ASSESSMENT OF PERSONNEL MANAGEMENT PRACTICES IN COLLEGE LIBRARIES IN KWARA STATE-OWNED COLLEGES OF EDUCATION, NIGERIA

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Abstract

Serious concerns have been expressed by college administrators, lecturers and students in Kwara state colleges of education over the behaviour and performance of library staff as well as the quality of services rendered which seems to be unsatisfactory. This has left the researcher to wonder if some of these staff were examined before they were recruited, or they receive further training after been recruited, or whether they are adequately motivated and disciplined. This study therefore ascertain the personnel management practices in college libraries in the three Kwara State-owned colleges of education, namely, College of Education, Ilorin; College of Education, Lafiagi; and College of Education, Oro. Specifically, the study determined the extent to which: library staff are recruited based on the approved National Commission for Colleges of Education (NCCE) guidelines in Kwara State colleges of education; training and development programmes are implemented for library staff using the NCCE guidelines in Kwara State colleges of education; staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines; staff disciplinary practices adhered to by library managers in Kwara State colleges of education are in line with the approved NCCE guidelines. A survey research design was adopted for the study. Seventy six respondents. The instrument for data collection was a structured questionnaire. Data collected were analysed with descriptive statistics, precisely mean and standard deviation. Findings of the study revealed that: to a low extent (cluster mean score of 2.03) Kwara State colleges of education recruit library staff based on the approved NCCE guidelines; to a low extent (cluster mean score of 2.44) training and development programmes are implemented for library staff using the NCCE guidelines; to a low extent (cluster mean score of 2.34) staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines; and to high extent (cluster mean score of 2.93) library managers in Kwara State colleges of education adhered to staff disciplinary practices in line with the approved NCCE guidelines. Based on the findings, the study recommended that: College and library management should try to improve the recruitment process through the adoption of a systematic approach to recruitment by adhering to all relevant established guidelines set-out in the NCCE conditions of service manual.

Background to the Study

The college library, which is commonly referred to as the store house of any tertiary institution, is primarily set up for the achievement of the institution's set goals and objectives by providing information materials and services which satisfy the information needs of the entire college community. Ukachi (2013) refers to a library as a resource centre where a collection of books, periodicals, materials (visual, audio and audio visual) are housed for use by lecturers, students and researchers for learning, study, research, recreational activities and personal interest. Kumar, Quadir and Siddiqui (2017) reiterated that the objectives of the college library are to: provide information resources necessary for teaching and research; bring information, students and teachers together under conditions which encourage reading for pleasure, self discovery, personal growth and sharpening of intellectual curiosity; and maintain inter-library co-operation with other libraries around the world. For these objectives to be attained; effective, proficient and adept personnel management practices is vital. This is because the right number and caliber of library staff have to be recruited so as to meet the organizational needs. Having recruited them, efforts must be made to see to it that each personnel is trained to cope with the demands of his/her job; otherwise he/she will feel inadequate, become increasingly frustrated and eventually leave. They will not be happy if their wages and working conditions are unsatisfactory. The library management will equally see to it that the welfare of the staff are catered for as this will not only maintain a suitable labour force but equally stimulate the efforts of his members in a positive manner.

In the library perspective, Khan (2015) observed that personnel management practices relate to specific practices, formal policies, and philosophies that are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organization. Against this backdrop, this study is therefore, only interested in assessing the personnel management practices as it concerns only the adherence to staff recruitment, training and development, motivation and discipline. These four major umbrellas of personnel management according to research evidences (Animoku, Haruna & Attah, 2016; Bello, 2015) are very crucial for organizational development and effectiveness, and that most organizations depend on them for survival. In this regard, library managers in colleges of education must realize that the adoption of a multi-faceted approach to personnel management practices in accordance to the National Commission for Colleges of Education (NCCE) guidelines for enhancing library

performance, which must include effective and efficient recruitment exercise, robust staff training and development programme, staff motivation (good staff welfare) and staff discipline are valuable and that their proper management can tremendously help the library maximize the quality of their services and ultimately achieve the goals for which they were established. This, however, necessitated the conduct of this research.

