

Staff Development Policy in University Libraries in Nigeria: A Reality or Mirage?

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Abstract

Staff development policy is key to enhancing as well as sustaining the capacities and skills of library staff for the provision of effective services and personal development in the digital era. This study therefore, examined the staff training policies operating in federal university libraries in Southwest Nigeria. The study purposively selected 4 federal universities in the South-West, Nigeria. The total population for the study was 163 library personnel. The study adopted a descriptive survey design while a questionnaire was used to gather data for the study. Total enumeration technique was adopted to ensure robust participation of library personnel, while one hundred and twenty-nine (129) library personnel filled and returned the questionnaire. Findings revealed that all the libraries operated both written and unwritten policies, few respondents across all the universities had access to the written policies (42.6%) and at least 60% in each university adjudged the policies as unfavourable to them. Less than half of the respondents were sponsored by their universities, the policies in place did not assist in the development of a majority of the library personnel into modern-day library staff (written 70%; unwritten 74.7%). There was a positive correlation ($r= 0.257$; $p<0.03$) between staff development policy and staff development programmes attended by the library staff. The study recommended that university libraries should ensure that appropriate staff training policies are put in place. Furthermore, enough funds should be made available for capacity building of staff to enable them to function effectively in this digital age.

Keywords: Staff development, Staff training Policies, Federal university libraries, Nigeria

Introduction

The library is a service organization which depends on well-trained staff for effective service delivery. In order for an organization to be effective and capable of delivering the expected results, its workforce must be qualified, competent, and skilled. In addition, libraries in all sectors are subject to persistent change, particularly in the current digital information environment. Likewise, the political and economic environments in which libraries operate make it imperative for them to be flexible, agile, and constantly evolving. In order for a library to embrace change, its workforce must continuously develop its professional and technical skills. It could be argued that the ability of a library to strategically align with its parent institution is reason enough to worry about training and development, but there are many other reasons why library and information professionals participate in Continuous Development Programs (CDP).



Staff training and development should be tailored to the needs and services of the library without neglecting the efforts of those who have worked to achieve them. Well trained staff has the ability to be conversant with library resources to enable him or her to meet users' needs. This indirectly builds users' confidence in staff skills and ultimately, in the library. In Ghana, Atuahene(2014) revealed that due to transformative policy reforms, tertiary education in the country has seen rapid advancement. Still in Ghana, Adanu (2007) observed that, public universities did not have written policies on professional development. In Nigeria, Mbofung(2015) conducted a study on sustaining library staff of the future. The study recommended that the library management should carry out proper recruitment, implement flexible policy that will guide them in retention of staff, and the policy should outline the philosophy of the library in respect to staff development and set out how staff development is managed across the library workforce. Staff training allows staff to know the established work procedures and results if violated. It is not just about achieving the goals of having a library, but staff will also benefit from training, as they are motivated and inspired by the importance of their work. With the advent of technology, it is very necessary to train library personnel, especially how to use the Internet, even when the need to maintain the library is beyond having books on the shelves. Library personnel should not be left behind especially as the world has become a global village through the storage, transfer, retrieval and processing of information. Based on this, the research sought answers to the following questions.

- i. What are the operating staff training policies in federal universities libraries in Nigeria?
- ii. What are the available funding opportunities to library staff?
- iii. What determined the sponsorship programs attended by library staff?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant relationship between staff development policy and capacity building programmes of library staff in the federal university libraries

Ho2: There is no significant relationship between the sponsorship of library staff development amongst the federal university libraries

Literature Review

Recent research conducted by Roberts (2018) submitted that Staff Development Programmes (SDPs) in universities are gaining increased global attention. Roberts posited further that, the lack of detailed planning, monitoring and evaluation models for continuing capacity development of staff members is perceived as one of the contributing factors connected to slow development of institutional policies and plans for capacity building (Roberts, 2018). Staff training creates a pathway for new knowledge, skills, and experience needed to update libraries' goals (Mathis & Jackson, 2004). Banjoko(2002) perceives training as a structured procedure by which people learn knowledge or skills for a definite purpose. The author further asserts that training is not only for newly employed staff but also for old staff to acquaint them with changes in the world.

