



Challenges of Human Resources Development and its Effects on Library Services in Private Engineering College Libraries of West Bengal

Amiya Kumar Das

Librarian, Deshapran Mahavidyalaya, Purba Medinipur

Dr. Bidyarthi Dutta

Assistant Professor, Dept. of Library and Information Science, Vidyasagar University

Abstract

This study aims to investigate the Human Resources Development (HRD) programmes of library staff in private engineering college libraries of West Bengal, with a view to HRD programmes offered to library staff, challenges to HRD programmes, and the effects on library services. To carry out the study, three objectives were stated and research questions were formulated from them. Mainly the survey method was used for data collection; the population consists of 431 library staff across the seventeen private engineering college libraries of West Bengal. Data were collected from library staff by questionnaire with the help of a personal interview conducted by the researcher. Simple tabulation, frequency counts, and percentages were used in data analysis. The findings of the study reveal that; the mode of human resources development programmes provided for the staff is inadequate and library staff faces many challenges regarding the HRD programmes, such as inadequate funding, lack of management support, lack of sincerity in performance appraisal, lack of staff development policy, lack of personal finances, lack of motivation, etc. The study also investigates the challenges of the HRD programme's effects on library services in private engineering college libraries of West Bengal. This study is an original depiction of the human resources development of private engineering college library staff in West Bengal

Key Words: Engineering College, Human resources development, HRD programmes, Private engineering college, Training and development, West Bengal

1. Introduction

Human Resources Development (HRD) is a part of human resources management. HRD is a multidimensional and multifaceted management process that cuts across all disciplines. It is the hub of organizational management. Different authors based on their perceptions have defined HRD variously. Health field (2008) defined HRD as "the frameworks for helping employees develop

their personal and organizational skills, knowledge and abilities." Bateman and Zeithamal (1993) defined training as "teaching lower-level employees how to perform in their present jobs while development involves teaching managers and professional employees skills needed for the present and future jobs". However, training in librarianship should keep all the staff aware of whatever is happening in the library.



HRD is a process of raising productive potentialities of manpower resources in terms of knowledge, skills, and capabilities through appropriate mechanisms such as education and training, counseling, career planning, performance or self-appraisals, awards or rewards, etc. among all these, education and training play a vital role in strengthening both academic and professional capabilities of human resource to meet the goals of an organization. HRD is important in academic libraries because no matter how carefully applicants are screened, gaps always exist between what employees know and what they should know. Training is the only thing needed to fill this gap. HRD can take different forms. This can either be through some formal training scheme, like attending library schools, seminars, conferences, and workshops, or informally by engaging the staff in on-the-job training programmes, visits to other libraries to learn new skills, and special talks or training by experienced or specialist librarians. Despite the benefits of staff training and development, some impediments hinder its effective practice in academic libraries. HRD has the ultimate purpose of making an employee better skilled and performs maximally in the library. The focus of this study is therefore on the challenges of HRD and its effects on library services in private engineering college libraries of West Bengal

2. Literature review

Saha, Ghosh and Mondal (2007) attempted to accentuate human resource development for information technology applications in libraries from the training and development point of view. They covered the various aspects of HRD in library services and its role in the present information society. Olaniyan and Ojo (2008) conducted a study to examine how staff training and development could affect organizational progress. For

