

EXTENT OF STAFF TRAINING AND DEVELOPMENT PROGRAM AMONG LIBRARIANS AND NON - TEACHING STAFF IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL), AKOKA LIBRARY.

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Abstract

This study investigated the extent of staff training and development programs in federal college of education (technical), Akoka Lagos State Nigeria. Five research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study was 20 librarians and non-teaching staff in the library. A structured questionnaire was used for data collection. The data obtained were analysed using percentages, frequencies and mean ratings. The major findings revealed that conferences and seminars are the major form of trainings and development programs adopted in the library and are typically held annually and quarterly ranging from one day to one week also the training and development programs are moderately significant and relevant to their job roles. The study recommends among others that there should be increase funding for training programs, offer more frequent training opportunities and provide access to online training platforms to facilitate flexible training and development.

Keywords: College of Education, College Library, Librarians, Non – Teaching Staff, Staff Training and Development Program,

Introduction

Personnel remain the most defining asset in any organization. In higher education institutions like Colleges of Education, the effective delivery of services is closely linked to the knowledge, skills, and competencies of the workforce. While several studies (Khan et al., 2016; Okorie & Itsede, 2022) emphasize the pivotal role of human resources, it is crucial to recognize that academic libraries, as expanding service units within colleges, must adapt to technological advancements and changing user expectations. Staff, both professional (librarians) and non-teaching, must therefore be continually equipped to meet these

challenges.

In today's digital environment, training and development have become indispensable. Libraries now rely on automation, ICT tools, and e-resources, making it necessary for staff to upgrade their capabilities to remain relevant. This paper explores the extent of training and development among librarians and non-teaching staff in the Federal College of Education (Technical), Akoka Library. It examines the availability, effectiveness, challenges, and potential improvements to staff training and development programs.

Statement of the problem

Librarians and non-teaching staff have become valuable asserts that ensures that the needs of users are met. The library has evolved from housing books to the infusion of information technology towards meeting the needs of users. Due to this infusion, librarians and non – teaching staff are expected to acquire the necessary skills and knowledge in other to meet the users' needs efficiently.

However, it is not known the level of training and development librarians and non – teaching staff in college of education (technical) Akoka library engage in to ensure user satisfaction, hence the need for this study which is to investigate the extent of staff training and development program among librarians and non – teaching staff in the library.

Research questions

This study provides answers to the following research questions:

1. What type of staff training and development programs are available to librarians and non-teaching staff in FCE (T) Akoka library?
2. To what extent do to librarians and non-teaching staff in FCE (T) Akoka library benefit from staff training and development programs of the institution?

3. What are the challenges to staff training and development program in FCE (T) Akoka library?
4. What are the ways to improve staff training and development program in FCE (T) Akoka library?

Literature Review

Training is an organized activity aimed at imparting information and instructions to improve the recipient's performance or help them attain a required level of knowledge or skill (Appiah et al., 2013). It is a planned and systematic activity focused on enhancing skills, knowledge, and competency (Nassazi, 2023). Niazi (2011) asserts that to meet the current and future challenges of organizations of which the library is a part, training and development must assume a wide range of learning actions, ranging from preparing the individuals for current tasks and knowledge sharing to improving the organization's overall capabilities.

According to Nwokeocha (2024), organizations strive to train and develop their employees for optimal performance in executing their tasks and responsibilities, aiming to achieve set organizational goals. In agreement, Adeyi et al. (2018) viewed training as schemes for improving workers' efficient physical and mental abilities towards efficient work processes as well as communicating the corporate vision to workers. Adeyi et al. (2018) also assert that training is the orderly process of shifting the behaviour and attitude of workforce in line with organizational objectives. Akpokurerie (2014) describes training as the process through which librarians learn new skills or techniques, thereby achieving a change in behaviour and attitude.