Maesaroh (2010) posited that about 90 per cent of university libraries in Australia had a strategic plan, and 85 per cent of them reported that staff development had either a "medium" or "high" Staff Development Policy in University Libraries in Nigeria: A Reality or Mirage?

priority in their strategic plan. The survey also reported that 75 per cent of Australian academic libraries have a “formally stated policy on staff development”; suggesting that Australian libraries are far more likely to have the benefit of a formal policy document in directing staff development activities. To support this notion, research conducted in Nigeria by Agbo (2015) revealed that the administration of academic library can never be successful if the process of creating, training, and development programmes are not in existence in library structures. These processes are there to ensure proper and adequate services in the library. It is also necessary to formulate a definite personnel policy on how training of staff in the library should be done. It is very important to note that training and development are things of progress for the advancement of the academic life of institution considering the role of the library in an academic institution

The changing role of the professional librarian (library personnel) as an information manager and administrator needs flexible and adaptable people who are able to manage change effectively. These developments have forced library personnel to update their knowledge and acquire new skills while maintaining necessary ones. The library profession is dynamic and challenging, and the most productive and effective way for library personnel is to face these challenges and seek professional development opportunities in their profession (Matthew, 2011). Rapid changes in the world of information and education in libraries and information sciences have increased the need to learn almost immediately after completing vocational education. Likewise, the new trend in information sources, technology, user needs and in the management of libraries and information services underlines the requirement for continuing education and recycling.

Back in Nigeria, Olaniyan and Ojo (2008) investigated how staff training and development could affect organizational progress. The study stated that to achieve goals and objectives of an organization, training and retraining programmes must be made compulsory and that organizations should organize workshops, conferences, and seminars for staff training and development.

Bhatti and Nadeem (2014) conducted a study on LIS professionals’ perception in connection with their training needs in university libraries of Pakistan. The study adopted a descriptive survey design and used a questionnaire administered to 150 library and information professionals in 59 public and private universities to collect data. The study’s results showed that LIS professionals need training related to troubleshooting new technologies, endnote, data compression, Internet, social media (such as Facebook, Blog, Flickr, Twitter), and online databases. The respondents considered seminars, web-based training, computer tutorials, ad-hoc training sessions by staff members, and group briefings as effective training programmes for improving their professional skills.

A study conducted in Zimbabwe shows that it is the responsibility of the universities to provide well-grounded formal and informal support systems that enhance the career development of personnel (Chabaya, 2015). Research conducted in Qatar by Johnston and Williams(2015) evaluated the future training needs of library staff. Their study discovered that Qatar library staff need training in cataloguing, including RDA, electronic resources management, information literacy and copyright issues. Likewise, Brown (2002) studied the training needs of library staff in university libraries. The results revealed that most respondents had limited IT skills and that they needed informal training programmes. However, funding was found to be the main issue.



The study recommended that informal training programmes should be introduced for employees to gain knowledge in various areas of ICT.

Casali, Perano and Abbate (2017) submitted that staff development is vital in libraries for innovative and effective service provision. They elaborated, that, acquisition of skills and capacities would enhance the status of the library in the university, but this is dependent on the formation of appropriate staff development policies and its alignment with practices in the university. Mamuno, Ahmed and Ishaya (2016) studied staff development in Adamawa State local government service commission and concluded that poor funding was the bane of staff development. Otsonu, Asom, Zuwaira and Olijé (2016) investigated library staff development in Benue State and reported that indiscriminate selection of staff for training were some of the challenges associated with staff development.

Dysvik and Kuvaas (2014) investigated the self-determination theory of staff in relation to training/ staff development and concluded that organisational culture is decisive in the success of staff development practices in any organisation and emphasised that it is imperative that organisations support and promote staff development. Ladd (2017) reported that libraries operate two types of policies, namely, written and unwritten policies. The success of staff development can be traced to formation of appropriate policy. Idiegbeyan-ose, Nkiko, Idahosa and Nwokeoma (2016) in an analysis of the challenges of the use of ICT facilities in third world countries noted that many libraries did not have proper policies and only few executed the policies. According to Ladd (2017), written policies are constituted principles that are formally approved and documented while the unwritten policy is composed of beliefs, customs and traditions although not documented but executed.

Theoretical framework

There are many theories and models describing the importance of human resource and staff development. However, this study was guided by the Human Capital Theory.