meeting the organizational ends, several suggestions are offered-compulsory training and retraining programmes, arranging workshops, conferences, and seminars for staff training and development. Ukwoma and Akanwa (2008) conducted a comparative study of universities in Imo State about the human resources development programmes in academic libraries. They found that poor funding, personal financial constraints, and lack of facilities to train with were major problems that affected the training and development of librarians and para-professionals in two university libraries. Bamidele et al. (2013) conducted a survey on the impacts of training of library assistants in Babcock University Library, Nigeria. The result showed that 90% of the respondents agreed that training would enhance their job performance while 100% of the respondents agreed that training would improve their skills to support library users in searching for information electronically. The study recommended that library assistants should be trained in electronic information technology usage as this would impact the overall service delivery in meeting the goals of the academic library. Asante and Alemna (2015) explored some of the issues of "training and development" in polytechnic libraries in Ghana. This study revealed that all the polytechnic libraries did not have their training and development policies and training and development did not follow the required system due to low frequency, particularly in the case of in-house training. Posigha and Seimode (2015) conducted a study to examine the development activities of the librarians for improving their professional skills, the attitude of library management towards professional development activities, and ways of improving the professional skills of librarians in Nigeria. It was found that a positive attitude of library management towards professional



development activities. Librarians in Nigerian libraries were actively engaged in professional development activities through self-sponsorship, institutions sponsorship TET-Fund were the main sources of funding for professional development activities in Nigerian libraries. Ojowhoh (2016) conducted a study to find out about staff development and library services in Bayelsa and Delta States academic libraries. This study found out the various factors such as competition among staff, job challenges, higher qualifications requirements, financial assistance from employers, and self-interest, contribute to staff development, most of the concerned staff received training and development through seminars and workshops, orientation courses, in-service and induction courses, and regular programmes. Otsonuet al. (2016) conducted a study to investigate the challenges and strategies to enhance the skill development of the staff for fruitful services, especially in libraries in Benue state (Nigeria). This study result showed that the problems associated with staff development in the special libraries include inappropriate funds for programme development, special and additional budget provision concerning libraries, the inadequacy of sponsoring agencies (both Govt. & Non-Govt.), discrimination against library staff on the part of the management and lack of due process in staff selection for training. Saka, Aliyu and James (2021) conducted a study to investigate the challenges of resource development programmes and their effects on academic library services in Nigeria.

Asante (2015), and Saka, Aliyu and James (2021) highlighted the issue of in-service training programme to ensure the HRM in the libraries of higher education institute. Ukwoma and Akanwa (2008), Ebiwolate (2015), Otsonu et al. (2016), and

Ojowhoh (2016), investigated the funding issues to enhance the development of staff for fruitful library services in academic libraries. Olaniyan and Ojo (2008) opined that the training and retraining programmes should be made compulsory and that organizations should arrange workshops, conferences, and seminars to train and develop the library staff. Saha, Ghosh and Mondal (2007) noticed that regular ICT programmes arrange training for library human resources to keep up with ICT rapid developments.

3. Statement of the problem

The studied literature has focused on the human resources development of various libraries within India and outside India. But no such literature highlighted the effect of challenges of human resources development in private engineering colleges of West Bengal. Therefore this study comes forward to fill up the research gap and has been entitled "Challenges of Human Resources Development and its Effects on Library Services in Private Engineering College Libraries of West Bengal".

4. Objectives of the Study

The following objectives are stated for the present study:

- i. To investigate the type of human resources development programmes provided for the staff of private engineering college libraries.
- ii. To determine the challenges to human resources development programmes provided for the staff of private engineering college libraries.
- iii. To identify the effects of human resources development challenges of private engineering college library services.



5. Research questions

To fulfill the objective one to three following research questions were formulated:

- RQ.1 What types of human resources development programmes are provided for the staff of private engineering college libraries?
- RQ.2 What are the challenges to human resources development programmes in private engineering college libraries?
- RQ.3 What are the effects of human resources development challenges on engineering college library services?

6. Research methodology

To conduct the study mainly survey method was used for data collection and the population consists of 431 library staff (Professional, Semi-professional and Non-professional) of seventy private engineering

college libraries in West Bengal, under the Moulana Abul Kalam Azad University of Technology. The questionnaire was designed as a closed-ended type of question. The collected data obtained from the filled up questionnaire were analyzed, classified, and tabulated by applying simple percentage methods.

