

**STAFF NEEDS AND TRAINING PROGRAMMES OF THE NATIONAL
LIBRARY OF NIGERIA IN THE INFORMATION AGE**

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CHAPTER ONE

INTRODUCTION

Background to the Study.

National Libraries are usually the apex libraries of Nations. They are established and maintained by national resources, bearing responsibility for publishing a national bibliography and maintaining a national bibliographical information centre. They strive principally to collect and preserve the nation's Literature, though they try to be as international in the range of their collections as possible. Their importance springs from the quality, size, and range of their collections, which are comprehensive in scope, and from their attempts to maintain their comprehensiveness (Maurice Line and Joyce Line, 2007). Naude, (1600-1653) also indicates that national libraries differ administratively from other forms of libraries in at least two ways: they have unlimited clientele, and National libraries tend to enjoy greater policy independence than most libraries, and they have a momentum that protects them from attack, major elimination of funds, interruption or extinction.

The National Library of Nigeria is established and funded by the Federal Government and belongs to the group of statutory corporations commonly referred to as parastatal of the Federal Government of Nigeria. It is not a department or section of a ministry, but a body set up by an Act of the national assembly to perform specialized functions under the aegis of a ministry called the parent or supervising ministry- the Federal ministry of Education.

As a parastatal, it falls within the executive arm of Government, under the control of the president of the Nation acting through the Federal Ministry of Education. It is by categorization a general reference library and indeed the apex library in the country. Woodney and Eka (2010) agreed that the National Library is mainly used as a reference library where individuals and libraries go in search of materials that are unavailable in other libraries. The National Library therefore, is a library

of last resort for information seekers. Aje (1982) pointed out that the National Library of Nigeria sees its role as the library for Nigerian libraries, and the first port of call for all library services, whether in the formal education sector or for the public at large. He pointed out that the National Library does not compete with other libraries. It simply aims to excel over them, co-operate with them and help them.

The primary objectives of the National Library of Nigeria like most National Libraries of the world, is the collection and preservation of the Nation's cultural heritage for present and future generations. All the functions and activities of the National Library of Nigeria are therefore geared towards achieving this objective. The National Library is open to use by members of the public. However, users below the age of seventeen (17) years old are not allowed to use the National Library of Nigeria as a policy and largely because it does not have information materials that cater for the educational needs of this people who are presumed to be in their pre or post primary schools. While some users of the National Library of Nigeria are interested in getting information to meet their educational needs, others are interested in obtaining information capable of meeting their cultural, recreational or leisure needs. Furthermore there are other users who are only interested in obtaining International Standard Book or Serial Numbers (ISBN/ISSN) for their intended publications. These groups of users are authors and publishers or printers.

The administrative structure of the National Library of Nigeria is made up of the federal ministry of education as the supervising ministry, the national library board which is responsible for policy making and the national library management which is responsible for the day to day running of the organization. It has seven departments, each headed by a director while there are state branch offices in twenty- four (24) states of the federation (facts about national library, 2006). In achieving

the objectives for which it was established, the National Library Decree No. 29 of 1970 broadly outlines the following functions/roles of the National Library of Nigeria:

- To assemble, maintain and extend a collection of books, periodicals, pamphlets, Newspapers, Maps, musical scores, films, and recordings as appropriate for a library of the highest standing.
- To make arrangement as appropriate with respect to exchange of matter included in the collection, the preparation and publication of catalogues, indexes etc and the provision of assistance to other persons in the organization of libraries.
- To make recommendations and give advice on library development of a state or to any local Government of authority;
- And to be responsible for the development of the National bibliography of Nigeria and National bibliographic services.

The National Library's role in the Nigerian environment is enormous. Decree 29 of 1970, section 2 (2b) makes it mandatory for the National Library of Nigeria to establish and maintain a branch of the National Library (NL) in each state of the Federation. The purpose of establishing the National Library branches in the states is to:

- Provide vital support for the intellectual efforts of the people in all activities directed toward progress and National development in all spheres;
- To ensure availability of a comprehensive collection fully accessible to a wide reading audience both within and outside Nigeria

- To guarantee a free flow of information and knowledge between Nigeria and other countries for the benefit of the unfettered natural exchange of communication and experience in a rapidly developing world, and one of increasing interdependence (Decree 29 of 1970)

Affirming the enormous responsibilities of the National Library of Nigeria, Aina (2004) posited that the National Library of Nigeria is also supposed to represent the country on all library matters at international conferences, provide leadership role, advice Government on library development and policy while supporting major research and development programmes in librarianship in the country.

The importance of the National Library of Nigeria in non-formal education and personal development of a citizen cannot be overemphasized. Aje (1982) is of the view that the first port of call would be the state library services (state library boards) while the National Library of Nigeria serves as the apex of this network of information superstructure. This means that individuals seeking to develop themselves by acquiring non-formal education through the use of public library resources would first of all need the services of the state library boards while the National Library which is the apex library would be used as a last resort to complement and provide resources and services where there is lack.

Another important role of the National Library in the Nigerian environment is its role as a national depository of international agencies such as the United Nations and its organs. Furthermore, the National Library legal deposit law, Decree 29 of 1970 section 4 (1) 4 (3 a,b) makes it mandatory for every author and publisher operating in the country to deposit with the National Library, at his own expense specified number of copies of each book published, the law further stipulates that three (3) copies are to be deposited by private publishers, ten (10) copies by state and local governments and twenty-five (25) copies by the Federal government. The implication of this role is

that the National Library is the only place where a citizen can find the publications of Federal, State, Local government and individuals in one place thus facilitating research and accessibility while saving the user his or her valuable time.

Yet another role the National Library is playing in the Nigerian society is ensuring that Nigerians have equitable access to its services and resources through the establishment of state branches of the National Library across the country. Today there are branches of the National Library in twenty-four (24) states of the federation. As the library of libraries, the National Library is there to complement the services of other libraries and provide where they are lacking. This will stimulate and boost the educational, social, cultural and information needs of Nigerians across the country. It is also the view of the researcher that the National Library plays a significant role in the Nigerian society by ensuring the collection, preservation and transmission of the nation's cultural heritage for future generations. This means that the nation's cultural identity in all its ramifications is ensured continuity by successive generations.

Indeed institutions and organizations are mere objects and are in themselves useless without people who will ensure the realization of the objectives for which they were established. The people are the employees who work in these organizations and the National Library as an organization is not an exception. In the Library, personnel, information materials, Users and building/environment are the components that interact to make up the system. In recent times, a new component information technology has been added, this has revolutionized and changed information dissemination pattern and of all these components, personnel are the principal and most important resources. They coordinate the entire system to achieve organizational objectives Ajala(2003:29). In the light of this development occasioned by the information age, the leadership role that the National

library is expected to play as the apex library in the country can only be realized by having adequate number of employees and a sound training programme towards ensuring well trained personnel.

Apparently, the National library of Nigeria's staff needs in the information age requires re-visitiation for proper identification. Staff needs of an organization are simply the gaps between the number of personnel, their knowledge and skills the organization requires and those the organization have. This defines the staff needs of the organization. Thus, the National library of Nigeria being a very large organization with several state branches and expected to provide leadership in the library profession, need to identify its staff needs in the information age in the light of categories of staff needed, their qualification, the relevant skills and competencies required, training methods and programmes available, problems associated with staff training and strategies of enhancing staff needs and training so that the library can be properly equipped professionally to play its role adequately. Categories of staff that the National library needs include: adequate and well trained librarians, information technologists, computer analysts, web designers, abstractors and indexers, library officers, library assistants, and other support staff like accounts officers and administrative staff. All these categories of personnel are necessary and they play a vital role in the realization of the library's goals and objectives.

Librarians who are the core professional staff, apart from conferences and workshops, need to have postgraduate training at the level of masters and PhD degrees so as to be properly equipped professionally. In the information age, the skills and competencies required of the National library staff include: information and communications technology (ICT) skills, software development, e-mail, networking, internet, cataloguing and classification techniques, public relations management skills, personnel management skills especially for heads of national library state branches, and library safety and security using the new information technologies. Oketunji in Okore (2005:88) also

indicates that major competencies that librarians need include: skills to learn and use the ever changing technologies, communication and interpersonal skills, ability to market the library services and management skills. Nwachukwu, Asiegbu and Igwesi(2010) also agrees that in addition to professional skills ,the librarian of the future must be equipped with a wide range of personal and transferable skills in order to manage the changing environment which he works. They further stated that the contemporary librarian must change and adapt to the new electronic environment. Even though these skills are necessary for the staff of the National library, they can only acquire these skills through training using appropriate training methods and programmes.

Training is 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. Yesufu cited in Ajidahun (2007) also agrees that training of personnel enhances productivity. According to him, “education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment”. Productivity, which is enhanced by training, is not only limited to the establishment; the librarians and other staff of the library can also become more productive. Training programmes should also be directed towards improving efficiency and job performance Ojiambo and Stoner cited in Ajidahun (2007). Other advantages of training include reduction in cost, reduced turnover, human resources reserve, faster decision, continuity of effort, improvement in employee morale, availability for future personnel needs of the organization, improvement in health and safety, reduced supervision, personal growth and organizational stability Silver and Chandan cited in Ajidahuin (2007).

There are several training methods that can be employed in libraries: on-the- job training, In-house lecture/demonstration, Job rotation, Vessitube training, and Programme instruction,

Computer-Assisted Instruction(CAI), Internship, Apprenticeship, Audio-visual method, Role playing, Business games, and case studies are some of the different training methods that can be employed, Keeling and Kallus cited in Onifade(2001) .Although there are several training methods that can be employed in libraries, the methods that should be adopted by the National library should be the methods that will achieve the best results in terms of cost – effectiveness and sustainability. Some of these training methods include: on- the –job training, in- house lecture/demonstration, Orientation and Computer-Assisted Instruction (CAI) and job rotation are particularly useful training methods for both old and new employees. While on- the – job training enables both new and old staff acquire the necessary skills and attitudes, orientation programmes are designed to acquaint staff with the activities of the organization and it is usually for new employees. In the information age, computer- assisted instruction programme has become necessary to enable staff adapt to changing technology. According to Ozioko (2005) the basic building block of information technologies (IT) industries is the skilled and semi-skilled manpower with basic skills for operating computers, using elementary functions of standard software. It includes the ability to make use of computer networks, in particular the Internet; and access the resources available through them. This requirement is true for libraries using these technological tools in their service delivery. Training programmes also need to be relevant to the needs of libraries. Programmes such as in- service and continuing education training programmes leading to award of certificate are also desirable.

Staff training is a venture when embarked upon will bring about acquisition of better skills and competencies on the part of employees and will ultimately lead to the overall effective performance of the organization. However, there are a number of problems usually associated with staff training in libraries: training is often haphazardly done and not well planned and coordinated, lacks employee needs analysis, lacks proper funding, poor sponsorship, selection for training is not

always objective while training programmes may be inadequate and not sound enough. Any organization that toys with its staff training is perhaps putting at risks the realization of its goals and objectives. Thus, it is necessary to evolve new and better strategies to improve staff needs and training in libraries. Some of the strategies that can be employed include: employment of more librarians, adequate support for training in information and communication technology (ICT) for both professional and para-professional staff, adequate professional training, adequate support for formal education training programmes leading to award of certificate, employment of ICT specialists, adequate training in cataloguing and classification and adequate funding.

The information age is an age in which the use of Information and Communications Technology (ICT) tools and equipments such as computers, internet, e-mails etc. in work places has brought a radical paradigm shift in services delivery - from the traditional approaches to service delivery to approaches offered by the new technology. It is an age where all sorts of transaction in every sphere of life can be processed and transmitted electronically on-line thereby modifying fundamentally, the way we work and live unlike the previous agricultural and mechanical revolution which focused on energy and matter, the information revolution is the "Third wave in human material revolution" (Daniel, in Ozioko 2005). According to Ozioko (2005) the information age has given the world a new understanding of time, space, distance and knowledge as well as a new definition of the world as we used to know and perceive it, by reducing the whole world to a global village where you do business of all sorts interactively and real time or on-line from whichever point you may be on the planet earth. Thus, in the information age, advances in information and communications technology (ICT) for libraries world wide has changed the scope, pace, range as well as the procedure of information service delivery, storage and retrieval. This climate of change

has also affected the type of people needed to work in the library. The change has also created the need for Libraries to develop strategies that would help them cope with the challenge.

