FEDERAL UNIVERSITY GUSAU (FUGUS), ZAMFARA STATE, NIGERIA
FUGUS INTERNATIONAL JOURNAL OF LIBRARY AND INFORMATION SCIENCE (FIJLIS) VOL. 1, NO. 1, (JULY) 2024: DOI: https://doi.org/10.57233/fijlis.v1i1.17 ISSN PRINT: 1595-3432

# STAFF TRAINING AND DEVELOPMENT OF NON- PROFESSIONAL STAFF OF UNIVERSITY LIBRARIES IN NORTH-EAST, NIGERIA

**Bashiru Hamida[1]; Kabiru Ibrahim[2]**
Department of Library and Information Science,
Federal University Wukari, Nigeria[1]
University Library, Federal University Wukari, Nigeria[2]
hamidabashiru@fuwukari.edu.ng +2347039085552[1]
kabiru.ibrahim323@gmail.com +2348063257647[2]

**Received on:** 6th Jan, 2024 **Revised and Accepted on:** 22nd June, 2024 **Published on:** 30th July 2024

**ABSTRACT**

This study investigated staff training and development for non-professional staff in university libraries in North-east, Nigeria. The study was guided by four research questions including staff training and development programmes provided, staff training and development programmes for non-professional staff, selection of non-professional staff for training and development programme, attitude of non-professional staff to the existing training and development programmes. Descriptive survey was adopted for the study. The population of the study was 274 comprised non-professional staff selected from 13 university libraries in North- east, Nigeria. Questionnaire and interview were used as instruments for data collection. Data were analysed using Mean ($\bar{x}$) and Standard Deviation (SD). Findings revealed that majority of the staff training programmes were provided to a high extent; especially orientation programmes, computer training/Internet literacy and is highly relevant. The findings also revealed that favoritism is the basis for selection processes of staff for training programmes, inadequate funding, poor knowledge of ICT facilities are the problems facing staff training and development programmes. The study recommended, among others, adequate funding for more training, adequate provision of training facilities, develop selection policy to guide in staff training, inadequate funding and lack of computer training/Internet literacy should be properly addressed by the management.

**Keywords**: University libraries, Staff training, Staff development, Non-professional staff

## Introduction

University libraries are established in the universities to meet the information needs of members of the community. This indicates that students, lecturers, and other users within the parent institution should be able to get the required information resources from these libraries. According to Ogunsola (2004), university libraries have long been recognised as the 'Hearts' of their universities. To fulfill their mission of supporting the educational objectives of their parent body, which include teaching, learning, research and cultural development, the libraries have to develop and maintain standard books, journals and audio-visual collections and services. The extent, to which the institution is able to carry out its laudable objectives, portrays how well the institution's library has been supportive to it in the provision of all the essential information resources.

American Library Association (ALA) (2022) refers to staff as people employed by an organisation, especially those doing administrative work. Staff, in an organization as the case maybe, are not only for administrative

work but cuts across other technical services that an organisation may provide for its client in running its day-to-day activities. In order to provide the best possible service to the community that houses library, it is necessary to maintain well trained and highly motivated staff to facilitate effective use of the resources of the library and to meet the demands of the community. A library staff should have such qualities and skills like the ability to communicate positively with people, understand the needs of users, co-operate with individuals, knowledge of library materials and how best to access it, reassess to change methods of working to meet new situations, among others. To achieve all these, there is need for staff training programmes for all the staff working in the university libraries especially, the non-professional staff, who are also an important resource in the operation of a library.

Training is a crucial element in ensuring positive users' experiences within university libraries. Iwuchukwu and Echedom (2020) observed that to train is to give teaching and practice to somebody in order to bring to a desired standard behavior, efficiency or physical conditions. Training is an organised procedure by which people acquire knowledge or skill for a definite purpose; it is a process of equipping the employees, particularly the non-managerial employees with specific skills. The systematic process of altering the behaviour, knowledge and/or motivation of employees in a direction to increase the trainers' effectiveness and organisational goal achievement (Eze, 2012). The further noted that training is an organised method of learning and development, which expand the efficiency of individual, group and organisation. It is organised planning process to staff of the library to learn useful skills technically. In the context of this study, training is the process through which librarians learn new skills or techniques, thereby achieving a change in behaviour and attitude (Azino, 2014).