Human Capital Theory

The Human Capital Theory was developed by Theodore Schultz in 1961. The theory states that any knowledge or characteristics of a worker which enhances job performance is human capital. Human beings are perceived as resources which can increase economic value when productive. The quantitative aspect refers to the number of people who engage in useful work, while the qualitative refers to the skills, knowledge and other characteristics which enhance productivity of specific human capabilities. The Human Capital theory is a concept of labor economics which considers marketable skills of workers as a type of capital and which workers invest into. This investment eventually increases the variety of choices available to them. Human Capital theory assumes that investment in human capital by workers will eventually lead to greater economic value. The theory is based on the fact that the productive capacity of people is greater than all other forms of wealth put together.

A consideration of Schultz (1961) and Nelson and Phelps (1966) portray library personnel as developing their capacities by re-orientation and critically analysing the present ICT dominated work environment of the library. They also establish teamwork and network with other libraries as well as develop their ICT skills for modern service delivery.

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Conceptual model for the study

This study is based on the Human Capital Theory. The conceptual model is therefore hinged on the following premise: *Relevance of the Theory*: The aspect of Human Capital Theory which states that skills, knowledge and other characteristics of personnel enhance productivity of specific human capabilities. The model proposed links/ interactions between Staff Development Policy, Staff Development Programmes and Library Service Delivery.

