Staff Training and Development in Academia: Experiences of an Academic Library

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ABSTRACT

Training and development of library staff are very important in this digital era and so deserve the necessary attention. The survey research design was used in this study. A population of 33 library staff of the University understudy was used. No sampling technique was employed in the study. The main findings of the study were as follows: staff had been exposed to different training programs, training programs delivered for the staff were insufficient, staff were satisfied with the in-service training provided, training and development programs had positively influenced library staff to carry out their routine roles well, both junior staff and para-professionals and some senior members did not have chance to take part in any Ghana Library Association training and development programs. Additionally, majority of the staff endorsed training for all categories of staff in the library. Few staff had benefited from study leave with pay while majority were eager to pursue further studies in Information Studies through sandwich programme. Consequently, the following recommendations were made; constant staff training, Heads of Department and Sections should be involved in the selection of their staff for training programs while junior staff should be encouraged to further their education.

Keywords: Training and Development, Library Staff Development, Academic Library, In Service Training, Academia .

I. Introduction

Introduction of information communication technology (ICT) in academic libraries has gone through several levels of development. Appiah et.al (2018), indicated that, this has led to a change in library information provision. These changes demand constant training and development of library staff to help them gain relevant knowledge and skills to keep up with the fast-growing modifications in the library. It is therefore significant for library managements to put in place training and development programs for their staff to ensure excellence in information provision.

Davis (2011), in his study, indicated that, academic libraries encounter a lot of new challenges due to automation of their resources. He also stated that, dealing with the challenges of the information age means incorporating and using ICT facilities in library services' delivery. Library users now also request for electronic services in accessing, retrieving, using and disseminating information. With this, library staff need to be trained to acquire skills to carry out their everyday jobs to meet the demands of their users. A study conducted by Adeyoyin (2011) stated that, training and development of library staff is one of the essential ways of ensuring constructive user skills in academic institutions. An academic library without well-trained and versatile staff will not be in a position to meet the information needs of its users.

For staff to perform their job well, they must possess appropriate skills, be knowledgeable, proactive and competent and understand their institution's values (Abban, 2018). Staff growth in academic libraries is

essential due to speedy changes in technology, user expectations and new information transmissions. Librarians are therefore expected to provide up-to-date services to patrons using the latest technologies (Mapulanga, 2014). Shafiq and Hamza (2017) define training as an orderly way of learning to improve individual, team and organizational/institutional proficiency. Ivancevich (2010), indicated that, training and development is a method that attempts to offer staff with skills, and knowledge to meet the objectives of the organization. He further stated that, training and development helps staff to contribute their quota to improve the organization/institution through good performance. Adeyoyin (2011) added that, training addresses current issues while development is more of long-term issue addressing the career of the library staff by enlightening oneself in library trends not just for immediate use but for future purposes as well.

Davis and Lundstrom (2011) describe staff development as a collective planning that centers on personal and institutional upgrading vested in substantial time and resources, for long-term service maintenance and preservation. They further indicated that, technological advancement has made library operations and services to be unpredictable and there are always changes in needs, services and expectations of users.

Lamptey and Agyen-Gyasi (2010) opined that, tertiary institution libraries require proactive and dynamic staff who will team up as researchers, managers and technologists and help the parent university to achieve her mission. They further indicated that, academic libraries in Ghana have established numerous training and development programs for its members to acquire skills, knowledge and the needed competency to carry out their duties. Academic libraries have instituted training and development programs such as seminars, workshops, conferences, research and publications, orientation, job rotation, study leave, on- the- job- training among others to empower staff (Adanu, 2007; Lamptey & Agyen–Gyasi, 2010).

Eze (2012) posits that, training has been seen to be an essential tool in staff empowerment in libraries. The author further indicated that, the growth of any organization/institution largely depends on the constant trainings given to its staff. She also added that, most libraries staff at Enugu State Public Library and other public libraries all over the place have not sufficiently embraced training programs. This may have negative impact on staff efficiency which will affect users' information needs.

Library staff of the University understudy attend programs within and outside the University community. However, the level in which these programs influence delivery of information and library services since its inception in 1993 has not been examined. This study therefore seeks to examine the effect of training and development on Library staff in the University. The findings and conclusions of the study will help Library managements to plan and execute an effective and efficient training and development programme for library staff to achieve institutional objectives. Similarly, the goal is to empirically add to literature on staff training and development in the library field and academia as a whole.

