Staff Development and Training on Turnover Pattern and Retention in Academic Libraries of Ethiopian Universities

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Abstract

This paper is on staff development and training on turnover pattern and retention in public and private academic libraries of Ethiopian Universities. Cross-sectional and document analysis research methods were employed. Sampling techniques was cluster, purposive and proportional; with particular reference to quota sampling in the case of the sample sizes of both concerned 7 universities as well as 315 participants. Data collections were through questionnaires and document analysis, while descriptive and inferential statistics were used. The results showed that staff development and training policy exist in the academic libraries of Ethiopian universities but do not differ significantly among the public and private academic libraries in the country. Participants agreed and strongly agreed that lack of career staff development and lack of staff training for library staff respectively could influence turnover pattern and retention of staff in the academic. But ANOVA test was statistically significant among the public and private Ethiopian universities at F = 2.771 and p = .019; with a Post-hoc Scheffes test mean difference of MD =1.899*, p = 0.041 less than the p-value of 0.05.

Keywords: Staff development, staff training, turnover pattern, retention, academic libraries, policy

1.0 Introduction

Staff development and training provide a framework within which employees acquire and maintain the competencies that are needed to achieve and maintain quality services and their own sense of satisfaction with their work in an organization.

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In libraries and information centers -the production of qualified library or information staff with adequate theoretical knowledge and practical skills in the application of modern Information and Communication Technologies (ICTs) is found to be a strategic asset; that will bring about significant development and changes in any nation's economy, politics, education, agriculture and other national sectors of the economy (Gojeh & Getachew, 2008).

Staff training and development is also true with a wide variety of people, such as teachers, military officers and non-commissioned officers, health care professionals, lawyers, accountants and engineers engage in continuing professional development (CPD). Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation- to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice, or to comply with professional regulatory organizations (Golding & Gray, 2006; Jasper, 2006). Library organizations today are changing very dramatically towards enhancing the abilities of practitioners' who create and maintain effective patterns of library and information services to the ever increasing demands of research, teaching and learning by academic staff and students in tertiary institutions. This suggests that library administrators must recognize the importance of providing their staff with a variety of training and developmental activities capable of allowing them acquire and master skills and techniques in their training.

A commitment to staff training and development involves more than an allocation of funds for specific activities. It requires an organizational commitment from all levels of management and supervision to the best utilization and development of human resources. The activities will have limited utility if they do not have the support and commitment of the library administrator and management staff of the respective organization.

For example, Ethiopia Higher Education Institutions are mainly to produce competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of the populace (Ashcroft, et.al. 2005 and HESO, 2004). To meet these and other purposes, there should be quality standard academic libraries with Knowledgeable and able library personnel with adequate staff development and training to meet the information needs of their clientele without mobility to other organizations due to dissatisfaction with their job environments or otherwise. Effective academic libraries therefore, require skillful and efficient people who work well with colleagues and with the public, to plan and develop sound programs of service, and who deal with emerging organizational problems.Academic libraries therefore, should serve two complementary purposes: to support the university's curriculum, and to support the research of the university faculty and students. In process, the academic library plays a key role in the nation building process. The support of teaching requires materials for class readings and for student papers (Hoare, 1997).

The general purpose for staff development and training is to insure that the library personnel are motivated, productive, and skilled in their jobs, and further understand and implement library purposes and policies. It also affirms their preparation for future contribution of the growth of each other, retention on the job and avoid staff turnover. But on the other hand, the success of training and development of staff rest squarely on the theoretically based academic libraries' official training and development policies. These policies should focus on integrating job content training as well as management skills and leadership training in accordance with career levels.

1.2 Statement of the Problem

For sometimes now, training and development has been the watch word of the Federal Democratic Republic of Ethiopia, which has embarked on a higher education expansion and reform program of impressive dimensions that has created new universities, established system support agencies, new courses introduced, and triple enrolments (Saint, 2004). But academic libraries in public and private Ethiopian Universities are not only faced with lack of professional library staff, training and development but a turnover pattern with lack of retention of these staff in the systems. This posed the need for this nationwide survey on the effect of staff development and training on turnover pattern and retention in academic libraries of Ethiopian Universities. If staff turnover and retention is dependent on some understanding of a profession, skills or behaviour as the desired outcome of staff development and training, then, it seems reasonable therefore to ask: To what extend does staff development and staff training relates or influence staff turnover pattern and retention in academic libraries in Ethiopian Universities? Hence, the research questions were:

1.2.1. Are there staff development and training policies available in the public and private Universities in Ethiopia involved in the study?
1.2.2. What are the influences of staff development and training on turnover pattern and retention of library staff among the academic libraries of public and private Universities in Ethiopia?