Training and development refer to an activity that changes people's behaviors. Ugwuanyi, Ifidon and Asadu (2022) cited Iwuchukwu and Echedom (2020) that development mean causing to grow larger, fuller or more mature, organised, causing to unfold. Increased productivity is often said to be the most important reason for training and development. Training and development are essential not only to increased productivity but to also motivate and inspire workers by letting them know how important their jobs are and giving them all the information, they need to perform those jobs of which librarian and library staff are not exempted. Ugwuanyi, Ifidon and Asadu (2022) asserted that training and development of library staff can solve a variety of manpower problems, which militate against optimal productivity in institutions.

These can be summarised as increasing productivity, increasing the quality of work and raising morale of personnel; helping to develop new skills, knowledge, understanding and attitudes for work; using rightly new tools and machines, processes and methods; reducing waste, accidents, turnover, lateness, absenteeism, and other overhead costs in organisations; implementing new or changed policies or regulations, fighting obsolescence in skills and technologies; increasing performance, which meets the standard of performance for the job; developing replacements schedules; preparing people for advancement, improving manpower deployment; and ensuring the survival and growth of the institutions in all times.

Staff development is a veritable tool available to institutions to enable them make the best of their staff potentials. According to the National Staff Development Council (2001), staff development provides direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Treep (2012) viewed staff development as programme, which guides and encourages employees to acquire knowledge, increase their skills, and develop their abilities on a continuing basis, coordinated effort to help employees learn to do their job better and continuous improvement on the organisation through the growth and development of the individual to increase the effectiveness of all staff.

Azino (2014) again asserted that training and development is an important means of changing the lifestyle of humans. When one refuses to update knowledge in any field of study, one becomes outdated. The benefit of staff training and development if it is in line with proper selection process can increase knowledge, skills, and the development of positive behaviors and attitude to work, increased organizational productivity and quantity products, improved workers' morale, reduced turnover rate among workers, bringing about sense of belonging among the employees and reducing the rate of absenteeism, leading to a better coordination of both human and non-human resources within the organisation as it helps to save supervisor's time, thereby enhancing employee's chance for promotion.

Non-professional staff are the assistant library officers, senior library assistants, library assistants and library attendants. They do not possess any qualifications in library and information science but render services in the library. In view of Oberg (2004), non-professional staff constitute the largest force of library tasks and perform tasks that might not be directly related to library activities, such as clerical work but complementary to library tasks. They are involved in library tasks such as bibliographic searching, charging and discharging of library materials, filing of cards, and shelving, among others. Akidi and Agbese (2019) also support the view that these categories of staff in university libraries do the routine activities and help immensely in the running of the affairs of the library. In view of their level of education and method of recruitment, they require some training to make them perform their duties reasonably well. Through the training scheme, it is possible to maintain a library that is of high standard, to keep the library alive, living and very effective despite the changing times. For staff to perform their tasks effectively, libraries usually assist them to equip themselves with skills they think they might require to enable them perform their tasks better. This could be in the form of training course, workshops, conferences and professional attachments. Some libraries provide staff development in which staff members are assisted to obtain higher qualifications in library and information work.

**Statement of the Problem**

University libraries are expected to provide their non-professional staff with training and development in all aspects of library routines in order to provide effective services. For university libraries to achieve their objectives fully with contemporary trends, new training processes in all library routine skills cataloguing and classification, abstracting and indexing, ICT literacy skills, among others, are highly needed. There is need for libraries to make adequate funds for the training, provision of selection policy, among others, to provide better services. Despite the importance of staff training and development programmes in libraries with regards to service delivery and personal professional growth, it is doubtful, if staff training and development programmes for non-professional staff are effective in Nigerian institutions of higher learning, especially in university libraries. This might have led to the deterioration in the services such as binding services, circulation services, current awareness services, and application of modern information seeking techniques.

In view of the above, there is need to assess the non-professional staff training and development in university libraries in North- east, Nigeria. There is also need to ascertain the problems that affect the programmes and determine ways of improving them. These problems can greatly affect the development of staff potentials and the library in general, if not adequately addressed in the libraries. It is also noted that no study has been conducted on staff training and development for non-professional staff in North-east, Nigerian university libraries.