II. Study Setting

The University Library was established in 1993 to support and facilitate teaching, learning, research and knowledge dissemination. The Library has central and satellite libraries. The central Library is situated at Nyankpala Campus. The satellite libraries are as follows: Tamale Campus Library, City Campus Library and Tamale Teaching Hospital Library. The aim of the library is to provide resources and infrastructure that will enhance the University goals, that is, its research, teaching and learning through effective information dissemination and other related services. The Library has a considerable assortment of information resources both in print and electronic formats. The print collection consists of all the subject areas taught in the University. The total book stock in the library is about 36,873 volumes. The library has also subscribed to over 7,000 academic scholarly journal titles in different databases such as Emerald and Ebsco Host through the Consortium of Academic and Research Libraries in Ghana (CARLIGH). Again, subscription to the Research for Life databases provide users' access to AGORA, HINARI, OARE and TEEAL (UDS Library, 2016).

The staff strength of the library is thirty-nine (39) excluding administrative staff and other supporting staff. (UDS Library Staff Directory, 2020). The library is fully automated with Koha Management Software which is an open-source integrated library system. The library maintains an extensive technological and electronic infrastructure with dedicated IT staff to support its services. All staff have access to computers and the internet. In addition, computers have been provided for library users at the Electronic Support Units of the Library System.

III. Objectives of the Study

The objectives of the study were:
1. To identify different types of training and development programs available to library staff.
2. To identify the categories of library staff that benefit from training and development programs and those that need to be trained.
3. To determine the effect of training and development programs on the library staff.
4. To identify challenges of staff training and development in the library,

IV. Literature Review

Dzanza and Akussah (2018), indicated that, special libraries in Ghana have written policies which cater for budgetary and training for staff. They noted that training opportunities exist which include study leave with pay and scholarships. Additionally, workshops, seminars and

conferences were part of in-house training programs for staff. Cobblah and van der Walt (2017), in their study on staff training and development programs in university libraries in Ghana, posited that academic libraries need library staff who are resourceful and possess diverse degrees of knowledge and skill to make good use of modern technology to improve and provide quality and relevant resources to users of the educational institutions.

In the view of Amoah and Akussah (2017) training and development of library staff serves as a major tool in addressing users' educational and information needs. They also indicated that the information explosion and technology advancement has increased students' quest for information. They further stated that, training is needed for library staff to perform well in this 21st century. Cobblah and van der Walt (2017) noted that constant educational programs help staff to obtain the requisite skills that enable them to discharge their work diligently. Ibegbulam and Eze (2016) had earlier articulated that, every academic library is measured by its holdings and services it renders to meet the information needs of its parent institution. This shows that, human resources and quality information are both required to meet the needs of users. Competent human resource base must be present to ensure the provisions of quality information and other services to patrons. They further noted that, it is very necessary for all categories of staff in the library to be well equipped with competencies and skills to provide effective services to users. A critical accomplishment in every work environment is that, every staff at all levels should be capable to advance their learning skills in order to be receptive to any change.

A study done by Dawo et.al (2012) on staff development on selected Kenyan universities indicated that, staff development alone cannot enhance job performance. They recommended other staff development approaches such as rewards, salary increment, promotion and additional motivational methods to arouse staff interest to enhance output of work. Onyia and Aniogbolu (2011) also discovered that training had positive influence on staff output. They further indicated that, well-designed staff development methods help staff to improve job performance and avoid outdated ideas. Abban (2018) also disclosed that, training helps staff to fortify their skills and knowledge needed to increase performance. He further added that, staff at the circulation desk and reference section always communicate with library users, so by attending seminars and workshop on customer care they will improve on their communication skills.

Staff training and development is very necessary in building the skills and ability of staff in the library to handle the fast-growing modern ICT applications in the library system. Since library and information science environment is progressively becoming more sophisticated, support for staff training and development is an obvious choice for staff to be able to better handle such areas as the OPACs, interlibrary loans, cataloguing, references and circulation activities. Software and system upgrades coupled with information literacy call for staff to constantly improve their skills to be able to handle everything new in the library in order to remain relevant (Westbrook, 2005).

