

# Impact of Library Automation on the Professional Development and Job Satisfaction of Staff: A Case Study of Sam Jonah Library, University of Cape Coast

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## Abstract

In a world overwhelmed by technology, academic libraries should revolutionise how they perform their functions. This study presents the impact of automation on the professional development of staff and also evidence of job satisfaction derived from the use of an automated system. The research employed a cross-section survey design, by sampling 129 staff of the Sam Jonah Library, University of Cape Coast, excluding the auxiliary staff. The instrument used was a structured questionnaire with both open- and close-ended questions. The data was analysed using SPSS with presentations in tables, and percentages. A chi-square test with a significance level of 0.05 was used. The study found that library automation has improved the professional capacity of staff through the attendance of international and local workshops, seminars, and course programmes at various institutions of learning. Majority of the staff were satisfied with the use of the system since it motivates them to give their best. The circulation and cataloguing modules provide staff with high levels of satisfaction, while other modules of automation need to be improved. Some recommendations include the encouragement of staff to build their capacity by taking part in continuous education programmes and a call on management of the library to expedite action in the improvement of the serials and acquisitions modules.

**Keywords:** Technology, Library Automation, Professional Development, Satisfaction, Library Staff, Sam Jonah Library, Skill, Module

## Introduction

A cursory look at academic libraries and public libraries in the country shows the development of information and communication technology infrastructure to support the delivery of library services.

The quantity of digital information in the last decade has tripled because globally various sectors of various economies are creating digital content for consumption. Navigating the Internet for information is now a norm as the information-seeking habits of library patrons have drastically shifted in this direction. Given the current technological trends, librarians have to remain relevant, to meet the demands and expectations of information seekers (Anuradha, 2017).

According to Isebe (2015), “academic libraries are libraries that are attached to academic institutions above the secondary-school level, serving the teaching and research needs of students and staff”. These libraries serve two complementary purposes: to support the institution’s curriculum and the research and development activities of faculty and students. In addition, worthy of note is the fact that modern ICTs are being used to automate the essential functions of the library, and to implement effective and efficient cooperation among libraries. Additionally, technology is used in resource sharing, implementation of management information systems, development

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of institutional repositories of digital content, and the initiation of capacity building programmes for librarians and library users (Krubu & Osawaru, 2010).

Technological progression in our daily lives has affected the way information professionals handle library operations in various libraries and information centres, an opinion that is shared by Ossai-Ugbah (2010), who revealed that automated library services provide students with better exposure to varied academic materials, which invariably affects their performance.

## Problem Statement

The beginning of the 21<sup>st</sup> century has seen the automation of many university libraries in Ghana; among them is the Sam Jonah Library, University of Cape Coast, which started its automation process in 2005.

Since the beginning of the project over a decade ago, the impact of library automation on the professional development and job satisfaction of the staff has not been assessed.

There is limited literature on impact assessment of automated academic libraries in Ghana from a librarian's perspective. This study seeks to assess how automation has influenced the professional development and job satisfaction of the staff of the Sam Jonah Library, University of Cape Coast.

## Purpose of the Study

The study aims to assess how library automation has influenced the professional development of staff, and how it has affected the job satisfaction of information professionals of the University of Cape Coast Library (Sam Jonah Library), Ghana.

## Objectives of the Study

The study seeks to establish how library automation has affected the:

- Professional development of staff
- Job satisfaction of library staff

The study also attempts to ascertain which automated library module needs to be improved.

## Literature Review

### Staff Development in a Technological Environment

The advent of the digital era has called for libraries to build the capacity of their staff to match the new technological trends so that they will remain relevant to their institutions.

Skills are a crucial enabler in the 21<sup>st</sup> century for achieving organisational and individual objectives. Skills lead directly to improved efficiency and indirectly to professional development by generating a greater capacity for employees and businesses to match the innovations and ways of working (OECD, 2011; Productivity Commission, 2017).

An analysis to assess what IT experience and skills are required in the digital library world by academic librarians concludes that 70 to 75% of vacancies in this field needs people with specialised IT skills (Raju, 2018).

The possible danger of a widening gap between skills in demand and those in supply is mainly due to technical advances. In addition, work environments are evolving in ways that might make it harder for individuals to obtain and retain the skills necessary for continuous, stable jobs (Hajkowicz et al., 2016).

