

ANALYSIS OF FACTORS THAT BOOSTS STAFF TRAINING IN UNIVERSITY LIBRARIES IN EKITI STATE: A REVIEW

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Abstract

This paper reviewed some factors that boost staff training in university libraries in Ekiti State, Nigeria. A review research design was adopted. Training has been an integral part of any organization that desired to be productive in its services; hence university libraries embark on training and capacity enhancement for their employees so as to boost and promote productivity and overall performance of their workforce. To this end, the following factors that were assumed to contribute to boosting staff training in any library especially university libraries were carefully examined and reviewed in this paper. These include: Training fund and budget, conducive training environment, effective training techniques, managerial support, favorable training atmosphere, trainee motivation, adequate training resources, and trainee's attitude. The paper concluded that the management of every university library should implement factors that would positively boost the capacity building of its staff as these would enable them to be more effective in discharging their duties to the satisfaction of their users. This would further ensure the efficiency and effectiveness of the services of the library.

Keywords: Staff Training; University Library; Academic Library; Library Staff; Ekiti State; Nigeria

Introduction

Training has been an integral part of any organization that desired to be productive in its services. Therefore, organizations have been embarking on various training and capacity enhancement programmes for their employees so as to boost and promote productivity and overall performance of their organizations. Gatti, Angel-Urdinola, Silva and Bodor (2011) defined staff training as a program designed to aid employees in acquiring specialized knowledge and skills. The authors emphasized that the gained information and abilities are given to employees to help them execute their jobs more effectively. Through structured programs, training is established to ensure that employees are taught the skills necessary in the labor market. Therefore, it is crucial for employers to first understand the demands and expectations of workers before beginning any form of training. This strategy aids in educating as many workers as possible to prepare them for better employment opportunities. According to Jaoude (2015), companies that offer advanced training have been able to triple their earnings when compared to their rivals who failed to consider regular training for its workers. However, it takes a combination of alignment and preparation to have such high impactful

programs for their personnel; it is not an easy task. This entails creating and structuring training in a way that achieves the main objectives of the company. Besides, Sardar (2010) agreed that since it is increasingly recognized that investing in training and development has a positive link with organizational performance, training is a crucial component in assisting businesses in achieving their objectives via their workforce. Therefore, it is crucial that people and organizations benefit fully from staff training and development programs.

Training is an essential tool for equipping staff in all fields. Training in librarianship can be regarded as organized planning process for staff in the library to learn useful skills technically (Azino, 2013). Training is the process of learning the information and abilities required to function at the peak of one's job. Training is a way to spread knowledge, build skills, alter attitudes, and modify behavior. Knowledge, skills, and attitudes are the three fundamental traits that training focuses on improving. In any contemporary organization, training and development has consistently been a powerful instrument for attaining the objectives of professionals. Continuous training is one of the key strategies for enhancing the knowledge capital of our human resources (Vinesh, 2014). According to Uzorh (2012), a company's personnel development program should begin after hiring and integrating new employees. Such a programme has the aim of providing the necessary skill, proficiency and improves the current and future competence of such a worker.

The purpose of training is to increase one's ability, capacity, productivity, skills and performance in the organization. Masadeh (2012) described training as required activities that provide students the information and skills workers need to carry out specified tasks. The author saw training as an activity that should include both general modules and hands-on practical experience. A train the trainer course should be introduced in the university library that would help workshop participants to gain more confidence so they can impart the needed skills they have learnt on other staff. The aforementioned author emphasized the significance of giving participants enough time to pick up new skills, practice them, and follow up on the training program (possibly by email or other electronic socio-media). It is crucial that participants be able to express their own needs and goals, as well as put them into practice once they return home from the training exercise. According to Adeniji and Babalola (2010), the majority of employee skill-acquisition programs are designed to strengthen the organization's position and long-term ability to accomplish its objectives.