It should be indicated that the National Library of Nigeria has decentralized its services delivery through the establishment of state branches. This has elicited the need for more staff especially the librarians who will be deployed to the state branches of the National library and who should also have relevant skills which will enable them to perform in accordance with the National Library's expected culture of service excellence and professionalism world wide. Anecdotal records and personal experience have perhaps indicated the need for National Library of Nigeria to have adequate number of staff with relevant skills to be able to function effectively in the information age. Omekwu cited in Ugoanochie (2009) states that the information professional has unlimited sources to assist his/her users. He called for necessary capacity building that will empower the Librarian to serve the users effectively in an electronic environment- an environment that places greater emphasis on external engagement through networking, teaching (information literacy), marketing and promotion, (Sayers, 2007). Smith, Aitken, and Idowu cited in Nwachukwu, Aseigbu and Igwesi (2010), also acknowledge that knowledge, skills and training of library personnel are vital for the successful implementation, application and use of computers and other ICT facilities in the library. Indeed, the information age has thrown up the challenge for libraries generally to show commitment towards training and retraining of staff, however, the National Library training policy (2008) emphasizes that the essence of training is for the sole good of the government. This seems to explain why many staff have not accessed training in the institution since training is at the whims and caprices of government but not a necessary staff benefit and need in the information age. Utor (2006) equally noted that the National Library of Nigeria has enormous wealth of experienced librarians. The library also has other facilities which if well harnessed could add to the quality of

practitioners but argued that this has not been done. He urged more commitment to training and retraining of library personnel. These are some of the reasons this study has become necessary.

Literature available reveal that although staff training is considered important towards enhancing staff efficiency and productivity, many organizations do hardly identify their staff needs, training is often haphazardly while training programmes usually lacks adequacy. Thus, for the National Library of Nigeria to meet its expected roles and be able to assert itself adequately in the information age as the apex library it must have adequate number of staff and they must be adequately trained. This is because the National Library of Nigeria, like most National libraries of the world, is expected to provide leadership and excellence both in personnel, materials, tools and equipments and in service delivery and at the center of this is the personnel. A library can have an outstanding collection of print and electronic materials, access to a wealth of on-line resources, cutting edge automated systems and an award winning building but if it does not have adequate and well trained staff, the clientele using the library will not be served effectively and efficiently (Stueart and Moran, 2002). Perhaps, the lack of adequate personnel and dearth of relevant skills amongst staff will result in over utilization of staff and poor service delivery. There is need for adequate staff, training and retraining in the National Library of Nigeria to enhance effective service delivery and for the library to be able to align itself with the standard of National Libraries world-wide.

Statement of the Problem

The National Library of Nigeria like other National Libraries in the world is the apex library in the country. The status of the library has placed enormous responsibilities on its shoulders: it is expected to provide leadership in library and information service delivery in the country; it is expected to provide excellence and professionalism both in terms of materials, personnel and services and above all, it is to provide services in all the states of the Federation (Decree 29 of 1970).

The enormous expectations placed on the National Library of Nigeria from the public have further increased in the information age. In the information age, users expect the National Library of Nigeria to have cutting edge technology tools and equipments and adequate number of staff who are properly trained with relevant skills that can navigate through the advances offered by the information age towards effective service delivery.

Even though the National library of Nigeria has made great efforts towards its staff needs and training, these efforts are largely inadequate in relation to its enviable position as the library of libraries. Many of its staff seems to have remained for several years perhaps without training thereby lacking relevant skills while there appears to be dearth of personnel throughout its branches. Having adequate staff and a sound training programme is important in any organization because: It enhances the provision of effective and efficient service delivery, It enhances acquisition of relevant skills and competencies amongst employees; Users' satisfaction is ensured through timely, efficient and effective service; There is absence of over-utilization of staff; Staff is properly equipped to meet contemporary challenges in work places (changing technology etc.). On the contrary, lack of adequate staff and a sound training programme in any organization will result in: Poor service delivery, absence of relevant skills and competencies amongst staff; failure to meet users' satisfaction; staff are over-utilized, and staff are poorly equipped being unable to meet contemporary challenges in work places.

Unfortunately, in the National Library of Nigeria, there appears to be a preponderance of inadequate personnel both at the headquarters and in the state branches. Personal observations and anecdotal records also suggest that there is lack of a sound training programme while the staff seems to lack relevant skills and competencies to function effectively in the information age. Thus, there is the fear that the staff may be over utilized, there will be poor service delivery occasioned by poorly

equipped personnel, the library may not be able to assert itself adequately as the apex library in the country and may also not compare favorably with the standard of other National Libraries in the world. If this unpalatable situation is allowed to persist, its efforts at meeting its statutory responsibilities will be hampered and this will not augur well for its continued relevance in the educational and socio-economic progress of the society. Therefore such a pressing question as this, need urgent inquiry: what are the staff needs and training programmes of the National Library of Nigeria in the information age?

Purpose of the Study

The purpose of the study is to investigate the staff needs and training programmes of the National Library of Nigeria in the information age. Specifically the study seeks the following.

- i. Determine the categories of staff needed in the National Library of Nigeria in the information age.
- ii. Determine the qualifications of staff needed in the National library of Nigeria in the information age.
- iii. Determine the relevant skills and competencies required of staff of National Library in the information age.
- Iv Determine the training methods/programmes available to staff of the National Library of Nigeria in the information age.
- v. Determine the problems associated with staff training in the National Library of Nigeria in the new information age.
- vi. Identify strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the new information age.

Research Questions

The following research questions were formulated to guide the study.

- i. What are the categories of staff needed in the National Library of Nigeria in the information age?
- ii. What are the qualifications of staff needed in the National library of Nigeria in the information age?
- iii. What are the relevant skills and competencies required of staff of National library of Nigeria in the information age?
- iv. What are the training methods/ programmes to staff of the National Library of Nigeria in the information age?
- v. What are the problems associated with staff training in the National Library of Nigeria in the information age?
- vi. What are the strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age?

Significance of the Study.

The result of the study will be useful to the following: the National Library and its staff, users and researchers, managers of other libraries and the library profession. The implementation of the recommendations by the National Library of Nigeria will bring about improvement in the skills and competencies of its staff and will ultimately lead to the provision of effective and efficient services to the public. When the public is effectively and efficiently served they are fulfilled.

Users and researchers on the other hand who make use of the library for reference and research in related fields will also find the result of the study invaluable as a source of information material to further advance their information and research needs.

It is also hoped that library managers generally will find the study useful especially in their resource development efforts because the recommendations can be adopted by them for the improvement of their staff skills and competencies. Also from the study, Library managers will be able to appreciate the problems usually associated with training programmes and therefore take necessary steps to address them before training is organized. Furthermore, the study will sensitize library managers and information specialists to pay attention to staff development in their respective institutions.

Finally, the result of the study will contribute meaningfully to the literature on human resource development in librarianship because it will add to the literature as well as provide a platform for further researches by students and scholars in the field of librarianship.

Scope of the Study.

The study covers all the National Library of Nigeria branch offices in the North Central geographical zone of Nigeria. They include: National Library of Nigeria, Makurdi; National Library of Nigeria, Lafia; National Library of Nigeria, Jos; National Library of Nigeria, Federal Capital Territory; National Library of Nigeria, Minna; and National Library of Nigeria, Kwara.

The study also covers all the professional and para-professional librarians in these branch offices. It focuses on: concept of national libraries, objectives and functions of national libraries, categories of staff needed in national libraries, qualifications of staff needed in national libraries, relevant skills and competencies of staff needed in national libraries, training methods/programmes available to staff of national libraries, problems associated with staff training in national libraries, strategies of enhancing staff needs and training programmes in national libraries.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The objective of the review of related literature is to examine previous studies on staff needs and training programmes of the National Library of Nigeria in the information age. The review of related literature is organized under the following sub- headings:

Conceptual Framework

Concept of National Libraries.

Objectives and Functions of National Libraries.

Categories of Staff needed in National Libraries in the information age.

Qualifications of Staff needed in National Libraries in the information age.

Relevant Skills/Competencies of Staff needed in National Libraries in the information age.

Training Methods/Programmes available to the Staff of National Libraries in the information age.

Problems Associated with Staff Training in National Libraries in the information age.

Strategies of enhancing Staff needs and Training programmes of National Libraries in the information age.

Review of Related Empirical Studies

Summary of Literature Review

Concept of National Libraries

National libraries are conceptually established to serve as apex libraries of countries. They are the libraries of the highest standing and are expected to provide leadership, excellence and professionalism in librarianship. Aina (2004) also indicated that the National Library is the apex library of a country and in many cases it is in the executive arm of government as it is the case in Nigeria, Botswana and many other countries. He further pointed out that in some countries; it services the Legislature like the library of Congress in the United States of America. Line (2007) and Naude (1600-1653) have identified the characteristics of a National Library as: one established and maintained by national resources; having the responsibility for publishing a national bibliography and maintaining a national bibliographical information centre. National Libraries strive principally to collect and preserve the nation's cultural heritage and they occupy a leading place compared with other libraries in the country, they try to be international in the range of their collections and they have the responsibility under the legal deposit law to collect specific number of copies of each published material in their countries. The legal deposit law in Nigeria (Decree No. 29 of 1970) allows three (3) copies, ten copies and twenty-five (25) copies to be deposited to National Library of Nigeria by private, State/local government and the Federal government respectively. Aina (2004) also indicated that the National Library is also supposed to represent the country on all library matters at international conferences. The library is expected to provide leadership role, advice government on library development and policy and support for research and development programmes in librarianship in the country.

The development of National Libraries in different parts of the world dates back to 15th century, the first National Library being Bibliotheca Nation ale, Venice in Italy which was established in 1468 while the National Library of Nigeria came into existence in 1964 through the

enactment of the National Library Act. Of 1964 which was subsequently replaced with Decree No. 29 of 1970. By 1985 there were 106 National Libraries in the world. The bibliotheque Nationale in Paris, the British Library in London and the library of congress in Washington, DC are among the National Libraries in the Western World. The National Library of Nigeria, South Africa library, Cape Town, Bibliotheque Nationale, Yaounde in Cameroon, National Library Benghazi, Libya etc are among the National Libraries in Africa.

National Libraries do not have defined clientele. They serve every member of the society. However, in some National Libraries they may be some restrictions. For example the National Library of Nigeria does not allow users below the age of seventeen (17) years old; the National Library of Liberia serves all members of the public over 16 years old. Ethiopia's National Library is open to all while the Irish National Library is limited to bona fide researchers and to graduate students. Both Ode and Omokaro (2007) indicate that in the developed countries, National Libraries do not allow users under the age of twenty-one (21) years. This means that accessibility to National Library services vary from one country to another.

National Libraries render a wide range of services; prominent amongst these services are Reader services and Bibliographical services. According to Naude (1600-1653) while reader service varies markedly among the National libraries, bibliographical services are uniformly triumphant, effective and ever expanding. National libraries provide information services free to users and these services are designed to meet the socio-economic, political, educational, informational, cultural and recreational needs of the people. However, services such as photocopying, issuance of International Standard Book and Serial Number (ISBN/ ISSN), library consultancy, certification and subpoena are paid for in the case of the National library of Nigeria.

Objectives and Functions of National Libraries.

National Libraries are established to achieve specific objectives. The most fundamental objective of National libraries is the preservation of the Nations cultural heritage for present and future generations. Naude (1600-1653) states that National Libraries were created to meet the need for a central point for the deposit of International documents(of the United Nations, World Health Organization, Unesco and other organizations) and for a central point for international exchange and receipt of foreign book grants. Woodney and Eka (2010) have also indicated that National Libraries also try to achieve the following objectives: To acquire all materials published within the country, to acquire all materials written by citizens of the country regardless of place of residence and to acquire all materials written and published about the country including those by citizens of other countries.

This shows that of all the Libraries, the National library alone is collecting comprehensively and that all the activities and functions of the National libraries are geared towards achievement of the objectives for which they were established. Thus, National Libraries perform several functions geared towards the achievements of their objectives. Aina, (2004) is of the view that the principal function of a National Library is to serve as the depository of all copyright publications within a country. He further stated that this role facilitates the publication of the National bibliography of the country on annual basis. The National bibliography of Nigeria (NBN) is the Nigeria version published by the National Library of Nigeria. Aina, (2004) has also pointed out that in Botswana; three agencies have been designated as depositories. He stated that apart from the Botswana National Library service, the University of Botswana and Botswana National Archives and records service are also depositories.

Aina, (2004) also stated other functions of the National Library to include: serving as the National Bibliographic centre, national centre for translation, national lending and document

delivery centre, national referral centre, co-coordinating centre for library co-operation and resource sharing, responsible for the production of union catalogues and directories of libraries, responsible for the issuance of international standard book and serial number (ISBN/ISSN) and the National Library is supposed to represent the country on all library matters at international conferences.

According to the National Library Act No. 29 of 1970, the National Library of Nigeria performs the following functions: To assemble, maintain and extend a collection of books, Periodicals, pamphlets, newspapers, maps, musical scores, films and recordings as appropriate for a library of highest standing; to make facilities of the National Library available to members of the public and others on proper terms; to make arrangement appropriate with respect to exchange of matter included in the collection, preparation and publication of catalogues, indexes etc and in the provision of assistance to other persons in the organization of Library; to make recommendations and give advice on Library development of a State or Local Government Authority and to be responsible for the development of National Bibliography of Nigeria and National Bibliographic services.

