STAFF TRAINING PROGRAMMES AS CORRELATES OF SERVICE DELIVERY IN ACADEMIC LIBRARIES IN IMO STATE

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Abstract

Purpose: This researcher investigated staff training programmes as correlate of service delivery in academic libraries in Imo State. The study made use of three objectives of the study and three hypotheses.

Design/Methodology/Approach: This study adopted correlation design which also involved simple linear method. The population of this study consisted of 316 library staff in the seven tertiary institutions. A sample of 168 library staff used for this study was derived using Taro Yemen's formula of sampling distribution. Cluster random, proportionate and incidental sampling techniques were adopted. Two instruments (rating scales) were used in this study: Staff Training Scale (STS) and Service Delivery Scale (SDS). The reliability of the instruments was established using Cronbach alpha statistic which gave reliability indices of 0.73 and 0.75 for STS and SDS respectively. The research questions were answered with Pearson (r) statistics while the hypotheses were tested with t-test significance of simple linear correlation at 0.05 level of significance.

Findings: The findings of the study were that; there is a moderate positive and significant relationship between continuing education and service delivery in academic libraries in Imo State; there is a high positive and significant relationship between conferences/ seminars, workshops and service delivery in academic libraries in Imo State; and there is a high positive and significant relationship between electronic/virtual training and service delivery in academic libraries in Imo State.

Implications: Based on these findings, the researcher recommended, among others, that academic libraries' management should not relent in the use of staff training programmes such as continuing education, conferences, seminars, workshops, and electronic/virtual training since they are positively and significantly associated with service delivery in academic libraries in Imo State.

Originality/Value: This study has not been published in any journal. Its originality is clear in identifying the relationship between staff training programmes such as continuing education, conferences/seminars/workshops, electronic/virtual training and service deliveryin academic libraries in Imo State

Keywords: Academic Library, Service Delivery, Continuing Education, Conferences, Seminars, Workshops, Electronic/Virtual Training

Paper Type: *Empirical paper*

Introduction

The concept of staff training with regard to service delivery in academic libraries in Imo State has remained a burning issue that requires urgent and pragmatic attention. The realization of effective service delivery in academic libraries is possible if library staff of all cadres in tertiary institutions in Imo State will be exposed to modern training. Their training will enhance the corporate actualization of the objectives of the tertiary institutions as improved service delivery and the satisfaction of the users' information

needs is the central reason for the existence of the academic library.

The academic library is a library attached to institutions of higher learning such as universities, polytechnics, colleges of education, and schools of health technology/ and nursing (Edom, 2012). The academic library is an integral component and bedrock of any tertiary institutions. In the same vein, the National Universities Commission (NUC) (2015) accreditation team perceives the academic library as a core area of interest during accreditation visits. This means that no institution can excel without a standard library. The prominent and vital roles which academic libraries play in teaching, learning and research in their parent institutions cannot be de-emphasized.

In this 21st century, higher education institutions face a wide range of rapidly changing socio-political, economic, educational, legal and technological development. These changes have resulted to a growing need of emphasis on the training of library staff. The training of library staff is very necessary so as to manage the modern methods of acquiring, organizing, storing preserving, retrieval and disseminating the right information to the right users as at when due. Staff training as regards to service delivery in academic libraries is of utmost relevance as it helps to build the capacity of library staff to cope with the current technological and institutional changes (Eze, 2012). In addition, in this increasing information based economy, information has been perceived as the fourth most valuable resource immediately after land, labour and capital. Information is a valuable commodity for decision-making in all organizations and must be handled by knowledgeable, proficient, as well as experienced library and information professionals who have undergone training courses in handling modern computer hardware and software and who are also efficient in internet access coupled with all its navigation to any information website. The world's most valuable and vulnerable resource is no longer oil but data (Polvo, 2021). Data is an embodiment and carrier of information without which there

will be no functional operation of administration in any academic library.

Library service is key to effective performance of institutions of higher learning around the world including the ones in the South-East (Nwaogwugwu & Nwaogwugwu, 2020). Effective library service, which is one of the uppermost in education discourse, can never be attained when academic libraries are made up of library staff who have not been trained to meet up with the changing needs of the modern users. These library services to be delivered must be to the critical survival of the academic libraries and the attainment of the objectives of the parent institutions. It is worthy to note that the user is very central to the services of an academic library and that is why Aina (2014) contends that any attempt on the part of the academic library to ignore the satisfaction of its users will be done at the library's peril. This shows that library services of all kinds are very paramount to the survival of academic libraries coupled with institutional goals and all hands must be on deck in the realization of satisfying the users' information needs.