The researchers conceptualized training as the process of skillfully developing the current workers in the organization for enhancing the performance of the staff as well as the output of the organization. It is an act of building up new skills in workforce in an organization. Also, it is the process through which employees acquire additional skills and new techniques which help them to be effective in discharging their services in the organization. Staff training is very important as it can be helpful in the professional development or career advancement of both old and new employees for them to efficiently discharge their duties in the organization. One important aspect of the business is training the staff as they are one of the valuable assets. The personnel must periodically get new additional education and training necessary to achieve the company's goals. To put it another way, it helps employees of the company to effectively create the goods and services that management of the organization expects of them. With the help of training, the best

performance from the staff may be obtained, increasing their productivity. The following factors would boost staff training in any organization especially in the university libraries: training budget and budget, conducive training environment, effective training techniques, managerial support, favorable training atmosphere, trainee motivation, adequate training resources, and trainee's attitude.

University library is an academic library. Academic library according to Reitz (2014), is a library that is managed to satisfy the information and research needs of its students, faculty members, researchers and other staff within and outside the colleges, universities, and other post-secondary institutions of higher learning. In other words, an academic library is a sort of library that may be found in universities, polytechnics, and colleges of education. The author reiterated that a university library is a library or a library system that was founded, run, and supported by a university to serve the informational, scholarly, and educational requirements of its faculty, staff and students. Similarly, Kumar (2016) opined that the university system includes the university library that serves as the intellectual banking hall for the university. It is the custodian of all the organized educational resources for the university. It exists as a result to actualize the intellectual goals of its parent institution. Every library program must complement the overall university curriculum.

To put it in another way, a university library should work to enhance its institution's goals. It needs to be representative of the school's culture. The purpose of university libraries is derived from the university system, which is its parent body. The basis on which the role of the university library is founded is the vision, purpose, and strategies chosen by universities as a guide for achieving the key activities of teaching, learning, research, and providing community service. Students, instructors, and researchers can use information services from university libraries in a variety of ways. This is why Okunu, Akalumhe and Monu (2011) concluded that the university library is the heart and soul of each university is its library. University libraries' main goal is to assist their parent institutions' teaching, learning, and research endeavors. University libraries are regarded as one of the fundamental requirements required for accreditation of academic programs in Nigerian university libraries, in accordance with the National Universities Commission (NUC) policy, which encourages bringing library services closer to the students and staff. Edom (2013) posited that a university library is serving as a reservoir for the knowledge of illustrious minds both past and present. Its services and collections are created to fit the institution's educational plans. It is commonly accepted that the library is the heart and soul of the institution and the hub around which all teaching develops. Since universities are designed to do research and educate, they cannot function without libraries. Every university library was founded to accomplish a certain goal. Federal University Oye-Ekiti Library, Ekiti State University Library, Bamidele Olumilua University of Education, Science and Technology Library and Afe Babalola University Library are the examples of the University libraries in Ekiti State, Nigeria.

Literature Review

In order to acquire successful performance in any activity or range of activities, Alabi (2013) claimed that training comprised of a deliberate procedure to improve attitude, knowledge, or skill behavior. In a professional setting, its goals are to help people grow as

individuals and to meet the organization's ongoing and future staffing needs. The goal of training is to instill the information, abilities, and attitudes needed to carry out job-related duties. It seeks to directly enhance job performance. The author further noted that instruction is described as a content-based, instructor-led intervention that results in targeted behavioral changes. Without a question, training is crucial to every area of a company. This might be internal training or retraining organized by a specialist from outside and within the organization. Training increases firm knowledge, which strengthens teams. The program must be carried out using realistic methods, and a strong follow-up methodology increases its effectiveness. The true key to effective training is the follow-through, which includes assignment due dates, client feedback, plan adjustments, and activity summaries. Following a successful training, students demonstrate new abilities, are presented with numerous chances, and are inspired to act and contribute to the company (Cezary 2016).

Efficiency and productivity are encouraged through professional training. According to Yesufu (2000) cited in Abban (2018), employee training boosts productivity and is a helpful way to improve one's intelligence and abilities in preparation for a productive job. Oke and Oguntuase (2010) affirmed that professional training and development in any academic library greatly increases production because motivated and well-trained personnel are better able to utilise their knowledge, skills, and talents. There is universal consensus that training, and development are good things that boost productivity of workers in the organization (Torrington et al. 2009 cited in Cole & Kelly, 2011). The benefits of training cannot be compared to the cost of not providing it. Among the advantages are better employee morale, greater productivity, lessening of oversight, fewer mistakes, and better promotion opportunities. Slee (1997) cited by Bamidele et al (2013) posited that training is a systematic approach to staff development, ongoing education, and program of learning opportunities, with the purpose of ensuring that people continue to acquire and adapt their skills and knowledge to a changing environment.

