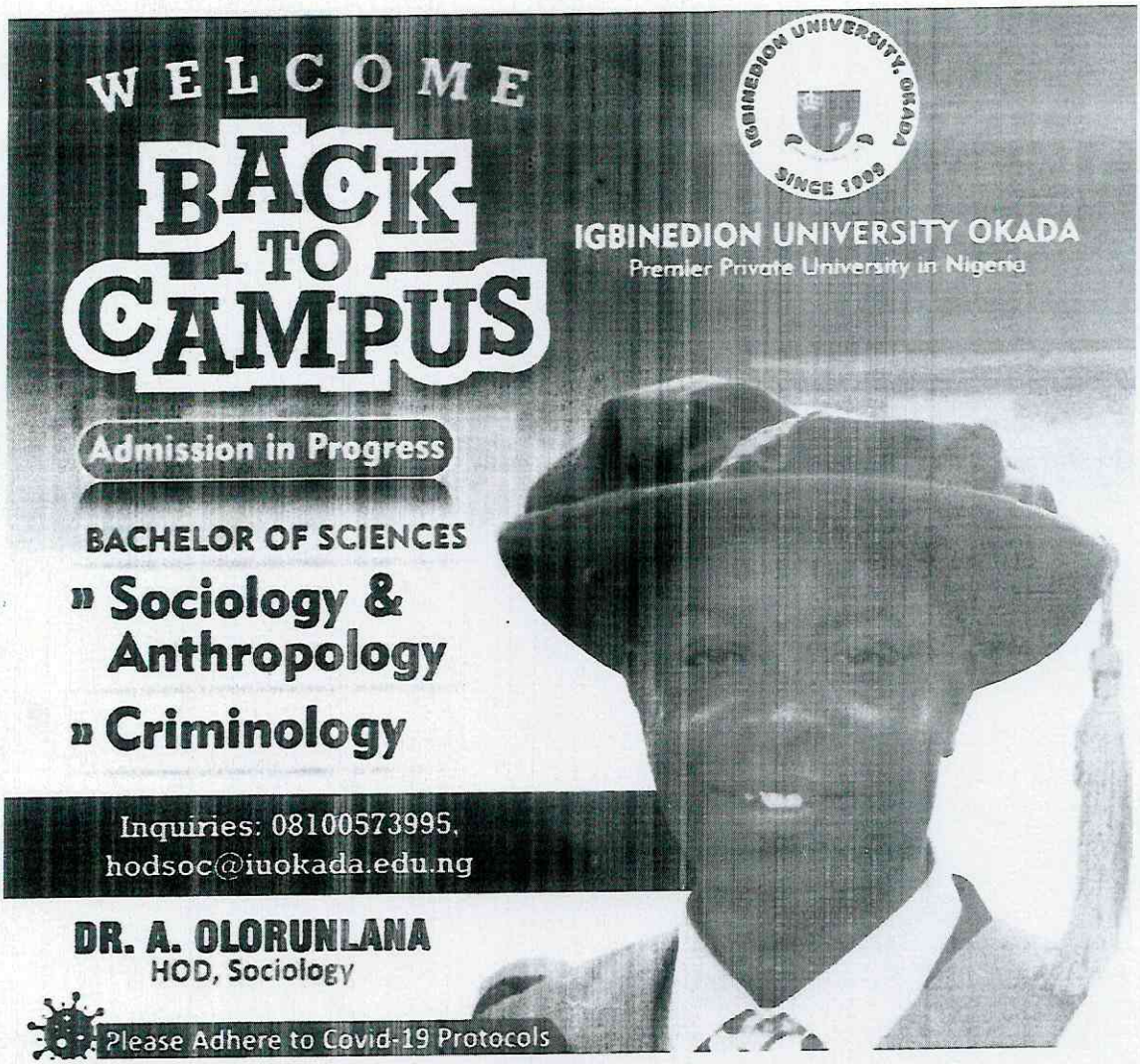
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Influence of Staff Training on Quality of Service in University of Ilorin Library, Ilorin, Nigeria