Today, academic libraries have identified the new roles of librarians/library staff and information professionals and as well found alternative means of funding the library through the services they render to their patrons. These library services are embedded and encircled by information communication technology skills. These skills need to be taught so as to deliver effective services to users. This means that most of our long-aged librarians and other library staff are incompetent to deliver the expected services to the users. In similar development, graduates of library schools are affected by the existing curriculum making them not to meet up with the international standards and practice. They therefore, need to undergo training and retraining on the new functions of librarians. This training and retraining will trigger a total commitment to duty and motivation to give the best to users. In addition, training the library staff will usher in innovation and collaboration, creativity, as these trained workers will view issues from a considerable and problem-solving points. The collaboration team and team-spirit brought in, is as a result of more knowledge and experiences acquired through training and

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retraining. The trained staff feels that he/she has something to contribute to the welfare of the library, having been exposed to different training techniques (Polvo, 2021).

Existing today are different techniques of staff training in academic libraries. But for the purpose of this research work, the following techniques are considered as viable tools in rendering effective library services in academic libraries. They are but not limited to: mentorship, job rotation, formal training, conferences/seminars and workshops, library tours/study visits and electronic-training. For the purpose of this paper, only formal training, conferences/seminars and workshops, and electronic-training were studied.

Formal training is regarded as continuing education supplements the skills and knowledge of the learner and also prepares the individual for personal growth, professional competence and professional advancement. Ramaiah and Moorthy (2012) define continuing education as the provision of opportunities for workers (library staff) to continue their learning. It can also be referred to as continuing professional development, continuing professional education or continuing library education. The authors opine that it is another staff training programme considered as being effective in the delivery of library services in academic libraries. Continuing education creates room for and increases participation in library tasks and also exposes a staff to current library practices and standards as one interacts with experienced tutors in the profession. This positively affects the delivery of services in academic libraries since one has obtained additional knowledge in the profession.

Another viables tool used to improve service delivery in academic libraries are conferences, seminars and workshops. This is observed from the local conferences and seminars, where the senior library staff presents research papers while other participants will criticize and add to the presentation where necessary. This opens avenues for promotion to the presenter who presents papers at faculty, local, national and international levels. For Salman and Aleem (2018), conferences, seminars and workshops serve as advancement to professionalism. The

forum grants librarians avenues to link and interact with experts, develop and maintain social relationship with other professionals both nationally and internationally. Above all, they serve as platforms for answering existing challenges within the profession and for knowledge-sharing. This will thus, assist and improve library service delivery in academic libraries.

Recently, the most contemporary staff training technique that breaks all the boundaries of information links beyond the four walls of the physical library is the electronic training (e-training)/virtual training (Oduagwu, 2016). It could also be called digital training. The electronic training is the one that involves trainees to acquire skills in cyber security, meta data, information technology, library software packages, online databases such as EBSCO host, JSTOR, DOAJ, ERIC, Google Scholar, WESTLAW, Agora, and HINARI, etc. Electronic training enhances easy processing, storage, conversion, extensive interaction, retrieval and dissemination of information to users. Electronic-training encourages and enhances unlimited use of information far more than the patronage of the physical library, daily.

Moreover, 2Ist century users are prone to visit virtual library than the physical library. Omeluzor(2017) states that librarians who have undergone e-training can compete internationally with their professional colleagues in the labour market and can easily be linked up to upgraded jobs of high reputation in the labour market. In addition, most of the library resources are presented and stored in electronic formats as opposed to print formats. Omeluzor agreed that these electronic resources are as well, manned by skilled, technical and managerial personnel. If librarians undergo these training, library services will be improved. Lund (2010) asserts that staff training policy is not in existence in some academic libraries in higher institutions not to talk of its implementation. This has affected the service delivery in these academic libraries negatively. This has led to poor performance and lack of motivation and commitment to duty.

Staff training in academic libraries should be part of the institutional documented and

pragmatic policy involving library staff of all cadres. This will spur workers into commitment to duty and increase expected performance of the information professionals which is the effective delivery of library services. Furthermore, it should be noted that service delivery is usually complimented with motivation of staff without which no wholesome commitment to duty will be rendered. Nevertheless, it should be noted that there are some challenges associated with the actualization of library staff training as regards to service delivery to users. Hence this study examined the relationship between staff training programmes and service delivery in academic libraries in Imo State.

