Research Paper

Advancing total quality management practices (TQMPs) in academic libraries of Ghana: exploring the significance of employees training

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Abstract
The study explored the process of advancing total quality management practices (TQMPs) in academic libraries of Ghana leveraging on the significance of employee training. The study focused on selected technical university libraries (TULs)of Ghana. Pertinent literature was reviewed on the influence of employee training with regard to total quality management practices implementation. Thestudy was an explorative design with interview guide as the protocol for data collection. The participants were head librarians and their deputies from the TULs selectedof Ghana.Out of twenty (20) participants targeted, ten (10) of them were available for the interview. This represented 50% of the total population. The study was limited to critical success factors of employee training for TQMPsimplementation in academic libraries.The study established thattraining is very crucial in the implementation of TQMPs. The studyrevealed that appropriate employee training influences TQMPs to achieve quality performance in academic libraries in Ghana and internationally.The study brought to bear that employee training contributes to the smooth implementation of TQMPs in academic libraries of Ghana and beyond. The research revealed that the implementation of TQMPs with respect to employee training is associated with challenges. The outcome confirms that the sustainability of TQMPs in implementation in academic libraries requires frequent employee training. The study serves as a source of documented information for academic libraries of Ghana, regarding TQMPs. Bedsides, the result contributes to enriching the existing literature ontrainingas a critical success factor for TQMPs implementation in academic libraries of Ghana and beyond.
Key words: University libraries; Career development; Innovations; Models, Management philosophies, Training and development

I.   Introduction

Themethods of total quality management practices(TQMPs)embody the management system of modern academic libraries. TQMPs embodies certain values and approaches which are common and already established concepts in libraries. Nowadays academic library users demand faster and better services. The success of academic libraries depends on delivering excellent service to its users. Total quality management system involves all employees and users for continuous improvement of all aspects of the organization. This integrates the quality principles into the culture and activities of the organization. TQMPs emphasizes the fact that: "prevention is better than cure" constantly watching the problems and preventing them so that there would be no complaint from the user. To accomplish high quality service everyone needs to contribute to the process. TQMPs is a new management concept wherein quality in academic libraries from the beginning to the end (Khan &Kamal, 2015).

The concept of TQMPs originated in Japan and later moved to the USA and the UK. This was initially in the manufacturing sector. Since then, the theory of quality management has been growing fast (Yazdani, Attafar, Shahin& Kheradmandria, 2016). TQMPs has become a management philosophy. As a result, TQMPs has taken shape in a series of international standards in the ISO 9000 Series. TQMPs philosophy is increasingly being applied in the service sector, including libraries. In recent times several authors for example (Yazdani, Attafar, Shahin, and Kheradmandria 2016; Fatemi, Wei and Moayerfard 2016; Saleh and Hasan 2015; Mehmood, Qadeer and Ahmed 2014) in their discourse hasstrengthened that the advent of TQMPs has been one of the major developments in management practices.

Many authors have given diverse definitions of TQMPs, for example,Sanyaolu (2016) stated Begum's definition which states that TQMPsis a management approach centred on quality, based on the participation of organisation and aiming at long term success. The author stressed that this could be achieved through customer satisfaction and it thereby beneficial to the staff of the institution in question.Enggartyasti et al (2017) stated that TQMPs is a comprehensive and structured approach to organisational management that seeks to improve the quality of products and services. This is always through on-going modifications in response to continuous feedback from the immediate environment of the institution (Mehmood, Qadeer & Ahmed, 2014).

Negi and Srivastava (2015) in their study on TQM and its applications in academic libraries and information services stated that TQMPs is a means adopted for improving effectiveness, efficiency, flexibility and competitiveness. Encouraging and engaging everyemployee toget involved with the intention of improving the performance of the organisation in all spheres is the bedrock of TQMPs. Shobi et al (2016) reiterated the ISO definition of TOMPs as a management approach of an organisation is centred on quality and based on participation of all its members for a long-term benefit.

Putra et al (2023) see TQMPs as an approach for continuously improving the quality of goods and services delivered through the participation of all individuals at various levels and functions of an institution. TQMPs is a way of managing an organisational resource which is based on the quality and participation of all members with the aim of achieving long-term success through attracting customers' satisfaction (Qazi et al., 2018).