Statement of the Problem

Serious concerns are being expressed by college administrators, lecturers and students in Kwara state colleges of education over the behaviour and performance of library staff as well as the quality of services rendered which seems to be unsatisfactory. This raises concern about the educational qualification of some of the library staff recruited: about examination and interviewing procedures; and whether or interviewed before they were recruited; and that they were recruited based on the relevant recruitment criteria provided for in the National Commission for Colleges of Education (NCCE) manual were adhered to. Also, it seems training and development of library staff has been relegated to the bottom of the priority lists as some library staff recruited appear to be lacking the necessary skills which are indications that probably they were not sent on training courses. Animoku, Haruna, & Attah, 2016; Waziri, (2014) as well as personal observations further revealed that some library staff still hold tight to their entry qualifications without making attempt for further development.

Furthermore, some manifestations in the behaviour of many library staff of these colleges create doubt as to whether the provisions of the conditions of service with regard to staff motivation and discipline are being effectively implemented to achieve the desired result(s). As library staff are of the perception that they are not adequately motivated in terms of prompt payment of salaries, allowances and benefits; which make them resort to other means of survival at the expense of their legitimate consequently, absenteeism, truancy, insubordination and gross misconduct seem to be the norm in these college libraries. All these may be as a result of ineffective personnel management practices. Based on the foregoing, the problem of this study, put in a question form is, how far have the personnel management practices of College library in Kwara State colleges of education been implemented in line with the laid down NCCE guidelines?

Research Objectives

The study assessed the personnel management practices in Kwara State colleges of education libraries, Nigeria. Specifically, the study:

i.   determined the extent to which library staff are recruited based on the approved NCCE guidelines in Kwara State colleges of education;
ii.   examined the extent to which training and development programmes are implemented for library staff using the NCCE guidelines in Kwara State colleges of education;
iii. found out the extent to which staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines; and
iv.   determined the extent to which staff disciplinary practices adhered to by library managers in Kwara State colleges of education are in line with the approved NCCE guidelines.

LITERATURE REVIEW

Conceptual Framework

The concept of staff personnel management practices has been interpreted differently. Some see it as activities or services performed for the management of an organization on a regular basis. To others, personnel management practices are functions or processes. These activities that are regularly performed by using human resources to achieve organizational goal(s) are referred to by some authorities as the function of personnel management. The staff personnel management practices in this study are reviewed thus:

Recruitment is one of the essential practices (functions) of staff personnel management. It is the process of assessing job, announcing the vacancy, arousing interest and stimulating people to apply. There are two types of recruitment, namely internal and external recruitment. An internal recruitment is obtained in a situation where a vacancy is filled from within either in form of promotion or transfer (Minbaeva, 2005). On the other hand, external recruitment can take the forms of employee referral, advertising and employment agencies or consulting (recruitment) firm. During recruitment exercise, one expects that the guidelines for recruitment of staff as provided for all colleges of education by the NCCE should be strictly adhered to. For instance, section 2.2 of NCCE manual for colleges of

education provided that all established posts shall be advertised and that basic qualifications laid down in the advertisement shall be followed while short-listing. Related to the above is the provision on Section 2.3 of NCCE Manual that every appointment to an established post shall be made in writing by the Registrar, or the officer authorized on his behalf, and shall not be valid until it has been accepted in writing (National Commission for Colleges of Education - NCCE, 2010). Observations by some scholars in library administration pointed to the fact that probably these guidelines are not followed. For instance, Waziri (2014) posited that, experience has shown that these procedures are prone to political influences and dirty tricks and that employers of labour recruit whom they like. In this way they usurp the statutory functions of Appointments and Promotions Committee (A & PC). Animoku, Haruna and Attah (2016) seriously frowned at the above scenario and noted that non-adherence to recruitment criteria normally gives rise to patronage system where incompetent persons who are friends, relations or political associates are appointed to vacant positions.

Another personnel management practices in this study is training and development. Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes (Shodeinde, 2015). Usoroh, Umoren and Ibang (2016) submitted that training is often required for: new employees to get acquainted with the background knowledge of the organization, its policies, operations, rules and regulations; current employees when jobs are changed to include new equipment, procedures, and performance standard; and when performance appraisal indicates that performance problem exists and is due to a knowledge or skill deficiency. Therefore, college libraries, like other secondary organizations, normally have well-established policy guidelines entrenched in their staff condition of service. For instance, Section 11.1(a) of the National Commission of Colleges of Education (NCCE) stated that further training of staff is of utmost importance. Further, the same section makes it clear that the librarian should encourage all his staff, where appropriate, to go for higher education and selection should be based on good performance of the staff (NCCE, 2010). Etor (2014) and Mangi (2014) concur with the above provisions but one thing is to make these provisions and another is for the library management to adopt a systematic approach to training by defining staff needs for training in accordance with the above NCCE provisions. This, regrettably, has not been the case as some organizations still meet their needs for training in an ad-hoc and haphazard way.

