

Staff Development Programme in the Digital Era: A Study of Selected University Libraries in Ondo State, Nigeria.

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Abstract

The digital era has placed necessity on library staff to get acquainted with evolving technologies for maximal use and modern service delivery. New competencies and capacities need to be developed and sustained to meet the changing trends and function effectively. Staff Development (SD) is therefore, important to achieve effective service delivery in the library. This study, therefore, investigated the staff development activities operating in 3 selected university libraries in Ondo State, Southwest, Nigeria. The study adopted a survey design and a structured questionnaire was used to collect data while total enumeration technique was used to cover the population. 47 copies of the questionnaire were administered and 37 were found usable. Frequency counts, percentages, tables and Pearson Product Moment Correlation were used to analyse data collected. Findings revealed that the high commitment of library management to SD was ineffectual since the SD programmes (SDPs) were grossly insufficient and needed to be upgraded. The SDPs were beneficial; added value to service provision, enabled efficient execution of duties and inspired the library staff. The major SDPs participated in were reading of instructional guides, workshop/seminars, formal education and teleconferencing. The major inhibitors of SD were irregular sponsorship, supervisor's disapproval, lack of time, workload and non-recognition of the certificate obtained. There was no significant difference between staff development participated in by the library personnel in the different universities ($F=1.27$; $p=0.295 > 0.05$); the relationship between staff development and inhibitors was positive and significant ($r=0.541$; $p=0.000 < 0.05$); there was no significant relationship between benefits and inhibitors of staff development ($r=0.027$; $p=0.876 > 0.05$). The study recommended that library management should ensure adequate sponsorship of staff among others.

Keyword: Staff development, Digital era, University libraries, Ondo State, Nigeria.

Introduction

Staff development and training are a critical component in ensuring positive users' experiences within libraries and is a major technique employed by institutions to enhance maximisation of the potential of their staff. Training and development are essential not only to increase productivity of staff, but also to motivate and inspire workers by letting them know how important their jobs are and providing them with all the information they need to carry out the jobs. Librarians and the libraries are therefore, not exempted from staff and training development programmes. The development of library staff can solve a variety of work-related problems, which may inhibit optimal productivity of library staff. Alawadhi (2015) stated that, like other professions, the library and the information profession also need to constantly update their skills and knowledge in order to provide satisfactory, effective and better services to library users. Effective staff development programme seeks to create a recognisable link between personal and professional staff growth since the essence of staff

development in libraries is to ensure that employees maximise their potentials. The specialisation of performance in a situation where library resources are abundant requires qualified personnel to manage these resources effectively. Consequently, the achievement of the organisational objective basically depends on the effective development, training of staff and adequate use of its human resources. Human resource managers in libraries must therefore, systematically identify the component required by library staff in this digital era in order to identify the types of training and development programme suitable for the library staff.

Furthermore, the introduction of information and communication technologies have become an indisputable tool in staff development programme. Many libraries are now adopting and applying information communication technology on a daily basis and with digital files, video streaming and a wide range of discovery services available, the role of librarians in information service delivery is becoming dynamic and essential (Moniz, Eshleman and Henry, 2014). Therefore, a balanced development programme that equips employee with basic information on library operations will prepare staff for the challenges of modern technology revolution that requires the integration of activities with people of different and specialised skills. It is against this background that this study investigated the staff development programmes available to library staff in selected university libraries in Ondo State, Southwest, Nigeria.

Statement of the problem

Staff development is key to the achievement of organisational goals and mission. The rapid revolution which the era continuous and changing technologies has the work as well as every of human endeavours necessitated the need for regular training and staff development programmes. Therefore, library personnel need to keep up with the constant changes in their job schedules in order to keep abreast of development in the profession for up-to-date delivery of timely and effective services. They need to be constantly abreast of emerging technologies and develop skills and capacities to manipulate and maximise the usage, thus, there is a need for regular staff development programmes. It seems however, that the importance of staff development programmes is undermined in most university libraries. This study therefore, sought to investigate the staff development activities and programmes in the digital era in three selected university libraries in Ondo State, Nigeria.

