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Practices in Library Staff Development: A Study of Private Universities Libraries in Nigeria

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ABSTRACT

This research investigated the various staff development practices that lead to capacity building of library staff in private university libraries in Oyo state, Nigeria (Ajayi Crowther University, Lead City University, Precious Cornerstone University, Atiba University, Kola Daisi University and Dominion University). The survey research method was used for the study and the instrument used was the questionnaire comprising of questions drawn up in line with the research objectives. The population of the study comprised of all library staff in the six (6) selected private university libraries (62 in number). Data collected was analysed using percentage and SPSS. The findings of the study revealed that conferences, seminars and workshops were the staff development programmes available in the libraries studied. It was also found that staff request for training formed the major criteria for selecting staff for training with a mean of 3.15, closely followed by the duties assigned to staff with a mean of 3.11. The major challenge facing staff development in the libraries studied was lack of funds with a mean of 3.45 and a lack of clear organisational policy on staff training and development at 3.29. These challenges could be solved through the provision of adequate budgetary allocation for staff training and development. It is recommended that universities should have clear cut policies on staff training and development. Management should have annual budgetary allocation for staff training and development. The Tertiary Education Fund (TETFUND) should also be extended to private universities as corporate bodies and staff of private universities since they also contribute to the economic and manpower development of the country.

Key Words: Library staff, Capacity Building, Staff development, Organisational Commitment, Service delivery.

Introduction

Capacity building is a very important aspect of personnel management and must be given adequate attention. This can be done through various channels such as seminars, workshops, conferences etc. The essence of capacity building is to equip the worker to effectively and efficiently carry out his duty and also to be more committed to the organisation. The library as a service-oriented organisation requires that its staff be fully equipped to carry out this function. Building the capacity of a library personnel is not just for the benefit of the staff since and efficient and productive staff will lead to an efficient and growing library. Learning is a lifelong endeavour and skills, techniques of doing things and technologies keep changing over the years. As a result of this continuous change in almost every facet of doing things and the equipment needed to perform a task, the need to constantly build the capacity of staff cannot be over emphasized.

Human resources are an important aspect of an organisation and plays a vital role in its development. With training, library staff develops and horn skills that would aid them in effectively carrying out their duties. Trainings would also aid library staff to keep up to date about all the emerging and disruptive technologies in the field of librarianship. Continuous staff development enables a library staff to aid in the growth of the library and by extension the organisation. According to Ojowohoh (2016), staff development is a series of pragrammes aimed at improving staff qualification, efficiency and knowledge in order to be more productive and increase job performance. It is therefore safe to say that continuous training and retraining of staff would both be beneficial to the organisation and the personnel undergoing the training.

In personnel management, training is a critical tool. According to Adeniji (2011), staff training and development is an important programme that encourages workers in the organisational setting. Staff are equipped and encouraged to put in their best for the overall growth of the institution.

"Staff development" refers to the methods, programs, and activities that an organisation uses to develop, enhance, and improve its employees' and workers' skills, competences, and overall performance (Khan, Haroon and Khan, 2013). "Staff development can be viewed as the activities and programs (formal or informal, on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare them," according to the University of Georgia's staff development policy.

The library being a service delivery cannot do without training for her staff in order to be able to meet the ever changing demand of an ever changing clientele. Users of information now have several avenue to source for information. If the staff of the library is not proactive enough to meet the users on their level or even surpass them, then they would be left behind and their services no longer essential. The emergence of technology to enhance information search means that the library staff should also be ready to acquire skills to suit the user. Training and staff development of library staff through workshops, seminars, conferences, on-the-job training, acquiring of more professional qualifications etc, will equip library staff in meeting the information needs of the users, increase their job performance and invariably lead to improved service delivery. The peculiarity of private universities in Nigeria as far as funding is required to enable this training take place is what has prompted this study.

Private universities

Education is said to enlighten the mind, while university education broadens one's perspectives and prepares one for the outside world. University education was initially the sole purview of the federal and state governments of Nigeria. However, due to the increasing number of students seeking for admission which the state owned universities could not cater for and the incessant strike action of all categories of staff in the universities, coupled with students' unrest; the National Universities Comission, NUC approved the establishment of private universities. Private universities are those owned individuals, corporate bodies or religious organisations. These universities are not funded by the state and so the state does not interfere in their running except in the regulation of the standard of higher education they provide, through the NUC.