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Abstract

The purpose of the study was to examine the influence of staff training on the quality of library services in the academic library of the University of Ilorin, Kwara State. The research design used was a descriptive research survey method; the data were collected by means of a structured questionnaire designed by the researcher. To achieve the objectives of the study, five (5) research questions were developed. One hundred and seven (107) copies of the questionnaire were answered, returned, and analyzed using Statistical Package for Social Sciences (SPSS Version 21) programs for data analysis. The result of the findings shows that the majority of the respondents 67(62.6%) strongly agreed that staff training programmes improved the quality of service delivery to the clienteles. The findings also show that majority of respondents indicated that off-the-job training programmes do not support by the management simply because the management feel that more hands are needed to man the library and there is no fund to support that kind of training programme. However, 88 (82.2%) respondents strongly agreed that outstanding performance should be adequately rewarded whereas 6 (5.6%) respondents disagreed. The study, therefore, recommends that the management should make provisions for librarians and other library staff to spend time in developed nation's libraries for the purpose of skill acquisition and to be abreast of the latest development in the profession and global best professional practices.

Keyword: Staff Training, Library Service, Quality Service, University of Ilorin

Introduction

Employees are major assets of any organization. The active role they play in a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize job

effectiveness and performance. The attention on training differs from one organization to other depending on the commitment of high management, other capabilities, technological uses, the ability and willingness of the organizations to benefit from training to raise the performance, experience, skills, and knowledge of employees. Malaolu & Ogbuafor (2013) cited by Harry and Gloria (2017) observed that formal education systems alone of several institutions in the world do not provide specific skills for specific positions in the job environment.

Essentially, it is mandatory for all organizations to train their employees according to the specific duties that are performed because a limited number of individuals in an organization may possess the required skills, competencies and knowledge to undertake specific jobs or functions whilst a greater number may require extensive staff training in order to equip them with the needed skills to be able to fit into their job functions (Malaolu & Ogbuafor, 2013).
However, training is the activity of running pilot programs and designs in order to develop an individual's collective performance and raise the level of efficiency of the organizational performance (Salah & Musa, 2008). It makes the organization better able to cope with internal and external changes, especially the competition among one another. Training is a planned comprehensive and continuous process that consists of a series of stages and steps that include designing, implementation, evaluation, and follow-up of the training program. The basic principles of training are the need to be meaningful for workers, based on specific guidelines, and to take into account the principle of efficiency, effectiveness, individual differences, and continuously regeneration.

Naser (2017), emphasized that a training program helps human resources to achieve specific tasks and predetermined standards of the work and to contribute to the achievement of organization goals and objectives through meeting the job performance requirements. Sultana (2012), opined that employee performance is the achievement of specific tasks up to predetermined or identified standards of accuracy, accomplishment, cost and speed. Employee performance is the results or outcomes of work done. It can be measured through the input-output relationship and its importance is reflected through its direct impact on the performance of the organization.

The benefits and value of training are undeniably pivotal to an organization's success through maintaining high standards and consistency as well as keeping abreast of the fast-changing external environment. Efforts are required for organizations to make training accessible to employees, such as hiring training professionals, providing training materials, allowing employees to participate in training and making changes in scheduling, and so forth. Training positively

affects trainees' attitudes and behaviours at the workplace if they apply newly learned knowledge and skills on the job. When employees feel they are valued by their organizations, they are motivated to do their best at work (Ping et al. 2016).

The employee is the backbone to the success of all organizations including libraries. For this reason, libraries have shifted their attention to developing human capital as a key to addressing the information needs of their clientele especially in this era of information overload and technological advancements among others (Harry & Gloria, 2017). Corroborated by Abba and Dawha (2009), who postulated that changes in libraries in recent years have resulted in the need for new or expanded skills, abilities and knowledge of library personnel. These changes include the implementation of new technologies such as computer-based cataloguing, automated circulation systems, online access to machine-readable bibliographic databases, and the development and formalization of personnel policies and procedures.

Hence, the awareness of the library professionals of the need for continuous training, because of the increasing variety of information formats and library services. Whatever may be the library goals and objectives, without librarians such goals and objectives cannot be achieved. With the relevant skills and knowledge, arising from effective staff training, librarians can perform their various jobs and roles, more effectively and at a higher level. Khan and Bhatti (2012), emphasized that due to changing needs of library users, the libraries also need to be changed. A dynamic environment like an academic library requires librarians and library assistants to have strong abilities in library services delivery for all types of print and electronic information retrieval. Therefore, this study examines the influence of staff training on the quality of library services in the university of Ilorin library in Nigeria.