Research Questions

The following are the research questions which guided this study:

1. What is the perception of library staff about staff development in universities in Ondo State, Nigeria?
2. What are the staff development programmes participated in by library staff in universities in Ondo State, Nigeria?
3. What benefits accrue to library staff from participating in staff development programmes in universities in Ondo State, Nigeria?
4. What are the inhibitors to staff development in university libraries in Ondo State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the staff development programmes participated in by the library personnel in the different universities in Ondo State, Nigeria.
2. There is no significant relationship between staff development and inhibitors of library staff in universities in Ondo State, Nigeria.
3. There is no significant relationship between the benefits and the inhibitors of staff development in university libraries in Ondo State, Nigeria.

Literature Review

Technological advancement is the current trend globally and libraries are also striving to flow with this current trend by acquiring current and new technologies as well as incorporating new services to meet the needs of technologically savvy users. It is thus, essential to develop the staff alongside because they will use the technologies acquired for maximum benefit. Library staff development will determine, to a large extent, the service provision, achievement of institutional goals, productivity/development of users and self-development of the library staff. The absence of training, on the other hand, will affect productivity, quality of service and professional development. Oke and Oguntuase (2010) noted that the development of personnel in any academic library significantly determines performance, as they are inspired and become more competent by the training.

Moonasar and Underwood (2018) examined the capacity building initiatives for library staff at the Durban University of Technology, Durban and reported that the respondents agreed that staff development was very important and was supported by the library. They opined however, that staff development should not be mandatory for staff because willingness to participate determines effectiveness of programme. Asante and Alemna (2015) studied two tertiary institution libraries in Ghana and reported that the library staff were not satisfied with continuous professional development activities in the libraries. Dysvik and Kuvaas (2014) examined the self-determination theory of staff in relation to continuous professional development and concluded that organisational culture is a determinant of the effectiveness of successful continuous professional development activities in any organisation. Kont and Jantson (2015) posited that librarians (library staff) should be motivated to enhance their professional competencies.

Participation in development programmes is key to staff competence, self-development and effective service delivery (Thomaskutty, 2010). There are different types of staff development. Ogunmodede and Mafelu (2012) studied staff development activities in University of Ibadan, Ibadan and University of Lagos, Nigeria and reported that the major forms of staff development programmes available were on-the-job training, short-term training, special in-training service, off-the-job training and long-term training programmes. Elaborating further, they reiterated that staff development was carried out via methods such as, lecturing, dialogue and work rotation. Agbo (2015) examined staff development in Michael Okpara University of Agriculture, Umudike and Ojowhoh (2016) examined continuous development activities in academic libraries in Bayelsa and Benue States, Nigeria, they reported that staff development programmes in the libraries include workshops/seminars, conferences, on-the-job training, orientation, job-related training, formal education and staff exchange. Otsonu, Asom, Zuwaira, and Olije (2016) noted that linkage programmes are rarely participated in by library staff or totally disallowed by management of special libraries

in Benue State. Unfortunately, this implies that the library staff cannot gain practical experience from other libraries.

The benefits of staff development are numerous and if sustained, it has a lasting effect on staff and services delivered. Agbo (2015) in evaluating staff training and development in Michael Okpara University, reported that staff development engendered loyalty, enhanced competence and library staff were more confident to carry out their duties. The finding is also in corroboration with Eze (2012) in an analysis of development activities in public university libraries in Enugu State that staff development enhanced networking with colleagues, increased competence and self-development. Eze (2012) noted however, that participation in development programmes did not engender increment in the salary of the library staff.

Okello-Obura and Kigongo-Bukenya (2011) maintained that staff development in Uganda is encumbered with a lot of challenges which include inadequate education; policy makers not supporting the library, inadequate technology and infrastructure and insufficient budgetary allocation. Kigongo-Bukenya and Musoke (2011) in agreement reiterated that most continuous professional development programs in African libraries are nurtured by government which are insufficient. Mapulanga (2014) also affirmed that budgetary allocations for continuous professional development programmes in the University of Malawi Library is meagre and this has affected the capacity development of staff. This scenario is not different in Nigeria, Ishola (2014) asserted that universities in Nigeria are poorly funded which is affecting the effective development of libraries.

Moorefield-Lang (2017) submitted that keeping up to date in librarianship is very important. Issues such as the influence of evolving technologies, information overflow, new rules and procedures for management of information have made it mandatory for library personnel to participate in staff development programs so as to build their skills and capacities to meet the current technological trends in libraries (Dzandza and Akussah, 2018). If library staff must provide effective services to satisfy users, they will have to develop their capacities. Amoah and Akussah (2017) in agreement stated that Staff development is the key to effective service delivery and user satisfaction.