1.3 Objective of the study

The objective of the study therefore was to investigate and establish the effect of library staff turnover pattern and retention and how the effect of Staff development and training, if undertaken in a systematic way across the academic libraries of the Ethiopian public and private Universities workforce, could lead to improved outcomes of lack of turnover pattern and retention of library staff. The specific objectives were:

1.3.1. To determine the staff development and training policies availability in the public and private Universities in Ethiopia involved in the study.

1.3.2. To investigate the influences of staff development and training on turnover pattern and retention of library staff among the academic libraries of public and private Universities in Ethiopia.

1.4. Scope and Limitation of the Study

Although, the study was nationwide, it was limited to the effect of staff development and training on turnover pattern and retention in academic libraries in Ethiopian public and private universities. It was also limited to 7 universities comprising of four (4) public and three (3) private, with 700 participants that were 658 library staff and 42 policy makers.

1.5. Operational Definition of Terms

The following terms were operationally defined in the context of this study:

1.5.1. **Retention:** This refers to the state by which a staff of a library accepts the stay on his/her job due to some reasons. The goal of staff development and staff training is retention of staff on the job and its absence, leads to lack of staff retention on the job.

1.5.2. **Staff development:** refers to the training that is a purposive, effort intended to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its own human resources.

1.5.3. **Staff training or continuing professional development (CPD)**: It refers to the learning opportunities that are focused on the needs of the individual staff rather than the needs of the organization to update their knowledge, broaden their scope or gain a more in-depth understanding of some aspect of their profession. In this study, staff training and CPD shall be used interchangeably.

1.5.4. **Turnover pattern:** This refers to the trend by which staff leaves the library work or accepts a job opportunity from another organization with or without notice for other appointments in other organizations; due to dissatisfaction and lack of opportunities to grow on a particular job. There could be voluntary or involuntary turnover, which might lead to lack of staff retention on the job.

2.0. Literature Review

2.1. Conceptual Framework for the Study

The study was conceptualized based on the importance of staff development and staff training and the application of knowledge in the work environment to benefit the stakeholders. It shows the process of the information professionals support staff of academic libraries need staff development and training for retention by avoiding staff turnover for the benefit of the tertiary educational institutions in Ethiopia. Figure 1 shows the interrelationships between the independent variables (i.e., staff development and training policies and on-job career development) affecting or influencing the dependent variables (i.e., library staff turnover pattern and retention in academic libraries of Ethiopian public and private universities), which are deemed to be vital for the dynamics of this research topic. This conceptual framework helps the researchers to answer the research question and test certain relationships and thus improve the understanding of the topic.

Figure 1: Conceptual framework
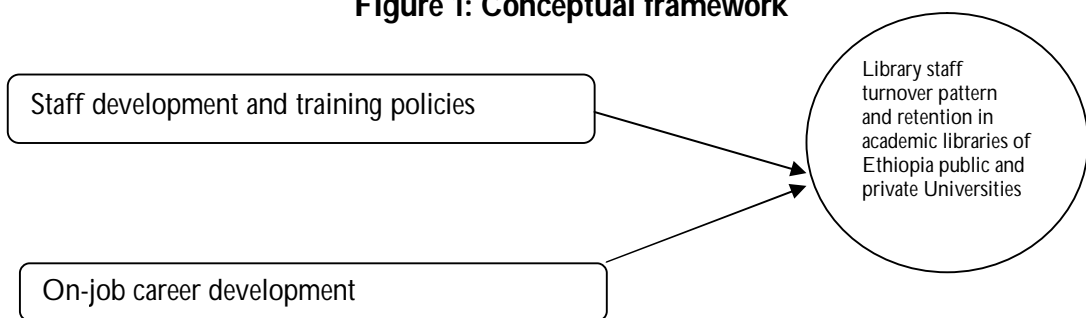
The FDRE (2002: p.1669) in her policy on civil servants improvement of their capabilities stressed on need for career development to achieve better performance and prepare them for higher responsibilities.

ALA (2004) on the hand in her standards for libraries in higher education stated that staff represents one of the libraries' most important assets in support of the instructional program of the university. Its management must be based upon sound, contemporary practices and procedures consistent with the goals and purposes of the institution, including recruitment methods in terms of objectives, evaluation of credentials and qualification of staff- defined scope of responsibilities, structured program of orientation, training and career development. It went further to add that: "Development of professional and support staff should be promoted through an on-going commitment to continuing education; including training on security, emergencies and the preservation of materials. Policies and procedures should be comparative with institutional guidelines and sound personnel management, especially in the areas of recruitment, hiring, appointment, contract renewal, promotion, tenure, dismissal and appeal." (ALA, 2004)

2.2. Staff Development and Training

Neal (1984; 2010) related staff development to management of change, which could be categorized as making people feel valued in the job they do, enabling them to do this job well so that they receive the positive feedback essential for job satisfaction and for motivation, helping them to anticipate and prepare for changes in their work, encouraging them to derive excitement and satisfaction from their evolvement in change and making them feel willing and competent to contribute constructively to the development of the organization. While Gray (1986) supported the concept of staff development in his survey, which led him to describe it as "… an idea whose time has come" but Smith (2001) showed that staff development in Australian academic and research libraries was in a strong and healthy state.