The establishment of private universities have succeeded in making admission opportunities available for those who can afford it. The major difference between the states owned universities and private universities is the amount of tuition being paid. Tuition fee in private universities is relatively higher compared to what is obtained in state owned universities. A very salient contribution of private universities in relation to this study is the provision of employment for the teeming unemployed in Nigeria. The number of private universities in Nigeria doubles that of the state owned universities ((National Universities Commission, 2020)). As a result of this, private universities are the largest employer of labour in the higher educational sector in Nigeria. A major peculiarity of private universities in Nigeria is the issue of dearth of funds (Omoregie, 2011) which

has affected almost all areas of the sector. Studies have shown that private universities are losing staff as a result of differences in condition of service from their counterparts in state owned universities (Idowu, 2022). Several studies have been conducted on training and staff development of library staff in federal and state owned universities while very little have been done on private universities despite the population of staff in the affected universities. This is the gap in literature that this study intends to fill.

Objectives

The major objective of the study is to find out the training and professional development programmes available in the universities studied while the specific objectives are;

1. identify the types of staff training and development programmes available for librarians in private university libraries in Oyo state;
2. ascertain the criteria used by academic libraries to select librarians for staff training and development programmes;
3. find out the extent to which academic libraries benefit from staff training and development of their professional staff in Oyo State;
4. identify the challenges of staff training and development programmes in academic libraries in Oyo State; and
5. Find out ways to improve professional staff training and development programmes in academic libraries.

Research questions

The following research questions will guide this research

1. what types of staff training and development programmes are available for librarians in private universities in Oyo state
2. what criteria are used by academic libraries to select librarians for staff development programmes
3. to what extent do librarians in private universities benefit from staff training and development

4. what are the challenges of staff training and development in private university libraries in Oyo state

5. how can professional staff training and development of librarians be improved upon in academic libraries in Oyo state

Methodology

The survey research design has been adopted for this study. A structured questionnaire was the instrument used to gather data to answer the research questions. The population of the study are librarians from the six private universities in Oyo state, Ajayi Crowther University, Oyo, Lead city university, Ibadan, kola Daisi University Ibadan, Atiba university oyo, Dominion University, Ibadan and precious corner stone university, Ibadan. Total enumeration was used to sample all the library staff in the selected private universities. There were a total of 62 in number. Data analysis was done using frequency count and statistical packages for the social sciences (SPSS).

Review of related literature

Capacity building of staff is very important in any organisation. Advancement in technology means that ways of performing duties also keep changing and improving. An organisation that aims to compete favourably with others in a similar industry must be able to keep up with this changes. Products produced must meet the changing demands of the society and services must be up to par or even excel the norms. Since humans are ultimately the users of technology and the most important resource in an organisation, developing the capacity of staff to effectively meet up with these changes becomes necessary.

Higher institutions are basically services oriented. The services they offer includes making education available to education seekers. Universities invariably offer knowledge as services. The library is the custodian of the knowledge being offered. As custodians of knowledge, the library staff themselves must be properly equipped in order to effectively carry out this function. This is where the development of staff comes in. Library staff development is basically essential in order to equip library staff to function properly in the library and to discharge their duties as knowledge custodian with utmost effectiveness. According to Adeniji et al. (2012), human resources are the key to long-term library services, and when the services of any library are evaluated, the personnel of that library is evaluated indirectly. Staff development has been variously defined but the cruz

of virtually all the available definitions is training staff for better performance. Staff development, according to (Eyo, Nkanu & Ogar, 2013) are programmes that improve staff knowledge, qualification, and efficiency in order to make one more proficient in work performance. Skills need to be upgraded and the best way one can achieve this is through training programmes that impact skills, gives added qualifications and improves one knowledge. Since the library is a system, every part of the system needs to work seamlessly together to ensure accomplishment of library goals and objectives. Therefore, staff development will provide the needed skills and knowledge to aid this task.