The third staff personnel management practices as mentioned earlier focuses on staff motivation. Motivation is an integral part of management process and every personnel manager must motivate his/her staff to create in them the will to work (Edeh, 2014). This statement corroborated the researcher's opinion that, motivation is aimed at inspiring people to work, individually or in groups in the ways such as to produce best results. Simply put, motivation is the willingness to exert high levels of effort towards organisational goals conditioned by the efforts and ability to satisfy some individual need. In a bid to motivate library staff in colleges of education, the NCCE has made some vital provisions. For instance, Sections 2.20 – 2.22 made provisions for salaries of staff. Again, the provision of Section 3.2(a) of the staff manual is to the effect that promotion shall be based on merit. Equally, Sections 14.1 – 14.12 provides for salary advances and loans to staff (NCCE, 2010). The issues to be addressed here is how far has these guidelines been adhered to by the various colleges of education library managers and heads of sections/units/departments in these libraries? To this, the researcher was more or less pessimistic as a result of the poor state of affairs as staff always complain of their poor working conditions such as irregular payment of salaries, delayed promotion and inadequate infrastructural facilities which often result in strike actions embarked upon by the staff from time to time demanding better working conditions. The implication therefore, is that probably the NCCE provisions on staff motivation are not being implemented to achieve the desired result(s).

The last of the personnel management practices stated earlier is staff discipline. The word discipline connotes the idea that the members of a group should reasonably conform to the rules and regulations (that is, the code of behaviour) which have been framed for it or by it so that everyone benefits by them. Simba, Agak and Kabuka (2016) observed that, discipline attempts to check employees' conduct. This include: conduct that directly affects employee's performance e.g. absenteeism, insubordination, immoral conduct, etc.; conduct that indicates bad organizational relationship e.g. fighting, gambling, dishonesty or frauds, failure to meet work standards (incompetence) etc.; and conduct negatively affecting society in general, that is criminal or civil violations or both. On this note, organizations have work rule (condition of service) provisions that deal on how variety of offences as listed above can lead to disciplinary actions. Such disciplinary actions for the above offences are provided for in Section 8.1 – 8.9 of the National Commission of Colleges of Education (NCCE) manual, and they include: verbal warning, written warning, withholding of increment, reduction in grade, suspension from office; termination or dismissal. Some scholars in

library administration are of the opinion that some arrogant behaviours that are manifested by staff of these colleges point to the fact that the staff are not disciplined (NCCE, 2010). This is true, for in the words of Usoroh, Umoren and Ibang (2016), library staff have become prone to unofficial absenteeism, chronic lateness to work, insubordination, lack of sincerity, moral laxity etc. The effect of all these is that if staffdo not abide by the rules and regulations, the library and its parent organization (college) may collapse.

Theoretical Framework

This study was hinged on the Personnel Management (PM) System Theory. This theory, according to Armstrong (2009), was developed by Wright and Snell in 1998; it brings together human relations philosophies that describe the overarching values and guiding principles adopted in managing people. According to Mamorial and Ganker (2010), this theory provides for a description of vital aspects of personnel management which act as dynamic sub-aspect of the total management process and as integral part of all subdivisions of an organization. These vital aspects of personnel management, according to the authors include; staffing, performance appraisal, training and development, recruitment, supervision, disciplinary management, compensation and reward and organization development. To this end, this theory is relevant to this work because it is a systematic process involving procurement of suitable personnel (librarians, library officers and library assistant), training and developing their competencies, motivating them, rewarding them effectively and creating a disciplined workforce for the success, growth and realization of the goals and objectives of the library.

Empirical Studies

Multifarious studies have been conducted in different organization settings across the globe regarding this. The findings of these studies have been mixed. Kumar, Quadir and Siddiqui (2017) explored the extent to which Human Resource Management (HRM) are usually practiced in 158 government college libraries of Uttar Pradesh State, India. Findings from this study revealed that many of the government college libraries work within the personnel practices of UP state or parent institutions. The study also shows that all libraries are managed by neither staff formula proposed by University Grant Commission nor rules of manual. On the contrary, a Pakistani qualitative study (Warraich & Ameen, 2015) based on an in-depth interview of 24 library leaders regarding contemporary human resource management (HRM) practices in university libraries (ULs) of Punjab reported that low

salary packages, low profile of library profession and lack of training opportunities are weak points in proper growth of LIS professionals. The study further observed that nine respondents assented to the fact that politicization rather than competitiveness had badly affected the library profession in Pakistan.