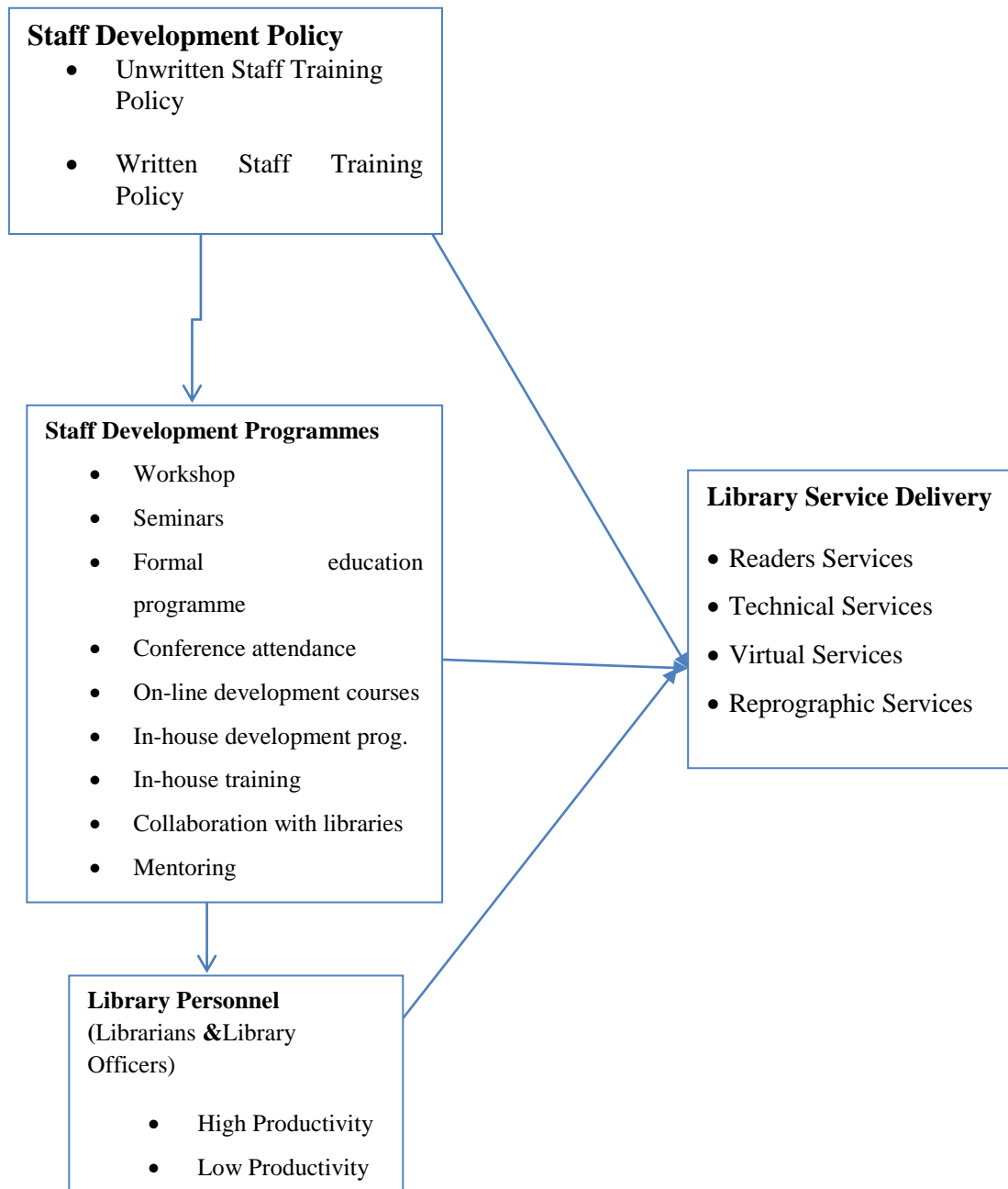


Fig I: Conceptual model for the study

The model further suggests that Staff Development Policy and Staff Development Programmes in a viable environment are the key factors that determine library personnel's delivery of service in public universities in South-west, Nigeria. These services can only be delivered effectively in this digital era if library personnel build their capacities, thus a direct link/ relationship between Staff Development Policy, Staff Development Programmes and services delivery.

Methodology

A descriptive survey design was adopted for the study. The study purposively selected 4 conventional and specialized federal universities established between 1948 and 1988 in the south-west, Nigeria. The total population for the study was 163 library personnel. A questionnaire was used to gather data for the study. Total enumeration technique was adopted to ensure robust participation of library personnel (librarians and library officers) from the four selected federal universities to have a good representation of conventional and specialized universities. One hundred and twenty-nine 129 (79.6%) library personnel from the four selected federal universities in Southwest Nigeria filled and returned the questionnaire. The use of total enumeration technique is in line with the position of Bryman(2003) that the use of this technique arises when respondents for a study are not too numerous. The instrument for data collection was a structured questionnaire and the data were analyzed using percentages, mean scores and frequency tables. The hypotheses were tested using Pearson's product moment correlation.

Results

Table 1 reveals the questionnaire administration and response rate of the study. Out of the 163 questionnaire administered to the library staff of the purposively selected federal universities, 129 (79.6%) were found usable.

Table 1: Questionnaire administration and response rate

University	Number administered Library staff	Response	rate %
FUNAAB	38	33	86.8
OAU	22	18	81.8
UI	63	43	69.4
UNILAG	40	35	87.5
Total	163	129	79.6

KEY:FUNAAB=Federal University of Agriculture, Abeokuta; OAU=Obafemi Awolowo University; UI=University of Ibadan and UNILAG=University of Lagos

In order to ascertain the operating staff training policies in federal university libraries in Nigeria as indicated in research question one, respondents were asked about the existence of such staff development policies. The result is presented in Table 2

Table 2: Staff Development Policy

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Statement	FUNAAB		OAU		UI		UNILAG	
	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)
Written staff development policy								
There is existence of a policy for staff development and ICT training in my library	15 (45.5)	18 (54.5)	10 (55.6)	8 (44.4)	27 (62.8)	16 (37.2)	23 (65.7)	12 (34.3)
The policy is clear and comprehensible	14 (42.4)	19 (57.6)	10 (55.6)	8 (44.4)	21 (48.8)	22 (51.2)	20 (57.2)	15 (42.8)
All library staff have access to the policy	11 (33.3)	22 (66.7)	8 (44.4)	10 (55.6)	19 (44.2)	24 (55.8)	17 (48.6)	18 (51.4)
The policy is appropriate and current	11 (33.3)	22 (66.7)	8 (44.4)	10 (55.6)	19 (44.2)	24 (55.8)	17 (48.6)	18 (51.4)
The staff development policy is beneficial to all staff	10 (30.3)	23 (69.7)	7 (38.9)	11 (61.1)	16 (37.2)	27 (62.8)	14 (40.0)	21 (60.0)
The policy is biased	9 (27.3)	24 (72.7)	7 (38.9)	11 (61.1)	18 (41.8)	25 (58.2)	16 (45.7)	19 (54.3)
The policy is implemented in allstaff	11 (33.3)	22 (66.7)	6 (33.3)	12 (66.7)	14 (32.5)	29 (67.5)	11 (31.4)	24 (69.6)
The policy does not mandate the training to attend	10 (30.3)	23 (69.7)	7 (38.9)	11 (61.1)	17 (39.5)	26 (60.5)	14 (40.0)	21 (60.0)
The policy is revised recurrently	7 (21.2)	26 (78.8)	5 (27.8)	13 (72.2)	12 (27.9)	31 (72.1)	11 (31.4)	24 (69.6)
There is occasional review of the policy	7 (21.2)	26 (78.8)	5 (27.8)	13 (72.2)	12 (27.9)	31 (72.1)	11 (31.4)	24 (69.6)
Review of the policy is constant and methodical	12 (36.3)	21 (63.7)	9 (50.0)	9 (50.0)	21 (48.8)	22 (51.2)	20 (57.2)	15 (42.8)
Policy review is undertaken by library staff	11 (33.3)	22 (66.7)	8 (44.4)	10 (55.6)	17 (39.5)	26 (60.5)	17 (48.6)	18 (51.4)
The policy in place in my library can sufficiently enhance my development into a 21 st century library staff	9 (27.3)	24 (72.7)	6 (33.3)	12 (66.7)	11 (25.1)	32 (74.4)	12 (34.3)	23 (65.7)
The staff training policy is satisfactory	9 (27.3)	24 (72.7)	6 (33.3)	12 (66.7)	12 (27.9)	31 (72.1)	12 (34.3)	23 (65.7)
Unwritten staff development policy								
The unwritten staff development policy in place in my library is satisfactory	10 (30.3)	23 (69.7)	7 (38.9)	11 (61.1)	14 (32.6)	29 (67.4)	15 (42.8)	20 (57.2)
The staff development policy is beneficial to me	7 (21.2)	26 (78.8)	5 (27.8)	13 (72.2)	12 (27.9)	31 (72.1)	12 (34.3)	23 (65.7)
The staff development policy is beneficial to all staff	4 (12.1)	29 (87.9)	3 (16.7)	15 (83.3)	6 (14.0)	37 (86.0)	6 (17.1)	29 (82.9)
Mid-level library staff were involved in the development of the policy	5 (15.2)	28 (84.8)	4 (22.3)	14 (77.7)	9 (20.9)	34 (79.1)	9 (25.7)	26 (74.3)