The numerous responsibilities of National Libraries has indeed proved that they are the apex libraries in the community of libraries and this enviable position they occupy can only be seen to be so if National libraries have adequate number of staff with the necessary skills to be able to carry out their statutory responsibilities in meeting the information needs of clientele especially in the information age.

Categories of Staff needed in National Libraries in the information age

Libraries including National Libraries could not exist without people. Even though in the contemporary society, Libraries are increasingly becoming more and more reliant on technology, but they are still Labour-intensive organizations. Therefore in such labour intensive organizations, the

human resources are especially critical to success because almost everything else in the organization depends on them. In the information age where service delivery is being influenced by the advances offered by information and communications technology, (ICT) from storage, presentation, and retrieval to dissemination, libraries would also require personnel with necessary skills and competencies to be able to function more effectively. Stueart and Moran (2002) agrees that “not surprisingly, like so much else in libraries, there are changes occurring in the types of people needed to work in today’s Library. They further indicated that digital information Libraries have human resource requirements that are different from those in more traditional Libraries.

Borrington and Stimpson (2006) indicated that when the type of staff, their number and what their skills need to be have been decided, the human resources department can plan how this will be achieved by: Finding out the skills of all the present employees, Counting out anyone who will be leaving soon, for example, due to retirement; Consulting with existing staff as who could and would want to retrain to fill the new jobs and Preparing a recruitment plan to show how many new staff will be needed and how they should be recruited.

Myers (1989) also agrees that the importance of proper staffing for maximum effectiveness needs to be recognized. She further pointed out that the success of a library operation depends on the skills and abilities of people who make up the staff. National Libraries are by their nature very large organizations with various departments, sections and units through which the activities of the Libraries are carried out towards the achievements of their goals and objectives. The National Library of Nigeria unlike other National Libraries has a unique feature of State branches. The establishment of State branches of the National Library of Nigeria has further expanded its activities thus creating the need for a large workforce. The staff required in libraries, the most important being the professional Librarians. These are supplemented by para-Professionals and other support staff

who may include clerical staff, typists, and Secretaries, finance officers, system analysts, administrative staff, cleaners, messengers and security staff. However, in Nigeria due to the Federal Government policy on “downsizing” which is aimed at cutting down on cost of Governance, cleaners, messengers and security staff are outsourced.

The professional Librarians are expected to provide leadership. They are graduates of Library and Information Science, usually at the post graduate level. National Libraries as apex libraries should attract highly qualified professional Librarians who should also hold doctorate degrees in Library and Information Science since their tasks are usually intellectual and non-routine tasks. The professional Librarians are expected to manage the Library as an organization; they are generally designated as Directors, deputy directors, Chief Librarians, Librarians etc. Aina (2004). In the National Library of Nigeria however, the head of the library is designated as the Director/Chief Executive Officer while other Librarians may be Directors, Deputy Directors, and Chief Librarians etc. Apart from the professional Librarians the Para-professional staff is also needed in National Libraries. They assist the professional librarians and their tasks are routine. This category of staff is critical to the success of the library and they consist mainly of Library Officers and Library Assistants in the case of the National Library of Nigeria. Aina (2004) also indicated that the para-professional staff assists professional library staff in some other intellectual tasks, such as reference services, cataloging, current awareness services etc. They include those directly involved with Library tasks and those whose tasks might not be directly related to library activities but complement the whole tasks of the library. Those directly related to library tasks are the clerical staff and typists who are involved in bibliographic searching, typing and duplicating card entries, etc. While those that perform non-library tasks such as finance, public relations, systems analysis, administration, cleaning and security etc are involved in preparation and payment of staff salaries, maintaining and

promoting the image of the Library, creating and maintaining staff records etc. these duties are necessary for the overall success of the library. In large Libraries such as National Libraries, Myers (1989) indicates that specialists may be involved as literature searchers, translators, abstracters, and indexers, or information systems personnel, automation specialists, fundraisers, public relations and staff development officers etc.

Qualifications of Staff Needed in National Libraries in the information age.

The issue of educational qualifications in National Libraries cannot be overlooked in the information age. This is because through education knowledge is acquired, awareness created and ignorance is removed. National Libraries like other Libraries are elitist in nature and are oriented in book culture thus serving those who can read and write primarily. Employees of Libraries are therefore those who have the requisite qualifications necessary to provide the required services. As there are different categories of staff in Libraries so there are different qualifications required in these categories.

The professional Librarians are required to possess a minimum of first degree in Library and Information Science. Since this category of staff assumes leadership positions in Libraries, they should also possess post graduate qualifications such as master degree and doctoral degrees. This will enable them perform their professional and supervisory roles more efficiently and effectively. In the information age, it is also desirable that this category of staff should possess qualifications in information and communications technology (ICT). National Libraries as centers of excellence will do well by having a crop of professional Librarians with higher qualifications.

The Para-professional staff should possess a minimum of Certificate or diploma in Library and Information Science. Aina (2004) agrees that the Para-professional staff usually possess

qualifications beyond Cambridge Secondary School Certificate or its equivalent, plus qualifications in Library and Information Science such as Certificate or diploma.

The support staffs that have tasks directly related to the Library are required to possess a minimum of Secondary school Certificate. While those that perform non-library tasks usually possess degrees in their discipline. Some could have advanced degrees, such as masters or doctoral degree or professional qualifications. In this group are staffs that have risen to the position of Director, and head of department. Stueart and Moran (2002) indicates that in large libraries, the human resources/personnel directors are usually individuals who have MLS degrees with additional coursework and experience in human resource management (HR) but sometimes the human resources/personnel director is not a Librarian. In National Libraries therefore, it will be a good idea to ensure that these support staff that are advancing to leadership position should also possess a qualification in Library and Information Science. This will enable them share in the aspirations of the Library.

The Relevant Skills and Competencies of Staff Needed in National Libraries in the information age.

National Libraries are usually centers of excellence and professionalism and this image is only sustainable through staff that has desirable skills and competencies to translate the vision and mission of the Libraries into reality. For the staff to perform their duties effectively, Libraries usually assist their staff to equip themselves with skills that they think they might require to enable them perform these tasks better. This could be in the form of training courses, workshops, conferences and professional attachment. Myers (1989) stated that the success of a Library operation depends on the skills and abilities of people who make up the staff.

In the information age, skills and competencies needed in National libraries include Information and Communications Technology (ICT) skills: Internet, web development, systems analysis, e-mail, networking; cataloguing and classification, Public Relations Management skills, Library safety and Security using ICT technologies. The ALA “Library Education and Personnel utilization policy recognizes that “skills other than those of Librarianship may also have an important contribution to make to the achievement of superior library service and there should be equal recognition in both the professional and supportive ranks for those individuals whose expertise contribute to the effective performance of the library” Myers (1989). According to Naylor (2000), core competencies for public Librarians include: Technological components of service delivery, including remote access and real-time interactivity, a strong service orientation with a dedication to quality; specialized subject expertise that greatly increases the value of the service area; knowledge of the local school curriculum and an understanding of the role of the library in the educational process; the ability to develop high collections of materials; the ability to catalog and classify materials for effective storage and retrieval; the ability to provide materials from libraries all across America – made possible by cooperative linkages and alliances among libraries; the ability to maximize the use of materials through efficient operations; the ability to provide readers’ advisory services for most library subject areas; knowledge of children’s literature and media both for acquisition and readers advisory services; creativity in implementation of children’s library programs to provide a stimulating environment and reinforce good reading behaviors; interviewing and communication skills for information services; information-related problem solving skills and a superior knowledge of information sources, including the Internet and electronic databases.

Training methods/ programmes available to the Staff of National Libraries in the information age.

Training methods are the ways or means by which we intend to communicate information, ideas, skills, aptitudes and feelings to learners. Thus, there are several ways in which staff of National libraries can be trained. Amaewhule (1998) has pointed out that training, like teaching has a number of methods but indicated that each has its own advantages and limitations and differs to the extent of trainee participation in the learning process. He identified the training methods to include lecture, discussion, demonstration, conferences, case study, role playing, transformation and programmed instruction. Olukoga (2006) also agreed that there are various forms of training. He identified the various types to include induction, skill and job attaining. Cole (2002) has pointed out that common methods for developing skills in work places include: Manual Skill - job instruction and off-the-job instruction, Thinking Skills - case study exercise, problem solving exercises; setting written questions and project work. Communication and Social Skills: report writing course, role-play exercise; discussion groups and leadership exercises.

Keeling and Kallaus cited in Onifade (2001) have suggested the following factors for consideration in determining the training methods to employ: the number of trainees and their location, the similarities and differences in education, experience, abilities, function and occupational levels; the abilities of the trainers; the instructional space, equipment, the media available for training programmes and the cost of the method selected in relation to the result expected. They have pointed out that the method to be selected should be one that is capable of achieving organizational objective of increasing skill, knowledge, change of attitudes and behaviour. They have stated that on-the job training, in-house lecture/demonstration, job rotation, and programme instruction, computer-assisted instruction (CAI), Internship, Apprenticeship, Audio-

Visual method, Role playing, in-basket training, Business games and case studies are some of the different training methods that can be employed.

Training is an activity which seeks to equip employees with necessary skills, attitudes and knowledge to enhance their performance towards the realization of the organizational aims and objectives. Atiomo (2000) indicate that training is the process of acquiring knowledge, skills and attitudes for the sole aim of executing a specific or present job more effectively and efficiently. Bantai (2008) also agrees that training of staff is a venture that when embarked upon will translate into acquisition of better skills that will enhance the performance of the organization in its productive service as well as the individual. Oyewole-Da-Silva (1983) is of the view that training is a design to bring a person up to the required level of performance with a view to making him respond positively towards the aspirations of an organization. He further indicated that training seeks to bring the performance deficiency (PD) spotted in a person as a result of gap detected between expected job performance level (JPL) and actual job performance level (AJP) This means that there is a gap between employee job performance level and expected employee job performance level which training can remedy.

Onuoha in Azino (2006) however sees training as the teaching of lower level or technical employees how to perform their present jobs. This means that training should be limited to junior level employees only and on how to improve on their present jobs while senior level employees do not need training. No! Senior employees also need training just as their lower level colleagues and training should not aim at improving performance on present jobs but should be capable of preparing employees to cope with future challenges in the work place because of changing jobs, technology and need for new skills. To Azino (2006), staff training is a veritable tool for the motivation of every staff in a system. That is to say that staff need motivation to be able to give their

best in service delivery and training is one form of motivation. Sahai in Azino (2006) is of the view that under modern personnel management in the library, greater emphasis should be laid on the appointment of trained staff. He added that even when trained staffs are appointed, there is need for on-the-job training to build on the knowledge acquired to meet with the jet age of information technology.

According to Tyson and York (2000), the main aim of training is effective performance they both gave the following conclusion that will determine the effectiveness of training:

- i. Training is always a means to an end and not an end in itself. Unless it leads to the effective performance of work, it inevitably incurs a waste of valuable resources.
- ii. Precise definition of the requirements for effective performance in terms of knowledge, skills and attitudes by means of job analysis is of fundamental importance.
- iii. Because it is directed towards effective performance of work, it must be seen as an integral and vital part of the whole work system. Training is not, for example, an extraneous activity for which training staffs are largely responsible.
- iv. Since managers are responsible for the effective performance of work to achieve the organizational aims and objectives, they logically must have the responsibility for ensuring that employees are effectively trained for this purpose. Management must take the initiative in setting up, resourcing and monitoring the effectiveness of the training system and its provision in practice.
- v. Whilst management bears the main responsibility, all staffs in the organization are involved in the training task. Effective practice requires the collaboration of managerial, HR, and training staffs.

- vi. The purpose of training may be achieved by a variety of means e.g. by planned work experience in a series of different jobs, by formal training at the workplace or at training centers. The sole criterion for choice of method is whatever is most likely to achieve the training aim.
- vii. The development of an organization's human resources applies to all its employees from the most senior to the most junior. When training is defined in traditional narrow terms, it tends to be directed towards junior and middle grades of employees. But all employees are likely to need training of some kind throughout their working lives. It surely could not be assumed that senior staffs, on who so much depends, have no need for further learning- especially in view of the demands of economic, social and technological changes in the present times.
- viii. Because of the vital contribution that training makes to the development of human resources and the achievement of organization's aims and objectives, all those responsible for training in any shape or form must themselves be trained for the task, e.g. full and part-time trainers, managers, instructors and as well as first-line supervisors.

Nwachukwu, Asiegbu and Igwesi (2010) have noted that training librarians and users becomes necessary if today's libraries are to benefit maximally from the potentials offered by ICT for effective and efficient library services in age of information explosion. They advised further that "Training should be seen as a necessary and normal activity of an organization if the normal activities of any organization are to be effective. Ajidahun (2007) also agreed that the library system in Nigeria cannot afford to allow its staff to degenerate in the acquisition of knowledge and the knowledge already acquired cannot be allowed to diminish because society can not afford to jettison the roles of libraries and Librarians in the socio-cultural and educational development of a nation. Msheila cited in Bantai (2008 P. 25-32), noted that "failure of organizations to embark on staff

development will communicate in higher cost to them. These include increased training time, inability of employees to perform at acceptable levels, wasted time due to error, increased supervision, personnel problems, high turnover and low morale and loss of credibility with the public served. Thapsia and ALA cited in Bantai (2008: P.26), stressed that managers, particularly library managers, should not only concern themselves with how to organize and allocate work to people, but extend such concerns to the development of human potentials which should include technical and professional training and retraining, participation in professional meetings, conferences, decision making etc. This, they stated will result in high level proficiency than through on-the job experience.