Research Methodology

The universities under study were purposively selected because they all have established libraries which have been in existence for over 10 years and are assumed to have adequate library infrastructure, facilities and well-structured systems for staff development. Furthermore, for equal representation, one university each was chosen from the federal, state and private-owned universities. Thus, three out of the seven universities in Ondo state, Nigeria were found usable. They are, Federal University of Technology, Akure; Adekunle Ajasin University, Akungba- Akoko and Achievers University, Owo. Survey research design was adopted for this study. The population for the study comprise all the 43 library staff (18 librarians and 25 paraprofessionals) in the three selected universities in Ondo State, Nigeria. Total enumeration was used to include the entire population hence, 43 copies of a structured questionnaire were used for data collection while only 37 copies were found usable. T-test and Pearson Product Moment Correlation were used to test the hypotheses at 0.05 level of significance while descriptive statistics such as frequency distribution, simple percentages and multiple regression were used to answer the research questions.

Interpretation of Data and Results

In FUTA, eighteen (75.0%) out of the twenty-four library staff filled and returned the questionnaire, while all the staff in Ajasin (14, 100.0%) and Achievers (5, 100.0%) filled and returned the questionnaire. Thus, there was a total of 37 (86.0%) responses.

Research question 1: What is the perception of library staff about staff development in universities in Ondo State, Nigeria?

Table 1: Perception of library staff about staff development in universities in Ondo State, Nigeria

Statement	FUTA		AJASIN		ACHIEVERS	
	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)
Library Management is highly committed to staff development	2 (11.1)	16 (88.9)	12 (85.7)	2 (14.3)	5 (100.0)	—
Library Management is not committed to staff development	3 (16.7)	15 (83.3)	2 (14.3)	12 (85.7)	1 (20.0)	4 (80.0)
Library Management is partially committed to staff development	10 (55.6)	8 (44.4)	8 (57.2)	6 (42.8)	3 (60.0)	2 (40.0)
Staff development programme of library is adequate	7 (38.9)	11 (61.1)	6 (42.8)	8 (57.2)	2 (40.0)	3 (60.0)
Staff development programme of library is insufficient	13 (72.2)	5 (27.8)	9 (64.3)	5 (35.7)	4 (80.0)	1 (20.0)
Staff development programme of library needs to be upgraded	15 (83.3)	3 (16.7)	11 (78.6)	3 (21.4)	5 (100.0)	—

Key: A= Agree, D= Disagree, FUTA= Federal University of Technology, Akure, AJASIN = Adekunle Ajasin University, Owo, Achievers = Achievers University, Owo

Table 1 shows the perception of library staff to staff development in the selected universities in Ondo State, Nigeria. The findings indicate that more than half of the total number of respondents 19 (51.4%) agreed that library management is highly committed to staff development, the agreement scores is distributed across the universities as follows; Achievers, 5 (100.0%), Ajasin 12 (85.7%) and in FUTA, only a minority 2 (11.1%). Furthermore, an addition of the responses from the universities indicated that majority 26 (70.3%) believed that the staff development programmes of the library was insufficient, this opinion was upheld across the universities; Achievers 4 (80.0%), FUTA 13 (72.2%) and Ajasin 9 (64.3%). This perhaps gave rise to a generally high consensus by the respondents across the universities. Majority of the respondents, 31 (83.8%) for the clamour to upgrade the staff development programme. This assertion was distributed as follows; Achievers 5 (100.0%), FUTA 15 (83.3%) and Ajasin 11 (78.6%).

Research question 2: What are the staff development programmes participated in by library staff in universities in Ondo State, Nigeria?