7. Analysis of data and interpretation

The data collected from the engineering college library users through the questionnaires have been analyzed and presented below:

7.1 Human resources development programmes

Research Question 1. What types of human resources development programmes are provided for the staff of private engineering college libraries? Table 1 shows the types of human resources development programmes provided for the staff of private engineering college libraries in West Bengal.

Table 1: Types of human resources development programmes

Sl. No.	HRD programmes	Responses		
		Adequate	Inadequate	Total
1	On-the-job training	222 (51.51%)	209 (48.49%)	431 (100%)
2	In-service training	203 (47.10%)	228 (52.90%)	431 (100%)
3	Job rotation	199 (46.17%)	232 (53.83%)	431 (100%)
4	Orientation	174 (40.37%)	257 (59.63%)	431 (100%)
5	Workshops	98 (22.74%)	333 (77.26%)	431 (100%)
6	Visit other libraries	93 (21.58%)	338 (78.42%)	431 (100%)
7	Conferences	65 (15.08%)	366 (84.95%)	431 (100%)
8	Seminars	61 (14.15%)	370 (85.85%)	431 (100%)

Table 1 reveals the opinion about human resources development programmes; the majority 222 (51.51%) of the library staff opine about the adequacy of the on-the-job

training programme and inadequate for 209 (48.49%) followed by in-service training is adequate for 203 (47.10%) and inadequate for 228 (52.90%), job rotation is adequate for 199



(46.17%) and inadequate for 232 (53.83%), orientation is adequate for 174 (40.37%) and inadequate for 257 (59.63%), workshops adequate for 98 (22.74%) and inadequate for 333 (77.26%), visit other libraries are adequate for 93 (21.58%) and inadequate for 338 (78.42%), conferences adequate for 65 (15.08%) and inadequate for 366 (84.95%) and seminars are adequate for 61 (14.15%) and inadequate for 370 (85.85%) of library staffs.

7.2 Challenges to human resources development programmes

Research Question 2. What are the challenges to human resources development programmes in private engineering college libraries? Table 2 shows the responses facing major challenges to the HRD programme of the staff of private engineering college libraries of West Bengal.

Table 2: Challenges to human resources development programmes

Sl. No.	Challenges	Responses		
		Agree	Disagree	Total
1	Inadequate funding	366 (84.92%)	65 (15.08%)	431(100%)
2	Management does not give adequate support	315 (73.09%)	116 (26.91%)	431(100%)
3	Lack of sincerity in performance appraisal	346 (80.28%)	85 (19.72%)	431(100%)
4	Lack of staff development policy	389 (90.26%)	42 (9.74%)	431(100%)
5	Personal financial constraint	372 (86.31%)	59 (13.69%)	431(100%)
6	Restricted to a particular grade	276 (64.4%)	155 (35.96%)	431(100%)
7	It is not required for promotion	407 (94.43%)	24 (5.57%)	431(100%)
8	Do not influence professional work	184 (42.69%)	247 (57.31%)	431(100%)
9	Lack of awareness	208 (48.26%)	223 (51.74%)	431(100%)
10	The staff does not have adequate time to participate	253 (58.70%)	178 (41.30%)	431(100%)

As evident from table 2, 366 (84.92%) library staff agreed inadequate funding is the challenge of the HRD programme and 65 (15.08%) staff disagreed, 315 (73.09%) library staff agreed management does not give adequate support is the challenge of HRD programme and 116 (26.91%) staffs have disagreed. 346 (80.28%) library staff agreed with the lack of sincerity in performance appraisal and 85 (19.72%) staff disagreed, 389 (90.26%) library staff agreed lack of staff

development policy, and 42 (9.74%) staff disagreed, 372 (86.31%) library staffs agreed personal financial constraint and 59 (13.69%) staffs are disagreed, 276 (64.4%) library staffs agreed restricted to a particular grade and 155 (35.96%) staffs are disagreed, 407 (94.43%) library staffs agreed It is not required for promotion and 24 (5.57%) staffs are disagreed, 184 (42.69%) library staffs agreed inadequate do not influence professional work and 247 (57.31%) staffs are disagreed, 208 (48.26%)



library staffs agreed lack of awareness and 223 (51.74%) staffs have disagreed.

