

FACTORS INFLUENCING JOB TRAINING AMONG STAFF IN SELECTED ACADEMIC LIBRARIES IN EKITI STATE, NIGERIA

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Abstract

This study investigated factors enhancing job training among library staff in selected academic libraries in Ekiti state, Nigeria. The study adopted survey research design. The population for the study comprised of 128 library staff in the selected universities libraries in Ekiti State. The total enumeration was adopted for this research work. Questionnaire was the data collection instrument used. Data were analyzed using descriptive (percentage, mean, average mean and standard deviation) and inferential (Pearson Product Moment Correlation) statistics. The finding of the study revealed that Need for Competent Staff, Training Fund and Incentives, Management Support, Need for Improved Staff Performance, Evolving Modern Technology, Efficient Manpower for the Training and Formal and Informal Learning Opportunities are the factors that influence job training among staff in the academic libraries in Ekiti state. Based on the findings of the study, the following recommendations were proffered; Libraries should implement continuous professional development programs to ensure library staff are well-equipped with the necessary skills and knowledge to meet evolving job demands, Foster an organizational culture where management actively promotes and supports staff training initiatives among other recommendations

Keywords: Job training, library staff, academic library, Questionnaire, Ekiti State

Introduction

Job training is a hands-on method of imparting the vital knowledge, skills, and competencies required for employment and or upgrade of an employee to accomplish specific tasks within the workplace. It can be generally observed that training and retraining of library staff is expected for them to be more productive in their various assigned duties in order to

achieve the stated goals and objectives for their various libraries. Academic libraries play a critical role in supporting the educational and research endeavors of their parent institutions. To effectively discharge their duties, library staffs require regular training and retraining to be relevant and understand the emerging trends, technologies, and best practices in librarianship. Demekaa, Bamidele and Okereke (2024) defined training as any learning activity which is aimed at acquisition of specific knowledge and skills for the purpose of a task or occupation. Similarly, Ashikuzzaman (2024) averred that training is a structured and purposeful process designed to enhance individuals' knowledge, skills, and competencies in a specific domain or discipline.

Whether in academia, corporate settings, or specialized professions like librarianship, training is vital for cultivating expertise and facilitating professional growth. In the same vein, Izah (2022) posited that job training is a planned process to modify attitude, knowledge, skill, or behaviour through a learning experience to achieve effective performance in an activity or range of activities. Furthermore, Huang (2020) defined job training as a planned and systematic effort to modify or develop knowledge, skill and attitude through learning experiences to achieve effective performance in an activity or a range of activities. In the same vein Vasanthi and Basariya (2019) opined that job training is an activities carried out to develop work related knowledge and skills that are required for employees to perform a specific job within the work environment.

Similarly, Job training is seen as a course of instruction or set of instructions provided to an individual in order to help him / her become job-ready and marketable in his / her chosen field of work. In the same vein, Job training is a hands-on method of imparting the vital knowledge, skills, and competencies required for employment and or upgrade of an employee to accomplish specific tasks within the workplace. The following factor could enhance job training in the

academic libraries; need for competent staff, training fund and incentives, management support, need for improved staff performance, evolving modern technology, efficient manpower for the training and formal and informal learning opportunities. Each of the aforementioned factors shall be comprehensively discussed in the study.

Statement of the problem

Training and re-training play a crucial role in facilitation competence, proficiency and professionalism across all fields including librarianship. While existing research has explored the influence of staff training on job performance among library personnel (e.g., Demekaa, Bamidele & Okereke, 2024; Godwin, Adeniran & Jamogha, 2020; Gbemi-Ogunleye, P.F et al., 2020), there remains a notable gap in studies addressing the factors that shape job training among library staff. Recognizing this gap, the researcher undertook this study to examine the factors influencing job training among library staff in selected academic libraries in Ekiti State, Nigeria

Research question

What are the factors influencing job training among staff in selected academic libraries in Ekiti State, Nigeria?

Literature Review

Job training among library staff is influenced by various factors, many of which emphasize the importance of developing competencies. Chuang (2018) and Zhang (2017) both underscored the critical role of competent staff in driving effective job training in academic libraries. While Chuang highlighted the belief among library staff that the need for competence is a significant motivator for job training, Zhang linked this need directly to staff performance, showing that competent staff provide better services to patrons and are more likely to engage in professional development. Coviello (2021) reinforced this perspective by demonstrating that

staff who perceive themselves as competent are more motivated to participate in training programs, thus emphasizing the cyclical relationship between competence and training.

Similarly, Ayodele and Akinola (2019) and Afolabi and Adeyinka (2020) connected competence to job satisfaction and performance, arguing that empowering library staff not only fosters their engagement in job training but also enhances their overall job satisfaction and productivity. Olorunsola (2018) extended this notion, reporting that adequate training equips staff to provide effective library services, thereby linking training outcomes directly to service quality.