As Ajidahun (2007) shows, existence of staff development programmes determine, to a large extent, the success of modern-day institutions, the absence of which could mean non-performance of the institution in question. The term professional development implies the processes (workshops, continuous professional development, seminars, lectures, courses, and so on) through which professionals build their capacity and enhance their skills to function properly in the work environment (Mathew, Baby & Pillai, 2010).

Ashcroft and Watts (2005) observed in a study of ICT skills for information professionals in Nigeria that library staff, in an effort to remain relevant, are progressively required to be trendy in their skills and practices, with increased awareness of technological advances. In looking at the extent to which professional development of reference librarians was occurring in large urban public

libraries in Ontario, Chan and Auster (2003), in a study, posit that the most popular topics in their professional development activities related to the Internet.

The importance of capacity building to improve productivity was further emphasised by Thompson, Amuda and Akeriwe (2015), who discovered that the management of the University of Development Studies (UDS) library has embraced workshops, periodic internships that are professionally inclined, in-service training and short courses, and continuing education in its staff development efforts. The study further stated that by being members of the Consortium of Academic and Research Libraries in Ghana (CARLIGH), the Ghana Library Association (GLA), and the Committee of University Librarians and their Deputies (CULD), staff were offered the opportunity to attend diverse workshops, biennial professional seminars, and other professional development programmes organised by these bodies. This undoubtedly adds up to the capacity building and skill acquisition for librarians.

A study in Uganda found that Library and Information Science (LIS) professionals had limited access to CPD courses, and the opportunities available appear to be expensive. For LIS practitioners in Uganda, the study recommended CPD in order to develop and extend their skills and service provision (Okello-Obura & Kigongo-Bukenya, 2011).

Research was conducted by Abban (2017) to find out if there was a shortage of training and development programmes in Ghanaian academic libraries and whether the programmes available were adequate to meet the unique needs of workers. The analysis revealed that the two university libraries attached importance to training and development programmes. Besides, the study described several beneficial derivatives of training and development programmes, including work satisfaction, improved user support, improved efficiency, and improved employee trust.

Bosomtwi and Akussah (2017) have assessed the training programmes at the Sam Jonah Library, focusing on how these programmes have enhanced the efficiency of the library personnel. The study results showed that while there were training programmes coordinated in the library and outside the library, these programmes do not adequately address the needs of the staff. While this study

was very insightful, the link between capacity building and the efficient and successful use of an automated library system was not particularly defined. A study by Dzandza and Akussah (2017) showed that although the value of professional development was recognised by private universities in Ghana, not all library employees in the sampled private universities were permitted to engage in professional development programmes organised outside their institutions. In Ghana, the majority of private university libraries did not provide for professional development budgetary arrangements and none of the sampled private universities had a policy on it.

On exactly what kind of capacity the staff should build, there is a need for managers of libraries to outline the appropriate training required in the new technology. Flatley and Weber (2004) reviewed staff development activities comprising continuing education, publishing, participation in professional programmes, presentations, and institutional and community service required for academic librarians. The study emphasised the need for academic librarians to be in tune with current trends in the profession as change is occurring rapidly; attending professional workshops, seminars, lectures, and so on, were considered good ways to grow professionally.

Eze (2012) is of the view that one of the effective ways of developing staff is by identifying potential staff for easy skill acquisition and proficiency attainment. This person is then sent to other academic libraries that are more endowed with the requisite infrastructure for studying. Of significant importance are the various continuous educational prospects provided to staff who are interested in enhancing their knowledge base. Such opportunities have given a rise to staff promotions. Thompson, Amuda and Akeriwe (2015) concluded that tailor-made capacity building programmes such as these have immensely helped staff in the acquisition of the requisite skill and expertise to meet the needs of the users.

Correspondingly, Ojowhoh (2016) analysed the effect of staff development and library services in academic libraries in Bayelsa and Delta States in Nigeria. The result indicates that work effectiveness, motivation, and satisfaction are brought about by training and development. The research concludes that training and development have a positive impact on library services and therefore should be given necessary attention.

Chowdhury and Chowdhury (2003) subsequently placed emphasis on the need for capacity building when they added that information technology is a threat to the traditional methods of library practice. This calls for focus on the importance of staff development and the need to make it one of the central themes in institutional human relation (HR) policies.