7.3 Effects on HRD programmes in library services

Research question 3. What are the

effects of human resources development challenges on engineering college library services? Table 3 shows the response effects of HRD programmes in the private engineering college libraries of West Bengal.

Table 3: Effect on HRD programmes in library services

Sl. No.	Effects	Responses		
		Agree	Disagree	Total
1	Failure to improve the ability for contributing to library goals.	210 (48.72%)	221 (51.28%)	431 (100%)
2	The decline of quality service in the library	336 (77.96%)	95 (22.04%)	431 (100%)
3	Lack of experience to do library routine tasks	311 (72.16%)	120 (27.84%)	431 (100%)
4	Loss of new job skills of library staff	357 (82.83%)	74 (17.17%)	431 (100%)
5	Increase of unskilled library staff	236 (54.76%)	195 (45.24%)	431 (100%)
6	Old and Outdated technological gadgets	298 (69.14%)	133 (30.86%)	431 (100%)
7	Inability to bridge the digital divide	348 (80.74%)	83 (19.26%)	431 (100%)
8	No opportunity for the career development of staff	193 (44.78%)	238 (55.22%)	431 (100%)
9	Narrow outlook and conservative nature of the staff	284 (65.89%)	147 (34.11%)	431 (100%)
10	Decrease in job motivation and satisfaction of library staff	246 (57.08%)	185 (42.92%)	431 (100%)

As evident from Table 3, 210 (48.72%) library staffs agreed failure to improve ability for contributing to library goals and 221 (51.28%) staffs are disagreed, 336 (77.96%) library staffs agreed decline of quality service in library and 221 95 (22.04%) staffs are disagreed, 311 (72.16%) library staffs agreed lack of experience to do library routine tasks and 120 (27.84%) staffs are disagreed, 357 (82.83%) library staffs agreed loss of new job skills of library staff and 74 (17.17%) staffs are disagreed, 236 (54.76%) library staffs agreed increased of unskilled library staff and 195 (45.24%) staffs are disagreed, 298

(69.14%) library staffs agreed old and outdated technological gadget and 133 (30.86%) staffs are disagreed, 348 (80.74%) library staffs agreed inability to bridge digital divide and 83 (19.26%) staffs are disagreed, 193 (44.78%) library staffs agreed no opportunity on career development of staff and 238 (55.22%) staffs are disagreed, 284 (65.89%) library staffs agreed narrow outlook and conservative nature of staff and 147 (34.11%) staffs are disagreed, 246 (57.08%) library staffs agreed decrease on job motivation and satisfaction of library staff and 185 (42.92%) staffs are disagreed.



8. Findings of the study

The major findings of the study are given below (with the corresponding objective)

1. The majority of library staff expressed their opinion regarding the human resources development programmes such as; seminars, conferences, workshops, visits to other libraries, orientation, job rotation and in-service training provided for the staff of private engineering college libraries of West Bengal are inadequate.
2. Many of the library staff were agree with challenges to human resources development programmes such as; inadequate funding, lack of management support, lack of performance appraisal, lack of staff development policy, personal financial constraint, restriction of staff, do not influence professional work, and lack of awareness.
3. The majority of the library staff agreed with the effect of library services on challenges to human resources development programmes such as; failure to library goals, low-quality service in the library, effect library routine tasks, loss of new job skills, increase of unskilled staff, outdated technological gadget, bridge digital divide, go down of career development, conservative nature of the staff and decrease on job motivation and satisfaction of library.