V. Methodology

Survey research design was adopted for the study using a questionnaire. The questionnaire was designed to cover the objectives of the study by using closed and open-ended questions. The questionnaire was designed to obtain background information on the respondents, policy guiding training and development of staff, selection of staff for training, categories of staff that need to be trained, impact of training on staff and the challenges they encountered.

Population and Sample Size

This study focused on library staff at the Nyankpala Campus and Tamale Campus. The Tamale Campus Library is made up of Dungu Campus Library, City Campus Library and Tamale Teaching Hospital (TTH) Library. The target population for the study were MPhil and PhD holders who are senior members in the library; MA, MSc and diploma holders who are considered as senior staff while Senior Secondary School Certificate Examination/West African Senior School Certificate Examination holders formed the junior staff group of the library.

The population for the study was thirty-nine (39) which consisted of senior members (supervisors), senior staff (para-professionals) and junior staff who are directly involved with library work. The study thus excluded cleaners, laborers, administrative and bindery staff.

Based on Saunders et.al's (2012) postulation that, for population that is considerably manageable the entire population can be used, this study therefore used the entire library population. Two of the researchers who are staff from the City Campus Library and also the University Librarian were excluded from the study to avoid conflict of interest. Also excluded from the study were one senior member from the Central Library, Nyankpala Campus who was on sick leave and two senior staff from the Central Library and Tamale Campus Library who were then on maternity leave. In all, six staff were excluded from the study, the population used for the study therefore was thirty-three (33). Table 1 below depicts the population of staff in each Campus Library.

TABLE I
POPULATION OF STAFF PER CAMPUS LIBRARY

Campus Library	Senior Member	Senior Staff	Junior Staff	Total
Central Library, Nyankpala Campus	10	12	4	26
Tamale Teaching Hospital Library	1	1	-	2
Tamale Campus Library	1	6	-	7
City Campus Library, Tamale	1	2	1	4
Total	13	21	5	39

TABLE II

POPULATION OF STAFF WHO PARTICIPATED PER CAMPUS LIBRARY

Campus Library	Senior Member	Senior Staff	Junior Staff	Total
Nyankpala Campus Library	8 (24.2%)	11(33.3%)	4(12.1%)	23 (69.6%)
Tamale Teaching Hospital Library	1(3.0%)	1 (3.0%)	-	2(6.1%)
Tamale Campus Library	1(3.0%)	5 (15.1%)	-	6 (18.2%)
City Campus Library	-	1 (3.0%)	1(3.0%)	2(6.1%)
Total	**10**	**18**	**5**	**33 (100%)**

Data Collection

A prior written permission was sought from the University Librarian before the study was undertaken. The questionnaire was designed to elicit vivid information on training and development from Library staff of Central Library, Nyankpala Campus and Tamale Campus. The questionnaire was divided into six sections. Section one had four questions on demographic information about the respondents in respect of their age, educational background, staff job position and period of time staff have been with the library. Section two dealt with the policy on staff training and development of the library, where the policy can be found, whether there is specified time for staff for further studies and whether they have been on study leave. Section three consisted of type of training programme offered to library staff, areas staff were trained, frequency of training received, and their level of satisfaction. Section four dealt with categories of Library staff who participated in training and development programme organized by Ghana Library Association (GLA), whether those who attended the training retrained other Library staff and how they were selected to attend training outside the University community. Section five was made up of their required training areas, effects of training programs on Library staff and whether the staff have intention to further their education. Section six dealt with the challenges that hinder effective training and development and their suggestions of overcoming them.

A total of thirty- three (33) copies of the questionnaire were distributed to the library staff by one of the researchers and this offered him the opportunity to explain aspects of the questionnaire to the respondents before they were completed. The responses were retrieved from the respondents within a period of five weeks.

VI. Data Analysis

Out of the thirty- three (33) copies of the questionnaire that were distributed, all of them were duly completed and retrieved. The response rate was thus 100%. The questionnaire returns were analyzed using the Statistical Package for Social Science (SPSS) version 20 to generate outputs in the form of simple frequencies, tables and percentages.

VII. Results and Discussion

This section simultaneously presents and discusses the results of the study. The main objective of this study was to investigate the effects of training and development on library staff. The following indicate the responses of staff and discussion of the responses.