Training is a significant tool for bringing about organizational transformation, according to Janes and Samwel (2018), in addition to offering a more effective and efficient way to achieve quality performance. The library may gain from a methodical and coordinated approach to employee training and development in the following ways: the improvement of staff morale and job satisfaction through the development of independent and competent employees, an increase in the quality and quantity of work, a decrease in the need for close supervision, freeing up supervisors to use their own time more effectively, an increase in organizational flexibility and stability. A bigger university staff training program includes the library staff training program (Abban, 2018). A good training program for libraries is based on the belief that improving each person's performance will benefit the whole company. It also believes that training and development are ongoing processes since what is done one year rolls over to the next. Training and development programs for library staff serve to confirm both the individual's and the institution's capacity for growth. By preparing both for the future, they are better able to support the development of the other (Elnaga& Imran, 2013).

In the same vein, Shepard (2013) cited by Chhy (2019) noted that training and development increase the overall performance of workers in the organization. It is impossible

to overstate or undervalue the advantages of preparing university librarians for the digital era, particularly in the current advanced technological era where librarians' roles have shifted from serving as traditional information sources to serving as technology sources. In support of the above assertion, Training improves communication abilities, discovers a trainee's latent ability, improves job quality, develops understanding within the business, identifies workers who need more assistance or training, and assists staff in playing an appreciation of their professional role. Research by Onuoha and Atulomah (2011) revealed that some librarians still don't understand how to use online social networks. Training is crucial to closing this gap. Library and information science should accept change if they want to experience true personal growth. The application of contemporary techniques and fresh learning theories, however, is a crucial aspect of training. The utilization of effective training techniques that may grab employees' attention and speed up the learning process is essential for successful training (Teck-Hua & Catherine, 2015; Mishra & Smyth, 2015; Alwekai, 2015). A staff training program has thus been required to enhance the way these responsibilities are performed. It keeps staff members up to date on new advancements and fresh approaches to traditional tasks. The library staff training programme is part of a larger university staff training programme.

Adeniji, Babalola and Adeniji (2012) opined that training are those educational activities carried out primarily for the benefit of organization members. The authors further noted that one of the goals of library training is to get both new and seasoned staff members ready for the constantly evolving demands of the workplace and the library in order to keep libraries from becoming obsolete. To help workers perform better in their current roles by exposing them to the newest ideas, knowledge, and skills and by building the skills they will need in their specific industries to create a second line of capable officers and train them to take on more accountable roles. To develop the potential of people for the next level job, to ensure smooth and efficient departmental operation, and to promote individual and collective responsibility. To broaden the minds of senior managers by giving them the opportunity for an interchange of expediencies within and outside with a view to correcting the narrowness of outlook that may arise from over specialization. According to Satterfield and Hughes (2007) cited by Nda and Fard (2013), the training's impacts on employees' behavior and working abilities lead to improved employee performance and other positive improvements.

Arthur, Brafı and Kuranchie (2013) found that training generally had a beneficial effect on job-related performance, as opposed to no training or pre-training settings. Although differences in effect, size and locations were not significant, the effectiveness of training varies depending on the training transfer method and the skill being learned. The technical skills of the personnel are tied to the advantages of the training program. For example, Davis and Yi (2004) cited by Khawaja and Nadeem (2013) advocated that workers should be allowed to advance their knowledge and skills for a given task. According to some similar studies, Anozie (2009) cited by Hawwau and Pius (2020), as well as Ugwu and Ekere (2010), training helps employees to learn their job quickly and effectively thereby reducing the cost involved in learning. It helps librarians to update themselves in their fields of specialization thereby improving in their work performance. It serves as a tool used in developing the full potentials or effectiveness of employees.