Obi and Zakari (2007) posits that staff development and training is very essential for library staff to truly be custodians of knowledge as training and development is an attempt to improve current or future library staff performance through constant training and retraining, an employee's ability to function effectively and efficiently, usually by increasing the library staff's skills and knowledge. In order to get maximum performance of library staff, training and staff development cannot be overemphasized. Staff training and development in the library not only helps in the training of new staff but also in the retooling of old staff members (Gbaji and Ukachi, 2011). Retooling is necessary in order to meet the growing challenges of the workplace as a result of technology and new ways of performing functions. With staff development, this goal can be met and achieved. With new technology, library users and their needs have changed. Therefore, library staff needs to be properly equipped and prepared to cater for these new users and provide for their information needs (Anasi and Alli, 2013). According to Olaniyan and Ojo (2008), no library staff will be able to effectively carry out their responsibilities except they take the time to be current with developments in the field of librarianship with the aid of knowledge sharing and transfer through seminars, workshops, conferences, and formal study. These staff development programmes are avenues for networking and knowledge sharing. The dynamism of information and knowledge also makes it pertinent for the library staff to be dynamic. Bamidele et al (2013) posit that training is a technique focused with the development of skills and knowledge in a specific discipline. Employee training enhances and improves skills; conveys knowledge to influence employee attitudes and beliefs toward a specific direction.

Prior to attending staff development programmes, there is the need to determine library staff in ensuring that they get training that meets their needs and has a significant influence on service

provision in the library (Isibika et al, 2021). It is therefore imperative that a training needs assessment be done in order to get the best from the training programme both for the staff undergoing the training and the library. Since the essence of training is for better productivity, services delivery should be influenced by training.

Despite the importance of training for library employees, research have revealed that various variables may work against training and staff development in university libraries. In a study on personnel staff development, Abba and Dawha (2009) discovered that inadequate funding, insufficient manpower, a lack of proper qualification, and the absence of a well-defined training policy are major impediments to staff development at the University library of Federal University of Technology, Yola. These are significant factors since funds are required for every endeavor, and the lack of a well-defined strategy implies that the parameters will be clouded and difficult to follow.

Iwuchukwu and Echedom (2020) found in a study that training and development of librarians in Academic libraries in Imo state was very high in the universities libraries studied, various reasons ranging for need for it, institutions objectives and staff needs were responsible for when training and development was done. Their study showed that the predominant challenge to library staff training and development in the universities libraries studied was poor funding while lack of management policy on training and development came a close second. This is to be understood since this is a major problem facing state universities in Nigeria and it has been a major reason for the incessant strike actions embarked upon by trade unions in the ivory towers.

In a study on training and staff development in two universities libraries in Ghana, Abban (2018) found that staff training was an integral part of the libraries since training and retraining of library staff as the two libraries carry out frequent staff training. The study found that there are adequate facilities for staff training and that all the staff have equal training opportunities. They also found that training helped to improve job performance and increase service delivery. Their findings corroborate that of Anyeagbu and Wali (2021) who found while investigating how training and development enhanced job performance in their own study of 102 librarians from six universities libraries in South-south Nigeria, that training library staff not only increases job performance but also aided in the growth of the parent institution since there was more efficiency in service delivery. They found that the training programmes available included job rotation, orientation, on

the job training, seminars, workshops and opportunity for further studies. Similarly, the study of Akintola, Adetomiwa and Onifade (2022) on training and career development of library staff in four federal universities in southwest Nigeria found that although management of the universities were committed to training and development of staff, there were inadequate capacity building programmes to cater for the needs. Their findings also showed that training of library staff succeeded in improving service delivery in the libraries. Workshops, seminars and workshops were the most often attended training programmes. Izah (2022) in a study comparing the training and development programmes in existence in different federal universities in Nigeria found that there were no differences since the training programmes available in all the universities libraries studies is on the job training and skills training.

Data Analysis and Interpretation

The data were analysed using SPSS. The questionnaire response rate, demographic characteristics of the respondents and responses to the research questions formulated are presented below in a descriptive form using tables of frequencies, percentage, mean and standard deviation.

Table 1:   Questionnaire response rate

S/N	Name of Institution	Frequency	Percent	Cumulative Percent
1.	Ajayi Crowther University	34	54.8	54.8
2.	Atiba University	4	6.5	61.3
3.	Dominion University	2	3.2	64.5
4.	Kola Daisy University	6	9.7	74.2
5.	Lead City University	13	21.0	95.2
6.	Precious Corner Stone University	3	4.8	100.0
Total		**62**	**100.0**	

Table 1 shows the frequency response of library staff in private universities in Oyo State on practices in library staff development. A total of **62** copies of questionnaire were administered and duly completed by the respondents. The 62 copies of the questionnaire retrieved were found valid for analysis, and represented a total of 100% response rate as revealed in the result.

