Manpower Training Need and Students’ Academic Achievement in Library and Information Science in Bayelsa And Rivers States

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ABSTRACT
The study investigated manpower training need and students’ academic achievement in library and information science in Bayelsa and Rivers States. A correlational study research design was adopted. Two research questions and two null hypotheses guided the study. The population for the study consisted of 277 lecturers. The entire population was used because it was small and manageable. The research instrument used was a structured questionnaire developed by the researchers based on the insight gained from the review of related literature. The instrument was designed on a 4-point likert rating scale with options: Very Great Extent (VGE) – 4 points, Great Extent (GE) – 3 points, Moderate Extent (ME) – 2 points and No-Extent (NE) – 1 point. Three experts validated it. A correlation co-efficient of 0.76 was determined through the Cronbach Alpha Method. Data collected were analyzed using means and standard deviations to answer research questions, while Pearson’s Product Moment Correlation (PPMC) was used to test the null hypotheses formulated at 0.05 of significance. The findings of the study revealed that manpower training need in computer application and communication skills influence students’ academic achievement in Library and Information Science to a very great extent. It was recommended amongst others that efforts should be intensified by the university management in Bayelsa and Rivers States to ensure that seminars and workshops are organized for Library and Information Science lecturers.

Keywords: Manpower, Training, Academic Achievement, Library and Information Science (L.I.S)

INTRODUCTION
In recent years, there have been discussions about the need to improve university lecturers’ academic thinking and skills. As a consequence, training of university lecturers has recently become a widespread trend in many countries (Okezie, 2017, Buhari, 2010). Thus, conducting a well planned training needs analysis is necessary to determine how many library and information science lecturers should be certified with their appropriate education and training paths. Furthermore, this process will allow comprehensive customization of training program to meet the training and development needs of university lecturers. A training needs assessment would ensure that training programs are focused and appropriate. For sure, effective training cannot be conducted without a proper and well organized needs assessment programme. One of the objectives of the needs assessment is to be able to determine some problems that are often perceived as training problems when they are not (Kaufman, Roger, Rojas and Mayer, 2013).
Unfortunately, many academic institutions do not have the expertise to conduct in-depth needs analysis to determine what the real training issues are, or the money to engage an expert to conduct individual analysis. It is therefore apparent that until specific training needs are isolated, it will be business as usual and no value-added changes in performance will occur (Usibor, 2016).

For better understanding, one may define training as the process of intellectual and emotional achievement through providing the means by which people can grow on their jobs. Training is aimed at ensuring that the right person is available for the right job at the right time. This involves formulating a forward looking plan to ensure that the necessary human effort to make it possible for the survival and growth of the organization is affected. It therefore becomes imperative to train the employees.

Training also relates to series of activities, which an academic institution would embark upon to improve its delivery and educational performance. The emphasis on training is influenced by the belief that it is now desirable to focus more attention on areas which in the past were relatively neglected because universities are under obligations, regardless of size, to provide for the needs, interest and desires of its staff as well as the academic needs of the students within the university environment if it is to earn loyalty, dedication, involvement and the commitment necessary to delivery effectively. Thus, the human factor (manpower) is the main stay of the academic institution. In other words, the success of any organization depends on the ability and expertise of those who operate it at all levels; such abilities and expertise usually stem from the knowledge they possesses and training received.

According to Akudolu (2010) human beings constitute the ultimate basis of a nation’s wealth. This proposition also applies to academic institutions and has become imperative for the academic management through determining the training needs of its staff, especially its lecturers on whom the huge responsibility of furthering the institution’s academic goals rest. Ekankumo & Kenebaradikumo (2011) asserted that the quality of teaching largely depends on the quality of the lecturers which, in turn, depends to some extent on the quality of their professional development. Without well trained, qualified and committed lecturers, it is impossible to deliver effectively functioning educational systems (Unwin, 2015). In fact, to meet the challenges of globalization, library and information science (LIS) lecturers are required to gain the necessary skills and knowledge. As Smaldino, Lowthe, and Russel (2008) stated, the lecturer in tomorrow’s classroom needs to exemplify willingness to explore and discover new technological capabilities that enhance the expanded learning experiences. In this regard, it becomes paramount that the training needs of library and information science lecturers be first adequately determined so as to be able to carry out effective training and development of library and information science (LIS) students.