Gloria and Akussah (2017) re-echoed the need for libraries to see the worth of continually measuring the impact of training programmes or human capital development on the work performance of employees. It is evident that placing a premium on continually measuring the impact of training programmes will lead to increased performance by the library staff. It is however unfortunate that most libraries in Ghana do not emphasise the assessment of available training programmes, thus leading to lapses in the training needs of the staff.

O'Toole and Sassen (2018) discusses how indices of need, dedication, happiness, and impact are used in a major academic library to assess many facets of professional learning programmes. Librarians have established professional development programmes in many university libraries to promote research and scholarly efforts. Continuous evaluation can contribute to the longevity and efficiency of these systems.

## Issues of Job Satisfaction

All over the world, it is a known fact that most working people spend a significant amount of their time at their workplaces. This calls for suitable work environments, to bring out the best in the working populace. Librarians are not an exception; consequently, happy and satisfied librarians perform effectively. It is deduced that a stressful and unhappy librarian will not be productive. This will not only bring about a depressing image of the library but will lessen the role of university libraries as service-oriented institutions (Khan, Rehman & Rehman, 2013).

In 2014, Owusu-Ansah, Mprah & Kumah conducted a study on library automation and job satisfaction at the University of Education, Winneba, Ghana. In analysing the various factors which informed the decision-making choices of respondents in this study, more than 50% affirmed that the implementation of the automation project has given them a sense of satisfaction. Bii and Wanyama

(2001) discovered that automation served as a source of enrichment and job satisfaction. Appropriate technologies, which adequately perform their functions, bring relief to the users of the technology. Mondal (2014) studied the impact of ICT on job satisfaction of the technical staff of seven state-funded general university libraries in West Bengal. He argued that the length of time spent behind the computer provided a greater level of job satisfaction to professionals. The same can be said for Vimal's and Jasimudeen's (2012) research; they conducted an earlier study on the adoption and user perception of Koha Library Management System in India and found that a majority of the respondents were satisfied with the use of the system.

Furthermore, Tinuoye, Omeluzor and Akpojotor (2016) analysed the factors affecting job satisfaction of academic librarians in university libraries in Nigeria's Edo and Delta states and found that employee satisfaction, work climate, promotion, remuneration, fairness, and training are influential factors in work productivity. It is important to remember that the ergonomics of the work environment is an integral factor in keeping librarians or workers happy in the competitive library.

Ikonne and Onuoha (2015) showed that some factors that influenced job satisfaction of the librarians are job security, satisfactory relationships with superiors, satisfactory interactions with colleagues, and satisfactory interactions with library users. Satisfaction with compensation and fringe benefits, working conditions, and study opportunities, however, have been ranked poor, which means that librarians are not happy with these dimensions of job satisfaction.

Awoyemi and Oluwaseun (2017) designed a study to investigate the correlation between job satisfaction and career commitment of librarians in six selected university libraries in Ekiti and Ondo States, Nigeria. The study drew a noteworthy correlation between job satisfaction and career commitment of the librarians working in universities in Ekiti and Ondo State, Nigeria.

Bamigboye et al. (2008) argue that librarians need to be educated and re-trained to gain expertise and experience in their job to help their clientele. This in turn gives them a sense of fulfilment. This study further showed that work climate, promotion, remuneration, fairness, and training are major contributing factors to employee satisfaction.

Bamidele et al. (2013) corroborate the assertion of Bamigboye et al. (2008) in their confirmation that training librarians is a stimulus for high morale and satisfaction in the workplace. This suggests that librarians would be pleased with their work if they have enough skills to better serve their clients.

Ranaweera and Li (2018) evaluated 600 respondents, representing technical, para-professional, and support workers groups operating in 14 university libraries in Sri Lanka, regarding job satisfaction in their workplace. Findings show that workers of the university library were pleased with their employment and the quality of work in general. Wages, incentives, and prospects for professional growth were listed as the least satisfying factors linked to work satisfaction.

On the contrary, Tumba and Temboge (2018) investigated the relationship between staff development programmes and job satisfaction among staff of higher learning institutions in the state of Adamawa, Nigeria. The results show that the level of job satisfaction among employees in the academic libraries selected is very poor and that there is no significant connection between in-service training, informal training, and employee satisfaction. Therefore, in-service training and informal training among employees of the different libraries under review are not the basis for job satisfaction.

Institute of Finance Management (IFM) Tanzania library workers experience moderate satisfaction with the work and job protection. Moderate satisfaction was accounted for by achievement, recognition, progress, salary, responsibility, status, and relationship with supervisors and co-workers. The study found that the work climate was the one overwhelming cause of the IFM library staff's dissatisfaction.