Objectives of the study

The main objective of this study is to investigate the influence of staff training on the quality of library services. The specific objectives are to:

1. Identify types of training programmes made available to the library staff by the management of the library;
2. Find out the benefits of training programmes to the library staff;
3. Identify staff perception of training programmes in the library;
4. Examine the level of management commitment to staff training programmes in the library and;
5. Interrogating staff training programmes on the promotion of quality service delivery.

Components of library Staff and essentiality of training

Staffing in the library system is made up of the director of library services, followed by the assistant chief librarian or deputy director. The subordinate includes all categories of librarians such as library officers, reference librarians, circulation librarians, library assistants, attendants, technicians, cleaners, security and gardeners. These fall under the professionals, Para-professionals and non-professionals all of whom should be qualified in terms of training and certification according to their levels as well as their respective services. With all these categories of the workforce in the libraries, there is a need for a sound training program for library employees to provide excellent service to the user (Khan & Batti 2012).

However, Staff training contributes to increased productivity of the organization, improved service quality and developed professional knowledge. Therefore training is accepted as an important element of human resource management and development, and as a key to the motivation of employees to improve their job performance. It can be organized for the following purposes: to help everyone to be more united and to respect teamwork; to build stronger ties between managers and operational staff; to improve professional knowledge and skills that will help employees to meet client's needs with a higher level of service quality; to enhance the capabilities of employees and strengthens their competitive advantage and to improve the personal characters and professional abilities (Ivanka &Irina, 2014).

Training of the library staff can take many forms or can be of many types, It could be; in-service training, on-the-job training, institutional training programs, Off-the-job like study leave, attending seminars, conferences and workshops as well as industrial attachments. At the point of entry into the job, library staff is required to go through some training to equip them for the task ahead. Such training is all-encompassing. According to the American Association of Law Libraries (2013), the library staff is responsible for the acquisition, distribution, and maintenance of the firm's printed material resources.

Therefore, the competency required includes to; Shelve books and maintain the library in a neat and orderly manner; Acquire and organize print library materials; Originate correspondence including ordering publications, renewing subscriptions, resolving billing problems, tracing missing issues, and returning unwanted or duplicate material; Check in all subscriptions, journals, newsletters, pocket parts, new volumes, loose leaf supplementation, new books, and so on; Process all books, journals, and newsletters (pocketing, stamping, etc.) that have been checked into the system; Photocopy and circulate the table of contents and

highlight pages of various publications; Maintain the library catalog by adding new holdings and existing holdings to the catalog; File loose leaf supplements, new books, pocket parts, periodicals, and so on; Assist in legal research using a variety of print and electronic research tools such as Westlaw and Lexis; Provide reference services to attorneys and staff by answering questions, retrieving materials, and filling interlibrary loan requests; Resolve and/or direct questions or problems with subscriptions to the appropriate person for resolution.

However, the American Association of Law Libraries that also serves as an academic library did not stipulate some fundamentals and effectual areas of training that a library assistant needs to undergo before and when engaged on the job. Their interest is focused on their nature of work and resources as legal practitioners, which differs from a multifaceted academic library that supports different academic courses. Their focus may be limited to their specific needs in their law speciality. However, in a core academic library which is the main focus of this study, most of the things articulated here could be mentioned at the first stage of training, which may be referred to as "orientation." The academic library provides holistic training covering all areas of services from circulation, reference, technical, serials, and Information Communication and Technology (ICT) support among others. But where training is lacking, certainly, the effect will be felt on the quality of services provided.

Moreover, rendering the aforementioned quality services to all library users is among the core value of librarianship, excellent service quality will result in a high level of customer satisfaction. Norazah and Norbayah (n.d), asserted that the key difference between service quality and customer satisfaction is that quality relates to managerial delivery of the service while satisfaction reflects customers' experiences with that service satisfaction. It is also said that satisfaction can be associated with feelings of acceptance, happiness, relief, excitement, and delight. Lee (2012, cited by Norazah & Norbayah (n.d) described six major dimensions for evaluating library services which include circulation operations, collections utilization, environment and physical facilities, the attitude of the staff, serving manners, and education and consultancy. Moreover, complaints, suggestions and feedback forms are methods used to measure customer satisfaction.