Table 2: Participation in staff development programmes by library staff in universities in Ondo State, Nigeria

Programme attended	FUTA		AJASIN		ACHIEVERS	
	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)
I attend workshop/seminars	13 (72.2)	5 (27.8)	10 (71.5)	4 (28.5)	—	5 (100.0)
Formal education programme	10 (55.6)	8 (44.4)	9 (64.3)	5 (35.7)	—	5 (100.0)
I attend conferences	5 (27.8)	13 (72.2)	5 (35.7)	9 (64.3)	2 (40.0)	3 (60.0)
On-line development courses	6 (33.3)	12 (66.7)	6 (42.8)	8 (57.2)	2 (40.0)	3 (60.0)
In-house development programmes	8 (44.4)	10 (55.6)	7 (50.0)	7 (50.0)	2 (40.0)	3 (60.0)
I read instructional guides	14 (77.8)	4 (22.2)	11 (78.6)	3 (21.4)	5 (100.0)	—
In-house training	9 (50.0)	9 (50.0)	8 (57.2)	6 (42.8)	3 (60.0)	2 (40.0)
Teleconferencing	9 (50.0)	9 (50.0)	7 (50.0)	7 (50.0)	3 (60.0)	2 (40.0)
Networking with other libraries	5 (27.8)	13 (72.2)	5 (35.7)	9 (64.3)	2 (40.0)	3 (60.0)
Employee exchange	6 (33.3)	12 (66.7)	5 (35.7)	9 (64.3)	2 (40.0)	3 (60.0)
Sabbatical leave	4 (22.2)	14 (77.8)	4 (28.5)	10 (71.5)	1 (20.0)	4 (80.0)
Mentoring	5 (27.8)	13 (72.2)	6 (42.8)	8 (57.2)	1 (20.0)	4 (80.0)

Key: A= Agree, D= Disagree, FUTA= Federal University of Technology, Akure, AJASIN = Adekunle Ajasin University, Owo, Achievers =

Table 2 reveals the various staff development programmes participated in by the library staff. All the programmes listed were participated in by library staff but at diverse levels of participation. The programme most participated in as revealed by the total scores was reading instructional guides 30 (81.1%), this was distributed across the universities as follows; Achievers 5 (100.0%), Ajasin 11 (78.0%) and FUTA 14 (77.8%). Furthermore, the total score revealed that workshop/seminars 23 (62.2%) was the second most prominent programme participated in. The distribution of scores are; FUTA 13 (72.2%), Ajasin 10 (71.5%) however, in Achievers, none of the respondents (0.0%) had ever participated in workshop/seminars. Other major programmes participated in as indicated by the total scores and their distribution across the universities are, formal education programme 19 (51.4%); Ajasin 9 (64.3%), FUTA 10 (55.6%), while no staff of Achievers agreed to ever participating in formal education programme,, and teleconferencing 19 (51.4%) with the distribution of agreement scores as follows; in FUTA, half of the respondents 9 (50.0%) agreed, Ajasin also recorded half of the respondents 7 (50.0%) as agreed, while in Achievers 3 (60.0%) agreed. The least participation in staff development programmes was recorded in sabbatical leave with a total score of only 9 (24.3%) participation. The implication of the findings on the participation of the library staff in development programmes indicates that the federal and state universities

participated in similar staff development programmes and were more opportune than the private university.

Research question 3: What benefits accrue to library staff from participating in staff development programmes in universities in Ondo State, Nigeria?

Table 3: Benefits of staff development accrue to library staff from participating in staff development programmes in universities in Ondo State, Nigeria

Statement	FUTA		AJASIN		ACHIEVERS	
	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)
Staff development enables me execute duties efficiently	16 (88.9)	2 (11.1)	11 (78.6)	3 (21.4)	5 (100.0)	—
Staff development adds value to my service provision	16 (88.9)	2 (11.1)	12 (85.7)	2 (14.3)	5 (100.0)	—
Staff development inspires me	13 (72.2)	5 (27.8)	10 (71.5)	4 (28.5)	4 (80.0)	1 (20.0)
Staff development enhances reduction in running cost	10 (55.6)	8 (44.4)	7 (50.0)	7 (50.0)	3 (60.0)	2 (40.0)
Staff become highly skilled through staff development	12 (66.7)	6 (33.3)	10 (71.5)	4 (28.5)	3 (60.0)	2 (40.0)

Key: A= Agree, D= Disagree, FUTA= Federal University of Technology, Akure, AJASIN = Adekunle Ajasin University, Owo, Achievers = Achievers University, Owo

Table 3 gives a synopsis of the benefits of staff development programme enjoyed by the library staff surveyed. When the responses of all the library staff across the universities are added together, the most important benefit is that staff development adds value to service provision 33 (89.2%), the agreement scores is distributed as follows; Achievers 5 (100.0%), FUTA 16 (88.9%) and Ajasin 12 (85.7%). The second most prominent benefit according to the total scores reveals that staff development enables efficient execution of duties 32 (86.5%), this is distributed across the universities as follows; Achievers 5 (100%), FUTA 16 (88.9%) and Ajasin, 11 (78.6%). Furthermore, majority of the respondents claimed they were inspired by staff development 27 (73%), this was highly ranked across the universities as follows; Achievers 4 (80%), FUTA 13 (72%) and Ajasin 10 (71.5%). This shows that the staff development programmes improved the efficiency and service provision of the library staff.