## Objectives of the Study

The main purpose of this study is to assess staff training and development for non-professional staff in university libraries in North- east, Nigeria. The specific objectives of the study are to:

(1) identify the extent of non-professional staff training and development programmes provided in these university libraries in North-east, Nigeria;
(2) ascertain the relevance of staff training and development provided for non-professional staff in university libraries in North-east, Nigeria;
(3) determine the factors that determine the selection of non-professional staff for training and development programmes in university libraries in North-east, Nigeria; and
(4) investigate the attitude of non-professional staff to the existing training and development programme of university libraries in North-east, Nigeria.

## Research Questions

The following research questions were formulated to guide this study:

1. To what extent to which non-professional staff training and development programmes provided in university libraries in North-east, Nigeria?
2. What is the relevance of staff training and development programmes for non-professional staff in the university libraries in North-east, Nigeria?
3. What are the factors that determine the selection of non-professional staff for training and development programme in university libraries in North-east, Nigeria?
4. What is the attitude of non-professional staff to the existing training and development programmes in university libraries in North-east, Nigeria?

## Review of Related Literature

University libraries refers to any library attached to the university in support of teaching, learning and research activities. it is an academic library attached to a university, which is aimed at promoting teaching, learning, research and community services. Ifijeh (2010) views university libraries as part of a university set-up and that it exists to serve the objectives of the parent institution. In line with this, Kumar (2006) maintains that a university should be able to carry out such functions as teaching, research, publication, conservation of knowledge and ideas and extension services; stressing that university library's collections, organization and services are geared toward meeting the research and academic needs of the members of its community. The main purpose of the university library is to support the objectives of the university, which is to promote teaching, learning, research and community services.

Ekere (2014) stated that no university can exist without a library since the university is meant to teach and carry out research. For the undergraduates, the library is supposed to provide information materials and services specifically designed to meet their needs. For postgraduate students, teaching staff and research fellows, the university library is to provide information resources and services of sufficient quality and diversity. The university library is supposed to provide a variety of services. For a university library to perform its several functions, its collection must not only include books but other materials such as general and specialised reference collection, made up of journals, newspapers, manuscripts, history, maps, government publications, clippings, letters, theses, and audio-visual materials. In order to fulfill their mission of supporting the educational objective of its parent bodies, university libraries perform such functions as selection and acquisition of learning resources (both print and non-print), organisation of acquired resources including cataloguing and classification, documentation and bibliographical services, user education programmes including readers' advisory service, orientation courses and lectures, research support, consultancy services, administration and management services, among others.

Staffing refers to manpower required for the execution of an organisation's plan. Staffing, as a managerial function, involves recruitment, selection, appraisal remuneration and development of managerial personnel. The need for staffing arises in the initial period and also from time to time for replacement and also along with the expansion and diversification of organisational activities (Bujan, 2023). Every organisation unit needs efficient, stable and cooperative staff for the management of organisation activities. Manpower is the most important asset of an organisation or unit. In many organisations, manpower planning and development activities are entrusted to personnel managers or human resources department managers. Right man for the right job is the basic principle in staffing. Akpokurerie (2006) agreed that competent library staff in various aspects of library operations ensures that achievement of library operations ensures the achievement of library objectives, which have to do with learning, teaching, research and services.

To achieve all these, there is need for a staff training programmes for all the staff working in the university library. Castelyn (2007) views that all libraries aim to have efficient staff in order to provide a good library service to the public they hope to serve, whether that readership is using a public, university, school or private library. Training and development therefore, are of utmost importance in the library field, although each library organisation must decide for itself what it means by a desired state of efficiency, as requirements will alter from library to library and country to country. However, the training and development should be designed to ensure efficient performance to the dual benefit of the library system and the users. Similarly, according to Ugwuanyi and Igbokwe (2014), staff in university libraries are classified under three broad and distinct categories, which include professional, para-professional and non-professional staff.

Non-professional staff refers to any qualification possesses not in library and information science. Akidi and Agbese (2019) state that non-professional or supportive staff constitutes the largest force of library tasks and perform tasks that might not be directly related to library activities, such as clerical work but complementary to library tasks. They are also involved in library tasks such as bibliographic searching, charging and discharging of library materials, filing of cards, and shelving. Olowu (2012) refers to 'non-professional' as derogatory, for while in many ways it sums up the position of library support staff; it also implies a lack of knowledge or expertise. The desire to find out more about their jobs and "why they do what they do" has often been demonstrated in those libraries, which do organise training schemes for their non-professionals. Training can also have a good effect on the morale of support staff.

