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Staff Training as A Correlate of Library Development in Public Universities in Imo State, Nigeria

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Abstract
The study examined staff training as a correlate of library development in public universities in Imo State, Nigeria. It was guided by three research questions and three hypotheses. Correlation design was adopted for the study. The entire population of 161 library staff was also adopted as sample for the study. A researcher rating scale was used as instrument for data collection. Data collected were analyzed using mean scores and standard deviation. The hypotheses were tested using t-test statistics at 0.05 level of significance Findings show among others that: there is a significant high positive relationship between orientation and library development; there is a significant moderate positive relationship between job rotation and library development and, there is a significant moderate positive relationship between technical skill training and library development. The researcher therefore recommended that the management should introduce varieties of training programmes and encourage staff to participate in them to maintain more positive library development.
Keywords: Staff, Staff Training, Orientation, Job Rotation, Technical Skill, Library Development

1.1 Introduction

Staffs are the formal employee, workforce and the most important resource of every organization. They are the totality of people working at different levels for organizational development. The library as an organization has its own staff. They are the scarce, yet crucial and most productive resource formally and duly employed to work in the library. They comprise the professionals, paraprofessionals, clerical staff, and support staff with the managerial skills that co-ordinate, direct and control all the other factors and resources of the library. As the driving force for development in the library, they need to be developed through training and retraining to meet the information demands of the current era (Awogbami,

Opele& Adeoye, 2021).

Training is the act, process or method of impacting and acquiring skills, knowledge and experience. Babjohn, Tejaswani and Neema (2017) and Smriti (2018) in similar assertions describe training as a short-term educational process of teaching members of organization activities that will help them acquire and apply knowledge, skills, abilities and attitudes needed by a particular job and organization. It is the act of increasing the competency of an employee for improved job performances. Irrespective of staff qualifications and skills, university library like other libraries requires competent staff capable of rendering information services required by the user community. Their

competency can only be well displayed if they are exposed to efficient staff training programmes.

Training methods for staff abound. Akanwa (2016) identifies mentoring, participative management, job rotation, continuing education/in-service training, conferences/workshops and seminars, study visits/library tours and electronic/e-training as relevant, effective and notable staff training techniques practiced in academic libraries. Jibrin, Momohjimohm and Dauda (2022) listed on-the-job training, in-house lecture/demonstration, job rotation, vestibule training, and programme instruction, Computer-Assisted Instruction (CAI), internship, apprenticeship, audio-visual method, role playing, business games, and case studies as some of the different training methods that can be employed. Regardless of what kind of library, it is imperative to incorporate staff training because it can lead to exponential and consequent business growth and development and, amplifies staff strength, to acquire new skills which generally revolve around organizational development (Chopra, 2022).

Development can occur in the human body, organizations, establishments, institutions, firms, plants and even animals. It is a step-by-step change in a situation, specified state of growth and or advancement and, a process of modifying an already existing system to a higher and better standard that meets the current trend in a particular field. Semasinghe (2020) describes it as a widely multidimensional process that involves changes in the entire social system. As an institution responsible for information provision in academic environment, the library can also pass through developmental processes, in the library's workforce, collections, infrastructure, personnel competency, operating system and services with a view to meeting the changing needs of the user community. Academic libraries as hub of knowledge for the teaching, learning and research activities in higher education institutions (Anyaegbu & Wali, 2021), need to have their staff trained and retrained for skills that will help them contribute meaningfully to the development of the library. This is among the basis for Ranganathan's fifth law of librarianship, 'Library is a growing organism'. For the purpose of this study, emphasis will be laid on orientation/induction, job rotation, and technical skill training programmes which library staff should receive.