Modern management techniques have shown that all levels of staff should benefit from training programs. Despite this, Human capital development in libraries requires adequate attention due to the recent continuous application of information technology among others in almost all facets of librarianship. However, researches have shown that professional librarians are usually given better opportunities while their subordinates who also need training are often

neglected or are denied such opportunities through rigid bureaucratic processes. Training of these supporting staff is very necessary and essential because they are involved in the day-to-day processing and organization of materials in the library. They also work on desks or computer terminals entering data, compile bibliographic records, and help patrons find library resources that require training because of changes in library services. It is become imperatives for professional librarians and supporting staff of academic libraries to get equipped with skills needed through training to remain functional in the modern library environment as well as improving the quality of library services to improve their performance and productivity. This research, therefore, set to investigate the influence of staff training on the quality of library services.

Concept of training and development

Jones, George and Hill (2010), viewed training as primarily focused on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Khan and Baloch (2017), opined that the majority of organizations prefer to invest in different training programs that create new skills through long-term planning. Mullins (2012), see training as an integral part of vocational or career development as well as organizational performance and it is fast becoming a global and pervasive phenomenon in any establishment, the absence of which spells doom for such an institution and the presence of which determines the success of any enterprise.

Training according to Udoh-Ilomechine (2009), is a process of acquiring specific skills. He listed nine reasons for training. They are: Increase in productivity; Improvement in the quality of work and morale; Development of new skills, knowledge, understanding, and attitude; Correct use of new tools, machines, process methods, or modification thereof; Reduction of waste, accident, turnover, and other overhead costs; Fighting of obsolescence in skills, technologies, methods, products, markets, and capital management; Bringing incumbents to a level of performance for the job; Development of replacements, preparing people for advancement, improving; manpower development, and ensuring continuity of leadership and The survival and growth of the organization.

Healthlink (2013), defined training as 'the process of bringing a person to an agreed standard of skill by practice and instruction'. Training is therefore fruitful to employers and employees in any organization. An employee will become more effective, efficient and productive if he or she is well trained. Mullins (2012), opined that training encompassing the acquisition of knowledge, skills and

competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training enhances and improves employee's skills; imparts knowledge to change employee's attitudes; and values toward a particular direction. Adeniyi (2014), observed that staff training is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Oribabor (2012), submitted that training aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization development.

Banti (2014), sees development as that range of activities an organization put in place to help its members of staff acquire the skills and knowledge required for the efficient and effective performance of their roles and responsibilities within the organization. In the view of Adamolekun (1999), staff development involves the training, education and career development of staff members. Developmental activities are broader in focus and are aimed at increasing the long-term capacities of employees to perform their current jobs and future jobs. Isyaku (2009), postulated that the process of training and development is a continuous one. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavours make staff development a necessity, to keep track with current event and methods. From the foregoing, the purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization. Training is a process of learning as well as the application of acquired knowledge aiming at the better performance of the employees, while development involves not only the related process but also helps the employees in building up their personalities, at the same time as, improving their progress towards the actualization of their full potentials.

Benefit of training

The benefits of training to organisational development have been documented by scholars across the globe. Arag ´ on-S´anchez et al (2003), investigated the relationship between training and organizational performance by distributing a survey to 457 small and medium-sized businesses in the United Kingdom, the Netherlands, Portugal, Finland, and Spain. Organizational performance was operationalized as (a) effectiveness (i.e., employee involvement, human resource indicators, and quality), and (b) profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). Results indicated that some types of training activities, including on-the-job training and training inside the organization using in-house trainers, were positively related to most dimensions of effectiveness and profitability. According to Yesufu (2012),

training of personnel enhances productivity, to him, "education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment." Productivity, which is enhanced by training, is not only limited to the establishment; the librarians and other staff of the library can also become more productive.

Another benefit of staff training is that it improves job performance and therefore promotes management efficiency. Stone (2002), agrees that training programmes should be directed towards improving efficiency and job performance. There is no doubt that staff trained in information technologies will be more efficient in the use of information and computer facilities than those who never had such training experience. Torrington et al. (2009), cited by Cole and Kelly (2011), suggest that there is a general agreement that training and development is a good thing and that it increases productivity. The cost of training cannot be compared with the benefits derived from it. Some of the benefits include increased productivity, improved employees' morale, encourages less supervision, reduction of errors, and increased chances of promotion among others. Slee (1997), posits that training is a systematic approach to staff development, continuing education and program of learning opportunities, to ensure that workers continue to acquire and adapt their skills and knowledge to a changing environment. Training helps to remove performance deficiencies, whether current or anticipated that causes employees to perform minimally. It, therefore, enhances the employees to be much more productive.