In Nigeria, Animoku, Haruna and Attah (2016) investigated ways of improving human resource management of nine state-owned Colleges of Education in the North Central States, Nigeria. The findings of the study revealed, among others, that only eligible candidates in terms of qualification, merit and experience should be employed; and that management should organize staff training programmes at intervals. In another similar study, Waziri (2014) using 522 sampled staff appraised the human resource management practices in federal colleges of education in North-East Nigeria. Results from the study indicated that colleges of education in North-East Nigeria adhered to the NCCE guidelines on staff recruitment to a high extent, staff training and development to a low extent, staff promotion practices to a high extent and staff welfare services to a high extent.

Having observed the reviewed studies, this researcher is convinced that no study has focused on the assessment of personnel management practices in college library of colleges of education in Kwara state, Nigeria. In view of this apparent gap in the available body of research literature, this study was carried out with the hope that the findings will make significant contributions to the management of colleges libraries in Nigeria especially in the areas of staff recruitment, staff training and development, staff motivation and staff discipline.

Methodology

The study adopted a survey research design. The target population for the study was 76 which comprised 21 members of the college management team, 20 librarians, and 35 library officers and assistants of the three Kwara State-owned colleges of education viz; College of Education, Ilorin (seven college management team, eight librarians and 16 library officers and assistants i.e. population of 31); College of Education, Lafiagi (seven college management team, five librarians and eight library officers and assistants i.e. population of 20); and College of Education, Oro (seven college management team, seven librarians and 11 library officers and assistants i.e. population of 25). Since the population of the study is manageable, total enumeration was adopted. This implies that the entire target population was not sampled

simply because it is manageable; thus a total of 76 research subjects were used. This is in line with the assertion made by Francis (2016) that a researcher can adopt the entire population in a study if it is manageable, accessible to subjects of the study and will not create problem in terms of cost.

Data were collected with the use of a 32-item validated and reliable questionnaire (.89) tagged "Assessment of personnel management practices questionnaire (APMPQ) which was developed based on the already laid down criteria from the National Commission for Colleges of Education (N.C.C.E) Manual. The questionnaire was a closed ended form of questionnaire based on a four (4) points scale, ranging from Very High Extent (VHE) – four points; High Extent (HE) – three points; Low Extent (LE) – two points; and Very Low Extent (VLE) – One point. Data collected in the course of this study were presented and analyzed with descriptive statistics. The researcher used means and standard deviation to answer the research questions. The mean is interpreted as: If Mean > 2.5, the personnel management practice exist to a high extent while, Mean < 2.5, the personnel management practice exist to a low extent. A cut off point of 2.50 was considered because it represented the mean of the continuum of the scale i.e. 4, 3, 2, 1. In so doing, mean scores were used to answer the four research questions postulated earlier.

Results, Analysis and Findings

The results of this study were presented in tables according to the individual research questions.

Research Question 1: What is the extent to which library staff are recruited based on the approved NCCE guidelines in Kwara State colleges of education?

Table 1: Mean response of respondents on the extent library staff are recruited based on the approved NCCE guidelines in Kwara State colleges of education

S/N	Items	Mean	SD	Decision
1	Future manpower needs of the library are established	2.13	0.88	LE
2	Heads of sections/units submit to the heads of personnel department a requisition for the staff required.	2.65	0.99	HE

S/N	Items			
3	Needed and declared positions are advertised appropriately for recruitment purposes	1.97	0.78	LE
4	Qualified applicants are short listed for possible interview and recruitment	1.71	0.94	LE
5	Eligible applicants are assessed by panel of interviewers before recruitment	2.27	0.86	LE
6	Candidates that passed interview are recruited to fill vacant positions based on merit not political affiliation	2.20	0.85	LE
7	Successful applicants are issued with appointment letters.	3.31	0.94	HE
	CLUSTER MEAN	**2.03**	**0.78**	**LE**

Source: Field Work (2018)   Key: HE = High Extent, LE = Low Extent

The result of data presented in table 1 reveals that library staff in Kwara State colleges of education were recruited based on the approved NCCE guidelines to a low extent since the cluster mean of 2.03 of the respondents response is below the weighted mean of 2.50.