Nassazi (2013) asserted that growing organizational intellectual property through the development of workers' success-oriented abilities is only possible through training. Therefore, the people who create and function inside an organization are ultimately responsible for its efficacy and success. Therefore, in order for academic library staff to effectively carry out their jobs and contribute to the achievement of the institution's goals, they must acquire the necessary abilities and information. Education institutions implement training and development programs for the various levels of their workforce in recognition of this fact. Additionally, employment market shortages should be taken into account while planning staff training. This is accomplished by determining the talents that employees already possess and the desired skills needed for the position. With this strategy, training that emphasizes employee motivation, skill mastery, and the development of critical thinking abilities may be successfully provided. Additionally, there are additional crucial justifications for why staff training programs are created. For instance, training helps a business maintain exceptional personnel that contributes to the expansion of earnings. A company that has remarkable talents can get through operational difficulties. In exchange, the employers set forward well-developed strategies, and important performance milestones are attained. Although employee training should be made available to help employers recruit better candidates, it should also assist the organization's strategic goals.

Last but not the least, training should be based on real-world experience as well as classroom instruction to develop abilities that will last in the industry (Urdinola, Diego, Kuddo & Semlali, 2013). Training is increasingly seen to play a critical role in helping organizations in accomplishing their goals via human resources, since it is becoming more universally understood that there is a link between organizational performance and investment in training and development (Sardar, 2010). Theoretically, organizations benefit from trained, content, and highly motivated people because they execute their jobs better and are more productive, which results in a high degree of goal achievement. Therefore, it is crucial that people and organizations benefit fully from staff training and development programs. Training employees opens opportunities for them to acquire the new skills, information, and expertise they need to achieve the library's objectives (Mazhisham et al., 2019). It's not just about fulfilling the objectives of having a library; even the personnel may profit from training since they will be inspired and motivated by how crucial their work is.

Moreover, it may be inferred from the foregoing that an academic library's ability to attain its stated aims and objectives rely heavily on the abilities and fortitude of its employees. The efficiency and efficacy of the library services that librarians deliver will be greatly enhanced through staff training. Any library cannot serve services with excellence if its personnel does not meet high standards of professionalism. Maintaining the knowledge and abilities necessary to instruct and support library patrons in the new information era requires continuing professional education. Academic librarians nowadays work on a range of difficult projects. American Library Association (2016) stated that they might be Consult with people to assess, pinpoint, and meet their information needs, to improve information literacy abilities, develop campus-wide information literacy initiatives and provide classroom teaching, select information in various formats, arrange it, and make it easier to access it,

remain current with technology developments and create plans to benefit from them, create, manage, and administer websites, electronic databases, and computer-based systems. Work together with educators, computer experts, and instructional designers and encourage productive teamwork among coworkers

All library employees, from top management to the newest junior, must get training. It is crucial to keep in mind that training in some capacity will always be available in a successful library system. To keep staff members informed about advancements and changes in the library profession, it should be an ongoing activity. In this era of information overload and technological innovation, training and development of human capital as a vital to meeting the information demands of clients. Library systems are dynamic; new concepts and directives are discussed and adopted. As a result, training should focus on keeping all employees informed about what is occurring in the library.

A library may only be interested in training that is targeted at a particular problem or a set of staff, according to (Jennerich, 2006 cited in Abban, 2018). As a result, such training and development programs are incremental and will only happen with persistent efforts and consistent attention. However, bringing about change and maximizing the potential of library employees requires patience, effort, and repetition. According to Borteye and Ahenkorah-Marfo (2013), there are three types of library staff members: the first consists of professional employees who have degrees in libraries and information studies; the second category consists of para-professionals who possess middle level credentials like certificates and diplomas in librarianship; and the third are auxiliary staff who provides support services like information technology (IT) and secretaries to the above mentioned groups. In fact, no matter the professional training that the above groups have there must still be regular or continuous training and development of all of them. According to Frost (2018), a training program enables employees to hone the skills they need to progress, and a development program raises everyone to a higher level so that everyone has the same abilities and knowledge needed to accomplish their jobs. Staff members occasionally interact with patrons at the circulation desk and reference section of every library. Training in the form of seminars, workshops, and short courses might enhance their communication skills both orally and nonverbally to guarantee efficient information provision (Aliu & Eneh, 2011). This is crucial because how well library employees can assist patrons in finding information has a big impact on how frequently they visit. Today the information professional is enjoying greater attention and respect due to the vast information available.