Statement of the Problem

Every staff in an organization needs professional training and development. It is the responsibility of library management to train and develop library staff to deliver existing and future services to users. In the quest to develop library staff, there should be regular training programmes in form of in-service training/continuing education, mentoring, electronic training, attendance to conferences/ seminars, and workshops, job rotation for additional knowledge and experiences, and study visits to other libraries to help them understand, improve on their skills and perform their work better. However, it appears that there is lack of training and development programmes for staff in academic libraries and if there are, they are not enough and also do not address the specific needs of the staff. Little wonder Nwabueze and Igwesi (2013), state that librarians more especially the newly employed ones in academic libraries have challenges in getting to know their expectations, routines, standards and organizational culture. The authors discovered that both new, mid-career and career librarians face challenges in the areas of assimilation, isolation, work satisfaction and stress. Causes of these challenges could be inexperience, uncertainty about their expectations, nervousness, among others. They therefore need professional development to perform their roles toward the achievement of corporate organizational goal. The question therefore, is: could in-service training/continuing education,

conferences/seminars and workshops and electronic/virtual trainingfor library staff, be the panacea to these challenges? Hence this study was undertaken to ascertain the relationship between staff training programmes and effective service delivery in academic libraries in Imo State.

Objectives of the Study

Generally, the purpose of the study is to investigate staff training programmes as correlates of service delivery in academic libraries in Imo State. Specifically, the study sought to:

1. determine the relationship between continuing education and service delivery in academic libraries in Imo State,

2. ascertain the relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State,

3. establish the relationship between electronic/virtual training and service delivery in academic libraries in Imo State.

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

Ho$_1$: The coefficient of relationship between continuing education and service delivery in academic libraries in Imo State is not significant.

Ho$_2$: The coefficient of relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State is not significant.

Ho$_3$: The coefficient of relationship between electronic/virtual training and service delivery in academic libraries in Imo State is not significant.

Literature Review

Staff are the people who fill and sustain the positions in organization structure both profit and non-profit organizations. The absence of staff in any institution leaves all tasks unaccomplished and all goals of an institution unachieved. Organizations such as academic libraries cannot operate without well-trained

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workers who will control and direct other resources such as information resources, library facilities and other employees for effective service delivery. The staff are also referred to as human resources. According to Chai and Sutner (2020), human resources are those employees seen as assets of a business.

A newly recruited staff needs to undergo orientations before he can perform effectively and efficiently in library. Training is a process of developing qualities in human resources that will enable them to be more productive and thus, contribute more to organizational goal attainment (Certo&Certo, 2016). This means that a library staff whois not adequately trained cannot be productive which also means that such staff cannot deliver satisfactory services to the patrons especially in this 21st century.

Many types of staff training exist in different institutions. Staff training types or techniques are the processes by which human resources undergo their training in an organization or any setting. In other words, training techniques are ways through which workers receive exposure to enlightenment in their work related areas in any organization. In a study conducted by Amoah and Akussah (2017) on human capital development and performance of academic librarians with Sam Jonah library in focus, identified helpful programmes such as seminar programmes, workshops on specific areas of library work and orientation for new staff members as useful for human capital development. The study further revealed that there were a lot of in-service training programmes organized for cataloguers. Also, formal professional training outside the Library and Information Science or ICT related programmes were also geared towards better performance of academic librarians.

Library service delivery is the relevant and expected service by the library staff to the users, which any library renders in the process of sourcing, acquiring, storing, retrieving and dissemination of needed information promptly for users' satisfaction and or the attainment of the library's goals and parent's institutional goals. In other words, library service delivery is the required services/functions that a library is supposed to perform in order to satisfy the information needs of its patrons. Adomi (2019) opined that library services are operations, activities and programmes of libraries and information centres that are organized with the aim of ensuring the smooth running of the library. Okorie (2016) identified two broad categories of service delivery offered in academic libraries as - Conventional library services which include circulation services, issues concerning lending and having access to library materials, reprography services, inter-library loan service and library liaison services and services for promoting library use which comprise special services to people with disability, information brokerage, reference services, library orientation service, user education, selective dissemination of information (SDI), current awareness service (CAS), press clipping services, internet services, referral services and Information Communication Technology.