Research Question 2: What is the extent to which training and development programmes are implemented for library staff using the NCCE guidelines in Kwara State colleges of education?

Table 2: Mean response of respondents on the extent training and development programmes are implemented for library staff using the NCCE guidelines in Kwara State colleges of education

S/N	Items	X	SD	Decision
8	College of education rules and regulations are made known to all cadres to staff	2.70	0.92	HE
9	Induction courses are organized to make new staff familiar with the job	2.59	0.97	HE
10	Staff seminars are organized to enable staff share new ideas	2.29	0.95	LE
11	Staffs are encouraged to participate in professional competitions	2.24	1.02	LE
12	Staff are encouraged to attend workshops outside the school environment	2.22	0.98	HE
13	Study leave with pay is recommended where deserved	2.45	0.94	LE
14	Staff are encouraged to participate in	2.19	0.85	LE

	advanced educational programmes (BLS, MLS etc.)			
15	Staff are willingly reinstated after study leave	2.85	0.91	HE
	CLUSTER MEAN	**2.44**	**0.94**	**HE**

Source: Field Work (2018)   Key: HE = High Extent, LE = Low Extent

Table 2 indicated the responses of the respondents on the extent to which training and development programmes are implemented for library staff using the NCCE guidelines in Kwara State colleges of education. The analysis shows that the respondents agreed to a low extent as training and development programmes are implemented for library staff using the NCCE guidelines since their cluster mean of 2.44 is below the criterion score of 2.50.

Research Question 3: What is the extent to which staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines?

Table 3: Mean responses of respondents on the extent staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines.

S/N	Items	X	SD	Decision
16	Salaries of staff are paid on time	1.98	1.07	LE
17	Arrears of salaries are paid to staff when there is need	2.08	0.92	LE
18	Staffs are provided with transport allowance to and from their residence	2.92	0.93	HE
19	Staffs are provided with salary advance on request	2.16	0.99	LE
20	Staffs are compensated for working overtime	2.25	0.94	LE
21	Staffs are promoted based on merit	2.62	0.89	HE
22	Staffs are provided with the desired working materials	2.21	0.80	LE
23	Retirement benefit of retired staff are usually paid on time	2.42	0.91	LE
24	The entire library environment is conducive for working	2.37	0.96	LE
	CLUSTER MEAN	**2.34**	**0.93**	**LE**

Source: Field Work (2018)   Key: HE = High Extent, LE = Low Extent

The data presented in table 3 shows the mean responses of the respondents on the extent to which staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines. The response of the respondents revealed a cluster mean of 2.34. This implies that the respondents agreed that to a low extent staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines.

Research Question 4: What is the extent to which staff disciplinary practices adhered to by library managers in Kwara State colleges of education are in line with the approved NCCE guidelines?

Table 4: Mean Ratings responses of respondents on the extent staff disciplinary practices adhered to by library managers in Kwara State colleges of education are in line with the approved NCCE guidelines.

S/N	Items	X	SD	Decision
25	Staff are given oral query for coming late to work	2.95	0.90	HE
26	Staff who fight in the office are given written query	2.90	0.81	HE
27	Staff are warned in writing for leaving office without permission	2.96	0.89	HE
28	Staff are normally transferred for using abusive language to their superiors	2.91	0.81	HE
29	Staff are demoted for incompetence	2.73	0.96	HE
30	Staff are demoted for extorting money from students	2.98	0.80	HE
31	Staff are denied promotion for engaging in sexual harassment of the opposite	2.93	1.01	HE
32	Staff are suspended when they falsify records of work	3.05	0.77	HE
	CLUSTER MEAN	**2.93**	**0.87**	**HE**

Source: Field Work (2018)   Key: HE = High Extent, LE = Low Extent

The data presented in table 4 shows the cluster mean of the respondents' response to be 2.93 which indicate that to high extent library managers in Kwara State colleges of education adhered to staff disciplinary practices in line with the approved NCCE guidelines.