The libraries in these sectors demonstrated a commitment to staff development that was strategically focused and had a strong emphasis on linking individual and organizational goals. Many of the libraries had formally stated staff development policies and organized staff development programs. Accordingly, the evidence of the survey was that staff development had established a strong and enduring place in the future of Australian academic and research libraries. Udoh-Ilomechine (2009) emphasized in his study the role of staff training on meeting the technological changes, contributing to organizational development, and leading to greater satisfaction while motivating employees. Training allowed better use to be made of human resources, by giving employees mastery over their work and are challenged by the modern technology and the resulting information explosion. Technological advancement had rendered old skills obsolete. Training was necessary to update obsolete skills and pave the way for higher productivity.

2.3. Turnover and Retention

Turnover and retention are characterized by two variables: job satisfaction/dissatisfaction and opportunity. By job satisfaction/dissatisfaction (the push), employees have positive/negative and effective attitudes towards their job. On the other hand, opportunity (the pull) extends alternative occupational roles that are available on the job. If there are no job satisfaction and opportunities to grow on the job; there could be voluntary or involuntary turnover, which might lead to lack of staff retention on the job. Voluntary turnovers, frequently referred to as quits or resignations initiated by the employee while involuntary terminations such as dismissals or layoffs are initiated by the employer. Avoidable separations on the other hand relate to conditions the employer has some control over such variables as wages, benefits, and working conditions.

While unavoidable separations generally are not controllable by the management and include retirement, death and maternity leave. These factors are possible means of attrition in the libraries. Most staff developers would agree that the goal of staff development and staff training is retention of staff on the job. It also leads to staff change in individuals' knowledge, understanding, behaviours and skills - likewise in values and beliefs. Too often, it appears this fundamental view of staff development is unheeded or forgotten (Department of Education and Training, 2006). Smith (2001) provided an interesting and useful point of comparison for this survey, when he indicated that a small number of libraries had well developed and coordinated staff development programs and few libraries had a formally stated staff development policy. He pointed out that staff development activity is sporadic, with limited annual planning, co-ordination and evaluation at time of his study. Although, the literature reviewed seem to emphasis the need for academic libraries and others to strengthen their staff development and staff training programs for staff motivation and effective and efficient services but the studies, could not look at the back lashing effect for the lack of staff development and training, which could lead to staff turnover. It is on this basis that this study on effect of staff development and training on turnover pattern and retention in academic libraries in Ethiopia universities was conducted.

3.0. Research Design and Methodology

3.1. Research Design

A cross-sectional survey research, with questionnaires and document analysis for data collection were used to establish the staff development and staff training; as well as the turnover pattern among professional librarians and non-professional library staff in the academic libraries of the Ethiopian Universities.

The document analytic design established the extent of policy documents availability in academic libraries or Ethiopian public and private universities on staff development and training to avoid turnover and to retain library staff. 142 public and private universities and colleges were identified to have existed in Ethiopia (Wikipedia, 2010) as at November 29, 2010 formed the target population for the study. But the accessible population of Universities consisted of those universities and colleges that have been in existence for more than five years at the time of the study. This therefore limited the study population to 30 public and private universities (i.e., 22 public and 8 private universities). Clustering the universities into public and private, a proportional sample sizes of four (4) public and three (3) private universities were selected for the study.

However, an arbitrary allocation of 100 sample participants from each university, with a total of 700 participants from the sample universities of 7, saw the allocation of participants into 6 policy makers (i.e., comprising of: the University President, the University librarian or equivalent, the Academic Vice president of the university, the Administrative Vice president of the university, a Senior Resource manager whose responsibilities include staff development in the Library as a whole, a Middle Resource manager whose responsibilities include staff development in the Library either as a whole or for parts of their library). While the remaining 94 participants, were professional librarians and non-professional library staff respectively. They were in turn allocated as follows: professional librarians or information specialists (10), degree holders of other disciplines working in the library (24) and other library staff (60); with diploma certificates, clerks, cleaners and security officers.

The criteria for selection of universities therefore, was through equal representation of universities' clustered (i.e. public and private universities) country wide, while participants, who were key informants; selected based on the fact that they were staff of libraries, top management staff of universities and human resource managers   and library administrators. The sampling technique applied was proportional and purposive sampling techniques with particular reference to quota sampling techniques in the case of the sample sizes of both concerned seven (7) universities/academic libraries and the participants involved in the study. The involved institutions were proportionally selected from the clustered 22 public and 8 private institutions respectively. Furthermore, the individual universities were selected purposively. Seven (7) (i.e., four (4) and three (3) academic libraries respectively from public and private universities in Ethiopia) and 700 participants (with 100 each from the 7 institutions involved in the study). The involvement of public and private universities was for purposes of comparison on the ownership of institutions and considered a pertinent variable in the study.