The role that training can play in human resource development especially in libraries and information systems is inestimable and unquantifiable library system in Nigeria cannot afford to allow its staff to degenerate in the acquisition of knowledge and the knowledge already acquired cannot be allowed to diminish because society cannot afford to jettison the roles of libraries and librarians in the socio-cultural and educational development of a nation.

Training needs in academic libraries

Identifying the training needs is the first and probably the most important step toward the identification of training techniques. The process of identifying training needs is to carefully look at the programme that needs to be carried out with sensitivity because the success of a training program may be crucial for the survival of the organization (Al-Ajlouni et al. 2010). Training needs also determine the nature of the training program. Abifarin (1997), opines that staff is an important factor in motivation. If people are engaged through training, the impact on them and the library will be immeasurable. Library personnel require training for various purposes. Pugh (1999), maintains that training will foster an

increase in professionalism and better management methods, whereas lack of training can cause frustration and lack of job satisfaction. Well-trained individuals know the scope and expectations of their jobs and will be able to add building blocks to their expertise as they progress through their careers.

Oke and Oguntuase (2010), study on training needs of library assistants in two Nigeria academic libraries identified that occasional training alone is not adequate for optimal performance. The objective of training and development in a library is to enhance the individual's capacity to contribute optimally to the development of the library. The training and development of library professionals are very crucial due to environmental changes and technological innovations. One may therefore conclude that training physically, socially, intellectually, and mentally to facilitate productivity cannot be overemphasized. Fitzgibbons (2008), stresses that regardless of the exact model use staff (professional librarian and library assistant) requires certain skills to effectively carry out an acceptable level of seamless services.

Methods

This study adopted a descriptive design that falls within the empirical research methodology. The population of this study comprises all members of staff of the University of Ilorin main library. Total enumeration was used for the research. The population of staff that comprises of professional, para-professional and supporting staffs of University of Ilorin library stood at 118. A total number of 120 copies of the research questionnaire were administered during working hours of which 107 were completed properly and used for the study. The feedback collected from the respondents' questionnaires were coded, entered and analyzed using a computer through Statistical Package for Social Sciences (IBM-SPSS Version 21.0) programs.

Findings

Table 1 shows that there were 60 (56.1%) male and 47 (43.9%) female respondents in the study. These respondents are librarians, 82 (76.6%) are librarian Assistance, 10 (9.3%) are library officials, 17 (15.9%). Where 6 (5.6%) respondents are from the acquisition unit, 3 (2.8%) respondents are from the automation unit, 3 (2.8%) respondents are from the catalogue and classification unit, 50 (46.7%) respondents are from the circulation unit, 5 (4.7%) respondents are from reference unit, 5 (4.7%) respondent are from serials unit. Education status of respondents are 14 (13.1%) have Ph.D. qualification, 7 (6.5%) have MLS, 8 (7.5%) have M.Sc., 48 (44.9%) have BLIS, 10 (9.3%) have HND, 20 (18.7%) have OND. This table also depict the working experience of the respondents where 53 (49.5%) respondents have working experience ranging

from 0-5years, 7 (6.5%) respondents have 6-10years working experience, 8 (7.5%) respondents have 16-20years working experience, 20 (18.7%) respondents have 21-25years working experience, 19 (17.8%) respondents have 26-30years working experience.

Types of training available to library staff

Table 2 revealed that 101 (94.4%) respondents agreed that full or part-time training are employed by the library management, 64 (59.8%). The findings as depicted in table 2 also show that the management employed various types of training programmes

Benefits of training programmes to the library staff and quality of library services

Table 3 revealed that the majority of the respondents 66 (61.7%) strongly agreed that training programmes make them more efficient, 52 (48.6%) respondents strongly agreed that training programmes are beneficial to them as they improved their performances. Only 3 (2.8%) respondents disagreed. The study also revealed that 58 (54.2%) respondents strongly agreed that training programmes motivate them 66 (61.7%) strongly agreed that high skilled staff are benefits of training programmes and 58 (54.2%) strongly agree that effective service delivery is benefits of training programmes.

Perception of staff about the training programmes in an academic library

Table 4 revealed that 92 (86.0%) respondents agreed that staff training programmes are adequate, while only 15 (14.0%) respondents disagreed. However, the majority of the respondents 84 (78.5) agreed that there should be an improvement in the training of staff.