Discussion of Results

The findings of the study revealed that most of the library staff in Kwara State colleges of education were not recruited based on the approved NCCE guidelines. This could be seen from the low extent recorded by the

respondents. The findings collaborated earlier postulations by both Okorie (1997) and Ogunlana and Oshinaike (2016) that "many staff of tertiary institutions were not recruited via normal recruitment process". It should also be noted that some established criteria vital in recruitment process viz: establishment of future manpower needs, advertisement of posts, short-listing, conducting of interviews, recruitment based on and merit were not adhered to by the colleges of education. The extent to which each of these colleges adhered to the approved NCCE guidelines during staff recruitment will definitely affect the quality of staff employed by them. This view was upheld by Devendra and Shukla (2013), who posit that the principal purpose of recruitment is to attract sufficient and suitable employees to apply for vacancies in an organization. This purpose may not be achieved where established procedures/criteria for recruitment are not followed.

The second findings of the study revealed that, to a low extent training and development programmes are implemented for library staff using the NCCE guidelines. This finding reflects the respondents opinion that: staff seminars are not organized regularly; staffs are not encouraged to participate in professional competitions; staff are not encouraged to attend workshops outside the school environment; study leave with pay is not recommended where deserved; and staff are not encouraged to participate in advanced educational programmes (BLS, MLS etc.). The reason for this finding could be probably due to the attitude of the colleges and library management towards training and development, for according to Cole (2002) cited in Usoroh, Umoren and Ibang (2016), some organizations meet employees needs for training in an adhoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. This is rather worrisome considering the importance and roles training and development can play in bringing personnel to that optimal level of performance which is needed by the organization to attain it goals and objectives; and to also ensure the survival and growth of the organization.

Furthermore, the findings of the study also shows that, to a low extent staff motivation practices implemented by library management in Kwara State colleges of education are in line with the NCCE guidelines. Inability to motivate staff may affect overall productivity of an organization. It is capable of even jeopardizing the achievement of set-objectives of an organization. This was evident in a related study carried out by Boluade (2014) among staff of the National Library of Nigeria. Boluade noted that incessant industrial actions frequently embarked upon by staff over irregular payment of salary and their reluctant to put in their best at work were the result of

complexities in handling personnel issues as well as poor implementation of staff welfare policies. This findings however, negates that of Waziri (2014) who reported that colleges of education in North-East Nigeria adhered to the NCCE guidelines on staff welfare services to a high extent.

Lastly, the findings of this study reveals that to high extent library managers in Kwara State colleges of education adhered strictly to staff disciplinary practices in line with the approved NCCE guidelines. By implication, the findings suggests that maintaining staff discipline in line with the approved guidelines can enhance smooth achievement of both the library and parent organization's goals and objectives while the failure in maintaining staff discipline in line with the approved guidelines can impede smooth achievement of both the library and parent organization's goals and objectives. Therefore, staff discipline is very essential if the goals of college library are to be achieved.

Conclusion and Recommendations

Based on the findings of the study, the following conclusions are made. Most of the library staff in Kwara State colleges of education were not recruited based on the approved NCCE guidelines. College library in Kwara State-owned colleges of education to a low extent implemented training and development programmes for library staff using the NCCE guidelines as: college and library rules and regulations are made known to all cadres to staff; induction courses are organized to make new staff familiar with the job; and staff are willingly reinstated after study leave. The practices of implementation of staff motivation by library and college management in colleges of education in line with the NCCE guidelines are to a low extent as salaries of staff are not regular and on time; staff are not compensated for working overtime; and the retirement benefits of retired staff are not usually paid on time. As regards staff disciplinary practices, library managers in Kwara State colleges of education adhered strictly to the approved guidelines to a to high extent as staff who fight in the office are given written query; staff are warned in writing for leaving office without permission; and staff are normally transferred for using abusive language to their superiors. Hence, the library management of Kwara state colleges of education need to improve their recruitment, training and development as well as motivation practices to be in line with the NCCE guidelines and international best practices in library administration while, they need to maintain the staff disciplinary practice for better result.

In line with the findings of this study, the following recommendations are made:

1. College and library management should try to improve the recruitment process through the adoption of a systematic approach to recruitment by adhering to all relevant established guidelines set-out in the NCCE conditions of service manual.
2. Library managers should ensure that training and development are effectively provided for library staff. This can be done by encouraging staff: to participate in professional competitions; attend workshops; participate in advanced educational programmes; and organize seminars at intervals.
3. The staff motivation practices should be improved upon tremendously by the college and library management to be in line with the NCCE provisions as this will improve the job commitment of library staff and create in them the willingness to give their best.

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