3.2. Description of Study Sites

The study, which was nationwide, covered the whole of Ethiopia. Ethiopia is officially known as the Federal Democratic Republic of Ethiopia and a country located in the horn of Africa. With its capital Addis Ababa, it is also the most populous landlocked nation in the world (Wikipedia, 2012). The 7 Ethiopian public and private university libraries systems involved in the nationwide study were: Addis Ababa University, Adama University, Alpha University, Jimma University, Hawassa University, St. Mary's University College and Unity University.

3.3. Data Collection

The survey nature of the study involved the use of questionnaires and document analysis. With the instruments employed for the study; quantitative, qualitative and documentary approaches for data analysis were used. The questionnaires were administered on the policy makers and library staffs. Two sets of questionnaires were developed with one seeking information from library staff (comprising of professional librarians and non-professional library staff) on staff development and training influence on turnover in academic libraries in their respective institutions.

The second set of questionnaire was for policy makers of libraries and universities in Ethiopia; seeking information on policy issues and the characteristics of staff development and staff training in their respective institutions. The questionnaires had both open and closed-ended questions. The documentary sources were observed and analyzed for brief historical development, policies on staff development and training of institutions that included: senate legislations, proclamations and statistical records on the influences of staff turnover and retention.

3.4. Data Analysis, Presentation and Interpretation

Data were analyzed using SPSS statistical software, version 20. Both inferential and descriptive statistics were employed in form of frequencies, percentages, means and Analysis of variance (ANOVA) with Post-hoc Scheffes tests for the mean difference of public and private academic libraries of Ethiopian universities involved in the study. While qualitative and quantitative components, assessed the stakeholders' understanding of the staff development and staff training on turnover pattern and retention of library staff.

Structural analyses were employed in the analysis of documented information and qualitative data collected during the study. Data presentation used tables and figures to form the basis for results and discussions to answer the research questions. Furthermore, relationships sought between information and specific research questions derived implications for policy or practice from the data and interpretations provided.

4.0. Results and Discussions

4.1. Response Rate

Of the 7 (100%) Ethiopian public and private universities and 700 participants involved in the study, Unity University library system (a private university) was withdrawn by the researchers in the study; due to the schedule time for the study was wasted waiting for the policy makers, who were on official assignments and also constitute a major category for the research to complete the questionnaire and to grant interview to the researchers. The absence of the principal actors in the data collection for the study was seen as a factor to affect the result of the study significantly.

Hence, the researchers delimited the study by withdrawing the involvement of Unity University library system and its participants from the data collection strategy. This delimitation brought the number of the universities and/or academic libraries to 6 (95.6%). However, with the withdrawal of one university in the study, the researchers considered the 6 (100%) of the participating universities and/or academic libraries and 600 participants as sample population for the study. Nonetheless, only 315 (52.5%) participants responded to the questionnaires distributed and collected.

This figure comprised of 294(93.3%) library staff and 21(6.7%) policy makers as in table 1 on institutions and participants involved in the study. It is important to note that the actual participants were supposed to be professional librarians, non-professional library staff and policy makers but most libraries did not have professional librarians and some had fewer library workers as opposed to the estimated figure of 100 participants required from each academic library to complete the questionnaires. Considering the proportional involvement of the institutions (public and private universities) and the sample size that was based on the combinational sampling techniques (i.e., cluster, proportional, simple random and purposive with particular reference to quota sampling), the researchers still considered the 315 (52.5%) respondents as representative and reasonable enough to continue with the nationwide study for generalization in the country.

Table 1: Institutions and Participants Involved in the Study

Institutions	Respondents from Institutions		Totals
	Library staff	Policy makers	
Addis Ababa University	18	3	21
Adama University	87	4	91
Hawassa University	64	2	66
Alpha University	6	2	8
St.Marry University	29	4	33
Jimma University	90	6	96
Total	**294(93.3%)**	**21(6.7%)**	**315(100%)**

4.1.1. Policy on Staff Development and Training

A policy typically describes a deliberate plan of action to guide decisions and achieve rational outcome(s).

When universities provide staff development and training policy in their policy documents, it would not merely guide their actions toward the beneficiaries but directs their management, finance and administrative mechanisms to reach explicit goals. Policy makers' questionnaire requested response on whether there was a formally stated policy on staff development and training for their library staff (see table 2).