Background Information

TABLE III
AGE DISTRIBUTION OF STAFF

Age	Frequency	Percentage (%)
31-35	7	21.2
36-40	14	42.4
41-45	8	24.2
46- 50	2	6.1
51 and above	2	6.1
Total	**33**	**100**

The data showed that 7 (21.2%) of the staff fell within 31 to 35 age bracket and 14 (42.4%) of the staff fell within the ages of 36 and 40. Eight (8) (24.2%) of the staff were between the ages of 41 and 45, whereas two (2) (6.1%) were between 46 to 50 years and two (2) (6.1%) were within ages 51 and above. Obviously, the results show that, majority of the staff who responded to the questionnaire are young. This also goes to indicate that, such young and vibrant active workforce falls within the productive working age of 31 to 60 years in Ghana. These age groups are industrious and can provide effective services to users if sufficiently trained. This result corroborates a similar study which was conducted by Abban (2018) on training and development of staff of two university libraries in Ghana.

Educational Background of Staff

TABLE IV
EDUCATIONAL BACKGROUND OF STAFF

Level of Education	Frequency	Percentage (%)
Master of Philosophy degree (MPhil) with Information Studies	5	15.1
Master of Philosophy degree (MPhil) without Information Studies	6	18.2
Master of Art (MA)	4	12.1
Bachelor of Art (BA)	9	27.2
Diploma	5	15.1
Senior Secondary School Certificate or West African Secondary School Certificate	4	12.1
Total	**33**	**100**

Concerning educational background, Table 4 depicts that staff in the library hold variety of educational certificates. The results indicated that majority (72.7%) of the library staff had education from degree level, 5 (15.1%) were Diploma/HND holders while 4 (12.1%) staff held SSSCE/WASSCE certificates. With the 72.7% who hold degrees, 5 (15.1%) of the staff hold MPhil in Information Studies, 6 (18.2%) hold MPhil without Information

Studies, 4 (12.1%) had MA in Information Studies whilst 9 (27.2%) had BA in different fields of study. Among those who hold MPhil in Information Studies, two of them were pursuing PhD programme. This indicates the level and caliber of staff found in the library and while libraries in this 21st century are basically operating virtual; training may deem necessary to enhance staff performance.

Staff Job Position

The study solicited information on staff job description and the results indicated that, 13 (39.3%) were located in the Reader Services Section, 3 (9.0%) were from Institutional Repository (IR), 4 (12.1%) were from Electronic Support Unit, 1 (3.0%) each from Acquisitions Section and Information Service respectively, 5(15.1%) came from Technical Service Unit, 2(6.0%) came from Periodicals/Serials Section, while 3 (9.0%) were from Cataloguing Department. This means that a significant proportion (39.3%) of the staff were from the Reader Services Section. This is where library users visit most. Reader Services staff therefore need more experience, knowledge and skills to give patrons better and quality services that they deserve. The result shows that the library is made up of different sections so staff need training to work diligently.

With regards to position or rank of staff, the data indicated that one (3.0%) was Senior Assistant Librarian, 3 (9.0%) were Assistant Librarians, 7 (21.2%) were made up of Junior Assistant Librarians, 2 (6.0%) were Chief Library Assistants, 3 (9.0%) were Principal Library Assistants, 7 (21.2%) were Senior Library Assistants, 4 (12.1%) were Library Assistants, 3 (9.0%) Junior Library Assistants, 2(6.0%) were Junior Library Assistants I, and one (3.0%) was Campus Guard II. It is clear from the findings that, within the senior member category, there is no Deputy Librarian but only one Senior Assistant Librarian. The senior staff dominate and they are also experienced since there are three Principal Library Assistants and two Chief Library Assistants at post. This result is in line with Agyemang's (2012) study on the effects of training on administrators in Kwame Nkrumah University of Science and Technology. He found that 27(32.2%) staff were at the rank of Chief Administrative Assistant which was the highest representing rank for senior staff.

Period of Time Staff Have Been with the Library

Concerning the experience of the staff, the data indicated that, five (15.1%) staff, have been working in the library between 1-5 years, 11 (33.3%) of the staff have been in the library between 6-10 years, 13 (39.3%) have worked between 16-20 years while four (12.1%) have worked from 21 years and above. All the staff have been working in the library for more than a year. Thus, thirteen (39.3%) of the staff have been with the library between sixteen to twenty years. The result indicates that; the library has good staff retention system. With this, staff require continuous training and development programs to be abreast with technological advancement.