Table 2: Frequency response of demographic characteristics of respondents

S/N	Age Range	Frequency	Percent	Cumulative Percent
1.	20-25 years	3	4.8	4.8
2.	26-30 years	7	11.3	16.1
3.	31-35 years	20	**32.3**	48.4
4.	36-40 years	19	**30.6**	79.0
5.	41-45 years	9	14.5	93.5
6.	46-50 years	2	3.2	96.8
7.	50 upwards	2	3.2	100.0
	Total	**62**	**100.0**	
	Work Experience			
1.	0-5 years	30	**48.4**	48.4
2.	6-10 years	20	**32.3**	80.6
3.	11-15 years	10	16.1	96.8
4.	16-20 years	1	1.6	98.4
5.	20 upwards	1	1.6	100.0
	Total	**62**	**100.0**	
	Gender			
1.	Male	27	43.5	43.5
2.	Female	35	**56.5**	100.0
	Total	**62**	**100.0**	

The result presented in table 2 above shows that 35 (56.5%) of the respondents were female while their male counterparts were 27 (43.5%) in total. 20 (32.3%) of the respondents fall between the age of 31-35 years, 19 (30.6%) were within the age range of 36-40 years, while those with over 10% of responses were within age range of 41-45 years, and 26-30 years. The least responses came from the respondents within the age range of 20-25 years and 45- 50 years upwards.

The respondents with 0-5 years' work experience were 30 (48.4%) in number, those with 6-10 years and 11-15 years' work experience were 20 (32.3%) and 10 (16.1%) respectively. Only few had work experience of 16-20 years upwards.

Research Question 1: What types of staff training and development programmes are available for library staff in private universities in Oyo state?

Table 3: Types of Staff Training and Development Programmes Available for Librarians

S/N	Items	Available	Not Available	Mean	Standard Deviation
1.	Orientation	56 (90.3%)	6 (9.7%)	1.10	.298
2.	Job rotation	38 (61.3%)	24 (38.7%)	1.39	.491
3.	On-the-job-training	49 (79.0%)	13 (21.0%)	1.21	.410
4.	In-house-training	36 (58.1%)	26 (41.9%)	1.42	.497
5.	Conferences	19 (30.6%)	43 (69.4%)	**1.69**	.465
6.	Seminars	24 (38.7%)	38 (61.3%)	**1.61**	.491
7.	Workshops	28 (45.2%)	34 (54.8%)	1.55	.502
8.	Formal professional library education	30 (48.4%)	32 (51.6%)	1.52	.504

Table 3 above presents the frequency responses, mean and standard deviation of the types of staff training and development programmes available for library staff in private universities in Oyo State. The frequency of response with over 50% support (above average) orientation, on-the-job-training, job rotation, and in-house-training with 56 (90.3%), 49 (79.0%), 38 (61.3%) and 36 (58.1%) responses in each case. In contrary, 43 (69.4%), 38 (61.3%), 34 (54.8%) and 32 (51.6%) of the respondents disagreed to the availability of conferences, seminars, workshops and formal professional library education.

Research Question 2: What criteria are used by academic libraries to select library staff for staff development programmes?

Table 4: Criteria used by academic libraries to select library staff for staff development programmes

S/N	Items	SA	A	SD	D	Mean	Standard Deviation
1.	When the library needs skilled staff in particular area	6 (9.7%)	47 (75.8%)	4 (6.5%)	5 (8.1%)	**2.89**	.655
2.	Institutions objectives on the policies of training and re-training of library staff	16 (25.8%)	37 (59.7%)	4 (6.5%)	5 (8.1%)	3.05	.777
3.	On the request of the library staff to attend training	18 (29.0%)	38 (61.3%)	3 (4.8%)	3 (4.8%)	**3.15**	.721
4.	When the library staff need the skill as a result of duties being handled	15 (24.2%)	41 (66.1%)	2 (3.2%)	4 (6.5%)	3.11	.655

The results presented in table 4 shows the frequency of responses, mean and standard deviation of the criteria used by academic libraries to select library staff for staff development programmes. The highest mean value (x = **3.15**) indicate that library staff in academic libraries are selected for staff development programmes based on the request of the library staff to attend training. While the lowest mean value (x = **2.89**) indicate that library staff are only selected for staff development programmes only when the library needs skilled staff in a particular area. The following criteria used in selecting librarians for staff development programmes were established; when the library needs skilled staff in a particular area, when the library staff need the skill as a result of duties being handled, on the request of the library staff to attend training, and institutions objectives on the policies of training and re-training of library staff as agreed upon by 47 (75.8%), 41 (66.1%), 37 (59.7%) and 38 (61.3%) respondents respectively. However, few of the respondents disagreed to these criteria.