Atimo (2000) indicated that having the right people in the right jobs is not enough. There must be a ready and continuous supply of potential to meet the future technical, supervisory, and managerial needs and in all fields. He advised that gaps in these occupations which are created by technological, economic and social change must be met. Olukoga (2006) suggested that organizations must provide training that is specific to improve current performance and general to provide wider skills and in advance to prepare for promotion and change. The objective of training is to enhance employee's efficiency and productivity, through the development of appropriate skills, attitudes and knowledge. Olukoga (2006) agrees that the main objective of training is to develop skills and enhance workers productivity. Amaewhule (1998) on the other hand identifies four main objectives of training which are as follows: to improve the quality of output , to improve the quantity of output; to lower the cost of waste and equipment maintenance; to reduce the number and cost of accidents; to reduce employee turnover and absenteeism and increase job satisfaction. The benefits of staff training are immeasurable: training can improve the employee self esteem, reduction in cost, reduced turnover, human resources reserve, faster decision, continuity of effort,

improvement in employee morale, availability for future personnel needs of the organization, improvement in health and safety, reduced supervision, personal growth and organizational stability (Silver and Chandan cited in Ajidahuin 2007). Bajomo (1994) also identified nine immediate benefits of training to the employees to include: The employee is given adequate opportunity to learn the duties and responsibilities of his job, adequate training gives the employee a fair chance to experience success and avoid the frustrating experience of failure in performing the duties for which he is being paid; it may be that a well-planned, well-executed training programme will impress employees with the feeling that a company has real interest in his welfare; such a programme probably helps to reduce the feeling of strangeness and alone-ness usually generated by being in alien or novel situations; an employee who is trained properly can reach a higher level of piece rate or day rate pay more quickly than can the poorly trained employee; there is also some suggestive evidence that fatigue is reduced when the individual can perform a task in a skilled and habitual manner; there is some evidence that accidents occur with less frequency to employees who are well-trained; in addition to satisfactory performance on the job, an employee may serve from an adequate training programme opportunity to learn additional skills and acquire knowledge and finally; the additional skills and knowledge can pave the way for promotion to jobs of greater responsibility. Training of staff in the National libraries as in other libraries or organizations is necessary because training needs of staff may arise in the course of their working life and also for the organization to move from one point to another. Iyiade and Ajani (2008) gave the following reasons that will necessitate the training of Staff: Insufficient skill to do the job, changing nature of the job ; advent of new technology ; preparedness for greater challenges; need for professional librarians to be involved in designing and introduction of products to new end users; continuous increase in computer literacy.

Oyewole, Tyson and York (2000) all agreed that training needs arise at three levels; organizational, group and individual levels. Atiomo(2000) on the other hand is of the view that training needs arise from two main causes. One arises from changes in structure, policies, process or procedures. The other arises from the desire to bring about changes in performance, attitudes, behaviors and relationships. Notwithstanding the reasons that will necessitate training of staff in the national libraries, it is important that training programmes need to be appropriate to the needs of the organization and at the level of individual employees. Onifade(2001) pointed out that before developing objectives of training programme, organization should ascertain its objectives. He stated that a training programme will have some of these objectives: To familiarize the new employees with the organization and their jobs, to provide training in entry –jobs assignments for new employees; to improve employees knowledge and skills for better performance; to provide employee effectiveness and efficiency for better quality and quantity of work; to be able to adapt to changes in the organization environments; to be able to reduce cost and waste.

Ajidahun (2007) believes that a sound training programme should identify the specific skills that are lacking in the personnel and the resources available to provide the skills. Dyer cited in Ajidahun (2007) on the other hand noted that not all professional problems can be solved by training but stated that the following information skills which are lacking among the library and information personnel should form the core of the training programmes: Computer training, CD ROM use, and networking and information technology skills (system analysis, system designers, software engineers, and telecom specialists); Management of information technology skills in Libraries, documentation centers, and records management centers; Electronic publishing skills; Personnel management skills.

Problems associated with staff training in National Libraries in the information age

Staff training in National Libraries is obviously beset with a number of problems. The information age is a period of dramatic change in the ways information services are provided, creating the need for new skills and change in attitudes which can only be remedied through proper staff training. Indeed the change occasioned by the information age has come to stay and libraries have no alternatives but to conform to the requirements of the time in order to remain relevant. Stewart and Moran (2002) both agreed that no Library is exempt from change, and at times it seems the pace of change becomes more rapid each year. They warned that if Librarians are to remain up-to-date, there is no choice but to continue to learn. A close examination of staff training in the National Library of Nigeria for example leaves much to be desired. Every Library, regardless of size or type, needs a planned staff development programme, such activities are not haphazardly scheduled but are organized on a structured continuum (Stewart and Moran, 2002).

On the absence of employee needs analysis, Onifade (2001) has stated that there is need for organizational needs analysis; job needs analysis and employee needs analysis to be carried out before planning and executing a staff training programme. Due to the absence of employee needs analysis, many staff of the National Libraries may likely to have limited skills. Olukoga (2006) also identifies absence of employee needs analysis before executing a training programme as a factor affecting training programmes. He stated that through employee needs analysis, training programmes will be able to solve the diverse training needs of the employees. He further opined that a multi skilled employee is more valuable and effective as he is flexible and can handle different tasks successfully.

Another problem facing staff training in National Libraries is inadequate funding. Funding has been a major problem affecting staff training in libraries generally. Many libraries provide

meager money for training in preference to other competing demands. Thus many of the library staff remained untrained for many years. Olukoga (2006) advises that training must be the last thing you can back and not the first. Tyson and York (2000) have said that most organizations see training as an expensive venture and are less committed to it. They advise that training must be considered a live responsibility if the organizations are to move from one point to another. This is in line with the view of Amaewhule (1998) that the human resource as the resource that powers other resources is not always at its effective best. Like machinery, it has to be “retooled” from time to time in order to optimize its performance. He said this makes training a live responsibility even though it is a staff function.

Further problem is the lack of interpersonal skills and managerial orientation in the National Library training programmes, Amaewhule (1998) has stated that one of the most needed skills or competencies for which much energy is expended is the ability of the manager to acquire, interpersonal skills, and managerial orientation. This is necessary if managers including Library managers are to carry along their peers and subordinates in decision making process. Amaewhule (1998) has further stated that these days when collective decision making has become desirable, it is not for nothing. It is because people tend to support what they are a party to setting up. Lack of participation or involvement creates a problem of lukewarmness in implementation.

The issue of sponsorship of staff has been a potential problem facing training in National Libraries. Sponsorship for conferences/workshops including sponsorship for continuing education and formal education training programmes leading to award of certificates is perhaps usually limited to a few staff. Thus staffs that are not given sponsorship, in a desperate desire to acquire the necessary skills may resort to sponsoring themselves in what is popularly referred to as “self sponsorship”. Oyewole Da- Silva (1982) indicated that sponsorship of staff has been a nagging

problem. Who participates in training and who does not, have always been a problem with staff training in National Libraries. In the National Library of Nigeria for instance, anecdotal records have shown that sponsorship to formal education training programmes especially at the under graduate and diploma levels are rarely allowed besides, post graduate training programmes that are allowed, sponsorship is limited to a few staff while conferences and workshop attendance is also limited to few staff.

Another problem facing staff training is the lack of adequate support for formal training leading to award of posts graduate degrees e.g. Master and doctorate. National Libraries as apex libraries should have array of professionals who are well educated professionally at the level of master or doctorate degree.

Training in information and communication technologies is grossly inadequate. In the information age, there is a parading shift in service delivery; staffs that are not properly trained in the new technologies may not be able to perform efficiently and effectively.

Yet another problem facing staff training in National Libraries is the issue of training policy. Training policies are necessary to ensure the direction that training in organizations will take and its sustainability. Training policies will determine whether training is both for the good of the employees and the organization. A training policy which seeks only the good of the organization is exclusive and this exclusiveness has the potential of denying staff the acquisition of necessary skills and education. Thus a training policy needs to be inclusive since the efficiency of the organization depends largely on the effectiveness and efficiency of its employees. The National library of Nigeria for example has a training policy which states that “training is for the sole good of the government and not the staff”. Thus, staff training is not seen as a necessary staff requirement or benefit. However, any institution or organization that does not take the issue of its staff training and

development as a priority particularly in the information age is catastrophically heading towards obsolescence.

Also the absence of interdepartmental skills development is another problem of training in National Libraries. National Libraries are wondrously large organizations comprising of very many departments, units and sections. The National Library of Nigeria, besides these characteristics, it has several state branches. Acquisition of interdepartmental skills will enable staff function in any department without difficulties. However, this appears not to be so in the National Library of Nigeria as staff are restricted to their departments, sections or units and expected to acquire skills relevant in their respective units. Thus staff in the public services department for example may not function effectively in the cataloging and classification department etc. Training should have the capacity of impacting flexibilities of skills necessary so that staff can be transferred to and from any department,

Another problem facing training in National Libraries is the issue of inadequate training programmes. Training programmes appear not designed taking cognizance of the various categories of personnel, their deficiencies and the prevailing digital environment. Perhaps many staff of the National Library of Nigeria seems not to have the skills necessary to provide services using the new information technologies on account of its inadequate training programmes.

Strategies of Enhancing Staff Needs and Training Programmes in National Libraries in the information age.

The introduction of information and communication technologies (ICT) in Library delivery services has significantly created a change in skills, competencies and attitudes of Library personnel thus bringing to fore the need for improvement of the competencies and skills of personnel through adequate training and retraining by relevant programmes. Therefore for National Library personnel to be able to perform effectively and efficiently in the information age, the following strategies of

enhancing staff needs and training programmes becomes imperative: There must be a well planned staff development programme, employee needs analysis must be carried out before planning and executing a training programme; training must be adequately funded and should be considered a line responsibility; training programmes should have the capacity to impact interpersonal skills/managerial orientation; sponsorship for training should be extended to the majority of the staff both at the headquarters and in the branches also selection for training should be objectively carried out; there must be adequate support for formal support for formal training leading to award of postgraduate degrees (MLS, Ph.D) for librarians; there should be adequate support for training in ICT for professional and para-professional Librarians; the National Library training policy should be inclusive and for the good of government as well as for the good of the staff; the training programmes should have the capacity to impact interdepartmental skills amongst the staff so that staff can work in any department without difficulties; And there must be adequate training programmes to cater for the diverse training needs of the staff.

Review of Related Empirical Studies.

Indeed some literatures have been found to exist on staff needs and training programmes of libraries generally, a survey of the available and accessible literature in books, journals and on the internet have shown that no studies exist on staff needs and training programmes of the National Library of Nigeria in the information age. However there are relatively few empirical studies on the issue. Some of the few studies found include:

Ajidahun (2007) studied the training, development and education of library manpower in information technology in University libraries in Nigeria .The aim of the study was to find out the computer literacy level of staff in the Nigeria university libraries and the mode of sponsorship for computer training programmes. The design of the study was a descriptive survey. The population of

the study comprised all university libraries in Nigeria. The sample consisted of twenty one (21) Nigeria university libraries. The instruments used for the study were observations of some of the university libraries and a directory on the state of information and communication technology (ICT) in university libraries in the West Africa- sub region. Data collected was presented in tables and analyzed using percentages. The findings revealed that most of the staff of the Nigerian university libraries are not computer literate. The study recommended the following:

- i. Greater efforts must be made by university libraries in Nigeria to provide adequate training programmes in information technology and other related subjects for library staff, especially professional staff, in order to make them relevant and adequate to face the technological challenges of the twenty-first century.
- ii. Each university library should therefore begin to initiate its own staff development process which will involve among other things, a definition of goals and objectives, an assessment of staff strengths and weaknesses, a development of long –and short-range training programmes, the implementation and evaluation of the effectiveness of the programme.
- iii. Every department and unit in all the university libraries in Nigeria should be furnished with at least a computer system.
- iv. The library schools should overhaul their curricula to accommodate the recent advances in information and computer technologies in order to make their products relevant to society.