1.2 Statement of the Problem

There has been a paradigm shift in the information system as a result of the ever-emerging technologies. These changes are perceived developments that cut across all areas of information building, maintenance culture, collection development processes, information provision programmes, information professionals (staff), and the user community. The need to move the library at the same pace with these recent trends in the information system and avoid obsolete skills and practices, calls for the training of the library staff who are to input these changes in the library. However, although no organization can grow in its services without continuous training of the workforce, it has been observed that most university libraries are still operating and existing in their former glory and yet to meet up with the new trends in the system. Could it be that the library staff lack the requisite skills that meet the recent needs of the hour? Is it that the library does not engage its staff in training exercises? or, they are not exposed to proper training programmes that respond positively to their job? It is therefore on this premise that the researcher embarked on this study to ascertain the coefficient of relationship between staff training and library development in Federal University of Technology, Owerri, Imo State University, Owerri, University of Agriculture and Environmental Sciences, Umuagwo and K. O. Mbadiwe University, Ogboko.

1.3 Purpose of the Study

The general purpose of the research is to examine staff training as a coefficient of library development in public universities in Imo State. Specifically, the study seeks to:

1. Ascertain the coefficient of relationship between orientationand library development in the university libraries studied

2. Identify the relationship between job rotation and library development in the university libraries studied; and

3. Fathom the coefficient of relationship between technical skill training and library development in the university libraries studied.

1.4 Research Question

Based on the purpose of the study, the following questions were posed

1. What is the coefficient of relationship between orientation and library development in the university libraries studied?

2. What is the relationship between job rotation and library development in the university libraries studied?

3. What is the coefficient of relationship between technical skill training and library development in the university libraries studied?

1.5 Hypotheses

Ho₁: There is no significant relationship between orientation and library development in the university libraries under study.

Ho₂: There is no significant relationship between job rotation and library development in the university libraries under study.

Ho₃: There is no significant relationship between technical skill training and library development in the university libraries under study.

2.1 Literature Review

2.2 Orientation Training Programme and Library Development

Orientation also known as Library tours/study visits is a short training exercise carried out to introduce new staff to units and job specifications of the library. It sets a platform for employees to develop the required skills needed for their job. These skills need to be taught to deliver effective services to users. Matsuno and Mentzer; Narver and Slater; and Pelham's cited in Worlu, Mugri and Akpakip (2017) assert that, employee orientation is a key success to any business and for any businessman who wishes to succeed and retain key talents. Orientation is designed to shape employees' attitudes, behaviors, help new employees feel welcomed as well as integrated into the organization as quickly as possible, and cause them to set expectations in meeting the goals of the organization (Asare-Bediako cited in Worlu, Mugri&Akpakip, 2017).

2.3 Job Rotation Training Programme and Library Development

Job rotation an integral process in the public services also referred to as job pathing or career pathing, is a practice of regularly transitioning all employees between different jobs to ensure they gain exposure to various departments while learning and improving the skill set needed for library development. Ranjbar and Heidari-Gorji (2018) claimed that it is a technique that enables employees to be flexible to the needs of the job, particularly for those public servants who are in the early stages of the service year while, Amah (2016), refers to it as the planned and coordinated transfer of staff from one job to another to acquire experience that as noted by Half (2022), exposes staff to different business areas, provides fresh perspective on existing roles, accelerates professional development, strengthens succession planning and enhances recruitment and retention.

In the library, it is the redeployment of university library staff from one section of the library to another to promote cost effectiveness which boosts both theoretical as well as pragmatic knowledge and experiences. It triggers a mastery of almost all the sections in the library, total commitment and motivation to give the best to users. More so, interacting with other librarians through this process will create a rare opportunity for knowledge sharing, peer collaboration of writing of papers, and presentation of research papers. This, in turn, improves service delivery in university libraries. Oparanma and Nwaeke cited in Anyim (2021) note that the skills and knowledge acquired through a job rotation enhances productivity, assists management in detecting and correcting abnormalities in the organization and broaden employees' outlook, knowledge, skill, and contact. Otsonu, Asom, Zuwaira and Olije (2016), in their study, discovered that job rotation among others, were accepted as a method for enhanced service delivery and staff development. Similarly, a study by Malaolu and Ogbuabor (2018) revealed that job rotation enhances staff efficiency, job productivity and organizational growth.