Pandita (2017) noted that some key variables such as pay, work environment, professional status, working hours, location, employee involvement in administrative matters, acknowledgement, and development were contributory factors to job satisfaction in evaluating the level of job satisfaction among the practicing Library and Information Science (LIS) professionals in India. In the report, more than 80% of professionals entirely or partially agree that most LIS professionals in India are unhappy with their employers.

Mulla and Chandrashekara (2014) explored the satisfaction level of software usage in Gulbarga and Belgaum region's engineering college libraries in Karnataka; they realized that the librarians were dissatisfied with the performance of their automated system. This then begs an answer to the question whether automation of libraries is a panacea to all library housekeeping operations.

## Overview of the Automation Project at the Sam Jonah Library

In 2005, the library set for itself an objective of full automation of the library for the year under review. The library submitted four proposals on the automation of the library to the Chairman of the University of Cape Coast Information and Communication Technology Committee through the Vice Chancellor for Study and Advice. In July of the same year, the Teaching and Learning Innovation Fund (TALIF) accepted a proposal for the automation of the Sam Jonah Library. The UCC TALIF account received the first tranche of payment that year. The library looked forward to achieving one of its major objectives, which was to fully automate the library by 2006.

In 2006, the library won TALIF funding for a proposed library project code-named "enhancing library services for the disabled". Institutional approval was also given to a subsequent proposal with the theme: "Enhancing library services in the bindery, photocopying and information technology departments of the library." It was the expectation that if all these projects were successfully implemented, the Sam Jonah Library could be a showpiece in Ghana.

The Cataloguing Section also submitted a proposal on the organisation of theses and dissertations in an electronic database for multiple access to TALIF for funding. This proposal was accepted and subsequently approved. A performance agreement (PA) between the National Council for Tertiary Education (NCTE) and the University of Cape Coast was signed on 25 January 2006 (Vice Chancellor's Annual Report, 2006).

The period between 2006 and 2007 witnessed progress in the computerisation of the library automation modules and installation of data transmission infrastructure. The set goal of the period was to enhance library services to

all categories of users with funding from TALIF. In this respect, the library was provided with computers, printers, embossers, and scanners. The D-Space Software package was subsequently installed to create communities of faculties and departments to host the digitised materials from the faculties. The open-source library software, ABDC, was installed for use in managing all services in the library (Vice Chancellors Report, 2010).

In 2012, the library automation project, which was under the TALIF programmes that the library executed, was finally completed by the staff of the unit with the support of their counterparts from the Balme Library, University of Ghana. Both the online public access catalogue (OPAC) and the library management system (Koha) are in operation.

By 2015, the library was able to successfully import the records of first-year students, numbering 6,310, into the library's Management System (Koha) to enable them to check out books just like the continuing students (Vice Chancellor's Annual Report, 2015).

## Research Methodology

The study adopted the cross-sectional survey design method. Since cross-sectional survey helps to clarify assumptions and paints the real picture on the ground over a period, the researchers thought it wise to employ this design for the study (Rivers, 2016).

One-hundred and twenty-nine appointed staff of the Sam Jonah Library, excluding auxiliary staff, participated in the study in the second quarter of 2018 to find out the impact of automation on the professional development and job satisfaction of staff. There are seven senior members in the library and they constitute the management team of the Sam Jonah Library. There are 74 senior staff. This category of staff have a Masters certificate, Bachelor's Degree from varied subject disciplines, or at least a diploma in any area of study.

The junior staff category has 48 members. This group are holders of Senior High-School Certificates (WASSCE) and General Certificate Examination (G.C.E) O Levels Certificate. The researchers opted to use a structured questionnaire with some portions adopted from Owusu-

Ansah, Mprah and Kumah (2014), which had both closed and open-ended questions to solicit views from the staff.

Primarily, questions in the instrument touched on demographics of staff, professional development programmes staff have undertaken and resultant credentials obtained, some indicators of job satisfaction, level of satisfaction with the use of the automated system, and the preferred automated modules by staff.

Data were analysed using the Statistical Package for Social Scientist (SPSS) version 20. The analysis began with the coding of the responses from the questionnaire; main principles were followed in coding the data. A value was assigned for every response and codes were constructed for the non-response. The data collected were presented in the form of frequencies, percentages, and distribution tables, which were used in measuring response distribution. To assess the statistical significance of findings, the chi-square test with a significance level of 0.05 was used.