Staff training is one of the major human resource activities known generally to improve human attitudes towards better performance on the job and also preparation for advancement and higher responsibilities. There is therefore the need to have efficient and dynamic personnel that can translate the objectives of the library into reality. Therefore, librarians and other supporting staff will discharge their duties as expected, if they acquired the necessary skills essential for the job at hand. Bhatti and Nadeem (2015) viewed that a trained staff able to exploit the book stock means a more satisfied readership at all levels. The readers must be able to feel confident in the member of staff, who may be dealing with them. This confidence means that readers will return again to borrow books and to ask for information from the library staff. Here, the knowledge of the individual staff member plays an important part, for the staff, even if they have only a basic education, must be knowledgeable about the tasks they perform on a daily basis and must have a sound understanding of the organization in which they are working. Training and development will enable them to participate more intelligently in the work of the library.

Tochukwu (2021) sees training as a process of acquiring knowledge, skills and attitudes that are necessary for employee effectiveness and efficiency towards achieving organizational goals and objectives. Staff

training is important because it enhances efficiency and productivity. Training refers to the process by which employees acquire capabilities to aid in the achievement of organisational goals, hence the need for training and development activities to help in the achieving of the goals of academic libraries which is the total satisfaction of the clients. In a limited sense, training provides employees with specific, identifiable knowledge, and skills for use in their present jobs. Sometimes, a distinction is drawn between training and development, with development being broader in scope and focusing on individual gaining new capabilities, useful for both present and future jobs.

More to that, Ezeani (2023) defined staff development as a planned activity that equips staff to learn, to grow and to acquire and maintain all the necessary skills and competencies needed to effectively achieve and maintain quality services. Staff training and development constitute one aspect of human resource management process in university library. Constant training of library staff prepares staff for greater responsibilities and equips them with the necessary skills to fill up a position within the workforce as soon as vacancy exists. Staff training and development can solve a variety of manpower problems, which militate against optimal productivity in institutions. These can be summarized as increasing productivity, increasing the quality of work and raise morale of personnel, helping to develop new skills, knowledge, understanding and attitudes for work, using rightly new tools and machines, processes and methods, reducing waste, accidents, turnover, lateness, absenteeism, and other overhead costs in organisations, implement new or changed policies or regulations, fighting obsolescence in skills and technologies, Increasing performance which meets the standard of performance for the job, developing replacements schedules, preparing people for advancement, improving manpower deployment and ensuing continuity of leadership and ensuing the survival and growth of the institutions in all times.

A more comprehensive effective structure for staff training and development programmes are designs based on principles of adult learning and a full understanding of the process of change and, programmes are conducted in school (library) setting; training and development take place in more than one incident and incidents are spaced over time. They are conducted long enough and often enough to assure that participants progressively gain knowledge, skills and confidence; training is conveniently scheduled to avoid interfering with ongoing job requirements of participants and, development activities take place at convenient location. Training is basically task-oriented activity aimed at improving performance in current or future jobs. This concept of training informed the reason for manpower development of university library (Omokaro, 2023). Also, trainers have credibility with the participants while they (participants) are involved in the planning, development and presentation of the training programme. However, it is evident from the literatures that no similar studies have been carried out on non-academic staff training and development in university libraries. That is therefore a different in research in the area this study is designed to fulfill.

**Methodology**

Descriptive survey design was used in the study area; the population of the study comprises of 274 non-professional staff in North-east, Nigeria university libraries; The sample size for this study was 194; Purposive sampling technique was used and four states out of six states in North-east geopolitical zone; the instrument used for data collection was interview and questionnaire developed by the researcher; the instrument for data collection was subjected to face validation by some experts in the field; questionnaire were administered researcher and some research assistants; data collected were analysed using descriptive statistics, precisely mean and standard deviation with the Statistical Package for Social Sciences (SPSS), Version 22.

