

FACTORS AFFECTING JOB TRAINING AMONG STAFFS IN SELECTED ACADEMIC LIBRARIES IN EKITI STATE, NIGERIA

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DOI: <https://doi.org/10.70118/LISD0202501901.2>

Published: 2025/12/16

Abstract

Job training is a structured process designed to equip employees with essential knowledge, skills, and competencies required for effective job performance and professional growth. This study examined factors affecting job training among library staff in selected academic libraries in Ekiti State, Nigeria. Data were collected through questionnaires and analyzed using descriptive statistics (percentage, mean, average mean, and standard deviation) as well as inferential statistics (Pearson Product Moment Correlation). Findings identified several challenges affecting job training, including technological barriers, unclear job roles, low staff morale and burnout, information overload, unfavorable management policies, shortage of qualified trainers, inadequate staffing and expertise, limited training resources, and staff reluctance to pursue further training. Addressing these challenges through strategic policy interventions, adequate funding, and improved digital infrastructure will enhance job training effectiveness and contribute to the professional development of library staff in academic institutions.

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

Introduction

It is impossible to overstate the value of job training for library employees. Academic libraries are expected to deliver excellent services that satisfy their patrons' information needs in the fast-paced, technologically advanced information environment of today. However, the degree of training that library employees receive greatly influences their capacity to provide these services. Vasanthi and Basariya (2019) opined that job training is an activities carried out to develop work related knowledge and skills that are required for employees to perform a specific job within the work environment. Similarly, Harrison and Hildebrandt (2018) averred that job training is the process of equipping employees with the necessary skills, knowledge, and

competencies to perform their job duties effectively. It is a crucial aspect of staff development, as it enables librarians and library assistants to stay up to date with the latest technologies, trends, and best practices in the field. Thompson (2018) stated that job training improves employee performance, increase job satisfaction, and enhance customer service.

Similarly, job training is a systematic approach to teaching the essential knowledge, abilities, and skills needed for employment and/or enhancing an employee's capacity to carry out particular activities at work. The following factor could hinder job training among staff of academic libraries; Technological Challenges, Lack of Clear Job Roles, Low Staff Morale and Burnout, Information Overload, Unfavourable Management Training Policy, Shortage of Qualified Manpower to Anchor Job Training, Inadequate Staffing and Expertise, Inadequate Training Resources and Staff Unwillingness to Access Additional Job Training. Each of the aforementioned factors shall be comprehensively discussed.

Statement of the problem

Effective job training for staff members is a major concern for academic libraries. Many academic libraries in Ekiti State lack a well-structured training program, despite the fact that job training is crucial for increasing staff productivity and efficiency. This shortcoming may cause librarians to lack the necessary abilities and expertise, which would ultimately lower the standard of services they provide to users. This study is however aims to investigate the factors affecting job training among staff in selected academic libraries in Ekiti State, Nigeria.

Objective of the study

The objective of this study is to investigate the factors affecting job training among staff in selected academic libraries in Ekiti state, Nigeria.

Literature Review

Job training among academic library staff is influenced by several challenges that hinder professional development and the overall growth of educational resources. These challenges directly impact professional development, job satisfaction, and overall organizational performance.

A major factor affecting job training in academic libraries is insufficient financial support. Adeniran and Ojebuyi (2020) found that inadequate funding in Nigerian academic libraries has led to limited staff development and training opportunities, resulting in poor service delivery and an inability to keep pace with technological advancements. Similarly, Adeyemi and Ogunbi (2019) reported that the lack of financial resources has reduced access to workshops, conferences, and online courses. Many library staff members perceive this financial constraint as a significant obstacle to their professional growth.

Further reinforcing this point, Olanipekun and Ogunbona (2018) observed a negative correlation between funding shortages and job training, noting its adverse effects on job performance, motivation, and morale. Likewise, Okorie and Nwosu (2017) emphasized that insufficient funding has led to a lack of mentorship and coaching opportunities for library staff, further restricting their career advancement.

Another critical barrier to job training is technological difficulties. Akinyemi and Akinola (2018) identified several challenges faced by librarians during training, including poor internet connectivity, limited access to online resources, and inadequate technical support. These issues significantly reduce the effectiveness of training programs and impede the overall productivity of librarians. Folorunsho and Adebayo (2019) found that most library staff struggle with accessing online training due to technological constraints, leading to frustration and demotivation. Ojelade and Adekunle (2018) highlighted a positive correlation between technological challenges and perceived training effectiveness, demonstrating that librarians experiencing greater technological difficulties reported lower satisfaction levels with job training. Additionally, Oladapo and Adebayo (2019) noted that technological obstacles negatively impact communication among staff and users, causing librarians to feel isolated in their work environments.