Effective delivery of these services requires adequate training of the library staff that provides them. One of the ways is through continuing education. Continuing education is a career-long process of improving and updating skills, abilities and competence of staff by regular in-service training and education supported by external courses (Stillwell, 2017). Stillwell, recognizes both internal (in-house) and external (outside) formal professional education of librarians. Continuing education or in-service training for librarians has continually received a global recognition by both library professional bodies in Nigeria and beyond. Continuing education is any education beyond the initial professional qualification, regardless of form. From the foregoing, this means that this kind of training could be obtained anywhere, be it in an organized structure and setting. Studeart and Moran (2017) assert that continuing education is a very important career development in any library organization. Aina (2016) notes that continuing education plays a transferable and transitional role that changes the trainees' general way of doing things which is transferred to other lower level workers in the library, leading to dynamism, continuity and sustainability of library operations. According to the author this improves the delivery of library services by the library staff and ensures

satisfaction of the information needs of library users. In-service training grants a rapid empowerment to library staff who gets transformed from traditional to digital skills of the contemporary complex users. The study of Akighirlyaji and Mbayuav (2019) discovered that off-the-job training significantly influences job performance of staff of public universities in Benue State.

Conferences, workshops and seminars can also improve the service delivery of library staff. For Salman and Aleem (2018), conferences, seminars and workshops serve as advancement to professionalism. The forum grants librarians avenues to link and interact with experts, develop and maintain social relationship with other professionals both nationally and internationally. Vega and Connell (2017) were of the view that conferences/seminars and workshops serve as pleasurable seasons for professionals to get refreshed both physically, health wise and professionally. Nwaham (2016) posited that seminars, conferences and workshops are better opportunities for professionals to enrich themselves or get abreast of new knowledge and ideas. In the light of this, librarians are information professionals and the attendance to the aforementioned training would keep them abreast of latest developments in their field of study and enhance service delivery in the library.Halidu (2015) discovered that academics will discharge their designated responsibilities effectively if the academic system/environment fosters academic fellowships, workshops, seminars and conferences and so on. Harris' (2013) study revealed that conference attendance enables librarians/library staff to learn and update their skills, which in turn, enhances service delivery in the librarywhile that of Baro, Eze and Nkanu (2012) showed that librarians who participated in the workshop they identified in their study have been exposed to skills in areas such as database searching using different search engines, using social media, knowledge of relevant websites and knowledge of planning for e-libraries. Apart from the annual conference of the Nigerian Library Association, each of its sections organizes annual conference/workshop. Apart from these sections, the Librarian Registration Council of

Nigeria (LRCN) organizes workshops for librarians at regular intervals.

The information and Communication Technology has led to the adoption of electronic training/virtual training and the library profession has embraced it. Today, academic libraries are keeping materials which are in electronic and microform formats. Developments in technology have taken place in various areas such as networking, telecommunication, digitization and electronic publishing which have radically changed professional skills that have sustained the libraries in the past. This is because librarians have to keep up with technological developments which have changed the skills and knowledge of library users. Library staff development in the information technology in the 21st century is crucial. Such developments require specialized skills for the library staff if they are to support the library services and activities (Missingham, 2016). For organizations, including academic libraries to obtain the best returns on the investment made on its employees, they should take training and development programmes seriously (Kaur, 2015). Cobblah (2015) stated that training programmes such as electronic/virtual training in the academic libraries is a positive tool for effective service delivery. Baro, Eze and Nkanu (2012) are of the view that librarians who participate in electronic/virtual-training workshop will be exposed to skills in areas such as database searching using different search engines, using social media, knowledge of relevant websites and knowledge of planning for e-libraries.

Research Methodology

This study adopted correlation design which also involved simple linear method. The population of this study consisted of 316 library staff in the seven tertiary institutions. A sample of 168 library staff used for this study was derived using Taro Yemen's formula of sampling distribution. Cluster random, proportionate and incidental sampling techniques were adopted. Two instruments (rating scales) were used in this study: Staff Training Scale (STS) and Service Delivery Scale (SDS). The reliability of the instruments was established using Cronbach

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alpha statistic which gave reliability indices of 0.73 and 0.75 for STS and SDS respectively. The research questions were answered with Pearson (r) statistics while the hypotheses were tested with t-test significance of simple linear correlation at 0.05 level of significance.

Data Analyses and results

Research Question 1: What is the coefficient of relationship between continuing education and service delivery in academic libraries in Imo State?