## Results and Discussions of Findings

From the background characteristics of the respondents, it was realised that the library had a good representation of males (72.9%), while females made up only 27.1% of the population. Interestingly, a majority of the respondents were senior staff. In relation to age, the library portrayed a youthful staff population, with a percentage of 44.4% representing those between the ages of 20-30 and 34.9% representing those between the ages of 31-40.

The circulation section and the cataloguing section had the highest number of respondents, with the other sections falling into the minority. It was realised that a majority of the respondents had worked in the library for about six to ten years, meaning the library has a low turnover, which the library can use to its advantage. Encouragingly, the majority of the respondents have a bachelor's degree (13.7%). The number of staff with a Master's degree was the least.

In an attempt to know the professional development programmes attended by staff to build their capacity to adequately operate the automated system, the researchers posed a related question with numerous options to choose from. Their responses are shown in Table 1.

**Table 1: Professional Development Programmes**

<i>Training Programmes</i>	<i>Don't Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
ICT Courses	26 (22%)	7 (5.9%)	9 (7.6%)	56 (47.5%)	20 (16.9%)
Mentorship	13 (11.3%)	10 (8.7%)	20 (17.4%)	36 (31.3%)	35 (30.4%)
In-service workshops	1 (1.1%)	2 (1.6%)	0 (0.0%)	67 (51.9%)	59 (45.7%)
Outside workshops	9 (7.7%)	22 (18.8%)	23 (19.7%)	59 (45.7%)	4 (3.4%)
Seminars	24 (20.5%)	14 (12.0%)	16 (13.7%)	58 (49.6%)	4 (4.3%)
Guest lectures	22 (21.4%)	36 (35.0%)	25 (24.3%)	16 (15.5%)	4 (3.9%)
Visits outside the country	15 (12.6%)	17 (14.3%)	23 (19.3%)	52 (43.7%)	12 (10.1%)
Professional conferences	10 (8.8%)	10 (8.8%)	22 (19.5%)	46 (40.7%)	25 (22.1%)
Job rotation	20 (19.8%)	29 (28.5%)	28 (27.7%)	18 (17.8%)	6 (5.9%)
Computer-assisted instructions	4 (3.6%)	8 (8.7%)	10 (8.9%)	59 (52.7%)	31 (27.7%)

Field Data: 2018

From the five-point Likert Scale in Table 1, a majority of the respondents agreed that they have attended workshops to build their capacity. This could be because workshops are easy to organise and less expensive. This is followed by seminars 58 (49.6%) and 56 (47.5%) ICT coverage, indicating that they had attended course programmes related to library automation. From the table, it is also evident that guest lectures and job rotation were programmes that very few staff attended. The results of the analysis also showed that 36 (31.3%) have been part of mentorship programmes. The analysis showed that workshops and ICT courses play vital roles in the professional development of staff members.

Respondents indicated the kinds of credentials they have attained by attending ICT and library management system related programmes. The following were some credentials mentioned by the respondents:

- M. Ed. (ICT), Certificate in ICT Proficiency, Certificate in IMS (Koha) for Libraries
- M.A./M. Phil Information Studies, Certificate in International Workshop on Library Automation

- Certificate in Information Literacy
- B.A./B.Ed. Computer Science
- ICT seminar attendance

Correspondingly, a chi-square test performed (Chi-Square = 109.45, DF = 39,  $p = 0.000$ ) indicates that there is a significant relationship between library automation and professional development of staff, since it was evident that staff development has been affected positively. The finding shows that the introduction of ICT into library operation has helped the staff of Sam Jonah Library to build their capacity to compete with the technological trends in today's world.

To ascertain the contribution library automation has made on job satisfaction, eight indicators were chosen from the literature review, some specifically from Owusu-Ansah, Mprah & Kumah (2014), and itemised in the survey. Respondents were permitted to select multiple answers. Responses are shown in Table 2.