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Information on staff development and training in my library is accessible to me	5 (15.2)	28 (84.8)	3 (16.7)	15 (83.3)	10 (23.3)	33 (76.7)	9 (25.7)	26 (74.3)
The policy is appropriate and can effectively enhance my development	9 (27.3)	24 (72.7)	5 (27.8)	13 (72.2)	10 (23.3)	33 (76.7)	8 (22.8)	27 (77.1)

KEY: FUNAAB=Federal University of Agriculture, Abeokuta; OAU= Obafemi Awolowo University; UI=University of Ibadan and UNILAG=University of Lagos

Table 2 depicts the results on the written and unwritten staff development policies in the university libraries. The agreement scores for the availability of a written policy for staff development and ICT training was ranked highest in UNILAG 23 (65.7%), followed by UI 27 (62.8%), OAU 10 (55.6%), and FUNAAB 15 (45.5%). However, less than half of the respondents across all the universities attested to the accessibility of the policy; FUNAAB 11 (33.3%), OAU 8 (44.4%), UI 19 (44.2%) and UNILAG 17 (48.6%). Furthermore, majority of the respondents adjudged the policy as not beneficial to them; FUNAAB 23 (69.7%), UI 27 (62.8%), OAU 11 (61.1%) and UNILAG 21 (60%). It was also revealed that across the four universities, less than half of the respondents agreed that the staff training policy in their library could enable them become 21st century library staff; FUNAAB 9 (27.3%), OAU 6 (33.3%), UI 11 (25.1%), and UNILAG 12 (34.3%). The mean percentage of responses from the four universities indicates that 30% agreed while 70% disagreed. This implies that staff development in these universities is inadequate and affects the effectiveness of service provision.

The results on unwritten staff development policy in the libraries revealed a generally low opinion of the unwritten policies operating in the libraries as indicated by respondents from all the universities. Agreement scores on the efficiency of the policy as suggested by the 14 items presented were all below 50%. The highest agreement score (percentage score) on all the items was recorded by UNILAG where 15 (42.8%) respondents agreed that the policy was acceptable to them while 57.2% disagreed. Furthermore, the highest disagreement scores were generally recorded on the item which states that the staff development policy is beneficial to all staff. On this, FUNAAB recorded 29 (87.9%) disagreement, OAU 15 (83.3%), UI 37 (86.6%) and UNILAG 29 (82.9%). The appropriateness and effectiveness of the policy to staff development was also ranked very low; UNILAG 8 (22.8%), UI 10 (23.3%), FUNAAB 9 (27.3%), and OAU 5 (27.8%). The mean percentage of agreement and disagreement scores (25.3% and 74.7% respectively) indicate that majority of respondents believed the policy was ineffective in building their capacity. This implies that the unwritten training policies in operation were inappropriate and majority of the libraries' personnel were not satisfied with it.