Beyond competence, other factors such as incentives and funding have emerged as significant predictors of training participation and effectiveness. Chukwuemeka and Nwosu (2020) and Onwuegbuzie and Nwosu (2019) found that training combined with incentives such as travel allowances and conference attendance increased job satisfaction among librarians. Similarly, Oghuvu and Ogunyomi (2022) noted that adequate funding is critical for providing training opportunities and associated incentives. This aligns with Okoroafor and Anigbogu's (2018) findings, which highlighted that staff who receive both training and incentives tend to outperform those without such support. Ibezim, Nwosu, and Ezeibe (2017) further demonstrated that incentives like bonuses and promotions motivate staff to participate in training programs, resulting in improved knowledge, skills, and work attitudes.

In addition to funding and incentives, management support plays a pivotal role in influencing job training outcomes. Adetunji and Adebayo (2019) and Okebukola and Oguntoye (2018) emphasized that librarians with strong managerial support are more likely to participate in

training and developmental activities, ultimately enhancing their performance. Afolayan (2020) added that managerial support positively impacts job satisfaction, while Akande and Adeyemi (2019) highlighted its role in promoting knowledge sharing and collaboration among librarians. Akanbi and Abiodun (2017) further linked management support to broader organizational outcomes, such as job commitment and employee engagement.

The impact of job training on staff performance has been widely acknowledged. Olaoye and Adeyemi (2017) and Olatunji and Oladapo (2020) found that job training significantly improves library staff performance. Fadahunsi and Folorunso (2020) echoed this, particularly highlighting its impact on library assistants. Ogunsola and Ojo (2019) concluded that trained staff not only exhibit higher productivity but also demonstrate greater job satisfaction and commitment. Okeke (2018) and Okeke (2017) extended this by showing that training enhances skills, knowledge, and morale, thereby leading to better library services.

The increasing adoption of technology in libraries has significantly transformed the roles and training needs of librarians. Fadare-Ojo (2018) emphasized that librarians are transitioning from traditional bookkeepers to trainers and facilitators of digital literacy. In line with this shift, Ijaola-Adeniran and Ayinde (2017) highlighted the impact of e-learning platforms in revolutionizing job training. Their study showed that such platforms offer librarians flexible and convenient opportunities to enhance skills in areas such as information literacy, research methodologies, and digital preservation. Similarly, Awosope, Adesanya, and Adeyemo (2020) identified mobile devices as essential tools for modern librarians, facilitating access to information, collaboration with colleagues, and research assistance for academic communities. Ogunyemi, Oni, and Ayeni (2018) reinforced this perspective by demonstrating how social

media platforms enable professional development, knowledge sharing, and awareness of industry trends, thus supporting librarians in their evolving roles.

The move toward online tutorials and webinars has further broadened training avenues for librarians. Ojo, Adesanya, and Adeyemo (2020) reported that these online resources improve accessibility, flexibility, and collaboration, allowing librarians to acquire new skills and exchange knowledge globally. This aligns with the broader shift from traditional to online and distance learning methods, as highlighted in their study, which makes training programs more adaptable to the needs of library professionals.

Effective training programs not only enhance librarians' capabilities but also contribute significantly to their job performance and satisfaction. Akinsola (2022) and Ejiogu (2018) found that training programs targeting new technologies and essential skills increased efficiency and productivity among librarians. Similarly, Ijeoma (2020) demonstrated that regular training boosts motivation, commitment, and job satisfaction, and argued for academic libraries to provide continuous training opportunities. These findings are supported by Nwosu (2017), who observed that trained librarians exhibited enhanced skills, competencies, and efficiency. He emphasized the need for prioritizing staff development in public libraries to achieve similar benefits.

The importance of training methods extends beyond formal programs such as workshops, conferences, and seminars. Ohioorenaya (2019) noted that while formal training is highly valued for skill development and job satisfaction, informal methods such as on-the-job training, mentoring, and peer-to-peer learning also play a crucial role in improving librarian skills. Adeyemi and Adesanya (2018) confirmed that both formal and informal learning opportunities

are significantly correlated with job training outcomes. Further supporting this idea, Odutola (2021) found that librarians exposed to both forms of learning performed better than those who participated in only one type, highlighting the complementary benefits of combining formal and informal approaches.

Eze (2019) underscored the value of informal learning methods like mentoring and peer-to-peer collaboration for enhancing librarian knowledge and skills. Oseni (2023) reinforced this by demonstrating that both formal and informal learning positively impact job satisfaction among librarians. The study concluded that offering a balance of these training opportunities is essential for improving librarian motivation and overall satisfaction.