Therefore, there is need to strengthen the staff with the modern techniques in the face of rapid technological changes. For example, Aiyebilehin (2012), Eguavoen (2011), Seena and Sudhier(2014) showed that application of ICT has caused significant changes in library services. The authors further explained that in the early seventies Library automation processes were started to automate and make easier the work of libraries. In the late nineties, the internet changed this automation process with the emergence of web-based services and in the last 8 to 10 years the web 2.0 has revolutionized ICT by faster information sharing, networking. Therefore, the newly employed staff needs to be trained on how to make use of

the new technology(ies) in the field of library automation in order for their services to be effective and efficient.

Also, Bamidele, Omeluzor, Imam and Amadi (2013) posited that a library assistant's typical day includes rendering basic library services such as: giving out library cards to visitors, working at the circulation desk, lending and receiving library materials, checking items for damage upon return, mending damaged books and magazines, and sorting and shelving materials. They can also direct customers to use information services, such as electronic catalogs, electronic information resources, and other library resources. They can also respond to inquiries and offer advice and assistance to library users. They can also work in a team environment in a library or information service. All the aforementioned duties as noted by the authors which are carried out by the library staff on daily basis clearly showed that there is a need for adequate training for optimum productivity of the library staff.

The fundamental goal of staff training is to assist members of an organization in acquiring and applying the information, skills, abilities, and attitudes required by that organization. Staff training may involve teaching or learning activities. The process of giving the workforce the information, skills, and attitude they need to handle their job obligations is known as training (Uzohuo, 2017). In order to stay professionally current and, more importantly, to deliver services that meet the challenge posed by these new developments, librarians must actively participate in staff training. These factors include the impact of new technology, the explosion of information, and new policies and methods for the organization and provision of information. According to Frost (2018), training programs are designed to reinforce the skills that each employee needs to develop and to bring about the development of all workers' abilities to accomplish their jobs. This is crucial because how well library employees can assist patrons in finding information has a big impact on how frequently they visit. Additionally, programs that give employees knowledge, new abilities, or chances for professional growth are referred to as staff training. This only implies that training closes the performance gap between targeted performance standards and actual performance.

Training programmes not only develop staff but also help organizations or institutions to make the best use of their human resources in favour of gaining competitive advantage and achieving optimum performance. Staff training and development activities in the libraries do not only help staff to meet the challenges of providing information to support the academic programmes of the library, but it also helps to sustain the growth of the library which eventually helps to improve upon the individual staff effectiveness (Pan & Hovde, 2010). Librarians have access to a variety of staff training programs, including orientation, in-service workshops, computer training, and others. The learning process involved in training for this subject equips the librarian with new abilities, knowledge, and competence for achieving the objectives of the university library.

According to Adeniji (2010) and Eze (2012), the following types of training are available to librarians:

In-service training: An in-service programme is a professional training or staff development effort where professionals are trained. Librarians are introduced to an automated library system and to the varieties of software that can be used for the development and management

of an automated library. The training will help staff to update their knowledge of professional competence.

On-the-job training: This kind of training includes cross training, which moves the trainee from one department or unit to another. It is an ongoing process, which does not disrupt normal company operations. It minimizes the problems of transfer of learning associated with the other methods of training.

Training Programmes by International Organizations:

Some international organizations, according to Adeniji (2010), have interest in human development programmes in Nigeria and other parts of Africa. They have put in place training programmes that have been of assistance to students and staff of institutions of higher learning. Such organizations include the MacArthur Foundation, African Economic Research Consortium, and Mortenson Centre for International Libraries.

Induction/orientation:

Eze (2012) posited that induction and/or orientation is carried out for new entrants on the job to make them familiar with the total corporation so as to understand the job, among others.