Bantai (2008) studied staff development and continuing education in a technological University library in Nigeria: The Abubakar Tafawa Balewa University example. The objective of the study was to highlight the state of development programmes in the library toward improved productive contribution of all categories of professionals. Examine the effort of the library administration in continuing education, conference attendance and the effects of such programmes

on service delivery. A survey design was used for the study. The population of the study comprised all the staff of Abubakar Tafawa Balewa University. The respondents consisted of all categories of professionals in the library. The questionnaire and interview instruments were used to collect data. Data for the study was obtained from documentation in the library files, annual reports and the experience of the researcher who has been in the library for seventeen (17) years. Findings revealed that Abubakar Tafawa Balewa University library has certain programmes in place to acquaint new staff with the system. However, the library is lagging behind in the automation of its library activities in spite of staff training in different software programmes and acquisition of over forty computers. While due to poor funding, learned conferences are infrequently attended by staff. The study made recommendations on the need to automate library activities as well as the development of revenue generating ventures to augment what is allocated by Government. Also, the library administration should make maximum use of its trained manpower by providing them with the enabling environment for them to apply skills acquired from training workshops and seminars for the development of the library.

In another study on orientation as a form of training Afolabi (2008) examined the effect of library orientation programme on the library use literacy level among students of Adeyemi college of education, Ondo. The aim of the study was to investigate attendance rate in library orientation programme; and to determine the effect of such programmes on library literacy level among students. A descriptive survey design was used for the study. The population of the study comprised the students of Adeyemi College of education, Ondo. The questionnaire instrument was used to collect data. Random sampling technique was used to distribute 200 questionnaires to the students in the college library. Out of the 200 questionnaires distributed, only 184 were returned representing 92% response rate. The findings revealed that there was no significant difference between those who

went through the orientation class and those who did not in respect of utilization of library resources. It therefore recommended that use of library should be sustained as a course of study in higher institutions so that necessary skills can be inculcated in the students.

Advocating the need for librarians to acquire new skills and competencies as the practice of knowledge organization migrates to dominantly global information network environment, Ugwuanyi (2009) studied information and communication literacy among academic librarians in Enugu State. The aim of the study was to investigate whether librarians in Enugu state have acquired the ICT literacy skills/competencies needed in the new global information arena. A survey design was used for the study. The population of the study comprised the academic librarians in four government owned (Federal and state) tertiary institutions in Enugu state. There was no sample for the study. The instrument for data collection was a structured questionnaire. The data collected was presented in tables and analyzed using percentages and mean (\bar{X}) scores. The findings revealed that training is very important in the acquisition of ICT skills; however, people are left on their own to train themselves. That the level of ICT literacy skills among librarians in Enugu State is low and there is non-availability of ICT infrastructure in most of the tertiary institutions thereby hindering effective acquisition of ICT literacy skills. The study recommended that: ICT infrastructures should be given more priority in the institutions budget, Librarians should be given opportunity to attend seminars/workshops and other continuing professional education courses on ICT.

On the paradigm shift in services delivery, Emezie, Nes on ICT; Personal efforts in acquiring ICT skills should be pursued vigorously by every waohiri and Chima (2009) studied the impact of Digital Divide on skills development amongst academic librarians in Imo state. The objective of the study was to ascertain the factors that militate against adequate and relevant skills acquisition of the information professionals of the institutions under study. The design of the study was a survey. The

population of the study comprised all the senior staff of the four academic libraries in Imo state. The sample was made up of the professional and paraprofessional librarians in the four academic libraries in Imo state. The questionnaire was used to elicit data for the study. Data collected for the study was presented in tables, graph and analyzed using percentages. The findings revealed that: many of the libraries lack adequate ICT facilities, majority of the staff members actively participate in continuous professional development in the use of ICT facilities using different training methods. Factors militating against ICT acquisition by academic library staff included lack of funds, inadequate training programme on ICT, high cost of ICT facilities and lack of time on the part of staff. The study recommended that academic libraries should employ more professional and paraprofessional staff; send staff on compulsory ICT training while Government should provide adequate funds to academic libraries so that they can acquire all ICT facilities/equipment needed in the library to enhance efficient and effective service delivery.

Summary of the Literature Review

The review of related literature was based on various documentary sources. They include reference materials, books, journals, seminar/workshop papers. They were both print and electronic based materials (accessed on the internet). A good number of the authors cited and materials used are local (Nigeria) though they are not wholly from local sources. The review covered the following aspects: Conceptual framework, objectives and functions, categories of staff, qualifications of staff; relevant skills and competencies; training methods and programmes; problems and strategies of enhancing staff needs and training programmes of National Libraries in the information age.

The review of related literature has exposed the researcher to understand more the topic under investigation. Acquisition of relevant skills and competencies amongst staff of National Libraries in the information age is found to be possible only through identification of staff needs and

provision of adequate training programmes. Literature also revealed that training and retaining of staff in information and communications Technology (ICT) skills is necessary to ensure staff's efficiency and relevance in the information age. Relevant skills/competencies, training methods and the challenges associated with staff training programmes were uncovered through literature.

It is evident from the review of literature that a number of studies have been carried out on staff needs and training programmes especially in the areas of conferences and workshops, continuing education, training needs, skills development, factors affecting and related areas of the subject matter, none of the literature reviewed addressed staff needs and training programmes of the National Libraries in the information age. This is why the study on staff needs and training programmes of the National Library Nigeria in the information age is relevant and timely. It will fill the gap in research in the area of staff needs and training programmes of the National Library Nigeria in the information age.

CHAPTER THREE

RESEARCH METHODS

This chapter shows the method and the step by step procedures in carrying out the study. The method and procedures are discussed under the following headings: research design, the area of the study, the population of the study, sample and sampling technique used, instrument for data collection, validation of the instrument, method of data collection and method of data analysis.

Research Design

The design employed for the study is descriptive survey. It is a study that aims at collecting data on something and describing it in a systematic manner, the characteristic features or facts about a given problem (Nworgu2009). This study used sample data to investigate, identify, and explain the staff needs and training programmes of the National Library of Nigeria in the Information age. It is considered appropriate and suitable for this study because it is based on the views and opinions of the respondents as well as the records available in the area of the study.

Area of the Study

The study was carried out in the North Central geo-political zone of Nigeria. The zone has six (6) states namely: Benue, Kwara, Nassarawa, Niger, Plateau and Federal Capital Territory (National population commission 2008). Specifically the study covers all the National Library Offices in the North Central Nigeria. The six (6) National Library Offices covered are: National Library of Nigeria, Makurdi; National Library of Nigeria, Lafia; National Library of Nigeria, Jos; National Library of Nigeria, Kwara; National Library of Nigeria, Minna; National Library of Nigeria, Abuja.

Population of the Study

The population of the study comprises all the Professional and Para- professional librarians of all the National Library of Nigeria offices in the North Central geo-political zone of Nigeria. On the whole, there are 193 professional and para-professional librarians in the six (6) National Library offices that made up the population of the study. National Library, Makurdi has 8; National Library, Lafia has 9, National Library, Jos has 13; National Library, Minna has 11; National Library, Kwarra has 8; while National Library, Abuja has 144. The distribution of staff according to the libraries can be seen in table 1.

Sample and Sampling Technique

All the 193 professional and para-professional librarians were studied. This is because the population is not too large (National Library staff list, 2011).

Instrument for Data Collection

The instrument for data collection was a structured questionnaire entitled “Staff needs and training programmes of the National Library of Nigeria in the information age” questionnaire (SNTPNLNIAQ) with 84 items was developed by the researcher after review of literature. The instrument is divided into two (2) sections: A & B. Section A was designed to obtain background information from respondents while section B was to elicit information from respondents to answer the six (6) research questions: what are the categories of staff needed in the National Library, qualifications needed; relevant skills/competencies required, training methods/ programmes available; problems; and strategies of enhancing staff needs and training programmes of the National Library in the information age?. Section A had 4 items (a - d) while Section B contained six (6) clusters, each designed to elicit information that will help answer one research question. Question two was structured with a ticking () answer option and has 13 items. Question 4 was structured with

two options and has 13 items while question 1, 3, 5, &6 was structured using a modified Likert type scale rating, (SA- Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree) and has 13, 21 and 10 items respectively. The questionnaire has 84 items altogether.

Validation of the Instrument

The instruments for this study were validated by the supervisor, and three other experts: two from the dept. of Library and information science, University of Nigeria, Nsukka, and Benue state University, Makurdi while the third copy was given to an expert in measurement and evaluation in the Faculty of Education, University of Nigeria, Nsukka. The validates were requested to examine the ability of the instruments to elicit information for the study, to remove irrelevant items and recommend the ones that may have been omitted. At the end of the exercise, some relevant items that were not included in the questionnaire were included while irrelevant items were removed. The comments observations made helped to correct and strengthen the instruments (see validated questionnaires in appendix 2).

Method of Data Collection

The researcher visited the National Library branch offices in Makurdi, Lafia, and the Federal Capital Territory, Abuja to administer the questionnaires. In these offices, research assistants were trained to assist in the administration of the instruments. They were trained to show courtesy, use of persuasive language in giving out the questionnaires to the respondents and in what is required of the respondents in answering the items in the instruments. The trained research assistants are staff of the National Library of Nigeria and are therefore familiar with the respondents which made it easy for the instrument to be attended to. For other branch offices in Jos; Minna; and Kwara, the instruments were packaged and sent through courier to the heads of the offices to assist the researcher in administering the questionnaires to the staff. After four weeks of administering the questionnaires,

completed copies of the questionnaires were collated and returned to the researcher through courier service. The use of courier service in the collection of the instruments was to ensure safety and quick receipt of the instruments.

Method of Data Analysis

The use of frequency tables, percentages and arithmetic mean were employed for the analysis of data to answer the research questions. For questions with two answer options (available or not available), percentages were used to analyze the data. Responses that have percentage score of 50% and above were rated positive and accepted as being “ available” while responses that have percentage score of less than 50% were rated as negative and regarded “as not available”

In arriving at the percentages, the study used the following descriptive statistical formula:

$$\text{Percentage (\%)} = \frac{f}{N} \times 100$$

Where: f = frequency, N = total number of items

For Likert type scale responses from research questions 3, 5 and 6 mean scores were used to analyze the data. Values of 4, 3, 2, 1 for SA, A, D, SD were assigned to responses respectively from which a mid- point mean value was calculated using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where (\bar{X}) = mean

Σ = sum total

\bar{X} = scores (individual items)

N = total number of items

A mid-point mean value of 2.50 and above served as a guide for considering a response as positive while the values of less than 2.50 were regarded as negative. The point was chosen because

the average of the individual mean score is 2.50. Thus any mean score that ranges from 2.50 and above was regarded as positive while any mean scores below 2.50 was regarded as negative. Similarly, any percentage that ranges from 50% and above was regarded as positive while 49% below was regarded as negative and not useful in determining the findings of the study. For each research question, real limit numbers were used to determine the decision level as follows: Strongly Disagree: 0.00-1.49, Disagree: 1.50-2.49, Agree: 2.50-3.49, Strongly Agree: 3.50 and above. Ranking was also used to determine the responses that had the highest and lowest mean values respectively.

CHAPTER FOUR

PRESENTATION OF DATA

This Chapter presents the data obtained in the field. Out of the 193 questionnaires that were distributed in the National Library of Nigeria branch offices in the North Central Zone, 136 (70.47%) were returned. The distribution and return of the questionnaires is shown in the table below:

Table 1: Distribution of questionnaires among the National Library of Nigeria branches.

NL. BRANCH OFFICES	NO. DISTRIBUTED	NO. RETURNED	PERCENTAGE
NLNBN	8	8	5.88
NLNNASS	9	9	6.62
NLNPL	13	5	3.68
NLNNG	11	11	8.09
NLNKW	8	8	5.88
NLNFCT	144	95	69.85
Total	193	136	100

KEY:

- NLNBN - National Library of Nigeria, Makurdi, Benue State
- NLNNASS - National Library of Nigeria, Lafia, Nassarawa State
- NLNPL - National Library of Nigeria, Jos, Plateau State
- NLNNG - National Library of Nigeria, Minna, Niger State
- NLNKW - National Library of Nigeria, Kwara, Kwara State
- NLNFCT - National Library of Nigeria, Abuja, Federal Capital Territory

The findings of this study and the discussion are presented in this chapter. The findings are presented according to the research questions which guided the study.

Research Question 1: What are the categories of staff needed in National Library of Nigeria in the information age?

Table 2: Responses of staff on the Categories of Staff needed in National Library of Nigeria in the information age.

S/No	Categories of Staff	SA	A	D	S D	(X)	RK	DEC.
I	Professionals	111	23	1	1	3.79	1	Agree
Ii	Indexers	111	20	1	1	3.72	2	“
Iii	Information System Professionals	107	20	1	1	3.61	3	“
Iv	Automation Specialists	87	42	2	2	3.52	4	“
V	Abstractors	94	32	1	2	3.50	5	“
Vi	Literature Searchers	74	47	7	3	3.34	6	“
Vii	Accounting/Unit Officers	41	82	9	2	3.16	7	“
Vii	Cleaners/Gardeners/Messengers	40	86	3	3	3.16	7	“
Ix	Staff Development Officer	38	89	4	2	3.15	8	“
X	Public Relations Officers	30	98	6	1	3.14	9	“
Xi	Para-Professionals	26	103	5	1	3.12	10	“
Xii	Translators	68	60	1	1	3.11	11	“
Xiii	Library Assistants	25	103	6	1	3.11	11	“

Grand Mean(x): 3.34

Key: SA – Strongly Agree, A – Agree, D – disagree, SD – Strongly Disagree, S/N – Serial Number.