9. Conclusion

Bearing in mind the fact that the library is the live wire of an academic environment, human resources development becomes an important discourse. The process of bringing

traditional societies into the world of contemporary technology is known as modernization and it has a direct link with human resources development. Though these private engineering college libraries carry out human resources development programmes, the level of attention is not encouraging. This study assessed the challenges of human resources development and its effects on library services in private engineering colleges of West Bengal. The study revealed that human resources development programmes were associated with many challenges, such as inadequate funding, lack of management support, lack of sincerity in performance appraisal, lack of staff development policy, lack of personal finances, restricted to particular staff, lack of interest, lack of awareness, and lack of adequate time to staff.

The private engineering college libraries studied are not homogeneous, each of them is unique and its uniqueness has greatly affected the quality of the library as well as their characteristics. The management of engineering colleges owes it a duty to develop their staff and equip them to meet up with the challenges in this information age.

10. Recommendations

The following recommendations have been made in light of the findings and the discussion that followed.

- I. Staff development policy should be designed, developed, and implemented in each library and the policy should maintain frequent training, types of training programmes, categories of staff per training programme, and stipends for beneficiaries.
- ii. The library staff of the engineering college should be encouraged to



- update and update their knowledge by attending higher professional qualification.
- iii. It is suggested that the library committee of each private engineering college should find out the various problems regarding the human resources development in libraries and then should report and recommend the college authorities' ways of dealing with the rising problems.
 - iv. Management of the engineering college should allocate adequate funds for library staff development. The funds can be used to procure training facilities; organize in-house training programmes as well as sponsor library staff at conferences, workshops, and seminars as well as additional qualifications.
 - v. The library staff of the engineering college should be encouraged to update and update their knowledge by attending higher professional qualification.
 - vi. The management should arrange regular in-house training programmes in the libraries from time to time to update the knowledge of library staff.
 - vii. Training and development programmes should be open to all library staff.
 - viii. The librarian takes an initiative to be aware of all staff for training and development.
 - ix. Rewards and incentives should be fairly distributed to keep the library staff's motivation and morale high.
 - x. There is a need for regular performance appraisal. The performance should be evaluated by those having relevant knowledge of job performance of the employee being evaluated and fair opportunities to defend themselves against adverse entries in an appraisal must be provided.

References

- Asante, E., & Alemna, A. A. (2015). Training and development issues: evidence from polytechnic libraries in Ghana. *Library Philosophy and Practice*, 1221.
- Bamidele, I. A., Omeluzor, S. U., Imam, A., & Amadi, H. U. (2013). Training of library assistants in the academic library: a study of Babcock University library, Nigeria. *Sage Open*, 3(3), 1-10.
- Ojowhoh, R. (2016). Staff development and library services in academic libraries in Bayelsa and Delta states. *Information Impact: Journal of Information and Knowledge Management*, 7(1), 129-137.
- Olaniyan, D. A., & Ojo, L. B. (2008). Staff training and development: a vital tool for organizational effectiveness. *European journal of scientific Research*, 24(3), 326-331.
- Otsonu, A. S., Asom, F., Zuwaira, A., & OIije, O. A. (2016). Challenges and strategies to enhance staff development for effective library services in special libraries in Benue state-Nigeria. *International Journal of Education, Learning and Development*, 4(4), 12-20.
- Posigha, B. E., & Seimode, E. F. (2015). Professional development of library professionals in Nigeria. *Journal of Applied Information Science and Technology*, 8(2), 53-60.



- Saha, N. C., Ghosh, K., & Mondal, T. (2007). Training & development of library professionals for its application in university libraries: an overview. *PLANNER-2007*, 293-302.
- Saka, K. A., Aliyu, Y., & James, F. (2021). The human resources development challenges and its effects on library services in Nigerian tertiary institutions. *International Journal of Information Management Sciences*, 5(1), 1-14.
- Ukwoma, S. C., & Akanwa, P. C. (2008). Human resources development programmes in Nigerian academic libraries: a comparative study of universities in Imo State. *Samaru Journal of Information Studies*, 8(2), 38-47.