In order to know the available funding opportunities to library staff, Table 3 presents the respondents' opinions on funding opportunities accessed by the library personnel for training and development.

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Table 3: Funding Opportunities for Staff Development

Funding opportunity	FUNAAB		OAU		UI		UNILAG	
	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)
I receive monetary assistance for staff development programmes from my employer	13 (39.4)	20 (60.6)	8 (44.4)	10 (56.6)	14 (32.5)	29 (67.5)	14 (40.0)	21 (60.0)
My employer gives me a minimum of 50% of the cost for every training	10 (30.3)	23 (69.7)	7 (38.9)	11 (61.1)	14 (32.5)	29 (67.5)	15 (42.9)	20 (57.1)
Other organizations sponsor my training	9 (27.3)	24 (72.7)	6 (33.4)	12 (66.6)	17 (39.6)	26 (60.4)	14 (40.0)	21 (60.0)
I am always financially responsible for my participation in staff trainings	10 (30.3)	23 (69.7)	6 (33.4)	12 (66.6)	17 (39.6)	26 (60.4)	14 (40.0)	21 (60.0)
Occasionally, I am financially responsible for my participation in staff development programs	19 (57.6)	14 (52.4)	10 (56.6)	8 (54.4)	26 (60.4)	17 (39.6)	20 (57.1)	15 (42.9)
Insufficient funds inhibit my self - sponsorship	15 (45.5)	18 (54.5)	9 (50.0)	9 (50.0)	26 (60.4)	17 (39.6)	20 (57.1)	15 (42.9)

KEY: FUNAAB=Federal University of Agriculture, Abeokuta; OAU= Obafemi Awolowo University; UI=University of Ibadan and UNILAG=University of Lagos

Table 3 shows the funding opportunities accessed by the library staff for their training. Out of the six items suggested, the most highly ranked in all the universities was the opportunity to sponsor themselves occasionally as indicated by the agreement scores; FUNAAB 19 (57.6%), OAU 10 (55.6%), UI 26 (60.4%) and UNILAG 20 (57.1%). It was also revealed that more than half of the respondents across the four universities affirmed that their institution did not sponsor them; FUNAAB 20 (60.6%), OAU 10 (55.6%), UI 29 (67.5%) and UNILAG 21 (60%). Furthermore, the results indicated that less than half of the respondents in each of the universities received financial support for training from other bodies; FUNAAB 9 (27.3%), OAU 6 (33.4%), UI 17 (39.6%) and UNILAG 14 (40%). This signifies that the library personnel experienced acute shortage of funds for training and the institutions were not adequately supportive towards their staff development.

In order to know the staff development programmes attended in the last three years by the library personnel, the study required respondents to indicate the programmes they were part of in the previous three years. Table 4 presents the responses obtained.

Table 4: Staff development programmes attended in the last three years

Staff development programme	FUNAAB				OAU				UI				UNILAG			
	IS (%)	S (%)	SS (%)	OT (%)	IS (%)	S (%)	SS (%)	OT (%)	IS (%)	S (%)	SS (%)	OT (%)	IS (%)	S (%)	SS (%)	OT (%)
I participated	1 (3.0)	21 (63.0)	4 (12.0)	7 (21.0)	-	9 (50.0)	3 (16.0)	6 (33.0)	—	23 (53.5)	5 (11.6)	15 (34.0)	—	16 (45.7)	5 (14.0)	14 (40.0)