In summary, the reviewed literature underscores the multifaceted nature of job training among library staff, shaped by technological advancements, effective training programs, and diverse learning opportunities both formal and informal. Factors such as competence, funding, incentives, and managerial support play critical roles, collectively influencing participation in training and re-training programs, job satisfaction, performance, and the quality of library services. While technological tools and platforms have transformed traditional training methods, enhancing flexibility and accessibility, these advancements are intertwined with broader organizational elements like management support and resource allocation. The studies collectively reveal a complex yet interconnected dynamic where technology, training methods, and job satisfaction converge to shape the professional development and performance of library staff in academic libraries.

Methodology

The population of this study consisted of one hundred and twenty-eight (128) library staff in the selected academic libraries in Ekiti State, which included: Federal University Oye-Ekiti Library, which had forty-six (46) staff, Ekiti State University Library with forty-three (43) staff and The Federal Polytechnic Ado-Ekiti Library with thirty-nine (39) staff. All staff in the selected libraries was the respondents of this study. Questionnaire was the instrument used for data collection, which was administered directly to the respondents. A total enumeration technique was used. It was a non-probability sample method. Based on the population of the study, all the library staff was sampled.

Results and Discussions

Presentation of Demographic Information of Respondents

Table 1: Demographic Characteristics of the Respondents

S/N	Demographic Statement	Frequency	Valid Percentage
1	Name of the library		
	FUOYE	40	40
	EKSU	30	30
	FEDPOLY	30	30
	Total	100	100
2	Gender		
	Male	60	60
	Female	40	40
	Total	100	100
3	Marital Status		
	Single	40	40
	Married	40	40
	Divorced	10	10
	Widowed	10	10
	Total	100	100
4	Age		
	Below 30	10	10
	31 – 40	70	70
	41 – 50	10	10
	51 – above	10	10
	Total	100	100

5	Educational Qualification		
	WASC/GCE	10	10
	OND/HND	30	30
	BSc/BA	20	20
	BLIS	20	20
	MLIS	10	10
	PhD	10	10
	Total	100	100
6	Designation		
	Library Assistant	30	30
	Library Officer	20	20
	Librarian	40	40
	Technical officer	10	10
	Total	100	100
7	Length of Service		
	Below 10 years	80	80
	11 - 20 years	20	20
	Total	100	100

Source: Field Survey, 2025

From Table 1 above, it was revealed that 38 staff (38.0%) were surveyed in Federal University

From Table 1 above, it was revealed staff in selected academic libraries in Ekiti State were surveyed: 40 respondents (40%) were surveyed from Federal University Oye-Ekiti library, followed by 30 staff each (30%) from Federal Polytechnic library; and Ekiti State University library respectively. On their gender, 60 respondents (60%) were male while 40 others (40%) were female. On their marital status, 40 respondents each (40%) were single and married respectively, while 10 respondents each (42%) were divorced and widowed couples respectively. Besides, 70 respondents (70%) were within the age bracket of 31 – 40 years, followed by 10 respondents each who were within the age bracket of 41 – 50, below 30 years 51 – above years respectively. Also, pertaining to their educational qualification, 30 (30%) had OND/HND, followed by 20 respondents each (20%) that possessed BLIS and

B.A/BSc respectively, while 10 (10%) others bagged WAEC/GCE/NECO, MLIS and PhD results respectively. On their designation, 40 respondents (40%) worked as librarian, followed by 30 respondents (30%) as library assistant, 20 staff (20%) were library officers, while the remaining 10 respondents (10%) were technical officers. On their length of service in their various libraries, 80 respondents (80%) had worked for 10 years, and 20 others (20%) had put in between 11 – 20 years into the service of their institutions.

Data Analysis and Presentation Based on Research Questions

Research Question: What are factors influencing job training among staff of the selected academic libraries, Ekiti State?

Table 2: Factors influencing job training among staff

S/N	STATEMENT	(%)	SD (%)	D (%)	A (%)	SA	M	SD	AM
a	Need for competent staff								
i	Our library consistently needs highly skilled manpower for its services	0 0.0	0 0.0	50 50.0	50 50.0	3.50	0.50252		
ii	Our library staff should meet the expectation of library users while rendering services to them	0 0.0	0 0.0	60 60.0	40 40.0	3.40	0.49237		3.47
iii	Our library provides excellent service quality to readers	0 0.0	0 0.0	50 50.0	50 50.0	3.50	0.50252		
b	Training fund and incentives								
i	Our library receives sufficient training fund to meet its staff training obligations	10 10.0	30 30.0	40 40.0	20 20.0	2.70	0.90453		
ii	Our library's budget accommodates adequate job training among staff	0 0.0	40 40.0	50 50.0	10 10.0	2.70	0.64354		2.73
iii	Our library funding situation significantly enhances the level and quality job training among staff	0 0.0	30 30.0	60 60.0	10 10.0	2.80	0.60302		