Research question 4: What are the inhibitors to staff development programme in university libraries in Ondo State, Nigeria?

Table 4: Inhibitors to staff development programme in university libraries in Ondo State, Nigeria

Statement	FUTA		AJASIN		ACHIEVERS	
	A (%)	D (%)	A (%)	D (%)	A (%)	D (%)
Sponsorship is irregular in my university	17 (94.4)	1 (5.6)	13 (92.8)	1 (7.1)	5 (100.0)	—
I am overworked	11 (61.1)	7 (38.9)	8 (57.2)	6 (42.8)	3 (60.0)	2 (40.0)
I do not have time to engage in staff development	10 (55.6)	8 (43.4)	13 (92.8)	1 (7.1)	5 (100.0)	—
My supervisor does not permit me	14 (77.8)	4 (22.2)	11 (78.6)	3 (21.4)	4 (80.0)	1 (20.0)
Certificate obtained is not acknowledged by my institution	13 (72.3)	5 (27.7)	5 (35.7)	9 (64.3)	3 (60.0)	2 (40.0)
Cost of staff development programmes is high	7 (38.9)	11 (61.1)	7 (50.0)	7 (50.0)	3 (60.0)	2 (40.0)
I am not interested	7 (38.9)	11 (61.1)	7 (50.0)	7 (50.0)	3 (60.0)	2 (40.0)
I am not informed about staff development programmes	6 (33.3)	12 (66.7)	7 (50.0)	7 (50.0)	4 (80.0)	1 (20.0)
There is non-existent/ inadequate facilities for training	6 (33.3)	12 (66.7)	7 (50.0)	7 (50.0)	4 (80.0)	1 (20.0)
I am financially constrained	6 (33.3)	12 (66.7)	6 (42.8)	8 (57.2)	3 (60.0)	2 (40.0)
Resource persons are not locally available	5 (27.7)	13 (72.3)	6 (42.8)	8 (57.2)	3 (60.0)	2 (40.0)
Venue of staff development programmes are not easily accessible	10 (55.6)	8 (43.4)	7 (50.0)	7 (50.0)	2 (40.0)	3 (60.0)
There are no programmes in my area of concentration	4 (22.2)	14 (77.8)	5 (35.7)	9 (64.3)	1 (20.0)	4 (80.0)
I am not informed about the staff development programmes	4 (22.2)	14 (77.8)	4 (28.6)	10 (71.4)	2 (40.0)	3 (60.0)
I do not know how to use ICT facilities	14 (77.8)	4 (22.2)	4 (28.6)	10 (71.4)	1 (20.0)	4 (80.0)

Key: A= Agree, D= Disagree, FUTA= Federal University of Technology, Akure, AJASIN = Adekunle Ajasin University, Owo, Achievers = Achievers University, Owo

Table 4 presents the inhibitors to staff development programme as indicated by the library staff. A total overview of the results indicates that the most prevalent inhibitor is that sponsorship is not regular in the universities 35 (94.6%). In this respect, all the library staff in Achievers 5 (100%), FUTA 17 (94.4%) and in Ajasin, 13 (92.8%) agreed with this fact. The second most prevalent inhibitor was lack of permission by supervisors as attested to majority of the respondents with 29 (78.8%) response rate. The distribution of the respondents across the universities as follows, Achievers 4 (80%), Ajasin 11 (78.6%) and FUTA 14 (77.8%). Furthermore, the total agreement scores showed that the library staff do not have time to engage in staff development 28 (75.7%) and indicated in each of the universities as follows; Achievers 5 (100%), Ajasin 11 (78.6%) and FUTA 14 (77.8%). The total agreement scores also revealed that the library staff were overworked 22 (59.5%), this was distributed across the universities; FUTA 11 (61.1%), Achievers 3 (60.0%) and Ajasin 8 (57.2%). Other major inhibitors as indicated by the total scores were, certificate obtained was not acknowledged by

university 21 (56.8%), venue of staff development programmes not easily accessible 19 (51.4%) and not knowing how to use ICT facilities 19 (51.4%). The implication of this is that the staff development activities across the universities were not free from inhibitors.