ed in workshop s/ seminars)	6)	1)	2)		0)	7)	3)))	9))	3)	0)
Acquisition of higher degree	3 (9.1)	19 (57.6)	10 (30.3)	1 (3.0)	1 (5.6)	9 (50.0)	7 (38.9)	1 (5.6)	3 (7.0)	24 (55.8)	13 (30.2)	3 (7.0)	3 (8.6)	17 (48.6)	12 (34.3)	3 (8.6)
I attended conferences	7 (21.2)	19 (57.6)	5 (15.2)	2 (6.1)	2 (11.1)	10 (55.6)	4 (22.2)	2 (11.1)	4 (9.3)	26 (60.5)	8 (18.6)	5 (11.6)	3 (8.6)	19 (54.3)	7 (20.0)	6 (17.1)
On-line Development courses	9 (27.3)	17 (51.5)	6 (18.2)	1 (3.0)	6 (33.3)	7 (38.9)	4 (22.2)	1 (5.6)	10 (23.3)	21 (48.8)	9 (20.9)	3 (7.0)	11 (31.4)	15 (42.9)	6 (17.1)	3 (8.6)
I attended in-house development programmes	9 (27.3)	13 (39.4)	5 (15.2)	6 (18.2)	6 (33.3)	4 (22.2)	3 (16.7)	5 (27.8)	11 (25.6)	14 (32.6)	6 (14.0)	12 (27.9)	10 (28.6)	9 (25.7)	4 (11.4)	12 (34.3)
I read instructional guides	6 (18.2)	13 (39.4)	12 (36.4)	2 (6.1)	3 (16.7)	6 (33.3)	7 (38.9)	2 (11.1)	6 (14.0)	16 (37.2)	15 (34.9)	6 (14.0)	4 (11.4)	12 (34.3)	13 (37.1)	6 (17.1)
I participated in in-house training	9 (27.3)	10 (30.3)	8 (24.2)	6 (18.2)	4 (22.2)	5 (27.8)	4 (22.2)	5 (27.8)	9 (20.9)	11 (25.6)	11 (25.6)	12 (27.9)	7 (20.0)	9 (25.7)	7 (20.0)	12 (34.3)
Teleconferencing	5 (15.2)	17 (51.5)	8 (24.2)	3 (9.1)	3 (16.7)	7 (38.9)	5 (27.8)	3 (16.7)	6 (14.0)	16 (37.2)	13 (30.2)	8 (18.6)	5 (14.3)	11 (31.4)	10 (28.6)	9 (25.7)
Collaboration with other libraries	5 (15.2)	17 (51.5)	9 (27.3)	2 (6.1)	3 (16.7)	7 (38.9)	6 (33.3)	2 (11.1)	6 (14.0)	16 (37.2)	15 (34.9)	6 (14.0)	5 (14.3)	11 (31.4)	13 (37.1)	6 (17.1)
Mentoring	10 (30.4)	13 (39.4)	7 (21.2)	3 (9.1)	6 (33.3)	5 (27.8)	4 (22.2)	3 (16.7)	13 (30.2)	12 (27.9)	10 (23.3)	8 (18.6)	10 (28.6)	8 (22.9)	8 (22.9)	9 (25.7)

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Key: IS= Institution Sponsored, S= Scholarship, SS= Self-Sponsorship, OT= Others.

Table 4 indicates the staff development programmes participated in by the library personnel in the last three years and the sponsorship. With regard to institutional sponsorship, it was revealed that in all the universities there was a generally very low sponsorship of library staff. The highest rated institution sponsored programmes (ISP) were commonly recorded in various universities: mentoring in FUNAAB, 10 (30.3%) on-line development courses, attending in-house development programmes and mentoring (OAU, 6, 33.3% each), UI, mentoring 13 (30.2%) and in UNILAG, 11 (31.4%) on-line development courses. The lowest ISP was workshop/seminars; three universities (OAU, UI and UNILAG) out of the four surveyed did not sponsor any staff in the three years under review, FUNAAB however, sponsored only one person (1,3%). This indicates that the universities majorly sponsored programmes that had little or no cost implications.

With regards to scholarship, results indicated a higher rate of sponsorship in comparison with IS. FUNAAB had the highest percentage of scholarships (21, 63.6%) and this was recorded in workshop/seminars. The other three universities however, attended conferences most: UI 26 (60%), OAU 10 (55.6%) and UNILAG 19 (54.3%).

Self-sponsorship also recorded very low rankings. The highest number of self-sponsored library staff was recorded in OAU in acquisition of higher degrees 7 (38.9%) and reading instructional guides 7 (38.9%), this was followed by UNILAG, reading instructional guides 13 (37.1%) and collaboration with other universities 13 (37.1%), FUNAAB, reading instructional guides 12 (36.4%) and acquisition of higher degrees 10 (30.3%) and UI, reading instructional guides 15 (34.9%) and collaboration with other universities 15 (34.9%). Thus, the library staff had common programmes which they sponsored themselves to participate.

The library staff were asked to indicate whether they enjoyed other means of sponsorship apart from IS, scholarship and self-sponsorship. Findings indicated that in all the four universities, library staff received sponsorship from other bodies mostly for participation in workshops/seminars and the most beneficial was UNILAG 14 (40%), UI 15 (34.9%), OAU 6 (33.3%) and FUNAAB 7 (21.2%).