In another instance, Sadikoglu and Hila (2014) posited that TQMPs is a holistic and ethical approach for organisations to continuously improve their products and service or processes involving all stakeholders to satisfy their customers and to improve sustainability.A statement to the effect that TQMPs is fundamental in providing effective services necessitated this study. The scope ofTQMPs in the selected technical universities deals with the influence of a lot of critical success factors but employee training is one of the factors that requires more attention hence, the focus of this study in TQMPs implementation in TULs of Ghana.

This study covered five (5) out of eight (8) TULs in Ghana using as the focal point of discussion. The study adopted systematic sampling technique as a tool to select the first five TUs which met the accreditation requirements of the Accreditation Board now Ghana Tertiary Education Commission (GTEC) in terms of staffing, faculty strength, and student enrolment strength, existence of resourceful library, policies of quality assurance, institutional websites as well as the library's websites and academic facilities among others. This was to enable them to take off as technical universities by the 2016/2017 academic year, according to the Report of the Technical Committee on Conversion of the Polytechnics in Ghana to Technical Universities (2014). The universities are Hotechnical university (HTU), Koforidua technical university (KTU), Accra technical university (ATU), Kumasi technical university(KsTU) and Takoradi technical university (TTU).

II.   Statement of Problem

Quality management is one of the essential aspects of institutional agenda, and this has placed service quality decisively in the plan of national policies on the educational system (Manatos 2017). Yet, in most academic libraries, particularly technical universities, very little seems to have happened with respect to employee training. This has probably created a quality management gap in the provision of service to meet the information needs of users.

Currently, it appears the management of academic libraries have become increasingly important due to current developments, such as the emergence artificial intelligence (AI) and digitization. Furthermore, libraries are required to account for their continued funding by the parent institution.The demand for quality services has become part of the mandate of academic libraries as the competition from other information service providers has become intense.In addition, the academic libraries are strife with funds but still ensure that not only resources made available to the end users, but quality services are rendered to their clients, who have varied information needs.

Initial research conducted in the eight technical universities library (TULs) indicated that employee training is not well grounded in the management of these facilities. It is imperative therefore that in attempt to implement TQMPs to enhance and improve the performance of the academic library'semployee training should be paramount.The purpose of the study was to explore the influence of employee training (ET) for TQMPs

implementation at the selected TULs in Ghana and to suggest appropriate measures to assist the libraries to improve in their pursuit to become unique centres of support for teaching and learning. The study was mapped out by a major research question:What is the influence of employee training in respect of advancing TQMPs in academic librariesin Ghana?

The sub- research questions that guided the study are as follows:

 i. What is the current employee training practices that influence TQMPS implementation in academic libraries of Ghana?
 ii. What is the perceived impact of employee training on TQMPs implementation in academic libraries of Ghana?
iii. What are the challenges and areas for improvement with respect to employee training on TQMPs implementation in academic libraries of Ghana?
iv. What is the future outlook and sustainability of employee training on TQMPs implementation in academic libraries of Ghana?

III.   Literature Review

Employee training practices that influence TQMPS implementation in academic libraries

Eemployee training towards TQMPs implementation is very critical in all organisations including the academic library. The employees of the organisation should be given the necessary training and development activities to make them conversant with their roles in the achievement of the goals, vision, and mission of the organisation**.** According to Enggartyasti et al (2017), constant development of the work schedule must deal not only with improving results, but it must more importantly also deal with improving capabilities that will produce better results in the future. The authors stressed the five (5) major areas of focus for capability improvement, namely: technology, operations, people capability, demand generation as well as supply generation. Therefore, employee training and development activities are considerably important in TQMPs programmes in this instance (Enggartyasti et al (2017).

Kumar et al., (2020) also argues that the success of TQMPs activities cannot be possible unless they are tied to a regular employee training and development programmes. It is believed to rekindle the spirit of the employees towards performing as expected and meeting standards. Joseph (2015) was also of the opinion that employee training and development programmes with regards to TQMPs implementations must not be for a short period but should be systematic to assist the employees to achieve the set target. Wei and Moayerfard (2016) argues that employee training and development help in preparing employees towards managing the TQMPs thought in the process of service delivery.