However, the following factors would boost the processes of staff training in any academic library especially the university libraries: training budget and budget, conducive training environment, effective training techniques, managerial support, favorable training atmosphere, trainee motivation, adequate training resources, and trainee attitude. Each of the factors are hereby discussed as follows:

Training Fund and Budget:

Budgeting plays a significant role in the success and productivity of an organization, whether it is a private sector company or a government agency. Adequate financing and wise budget allocation are among the essential variables that define an organization's performance. Company may invest the proper cash for staff development over the course of a year by creating a training budget. One can often avoid cost-cutting efforts that might lower the training budget if executives view it as overhead or redundant by budgeting for training expenditures and connecting them to strategic objectives. Employers should ensure that staff members receive the training and education necessary for them to do their jobs well. Also, provisions should be made for career development and tuition reimbursement (Duggan, 2019). The author opined that proper management of training budgets and financial resources guarantees that staff members have the knowledge and abilities necessary to accomplish work assignments. The cost of analyzing, designing, developing, implementing, evaluating, and maintaining courses and materials is included in the training budget, both directly and indirectly. Employees in several businesses are required to keep their credentials current in order to follow local, state, and federal laws. As an illustration, the Occupational Safety and Health Administration (OSHA) regulations mandate that businesses educate staff members on health and safety issues that are pertinent to their occupations. Establishing funding for training makes ensuring that staff members have access to the courses they require to meet the strategic objectives of the business.

Conducive Training Environment

The goal of a training environment is to provide a setting that is supportive and favorable to learning. This includes audio quality and volume, proper lighting, including color and strength, functional hardware and equipment, such as computers, site organization, such as groupings of U-shaped tables, parking, and other learning tools (Sanjeevkumar & Yanan, 2011). The connection between the learning and the space designated for this purpose is the learning environment. It encompasses the layout, the structure, the information, the management, and the application of these premises for learning. Studies on the impact of the environment on training efficacy are lacking, making it difficult to fully understand the significance of aspects such as illumination source (artificial or natural from sunshine), brightness, color, angle, sound clarity, level, echo, and other types of noise (Shabha & Gaines, 2013). It is one of the main elements accountable for the training programs' effective execution. In addition to other elements like (presentation approach, trainer, materials/handouts, and training audio-visuals), it is measured depending on how level 1 trainees respond in Kirkpatrick's evaluation model. The intake of the participants is distracted by a poorly prepared training environment (Lendahls & Oscarsson, 2017). It has been discovered to favorably affect the effectiveness and the learning outcomes and is one of the elements used to construct the training program (Chukwu, 2016).

Effective of the program's components, including the venue's setting, is necessary for quality training. A section of the program's educational activities can serve as a gauge of the program's degree of quality in terms of the classroom's comfort, the arrangement of the seats, and the availability of fresh air, water, and toilets (Niwaz, Asad & Muhammad, 2011). The efficiency of training in any organization was discovered to be significantly influenced by the training environment. It was also discovered to have a functional control over trainees' anticipated outcomes. On the other hand, a strong correlation between the work environment and training environment, which were independent factors, and training effectiveness, which was a dependent variable, was found. It is critical to determine every factor that may contribute the outcomes in the stage of setting the objective to raise the probability of the success of the programme (Sanjeevkumar & Yanan, 2012).

Effective Training Techniques:

University library staff members can receive both short-term and long-term exposure to a variety of training strategies. On-the-job training, vestibule training, classroom/lecture method, case study, in-basket, case history methods, self-study, electronic teaching media, simulations, games, and role playing, T groups, encounter groups, and sensitivity training are some of the effective training techniques that Ekwelem, Okafor, and Ukwoma (2011) identified it as universities, outside seminars, consultants and specialized instruction.

Akhigbe (2007) cited by Anyaegb and Wali (2021) opined that training should take the form of ongoing education, industrial attachments, formal education programs leading to certificates, diplomas, and degrees, on-the-job training from seasoned coworkers, coaching, special projects, and off-the-job lectures, seminars, discussions, and instructions of various kinds. These forums will improve the bond between computer providers and customers, the bulk of whom work in the information business. Education for professional librarians

shouldn't just be instruction. Before the need for retraining may materialize, the education provided must be capable and sufficient for the professionals to function effectively for a period of twenty years (Khawaja & Nadeem, 2013).

Managerial Support:

Managerial support for training programs is defined by Govaerts, Kyndt and Dochy (2017), Kim, Park and Kang (2019) as managers' readiness to provide both emotional (e.g., encouragement, caring, and open-minded) and instrumental (e.g., provide training opportunities, training provisions, and attractive training locations) support before, during, and/or after training programs (Schindler & Bukholder, 2014; Govaerts, Kyndt & Dochy, 2017; Karp, 2020). According to some studies, managers' support, learners' motivation, and training application are three separate but related ideas in the field of training management (Mohamad, Ismail & Mohamad, 2020; Mohamad, Ismail & Mohd, 2019). The authors provided further instances, such as the following: Managers' capacity to effectively give emotional and practical support throughout training programs will significantly increase trainees' enthusiasm to learn. As a result, this motivation may lead to a higher training application in organizations.