Table 1: Summaries of simple linear correlation (Pearson r) used to estimate the magnitude and direction of relationship between continuing education (X) and service delivery (Y) in academic libraries in Imo State

V	N	∑	R	MR	DR	Remarks
X	168	2292				Moderate
			0.54	Moderate	Positive	Positive
Y	168	15068				Relationship

Size (n), Summation (∑), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the summaries for the coefficient of relationship between continuing education and service delivery in academic libraries in Imo State. The result shows that the obtained coefficient of 0.54 indicates that a moderate magnitude of relationship exists between continuing education and service delivery in academic libraries in Imo State. This coefficient also indicates that the direction of the relationship is positive. The positive nature indicates that an increase in one variable is moderately likely to also yield the same measure of increase in the other variable. The answer to the above question is that there is a moderate positive relationship between continuing education and service delivery in academic libraries in Imo State.

Research Question 2: What is the coefficient of relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State?

Table 2: Summaries of simple linear correlation (Pearson r) used to estimate the magnitude and direction of relationship between conferences/seminars, workshops (X) and service delivery (Y) in academic libraries in Imo State

V	N	∑	R	MR	DR	Remarks
X	168	8824				High
			0.78	High	Positive	Positive
Y	168	15068				Relationship

Size (n), Summation (∑), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 2 shows the summaries for the coefficient of relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State. The result shows that the obtained coefficient of 0.78 indicates that a high magnitude of relationship exists between conferences/seminars, workshops and service delivery in academic libraries in Imo State. This coefficient also indicates that the direction of the relationship is positive. The positive nature indicates that an increase in one variable is highly likely to also yield the same measure of increase in the other variable. The answer to the above question is that there is a high positive relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State.

Research Question 3: What is the coefficient of relationship between electronic/virtual training and service delivery in academic libraries in Imo State?

Table 3: Summaries of simple linear correlation (Pearson r) used to estimate the magnitude and direction of relationship between electronic/virtual training (X) and service delivery (Y) in academic libraries in Imo State

V	N	∑	r	MR	DR	Remarks
X	168	5054				High
			0.69	High	Positive	Positive
Y	168	15068				Relationship

Table 3 shows the summaries for the coefficient of relationship between electronic/virtual training and service delivery in academic libraries in Imo State. The result shows that the obtained coefficient of 0.69 indicates that a high magnitude of relationship exists between electronic/virtual training and service delivery in academic libraries in Imo State. This coefficient also indicates that the direction of the relationship is positive. The positive nature indicates that an increase in one variable is highly likely to also yield the same measure of increase in the other variable. The answer to the above question is that there is a high positive relationship between electronic/virtual training and service delivery in academic libraries in Imo State.

Testing of Hypotheses

Ho₁: The coefficient of relationship between continuing education and service delivery in academic libraries in Imo State is not significant.

Table 4: Coefficient of Relationship between Continuing Education and Service Delivery in Academic Libraries in Imo State

V	N	∑	r	A	Df	t_{cal}	t_{tab}	Decision
X	168	2292						
			0.54	0.05	166	8.324	1.96	Reject Ho₃
Y	168	15068						

Sample Size (n), Summation (∑), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 4 shows the test of the significance of the coefficient of relationship between continuing education and service delivery in academic libraries in Imo State. The result indicates the degree of freedom as 166, t-calculated value as 8.324 and t-tabulated value as 1.96. This shows that the t-calculated value is greater than the t-tabulated value. The researcher rejected the null hypothesis; therefore concluding that the coefficient of relationship between continuing education and service delivery in academic libraries in Imo State is significant.

Ho₂: The coefficient of relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State is not significant.

Table 5: Coefficient of Relationship between Conferences/Seminars, Workshops and Service Delivery in Academic Libraries in Imo State

V	N	∑	r	α	Df	t_{cal}	t_{tab}	Decision
X	168	8824						
			0.78	0.05	166	16.016	1.96	Reject Ho₄
Y	168	15068						

Table 5 shows the test of the significance of the coefficient of relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State. The result indicates the degree of freedom as 166, t-calculated value as 16.016 and t-tabulated value as 1.96. This shows that the t-calculated value is greater than the t-tabulated value. The researcher rejected the null hypothesis; therefore concluding that the coefficient of relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State is significant.

Ho₃: The coefficient of relationship between electronic/virtual training and service delivery in academic libraries in Imo State is not significant.