Impact of employee training on TQMPs implementation in academic libraries

Employee training equips staff with the necessary skills and techniques of quality improvement. Through employee training, employees can identify improvement opportunities as it is directed at providing necessary skills and knowledge for all employees to be able to contribute to the ongoing quality improvement process of production(Yazdani, Attafar, Shahin, and Kheradmandria 2016; Fatemi, Wei and Moayerfard 2016; Saleh and Hasan 2015). Gouda (2015)echoes that employee training and development programmes should not be a onetime event but a life-long process especially in TQMPs issues. Similarly, Njenga (2017) also concluded that TQMPs implementation involves setting a goal for continuous training and development of all categories of staff.

Wang (2022) reiterated that there is evidence that "lack of understanding and proper employee training and development exists at all levels of any organisation, and that it is a large contributor to worker resistance". TQMPs requires a well-educated workforce with a solid understanding of basic reading, writing and communication. Frequently, Duran's warning against employee training for specific organisational levels or product lines are unheeded. This has also been underscored by many scholars who argue that poor education and employee training present a major obstacle in the development and implementation of a quality programme. For TQMPs to be successful, organisations must commit to employee training at all levels. TQMPs implementation should provide comprehensive training, including technical expertise, communication skills, small-team management, problem-solving tools, and customer relations (Putra et al., 2023). Altayeb and Alhasanat (2014) are of the view that without constant employee training and development activity in place the organisation could easily fail in achieving its goals.

Employee training is a key component in the TQMPs implementation. These have important roles in establishing a common language of quality and securing a commitment and behaviour change towards continuous change improvement (Al-Maamari, 2020). Employee training can result in a more satisfied workforce and an environment for innovation and creativity. Employee training provide the necessary knowledge, skills, and abilities for employees to do their job effectively, and diagnose and correct their daily problems at work. Continuous improvement, according to several authors, for example Rougan (2015); Arica et

al., (2018); Chauhan (2014) is considered one of the critical successes of TQMPs implementation. Rougan (2015), in a previous study, ascertain that continuous improvement and innovation helped satisfy the customers and increase the completive advantage of the organisation.

Challenges and areas for improvement of employee training on TQMPs implementation in academic libraries

Employee training on Total Quality Management Practices (TQMPs) in academic libraries is often hindered by several key challenges. One significant issue is inadequate funding, which affects the organisation of regular and high-quality training programmes, leaving staff unprepared for the dynamic requirements of TQMPs (Godwin et al., 2020; Khan & Kamal, 2015). The lack of a robust technological infrastructure, such as ICT tools and data management systems, also limits the integration of advanced quality management practices (Abban, 2018). Additionally, a lack of clarity and understanding of TQMPs among employees, coupled with resistance to change, creates barriers to successful implementation (Khan & Kamal, 2015). Many training programmes are generic, failing to address the specific needs of library staff and the unique operational goals of their institutions (Dei & Asante, 2022).

Cultural differences within institutions and limited leadership support further exacerbate these challenges, reducing staff motivation and engagement. To overcome these issues, libraries need to secure stable funding, invest in modern technology, and develop customised, problem-solving-oriented training programmes. Leadership commitment, coupled with change management strategies, can also play a crucial role in addressing employee resistance and fostering an environment conducive to continuous learning (Godwin et al., 2020; Dei & Asante, 2022).

Furthermore, the inability to quantify the efficacy of training efforts due to the lack of well-structured evaluation mechanisms results in implementation gaps (Mensah & Agyemang, 2021). Systematic follow-up methods that guarantee staff members consistently apply TQMP concepts in their daily work and reinforce training outcomes are lacking in many academic libraries. This gap may be closed by putting in place mentorship programs and rigorous post-training assessments, which will enable ongoing skill development and higher-quality service delivery (Adu & Osei, 2019).

Future outlook and sustainability of employee training on TQMPs implementation in academic libraries

The sustainability of employee training on TQMPs in academic libraries will depend heavily on adopting innovative strategies that align with evolving trends and institutional objectives. Integrating technology into training delivery, such as using e-learning platforms and simulations, can make programmes more flexible, accessible, and scalable (Dei & Asante, 2022). Establishing collaborations with other libraries, professional bodies, and industry experts can enrich training content, ensuring it remains relevant to the latest developments in quality management (Khan & Kamal, 2015). Embedding a culture of lifelong learning and TQM principles within institutional policies can create a strong foundation for sustained improvements (Abban, 2018).