For the proper delivery of services, it is crucial for the management body of the organization, such as the library management, to assist the employees and the full workforce of the library. By addressing both personal requirements and needs connected to the performance of the organization, such as allowances, bonuses, wages, encouragement, etc., for the productivity of the library staff, the employees should be taken care of, motivated, paid, and encouraged.

Trainee Motivation:

Understanding needs and wages is what motivates individuals to take action, not manipulating them (James, 2011). Shah and Shah (2010) noted that motivation as encouraging individuals or groups to work in a way that results in the best outcomes. Additionally, it claims that the term "motivation" is a generic one used to describe the complete class of drives, desires, needs, wishes, and similar factors. The authors pointed out that to state that managers inspire their employees is to imply that they conduct in a way that they believe would gratify these impulses and desires and cause the employees to behave in the way they are hoping for. According to Chaudhary and Sharma (2012), the term motivation really comes from the word motive. The definition of motivation is a person's needs, wants, and desires. The process through which a company inspires its employees in the form of awards, bonuses, etc. for attaining organizational goals is known as employee motivation.

Every organization's ability to succeed depends on the manpower contribution from its personnel, whether they work for the government or the private sector. According to Srivastava and Barmola (2012), motivation is crucial for increasing organizational engagement among employees, which eventually results in improved levels of production. In other words, motivated workers are more likely to obtain praise and rewards for their efforts. As a result, it is possible to view motivation as the factor that drives employee productivity and organizational commitment (Al-Madi, Assal, Shrafat & Zeglat, 2017).

However, a variety of factors, such as the following could boost training and retraining exercise in the university libraries:

Adequate Training Resources:

It is the responsibility of library management to offer proper training facilities and resources that will streamline the training process in order for training to be effective. Because the training process and requirements vary from one organization to the next, the type and kind of training equipment to be given rely on the kind and kind of training that the library staff wish to participate in (Abban, 2018).

Ganley (2010) revealed that resources are what allow organizations to function, hence it is important to allocate these resources to each organization appropriately. Allocating these resources might be challenging, but with proper effort, an organization can get the resources they require. Organizational resources might include people, money, and technology. All of these organizational resources are crucial to the success and growth of an institution. However, its the duty of the organization to provide adequate training facilities for the benefit of training the staff thereby increasing their level of work done and productivity.

Trainee Attitude:

According to Kurnartinah (2010), training is an endeavor to enhance worker performance in a job that is responsibly performed by employees, or in a task that is connected to their employment. Employee attitudes and productivity are more likely to be positive when they are content and motivated, which is reflected in how the team responds. The human capital of any organization, according to Nieves and Quintana (2018), is what can operate all of these in a coordinated and synchronized manner to accomplish desired goals, regardless of the quality and quantity of machinery, procedures, policies, and financial strength of any given organization. However, for this to be possible, an organization must have committed, highly motivated employees who are willing to raise the organization's productivity level.

Thus, management will only be able to reap the benefits of employees' abilities and skills by creating efficient tactics to control their attitude. Herzberg (2017) is mentioned (Soale & Akudugu, 2021). Therefore, it is very important for every organization to manage the attitudes of her employee/staff towards the day to day activities of the organization as a lot of factors influence the attitude of staff which may include: their job satisfaction, job involvement, job commitment, organizational justice, job security, motivation and many more

CONCLUSION

The paper has succeeded in disabusing the earlier assumption of low training activities prevalent in most of the university libraries in Ekiti State, Nigeria. To this end, the paper has discussed such factors like: training budget and budget, conducive training environment, effective training techniques, managerial support, favourable training atmosphere, trainee motivation, adequate training resources, and trainee attitude. It is thus important for the management of every university library to consider and implement those factors that would positively boost the capacity building of staff in the university libraries as these would enable the staff to be more effective in discharging their duties towards library users in meeting their

information needs. The expectation of every library user is to have their information needs effectively attended to by the library personnel.

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