**Data Analysis and Results**

The tables present results from the data analysis in line with the specific objectives and research questions of the study:

**RQ 1:** What are the extents to which non-professional staff training programmes provided in the university libraries?

**Table 1:** Extent of Provision of Non-professional staff training and development programmes

| S/N | Items | VHP | HP | LP | NP | Mean | SD | R | D |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Orientation Programmes | 67 | 53 | 61 | 10 | 2.93 | .94 | 1st | HP |
| 2 | Workshop on specific library services/operation | 49 | 79 | 47 | 16 | 2.84 | .90 | 2nd | HP |
| 3 | Computer Training/Internet Literacy | 75 | 52 | 21 | 43 | 2.83 | 1.18 | 3rd | HP |
| 4 | In-service Training | 44 | 76 | 57 | 14 | 2.79 | .88 | 4th | HP |
| 5 | Human and public relations | 70 | 34 | 61 | 26 | 2.77 | 1.09 | 5th | HP |
| 6 | Induction Programmes | 53 | 59 | 51 | 28 | 2.72 | 1.03 | 6th | HP |
| 7 | Communication and presentation programmes | 56 | 44 | 63 | 28 | 2.67 | 1.05 | 7th | HP |
| 8 | Seminar and Conferences | 44 | 67 | 41 | 39 | 2.61 | 1.06 | 8th | HP |
| 9 | Refresher Course | 51 | 42 | 62 | 36 | 2.57 | 1.08 | 9th | HP |
| 10 | Moral and ethical programmes | 50 | 40 | 42 | 59 | 2.42 | 1.18 | 10th | LP |
| 11 | Organized Visit to others libraries and similar industries | 33 | 56 | 53 | 49 | 2.38 | 1.05 | 11th | LP |
| 12 | User Education | 17 | 71 | 68 | 35 | 2.37 | .88 | 12th | LP |
| 13 | Job Rotation Programmes | 28 | 39 | 53 | 71 | 2.13 | 1.07 | 13th | LP |

The data in Table 1 above shows the mean ratings of the respondents on extent of non-professional staff training programmes provided in university libraries. Using the principle of real limit of numbers, the results of the data analysis reveal that items 1,2,3,4,5,6,7,8 and 9 are highly provided, while items 10, 11, 12 and are less provided. Also, the overall mean showed that orientation programmes (mean = 2.93) is ranked highest, while job rotation programmes (Mean = 2.13) is ranked lowest types and extent of staff training programmes provided in university libraries

**RQ 2:** What is the relevance of the staff training and development programmes for non-professional staff in the university libraries?

**Table 2:** Mean ratings of Respondents on Relevance of Staff Training and Development Programmes

| S/N | Development Programmes | VHR | HR | LR | NR | MEAN | SD | R | D |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Computer Training/Internet Literacy | 34 | 68 | 55 | 34 | 3.27 | 1.02 | 1st | HR |
| 2 | Refresher Course | 45 | 30 | 72 | 44 | 3.24 | .84 | 2nd | HR |
| 3 | Workshop on specific library services/operation | 34 | 86 | 52 | 19 | 3.13 | .85 | 3rd | HR |
| 4 | Moral and ethical programmes | 55 | 49 | 44 | 43 | 3.02 | 1.00 | 4th | HR |
| 5 | Seminar and Conferences | 21 | 74 | 51 | 45 | 2.97 | 1.12 | 5th | HR |
| 6 | In-service training | 62 | 48 | 68 | 13 | 2.91 | 1.07 | 6th | HR |
| 7 | Human and public relations | 52 | 36 | 67 | 36 | 2.90 | 1.09 | 7th | HR |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 8 | Orientation Programmes | 58 | 61 | 23 | 49 | 2.84 | 1.06 | 8th | HR |
| 9 | Induction programmes | 49 | 60 | 54 | 28 | 2.79 | .88 | 9th | HR |
| 10 | Communication and presentation programmes | 47 | 37 | 75 | 32 | 2.75 | 1.03 | 10th | HR |
| 11 | Job rotation programmes | 38 | 50 | 58 | 45 | 2.73 | .99 | 11th | HR |
| 12 | Organized visit to others libraries and similar industries | 37 | 58 | 56 | 40 | 2.71 | 1.10 | 12th | HR |
| 13 | User education | 34 | 80 | 64 | 13 | 2.08 | 1.05 | 13th | LR |