Anyaeibu and Wali (2019) assert that staff development is a long-term educational process that utilizes a systematic and organized procedure through which managerial personnel gain conceptual and theoretical knowledge for general purposes. According to the

authors, library staff development refers to activities and programs that help library staff members learn about their responsibilities and develop the required skills necessary to accomplish both institutional and divisional goals.

the authors can be viewed as activities and programs that help staff members of the library to learn about responsibilities and develop required skills necessary to accomplish institutional and divisional goals of the library. While training focuses on the skills and competencies needed to perform an employee's current job, development is a long-term training approach that prepares employees for future roles within the organization (Anyaegebu & Wali, 2019).

Methods

Descriptive survey research design was used for this study. The study was conducted at the Federal College of Education (Technical), Akoka Library.

The population of the study comprised 20 librarians and non-teaching staff in the FCE(T) Akoka Library. The instrument for data collection was a questionnaire, which was validated by two experts in the Library and Information Science Department at the Federal College of Education (Technical), Umuze.

Data generated were analysed using percentages, frequencies, and mean scores to answer the research questions in the study. The pass mark for the frequency and percentage analysis was 40 percent and above, while the mean rating for Research Question 2 was categorized as follows:

- 0.01–2.99 = Low
- 3.00–4.99 = Average
- 5.00 and above = High

For Research Questions 3 and 4:

- 0.00–0.19 = Low

- 0.20 and above = High

Results

Research question one: What type of staff training and development programs are available to librarians and non-teaching staff in FCE (T) Akoka Library.

Table 1 Types of training programs available

Statement: Which of the following staff training and development programs have you participated in at FCE(T) Akoka library?

1.1	Options	Frequency	Percentage (%)	Valid Percentage	Decision
	Workshops	4	9.5%	9.5	Not available
	Seminars	12	28.57%	28.57	Available
	Conferences	16	38.10%	38.10	Available
	On-the-job training	6	14.29%	14.29	Not available
	Online courses/webinars	2	4.76%	4.76	Not available
	Mentorship progs.	2	4.76%	4.76	Not available
		42	100%		
1.2	Statement: How frequently are these programs organized for staff?				
	Quarterly	6	21.43%	21.43	Agreed
	Biannually	2	7.14%	7.14	Not agreed
	Annually	17	60.71%	60.71	Agreed
	Rarely	3	10.71%	10.71	Not agreed

		28	100%		
	Statement: What is the typical duration of the training programs you attended?				
1.3	Less than 1 day	5	11.90%	11.90	Not agreed
	1-3 days	18	42.86%	42.86	Agreed
	1 week	16	38.10%	38.10	Agreed
	More than 1 week	3	7.14%	7.14	Not agreed
		42	100		

***Multiple options (more than one answer taken)**

Table 1 shows the frequency and percentage of staff training and development program available in FCE(T) Akoka library. The analysis shows that out of 6 staff training and development available, only 2 are available. They include conference (38.10%) and seminar (28.57%). Also, staff training and development programs are being carried out quarterly (21.43%) and annually (60.71%) with a duration of 1-3 days (42.86%) and 1 week (38.10%).

Research Question 2: To what extent do librarians and non-teaching staff in FCE(T) Akoka library benefit from staff training and development?

Table 2: Perceived benefits of training programs

Statement: To what extent have the training programs improved your job performance? (Not significantly 1, Slightly Significant 2, Moderately significant 3, Very significant 4, Highly significant 5)							
2.1	1	2	3	4	5	Mean	Remark
	NS	SS	MS	VS	HS		
	1	2	6	7	4		
	5%	10%	30%	35%	20%	3.55	Average
Statement: How relevant are the training programs to your current job responsibilities? (Not relevant 1, Slightly relevant 2, Moderately relevant 3, Very relevant 4, Highly relevant 5)							
2.2	1	2	3	4	5	Mean	Remark
	NR	SR	MR	VR	HR		

0	2	9	7	2		
0%	10%	45%	35%	10%	3.45	Average

The analysis in table 2 shows that the staff training and development programs available in FCE(T) Akoka library is both Averagely Significant (3.55) and Averagely Relevant (3.45) to their job roles.

Research question 3: What are the challenges to staff training and development program in FCE (T) Akoka library?

Table 3: Challenges to training and development.

Statement: What challenges have you faced in accessing training programs?