Table 2 shows the categories of staff needed in the National Library of Nigeria in the information age. The grand mean score of 3.34 was obtained indicating that all the responses are positive. Results obtained shows the mean values ranging from 3.11 to 3.79 all agreeing that the categories of staff mentioned are needed in the National Library of Nigeria in the information age. However items 1 and 7 with mean values of 3.79 and 3.72 shows that the respondents agree that of all the categories of staff, the professionals and indexers are most needed. Items 3 and 5 with mean values of 3.11 each show that the respondents consider library assistants and translators as the least needed categories of staff in National Library of Nigeria in the information age.

RESEARCH QUESTION 2. What are the qualifications of staff needed in the National Library of Nigeria in the information age?

Table 3(a) Qualifications of staff needed in the National Library of Nigeria in the information age.

S/No.	Categories of staff	Qualifications	Response	Percentage	Rank
i.	Professionals	MLS	78	57.35	1
		BLS	50	36.76	2
		PHD	6	4.41	3
		BSC	1	0.74	4
		ALA	1	0.74	4
ii.	Literature Searchers	BLS	73	53.68	1
		MLS	41	30.15	2
		BSC	13	9.56	3
		MSC	4	2.94	4
		PHD	3	2.21	5
		ALA	2	1.47	6
iii.	Translators	MLS	78	57.35	1
		BLS	48	35.29	2
		BSC	4	2.94	3
		MSC	4	2.94	4
		PHD	1	0.74	5
		ALA	1	0.74	5
iv.	Abstractors	MLS	60	14.12	1
		BLS	59	43.38	2
		BSC	14	10.29	3
		MSC	1	0.74	4
		PHD	1	0.74	4
		ALA	1	0.74	4
v.	Indexers`	MLS	72	52.94	1
		BLS	50	36.76	2
		BSC	11	8.09	3
		MSC	1	0.74	4
		PHD	1	0.74	4
		ALA	1	0.74	4
vi.	Automation Specialists	MLS	45	33.09	1
		BSC	37	27.21	2
		MSC	28	20.59	3
		BLS	23	16.91	4
		PHD	2	1.47	5
		ALA	1	0.74	6
vii.	Accts/Audit Officers	BSC	107	78.68	1
		MSC	12	8.82	2
		BLS	11	8.09	3
		MLS	3	2.21	4
		DLS	2	1.47	5
		PHD	1	0.74	6

Table 3(b) Qualifications of staff needed in the National Library of Nigeria in the information age.

S/No.	Categories of staff	Qualifications	Response	Percentage	Rank
viii.	Para-Professionals	DLS	95	69.85	1
		Cert. in Lib. Sc.	29	21.32	2
		SSCE/WASC/GCE	12	8.82	3
ix.	Library Assistants	Cert. in Lib. Sc.	68	50.00	1
		SSCE/WASC/GCE	39	28.68	2
x.	Cleaners/Gardners/Massengers	Cert. in Lib. Sc.	70	51.47	1
		SSCE/WASC/GCE	66	48.53	2
xi.	Information System Professionals	MSC	48	35.29	1
		MLS	40	29.41	2
		BLS	24	17.65	3
		BSC	15	11.03	4
		PHD	8	5.88	5
		ALA	1	0.74	6
xii.	Staff Development Officers	BLS	50	36.76	1
		BSC	48	35.29	2
		MLS	31	22.79	3
		MSC	4	2.94	4
		PHD	1	0.74	5
		ALA	1	0.74	6
xiii.	P.ROS	BSC	56	41.18	1
		BLS	53	38.97	2
		MLS	14	10.29	3
		MSC	9	6.62	4
		DIPLOMA	2	1.47	5
		PHD	1	0.74	6
		ALA	1	0.74	7

The above table 3 shows the qualifications of staff needed in the National Library of Nigeria in the information age. In the table, the percentage responses are computed. Items with the total percentage of 50% and above are considered positive (needed) while those with less than 50% are considered negative (not needed). The results show that, in the professional group, MLS with response rate of 78 representing 53.68% are most needed; Literature searchers is BLS with response rate of 73 representing 53.68%. ; Translators, MLS with response rate of 78 (57.35%); Indexers, MLS with response rate of 72 (52.94%); Accts/Audit Officers, BSC with response rate of 107 (78.68%); Para-professionals, DLS with response rate of 95 (69.85%); while Library Assistants,

Cleaners, Gardeners/messengers is Certificate in Library studies with response rates of 68 (50.00%) and 70 (51.47%) respectively. Qualifications considered not needed these categories are PROs, BSC with response rate of 56 (41.18%); Staff Development Officers, BLS with response rate of 50 (36.76%) and Information System Professionals , MSC with response rate of 48 (35.29%).

Research Q3: What are the relevant skills/competencies of staff needed in the National Library of Nigeria in the information age?

Table 4: Relevant skills and competencies of staff needed in the National Library of Nigeria in the information age.

S/No	Relevant skill/Competences	SA	A	D	SD	(\bar{X})	RK	DEC
I	ICT- typesetting using word processing package e.g. M .S word, saving & storing data on storage devices (CD-Rom, flash drive etc.)	119	15	1	1	3.85	1 st	A
Ii	A strong service orientation with a dedication to quality	100	40	1	1	3.85	1 st	A
Iii	Cataloging and Classification skills.	97	38	1	1	3.72	2 nd	A
Iv	Knowledge of the local curriculum, an understanding of the role the library in the education process and ability to develop high collections of materials	93	41	1	1	3.66	3 rd	A
V	Networking skills	95	37	2	1	3.65	4 th	A
Vi	Specialized subject expertise that greatly increases the value of the service area	71	69	1	1	3.63	5 th	A
Vii	Receiving and sending e-mails.	88	45	2	1	3.62	6 th	A
Viii	Understanding of technological components of service delivery including remote access and real time interactivity	106	21	1	1	3.60	7 th	A
Ix	The ability to index materials for effective storage and retrieval	86	44	1	1	3.52	8 th	A
X	The ability to maximize the use of materials through efficient operation	70	65	1	1	3.52	8 th	A
Xi	The ability to provide readers advisory services for most library's subject areas	69	66	1	1	3.51	9 th	A
Xii	System Analysis skills	50	86	1	1	3.39	10 th	A
Xiii	Library safety and security competencies	52	83	1	1	3.38	11 th	A
Xiv	Web Development skills	69	53	13	1	3.37	12 th	A
Xv	The ability to provide materials from libraries all across Nigeria made possible by cooperative linkages and alliances among libraries	54	78	2	1	3.35	13 th	A
Xvi	Information-related problem solving skills and a superior knowledge of information sources, including the internet and electronic databases	47	88	1	1	3.35	13 th	A
Xvii	Public relations management skills	47	87	1	1	3.32	14 th	A
Xviii	Knowledge of children's literature and media for acquisition and readers advisory services	47	85	2	1	3.29	15 th	A
Xix	Skills in marketing library services.	23	103	5	4	3.05	16 th	A
Xx	Interviewing and communication skills for information services	43	73	1	1	2.89	17 th	A
Xxi	Creativity in implementation of children's library programs to provide a stimulating environment and reinforce good reading behaviors	62	75	1	1	2.42	18 th	D

Grand mean (x): 3.24

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree, S/N – Serial Number.

Table 4 shows the relevant skills/competencies of staff needed in the National Library of Nigeria in the information age. The result show that items with Mean values ranging from 3.05–3.85 indicates that the respondents agree that the identified skills/competencies are needed by staff of National Library of Nigeria in the information age.

Of all the skills and competencies, item I & II (ICT- typesetting using word processing package e.g. MS word; saving & storing data on storage devices – CD- Rom, flash drive etc), and a strong service orientation with dedication to quality, with mean values of 3.85 each are most needed by staff of the National Library of Nigeria in the information age. However, the result shows that item xxi (creativity in implementation of children’s library programs to provide a stimulating environment and reinforce good reading behaviors) with mean value of 2.42 is rejected as a relevant skill/competency needed by staff of the National Library of Nigeria in the information age.

Research Q4: What are the training methods/programmes available to staff of National Library of Nigeria in the information age?

Table 5: The Training Methods/programmes available to staff of National Library of Nigeria in the information age.

S/No	Training methods/programmes	A	%	RANK	NA	%	Decision
i	Sandwich and part-time training programmes	131	96.32	1 st .	5	3.68	A
ii	Conferences and workshops	129	94.85	2 nd	7	5.15	A
iii	Staff Orientation programme	129	94.85	2 nd	7	5.15	A
iv	Off-the job instruction programme	104	76.47	3 rd	32	23.53	A
v	Job instruction training	97	71.32	4 th	39	28.68	A
vi	Job rotation is available to staff	95	69.85	5 th	41	30.15	A
vii	On-the job training is available to staff	93	68.38	6 th	43	31.62	A
viii	Customized in-house training is available to staff(inviting experts to teach & impact skills)	83	61.03	7 th	53	38.97	A
ix	Report writing programme is available	66	48.53	8 th	70	51.47	NA
x	Discussion groups training programme is available	30	22.06	9 th	106	77.94	NA
xi	Internship training is available	36	26.47	10 th	100	73.53	NA
xii	Audio-visual training method is available	29	21.32	11 th	107	78.68	NA
xiii	Computer assisted instruction (CAI) programme is available to staff	26	19.12	12 th	110	80.88	NA

Key: A – Available, NA – Not Available, S/N – Serial Number.

Table 5 shows the training methods/programmes available to the staff of the National Library of Nigeria in the information age. In the table, the percentage responses are computed. Items with total “available” percentage of more than 50% are considered to be ‘available’ while those with less than 50% are considered to be “not available”. Among those that are available are: on- the-job training customized in house training (inviting experts to teach & impact skills), job rotation, job instruction, off-the job instruction; staff orientation; conferences/workshops and sandwich and part-time training

programmes. The result also shows that among those that are available, sandwich & part-time training is available to staff in greater number and ranked 1st with 96.32 %. Respondents agree that sponsorship of staff to conferences and workshops (94.85%) and staff orientation (94.85%) are ranked 2nd in availability while Customized in-house training with 61.03% is considered to be available in low quantity. Among those that are considered “not available” are: computer assisted instruction (CIA) 80.88%, internship training 73.53%; audio- visual training 78.68%; report writing 51.47% and discussion groups training 77.94%.

Research Q5: What are the problems associated with staff training in the National Library of Nigeria in the information age?

Table 6: Problems associated with staff training in the National Library of Nigeria in the information age.

S/NO	PROBLEMS	SA	A	D	SD	(\bar{X})	RANK	DEC
I	Training in information and communication technology (ICT) for both professional and para-professional Librarians are inadequate	71	57	3	5	3.42	1 st	A
ii	Employee needs analysis is not carried out before training programme are organized	69	56	7	4	3.39	2 nd	A
iii	Training programmes are inadequate to cater for the diverse training need of the staff	70	50	13	3	3.37	3 rd	A
Iv	There is absence of a well planned staff Development programme	68	60	1	7	3.36	4 th	A
V	Training is inadequately funded	59	65	8	4	3.31	5 th	A
Vi	There is lack of adequate support for formal training lading to award of certificate both at graduate and post graduate levels	57	64	11	4	3.27	6 th	A
Vii	The sponsorship of staff for training is inadequate and not objectively carried out	60	60	7	9	3.25	7 th	A
Viii	Training programme do not impact interpersonal skills and managerial orientation in staff	47	38	36	15	3.08	8 th	A
Ix	The training policy is only for the sole good of the government and not the staff	44	65	15	12	3.03	9 th	A
X	Training programmes do not ensure the development of inter departmental skills amongst staff	12	48	40	36	2.30	10 th	D

Grand mean (x):3.18

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree, S/N – Serial Number.

Table 6 presents the problems associated with staff training in the National Library of Nigeria in the information age. Results show a grand mean of 3.18 indicating that the problems are manifest. Items i -viii &x with mean scores ranging from 3.03 – 3.42 are problems. However, among these problems, respondents agree that item vii (training in information and communication technology for both professional and para-professional librarians is inadequate) with mean score of 3.42 is the greatest problem associated with staff training in the National Library of Nigeria. However, item ix (training programmes do not ensure the development of inter –departmental skills amongst staff) with the mean score of 2.30 is rejected as a problem.

Research Q6: What are the strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age?

Table 7: Strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age?