The data in Table 2 above show that all the items listed from 1-12 with a mean score from 3.27-2.71, which is above 2.50 are acceptable while item 13 mean score 2.08 is rejected. Indicate the relevance of staff training and development in North-East university libraries. The results of the data analysis reveal staff training and development programmes to be high relevant for non-professional staff in the university libraries in reference to items- Computer Training/Internet Literacy with the mean score 3.27, Refresher Course with the mean score 3.24, Workshop on specific library services/operation with the mean score 3.13, Moral and ethical programmes with the mean score 3.02, Seminar and conference with the mean score 2.97 and low relevant in items are job rotation programmes with the mean score 2.73, organized visit to others library and similar industries with the mean score 2.71 and orientation programmes with the mean score 2.08. Also, the overall mean showed that computer training/Internet literacy (mean = 3.27) is ranked highest, user education (mean = 2.08) is ranked lowest as level of relevance of the staff training and development programmes for non-professional staff in the university libraries

**RQ 3:** What are the factors that determine selection of non-professional staff for training and development programme?

**Table 3:** Factors Determining Selection of Non-professional Staff for Training and Development Programme

| S/N | Factors | SA | A | D | SD | MEAN | SD | R | D |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Favouristism | 96 | 74 | 24 | 4 | 3.34 | .78 | 1st | A |
| 2 | Length of Service | 92 | 58 | 10 | 13 | 3.30 | .85 | 2nd | A |
| 3 | Gender | 61 | 68 | 41 | 12 | 2.98 | .89 | 3rd | A |
| 4 | Relevance to job description | 62 | 78 | 43 | 16 | 2.93 | .95 | 4th | A |
| 5 | Qualification | 65 | 68 | 45 | 19 | 2.90 | 1.00 | 5th | A |
| 6 | Rank | 59 | 77 | 35 | 24 | 2.87 | 1.01 | 6th | A |
| 7 | Age of staff | 53 | 74 | 39 | 21 | 2.85 | .95 | 7th | A |

The data in Table 3 shows that the items listed from 1-7 with the mean score of 2.50 and above which is acceptable, indicate the factors that determine selection of non-professional staff for training and development programme. The results of the data analysis reveal that the respondents accepted that Favouristism with the mean score 3.34, Length of Service with the mean score 3.30, Gender with the mean score 2.98, Relevance to job description with the mean score 2.93, Qualification with the mean score 2.90, Rank with the mean score 2.87 and Age of staff with the mean score 2.85 are factors that determine selection of non-professional staff for training and development programme. This is since their mean values were all above the cut off mean of 2.50 on a four-point scale. Also, the overall mean showed that Favouristism (mean = 3.34) is ranked highest, while Age of staff (mean= 2.85) is ranked lowest factor that determine selection of non-professional staff for training and development programmes.

**RQ 4:** What are the attitudes/perception of non-professional staff to the existing training and development programme?

**Table 4:** Mean Ratings of Respondents on Attitude of Non-professional Staff to the Existing Training Programmes

| S/N | Attitudes | SA | A | D | SD | MEAN | SD | R | D |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Training programmes are important most of the time, so it is not waste of time. | 82 | 56 | 37 | 16 | 3.07 | .98 | 1st | A |
| 2 | The training programmes offered in the library are worthwhile | 57 | 87 | 25 | 17 | 2.99 | .90 | 2nd | A |
| 3 | I am satisfied with the provision of the training programmes | 68 | 71 | 22 | 27 | 2.96 | 1.03 | 3rd | A |
| 4 | The training makes me more competent | 57 | 86 | 28 | 19 | 2.95 | .92 | 4th | A |
| 5 | The training programmes are well organized | 73 | 64 | 17 | 35 | 2.93 | 1.10 | 5th | A |
| 6 | The training programmes make me creative | 44 | 91 | 43 | 13 | 2.87 | .85 | 6th | A |
| 7 | I would want to attend again and again | 52 | 82 | 16 | 40 | 2.77 | 1.07 | 7th | A |
| 8 | I am delighted with all the training programmes provided in my library | 42 | 89 | 30 | 30 | 2.75 | .97 | 8th | A |

The data in Table 4 shows that all the items listed from 1-8 with the mean score above 2.50, which is acceptable, are attitude of non-professional staff to the existing training programmes. The results of the data analysis reveal that the respondents accepted that Importance of Training Programme with the mean score 3.07, Worthwhile of Training Programme with the mean score 2.99, Satisfaction of the Training Programmes with the mean score 2.96, Training makes me more Competent with the mean score 2.95, Well Organization of the Training with the mean score 2.93, Creativity derived from Training Program with the mean score 2.87, Willingness to attend again to training programmes with the mean score 2.77 and Delighted with all the training programmes provided in my Library with the mean score 2.75 are linked to determining attitude/perception of non-professional staff to the existing training programmes. This is since their mean values were all above the cut off mean of 2.50 on a four-point scale. Also, the overall mean showed that training programmes are important most of the time, so it is not waste of time (mean = 3.07) is ranked highest, while being delighted with all the training programmes provided in my library (Mean = 2.75) is ranked lowest as attitudes/perception of non-professional staff to the existing training and development programme