Library and information science education plays a significant role in the educational achievement of any nation. In our contemporary society, where education has become the hub upon which economic development rotates, the place of library and information services cannot be ignored. LIS programme is designed to assist students in the development of a wide range of skills in both library and media services that can lead to or enhance employment in the library field and other related industries. LIS graduates are expected to possess technical skills in order to be relevant in the new information era within which to apply the technical skills.

Library and information science education in Nigeria today cannot be relevant without effective preparation of new generation of librarians to effectively use the information and technology in their professional practices (Edegbo, 2011). Library schools according to Aina and Moahi (2009) are expected to impart the necessary library and information skills to their students so that after graduation, the graduates can be expected to function effectively in the libraries and other information related work settings with minimal supervision.

Adebayo (2008) defined achievement as performance in school or college in a standardized series of educational test. Performance itself has been explained to mean the actions of person, or group when give a learning task. Academic achievement is the extent of performance that is displayed by an individual. In other words, it is the end of an academic endeavour (Arends, 2007). It is the extent to which one is able to accomplish task, trade, profession, training or learning. Thus, academic achievement could be seen as the level of proficiency and knowledge demonstrated by an individual after learning has occurred. It has to do
with the use of mental effort and skill acquisition. It is usually affected by several variables and therefore could be low. These variables include self-esteem, attitude, gender, family upbringing and learning environment of students.

Arends (2007) emphasized that the yardstick for measuring one’s level of academic achievement is by assessing the academic performance of the individual through test and systematic observation. With this in mind, academic achievement level is said to be high when a child is able to excel in his academic activities and perform extra-ordinarily well, scoring high marks. It is consistently low when a child performs poorly in academic activities, and consistently scores very low marks in examination. However, academic achievement is dependent on formal system of education. Ogwunte (2016) opined that formal system of education is designed based on the standard curriculum for effective teaching and learning process.

**Statement of the Problem**

The need for lecturers to improve their knowledge, skills, attitude and behaviour while on the job cannot be overemphasized. Aina (2010) argued that the shortage of desired manpower in many tertiary institutions is attributed to lack of appropriate and adequate training. Research findings as revealed by Ado (2007) also found that most library and information science lecturers in Nigerian Universities lack the required educational skills to use or impact ICT skills in computer application and communication programmes. It is in recognition of these facts that the researchers seek to investigate if universities running library and information science programme in Bayelsa and Rivers States, Nigeria have a set-up for identification of training needs as well as for effective training and development of L.I.S. lecturers for students’ academic achievement.

**Purpose of the Study**

The main purpose of the study was to investigate manpower training need and students’ academic achievement of library and information science students in Bayelsa and Rivers States. Nigeria. Specifically the study sought to:

1. Determine whether manpower training need in computer application skills influences students’ academic achievement in library and information science.
2. Ascertain whether manpower training need in communication skills influences students’ academic achievement in library and information science.

**Research Questions**

The following research questions guided the study

1. To what extent does manpower training need in computer application skills influence students’ academic achievement in library and information science?
2. To what extent does manpower training need in communication skills influence students’ academic achievement in library and information science?

**Hypotheses**

The study was guided by following two null hypotheses formulated and tested at 0.05 level of significance.

1. There is no significant relationship in the mean ratings of male and female lecturers on the extent to which manpower training need in computer application skills influence students’ academic achievement in library and information science.
2. There is no significant relationship in the mean ratings of males and females lecturers on the extent to which manpower training need in communication skills influence students’ academic achievement in library and information science.