S/No.	STRATEGIES	SA	A	D	SD	(X)	RANK	DEC.
I	Sponsorship for conferences, workshops and continuing education programmes leading to award of certificate should be encouraged and should cover both staff in the branch offices and at the Headquarters	99	35	1	1	5.04	1 st	A.
Ii	There should be in place a well planned staff development programme which is organized on a structured continuum	123	11	1	1	3.88	2 nd	A.
Iii	Employee needs analysis should be carried out before planning and executing a staff training programme	108	27	1	0	3.78	3 rd	A.
Iv	Adequate support for formal education programmes leading to award of certificate so that staff can undertake training at both undergraduate and post graduate level	108	24	3	1	3.75	4 th	A.
V	Adequate support for training in the use of new information technology (ICT) for professional/para-professional librarians	103	31	1	1	3.73	5 th	A.
Vi	Training should ensure the development of interdepartmental skills amongst staff	100	35	1	0	3.72	6 th	A.
Vii	Training programmes must be adequate to cater for the diverse training needs of staff	99	36	1	0	3.72	6 th	A.
Viii	Staff training should be adequately funded and must be considered a line responsibility	93	42	1	0	3.67	7 th	A.
Ix	Training programmes should develop interpersonal skills and managerial orientation in librarians who occupy leadership position	96	35	3	2	3.65	8 th	A.
X	Training policy should emphasize “for the good of the government and the staff”	96	39	1	0	3.63	9 th	A.

Grand mean(x):3.86

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree, S/N – Serial Number.

Table 7 presents the strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age. The grand mean of 3.86 was obtained indicating that the responses are positive. The mean values ranging from 3.63 - 5.04 shows that the respondents clearly agree with these as strategies that will significantly enhance staff needs and training programmes of the National Library of Nigeria in the information age. In ranking, item v (sponsorship for conferences/workshop and continuing education programmes leading to award of certificates should be encouraged and should cover both staff in the branch offices and at the headquarters.) ranked 1st with 5.04 mean score, followed by items: i, ii, vi, vii, ix, iii, iv, viii with mean values of 3.88, 3.78, 3.75, 3.73, 3.72, 3.67, 3.65, 3.63 respectively. Item viii (Training policy should emphasize “for the good of government and the staff”) ranked lowest with mean response rate of 3.63, is also accepted as a strategy.

SUMMARY OF MAJOR FINDINGS

Findings presented in this study indicate that:

- i. The most needed categories of staff in National Library of Nigeria are the professionals and indexers.
- ii. The qualifications most needed by staff of NLN are MLS, BSC and Diploma for Professionals, Para-professionals and Library Assistants respectively.
- iii. Major relevant skills and competences needed by staff of National Library are: ICT-typesetting using word processing package e.g MS word, saving and storage devices (CD-ROM, Flash Drive etc.) and a strong service orientation with dedication to quality.
- iv. Sandwich and part time training programmes are available to majority of the staff
- v. The major problem besetting staff training is inadequate training in information and communication technology (ICT) for both professionals and para-professional librarians.

- vi. Sponsorship for conferences, workshops, and continuing education programmes leading to award of certificates to cover both staff in the branches and at the headquarters is considered a major strategy of enhancing staff needs and training programmes in the National Library of Nigeria in the information age.

CHAPTER FIVE

DISCUSSION, SUMMARY OF MAJOR FINDINGS IMPLICATIONS, RECOMMENDATIONS, SUGGESTIONS, LIMITATIONS & CONCLUSION.

This chapter presents the discussion of the major findings of the study, their implications and recommendations. Also discussed in this chapter are conclusion, limitations of the study, suggestions for further study and summary of the study.

Discussion of the findings

The findings of this study are discussed in line with the objectives that were formulated to guide the study. Specifically, the study was discussed according to the following sub-headings:

Categories of staff needed in the National Library of Nigeria in the information age, Qualifications of staff needed in the National Library of Nigeria in the information age; Relevant skills/competencies of staff needed in the National Library of Nigeria in the information age; Training methods/programmes available to the staff of National Library of Nigeria in the information age; Problems associated with staff training in the National Library of Nigeria in the information age; Strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age.

Categories of staff needed in the National Library of Nigeria in the information age.

The result of the study as shown in table 2 clearly revealed that these categories of staff are needed in the National Library of Nigeria in the information age. They include: Professionals, Para-professional librarians, Library assistants, Literature searchers, Translators, Abstractors, Indexers, Information System Professionals, Automation Specialists, and Staff Development Officers, Public Relations Officers, Accounts/Audit Officers, Cleaners/Gardeners/Security and messengers. This agrees with Stewart and Moran (2002) who posited that since Libraries are such labour intensive

organizations, the importance of proper staffing for maximum effectiveness needs to be recognized. Aje (1982) also agrees that National Libraries are wondrously large organizations with diverse group of staff.

However, the most needed categories of staff are the professionals (3.79) and Indexers (3.72) this agrees with Sheila Creth and Frederic Duda(1989) who reported that the professionals handle professional responsibilities which require independent judgment and decision making, interpretation of rules and procedures, and analysis and solution of library problems. The Library Assistants and the Translators are perhaps the least needed categories of staff with 3.11% response rate which may mean that this category of personnel are not very necessary in the National Library of Nigeria.

Qualifications of staff needed in the National Library of Nigeria in the information age

The data on the qualifications needed by staff of the National Library in the information age has revealed that the Professional Librarians with Masters Degree (MLS) are needed most. In the Para-professional group, Diploma in Library Science (DLS) is needed, while Certificate in Library Studies (CLS) is needed for the Library Assistants. This result is in agreement with Stewart and Moran (2002) who reported that there are changes occurring in the type of people needed to work in today's library and that digital information Libraries have human resource requirements that are different from those in more traditional Libraries. This is particularly true as technology has been introduced into Library services from subscription, organization, presentation and delivery.

Similarly, Translators, Literature Searchers, Abstractors, Indexers, Automation Specialists with MLS are needed most, while Staff Development Officers, Public Relations Officers and Accounts/Audit Officers with BSc are also needed. Thus one obvious fact which the findings have thrown up is that the National Library being an apex Library and a centre of excellence and

professionalism needs high caliber staffs that are properly educated, with sound professional knowledge and skills to be able to deliver successfully on the mandate of the institution.

Relevant skills/competencies of staff needed in the National Library of Nigeria in the information age

The result of the study as shown in table 4 has revealed that the relevant skills/competencies needed by staff of National library of Nigeria in the information age are: ICT- typesetting using word processing e.g. MS word, saving and storage devices (CD-Rom, Flash drive etc.), skills in marketing library services, networking , web development, receiving and sending e-mails, cataloguing &classification skills, public relations management, a strong service orientation with dedication to quality ,among others.

Respondents are however of the opinion that the greatest skills/competencies needed by the staff of National Library of Nigeria are items i (ICT- typesetting using word processing package e.g. MS word, saving and storage devices -CD-ROM, Flash Drive etc.) And item xi (A strong service orientation with a dedication to quality). Myers (1989) posited that the success of a Library operation depends on the skills and abilities of people who make up the staff. Similarly Myers (1989) also reported that ALA “Library education and personnel utilization policy” recognizes that skills other than those of Librarianship may also have an important contribution to make to the achievement of superior Library service ... and there should be equal recognition in both the professional and supportive ranks for those individuals whose expertise contributes to the effective performance of the Library. In the information age, the National Library can be able to provide qualitative services with personnel that have adequate skills in information and communications technology (ICT).

One thing has clearly stood out from this study, that is cataloguing and classification skills that are the core of librarianship came second in the relevant skills and competences required of the

staff. Perhaps this may be as a result of the paradigm shift in services delivery largely occasioned by the introduction of information and communication technology (ICT) in libraries where manual approaches are being relegated to the background.

From the study also, results have revealed that items xix (creativity in implementation of children's library programs to provide a stimulating environment and reinforce good reading behaviors) is rejected as a relevant skill/competency needed by staff of the National Library. This perhaps may be as a result of the status of National Libraries which are generally reference libraries and which usually place age restriction on usage of their resources.

Training methods/programmes available to the staff of the National Library of Nigeria in the information age.

In table 5, the result obtained has shown that the following training methods and programmes are available to staff of the National Library of Nigeria. They include: customized in-house training (inviting experts to teach & impart skills), job rotation, job instruction, and off- the job instruction while computer assisted instruction(CAI), internship, audio- visual, report writing , and discussion groups are not available. Sandwich and part- time training programmes are however available to majority of the staff while sponsorship by the library to conferences/workshop came second. The last two methods are common to staff of National Library of Nigeria because the National Library training policy (2008) allows training at the undergraduate level through sandwich and part-time programmes only. Therefore majority of the staffs that finds these programmes unnecessarily long, are reluctant to avail themselves of the programmes. So they are trained through conferences/workshops. Naylor (2000) agrees that a staff that participates in continuing education, workshops, conferences and professional activities and is aware of current trends in Librarianship

will be inspired to develop creative solutions to the problems confronting the Library and Library staff seem to value continuing education programmes, conferences and workshops.

Problems associated with staff training in the National Library of Nigeria in the information age.

The result of the study as shown in table 6 revealed several problems besetting staff training in National Library of Nigeria in the information age. These problems include: absence of well planned staff development programme, absence of employee needs analysis before training is organized, inadequate funding Other problems are training programmes do not impact interpersonal skills and managerial orientation in staff, sponsorship of staff for training is inadequate and not objectively carried out, training in ICT for both professional and paraprofessional Librarians is inadequate, lack of adequate support for formal training leading to award of certificate both at the undergraduate and postgraduate levels, and inadequate training programmes to cater for the diverse training needs of the staff. From the literature reviewed, Olukoga (2006) agrees that the major problem facing staff training in Libraries is funding and advises that training must be the last thing to cut back and not the first. He also reported that absence of employee needs analysis before executing a training programme is a factor affecting training programmes. Oyewole (1982) also agrees that sponsorship of staff has been a nagging problem in the National Library of Nigeria. However, among these problems, item vii (training in ICT for both professional and paraprofessional librarians are inadequate) is the greatest problem with mean value of 3.42.

The study also rejected item ix (training programmes do not ensure the development of inter-departmental skills amongst staff) as a problem. This may be as a result of inter-departmental transfer that is accorded staff in National Library of Nigeria and due perhaps to the expectation that professional librarians, by their training and education, should be able to work in any department or section of the library.

Strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age

The result of the study as shown in table 7 revealed a number of strategies that can be adopted to enhance staff needs and training programmes in National Library of Nigeria in the information age. These strategies include: There should be in place a well planned staff development programme which is organized on a structured continuum, employee needs analysis should be carried out before training is organized, training should be adequately funded, training programmes should impact interpersonal skills and managerial orientation. Others include adequate support for formal training leading to award of certificates both at the undergraduate and postgraduate levels, adequate training in ICT for both professional and paraprofessional librarians and training programmes should be adequate to cater for the diverse needs of staff.

However, sponsorship for conferences, workshops and continuing education programmes leading to award of certificates should be encouraged and should cover both staff in the branches and the headquarters. This is considered as the greatest strategy.

Implications of the study

Identification of staff needs and training programmes of the National Library of Nigeria in the information age is increasingly necessary so that the National Library can be properly staffed while acquisition of desirable skills/competences through adequate training programmes will enable its staff to perform effectively and efficiently towards meeting the aims and objectives of the organization. The results of the study have the following implications to the librarians, management, institution and the government.

It is found out that professionals (Librarians) and Indexers are the categories of staff most needed in National Library of Nigeria. This implies that there is need on the part of management to employ more of these personnel especially given the fact that National Library is required by law

(Decree 29 of 1970) to establish a branch office in each State of the Federation. At the moment there is a dearth of Librarians both at the Headquarters and in its 24 State branch offices as some branch offices have only one professional. This situation means that staff will be over utilized while services will be poorly provided. Thus the public will not be served effectively and efficiently.

In the area of relevant skills/competences, it is found out in the study that Information and Communication Technology (ICT) skills – Typesetting using word processing package e.g. MS Word, saving and storage devices – CD ROM, Flash Drive etc; and a strong service orientation with dedication to quality are the major skills/competencies needed by the staff of National Library of Nigeria in the information age. The implication of this is that technology has been introduced into Library services and this has brought to the fore the need for new skills in ICT which can only be remedied through proper and adequate staffing and training programmes. The National Library will be required to show more commitment to staff training in ICT. Similarly as pace-setter in Library and Information provision in the Country, the National Library staff will be required to show a strong service orientation with dedication to quality so that government and the public generally will see the institution as playing its leadership roles effectively.

The findings have also shown that sandwich and part-time training programmes are available to majority of the staff. The implication here is that full time training programmes leading to award of certificate are rarely accessed by staff. This will mean that the quality of training provided through sandwich and part time which is usually low and takes many years to accomplish will only bring about staff with low knowledge and skills. There is need for adequate full-time training of staff especially at the post-graduate levels to ensure proper knowledge and acquisition of sound skills which will in turn result to enhanced performance and efficient service delivery.

The study further identified many problems militating against staff training in National Library of Nigeria. However, amongst these problems, training in ICT, for both professional and para-professional staff is the major one. This implies that majority of the staff of the National Library of Nigeria lacks relevant ICT skills that will enable them function effectively in today's electronic Library environment. Thus it has also brought to the fore the need for management to ensure adequate training of staff in ICT to enable staff acquire skills that will enhance their performance and productivity towards providing efficient services to the public in the information age.