**Discussion of the Findings**

The discussions of the finding are in lines with research objectives of the study. Finding on research question 1 which is the extent of non-professional staff training and development in university libraries revealed that, they are highly provided and some are less provided in university libraries in the study area. The training and development programmes like orientation programmmes, workshop on specific library service, computer training among others are highly provided. And it is in line with Iwuchukwu and Echedom (2020) observed that to train is to give teaching and practice to somebody in order to bring to a desired standard behavior, efficiency or physical conditions of the library personnel.

Finding on research question 2 on the relevance of staff training and development provided for non-professional staff in university libraries revealed that, the training and development programmes are highly relevance to non-professional staff in university libraries in North-east, Nigeria. The computer training/internet literacy, refresher course, workshop on specific library services among others are highly

relevance to the non-professional staff. And it is also in line with Ezeani (2023) who asserted staff development as planned activities like computer training, workshop, refresher course) that equips staff to learn, to grow and to acquire and maintain all the necessary skills and competencies needed to effectively achieve and maintain quality services.

Finding on research question 3 on the factors that determine selection of non-professional staff for training and development programme in university libraries revealed that factors that determine selection of non-professional staff for training and development programmes to non-professional staff in university libraries in North-east, Nigeria. The factors like favourism, length of service, gender among are the factors that determine the selection of non-professional staff for training and development which are highly agreed. Finding on research question 4 on the attitudes/perception of non-professional staff to the existing training and development programme in university libraries revealed that, all the training and development programmes are accepted. The computer training/internet literacy, refresher course, workshop on specific library services among others are all accepted to the non-professional staff in university libraries in North-east, Nigeria.

**Conclusion**

It was concluded that staff training and development for non- professional staff in university libraries in north- east, Nigeria. That the study adopted survey design in sampling the opinions of non-professional staff in university libraries in North- east, Nigeria. From the data collected and analysed, the study among others found out that training and development among non-professional staff will likely improve the skill of the work force if properly applied. Also, concluded that some abnormalities in selection of staff for training, which is not in the best of practice in other organisations. Some of these practices include: preference in selection not by merit. More so, it was discovered that funding is one predicament that hamper fostering among these staff. It was therefore believed that the adoption of the strategies identified for enhancing training and development will go a long way to fulfill its need, especially in North- east, Nigeria where there are more young libraries than in any part of the country.

**Recommendations**

In line with the findings, recommendations made were as follows:

1. More training and development programmes should be provided among non-professional staff to improve the skill of the work force.
2. Selection policy for non-professional staff training should be provided in university libraries
3. Adequate funding of non-academic staff training should be maintained in order to burst the normal functioning of the university's libraries.
4. Adequate provision of computers and training of non-professional staff on ict literacy should be maintained.

**REFERENCES**

American Library Association (ALA) (2022). Overview of library support staff. Library support Resource Center. Retrieved from htts://www.ala.org.

Akidi, J. O., & Agbese, F. A. O. (2019). Personal management in Nigeria university libraries. In University librarianship: Issues and Perspectives in Nigeria. A Festscrift in Honour of Prof. Raphael U. Ononogbo. (pp. 33-60). Lagos: Zeh Communications

Akpokurerie, A. O. (2006). Staff training and development in academic libraries: A motivational tool for maximum performance in Ekere F.C. Administration of academic libraries: A book of Readings.Nsukka: UCO Academic publishers Nigeria Limited.

Azino, A. O. (2014). Staff training and development in academic libraries: A motivational tool for maximum performance in Ekere F.C (Ed.). Administration of Academic Libraries: A Book of Reading. Enugu: Praise House Publishers.

Bhatti, R., & Nadeem, M. (2015). Assessing training needs of LIS professionals: A prerequisite for developing training programs in university libraries of Pakistan. Chinese Librarianship: An international Electronic Journal, 37. Retrieved from URL:www.ic/c.us/cliej/cl37BNpdf.