Test of the Hypotheses

Hypothesis 1: There is no significant difference between staff development programmes in the selected universities in Ondo State, Nigeria

Table 5: Anova Table showing the difference between staff development programmes participated in by the library personnel by university

Variables	Mean	Std. Dev.	N	F	Sig. (p)	Remark
Achievers	2.04		5	1.27	0.294	Not Sig.
Ajasin	2.50		14			
FUTA	2.72		18			

The result of hypothesis 1 using the ANOVA revealed that there is no significant difference in staff participation in development programmes in the selected universities (F=1.27; P> 0.05). Since the p=0.294 is greater than 0.05 level of significance, then the null hypothesis is therefore, not rejected.

Hypothesis 2: There is no significant relationship between perception of library staff and inhibitors of staff development programme in universities in Ondo State, Nigeria.

Table 6: Correlation table showing relationship between perception of library staff and inhibitors of staff development programme in universities in Ondo State, Nigeria.

Variables	Mean	Std. Dev.	N	R	Df	Sig. (p)	Remark
Staff development	2.33	0.59	37	0.541	2	0.000	Sig.
inhibitors	2.58	0.60					

The result of hypothesis 2 using the Pearson Product Moment Correlation Coefficient (r) revealed that the relationship between perception of library staff and inhibitors of staff development programme in universities in Ondo state, Nigeria was positive and significant (r=0. 541; p< 0.05). Since the p=0.000 is less than 0.05 level of significance, then the null hypothesis is therefore, rejected. This means that there was a significant relationship between staff development and inhibitors in universities in Ondo state, Nigeria.

Hypothesis 3: There is no significant relationship between the benefits and inhibitors of staff development programme in university libraries in Ondo State, Nigeria.

Table 7: Correlation table showing relationship between the benefits and inhibitors of staff development

Variables	Mean	Std. Dev.	N	R	Df	Sig. (p)	Remark
Benefits	2.73	0.59	37	0.027	2	0.876	Not Sig.
Inhibitors	2.58	0.60					

The result of hypothesis 3 using the Pearson Product Moment Correlation Coefficient (r) revealed that the relationship between the benefits and inhibitors of staff development in university libraries in Ondo State, Nigeria, was positive and not significant ($r=0.027$; $P>0.05$). Since the $p=0.876$ is greater than 0.05 level of significance, then the null hypothesis is therefore, not rejected. This means that there is no significant relationship between benefits and inhibitors of staff development in universities in Ondo State, Nigeria.

Discussion of the Findings

Perception of library staff to staff development

The findings of the study revealed that majority of the library staff in all the universities had the perception that library management are highly committed to staff development. This finding is at variance with Cobblah (2015) that although the university libraries investigated in Ghana had good staff development policies, library staff were not satisfied with the commitment of management to the execution of the policies nor with the budgetary allocation for the staff development programmes. The finding is also at variance with Ogunmodede and Mafelu (2012) and Dysvik and Kuvaas (2014) which reported that it behooves employers to ensure that staff development is paramount in the organisation since the skills and capacities acquired would improve service delivery. Interestingly however, the findings further revealed that the highly rated commitment of management was not effectual, as majority of the library staff claimed that the staff development programmes of the library was insufficient which resulted in a general clamour to upgrade staff development, this indicates lack of satisfaction. This finding aligns with Asante and Alemna (2015) that the staff development programmes in the polytechnic libraries studied were not adequate. The finding is however, at variance with Moonasar and Underwood (2018) that majority of the library staff were satisfied with staff development activities in the Durban University of Technology Library, South Africa. The implication of these findings is that there must be an overhaul of staff development programme in the libraries so as to encourage staff and achieve library objectives of sustaining competent workforce for improved and up-to-date service delivery. This assertion corroborates Parent (2012) that if library would make notable value-added influence on society, there must be an overhaul and essential changes to enhance performance in the changing environment.