Research Question 3: To what extent do library staff in private universities benefit from staff training and development?

Table 5: The extent to which librarians benefit from staff training and development

S/N	Items	SA	A	SD	D	Mean	Standard Deviation
1.	High staff moral	15 (24.2%)	40 (64.5%)	2 (3.2%)	5 (8.1%)	**3.10**	.670

2.	There will be high productivity in the library	32 (51.6%)	27 (43.5%)	1 (1.6%)	2 (3.2%)	3.45	.645
3.	Ability to take greater responsibility by library staff	18 (29.0%)	38 (61.3%)	2 (3.2%)	4 (6.5%)	3.16	.682
4.	Ability to work with competency / efficiency	26 (41.9%)	32 (51.6%0	1 (1.6%)	3 (4.8%)	**3.34**	.651

From the result presented in table 5 on the extent to which library staff benefit form staff training and development programmes, the highest mean value (x = **3.34**) indicate that staff training and development programmes provides library staff with the ability to work with competency/efficiency. While the lowest mean value (x = **3.10**) indicate that staff training and development programmes can lead to high staff morale. 40 (64.5%) and 38 (61.3%) of the respondents agreed to have high staff moral and the ability to take greater responsibility as a result of staff training and development programmes, while 32 (51.6%) strongly agreed that there will be high productivity in the library and library staff will possess ability to work with competency/efficiency if given access to staff training and development programmes. Nevertheless, few other respondents with 5 (8.1%), 4 (4.5%), 3 (4.8%), 2 (3.2%) and 1 (1.6%) responses respectively either strongly disagreed to benefit from staff training and development programmes in any way.

Research Question 4: What are the challenges of staff training and development in private university libraries in Oyo state?

Table 6: Challenges of staff training and development in private university libraries

S/N	Items	SA	A	SD	D	Mean	Standard Deviation
1.	Poor funding	31 (50.0%)	29 (46.8%)	1 (1.6%)	1 (1.6%)	3.45	.619
2.	Lack of management policy to guide training and development programmes of library staff	21 (33.9%)	39 (62.9%)	1 (1.6%)	1 (1.6%)	3.29	.584
3.	Inadequate training facilities	16 (25.8%)	27 (43.5%)	1 (1.6%)	18 (29.0%)	2.94	.787
4.	Poor staff relationship with management	8 (12.9%)	37 (59.7%)	2 (3.2%)	15 (24.2%)	2.82	.690
5.	Poor management attitude and less dedication to staff training and development	11 (17.7%)	26 (41.9%)	1 (1.6%)	24 (38.7%)	2.76	.761
6.	Poor staff attitude to training and development	6 (9.7%)	17 (27.4%)	2 (3.2%)	37 (59.7%)	2.44	.716

The result on the challenges to staff training and development programmes in private university libraries as presented in table 6 above shows that poor funding is the paramount challenge to staff training and development programmes as indicated by the highest mean value (x = **3.45**). While the lowest mean value (x = **2.44**) indicate that poor staff attitude to training and development is not a serious challenge to staff training and development programmes. The established challenges with over 50% (above average) support are lack of management policy to guide training and development of library staff, and poor staff relationship with management as indicated by 39 (62.9%), and 37 (59.7%) respondents in all. While 37 (59.7%) disagreed that poor staff attitude to training and development is a challenge to staff training and development programmes in private universities.

Research Question 5: How can professional staff training and development of librarians be improved upon in academic libraries in Oyo state?

Table 7: How to improve professional staff training and development of library staff