Furthermore, offering incentives for staff participation and engagement in training can motivate employees to embrace TQMPs (Godwin et al., 2020). Continuous assessment and feedback mechanisms will help refine training approaches, while data analytics can be used to monitor progress and identify areas requiring improvement (Khan & Kamal, 2015). To ensure long-term success, libraries must align training programmes with their strategic goals, promoting a proactive approach to quality management that adapts to changing user expectations and technological advancements (Dei & Asante, 2022).

Also, integrating machine learning and artificial intelligence (AI) into training programs can tailor learning outcomes and offer real-time insights on training efficacy (Owusu & Amankwah, 2023). In order to ensure ongoing professional growth, AI-driven systems can assess employee performance, provide customised training programs, and anticipate potential skill gaps (Boakye & Aidoo, 2020). Academic libraries may future-proof their training programs and develop a workforce that is flexible, effective, and prepared to successfully deploy TQMPs by utilising these tools.

IV.   ResearchMethodology

4.1 Research design

The study adopted an exploratory design approach.This approach helped the study to explore the views, opinions, ideas, myths, positions, stands, contributions and challenges of employee training in respect of advancing TQMPs in academic libraries in Ghana. The study adopted an interview guide to solicit information from the participants.

4.2 Study population

Population refers to the complete set of cases or group members a researcher is interested in.(Romm & Ngulube, 2015;Saunders, Lewis&Thornhil, 2016). Though the overall total population of the library staff in the five TULs

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selected was 151. Out of the 151, twenty Head Librarians and Deputies were considered for the study. The other library staff were excluded because the issues was of more managerial in scope.Therefore, the total population for the study was 20 participants.This consists twoparticipantseach selected fromthe five TULs in Ghana.

4.3 Sampling and sample size
Purposive sampling technique was adopted for the study. The total population of the study was twenty (20) Sampling provides a valid alternative to a census when it would be impracticable to survey the entire population, or when budget constraints or time constraints prevent the researcher from surveying the entire target population for the study (Saunders et al, 2016).The study did not sample due to the manageable population of the study thus twenty (20) participants.

4.4 Data collection instrument
An interview guide was the instruments used to collect data in this study. The interview guide was designed to ascribed the position and stand of the participants on the issue of employee training in respect of advancing TQMPs in academic libraries in Ghana. The interview guide was divided intofive main partis. The first section dwell on the background and demographics information of the participants, the second on understanding current training practices, the third on perceived impact of training on TQMPS, forth on challenges and areas for improvement and the fifth on future outlook & sustainability. The interview guide is attached as Appendix.

4.5 Data collection procedure
The interview was conducted among the Head Librarians and their Deputies from the five selected TULs in Ghana. Permission was sought from the Registrars of the TUs selected for the study. The interview was conducted during the working hours of the participants. The interview was mainly face to face. Participants who were not in office during the exercise were interview on phone. This was an agreed consent of the participants. Out of the twenty (20) participants targeted, ten (10) of them were available for the interview. This was as a result of the busy schedule and leave of some of the participants.

4.6 Data analysis
The information from the interview conducted was transcribed. The transcription aided the researchers to re- write and organised the data professionally to link the objectives of the study. The transcription enables the researchers to arrange the information collected into useful themes per the research questions. The qualitative content analysis (QCA) was adopted to present and interpret the data collected from the participants. The QCA helped the researchers to present the views, opinions, ideas, myths, contributions and positions verbatim to represent the primary data collected.

V.   Ethical consideration
Conducting any research ought to shield the participants of the study from any risk and abuse, like emotional, psychological or physical abuse, among others.In addition, the following ethical procedure wereobserved by the researchers. These were informed consent, confidentiality and anonymity, reliability and data trustworthiness. To addressed the issue of informed consent of the participants the researcher'ssought permissionbefore the interview was conducted (Saunders et al, 2016).

This ensured that all the participants agreed to participant in the research. In respect of confidentiality and anonymity,in order to protect the respondents during the interview, views articulated by participants was represented by pseudonyms. The letter capital P and the number 1 in that other were used to represent the participants. To further protect the informants, information that respondents requested to be kept private were treated as confidential and not used in the study. Regarding reliability the researchers employed this technique to ensure the accuracy of data collected. The main instrument was an interview guide (Bryman, 2012; Leedy & Ormrod, 2015).