Table 2: Formally Stated Policy on staff Development and Training

Institutions	Stated policy on staff development and training				
	Available for academic library	Policy available for all staff in the University	No staff development policy for library staff	No response	Total
Addis Ababa University (AAU)	1	1	-	1	3
Adama University (AU)	3	1	-	-	4
Hawassa University (HU)	-	-	2	-	2
Alpha University (ALU)	-	1	1	-	2
St. Mary University (SMU)	-	2	1	1	4
Jimma University (JU)	3	1	2	-	6
Total	7	6	6	2	21

Most public and private universities (AAU, AU, ALU, SMU and JU) involved in the survey had stated policy on staff development and training in their universities but built into their institutional policy document (IPD), which is the Senate Legislation (SL) as in table 2. Senate Legislations documents (SLD) of SMU (2010), AAU (2007) and JU (2006) observed during the data collection served as a guideline and administrative mechanism for standing committees in the institutions on how academic and support staff should be attended on issues related to staff development and training.

However, HU showed that a staff development policy for library staff does not exist independently in its strategic plan but generally, the institution has staff development policy, which included library staff and focused on how staff would be upgraded professionally; including those who worked in the library.   Some respondents of HU, ALU, SMU and JU indicated "no staff development policy for library staff" as per the request from the questionnaire; this showed a lack of awareness on the part of the participants on the content of the SLD serving the whole staff of the university and according to the SL documents observed.

4.1.2. Staff Development and Training Policy for on-job Career Development and Training

Career development (CD) is a very serious weapon/strategy for staff retention in organizations through acquisition of new knowledge, skills, attitudes, directional thinking, and behavioural requirements of the employee to render quality service and gain job enrichment/enlargement and mentoring or coaching. The survey requested policy makers (participants) to state the availability or otherwise of a staff development and training policy for on-job career development for library staff (see table 3).

Table 3: Staff Development and Training Policy for on-job Career Development

Institutions	Staff development policy for on-job career development of library clerks/staff			
	Yes	No	No response	Total
Addis Ababa University	2	-	1	3
Adama University	3	1	-	4
Hawassa University	-	2	-	2
Alpha University	1	1	-	2
St. Mary University	4	-	-	4
Jimma University	6	-	-	6
Total	**16(76.2%)**	**4(19%)**	**1(4.8%)**	**21(100%)**

Table 3 above, showed that 16 (76.2%) were affirmative that staff development and training policy for on-job career development of library staffs was in existence and this response cut across public and private Universities (AAU, AU, ALU, SMU and JU). But HU indicated a "no" response because its library staff may have not benefitted.

4.1.3. Staff Development and Training on Turnover Pattern and Retention of Library Staff

While there are drivers for why people seek employments in organizations, same are influences that warrant the leaving of the jobs sort by the individuals. One of the major research questions for the survey was to find out from professional librarians and other library staff the influences that may contribute to staff turnover or retention in Ethiopia academic libraries owned by government and the private Universities (see table 4).

Table 4: Staff Development and Training on Turnover Pattern and Retention

Factors on staff turnover	Levels of agreement on influences					Total responses	% Agreement	Decision
	SA	A	U	D	SD			
Lack of career staff development for library staff	119 (42%)	75 (26.5%)	46 (16.3%)	22 (7.8%)	21 (7.4%)	283	194(68.5%)	A
Lack of staff training or continuing professional education for library staff	146 (50.9%)	81 (28.2%)	18 (6.3%)	24 (8.4%)	18 (6.3%)	287	146 (50.9%)	SA

Key: SA= strongly agree, A= Agree, U = 50/50, D = disagree and SD = strongly disagree

From table 4 above, participants strongly agreed that lack of staff training or continuing professional education for library staff 146 (50.9%) and lack of career staff development for library staff 194(68.5%), which they were also in agreement could contribute to library staff turnover and retention among the public and private academic libraries of Ethiopian universities. However, one way ANOVA and Post Hoc Scheffe tests for the mean differences on lack of career staff development for library staff and lack of staff training or continuing professional education for library staff among the public and private academic libraries of Ethiopian universities (Addis Ababa University (AAU); Adama University (AU); Hawassa University (HU); Alpha University (ALU); St. Mary University (SMU) and Jimma University (JU)) are displayed in table 5 and 6 respectively.

Table 5: ANOVA and Post Hoc Scheffe Tests on Lack of Career Staff Development

ANOVA Test results					
Groups	N	Mean	SD	F	Sig.
AAU	15	3.53	1.302		
AU	86	4.09	1.102		
HU	64	3.70	1.519		
ALU	6	3.83	1.472	1.186	
SMU	4	3.25	1.500	.316	
JU	84	3.81	1.187		
Total	259	3.85	1.270		

* The mean difference is significant at the 0.05 level.

Table 5 ANOVA test on lack of career staff development for library staff among the public and private Ethiopian universities (AAU, AU, HU, ALU, SMU and JU) was not significance at F = 1.186 and p = 0.316. Although, the means and standard variations were different among the groups but could not affect their mean difference, hence, the Post hoc test was not computed.