**Table 2: Some Indicators of Job Satisfaction**

Indicators	Yes	No
Motivation to come to work regularly	47 (56.6%)	32 (38.8%)
Motivation to come to work on time	50 (60.2%)	27 (32.5%)
Motivation to stay a little bit longer than usual at work	38 (45.8%)	38 (45.8%)
Unhappiness in the event of system failure?	74 (89.2%)	3 (3.6%)
Concerned if the system is permanently deferred	67 (80.9%)	8 (9.6%)
Library automation gives me a sense of achievement after a day's work	55 (66.3%)	19 (22.9%)
Job control as a result of library automation	57 (68.7%)	21 (25.3%)
The automation of the library is an indication that the university cares for you	32 (38.6%)	46 (55.4%)

Field Data, 2018

Table 2 shows that in responding to the indicators, 47 respondents (56.6%) said that they were motivated to come to work regularly because they were satisfied with the automated library system. Thirty-two (38.8%) said that they were not motivated to come to work regularly because of the automated system. Again, a majority of the respondents (60.2%) said that they were motivated to come to work on time because of the automated system, while 32.5% of the respondents were not. Half of the

respondents 38 (45.8%) said that they were motivated to stay a little bit longer than usual at work and the other half 38 (45.8%) were not.

In response to whether they would be unhappy in the event of a system failure, 74 respondents (89.2%) said that they would be unhappy, but three said that they would be happy. Moreover, 67 respondents will be concerned if the system was permanently deferred and eight said that they would not be concerned in such a case.

In response to whether library automation gives them a sense of achievement after a day's work, 55 of the respondents agreed. Fifty-seven respondents said that there was job control as a result of library automation, but 21 respondents opposed this view.

In response to the statement "the automation of the library is an indication that the university cares for you", the majority of the respondents 46 (55.4%) disagreed.

Findings from this analysis show that staff are satisfied with the system they use in executing their daily operations. Additionally, staff have acquired a significant degree of satisfaction based on the automation of the library system. Most of them are motivated to be punctual and committed to their work.

As a follow-up question, the researchers tried to ascertain which automated module gave staff the most satisfaction and which ones did not. The results are presented in Table 3.

**Table 3: Modules Staff are Satisfied with**

Modules	Not Satisfied	Partially Satisfied	Satisfied	Highly Satisfied	Total
Acquisition	12(15.6%)	32(41.6%)	23(29.6%)	10(13.0%)	77(100%)
Web-based circulation interface	7(9.5%)	16(21.6%)	29(39.2%)	22(29.7%)	74(100%)
Barcode printing	11(14.5%)	18(23.7%)	25(32.9%)	22(28.9%)	76(100%)
Cataloguing	5(5.3%)	27(28.7%)	38(40.4%)	24(18.6%)	94(100%)
Online public access	7(9.0%)	15(19.0%)	41(51.9%)	16(20.3%)	79(100%)
User records management	19(28.4%)	33(49.4%)	9(13.4%)	6(9.0%)	64(100%)
Serials	40(49.3%)	27(33.3%)	9(11.1%)	5(6.2%)	81(100%)
Reports and statistics	30(42.9%)	21(30.0%)	16(22.9%)	3(4.3%)	70(100%)

Field Data: 2018

In investigating the kind of automated modules staff were satisfied with, 29.9% were satisfied with the acquisitions module, with 39.2% being satisfied with the web-based

circulation module. A majority of the staff (51.9%) were also satisfied with the Online Public Access Catalogue. The results of the analysis show that generally, the staff

at the library were satisfied with most modules of the automated system.

On the other hand, 49.3% said that they were dissatisfied with serials modules; 42.9% registered their dissatisfaction with the reports and statistics module and 28.4% with the records management module. However, the study found that 29.9% of the staff were highly satisfied with the web circulation module, while 18.6% were highly satisfied with the cataloguing module.

## Discussion of Findings

The study sought to find out if library automation has had any effect on the professional development of staff. This is because for libraries and librarians to remain relevant in today's technological environment, it is necessary for librarians to update their skills and competencies. In appealing to technology-smart clients, information professionals must recognise the need to embark on staff development programmes or risk becoming irrelevant to academia. For employees to be acquainted with changes in today's world, the training of employees is very important.

Consequently, an imperative objective of the study was to find out from staff how library automation has contributed to their professionalism.

Most respondents indicated that library automation has indeed improved their skills in the use of the library management system, the Koha. Most of the staff have also developed their capacities in the area of ICT through short and lengthy professional development programmes.

Chinien and Boutin (2011) substantiate the findings of this study when they concluded that to cope with the changing environment of information, information technology, and service provision, a certain degree of skill distinction is required on the part of information professionals for effective and efficient service delivery. This finding is also in tune with Ahmed (2015), who argues that effective management of new technologies is mainly determined by the availability of skilled employees and the society's level of literacy. This, admittedly, is the employment of modern technology to render services quickly and inexpensively to library users. If information professionals are to remain relevant in the current technology-driven environment then the acquisition of these new skills are paramount.