Trustworthiness of data comprises the concept of credibility, transferability and dependability in qualitative research.Credibility as a measure of trustworthiness involves establishing whether research findings are realistic from the perspective of research participants. Research of the qualitative tradition explores perceptions, experiences and feelings as well as the beliefs of the participants.

To ascertain the credibility of a research finding, it is prudent to take the research findings to those who participated in the research for confirmation, validity and approval. To satisfy this condition of data trustworthiness, the researchers undertook to summarize all the key points, which were raised during the interviews. This enable the researchers to further ask for clarity and confirmation as a way of establishing what has been captured reflected the views expressed by respondents. This was done because of time constraint, as

the researchers did not get the opportunity to go back to respondents to validate the research outcome (Saunders et al, 2016).

In terms of transferability which is the degree to which a research finding can be generalized or transferred to other settings, groups or context. Context in qualitative research is of essence making generalization difficult. However, if a detailed description of the study procedure adopted is outlined, others could replicate the study. The embodiment of this research is not about generalization of the findings but rather to produce specific knowledge base information on advancing total quality management practices (TQMPs) in academic libraries of Ghana focusing on the significance of employees training. The study therefore, to ensure some level of transferability detailed description of the research procedure, methods and data sources so as to facilitate transferability of the study (Kumar,2011; Bryman, 2012; Leedy & Ormrod, 2015).

Concerning dependability which is themeasure of data trustworthiness concerned with whether the same results could be obtained if a researcher observes the same thing twice (Kumar 2011). The flexibility and freedom advocated in qualitative research makes this very difficult to achieve. Nevertheless, if an extensive and detailed, records of the research process are kept; other researchers could replicate the study to ascertain the level of dependability. To attain dependability during the research process, the study ensured that complete records are kept of all phases of the research process (Bryman, 2012; Leedy & Ormrod, 2015; Kumar, 2011).

VI. Results

With respect to the objective, ten (10) Head Librarians and Deputy Librarianswere interviewed. R1 to R10 represents the participants interviewed from the five (5) TULs i.e., Hotechnical university (HTU), Koforidua technical university (KTU), Accra technical university (ATU), Kumasi technical university(KsTU), and Takoradi technical university (TTU).

*RQ1*Understanding Current Training Practices

R1 mentioned that*: "Training has improved our staff's understanding of quality management principles. After the training, they are more proactive in identifying areas that need improvement. Our customer service, in particular, has become more responsive, and we receive fewer complaints from users."*

R2 said: *"The training programs we offer focus on the technical aspects of TQMPs, like data collection and analysis for quality improvement. However, budget limitations mean that we cannot offer as many workshops as wewould like, which affects the full implementation of TQMPs."*

R3 had this to say: *"In my opinion, the impact of training has been limited because it is not conducted regularly. While the staff gain new skills when training occurs, the inconsistency means that the improvements are often short-lived. Continuous training is needed for sustainable impact."*

R4 indicated: *"Our training sessions have led to clear improvements in teamwork and communication. Staff members now collaborate more effectively, which has streamlined our workflows and improved the overall efficiency of the library's operations."*

R5 observed that: *"There has been a significant change in the mind-set of our staff after the TQM training. They are more customer-focused, and we have seen a marked improvement in the feedback we get from students and faculty regarding the quality of our services."*

R6 reported that: *"Training in TQM has helped raise awareness about quality standards, but it hasn't been enough to drive substantial changes in processes. Without regular follow-up and monitoring, the training's effects tend to fade over time."*

R7 stated that: *"We have seen improvements in specific areas like cataloguing and resource management. After the training, staff were more meticulous in these processes, leading to better resource accessibility for users, which aligns with our TQM goals."*

R8 remarked: *"The training has had a notable influence on improving our use of digital tools and software in the library. This has enhanced our ability to manage digital collections efficiently, and staff feel more confident in using these technologies."*

R9 noted: *"While the training has been helpful in building staff capacity, I believe more emphasis is needed on innovation. Right now, the training mainly focuses on maintaining current standards rather than fostering new ideas for improving services."*