The level of commitment of the management to staff training programmes

Table 5 revealed that 76 (71.0%) respondents agreed that there are regular training, 90 (84.1%) respondents agreed that funds are made available for training, however, 56 (52.3%) respondents disagreed that training allowance is paid to staff undergoing training. The results also show that 82 (76.6%) respondents agreed that permission is given to staff to attend training programmes, 97 (90.7%) respondents agreed that trainees are encouraged to apply the knowledge acquired, 76 (71.0%) respondents agreed that staff are permitted to take part-time/full-time courses, 84 (78.5%) respondents agreed that study leaves are approved for qualified staff 62 (57.9%) respondents agreed that staff are sent to oversee for training, and 60 (56.1%). respondents disagreed that the management is not committed to any. Table 6 indicates that 31 (29.0%) respondents agreed that the level of management's commitment to staff training programmes is highly

committed, 31 (29.0%) respondents agreed that it is partially committed, 10 (9.3%) respondents agreed that it is undecided.

How Staff training programmes promote quality service delivery

Table 7 indicated that 76 (71.0%) respondents strongly agreed that organizing regular training programmes to promote and improve the quality of service delivery, 71 (66.4%) respondents strongly agreed that funds should be made available, 54 (50.5%) strongly agree that proper training needs assessment before training and 10 (9.3%) respondents disagreed, 70 (65.4%) respondents strongly agreed that right training techniques should be employed and 3 (2.8%) respondents strongly disagreed, 84 (78.5%) respondents strongly agreed that staffs should be sponsored for oversee training and 7 (6.5%) respondents disagreed, 76 (71.0%) respondents strongly agreed that trainee should be encouraged to apply knowledge gained and 10 (9.3%) respondents disagreed, 88 (82.2%) respondents strongly agreed that outstanding performance should be adequately rewarded and 6 (5.6%) respondents disagreed, 64 (59.8%) respondents strongly agreed that on-the-job training should be regular and 6 (5.6%) respondent disagreed.

Discussion of findings

On identifying the types of training programmes made available to library staff by the management of the library. The findings revealed various types of training programmes that are made available to library staff by the management of the library. The training programmes as indicated by the respondents include; full or part-time training, induction training programmes, in-service training programmes, on-the-job training programmes, institutional training programmes, library school courses programmes, consultants and special training programmes, conferences programmes and seminars/workshops programmes. This finding corroborated the findings of Okafor (2007), Anunobi (2013), whose studies also revealed that there are available training and development programmes designed for library staff. It was discovered that the majority of the respondents indicated that the management does not support off-the-job training programmes simply because the management feel that more hands are needed to man the library and there is no fund to support this kind of training programme.

On finding out the benefits of training programmes to the library staff and quality of library services. This study revealed the benefits of training programmes to the library staff and how it improves the quality of library services. This is in line with the position of Yesufu (2012), who maintained that training of personnel enhances productivity. Training motivates the staff to be more effective in service delivery, and provides the library with highly skilled staff, it reduces the cost of

operation and it improves the quality of service delivery rendered to patrons. Pugh (1999), also asserted that training will foster an increase in professionalism and better management methods, whereas lack of training can cause frustration and lack of job satisfaction.

On staff perception of training programmes in the academic library, this study revealed the perception of the staff in respect to the training programmes instituted by library management. It was discovered that majority of the respondents agreed that the staff training programmes are adequate to produce efficient and effective staff that will improve the quality of service provide by the library to its clientele and they indicated that staff training programmes should be improved to improve the performance of library staff and by extension enhances library servers and user satisfaction. As noted by Abba (2009), lack of staff training results in a lack of ability to use existing knowledge which causes ineffective services, lack of customer satisfaction and lower productivity.

On the level of management commitment to staff training programmes in an academic library. The study discovered that management is committed to regular training, provision of funds needed for training of staff and permission to attend training programmes among others. However, the majority of the respondents indicated that the library management does not pay a training allowance to staff undergoing training. After identifying the areas of management the next is committed, it was discovered from this study that the majority of the respondents agreed that the management is highly committed. Asante and Alemna (2013, emphasised the need for management commitment to training programmes. The authors further urged that staff training and development programmes should be designed to ensure efficient performance to the dual goal of the library system and the user.