c	Management support						
i	Our library management demonstrates strong commitment to support job training among staff	0	0	80	20	3.20	0.40202
		0.0	0.0	80.0	20.0		
ii	Our library staff receives adequate support and resources from management for job training	0	10	70	20	3.10	0.54123
		0.0	10.0	70.0	20.0		3.10
iii	Our library management should actively promote positive work environment for its staff training	0	10	80	10	3.00	0.44947
		0.0	10.0	80.0	10.0		
d	Need for improved staff performance						
i	Library staff should be dedicated and provide excellent services to readers	0	0	40	60	3.60	0.49237
		0.0	0.0	40.0	60.0		
ii	Library staff should possess necessary skills and knowledge to efficiently fulfil their roles toward readers	0	0	40	60	3.60	0.49237
		0.0	0.0	40.0	60.0		3.67
iii	The performance of our library staff is expected to be above average while meeting the needs of users	0	0	20	80	3.80	0.40202
e	Evolving modern technology						
i	Our library usually procures modern ICT gadgets to offer quality services to readers in meeting their research needs	0	10	70	20	3.10	0.54123
		0.0	10.0	70.0	20.0		
ii	Our library requires experts to manage ICT gadgets	0	0	60	40	3.40	0.49237
		0.0	0.0	60.0	40.0		3.30
iii	Our library operations require highly skilled ICT personnel that would render excellent services to its users	0	10	40	50	3.40	0.66667
		0.0	10.0	40.0	50.0		
f	Efficient manpower for the training						
i	Our library needs skillful tutors to train its staff	0	0	10	90	3.90	0.30151
		0.0	0.0	10.0	90.0		
ii	Our library has adequate link to various training institutions that would facilitate job training among staff	10	10	40	40	3.10	0.94815
		10.0	10.0	40.0	40.0		3.40
iii	Our library has different training programs for its staff in order to boost their job performance	0	20	40	40	3.20	0.75210

g	Formal and informal training opportunity							
i	Our library provides on-the-job-training opportunity for all its staff	0	0	50	50	3.50	0.50252	
		0.0	0.0	50.0	50.0			
ii	Our library provides off-the-job training for staff to seek further training in tertiary institutions	0	10	60	30	3.20	0.60302	3.30
		0.0	10.0	60.0	30.0			
iii	Our library plays a crucial role in supporting academic achievement among its users	0	10	60	30	3.20	0.60302	3.30
		0.0	10.0	60.0	30.0			

Source: Field Survey, 2025

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, M = Mean, SD = Standard Deviation; AM = AverageMean

Table 2 dwelt on factors influencing job training among staff of the selected academic libraries in Ekiti State. It can be revealed from the table that staff in the surveyed libraries reported of the need for improved staff performance judging by the average mean score of 3.67 on the scale of 4. They specifically stated that performance of their library staff is expected to be above average while meeting the needs of users (mean of 3.80), they affirmed that library staff should possess necessary skills and knowledge to efficiently fulfil their roles toward readers (mean of 3.60) and that library staff should be dedicated and provide excellent services to readers (mean of 3.60). This is followed by the report by most respondents (with average mean of 3.47) of the need for competent staff for their libraries. They noted that their libraries consistently need highly skilled manpower for its services (mean of 3.50) and that library staff should meet the expectation of library users while rendering services to them (mean of 3.40). Besides, most of the respondents (with average mean of 3.40) surveyed reported the need for efficient manpower for training of library staff. They posited that their libraries need skillful tutors to train its staff (mean of 3.90), and that their libraries had different training programs for its staff in order to boost their job

performance (mean of 3.20). Please refer to the table for more details.

Conclusion

This study investigated the factors influencing job training among staff in selected academic libraries in Ekiti state. The findings of this study revealed that Need for Competent Staff, Training Fund and Incentives, Management Support, Need for Improved Staff Performance, Evolving Modern Technology, Efficient Manpower for the Training and Formal and Informal Learning Opportunities are the factors that influence job training among staff in the academic libraries in Ekiti state.

Recommendation

1. Libraries should implement continuous professional development programs to ensure library staff are well-equipped with the necessary skills and knowledge to meet evolving job demands.
2. Libraries should explore alternative funding sources, such as grants, partnerships, or collaborations with educational institutions and professional organizations, to finance training programs.
3. Foster an organizational culture where management actively promotes and supports staff training initiatives.
4. Provide managerial backing for training programs through approval of funding, time off for training, and encouraging participation in professional development opportunities.
5. Develop well-structured training curricula tailored to the specific needs and roles of library staff.

6. Organize formal learning opportunities such as workshops, seminars, and conferences to foster knowledge acquisition and networking.

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