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Table 6: Coefficient of Relationship between Electronic/Virtual Training and Service Delivery in Academic Libraries in Imo State

V	N	$\sum$	r	A	Df	t_{cal}	t_{tab}	Decision
X	168	5054						
			0.69	0.05	166	12.240	1.96	Reject Ho_6
Y	168	15068						

Table 6 shows the test of the significance of the coefficient of relationship between electronic/virtual training and service delivery in academic libraries in Imo State. The result indicates the degree of freedom as 166, t-calculated value as 12.240 and t-tabulated value as 1.96. This shows that the t-calculated value is greater than the t-tabulated value. The researcher rejected the null hypothesis; therefore concluding that the coefficient of relationship between electronic/virtual training and service delivery in academic libraries in Imo State is significant.

Discussion of Findings

Relationship between Continuing Education and Service Delivery in Academic Libraries in Imo State

It was also found that there is a moderate positive and significant relationship between continuing education and service delivery in academic libraries in Imo State. The positive sign shows that an increase in one variable could lead to the same measure of increase in the other variable, implying a corresponding relationship between the two variables (continuing education and service delivery). This finding is true because when librarians in academic libraries are sent for continuing education, the knowledge acquired by these individuals will help them to deliver effectively in their library services, thus, bringing about the improvement therein. The above finding corroborates with the study of AkighirIyaji and Mbayuav (2019) that off-the-job training significantly influences job performance of staff of public universities in Benue State. In a related manner, it confirms the assertion of Aina (2016) that continuing education plays a transferable and transitional role that changes the trainees' general way of doing things which is transferred to other lower level workers in the library, leading to dynamism, continuity and sustainability of library operations.

Relationship between Conferences/Seminars/Workshops and Service Delivery in Academic Libraries in Imo State

It was also found that there is a high positive and significant relationship between conferences/seminars, workshops and service delivery in academic libraries in Imo State. The positive sign shows that an increase in one variable could lead to the same measure of increase in the other variable, implying a corresponding relationship between the two variables (conferences/seminars, workshops education and service delivery). This finding is true because when librarians in academic libraries are exposed to conferences, seminars and workshops, the knowledge they acquired will be directly put into the course of their services which will come out to be effective. This will bring about improvement in the manner which the library delivers their services. This finding is in tandem with Halidu (2015) that academics will discharge their designated responsibilities effectively if the academic system/environment fosters academic fellowships, workshops, seminars and conferences and so on. This finding agrees withHarris (2013) that conference attendance enables librarians/library staff to learn and update their skills, which in turn, enhances service delivery in the library**.** Similarly, Baro, Eze and Nkanu (2012) finding shows that librarians who participated in the workshop have been exposed to skills in areas such as database searching using different search engines, using social media, knowledge of relevant websites and knowledge of planning for e-libraries. The similarities seen among the above findings could be linked to similar nature of areas studied.

Relationship between Electronic/Virtual Training and Service Delivery in Academic Libraries in Imo State

It was finally revealed that there is a high positive and significant relationship between

electronic/virtual training and service delivery in academic libraries in Imo State. The positive sign shows that an increase in one variable could lead to an equivalent measure of increase in the other variable, implying a corresponding relationship between the two variables (electronic/virtual training and service delivery). This indicates when librarians in academic libraries are engage in electronic/virtual training, there is a very high tendency that they will come out to deliver effectively in their services. This is true because, in e-training programmes, librarians would be taught different ways of creating dynamic web pages and how to evaluate a variety of information technologies. The above result is related with Cobblah (2015) stated that training programme such as electronic/virtual training in the academic libraries is a positive tool for effective service delivery.Also, Baro, Eze and Nkanu (2012) finding shows that librarians who participate in the electronic/virtual workshop will be exposed to skills in areas such as database searching using different search engines, using social media, knowledge of relevant websites and knowledge of planning for e-libraries. The similarities recorded among the findings of these studies could be linked to the use of similar variable.

Conclusions

Libraries are service institution. That is to say that once it is removed from the library, the library ceases to exist. The library staff have the responsibility of providing library services to their clientele. However, effective services cannot be rendered without adequate training of the library staff. The results of this study have proved that when staff of the library are exposed to training through continuing education, conferences/workshops/seminars and electronic/virtual training, they are bound to serve the library users effectively.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Management of academic libraries in Imo State should always send their library staff to continuing education if they want an improved service delivery therein.

2. The management of the academic libraries should always map out adequate fund to sponsor their librarians to conferences, seminars and workshops. This will aid them to acquire more knowledge on how to effectively deliver in their duties.

3. On periodic basis, library staff in Imo State should be exposed to electronic/virtual training to enhance service delivery in the academic libraries.

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