On the Recommending ways of promoting training programmes of library staff for the improvement of quality service delivery. The majority of the respondents suggested ways of promoting and improving training programmes for library staff which are indicated as follows: library management should organize regular training programmes, funds should be made available for the trainees, proper training needs assessment before training, right training techniques should be employed, staffs should be sponsored for overseeing training, the trainee should be encouraged to apply knowledge gained, outstanding performance should be adequately rewarded and on-the-job training should be regular. These recommendations are in line with the recommendation advanced by Iwuchukwu and Echedome (2020), in their study of staff training and development programmes in academic libraries in the Imo State of Nigeria.

Summary of the findings

This study centred on the Influence of Staff training on the quality of library services having a case of the University of Ilorin Library. Professional, Paraprofessional and supporting staff were used for this study. One hundred and seven (107) copies of the questionnaire were answered and returned by the respondents with valid responses and used to analyzed data. The summary of findings for this study is as follow:

1. The study discovered that the majority of the respondents agreed that the following training programmes were employed by the management of the library: full or part-time training, induction training programmes, in-service training programmes, on-the-job training programmes, institutional training programmes, library school courses programmes, consultants and special training programmes, conferences programmes and seminar/workshop programmes. However, the result of the findings shows that the management of the library does not support off-the-job training programmes simply because the management feel that more hands are needed to man the library and there is no fund to support this kind of training programme
2. The benefits of staff training programmes as identified by respondents in the study include library staffs more efficient, it improves the staffs' performance, it motivates the staffs to be more effective in service delivered, it reduces the cost of operation and it improves the quality of service delivery rendered to patrons
3. It was discovered that management is committed to regular training programmes as manifested in the provision of funds needed for training, permission given to staff to attend training programmes, etc. However, the majority of the respondents indicated that the library management does not pay a training allowance to staff undergoing training. After identifying the management of the area is committed, it was discovered from this study that the majority of the respondents agreed that the management is highly committed
4. The majority of the respondents suggested ways of promoting and improving training programmes for library staff.

Recommendations

1. Management should make provisions for librarians and other library staff to spend time in developed nations libraries for skill acquisition and to be abreast of the latest development in the profession and global best professional practices;

2. Training allowance should be paid to staff undergoing training programmes to further motivate them to acquire needed skills and to apply them to work situations;
3. There should be a proper training need assessment before embarking on any training programme so that the resources available could be optimally utilized and the training would be able to address skills deficiencies;
4. The management should improve their commitment to staff through training programmes and look beyond cost implications of training to enjoy the benefits of training to effective library services;
5. The management should encourage trainees to apply knowledge gained from the training programmes to make them be more committed;
6. Management should be rewarding outstanding performance, this will make library staff always strive for excellence;
7. Information training institutions and departments must carry out a reassessment of their training curriculum and make it conform to the training needs of today's library and information work environment.

Conclusion

The study has shown that there are different types of Staff training and development programmes in the University of Ilorin library. Furthermore, the study linked adequate staff training programmes to effective library services and users' satisfaction. The findings of the study also suggest the commitment of the University of Ilorin library management to staff training programmes.

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Table 1: Presentation of Demographic Data

Demographics		Frequency	Percent (%)
Gender	Male	60	56.1
	Female	47	43.9
Designation	Librarian	8	7.5
	Librarian Assistant	82	76.6
	Library Officer	17	15.9
Section	Acquisition	6	5.6
	Automation	3	2.8
	Bindery	3	2.8
	Cataloguing	35	32.7
	Circulation	50	46.7
	Reference	5	4.7
	Serials	5	4.7
Educational qualification	PhD	14	13.1
	MLS	7	6.5
	M.Sc, M.A, M.Ed	8	7.5
	BLIS, B.Sc, B.Ed	48	44.9
	HND	10	9.3
	OND	20	18.7
	SSCE	0	0.0
	Primary school certificate	0	0.0
Working Experience	0-5yrs	53	49.5
	6-10yrs	7	6.5
	11-15yrs	0	0.0
	16-20yrs	8	7.5
	21-25yrs	20	18.7
	26-30yrs	19	17.8
	30 & above	0	0.0