Hypotheses Testing

Hypothesis 1 (Ho1): There is no significant relationship between staff development policy and staff development of library staff in federal universities in Nigeria

Table 5: Summary of the Correlation Matrix showing the relationship between institutional policy and staff development

	N	Df	Mean	Correlation	P-Value
Staff development Policy	129	125	2.36	0.257	0.003
Staff development	129	125	2.41		

Table 5 shows that correlation coefficient between staff development policy and staff development was significant ($r = 0.257$; $p < 0.03$). This implies that there is a positive significant relationship between policy and staff development programmes of library staff in federal universities in Nigeria. The null hypothesis is therefore, rejected.



Hypothesis 2 (Ho₂): There is no significant relationship between the sponsorship of library staff development among the federal universities in Nigeria

Table 6: Summary of the Correlation Matrix showing relationship of sponsorship programmes for library staff among the federal universities

University	Mean	N	F	Sig.
OAU	2.30	18	0.55	0.649
FUNAAB	2.30	33		
UNILAG	2.45	35		
UI	2.52	43		

Table 6 indicates that sponsorship among the three universities is not significantly different from one another ($F=0.55$, $p=0.649>0.05$), with UI having the highest sponsorship, followed by UNILAG, while OAU and FUNAAB are equal. This implies that there is no significant difference in the sponsorship based on university. Hence, the null hypothesis is accepted.

Discussion of findings

The study has presented findings on staff training policies operating in federal university libraries in Southwest, Nigeria. Findings reveal that all the libraries operated both written and unwritten policies, less than half of the respondents across all the universities had access to the written policies, at least 60% in each university adjudged the policies as unfavourable to them. This finding is at variance with the observation of Adanu (2007) that public universities in Ghana did not have written policies on professional development. In contrast, Maesaroh and Paul (2010) reported that seventy five percent of Australian academic libraries have a “formally stated policy on staff development”; suggesting that Australian libraries are far more likely to have the benefit of a formal policy document in directing the staff development activity.

The findings of this study also revealed that less than half of the respondents were sponsored by their universities and the policies in place did not assist in the development of majority of the library personnel into 21st century library staff. This finding contradicts the finding of Agbo (2015) that the administration of academic libraries can never be complete if the process of creating training and development programmes are not in existence in the structure of the library. These processes are to ensure proper and adequate services to libraries. It is also necessary to formulate a definite personnel policy on how training of staff in the library should be done. The result of data analysis has indicated that there was minimal sponsorship of staff in all the surveyed universities. The library personnel experienced acute shortage of funds for training and the institutions were not adequately supportive towards their staff development. This finding is not in agreement with the study conducted in Zimbabwe by Chabaya (2015) where it was affirmed that it is the responsibility of universities to provide well-grounded formal and informal support systems that enhance career development of personnel. The implication of this is that staff training in these universities is inadequate which eventually affects the effectiveness of service provision in the 21st century. The findings have also revealed that sponsorship for library personnel includes conferences, formal education programmes, mentoring, seminar, on-the-job training, workshop, induction/orientation, in-house training and visits to other libraries.

Conclusion and Recommendation

Staff Development Policy in University Libraries in Nigeria: A Reality or Mirage?

Akintola Bosede Olutoyin; Onifade Fehintola N & Adetomiwa Basiru

No doubt, staff training and development programmes in the surveyed federal universities in the southwest, Nigeria are a MIRAGE. Library personnel must not be left behind as the world has become a global village through saving, transferring, retrieving and processing of information. Furthermore, it is necessary to train library personnel in the face of global integration of ICT in library services and constant development in libraries so as to improve performance levels and increase productivity. The absence of training affects productivity, quality of service, and career development. As such, library personnel and other supporting staff ought to be trained in order to discharge their duties effectively.

The observed correlation between staff development policy and staff development programmes attended by the library staff readily affirms the general perception that staff development is vital in libraries for innovative and effective service provision by library personnel. They should be encouraged/supported by university managements with funds either partially or fully to attend national/international workshops/conferences/seminars that will expose them to best practices on knowledge and utilisation of ICTs.

The study recommends that university libraries should ensure that appropriate staff training policies are put in place and enough funds are made available for staff training and development to enable staff function effectively in this digital age. Furthermore, University Management should promote periodic in-house training programmes to enhance career progression of library staff.

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