STAFF DEVELOPMENT STRATEGIES FOR SCHOOL LIBRARY MEDIA CENTRES: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN OWERRI MUNICIPAL COUNCIL, IMO STATE, NIGERIA

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Abstract
Staff development is a sine-qua non to the provision of efficient library services at any level. The study sets to investigate staff development strategies in school libraries and Information centres in Owerri, Imo State Nigeria. Self-designed questionnaires were used in eliciting data for the study. Ten schools were used with 10 samples selected, the outcome of the study revealed the methods used in staff development in Nigerian school library media centres, the factors limiting effective staff development were identified and recommendations were made in view of the identified problems. The study concluded that embarking on staff development for school library media centre is an improvement on the level of services rendered by them.

Keywords: Staff development. School Library Media Centres, Strategies

Introduction
School library media centres (SLMCs) refer to libraries established in secondary, primary schools and teacher training colleges. They are established to cater for the teaching and learning needs of students and teachers, Freeman (1975) summed up the goal of school library media centre as "service" offering each member of the school community learning experiences that will lead him towards a fuller, more rewarding life.

As a result of development in science and technology, non book materials are now used in teaching and learning. This recent development which is based on the use of audiovisual materials in learning in line with modern philosophy of education which stresses the "need for individualised instruction and the use of multimedia resources in teaching the curriculum. The modern philosophy of education recognises an educated individual as one who has learned how to learn, to think and to use methods of disciplined inquiry to examine ideas as opposed to one who has memorised facts" (Elaturoti, 1990). This implies that modern education method lays emphasis on "individual learning and independent study (Elaturoti, 1990). Obi (1974) identified the contribution of school libraries in education to include promoting the development of reading skills and encouraging long term reading interests and habits.

The minimum standard for school libraries (1992) identified the importance or contributions of a well equipped school library as follows:
i.   support teaching and learning within the system
ii.   enrich the school curriculum
iii.   promote the development of reading skills and encourages long-term learning habit.
iv.   stimulate research and independent learning using multi-media resources
v.   provide materials for recreation and encourage students/pupils to read for pleasure.

The teacher-librarian is expected to engage in collection development, cataloguing and classification, circulation of library materials, use of the library programmes, indexing and abstracting, provision of audiovisual materials to facilitate teaching and learning (Oparaku, Anyanwu and Amadi, 2005). In order to achieve the functions of the school library there is the need for staff development in school libraries. Staff development is "the ongoing process that orients, trains, develops through a systematic approach, each member of a library organisation to work together and serve its customers (Trotta, 1995). Staff training is one of the mutual stages in building an efficient and stable work force for a library. It is equally concerned with informing staff members of library policies and procedures as well as training them on job skills (Onwubiko, 2004). The process of staff development in libraries is therefore one that assists employees in attaining a level of performance and a quality of personal and social behavior that meet both their needs and those of the library. This is so because training has become increasingly vital to the success of the school library. Training and development which basically mean learning, furnishes the staff with the experience required for their job in the library. These training and development activities may be related to a position in the work place or career and may aim at improving quality of work or serve as a means of personal development aimed at improving efficiency and productivity of library staff in order to achieve the objectives of the library (Anyanwu, 2006).

Objectives of the study
The specific objectives of this study are to:
1. find out if school libraries engaged in staff development
2. identify staff development strategies for school libraries

3. identify the problems of staff development in school libraries
4. proffer solutions to the problems militating against staff development in school libraries.

Statement of the problem

The school library is the hub on which quality education revolves. A well equipped library determines the quality of the student. A well trained teacher librarian performs a major role in achieving the objectives of the school library. It is however unfortunate to note that most schools do not have libraries. Those that have libraries do not have qualified personnel. The school libraries that have qualified teacher- librarians lack the facilities for staff training and development. The government, non-governmental organizations and private organization that own schools adopt lackadaisical attitude towards staff development and overall development of libraries.