Recommendations

The following recommendations were made from the findings of the study:

- i. Besides other categories of staff, the management of National Library should ensure that more Librarians and Indexers are recruited to serve not only in the Headquarters, but also in its branch offices across the Country.
- ii. The National Library of Nigeria should recruit Professionals and Indexers who have MLs or can send existing Professionals to further training at the master's level while the Para-professionals are assisted with training to acquire BLS.
- iii. The study recommends that both professional and para-professional staff should acquire adequate skills in ICT. This should be developed as an integrated part of the Library staff training policy.
- iv. In addition to sandwich and part time training, sponsorship for conferences and workshops, the National Library management should recognize the need of helping more staff acquire training leading to award of certificates through full time training programmes especially at the master's degree level.

- v. The management of National Library should show serious commitment in addressing the numerous problems militating against staff training.
- vi. Training should be adequately funded while sponsorship for conferences, workshops and continuing education programmes leading to award of certificates for both staff at the headquarters and in the branches should be prioritized.

Suggestions for Further Research

Due to knowledge search inexhaustibility, constraints of time and resources, the research could not cover all possible areas. Therefore below are some of the areas that can be further explored by other researchers:

- i. The imperative of continuing professional development of librarians in the National Library of Nigeria in the information age.
- ii. ICT skills/competences as an imperative for effective and efficient services delivery by staff of the National Library of Nigeria in the information age.
- iii. Appraisal of level of training of librarians and Para-professional staff in the National Library of Nigeria.
- iv. Comparative analysis of ICT skills acquisition of librarians in the National Library of Nigeria in the North Central Nigeria, with librarians in the public libraries of North Central Nigeria.

Limitations of the Study

A study of this magnitude is certainly not without its challenges. Among the difficulties encountered in carrying out the study are: dearth of relevant materials was a big problem because previous research works on the topic were scarce. Therefore the researcher had to travel the length and breadth of the country for materials.

Some of the respondents were reluctant in completing the questionnaires given to them until the researcher made several appeals to them to help complete the questionnaire. Similarly other members of staff were said to be unavoidably absent due to official engagements, maternity or annual leave. However, persistent calls by the researcher to some of the known respondents to return to their offices and assist in filling the questionnaires yielded some considerable results. This is responsible for the high response rate of about 70.47% which is considered reasonable. Thus in spite of all these challenges, the study became triumphant in the final analysis.

Conclusion

Staff training is indispensable in work places because employers depend on the quality of their employees' performance to achieve organizational aims and objectives. The training of staff of the National Library of Nigeria is necessary and can be enhanced by identifying staff needs and putting in place adequate training programmes so that the staff will acquire the necessary skills/competencies that will enhance their performance and productivity towards effective and efficient services delivery.

The researcher employed descriptive survey design for the study and used six (6) research questions to guide the study while a questionnaire was used to elicit data from respondents. Findings revealed that: the categories of staff needed most are the professionals and indexers. Although other categories of staff were also needed in National Library perhaps because it is a large library; the skills/competences of staff needed were ICT skills and a strong service orientation with dedication to quality; Sandwich & part time training is available to majority of the staff. The study identified problems associated with staff training which included: absence of a well planned staff development plan, absence of employee needs analysis, inadequate funding, lack of training programmes do develop interpersonal skills & managerial orientation in librarians who occupy leadership position,

sponsorship of staff for training is inadequate, training in ICT for professional & paraprofessional staff is inadequate; lack of adequate support for education training leading to award of certificates, and inadequate training programmes to cater for the diverse training needs of the staff.

The study came out with possible strategies aimed at enhancing the staff needs and training programmes of the National Library of Nigeria. They included: a well planned staff development programme which is organized on a structured continuum should be put in place, employee needs analysis should be carried out before training is organized; training should be adequately funded. Others include, adequate support should be given to formal training leading to award of certificates; staff should be adequately trained in Information and Communications Technology (ICT) while sponsorship for conferences, workshops and continuing education programmes leading to award of certificates should be encouraged for both staff in the branches and in the headquarters.

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Department of Library and Information Science
University of Nigeria
Nsukka.

Dear Respondent,

I am a post graduate student of the University of Nigeria Nsukka, in the department of Library and information Science.

I am carrying out a research on the topic “staff needs and training programmes of the National Library of Nigeria in the information age” in fulfillment of the requirements for the award of Master of Library Science Degree (MLS).

Please kindly help me answer the attached questionnaires as objectively as possible. Your responses would be treated confidentially and used for the purpose of this project only.

Thank you for your anticipated co-operation.

Yours faithfully,

Thomas T. Iorhuna

**STAFF NEEDS AND TRAINING PROGRAMMES OF THE NATIONAL LIBRARY
OF NIGERIA IN THE INFORMATIO AGE.**

QUESTIONNAIRE TO BE COMPLETED BY

**PARA-PROFESSIONAL/PROFESSIONAL LIBRARIANS IN NATIONAL LIBRARY OF
NIGERIA OFFICES IN BENUE, FEDERAL CAPITAL TERRITORY (FCT), KWARA,
NASSARAWA, NIGER, AND PLATEAU STATES.**

INSTRUCTIONS:

Please, tick (√) the appropriate option or fill in the blank space(s) against your choice(s)

SECTION A: PERSONAL DATA

- 1a. Name of National Library Branch office:
- b. Gender: Male () Female ()
- c. Designation: Library officer () Higher Library officer () Senior Library officer ()
Principal Library officer () Assistant chief library officer () Chief Library officer ()
Librarian II () Librarian I () Senior Librarian () Principal Librarian () Assistant Chief
Librarian () Chief Librarian () Deputy Director () Director () .
- d. Number of years of service: 1-5 () 6-10 () 11-14 () 15-20 () 21-25 () above 25

**SECTION B: DATA ON STAFF NEEDS AND TRAINING PROGRAMMES OF THE
NATIONAL LIBRARY OF NIGERIA IN THE INFORMATION AGE.**

2 What are the categories of staff needed in the National Library of Nigeria in the information age?

(SA = Strongly Agree = A = Agree, D = Disagree, = SD = Strongly Disagree)

S/No.	Categories of staff	SA	A	D	SD
i.	Professionals				
ii.	Para-Professionals				
iii.	Library Assistants				
iv.	Literature Searchers				
v.	Translators				
vi.	Abstractors				
vii.	Indexers				
viii.	Information Systems Professionals				
ix.	Automation Specialists				
x.	Staff Development Officers				
xi.	Public Relations Officers				
xii.	Accounts/Audit Officers				
xiii.	Cleaners, Gardeners/Security, Messengers				

Others, please specify:

3. What are the qualifications of staff needed in the National Library of Nigeria in the information age?

S/No.	Categories of Staff	Qualifications Needed								
		Bsc	BLS	MLs	Msc	PhD	ALA	DIP	WASC/GCE	Cert.LibSci.
i.	Professionals									
ii.	Para-Professionals									
iii.	Library Assistants									
iv.	Literature Searchers									
v.	Translators									
vi.	Abstractors									
vii.	Indexers									
viii.	Information System Professionals									
ix.	Automation Specialists									
x.	Staff Development Officers									
xi.	Public Relations Officers									
xii.	Account/Audit Officers									
xiii.	Cleaners/Gardners, Security/Messengers									

4 What are the relevant skills /competencies of staff needed in the National Library of Nigeria in the information age? (SA= Strongly Agree A= Agree D= Disagree SD = Strongly Disagree).

S/No.	Skills and Competencies	SA	A	D	SD
i.	ICT – Typesetting using Word Processing eg. MS Word, Saving & Storage devices (CD ROM, Flash Drive etc)				
ii.	Marketing Library Severices				
iii.	Networking				
iv.	Web Development				
v.	Sending and receiving E-mails				
vi.	System Analysis				
vii.	Cataloguing & Classification				
viii.	Public relations Management Skills				
ix.	Library Safety & Security				
	Competencies				
x	Technological components of service delivery, including remote access and real-time interactivity.				
xi	A strong service orientation with a dedication to quality.				
xii	Specialized subject expertise that greatly increases the value of the service area.				
xiii	Knowledge of the local school curriculum and an understanding of the role of the library in the educational process.				
xiv	The ability to catalog and classify materials for effective storage and retrieval.				
xv	The ability to provide materials from libraries all across Africa – made possible by cooperative linkages and alliances among libraries.				
xvi	The ability to maximize the use of materials through efficient operations.				
xvii	The ability to provide readers’ advisory services for most library subject areas.				
xviii	Knowledge of children’s literature and media both for acquisition and readers advisory services.				
xix	Creativity in implementation of children’s library programs to provide a stimulating environment and reinforce good reading behaviors.				
xx	Interviewing and communication skills for information services.				
xxi	Information-related problem solving skills. A superior knowledge of information sources, including the Internet and electronic databases.				

Others specify.....

5. What are the training methods/programmes available to staff of National Library of Nigeria in the information age? (A = Available, N A = Not Available)

S/No.	Training Methods/programmes.	A	NA
i.	There is on-the job training method for staff		
ii.	There is customized in-house training method for staff		
iii.	There is job rotation training method for staff		
iv.	There is computer-assisted instruction (CAI) programme.		
v.	There is internship training programme for staff		
vi.	There is audio-visual training method for staff		
vii.	There is report writing training programme for staff		
viii.	Staffs have discussion groups training programme.		
ix.	There is job Instruction training method for staff.		
x.	There is off-the –Job instruction programme		
x.	Sandwich and part-time training programme are available for staff.		
xi.	Conferences and workshop training method is available for staff.		
xii.	There is staff orientation programme.		

Others specify:

6 What are the problems associated with staff training in the National Library of Nigeria in the information age? (SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree).

S/no.	Problems	SA	A	D	SD
i.	There is absence of a well planned staff development programme.				
ii.	Employee needs analysis is not carried out before training programmes are organized.				
iii.	Training is inadequately funded.				
iv.	Training programmes do not impact interpersonal skills and managerial orientation in staff.				
v.	The sponsorship of staff for training is inadequate and not objectively carried out.				
vi.	There is lack of adequate support for formal training leading to award of certificate both at undergraduate and post graduate levels.				
vii.	Training in information and communications technology (ICT) for both professional and para professional librarians is inadequate.				
viii.	The training policy is only for the sole good of government and not the staff.				
ix.	Training programmes do not ensure the development of interdepartmental skills amongst staff.				
x.	Training programmes are inadequate to cater for the diverse training needs of the staff.				

Others specify:

7. What are the strategies of enhancing staff needs and training programmes of the National Library of Nigeria in the information age?

(SA = Strongly Agree, A = Agree, D = Disagree, SD = strongly disagree).

S/No.	Strategies	SA	A	D	SD
i.	There should be in place a well planned staff development programme which is organized on a structured continuum.				
ii.	Employee needs analysis should be carried out before planning and executing a staff training programme.				
iii.	Staff training should be adequately funded and must be considered a line responsibility.				
iv.	Training programmes should develop interpersonal skills and managerial orientation in Librarians who occupy leadership position.				
v.	Sponsorship for conferences, workshops and continuing education programmes leading to award of certificate should be encouraged and should cover both staff in the branch offices and at the Headquarter.				
vi.	Adequate support for formal education programmes leading to award of certificate so that staff can undertake training at both undergraduate and postgraduate level.				
vii.	Adequate support for training in the use of new information technology (ICT) for both professional/para-professional librarians				
viii.	Training policy should emphasize for the good of government and the staff.				
ix.	Training should ensure the development of interdepartmental skills amongst staff.				
x.	Training programmes must be adequate to cater for the diverse training needs of staff.				

Others specify.....

Table 1: DISTRIBUTION OF QUESTIONNAIRES AMONGST PROFESSIONAL AND PARA-PROFESSIONAL LIBRARIANS IN THE NATIONAL LIBRARY BRANCHES

		Para-professional	Professional Librarians
i.	National Library of Nigeria , Benue State		
a.	Total Number of Para-Professional Staff	7	
b.	Total Number of Professional Librarians		1
ii.	National Library, Nassarawa State		
a.	Total Number of Para-Professional Staff	7	
b.	Total Number of professional Librarians		2
iii.	National Library, Plateau State		
a.	Total Number of Para-Professional Staff	8	
b.	Total Number of Professional Librarians		5
iv.	National Library, Niger State		
a.	Total Number of Para-Professional Staff	9	
b.	Total Number of Professional Librarians		2
v.	National Library, Kwara State		
a.	Total Number of Para-Professional Staff	7	
b.	Total Number of Professional Librarian		1
vi.	National Library, Headquarters FCT, Abuja		
a.	Total Number of Para-Professional Staff	97	
b.	Total Number of Professional Librarians		47
c.	Grand total of Para-Professional and Professional Librarians	135	58

Source: National Library Staff List (2011).