Workshops were the most attended and the most popular staff development programme. This corresponds with a study by Tomlinson (2014), who argues that internal professional development not only helps academic librarians share their varied skills, tools, and practices with institutional colleagues, but also improves employee morale, collegiality, and organisational culture. This is a clear indication that there is a need to increase the frequency with which they are organised and the appropriate support given.

However, it shows an over-reliance on these capacity building activities to the neglect of other approaches of staff development.

The infrequent use of job rotation as a method of staff development could lead to the staff missing its benefit, such as the alleviation of physical and mental stress endured by employees when working in the same position for a long time, and the reduction of some types of musculoskeletal disorders (Adjei, 2012).

Guest lectures were almost absent. This may also deprive staff of variety and newness. This state of affairs offers a good platform for staff to develop further their professional strength in service delivery as supported by Idiegbeyan-Ose, Ohaegbulam, and Osayande (2015) in their argument that staff development programmes such as participation in conferences or workshop attendance by information professionals should be a basic requirement in an information-ridden society.

A deduction from the findings is that, cumulatively, most staff members of the Sam Jonah Library have in one way or the other built their capacity since the introduction of library automation. Most library staff acknowledged the fact that library automation has enhanced their professional development immensely, although a section of staff needs to be encouraged to develop themselves professionally. The information gathered from the findings attests to the fact that information communication technology (ICT) has hugely affected the operations of the library.

Regarding job satisfaction concerning library automation and its use to execute their daily activities, 74 (89.2%) responded that they would be unhappy in the event of a system breakdown, a proof that the staff were highly satisfied working with the system. In addition, the findings showed that library automation gave the staff some form

of satisfaction, a source of motivation, for them to come to work regularly, be at work on time, stay a bit longer, and an overall feeling of a sense of achievement at the end of a working day.

Othman et al. (2018), who concluded that the relationship between work satisfaction and employee engagement is essential and positive, support this view. This means that high job satisfaction will indirectly increase the dedication of the employee, with the employee working harder on the job and retaining the good name of the business; they will be more likely to work for the organisation for a longer period.

The findings revealed that a majority of the respondents showed a high level of satisfaction with the circulation module, the OPAC module, and the acquisition's module. This can be attributed to the fact that they are the most patronized modules in the library management system, thus making the staff more productive and impactful in rendering their services to the university community. Staff were however very dissatisfied with the serials module of automation, as it was deemed non-functional.

## Conclusion

In the process of assessing the automation of the Sam Jonah Library, the study sought to find out how library automation has affected the professional development of staff and the satisfaction derived by staff in using the automated library system. These themes have been the main focus of discussion. Even though the study concentrates on a single library, it presents noteworthy lessons and lays bare some challenges of an automated library system.

This study makes it obvious that the staff of the Sam Jonah Library have expressed their satisfaction with the modernised way of going about their activities. Although the study was limited to an academic library, it does not alter the conclusion of the study, which clearly shows that automating a library makes the library more relevant and rightly positioned to better serve its clients. In this regard, it is incumbent upon management to expedite action to fully automate the library and employ current and appropriate technologies to make staff more satisfied and ready to give their best. This will undoubtedly

increase productivity and help in achieving the main aim of the university library, and ultimately, the goal of the University of Cape Coast.

## Recommendations

Some recommendations were made based on the findings of the study.

- More members of staff should be encouraged to participate in capacity development programmes and they should be sponsored if need be.
- Variety should be introduced into these programmes to whip up interest and make them more attractive.
- Initiation of a joint venture between the individual librarian and the organisation to create appropriate continuing education packages and training is one of the major recommendations made.
- Job rotation should be introduced so that staff can acquire other skills in other sections of the library.
- It is further suggested that since the Sam Jonah Library is automated, management would have to make the attendance of professional development programmes mandatory to compel all staff to attend.
- It is recommended that all the stakeholders, especially the management of the university, must remain committed to the mission of the university library in its quest to support research, teaching, and learning, by providing adequate and timely funding.
- Staff who are not interested in using the automated system, though in the minority, should be given continuous education by the library management to enable them to develop the interest.
- All the modules that need updating and improvement should be worked on as soon as possible.

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