Review of related literature

The school library acts as a force in galvanizing educational excellence leading to the provision of quality education. It is also a place where teachers can get information since they cannot afford to buy all the books they need. According to George (2011), the library is an inexhaustible house of organized knowledge where teachers and pupils can go unrestricted to help themselves to as much information and knowledge they need. According to George the need for employing professional and paraprofessionals to ensure adequate record keeping and achieving the objective of the school system very germane to school library development hence one of the roles of the government should be training of teachers among whom teacher-librarians are included. Adefarati (2004) in his contribution emphasised the need for the training and retraining of librarians in school libraries. He reiterated the need for the Nigerian School Library Association and Nigerian Library Association to sensitize the government on the need for training and retraining of teacher-librarians.

Attama (2004) emphasized the need to employ qualified school librarians and training through seminars, workshops, and short term courses to expose them to the latest techniques in service delivery. Ezeofor, Okeke and Orakpor, (2007) also advocated the training and retraining of school librarians through workshops, seminars and conferences on a regular basis while Adebowale (2010) highlighted the need for effective ICT training of the school librarian to enable him reposition himself for the digital age. Ifidon (2008) harped on the crisis in education and training of librarians at all levels, she emphasized the need to set minimum standards, generally accepted curriculum as well as the need for effective staff development of librarians. Mbachu (2007) also harped on the need for training of staff. Onwubiko (2004) and Trotta (1995) identified training as the major types of staff development programme.

Research Methodology

A survey design was chosen in the conduct of the study. The purposive sampling technique was used in selecting ten (10) secondary schools in Owerri municipal comprising of government owned schools, missionary schools and private owned schools. A questionnaire titled "staff development strategies in school libraries/media

centres" was designed and administered personally on respondents from the ten selected secondary schools. Nine (9) copies of the questionnaire were retrieved and used for data analysis. The simple frequency counts and percentages were used for the analysis of data.

Result and Findings
The results and findings of the study are presented in line with the objectives of the study.

Table 1: Attendance of Staff Training and Development Programmes

Response	Frequency	Percentage
Yes	6	66.7
No	3	33.3
Total	9	100

Table 1 above reveals that 6 (66.7%) of the respondents do attend staff training, while 4 (33.3%) do not attend staff training. The findings therefore reveals that staff working in school libraries in Owerri municipal do attend staff training and development programmes.

Table 2: **Frequency at Which Staff Attend Training and Programme**

Response	Frequency	Percentage
Often	1	11.1
Very often	3	33.3
Not often	5	55.6
Not very often	-	-
Undecided	-	-
Total	9	100

Table 2 above reveals the frequency at which the respondents attend staff training and development programmes, 1 (11.1%) attend often, 3 (33.3%) attend very often, and 5(55.6%) attend not often. This implies that staff of school libraries in Owerri do not attend staff training on a regular basis.

Table 3**: Type of On-the-job Staff Training**

Type of On-the job training	Frequency	Percentage
Rotating	1	11.1
Job Institution	-	-
Staff meeting	8	88.9
Mentor	-	-
Coaching	-	-
Apprenticeship	-	-
Other	-	-
Total	9	100

Table 3 above reveals the type of on-the-job staff training and development which respondents attend. One school librarian (11.1%) indicates job rotating while 8 (88.9%) indicate staff meeting as the staff training and development programmes ever attended. Therefore, finding shows that staff meeting is the major type of staff training that the staff in school libraries in Imo State are exposed to.

Table 4: Type of the off-job-training programs

Type of Off-the job training	Frequency	Percentage
Seminars, conference/workshops	6	66.7
lectures	6	55.6
Role play	-	-
Case study	-	-
Behaviour modelling	-	-
Other	-	-

Table 4 shows the type of the off-the-job training programme that the staff are exposed to and it reveals that six respondents (66.7%) confirmed that they have attended conferences, seminars and workshops as part of the off-the-job training while 5 (55.6%) have attended lecture as part of the off-job-training. Finding therefore shows that the off-job-training programme mostly applicable to staff working in school libraries in Imo state includes seminars, conferences/workshops and lectures.