2.4 Technical Skill Training and Library Development

Technical or Technological Skill Training is an electronic, digital or virtual training programme that teaches staff how to design, develop, implement, maintain, support or operate a particular technology or related applications, product or service. It is the most contemporary staff training programme that breaks all boundaries of information links beyond the four walls of the physical library (Oduagwu, 2016). This training method is widely used for developing among other workforce, the librarians, whereby they are introduced to automated systems and varieties of software that can be used for the management and development of the library (Eze, 2012). Training staff in recent skills that meet the current trends in the library job, builds staff confidence in the job as he sees himself as part of the development process and success of the library. This could be the reason Kimberlee cited in Anyaegbu and Wali (2021) rightly asserts that staff training also helps to develop engagement and reinforces institutional goals.

3.1 Research Method

Correlation design was adopted for the study. It was guided by three research questions and three hypotheses. The entire population of 161 library staff was also adopted as sample for the study. A researcher rating scale was used as instrument for data collection. Data collected were analyzed using mean scores and standard deviation. The hypotheses were tested using t-test statistics at 0.05 level of significance.

4.1 Data Presentation and Analysis

The analyses is based on 99% return rate of the instrument distributed in that, while 161 copies of the instrument where distributed, 160 copies were duly completed and found usable for the study.

Research Question One: What is the relationship between orientation and library development in the academic libraries studied?

Table 1: The Means X- mean, Standard Deviations (⬜), Coefficient of Correlation (⬜), Coefficient of Determinant (⬜) Concerning Relationship between Orientation and Library Development

Variation	⬜	⬜	⬜	#
Library Dev.	83.05	7.70	.61	.37
Orientation:	16.95	2.33		

n

Presented in Table 1 are the means and standard deviations, coefficient of relationship and coefficient of Determinant between Orientation and library Development. From the Table, the mean rating scores of orientations as an aspect of staff training and library development are 83.05 and 16.95 respectively. Their respective standard deviations are 7.70 and 2.33. The coefficient of relationship between orientation and library development is .61. This coefficient indicates that there is a positive relationship between orientation and library development. This means that as library orientation given to the library staff increases, development in the library increases. The coefficient also falls into the range of high relationship (.61 – .80), indicating that the relationship between orientation and library development is high. The coefficient of determinant of 0.37 shows, that 37.0% of variation in library development is explained by orientation as a staff training method.

Hypothesis One: There is no significant relationship between orientation and library development in the university libraries studied.

Table 2: The Sample Size ($⊡$), Calculated t -value _t_Cal_, p-value ($⊡$), Tabulated t -value _t_Crit_ and the Decision Concerning Relationship between orientation and library development in the academic libraries studied.

$⊡$	$⊡$	$⊞$	$⊡_⊡$	$⊡$	$⊡_⊡$	$⊡$	$⊠_⊡$
160	.61	0.37	9.68	0.000	1.96	158	$⊡$ _01

The calculated t-value of 9.68 which is greater than the tabulated t-value of 1.96 and the p-value of 0.000 which is less than the significant value of 0.05 showed that the coefficient of relationship between orientation as a method of staff training and library development is significant. This significance value (0.000) tells us that the probability of getting a correlation coefficient of .61 in a sample of 160 library staff if the null hypothesis was true (that, there was no relationship between orientation and library development) is very low or nearly zero. Hence, there is a genuine relationship between orientation and library development. This shows that there is a significant relationship between orientation and library development in the libraries studied.

Research Question Two: What is the relationship between Job Rotation and Library Development?