Source: Author's Field Data, 2018

Table 2: Types of Training Programmes

Training Programmes	**Yes**	**No**
Full or Part-time Training	101 (94.4%)	6 (5.6%)
Induction Training	64 (59.8%)	43 (40.2%)
In-Service Training	84 (78.5%)	23 (21.5%)
On-the-Job Training	95 (88.8%)	12 (11.2%)
Institutional Training	86 (80.4%)	21 (19.6%)
Off-the-Job Training	26 (24.3%)	81 (75.7%)
Library School Courses	85 (79.4%)	22 (20.6%)
Consultants and Special Training	76 (71.0%)	31 (29.0%)
Conferences	72 (67.3%)	35 (32.7%)
Seminar/Workshop	69 (64.5%)	38 (35.5%)

Source: Author's Field Data, 2018

Table 3: Benefits of the Staffs Training Programmes

Benefits	Strongly Agree	Agree	Disagree	Strongly Disagree
Efficient Staff	66 (61.7%)	41 (38.3%)	0 (0.0%)	0 (0.0%)
Improved Performance	52 (48.6%)	52 (48.6%)	3 (2.8%)	0 (0.0%)
Well Motivated Staff	58 (54.2%)	46 (43.0%)	0 (0.0%)	3 (2.8%)
Highly Skilled Staff	66 (61.7%)	31 (29.0%)	7 (6.5%)	3 (2.8%)
Effective Service Delivery	58 (54.2%)	42 (39.3%)	0 (0.0%)	7 (6.5%)
reduced cost of operation	42 (39.3%)	36 (33.6%)	22 (20.6%)	7 (6.5%)
Improved Quality of Service Delivery	67 (62.6%)	23 (21.5%)	17 (15.9%)	0 (0.0%)

Source: Author's Field Data, 2018

Table 4: Perception of Staff Training Programmes

Perception	Yes	No
Adequate	92 (86.0%)	15 (14.0%)
Inadequate	30 (28.0%)	77 (72.0%)
Should be Improved	84 (78.5%)	23 (21.5%)

Source: Author's Field Data, 2018

Table 5: Management Commitment to Staff Training programmes

Management's Commitment	Yes	No
There are Regular Training	76 (71.0%)	31 (29.0%)
Funds are made Available for Training	90 (84.1%)	17 (15.9%)
Training Allowance are Paid to Staff Undergoing Training	51 (47.7%)	56 (52.3%)
Permissions are Given to Staff to Attend Training Programmes	82 (76.6%)	25 (23.4%)
Trainees are Encourage to Apply Knowledge Acquired	97 (90.7%)	10 (9.3%)
Staffs are given permission to take part-time/full time courses	76 (71.0%)	31 (29.0%)
Study leaves are approved for qualified staffs	84 (78.5%)	23 (21.5%)
Staffs are sent to oversee for training	62 (57.9%)	45 (42.1%)
The management is not committed to any	47 (43.9%)	60 (56.1%)

Source: Author's Field Data, 2018

Table 6: Level of Management Commitment to Staff Training programmes

Level of Commitment	Highly Committed	Committed	Partially Committed	Not Committed	Undecided
What do you think is the level of management's commitment to staff training programmes?	31 29.0%	22 20.6%	31 29.0%	13 12.1%	10 9.3%

Source: Author's Field Data, 2018

Table 7: Opinion on How to Promote Staff Training Programmes for the Improvement of Quality Service Delivery

How to Promote Staff Training Programmes for Quality Service Delivery	Strongly Agree	Agree	Disagree	Strongly Disagree
Organizing regular training programmes	76 (71.0%)	31 (29.0%)	0 (0.0%)	0 (0.0%)
Funds should be made available	71 (66.4%)	36 (33.6%)	0 (0.0%)	0 (0.0%)
Proper training needs assessment before training	54 (50.5%)	43 (40.2%)	10 (9.3%)	0 (0.0%)
Right training techniques should be employed	70 (65.4%)	34 (31.8%)	0 (0.0%)	3 (2.8%)
Staffs should be sponsored for oversee training	84 (78.5%)	13 (12.1%)	7 (6.5%)	3 (2.8%)
Training should be encouraged to apply knowledge gained	76 (71.0%)	21 (19.6%)	10 (9.3%)	0 (0.0%)
Outstanding performance should be adequately rewarded	88 (82.2%)	13 (12.1%)	6 (5.6%)	0 (0.0%)
On-the-job training should be regular	64 (59.8%)	37 (34.6%)	6 (5.6%)	0 (0.0%)

Source: Author's Field Data, 2018

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