**REVIEW OF RELATED LITERATURE**

**Information management training skills:** Computer application training skills of LIS lecturers are those that are required in the office to read, type, interpret, analyze graphs, tables and other data. The performance of basic mathematical operations, basic accounting, including practical applications, fundamental probability, statistics and apportionment are essential in the teaching and learning of business education. Enyekit (2012), based on the above noted that there is the need for business education
lecturers to acquire these skills to enable them fit in carrying out their functions effectively on the computers. According to Gupta, Sleezer, and Russ-Eft (2013) there are two main reasons to conduct a training need assessment. It ensures that training programmes are developed based on identified needs and it is relatively easy to implement. There are some performance problems that can be addressed and improved by training, but there are some which the training cannot fix. Training is not actually the answer to a problem when used to cover up the symptoms (Rosner, 2015). A need assessment avoids misdiagnosing a non-training problem as a training problem. The role of training need assessment in the design of training programme has long been recognized in the organizational literature (Goldstein & William, 2008). This assessment will affect nearly all phases of the training process including determining specific training needs of individuals in the organizations, and then selecting the most appropriate training content and delivery methods, evaluating the effectiveness of the training procedures before it is delivered. In addition, it can play an important role in assessing the organizational context regarding resources, management support, and other organizational environment that either hinder or facilitate the successful transfer of a training initiative. The nature of the training programme planned for the employees must be the result of a focused and disciplined process to determine what training is actually needed. It is important to remember that once the employee training is planned, the accomplishments should be recorded so that the results are known and outcome compared. Training needs can be assessed and identified by analyzing three major human resource areas thus; the organization as a whole, the job characteristics and the needs of the individuals in that organizations. This analysis provides some benchmarks against which the effectiveness of a training programme can be evaluated. The organization should know where it wants to be in five years from its long-range strategic plan. What is needed is a training programme that will take the organization from one level to another in order to achieve pre-set goals. Pre-training and post-training tests can be conducted to measure the effectiveness of the training programme. Organizations must consider whether it is financially committed to support the training efforts. If not, any attempt to develop a good training programme will be unsuccessful and unsatisfactory. Although there may be costs associated with training, it is less than the cost that will be incurred when there is the need to replace an employee who becomes irritated due to lack of support to his or her career development. An organization must have customized corporate training programmes that target management teams and staff performance in order to maximize outcomes and enhance leadership skills.

**Communication Skills Training:** The school environment is in the midst of transformation. The modern effective office communication skills needed are the skills of reading, speaking, writing and listening which are teaching communication skills (Enyekit, 2012). Information management, which has today become a worldwide terminology, has also gradually become synonymous with work of teaching management. It is an important component of teaching. It therefore, holds that in this information age, effective information management is a necessary tool for effective teaching management. Management information system (MIS) is a concept which according to Osuala (2014) has come into the vocabulary of the office and teaching. It stands for a series of integrated systems, usually aided by the computer to provide management with the needed information (e.g. email, aptitude test score, admission letter and every other information concerning the institution). Agomuo (2014) viewed teaching as information processing system as the politics and procedures for the efficient flow of data, text, images and voice, organized to meet the needs of the organization. He went further to state that the most commonly identified sub-systems or components of teaching information processing system include; work/test processing, data processing, records management, reprographics and distributions. Owen (2011), in his own words added other sub-systems namely telecommunications (voice, data and video), mailroom and courier services, form management, record management. Ihunda (2014), viewed management information system (MIS) as a set of procedures and methods designed to provide instant information to management for effective and efficient business operation. The main purpose of the management information system is to furnish management not merely with data but with information. Based on the above, LIS lecturers need the communication and information
management training skills in order to provide the right information to management and students at the right time.

METHODOLOGY
The study adopted correlational design. Two research questions and two null hypotheses guided the study. The population of the study comprised of 277 LIS lecturers in universities in Bayelsa and Rivers States, Nigeria. These universities are: University of Port Harcourt, Rivers State University, Ignatius Ajuru University of Education and Niger Delta University. The entire population of 277 was studied because it was too small. A researcher-made questionnaire validated by three experts was the main instrument for data collection. The instrument was designed on a 4 point likert-rating scale with options: Very High Extent (VHE) - 4 Points, High Extent (HE) - 3 Points, Moderate Extent (ME) - 2 Points and Low Extent (LE) - 1 Point. The reliability of the instrument was established using Cronbach Alpha, which yielded reliability co-efficient of 0.83. Data collected for the study were analyzed with means and standard deviations to answer the research questions, while Pearson’s Product Moment Correlation (PPMC) was used to test the null hypotheses. The decision rule was as follows: item with mean between 3.50 and 4.49 was regarded as VHE, 2.50-3.49 as HE, 1.50-2.49 as ME and 0.50–1.49 as LE.

RESULTS
Research Questions 1: To what extent does manpower training need in computer application skills influence students’ academic achievement in library and information science?