Table 3: The Means X Standard Deviations (S), Coefficient of Correlation (r), Coefficient of Determinant (R) Concerning Relationship between Job rotation and Library Development

Variable	*X*	*S*	*r*	*R*
Library Dev:	83.05	7.70		
	.48	0.23		
Job rotation:	18.93	2.31		

Presented in Table 3 are the means and standard deviations, coefficient of relationship and coefficient of determinant between job rotation and library development. From the Table, the mean rating scores of librarians on job rotation and library development are 83.05 and 18.93 respectively. Their respectively standard deviations are 7.70 and 2.31. The coefficient of relationship between job rotation and library development is .48. This coefficient indicates that there is a positive relationship between job rotation and library development. This means that the more staff are trained through job rotation, the more

developed their knowledge will be to work towards library development. The coefficient also falls into the range of moderate relationship (.41 – .60), indicating that the relationship between job rotation and library development is moderate. The coefficient of determinant of 0.23 shows that, 23.0% of variation in library development is explained by, job rotation (i.e. turning round from one unit of the library to another).

Hypothesis Two: There is no significant relationship between job rotation and library development in the university libraries studied.

Table 4: The Sample Size (n), Calculated t-value (t_Cal), p-value (p), Tabulated t-value (t_Crit) and the Decision Concerning Relationship between Job rotation an Library Development

⍰	⍰	⍰	⍰	⍰	⍰	⍰	⍰
160	.48	0.23	6.88	0.000	1.96	158	⍰	_04

The calculated t-value of 6.88 which is greater than the tabulated t-value of 1.96 and the p-value of 0.000 which is less that the significant value of 0.05 showed that the coefficient of relationship between job rotation and library development is significant. This p-value (0.000) tells us that the probability of getting a correlation coefficient of .48 in a sample of 160 library staff if the null hypothesis was true (that, there was no relationship between job rotation and library development) is very low or nearly zero. Hence, there is a genuine and significant relationship between job rotation and library development.

Research Question Three: What is the relationship between technical skill training and library development?

Table 5: The Means (X), Standard Deviations (S), Coefficient of Correlation (r), Coefficient of Determinant (R) Concerning Relationship between Technical Skill Training and Library Development

Variable	*X*	*S*	*r*	*R*
Lib. Dev.:	83.05	7.70		
		.51	0.26	
Technical Skill Training:	17.85	2.26		

Presented in Table 5 are the means and standard deviations, coefficient of relationship and coefficient of Determinant between technical skill training and library development. From the Table, the mean rating scores of librarians on technical skill training and their job satisfaction are 83.05 and 17.85 respectively. Their respective standard deviations are 7.70 and 2.26. The coefficient of relationship between technical skill training and library development is .51. This coefficient indicates that there is a positive relationship between technical skill trainings and library development. This means that the better the technical skill training, the more their effort towards library development will also be. The coefficient also falls into the range of moderate relationship (.41 – .60), indicating that the relationship between technical skill training and library development is moderate. The coefficient of determinant of 0.26 shows that 26.0% of variation in library development is explained by technical skill training given to librarians in the university libraries studied.

Hypothesis Three: There is no significant relationship between technical skill training and library development in the university libraries studied.

Table 6: The Sample Size (n), Calculated t-value (t_Cal), p-value (p), Tabulated t-value (C_trit)and the Decision Concerning Relationship between Technical Skill Training and Library Development

n	*r*	*R*	*tcal*	*p*	*tcrit*	*df*	*Decision*
160	.51	0.26	7.45	0.000	1.96	158	*RejectH_06*

The calculated t-value of 7.45 which is greater than the tabulated t-value of 1.96 and the p-value of 0.000 which is less that the significant value of 0.05 showed that the coefficient of relationship between technical skill training and library development is significant. This p-value (0.000) tells us that the probability of getting a correlation coefficient of .51 in a sample of 160 library staff if the null hypothesis was true (that, there was no relationship between technical skill training and library development) is very low or nearly zero. Hence, there is a genuine relationship between technical skill training and library development. This shows that there is a significant relationship between technical skill training and library development.

5.1 Summary of Findings

The major findings of the study are presented below.

1. There is a significant high positive relationship between orientation and Library development.
2. There is a significant moderate positive relationship between job rotation and Library development.
3. There is a significant moderate positive relationship between technical skill training and Library development.

5.2 Discussion of Findings

The researcher discussed the major findings of the study under this subheading.

