Practical exercise on the above routines.

### UNIT IV - Serials

Definition, description, Organisation of Serials in the library. Procedures when ordering, receiving, and recording Serials. Methods of shelving Serials. Procedures for using the combined catalogue of Serials, Ahmadu Bello University and procedures for preparing serials for the bindery. Practical exercise on the above routines.

### UNIT V - Clerical Routine

Definition of Clerical routines. Procedures for writing a memorandum, filing, compiling statistics, transcribing information and their uses in the library. Methods of writing business letters and purpose for making signs for the library. Practical exercise on the above routines.

## 5.2 LIBRARY ASSISTANTS

### UNIT I - General Library Organization

Functions and procedures of section in libraries viz:- Technical Processing Division, Readers' Services Division, Research and Bibliographic Services Division, Periodical Services Division. Tours and practical exercises on the above.

UNIT II - Bibliography

Acquisition / book selection. Library resource tools used for bibliography verification, Procedures for using Books in Print, British Books in Prints (BIP), Whitaker Cumulative Book List, The Bookseller, Cumulative Book Index (CBI), National Bibliographies. Catalogue for bibliographic verification e.g. British National Bibliography (BNE). Definition of bibliographic description and entry. Review information needed for simple bibliographic entry. Tours of relevant units in the library and practical exercise in the above.

UNIT III - Cataloguing

Definition of cataloguing. Difference between bibliography and cataloguing. Types of catalogues. Function of a catalogue unit in libraries. Purpose of descriptive cataloguing. Principles of catalogue codes. Use of AACR 67, British Text for heading and use of ISBD (m) for description. Classification of materials. Practicals.

UNIT IV - Serials

Function of Serials in libraries. Procedure to locate bibliographic information found in Serials and Resource tools used to locate bibliographic information on a Serial record, problems in Serial record keeping. Procedures for claiming missing issues, Anglo American Cataloguing Rules (AACR) Cataloguing Serials. Guidelines for assisting readers and organization of Serials in a medium / small library. Practical exercises.

UNIT V - Reference and Supervision

Function / Role of the Reference Units in libraries.  
Introduction to general and specialised reference books.  
Definition and procedures for using general and specialised  
Reference tools. Types of Reference queries and procedures for  
answering reference queries. Definition of Supervision and  
technique of the supervision of library attendants.

A.6 PROPOSED SENIOR LIBRARY ASSISTANT COURSE

At this juncture it is pertinent to include in this manual news of the new syllabus for the proposed Senior Library Assistant course is nearing completion. This course is envisaged to take off in 1980. This means that the Training Unit would be running a three-tier programme.

A. 7 ROUTINE DUTIES

The quality of the Unit is determined first by the extent and nature of its materials and human resources. When its holdings are insufficient, out-dated, or when its staff and services are unreliable, unimaginative, or ineffective, the Unit cannot accomplish its objectives. The Unit maintains and boasts of audio-visual equipments and accessories for its day to day function. The human resources are not left wanting. Prominent of our records will be expantiated on briefly one by one.

A.8 ENROLMENT FORMS

Application forms for the staff training courses are available at the beginning of each Unit. They are completed by the staff and verified by the Librarian, Departmental Libraries Supervisors or Unit Heads. The staff are also requested to indicate the various lecturers who have taken them in the other Units.

A.9 WITHDRAWAL FORMS

(a) Attendance

The Training Officer can consequently withdraw any student who fails to attain the 80% attendance. This is communicated to the affected staff by the use of a withdrawal form.

(b) Non-qualification Notice

Withdrawal notices are sent to staff who although have successfully completed the Library Attendants course and consequently hold a Library Attendant Certificate are not qualified for the Library Assistants course until he/she has officially been promoted a Library Assistant. Defaulters are promptly withdrawn.

A.10 ATTENDANCE REGISTER FORMS

Neatly ruled Attendance register for each Unit is marked during or after each class lecture by the lecturer. Attendance register dating back to 1975 are available.

A.11 PART-TIME LECTURER APPLICATION FORMS

All participating members of staff complete in triplicate application form for part-time lecture. Details include Curriculum vitae e.g. Certificate of achievement and Schools attended with dates.

A.12 REMUNERATION FORMS

(a) Part-time lecturers who participated in the Junior Staff Training Programme at the end of the Unit are compensated six naira an hour.

(b) Mileage claims are paid for journeys by car on University business certified by the Head of Department at the rate of 5k per mile. Journeys between the house and place of work are excluded except where the

return distance is more than ten miles in which case excess mileage over 300 miles per month may be claimed.

A.13 UNIT EXAMINATION RESULT

At the end of the ten weeks course, an examination is set. Results of the gradings are sent to the various Heads of libraries on their candidates. The date of commencement of the next Unit is also indicated.

A.14 COMPREHENSIVE EXAMINATION

At the end of the successful completion of the 5 Units course, candidates are requested to apply to take their finals - comprehensive examination. Congratulatory letters are sent to deserving candidates, while those who failed will be invited to resit the examination.

A.15 AWARD OF CERTIFICATE

A Certificate of Excellence is awarded to all successful candidates who have satisfied the Training Officer by passing all the 5 Units programme. The certificates are in two categories - one for the Library Attendants and the other one is for the Library Assistants.

A.16 STATISTICS

The Training Unit keeps statistics on the number of staff who have registered for a Unit course on both Library Attendants and Assistants. The total number of withdrawals. Other statistics include the total number of staff that have passed or failed the final examination and the comprehensive examination.



SECTION B  
SCHEDULE OF DUTIES

B. 1 LIBRARY ASSISTANT

- Compile Attendants / Assistants register
- Checks attendance register marked by part-time lecturers to ascertain uniformity.
- Despatch results to the various Heads and library Supervisors.
- Orderly maintenance of file cabinets.
- File Unit Correspondences.
- Responds to some Unit correspondences on behalf of the Training Officer.
- Compile statistics e.g. on withdrawals etc.
- Other job as may be assigned by the Head of Unit.

B. 2 TRAINING OFFICER (Head of Unit)

- Training of junior staff.
- Supervising and administering the unit.
- Involves in decision making in matters affecting matters of policy in the unit.
- Supervises equipment used in the unit.
- Instils discipline in the unit.
- Touring A.B.U. libraries and Departmental libraries.
- Invites part-time lecturers to participate in the programme.
- Attends Heads of unit meetings.
- Making sure the regular payments incurred by part-time lectures on lectures and mileage allowances are promptly settled.
- Other jobs as may be assigned by the Head of Division, Deputy University Librarian or University Librarian.

B.3 COORDINATOR

- Head of the Readers' Services Division.
- Co-ordinator of the Staff Training Unit.
- Attends Liaison Officers Sub-committee meetings and Staff Training Committee meetings.