Table 5: Importance of Staff Development in School Libraries

Importance of staff development programmes	Frequency	Percentage
It improves productivity	7	77.8
It helps trainees to improve in services to customers	2	22.2
It boosts morale of staff	1	11.1
It reduces supervision in work place	1	11.1
It reduces industrial accident	1	11.1

Table 5 reveals the importance of staff development programmes in school libraries. Seven respondents (77.8%) indicate that it improves their productivity, 2 (22.2%) opined that it helps trainees to improves productivity, 2 (22.2%) opined that it helps trainees to improve on services to customers, 1 (11.1%) says it reduces supervision in work place, and 1(11.1%) states that it reduces industrial accidents. The finding reveals that staff development programmes is important because it improves productivity.

Table 6: Areas of Training

Areas of training	Frequency	Percentage
Cataloguing and classification	2	22.2
Readers services	1	11.1
Reference services	1	11.2
ICT in school libraries / media centres	-	-
None of the above	5	55.6
Total	9	100

Table 6 reveals the areas where staff have undergone training in librarianship. Two respondents (22.2%) indicated that they have undergone training in the area of classification, 1 (11.1%) has been trained in the area of reference and readers services. None indicated trainings in the area of ICT in school libraries, while 5(55.6%) have not undergone any training in any of the identified areas of librarianship. Finding reveals that the staff working in the majority of school libraries in the secondary schools in Imo State have not undergone any form of training in the area of librarianship.

Table 7: Kinds of New media found in Secondary Schools' Libraries in Imo State

Kinds of New Media	Frequency	Percentage
Slides	-	-
Micro-film	-	-
Micro-fiche	-	-
Overhead projector	-	-
Scanner	1	11.1
Computers	2	22.2
internet facilities	-	-

Table 7 reveals the kinds of new media found in secondary schools in Imo State. One respondents (11.1%) indicates that scanner is available in the school library while 2 (22.2%) indicate the availability of computers in their school libraries. Finding therefore shows that new media are not available in secondary schools' libraries studied.

Table 8: Factors Affecting Staff Development

Factors Affecting staff development	Freq.	%
Lack of funds	8	88.9
Lip service/Lukewarm attitude of the government	1	11.1
Lack of qualified resource persons	7	77.8
Lack of education on the impact of training	5	55.6

Table 8 reveals the factors affecting staff development programme in the secondary school libraries studied. Eight respondents (88.9%) indicate lack of fund as a factor, 1(11.1%) indicates lip service or lukewarm attitude of the government as a factor. Also 7 respondents (77.8%) indicate lack of qualified resource persons as a factor affecting staff development while 5 respondents (55.6%) sees lack of evaluation of the impact of training as a factors affecting staff training and development in school libraries. Findings therefore show that lack of funds, lacks of qualified resource persons as well as lack of

evaluation of the impact of training are the factors affecting effective staff training and development in secondary schools in Owerri municipal.

Conclusion
From this study it can be concluded that the secondary schools in Owerri municipal have libraries but there is dearth of qualified personnel and you cannot talk of staff development when the basic foundation is not there. Most of the school libraries are manned by non- professionals and this account for the poor growth of school libraries in Nigeria. This scenario calls for urgent need for staff development programmes for school librarians to improve on the quality of school library services in Nigeria.

Recommendations
Based on the findings of the study the following recommendations are made:
Government should make it a policy that only personnel with minimum National Diploma (ND) in librarianship or Diploma in School Media should be allowed to managed the school library.

The Association of School Libraries should liaise with the Ministry of Education to ensure that secondary schools that did not meet the standards required to operate should not be given license to operate.

The proprietors of private schools should grant the staff working in their libraries study leave to enable them acquire the necessary qualifications in library science. They should be sponsored to conferences so as to afford them the opportunity of being exposed to the current trends and development in librarianship.

Qualified personnel or resources persons should be engaged when organising seminars or workshops for school librarians/ teacher-librarians to make such programmes both theory and practice oriented.

Adequate fund should be provided for school libraries and Information centres. Government should ensure that budgeting allocations made to school libraries covers staff training and development while those in private sector should also make provision for staff training and development in their budget.

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