Table 1: Male and female lecturers mean ratings on manpower training need in computer application skills and students’ academic achievement in library and information science. (N=277)

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Items</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skills in loading Microsoft word</td>
<td>3.91</td>
<td>1.30</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>2</td>
<td>Using storage devices to enter and edit text</td>
<td>4.31</td>
<td>1.35</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>3</td>
<td>Saving document</td>
<td>3.56</td>
<td>1.42</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>4</td>
<td>Retrieving document previously saved</td>
<td>3.71</td>
<td>1.43</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>5</td>
<td>Editing existing document</td>
<td>3.51</td>
<td>1.20</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>6</td>
<td>Adjusting margins and centering text within documents</td>
<td>3.51</td>
<td>1.21</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>7</td>
<td>Creating documents from previously saved paragraphs</td>
<td>3.62</td>
<td>1.41</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>8</td>
<td>Creating computer files and folders</td>
<td>3.56</td>
<td>1.41</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>9</td>
<td>Creating personalized letters using a mailing list</td>
<td>3.92</td>
<td>1.44</td>
<td>Great High Extent</td>
</tr>
<tr>
<td>10</td>
<td>Creating backup files</td>
<td>3.83</td>
<td>1.58</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>11</td>
<td>Ability to use spell check appropriately</td>
<td>3.76</td>
<td>1.54</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>12</td>
<td>Opening an existing document</td>
<td>4.04</td>
<td>1.57</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>13</td>
<td>Skills in creating and opening an e-mail</td>
<td>3.66</td>
<td>1.43</td>
<td>Very High Extent</td>
</tr>
</tbody>
</table>

Aggregate X and SD 3.76 1.41 Very High Extent

The data presented in table 1 above revealed that means of 3.51 and above were obtained for all items, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13; an indication that lecturers rated the acquisition of these items to a Very High Extent for students’ academic achievement in Library and Information Science. It was revealed that manpower training need in computer application skills influence students’ academic achievement in Library and Information Science to a Very High Extent.
Research Question 2: To what extent does manpower training need in communication skills influence students’ academic achievement in library and information science?

Table 2: Male and female lecturers mean ratings on manpower training need in communication skills and students’ academic achievement in library and information science.

<table>
<thead>
<tr>
<th>S/N o.</th>
<th>Items</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training need in communication skills.</td>
<td>4.06</td>
<td>1.57</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>2</td>
<td>Training need in listening skills.</td>
<td>4.07</td>
<td>1.60</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>3</td>
<td>Training need in writing skills.</td>
<td>4.01</td>
<td>1.30</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>4</td>
<td>Training need on adequate presentation and students’ academic performance.</td>
<td>3.63</td>
<td>1.43</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>5</td>
<td>Training need on the channel of communication.</td>
<td>4.02</td>
<td>1.42</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>6</td>
<td>Training need on the effect of emotional climate on effective communication.</td>
<td>3.61</td>
<td>1.30</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>7</td>
<td>Training need on communication, feedback and students’ academic performance.</td>
<td>3.48</td>
<td>1.81</td>
<td>High Extent</td>
</tr>
<tr>
<td>8</td>
<td>Training need on effective means of sending message and students’ academic performance.</td>
<td>3.56</td>
<td>1.30</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>9</td>
<td>Training need to avoid distortion in communication process.</td>
<td>4.00</td>
<td>1.31</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>10</td>
<td>Training need on the barriers to effective communication.</td>
<td>3.58</td>
<td>1.52</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>11</td>
<td>Training need on proper channels of communication and students’ academic performance.</td>
<td>3.58</td>
<td>1.52</td>
<td>Very High Extent</td>
</tr>
<tr>
<td></td>
<td>Aggregate X and SD</td>
<td>3.78</td>
<td>1.46</td>
<td>Very High Extent</td>
</tr>
</tbody>
</table>

Researchers’ Field Work 2018

The information contained in table 2 revealed that means of 3.51 and above were obtained for ten items namely 1, 2, 3, 4, 5, 6, 8, 9, 10 and 11. This shows that lecturers rated ten acquired items to a Very High Extent. On the remaining item (7) in which the mean score of 3.48 was obtained, the lecturers rated the acquisition of the item to a High Extent for manpower training need in communication skills and students’ academic achievement in library and information science.