Options	N	Mean freq.	Remark
Insufficient funding	9	0.45	High
Lack of time due to workload	1	0.05	Low
Limited availability of programs	8	0.40	High
Programs are not tailored to staff needs	1	0.05	Low
Poor communication about opportunities	1	0.05	Low

Table 3 shows that the respondents indicated insufficient funding and limited availability of programs as high challenges they have faced in accessing training programs. The mean frequency for both is 0.45 and 0.40.

Research question 4: What are the ways to improve staff training and development program in FCE (T) Akoka library?

Table 4: Recommendations for improvement.

Statement: How can the institution improve its training programs?

4.1	Options	N	Mean freq.	Remark
	Increase funding	5	0.25	High
	Offer more frequent programs	4	0.2	High
	Customise training to staff roles	4	0.2	High
	Provide access to online training platforms	5	0.25	High
	Involve staff in program planning	2	0.1	Low

Statement: What specific topics would you like future training programs to address?

4.2	Options	N	Mean freq.	Remark
	Digital literacy	7	0.35	High
	Data security	5	0.25	High
	E-resource management	2	0.1	Low
	User experience	2	0.1	Low
	Artificial intelligence	4	0.2	High

Discussion

The study revealed that various types of training and development programs are available to librarians and non-teaching staff at the Federal College of Education (Technical), Akoka Library. This finding aligns with the studies of Ojorvhor (2016) and Echedom, Iwuchukwu, and Echedom (2020), who identified seminars and conferences as integral parts of training and development initiatives among librarians. These findings are relevant as they provide further evidence that staff training and development programs are present in FCE(T) Akoka Library.

The study also found that training and development programs are conducted quarterly and annually, typically lasting from one day to one week. This supports the findings of Imam et al. (2020), who emphasized that capacity building in the form of training should occur regularly which is annually or quarterly to boost staff competency. With mean scores of 3.55 and 3.45, the study revealed that both librarians and non-teaching staff believe training

programs improve job performance and are relevant to their job roles, ranking them as moderately to very significant.

Furthermore, the study identified several factors that hinder staff training and development programs at FCE(T) Akoka Library. These include insufficient funding and limited availability of training opportunities. In response, the study recommended strategies for improvement, such as increased funding, more frequent training programs, customization of training to match staff roles, access to online training platforms, and the inclusion of future training topics such as digital literacy, data security, and artificial intelligence.

This finding aligns with the work of Ogunbanjo (2021), who emphasized that staff are more motivated to participate in training when the programs align with their job descriptions, are adequately funded, and offer opportunities to acquire new skills. Similarly, Anene and Oweipere (2021) reported that training in areas such as digital literacy enhances efficiency in information service delivery, improves competency in applying new technologies to library operations, and strengthens information dissemination and retrieval skills.

Recommendation

Based on the study, the following were recommended.

1. **Increase funding for training programs:** librarians and non-teaching staff should receive sponsorship to participate in relevant training that will enable them to serve the college community more effectively.
2. **Offer more frequent training opportunities:** Training should not be limited to annual or quarterly sessions; instead, it should be continuous to provide ongoing learning opportunities throughout the year.

3. **Provide access to online training platforms:** Digital tools and learning platforms should be leveraged to facilitate flexible staff training and development.
4. **Focus on emerging and relevant training topics:** Training programs should cover essential competencies such as digital literacy, data security and artificial intelligence to equip staff for evolving technological demands.
5. **Expand training and development formats:** Beyond workshops, staff development should include mentorships and on-the-job training to improve staff effectiveness in performing their duties.

Conclusion

The study showed that seminars and conferences are the most adopted forms of training at FCE(T) Akoka Library, typically held quarterly or annually, and lasting from one day to one week. The findings further revealed that while the existing training and development programs also showed that while the existing training and development programs are considered moderately significant and relevant to staff roles, there is room for improvement particularly in aligning the programs more closely with specific job responsibilities. The study indicates a strong desire among staff for more accessible, targeted and remains room for improvement in alignment with job specific needs. The study indicates a desire for more tailored accessible and regularly delivered training opportunities.

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