Policy on Staff Training and Development

TABLE V
POLICY ON STAFF TRAINING AND DEVELOPMENT FOR THE LIBRARY

Responds	Frequency	Percentage (%)
Yes	31	94.0
No	2	6.0
Total	33	100

Table 5 shows that 31(94.0%) of the library staff were aware of the library's staff training and development policy while only two (6.0%) were not aware of such a policy. This finding shows that most of the staff were aware of the existence of the library's policy regarding staff training and development. In a follow up question, the staff were asked to indicate where the policy could be found. In all, 29 (87.8%) of the staff stated it could be found in the "Library's Strategic Plan, 2016-2025" and 4 (12.2%) indicated that such information could also be found in the Library's Strategic Plan- "2017-2023". This result shows that few (4) of the staff provided the right response since the current strategic plan for the library is between 2017-2023.

The policy on training and development for library staff differs from country to country and from institution to institution. Policies are outlined to offer guides to action and to set limits to decision making. Adanu's (2007) study on public university libraries in Ghana including the library understudy indicated that, there was no written policy document on professional development of library staff during the time of the study. This shows that efforts have been made since that study was conducted to get a strategic plan which embedded in it, is a policy for staff on training and development which is subject to review every six years when the strategic plan is being entirely swotted.

Concerning whether there is a specified time for staff for further studies, majority 30 (91.0%) of the staff answered in affirmative and just three (9.0%) did not answer to the question. With regards to whether the staff have been on study leave or not, nine (27.2%) of the staff indicated that, they have been on study with pay while 24 (73.0%) of the staff responded that they have never been on study leave before. By asking why they have not been on study leave, four (12.1%) of them indicated that, they did not go for further studies while 20 (61.0%) of the staff indicated that they had their study on sandwich basis so they did not need study leave. This means that, there are provisions made for staff to upgrade and further their education but only few have made good use of it.

Types of Training Programs Offered to Library Staff

The study sought to determine whether the library staff has had any form of training since they joined University Library. The results revealed that, 32 (97.0%) of the staff answered in affirmative while only one (3.0%) did not respond to it. One of the objectives of the research was to determine the various types of training programs offered to Library staff.

Options were provided for the staff to choose from. Based on the results, the study revealed that, two (6.0%) indicated staff orientation, 12 (36.6%) stated on the job training, 10 (30.3%) indicated in- house training, eight (24.2%) stated online training and one (3.0%) staff did not respond to the question. The finding shows that the Library provides its staff with training programs to enhance their work. This result corroborates Lamptey and Agyen–Gyasi's (2010) study which indicated that, different training programs are routinely organized to enhance professional development of academic library staff to equip them with relevant skills and competences on the job. Concerning the areas staff were trained on in- house, 29 (87.8%) indicated customer care, 18(54.4%) stated inputting/retrieving information from OPAC, 10(30.3%) indicated online training and 12 (36.6%) stated training on scholarly publications.

Frequency of Training Received

The researchers sought to investigate how frequently staff attend in-house training programs. The results indicated that, two (6.0%) of the staff had training once, since they joined the University Library, six (18.1 %) had training twice while 25 (75.7%) of the staff had training several times. Concerning their level of satisfaction of training received so far, three (9.0%) staff indicated they were fairly satisfied, 10 (30.3%) stated that, they were satisfied while 20(60.6%) responded that, they were very satisfied.

Participation in Ghana Library Association Programs

Taking part in Ghana Library Association training programs is a way of adding to the knowledge and skills of library staff. Participants learn new developments in the library and information profession, knowledge is shared and imparted by experienced resource persons and also there is interaction with staff from different institutions. The research also sought to find out whether respondents had participated in any training organized by the Ghana Library Association. In all, 13 (39.3%) answered in affirmative to this question whereas 20 (61.0%) gave a negative response. Those who responded negatively to this question were subsequently asked why they did not attend training by Ghana Library Association. All of them indicated that any training organized by Ghana Library Association (GLA) or other organizations (e.g. CARLIGH, INASP, EIFL and AAU) were attended by some selected senior members and a few selected senior staff in the Library. They further indicated that no junior library staff has ever attended any training outside the University community. This statement is not alarming since Ghana Library Association programs are intended for senior members and para- professionals (senior staff). However, it can be deduced that every staff in all the Units/Sections in the Library have had in- house training before. This is a good practice since it enhances staff competency and efficiency.