Table 6: ANOVA and Post Hoc Scheffe Tests on lack of Staff Training or CPD

ANOVA Test						Post Hoc Scheffe Test		
Groups	N	Mean	SD	F	Sig.	Groups	MD	Sig.
AAU	15	3.87	.990			AAU&AU,HU,ALU,SMU&JU	≥-.133- 1.467	≥.353–1.000
AU	87	4.30	1.080			AU&AAU,HU,ALU&JU	≥.111 - .432	≥.749-1.000
HU	64	4.19	1.379			HU&AAU,AU,ALU,SMU&JU	≥-.111-1.788	≥.073-1.000
ALU	6	4.17	1.602			ALU&AAU,AU,HU,SMU&JU	≥-.021-1.767	≥.322-1.000
SMU	5	2.40	.894	2.771	.019	SMU&AAU,HU,ALU&JU	≥-1.467--1.788	≥.073-.353
JU	87	4.00	1.201			JU&AAU,AU,HU,ALU&SMU	≥-.167-1.600	≥.142-1.000
Total	264	4.11	1.224			AU&SMU	1.899*	.041

*. The mean difference is significant at the 0.05 level.

The table 6 ANOVA test on lack of staff training or CPD for library staff revealed that there was a statistically significant difference among the public and private Ethiopian universities (AAU, AU, HU, ALU, SMU and JU) at F = 2.771 and p = .019). An inspection of the mean scores showed that AU reported slightly higher level of significance on lack of staff training or CPD for library staff (M = 4.30, SD=1.080) than the other public and private universities, such as HU (M=4.19, SD=1.379); ALU (M=4.17, SD=1.602); JU (M=4.00, SD=1.201); AAU (M=3.87, SD=.990) and SMU (M=2.40, SD=.894).

Comparatively, St. Mary's University College was found to have an endangered mean score on lack of staff training or CPD for library staff than AAU, AU, HU, ALU and JU. When significant differences among the groups was observed, just like this particular result, additional analysis was needed to locate the source of the difference. To this end, a Post-hoc Scheffe test was performed (see table 6 on details of the post-hoc result). Accordingly, a statistically significant difference on lack of staff training or CPD was observed between AU and SMU (MD 1.899* p = .041), which showed that (p< 0.041) is less than the level of significance of P< 0.05.

4.1.4. Open-ended Responses Analysis (Qualitative Analysis)

Participants (library staff) on an open-ended question of their questionnaire were requested to provide opinions (or otherwise) on the strengths and weaknesses of staff development and training policy of their institutions that could influence library staff turnover pattern and retention in their academic libraries. Participants, who were from AAU, AU, HU, ALU, SMU, and JU seem to show that a staff development and training policy was in place in some institutions (AAU, JU and SMU), while HU and AU only had it included in the strategic plans of their universities but not being implemented properly.

Although, some opinions seem to show none availability of the staff development and training policy in their institutions, which were reflected in the statements of opinions as - *"No seriously planned and implemented staff development and training policy"*, *"No staff development and training policy"*.

Most opinions of participants from the institutions did not seem to reflect on the strengths and weaknesses of the staff development and training policies; but the open-ended question provided an avenue for them to state their opinions on the factors affecting library staff to the extent of turnover and paving the way for retention. Suggestions in form of opinions were provided to their university's authority, Ethiopia government, heads of libraries and library schools in the country. For example, there were suggestions by participants of AAU for an *"intensive library training"*, *"reinstating the former Library and Information Science program, which was in existence in the University"*. That *"management should facilitate scholarship opportunity and Staff development policy should include sabbatical leave".* Participants could not hide their feelings in appreciating this research initiative but still reiterated the turnover pattern and retention factors that included *"Poor salary, no fair treatment and poor promotion and motivation mechanism and procedures"*.

The open-ended question was really an open avenue or source for participants of JU to air or voice out their opinions that may have been long unleashed. Instead of opinions on the strengths and weaknesses of the staff development and training policy, they found reason to address factors that influence staff turnover and retention.

The staff development and training policy in JU was seen as not emphasizing much on "Strategic salary improvement, incentives, medical care, no promotion, no training, lack of image, no plan for staff, the university provides no value to the staff, improper human resource management and leadership, there is a need for proper structure, there is training need, most staff are working on contract bases, staff development policy is centrally controlled, no adaptation with technological development in Jimma University".   However, the opinions seem to point out that "the management staff of the library are not professional librarians, hence, finds it difficult to differentiate fields, the activities and explain to central management. There is management misplacement (the statement continued) due to defined roles, some are assigned level and the country policy does not consider the profession of the staff, No value is given to library workers. But librarian work gives confidence to the workers as they practice, Lack of career staff development for library clerks, lack of staff training or education for librarians, Please care about staff, Administrators have no care about the library staff condition, they think about buying books for the library (who, are to make the books work?)".