The lack of clear job descriptions presents another significant challenge to job training in academic libraries. Oyenuga (2018) found that unclear job roles result in confusion about responsibilities and expectations, ultimately affecting the quality of training received. Awoyemi and Oloruntoba (2017) reported that job ambiguity contributes to lower job satisfaction, as library staff struggle to understand what is required of them. Lawal and Oguntoye (2019) revealed that the absence of

well-defined job roles leads to unfocused job training efforts, preventing the development of essential skills among library staff. Taiwo, Adegbeye, and Abiodun (2020) further emphasized that unclear job roles negatively impact organizational performance, leading to dissatisfaction, low motivation, and reduced commitment among library personnel.

Low staff morale and burnout significantly affect job training outcomes among library personnel. Adesoji and Olaoye (2020) found that burnout leads to decreased job satisfaction, reduced commitment, and diminished motivation, ultimately hindering the ability of staff to receive and apply training effectively. Adeyemi and Ogunyinka (2019) observed that librarians experiencing low morale report poor job performance, absenteeism, and turnover intention. Similarly, Okorie and Ogu (2018) identified burnout as a key predictor of poor job performance and diminished job satisfaction. Owoeye and Olojede (2021) reinforced these findings by highlighting that burnout contributes to reduced motivation and commitment among library staff.

The overwhelming volume of information that librarians must process daily has a profound effect on job training effectiveness. Agbo and Olorundare (2018) found that information overload limits the ability of library staff to train colleagues in new technologies and skills. Chime and Ogbodo (2017) reported that most librarians experience frustration and demotivation due to excessive information demands, ultimately hindering the efficiency of training programs. Okeke (2016) introduced the concept of cognitive overload, which makes it difficult for librarians to absorb and apply new skills, negatively impacting job performance and increasing stress levels. Okoro and Nwankwo (2019) recommended that academic libraries adopt strategies to manage information overload, such as structured training programs and improved communication among staff.

The presence or absence of effective training policies plays a crucial role in shaping job training outcomes. Adeyemi and Adebayo (2017) identified inadequate training programs, lack of resources, and insufficient supervision as factors contributing to poor library staff performance. Afolabi and Akinola (2019) revealed that unfavorable management policies lead to demotivation, making staff reluctant to engage in training. Obi and Okorie (2018) found that poor training policies result in reduced skills acquisition and knowledge development, negatively affecting performance. Olorunsogo and Ogunyemi (2016) emphasized that ineffective policies contribute to

job dissatisfaction and high turnover rates, whereas structured policies promote better training outcomes.

The shortage of qualified librarians in academic libraries has resulted in inadequate training programs and poor job performance. Agboola and Ojo (2019) found that this shortage limits skill development and hinders career progression. Echezona and Okeke (2019) noted that the lack of expertise in specialized areas, such as cataloging and classification, negatively impacts training quality. Ogunyinka and Akinyemi (2018) observed that limited staffing restricts professional development opportunities, contributing to low job satisfaction and high turnover. Okafor and Okoye (2020) expanded on this by discussing the implications of insufficient expertise in digital literacy and information technology, further diminishing training effectiveness.

A significant barrier to effective job training is the lack of essential resources. Ezeala and Ogujiuba (2017) found that inadequate training materials negatively impact skill development. Ogbodo and Ogujiuba (2016) reported that poor access to training tools contributes to low staff morale and high turnover rates. Ogujiuba (2019) emphasized that insufficient resources prevent librarians from keeping up with technological advancements, affecting service quality. Ogbonnaya and Okeke (2018) highlighted that limited professional development opportunities due to resource shortages lead to stagnation and demotivation among staff.

Beyond external barriers, the reluctance of staff to engage in further training is a significant issue. Ezeh and Ogbuefi (2021) identified factors such as lack of recognition, inadequate compensation, and perceived irrelevance of training as key contributors to this unwillingness. Nwosu (2018) found that library professionals who lack formal qualifications often hesitate to engage in additional learning. Onuoha (2017) observed that unwilling staff tend to avoid new responsibilities, negatively affecting overall library performance. Onwuka and Eke (2018) concluded that libraries failing to provide ongoing training opportunities risk falling behind in user satisfaction and technological advancements.

Methodology

One hundred and twenty-eight (128) library employees from the chosen academic libraries in Ekiti State comprised the study's population. These included forty-six (46) staff from the Federal University Oye-Ekiti Library, forty-three (43) staff from the Ekiti State University Library, and thirty-nine (39) staff from the Federal Polytechnic Ado-Ekiti Library. All employees of the chosen libraries participated in this survey as responders.

The instrument used to collect the data was a questionnaire that was given to the respondents directly. The method of total enumeration was applied. The sample approach was non-probability. Every member of the library staff was sampled based on the study's population.

Results and Discussions

Presentation of Demographic Information of Respondents

Table 1: Demographic Characteristics of the Respondents

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

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

Source: Field Survey, 2025

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

various libraries, 80 respondents (80%) had worked for 10 years, and 20 others (20%) had put in between 11 – 20 years into the service of their institutions.