In a probing question, staff were asked to indicate whether the selected senior members who attended the Ghana Library Association programs retrained other library staff to benefit from the experience they derived from such programs. The results were that, seven (21.0%) responded positively while 26 (79.0%) of the staff responded by saying "No". The result shows that, some of the senior members and senior staff who were selected to attend programs did not retrain other library staff to benefit from their training.

TABLE VI
SELECTION FOR TRAINING OUTSIDE THE LIBRARY

Criteria	Frequency	Percentage (%)
Compulsory for all staff	-	-
Recommendation by University Librarian	31	94.0
Recommendation by Head of Department/ Section	-	-
Upon staff request	1	3.0
Don't know	1	3.0
Total	**33**	**100**

Library staff were asked to indicate how they were selected to attend training outside the University community. Table 6 shows the various responses from the staff. The results indicate that, 31 (94.0%) of the staff were chosen to take part in training programmes based on the recommendation by the University Librarian, 1 (3.0%) received training upon their own request while 1 (3.0%) of the staff was not aware of the selection process. The result indicated that selection of training programs outside the University community is basically done solely by the recommendation from the University Librarian.

Categories of Library Staff that Need Training

Training is essential for all categories of staff in the library ranging from senior members down to junior staff. Ideally, staff training is important and should be continuous in order to make staff competent and dynamic to meet changes in library service delivery. One of the objectives of the study was to identify categories of staff that need training most. A question was posed to the staff to indicate the categories of library staff who need to be trained most. The result shows that, 30 (91.0%) of the staff indicated that all categories of staff require training while two (6.0%) indicated senior staff and one (3.0%) indicated junior staff. This means that every staff in the library needs training to offer optimal services for users. This result is in line with Abban (2018) and Dzandza and Akussah's (2018) conclusions that training programs are vital for every library staff from professional, para-professionals and to the newest auxiliary staff. Training programs are targeted in enhancing and developing certain knowledge and skills that are vital but absent in the staff to promote quality service delivery and also elevate staff to a higher level. This also supports Cobblah and van der Walt's (2017) study which posits that, academic libraries need staff that are versatile and possess diverse degrees of knowledge and skills to make good use of modern technology, provide quality and relevant resources to their parent institutions. Staff training and development is very necessary in building the skills of library staff to handle the fast-

growing modern technologies that are being deployed and used in the library system.

With regards to the training areas they required, the results indicated that 25 (76.0%) stated they needed to be trained in areas of ICT/e-resources and web searching, 2(6.0%) indicated they needed training on cataloguing/classification, 1 (3.0%) preferred acquisition and collection development, 3 (9.0%) opted for circulation/customer service whiles 2(6.0%) confirmed that they needed training in system management. It is obvious from the findings that, majority (76.0%) of the staff need training on ICT/e-resources and web searching. The reason is that; 21st century library users now need relevant electronic information which can effectively be provided by competent and well-trained information and library professionals. This is in line with Asante and Alemna's (2015) findings which stated that librarians need to equip themselves with knowledge and skills to match with the fast-growing information and communication technologies (ICTs) to be able to work with various systems, software and the internet. This will enhance their work competency and make them relevant and more useful in the library system.

Effects of Training Programs on Library Staff

Training and development programs in any organization/ institution cannot be under estimated since they play major role in empowering staff and the organization/institution in general to enhance service delivery. Any organization/institution which does not allow or encourage its staff to take part in training program cannot meet its target. One of the objectives of the study was to assess the impact of training and development programs on the library staff.

A question was posed to staff to state whether training and development programs have influence on their job. A large number 20 (61.0%) of the staff stated that training programs both outside and within the library were very good, eight (24.2%) of the staff rated them as good and five (15.1%) indicated that, the training programs have more positive influence on their job performance than before.