The opinions of participants of Hawassa University Library Staff (HULS) did not show the lack of staff development and training policy nor was there any assessment on strengths or weaknesses. However, emphases were on factors that affect library staff that could lead to turnover and retention. Such factors were "unequal salary for people with same qualification with staff not in the library but within the institution, no staff development and training committee, head of university library system is not active, library staff salary is not good, no development training, no academic motivation, no challenges and for staff no job satisfaction".

There was the surprising question of "why Ethiopia public service evaluates the library environment as low status, when work is very much"; "sorry for the misunderstanding of library environment and higher university officials do not visit the library or see library; as a result they discourage the library staff, "a visit to the library by higher officers of the university is "training; no library motivation, no procedure for library work, working in the library is equal to punishment".

The opinions from St. Mary's University College library staff (SMUCLS) were not different from their counterparts in public institutions that cried on factors affecting library staff. Opinions seem to be on workers' lack of satisfaction with salary as compared with other staff, no motivation and no promotion. There was the emphasis on the "none availability of library structure that recognize work status and qualifications of library staff to occupy the positions". While opinions of Adama University participants on strengths and weakness of staff development and training policy of the institution seem to follow the trend of factors that affect library staff; the strong point of focus was on the weakness of the staff development and training policy, which participants indicated "does not improve monthly salary and allowances, management encouraging staff to read courses on their own, library having poor management, no motivation, no training, no promotion etc, hence, library staff choosing to leave the library than staying, no attention for specialists, no career training, lack of promotion like other professionals, poor management attitudes towards the profession, no educational opportunities, no plan in place for a well organized staff development, society attitude towards the profession is negative, profession needing a well organized staff training or continuing education for workers and no on-job training for lower level workers in the library".

Researchers also noted the call by library staff for the training of library managers that they "should be trained on administration for differences in management techniques and policy management of organizations". That "librarianship is a profession but in the country it is not seen as a profession because service provided to students and staff are so far different because of lack of attention in training the service providers. Another suggestion is for library schools in the country to add in their curriculum the administration of various types of libraries and information centers". That "there is lack of administration (there is need for a program in information science schools on administration of all types of libraries or information centers: public libraries, academic libraries, special libraries and research libraries, Information centers, private libraries or schools and college libraries). It is when this specific courses are offered that policy uses, organizational structure, budgeting, staff training, etc, will be treated and understood (management) of libraries, etc. to place users' output for the profit of the organization". Researchers observed participants' opinions to seem to show that there was favour extended to other staff in their institutions and no extended to library staff with the same status in terms of salary difference.

There was indication of lack of recognition of library staff hard work by management that needs to be backed up by all library staff development and training. Although, there was an indication by some participants of the availability of staff development and training policy but some showed that there was not. Researchers observed the existence of the provision of staff development and training policy in institutions Senate Legislations; an indication that some participants may have not read the policy document or expected a separate document on staff development and training policy for academic libraries.

Researchers also observed some opinions as critical because they point to the lack of professional librarians at the management level of the universities, the need for proper library structure, which will pave way for the required staff development and training needs. It noted with concern of most staff working on contract bases and the need for career development for the library clerks. The researchers were highly impressed on the interest of authorities of institutions to making available library and information resources in the main and branch libraries to meet the objectives of the institutions but sad to note the opinions of participants on how it does not mind who should make the resources work.

4.2. Discussions

The study on staff development and training on turnover pattern and retention in public and private academic libraries of Ethiopian Universities, which involved policy makers (i.e., presidents of universities; vice president academics and student affairs; vice presidents administration; human resource managers; university librarians or their equivalent; library administrators) and library staff (i.e., professional librarians; para-professionals and other non-professional library staff) found that all Ethiopian universities involved in the study have formally stated staff development and training policy. The policies also included on-job career development of library clerks/staff, which could influence the turnover pattern and retention in public and private academic libraries of Ethiopian Universities. The study also found that lack of career staff development for library staff and lack of staff training or CPD instrumental to staff turnover and retention in public and private universities in Ethiopian academic libraries. That Adama University and St. Mary's University College differ significantly in their mean difference on the lack of staff training but other public and private universities were not different in their mean levels of influence.

While the results of this study supported Holt (1993) and Beardwell and Holden (1997) on on-job training, Holt groups training into four areas: on-job training, off-job training, website training, and institutional training. In-service training allows employees to develop and enhance their skills, which include socialization in different forms. Newly recruited staffs need training before beginning work, while more experienced staff requires retraining to keep up with the demands and challenges of their present job. The success of any organization depends on its workforce, and to get the best from the workforce without losing them through turnover but retaining them, it must be continuous training and development. But Beardwell and Holden grouped training into two primary areas: on-job training and off-job training. While individuals could be taught on how to do a job, others could be sent outside of the environment to a vocational school or institute where training is provided. Ubeku (1974) stated that money spent on training and developments of employees are well- invested. Staffs are motivated to work harder when given the opportunity to develop their skills by training.