S/N	Items	SA	A	SD	D	Mean	Standard Deviation
1.	Academic libraries should organize continuous educational and professional programmes for professional librarians to update their knowledge on new technology	16 (25.8%)	37 (59.7%)	4 (6.5%)	5 (8.1%)	**3.05**	.777
2.	Job rotation / lateral transfer should be done within the academic library to enhance training and development of library staff	18 (29.0%	38 (61.3%)	3 (4.8%)	3 (4.8%)	3.15	.721
3.	Library management should from time to time organize in-house-training for library staff	15 (24.2%)	41 (66.1%)	2 (3.2%)	4 (6.5%)	3.11	.655
4.	Library should participate in conferences, seminars and workshops to enhance their development to enable them improve on their services	15 (24.2%)	40 (64.5%0	2 (3.2%)	5 (8.1%)	3.10	.670
5.	There should be budgetary allocation to academic libraries by the parents' institutions for staff training and development	32 (51.6%)	27 (43.5%)	1 (1.6%)	2 (3.2%)	**3.45**	.645
6.	Adequate infrastructural facilities should be provided in academic libraries to enable librarians practice what the learnt	18 (29.0%)	38 (61.3%)	2 (3.2%)	4 (6.5%)	3.16	.682
7.	TETFUND grants should be extended to private universities libraries through their parent institutions to enhance training and development of library staff.	26 (41.9%)	32 (51.6%)	1 (1.6%)	3 (4.8%)	3.34	.651

The result showing the frequency of responses, mean and standard deviation on how to improve professional staff training and development of librarians are presented in table 7 above. The highest mean value ($x = $ **3.45**) indicate that to improve the professional staff training and development, there should be budgetary allocation to academic libraries by the parent institutions for staff training and development. While the lowest mean value ($x = $ **3.05**) indicate that academic

libraries should organize continuous educational and professional programmes for professional librarians to update their knowledge on new technology. In support of the items used in determining ways to improve professional staff training and development, 41 (66.1%), 40 (64.5%), 38 (61.3%), 37 (59.7%), and 32 (51.6%) respondents agreed that library management should from time to time organize in-house-training for library staff, library should participate in conferences, seminars and workshops to enhance their development to enable them improve on their services, job rotation / lateral transfer should be done within the academic library to enhance training and development of library staff, adequate infrastructural facilities should be provided in academic libraries to enable librarians practice what the learnt, academic libraries should organize continuous educational and professional programmes for professional librarians to update their knowledge on new technology, there should be budgetary allocation to academic libraries by the parents' institutions for staff training and development and TETFUND grants should be extended to private universities through their parent institution to enhance training and development of library staff. While only few of the respondents disagreed to these statements.

DISCUSSION OF FINDINGS

The aim of the research is to examine staff development programmes in private universities libraries in Oyo state. Staff development is very essential for the growth of any organisation. Staff training and development are means of building the capacity of the workforce so that they can give the best to the organisation and also aid in the fulfilment of its aims and objectives. This supports the assertion of Eyo, Nkanu and Ogar (2013) that staff training and development cannot be overemphasized in the library since it is a service oriented organisation. This is particularly true for private universities where the manpower are usually not as many as is obtained in state universities. The staff here need to be well equipped so as to function effectively and efficiently. The findings of this study showed that of all the staff training and development programmes, the ones most predominant are conferences, workshops and seminars. Opportunity for further professional development comes a close fourth in staff development programmes. This finding corroborates that of Akinola, Adetomiwa and Onifade (2022) who found that conferences, workshops, seminars and further studies were available staff development programmes in Federal universities in Southwest Nigeria. The findings also revealed that duties assigned to staff and staff

requesting for it were major criteria for selection of staff for training and development, supporting the findings of Iwuchuckwu and Echedom (2020).

Tooling and retooling of staff will aid staff to perform better and also lead to the growth of the organisation (Gbaji and Ukachi, 2011). This was shown in the findings as the library staff responded that training and staff development would increase staff morale, lead to increased productivity and more efficient and effective service delivery in the library. This finding supports that of Anyeagbu and Wali (2021) and Abban (2018) who found in their study that training and development of staff led to improved work performance and high morale.

The findings of the study further reveled that funding and lack of a policy on staff training and development were major challenges to capacity building in the private universities libraries studied. The findings of Anyeagbu and Wali (2021) and Abba and Dawha (2009) who found in their studies that funding was a major challenge to staff training and development are supported by this study.

RECOMMENDATIONS

Library staff are very pertinent to the smooth running of the library and to the achievement of the goals and objectives of the university. Training is therefore crucial to exploiting their full potential. In view of the findings from this study, the following recommendations are made;

    i. Management should realize the importance of staff training and development by formulating policies on staff training and development

    ii. There should be adequate budgetary allocation towards staff training and development

    iii. Management should provide facilities that will cater for staff training and development

    iv. Incentives should be attached to attendance of staff training and development programmes in order to motivate staff to want to participate in them

    v. The Tertiary Education Fund (TETFUND) grants should be extended to private universities since they also contribute to the economic and manpower development of the country.

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