Hypothesis 1

There is no significant relationship in the mean ratings of male and female lecturers on the extent to which manpower training need in computer application skills influence students’ academic achievement in library and information science.

Table 3: Calculated ‘r’ between male and female lecturers on the extent to which manpower training needs in computer application skills influence students’ academic achievement in library and information science.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Std Dev.</th>
<th>( \sum xy )</th>
<th>r-cal</th>
<th>r-crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male lecturers</td>
<td>3.79</td>
<td>1.73</td>
<td>1899.65</td>
<td>0.1994</td>
<td>±0.1946</td>
</tr>
<tr>
<td>Female lecturers</td>
<td>3.73</td>
<td>1.09</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N = 277, df= 275, p>0.05 Significant

With N= 277, df= 275 and p > 0.05, the calculated r between male and female lecturers on the extent to which manpower training need in computer application skills influences students’ academic achievement in library and information science was 0.1994 and the critical value of r was ±0.1946. That being the case,
the calculated r was statistically significant at $\alpha<0.05$ level of significant since it greater than the given critical value of r. The ($H_0$) is thus, rejected and the alternative (HA) accepted. The conclusion us that, there is a significant relationship in the mean ratings of male and female lecturers on the extent to which manpower training need in computer application skills influences students’ academic achievement in library and information science.

**Hypothesis 2**

There is no significant relationship in the mean ratings of male and female lecturers on the extent to which manpower training need in communication skills influences students’ academic achievement in library and information science.

**Table 4: calculated ‘r’ between male and female lecturers on the extent to which manpower training needs in communication skills influence students’ academic achievement in library and information science**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean (r)</th>
<th>Std Dev.</th>
<th>$\sum xy$</th>
<th>r-cal</th>
<th>r-crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male lecturers</td>
<td>4.14</td>
<td>1.74</td>
<td>2685.62</td>
<td>0.1985</td>
<td>$\pm0.1946$</td>
</tr>
<tr>
<td>Female lecturers</td>
<td>3.46</td>
<td>1.06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With N= 277, male and female lecturers on the extent to which manpower training need in communication skills influences students’ academic achievement in library and information science was 0.1985, and the critical value of r was $\pm0.1946$. That being the case, the calculated r was statistically significant at $\alpha<0.05$ level of significance since it is greater than the given critical value of r. The ($H_0$) is thus rejected and its alternative (HA) accepted. The conclusion is that there is a significant relationship between male and female lecturers on the extent to which manpower training needs in communication skills influences students’ academic achievement in library and information science.

**DISCUSSION**

The study discovered that the manpower training needs in computer application skills influence students’ academic achievement in library and science to a very high extent. It was also discovered that there was significant relationship between male and female lecturers on the extent to which manpower training need in computer application skills influences students’ academic achievement in library and information science in Bayelsa and Rivers States. The result of this study supports the findings of Akudolu (2010). However, the findings are contrary to that of Ado (2007). The researchers discovered that the manpower training need in communication skills influences students’ academic achievements to a very high extent. It was also discovered that there was significant relationship between male and female lecturers on the extent to which manpower training need in communication skills influence students’ academic achievements in library and information science in Bayelsa and Rivers States. The findings are contrary to that of Dilshad (2013).

**CONCLUSION**

The researchers therefore noted that manpower training needs in computer application skills and communication skills influence students’ academic achievement in library and information science to a very great extent in Bayelsa and Rivers States. It is also the conclusion of this study that there is a significant relationship in the mean ratings of male and female lecturers regarding the extent to which manpower training need in computer application skills and communication skills influence students’ academic achievement in library and information science in Bayelsa and Rivers States, Nigeria.
RECOMMENDATIONS
Based on the findings of this study, the following recommendations are made:
1. Efforts should be intensified by the university management in Bayelsa and Rivers States to ensure that seminars and workshops are organized for library and information science lecturers. This will help to improve on their instructional delivery system and academic achievement of students.
2. Government should intensify actions to ensure that library and information science (L.I.S.) lecturers are provided the opportunities for re-training. This will help to improve on their instructional delivery system and academic performance of students.

REFERENCES