Participation in staff development programmes

Findings of the study showed that the library staff engaged in different types of development programmes. The major programmes participated in were reading instructional guides, workshop/seminars, formal education and teleconferencing. It is interesting to note that the private university participated more in programmes which had minimal cost implications such as reading instructional guides and teleconferencing and none of the library staff had ever participated in workshop/seminars or formal education. This finding is in agreement with Agbo (2015) and Ojowhoh (2016) that continuous development programmes in libraries include workshops/seminars, conferences, on-the-job training, orientation, job-related training, formal education and staff exchange. Furthermore, the finding showed that less than one quarter of the library staff across the universities had enjoyed sabbatical leave. This is in line with Otsonu et al. (2016) that library staff rarely participated in linkage programmes or are totally disallowed by management. The implication of this finding is that the federal and state universities participated in similar staff development programmes and were more frequently opportune than the private university. This may be adduced to the fact that there is budgetary allocation for staff development to government owned universities, although, most

often meagre. This is in agreement with Kigongo-Bukenya and Musoke (2011) that most continuous professional development programmes in African libraries are nurtured by government budgetary allocations which are insufficient.

Benefits of staff development programmes

Findings from the study revealed that staff development programmes attended were highly beneficial in various ways which includes, adding value to service provision, enabling efficient execution of duties and inspiring library staff for development. This shows that the staff development programmes improved the efficiency and service provision of the library staff. This finding is in alignment with Agbo (2015) that the staff development engendered loyalty, enhanced competence and library staff were more confident to carry out their duties. The finding is also in corroboration with Eze (2012) that staff development enhanced networking with colleagues, increased competence, self-development.

Inhibitors to staff development programmes

Findings indicated that the most prevalent inhibitor of staff development is funds as majority of the library staff in the three universities attested that sponsorship is not regular in the universities surveyed. This was followed by supervisor not permitting staff to participate, lack of time, overwork, certificate obtained not acknowledged by university, venue of staff development programmes not easily accessible and not knowing how to use ICT facilities. It can be deduced that if the library is well funded there will be recruitment of enough staff and staff will be given permission to attend development programmes because he will not be overworked and there will be someone to do his work while away. This finding is in agreement with Agbo (2015) that the challenges of staff development include financial constraint, insufficient time, lack of sponsorship, lack of/inadequate infrastructure for training and attendance not being a criterion for promotion. The findings also align with Asante and Alemna (2015) and Cobblah (2015) that poor funding is a bane to staff development in polytechnic and university libraries in Ghana respectively. This finding is also in agreement with Ishola (2014) and Otsonu et. al. (2016) that poor budgetary allocations to universities in Nigeria is a great inhibitor to development of libraries and provision of value-added service. The implication of this is that the staff development activities across the universities were not free from inhibitors and these need to be addressed for library staff to develop competencies and capacities for self-development and effective service delivery in the digital age.

The study tested the difference between staff development programmes participated in by the library staff in the different universities. Findings revealed that there is no significant difference in participation rate of the universities; the federal university participated most, followed by the state while the private university recorded the least participation. The study also tested the relationship between staff development and inhibitors of library staff in universities in Ondo State, Nigeria. The findings showed that the relationship between staff development and inhibitors was positive and significant. This means that the more developed staff are, the less inhibitions of service delivery. Furthermore, the study sought to find out if there is significant relationship between the benefits and the inhibitors of staff development in university libraries in Ondo State, Nigeria. The analysis revealed that there was no significant relationship between benefits and inhibitors of staff development in universities in Ondo state, Nigeria.

Conclusion and Recommendations

Globalisation and constant change in technology has affected lifestyle, organisations and service delivery generally. Education and library have also been affected, various digital equipments are now acquired in the library to meet up with global trends. Staff development is pertinent to acquire and enhance skills and capacities for the manipulation and maximisation of these technologies for effective service delivery. Appropriate staff development programmes, sponsorship and commitment of library staff and management are key to effective service delivery in the digital age.

Recommendations

Based on the findings of the study, the following recommendations are therefore, made:

1. Library management should make a needs analysis of capacities needed as well as ensure feedback from library staff so as to improve staff development activities and achieve desired goals of staff development.
2. Library management should make adequate provisions to sponsor staff development programmes in universities in Ondo State, Nigeria.
3. Library staff should be released for study leave, sabbatical leave as well as staff exchange programmes as at when due so that they can have practical experience of ongoing practices and current trends in librarianship for improved service delivery.
4. Appropriate staff development programmes should be regularly and adequately organised in the library.

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