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

Table 2: Factors affecting job training among library staff

S/N	STATEMENT	SD	D	A	SA	M	SD	AI
		(%)	(%)	(%)	(%)			
i.	Inadequate funding	10	10	50	30	3.00	0.89893	
		10.0	10.0	50.0	30.0			
ii.	Technological challenges	0	20	70	10	2.70	0.90453	
		0.0	20.0	70.0	10.0			
iii.	Lack clear job roles	20	30	40	10	2.40	0.92113	
		20.0	30.0	40.0	10.0			
iv.	Low staff morale and burnout	10	10	50	30	3.00	0.89893	
		10.0	10.0	50.0	30.0			
V	Information overload	0	20	50	30	3.10	0.70353	
		0.0	20.0	50.0	30.0			
vi.	Unfavourable management training policy	0	20	30	50	3.30	0.78496	2.
		0.0	20.0	30.0	50.0			
vii.	Shortage of qualified manpower to anchor job training	0	20	40	40	3.20	0.75210	
		0.0	20.0	40.0	40.0			
.	Inadequate staffing and expertise	0	30	30	40	2.80	1.25529	
Viii		0.0	30.0	30.0	40.0			
IX	Inadequate training resources	0	30	40	30	2.70	1.19342	
		0.0	30.0	40.0	30.0			
X	Staff unwillingness to access additional training	0	10	50	40	3.20	0.87617	
		0.0	10.0	50.0	40.0			

Source: Field Survey, 2025

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

The above Table 2 revealed that staff in the selected academic libraries in Ekiti State considered some issues affecting the job training to be high judging by the average mean score of 2.94 on the scale of 4. Major challenging issues facing these library users were: unfavourable management training policy (mean 3.30), followed by shortage of qualified manpower to anchor job training (mean 3.20); also, the problem of staff unwillingness to access additional training (mean 3.20); the problem of information overload among libraries (mean 3.10). Besides, the problem of low staff morale and burnout (mean 3.00), among other hurdles. This implied that if those aforementioned problems are not solved by the library management, they would greatly affect the job training among staff of the selected academic libraries in Ekiti State and beyond. Please refer to the above table for more details.

Discussion of Findings

Research question revealed that there are some factors affecting job training among library staff which includes: unfavourable management training policy, shortage of qualified manpower to anchor job training, staff unwillingness to access additional training, information overload among libraries and low staff morale and burnout. These findings agreed with Afolabi and Akinola (2019) who revealed that unfavorable management training policies can lead to a lack of motivation among library staff, which can negatively affect job training. In the same vein, Agboola and Ojo (2019) asserted that the shortage of qualified librarians has resulted in a lack of effective job training programs for library staff, leading to inadequate skills development and poor job performance. The authors further revealed that majority of library staff reported lack of adequate training and development opportunities, which hindered their ability to effectively perform their duties. Furthermore, Staff unwillingness to access additional job training is a significant obstacle to effective job training in academic libraries (Ezech & Ogbuefi, 2021). The authors further noted that staff unwillingness to access additional job training is often attributed to factors such as lack of recognition, inadequate compensation, and perceived irrelevance of training to job

responsibilities. This unwillingness can lead to stagnation in professional development, reduced job performance, and decreased job satisfaction. More so, Agbo and Olorundare (2018) found that information overload affects the ability of library staff to effectively train their colleagues on new skills and technologies. The authors further revealed that majority of library staff reported feeling overwhelmed by the amount of information they were required to process daily. Furthermore, this overload can lead to decreased productivity, increased stress, and decreased job satisfaction among library staff. Additionally, this study was also supported Adesoji and Olaoye (2020) who affirmed that low staff morale and burnout significantly affect job training among library staff in Nigerian universities. The authors further revealed that low morale and burnout led to decreased job satisfaction, reduced commitment, and decreased motivation among staff, ultimately affecting their ability to receive and apply job training effectively.

Conclusion

This study investigated the Factors affecting Job training among staffs in selected Academic libraries in Ekiti state, Nigeria. The findings of this study revealed that Technological Challenges, Lack of Clear Job Roles, Low Staff Morale and Burnout, Information Overload, Unfavourable Management Training Policy, Shortage of Qualified Manpower to Anchor Job Training, Inadequate Staffing and Expertise, Inadequate Training Resources and Staff Unwillingness to Access Additional Job Training are the factors affecting Job training among staffs in the academic libraries in Ekiti state.

Recommendation

Based on the findings and challenges that were revealed in this study, the following Recommendations are hereby proffered as the way forward:

- i. Technological Challenges: libraries should always procure technologies with good user interface and also tested and trusted gadgets so as to stand the test of time.
- ii. Inadequate training resources: Libraries should utilize ICT to access online courses and webinars that offer flexible, on-demand training, establish a mentorship program where experienced staff can guide and train newer employees as well as to form partnerships with other libraries to share training resources and expertise.

iii. Lack of clear job roles: Library management should ensure that staffs of the library have their job prescription and roles clearly stated so as to ensure professionalism and coordination.

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