Castelyn, M. (2007) Training and Development Staff: The Training Functions in Libraries. UNESCO: New York. Pp. 1-5.

Ekere, F. C. (Ed.) (2014). Administration of Academic Libraries: A Book of Readings. Revised 4th Edition, Praise House Publishers. Enugu.

Ezeani, C. N. (2023). Personnel issues in academic libraries in Nigeria: Bridging the gaps. In: Trends in Academic Library Management (pp.126-139). Enugu: DeRafelo Publisher

Eze, J. U. (2012). Staff training programmes in Nigerian public libraries; The case of Enugu State public library. Library Philosophy and Practice (c-journal) p. 1-10.

Ifijeh, G. I. (2010). Information explosion and university libraries: Current trends and strategies for Intervention. Chinese Librarianship: An International Electronic Journal, 30. Retrieved from http://www.iclcms/eliej/cl3odoraswamy.pdf on May 16, 2015.

Iwuchukwu, C. O., & Echedom, A. U. (2020). Staff training and development programmes in academic libraries in Imo State, Nigeria. Library and Information Perspectives and Research, 2(1), 44-59.

Kumar, R. (2023). Staffing function of management: Objectives, process, and importance. Retrieved https://tyonote.com<staffing>

Kumar, R. (2006) Library Organization. New Delhi Vikas Publishing House

Lastelyn, M. (2007). Training and Developing staff: The training functions in Libraries. UNESCO: New York. 1-5.

National Staff Development Council (2001). Staff Development. http://www.nsdc.org/ standards/gualitv.cfin (Accessed 17th April, 2014).

Oberg, L. (2004). Support Staff in Transitional Age: Implication for Continuing Education

Ogunsola, L. (2004). Nigeria university libraries and the challenges of globalization: The way forward. Electronic Journal of Academic and Special Librarianship, 5(2/3).

Olowu, L. T. (2012). Assessment of non-professional staff training programme in Nigerian university libraries. Samaru Journal of Information Studies, 12(1&2).

Omokaro, D. A. (2023). Librarianship in Nigeria: History, Training, and Professional Development in an Academic Environment. In Trends in Academic Library Management (pp. 118-125). Enugu: DeRafelo Publisher.

Tochukwu, U. S. (2021). Provision of staff training programmes for effective service delivery in public university libraries in Enugu state. (An unpublished B.LIS project), University of Nigeria, Nsukka. Unpublished

Treep, 1. (2012). Creating a staff development program. Available from:www.slideserve.comlemillcreating-a-staff-clevelopment-program.accessed on 2nd October 2015.

Ugwuanyi, L. I., & Igbokwe, J. C. (2014). Personal management in academic libraries. Ekere, F. C. (Ed.). Administration of Academic Libraries: A Book of Reading. Enugu: Praise House Publishers.

Ugwuanyi, R. N. C., Ifidon, E. I., & Asadu, B. U. (2022). Staff training and development in academic libraries: Critical issues for optimal services delivery. In Trends in Academic Library Management. Enugu: DeRafelo Publisher.

## AUTHORS' PROFILES



**Bashiru, Hamida**, CLN, is currently the Acting Head of Department of Library and Information Science, Faculty of Education, Federal University, Wukari, Taraba State, Nigeria. He holds Bachelor of Library and Information Science (BLIS), from University of Maiduguri, Borno State, Nigeria, Master of Library and Information Science (MLIS), University of Nigeria, Nsukka and currently a Ph.D. student in the same institution. His areas of specialisation of research interest include Information Organization, Information Services, Literature of Social Sciences and ICT in Librarianship.



**Ibrahim Kabiru**, CLN, is currently the Head, e-Library Prof. Abubakr Adamu Rasheed Library, Federal University Wukari, Taraba State, Nigeria. He holds Bachelor of Library and Information Science (BLIS) from University of Maiduguri, Master of Library and Information Science (MLIS), University of Nigeria, Nsukka and currently a Ph.D. student in the same institution. His area of specialisation of research interest is ICT in Librarianship.

**Citation**: This paper is to be cited as: Bashiru, H., & Kabiru, I. (2024). Staff training and development of non- professional staff of university libraries in North-east, Nigeria. FUGUS International Journal of Library and Information Science, 1(1), 173-184.