But the type of on-job career development and training discovered in operation in the institutions, are not designed in line with library staff operations; that have peculiar activities performed as routine in the academic libraries. The same is true for records management operations in archives of the public and private universities in Ethiopia. On-job career development and training for academic libraries should range from library attendant/assistant training program to assistant library officers training program. These are career programs that certificates are issued to graduates at every stage of their completion. The career positions would include: Typists, Library attendants, Clerical assistant, Library assistant and Assistant library officer. This type of training would also include record officers in archives and registries of the universities.

The qualifications for such beneficiaries should range from primary education to secondary or teacher training educational certificates for durations of between three months to six months depending on the level of the training. The course contents should be developed by library and information schools or department of information science as the case may be. Going by the classical theory of management, which is largely concerned with the anatomy of the formal organization and managerial practices; this study supports Etzioni (1964) and Udoh-Ilomechine (2009). Their works stated that workers are motivated by economic rewards and staff development and training allows better use to be made of human resources, by giving employees mastery over their work respectively. That is, if you motivate staff and they are very happy they can put in that much of their ability.

For these reasons, motivating is an extremely important function of management, as such staff development and training are a kind of motivation, which allows workers take the center stage of being knowledge accumulators, deliverers, sharers and disseminators' in their work environments. It becomes paramount for organizations to develop, train and equip library staff with the knowledge, which might not just be for the jobs retention but to avoid turnover and serving as a lifelong learning.

5.0. Conclusions and Recommendations

This study investigated the influence of staff development and training on turnover pattern and retention of library staff in academic libraries of the Ethiopian public and private Universities workforce. The study concluded that with the formally available stated policy on staff development and training for library staff in all public and private Ethiopian universities, such policy documents should be made public to the beneficiaries to avoid turnover pattern but the retention of library staff.

Open-ended participants' response on the strengths and weaknesses of staff development and training policy in the institutions were expository knowledge depository undiscovered. While the staff development and training policy for library staff exists in most Ethiopia public and private universities; in their Senate Legislative documents and in strategic plans of the universities respectively, most of these documents are never explored by most policy makers and library staff. The documents are sometimes not updated or revised to meet the administrative challenges and changes of academic libraries and those of the institutions; especially if there were revision of policies from the National Civil Service Commission of the country or the University's policies decisions in Senate meetings. These problems fail to expose knowledge that was deposited in the policy documents of institutions. Hence, institutions involved in the study are recommended not only to update the policy documents but make available to the constituent users and in libraries for possible exploitations of content. The study concluded that lack of career staff development and lack of staff training or CPD could influence staff turnover and retention in public and private universities in Ethiopian academic libraries. That Adama University and St. Mary's University College differ significantly in their mean difference on the lack of staff training or CPD, while other public and private universities were not different in their levels of influence.

Hence, public and private university academic libraries should consider their career staff development and training as serious factors that could retain their library staff. This study concludes from participants opinions that, while staff development and training are provided to only permanent staff of the academic libraries and not to contract employees; that such services and policies should be extended to the contract employees; since, it is the question of acquiring experiences and competences for better services to clients.

In which case, providing the staff development and training across the permanent and contract staff will go a long way to improving the staff output, a sense of belonging and guiding against turnover pattern and encouraging the retention of the library staff generally. Also, on-job library clerks/staff career development and training for academic libraries in public and private universities in Ethiopia; should range from library attendant/assistant training program to assistant library officers training program. These should be career programs that certificates should be issued to graduates at every stage of their completion. The career positions should include: Typists, Library attendants, Clerical assistant, Library assistant and Assistant library officer. That this type of career training should include record officers in archives and registries of universities; beneficiaries should range from primary education to secondary or teacher training educational certificates for durations of between three months to six months depending on the level of the training and Departments of Information Science of universities in the country should design the curriculums or the Civil Service Commission of the country.

5.1. Limitation of this Study

While the scope and limitation of the study supposed to include seven (7) Universities (i.e. 4 public and 3 private Universities), the researchers were forced to delimit the scope to six universities comprising of 4 public and 2 private universities. The delimitation to 2 private universities was due to the researchers' inability to meet with the policy makers physically in one of the private universities (that was Unity university college in Addis Ababa) for interview nor was the questionnaire distributed to them were completed. Not been able to obtain the vital data from the category of respondent was a factor that could affect the result of the study positively or negatively. Hence, the researchers had to delimit the study sample.

Judgmentally, the inclusion of 3 private Universities in the study was purposive and proportionate to the number of public Universities in order to allow for the generalization of the nationwide research findings. But this limitation poses the result of this study to be limited to the academic libraries of the Ethiopia public and private universities involved in the study. Secondly, the private universities in the country have a number of branches or centers located in cities in the country that data collections should have been extended to such centers in the country but due to lack of finances to cover the locations in the data collections, the researchers only limited their data collections at the headquarter library at Addiss Ababa. This is a limitation factor that could affect the generalization of the result of the study also.

Acknowledgement

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