5.3 Relationship between Orientation and Library development

The findings of the study revealed that there is a significant high positive relationship between orientation as a staff training method and library development. This shows that orientation given to the librarians enhances library development. The coefficient of

determinant showed that orientation contributed to the 37% of the variation in library development. This finding is in line with the findings of Adejare, Olaore, Udofia and Emola (2020) which revealed a significant impact between orientation training and the quality of service delivery in Nigerian public universities as well as Matsuno & Mentzer, Narver and Slater; Pelham's assertions as cited in Worlu, Mugri and Akpakip (2017) that, employee orientation is a key success to any business and for any businessman who wishes to succeed and retain key talents. This result could also be linked to the attestation given by majority of the respondents that induction/orientation training given to them at the point of job entry significantly aids their ability to work towards development of the library.

5.4 Relationship between Job Rotation and Library Development

The findings of the study on the relationship between job rotation and Library development revealed that there is a significant relationship between job rotation and library development. The fact that the relationship is positive showed that as job rotation of the librarians increases their knowledge of the entire operation system and structures also increases, as it makes delegation of duties easy and promotes ease of in-house replacement which all accounts as development in the library. This relationship is found to be moderate because the coefficient of relationship between job rotation and Library development is within the range of moderate relationship. Job rotation contributed to 23% of variation in Library development. This finding agrees with Alala, Aguwa and Onyegbula (2022) where a significant relationship between job rotation and service delivery in academic libraries in Imo State was found despite moderate and positive variation in the range

of their coefficients. It is also in tandem with Oparanma and Nwaeke cited in Anyim (2021) affirmation that the skills and knowledge acquired through a job rotation enhances productivity, assists management in detecting and correcting abnormalities in the organization and broaden employees' outlook, knowledge, skill, and contact.

5.5 Relationship between Technical Skill Training and Library Development

The findings of the study revealed that there is a significant relationship between technical skill training and Library development. This relationship was found to be positive showing that as technical skill training increases Library development is also facilitated. The finding also showed that 26.0% variation in Library development is explained by technical skill training employed in the libraries. This finding is in line with the findings of Anyaegbu and Wali (2021) which noted that professional technical skills training such as ICT skills, ensures greater efficiency in resource management, greater staff motivation, promotes better and higher quality of services, and guarantees provision of many other developments like; automated cataloguing, circulation, information retrieval, electronic document delivery, CD ROM Databases and access to databases such as HINARI, AGORA, JSTOR, EBSCOHOST, BIOMED, AJOL in the library. It also tallies with the assertion by Oduagwu (2016) that, the most contemporary staff training technique that breaks all the boundaries of information links beyond the library physical walls is technical skill training.

Recommendations

Based on the findings of the study the researcher recommended among others that; since, orientation correlates high with library development, the officers in-charge of giving

orientation to the newly employed should endeavour to carry out the exercise on time as mapped out in the programmes of activities in the library so as to get the staff integrated into the system and add to the development targets of the library.

The fact that sometimes job rotation, depending on personnel categories, benefits organizations differently, employees can get bored working in a particular unit for a long time, and or, forget what is obtainable in a unit, organizations should have a plan for implementing the job rotation that is appropriate for the target field of work from time to time. This will help to keep them abreast of new events at the different workstation of the library and encourage development. Also, since, technical skill training correlates with library development, the university/library management should endeavour to go for the automated versions of library equipment so that the staff can practice the technical skills acquired since practice they said makes perfect.

Conclusion

The importance of human resources largely depends on their development and training. Training plays an important role in the effectiveness of organisations and the experiences of people at work. It also has implications for productivity, health, personal development and safety at work. Since organizations at times cannot get candidates who exactly match with the job and the organization requirements, training is important to develop employees and make them suitable for the job. Training works towards value addition to the organization and individuals should develop and progress simultaneously for their survival and attainment of mutual goals. So, every modern management must develop its human resources to sustain competitive advantage and enhance development.

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