Concerning whether the objective of the training programme was appropriate and aided in attaining individual and institutional aims, all the 33 (100.0%) respondents stated that the training objective was relevant. This result thus agrees with Ivanevich's (2010) study which indicated that, training objectives are set to increase staff proficiency in service delivery for any organization/institution. With regards to the areas where training has helped them to improve on their work performance, improved knowledge, improved customer care relationship, achieving their aims and improvement in professional growth; it is clearly seen that all these variables were positively affected by training. In all, 43% of the staff indicated that, training had an influence on them in gaining knowledge, 37% of the staff reported that training resulted in improved customer care relationship while 21% of the staff reported that training helped them in achieving their aims. This result confirms Nassazi's (2013) study which indicated that, training and development programs have influence on staff activities in the library. In a probing question, staff were asked whether

they need more training opportunities or not. An overwhelming majority 31(94.0%) of the respondents revealed that, they need more training programs.

This finding is in line with Dzandza and Akussah's (2018) study which indicated that, professional development is essential and indispensable which serves as a guarantee for continuous learning practices for the improvement and achievement of goals and objectives of persons and institutions at large. They further stated that, such programs are seen as platforms for sharing of knowledge among experts and other stakeholders. In a supplementary question, the study proceeded to find out the need for training. Their responses were as follows: to help in web searching was rated by 42.0% of the respondents, to manage with 21st century library challenges had 19.3% rating, to enhance job performance was the preference of 16.2% of the respondents, to improve library services and positively influence users were rated by 12.9% and to ultimately become university librarians were also rated 9.6% by the respondents.

Intention to Further Education

The study tried to find out whether the staff have the intention to further their education to broaden their knowledge in library/information studies; 29 (88.0%) of the staff responded in affirmative whereas only four of them (12.0%) stated in a negative way. By asking why the four did not want to further their education, one of them indicated age because he is left with few years to retirement whilst the remaining three staff prefer to educate their children. This finding corroborates Gosine-Boodoo and McNish's (2009) study in the Caribbean which indicated that, 95% of their respondents had a personal interest to broaden their knowledge in library studies.

Challenges that Hinder Effective Training and Development

Although significant progress has been observed in UDS Library staff concerning training and development, major constraints still hinder the effective utilization of these opportunities. When respondents were asked to indicate whether there are any challenges hindering training and development in their department, 18 (55.0%) of the staff indicated lack of funds for library training and development programs, 10 (30.0%) of the library staff indicated lack of due process in staff selection for training while five (15.0%) stated poor budgeting allocation to the library. A study done by Ahenkorah-Marfo and Osei-Bonsu (2013) reported that, for some years funds allotted to public libraries in Ghana had been reduced. A similar study done by Ishola (2014) indicated that Nigerian public universities are poorly funded which in effect has emotional impact on library development. This financial constraint at times challenges libraries to organize training and development programs internally for library staff.

VIII. Conclusion

The results of this study have revealed that, staff training and development has a positive influence on library staff's work and the services they offer to their users and so must be given the needed attention. Academic libraries should see it as a core mandate and look for training opportunities outside their parent institutions for staff with the aim of helping them learn new ideas and skills from other institutions. Based on the findings of this study, the following recommendations are given to enhance staff training and development in libraries:

- Government should allocate more funds in support of library staff training and development programs. When funding improves, there should be adequate provision of training facilities. Adequate funds will enable libraries organize more training programs for staff either within or outside the university community.
- In order to enhance the work of all library staff to assiduously meet the needs of 21st century library users, they should also be given the opportunity to undertake training outside the library building. Also, constant in-house training should be provided for library staff to improve library and information service delivery. This will help the staff to acquire more skills to meet the needs of library users and also to meet the institutional goals.
- In order to make training and development free and fair, staff should rotate to engage in training programs outside the library. For example, the University Librarian should involve Heads of Department in the selection of staff for training. Staff selection for training should be on merit. Training needs of each staff should be identified. This will help the staff to perform well if the training content meets the interest of the staff.
- Budgeting allocation should be made available timely by university management. If the budget allocation is on time, it will help the library to know the number of staff that can take part in a particular programme. This will also help the library to know the amount of money that can be allocated to programs outside the university community.
- Staff with great devotion and administrative experience who have worked for years should highly be engaged in internal training program to share their experiences and knowledge with the less experienced ones. This will ensure that admirable qualities in the highly experienced staff would be imparted into other staff to the benefit of the library and parent institution as a whole.

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