R10 observed that: *"The biggest impact of training has been on service delivery. Staff members are now more customer-oriented, which has improved user satisfaction. However, challenges like limited training opportunities and funding constraints still hinder full TQMPs implementation."*

*RQ2*Perceived Impact of Training on TQMPs

R1 mentioned that*: "Training has had a big effect on our TQMPs by fostering a culture of proactive problem-solving. Improved client satisfaction results from staff members who are now more skilled in identifying inefficiencies and methodically fixing them."*

R2 had this to say: *"While the training has enhanced our technical knowledge of TQMPs, its potential remains underutilised due to lack of funding. Although we have observed some changes, ongoing seminars would have more of an impact."*

According to R3: *"The intermittent nature of training restricts its long-term impact, yet workers show clearly improved skills and commitment to quality standards during the training stages. Though we still have to establish continuity."*

R4 indicated: *"Training has mostly benefited team cooperation and workflow efficiency. Core to our TQMPs, it has immediately improved our internal communication systems and service quality."*

R5 observed that: *"The customer-oriented attitude staff members develop from training clearly shows its effects. Still, problems like unequal follow-ups lower the long-term advantages."*

R6 reported that: *"training has brought significant awareness about quality management principles, its sustainability in improving operational processes is undermined by lack of continuous support and resources."*

R7 stated that: *"Training has clearly improved accuracy in jobs including resource allocation and cataloguing. These show clear improvements and exactly complement our TQM objectives."*

R8 remarked: *"Training has hastened the integration of digital tools into our TQMPs. More effectively using software currently by staff helps to increase output and our capacity for resource management."*

R9 noted: *"Training has enhanced capacity building, but it depends primarily on sustaining standards rather than encouraging creativity. To really change our TQMPs, we must strike a mix."*

R10 observed that: *"The most obvious influence is on user satisfaction. But budgetary restrictions and little training possibilities prevent TQMP adoption from reaching its full potential."*

RQ3 **Challenges and Areas for Improvement**

R1 stated that: *"A major challenge is the inconsistency in training programs. Regular workshops and follow-up sessions may enhance the effectiveness of TQMPs."*

R2 observed that: *"budget constraints significantly hinder the frequency of training sessions and the ability to invite expert trainers. This influences the extent of our potential achievements."*

According to R3: *"Training is frequently implemented without adequate assessment of its efficacy.It is essential to establish a feedback mechanism to assess its impact and pinpoint areas for enhancement."*

R4 expressed the view that: *"There is a necessity to emphasize cross-departmental collaboration in training. Silos may persist, thereby diminishing the effectiveness of teamwork initiatives."*

R5 mentioned that: *"A gap has been identified in the customisation of training to meet specific departmental needs.A universal approach is not always effective for complex TQMPs."*

R6 noted that: *"The lack of regular monitoring and evaluation following training presents a challenge. Without these, sustained progress cannot be ensured."*

R7 expressed the view that: *"digital literacy continues to pose a challenge for certain staff members, particularly when new tools are implemented during training sessions. Additional foundational training is necessary to address this gap."*

R8 posited that: *"staff burnout and workload frequently result in training sessions being deprioritized. It is advisable to implement lighter schedules or allocate specific training days to promote active participation."*

R9 observed that: *"innovation is often neglected in training content.Concentrating solely on maintaining standards restricts the investigation of innovative ideas or practices aimed at enhancing services."*

R10 indicated that: *"resistance to change poses a challenge, particularly among long-tenured employees. Integrating change management strategies into training facilitates a more seamless adoption process."*

RQ4 **Future Outlook & Sustainability**

"For a sustainable future, training must become a routine activity, integrated into our organsational culture, and backed by a dedicated budget," R1 said.

R2 noted that even in cases when in-person meetings are not practical, *"investing in e-learning platforms could ensure continuous training opportunities."*

R3said: *"I see a future where training is tailored to individual roles, ensuring more relevance and practical application of learnt skills."*

From R4's point of view, *"Mentoring programs are the secret to sustainability"*. Newer members can be coached by experienced staff members, therefore guaranteeing a consistent knowledge flow.

"We need to institutionalize quality monitoring committees to regularly assess and adapt training content based on evolving needs," R5 said.

R6 stated: *"Partnering with external experts and institutions could bring fresh perspectives and resources to sustain and enrich our training programs."*

R7 mentioned that: *"Future training should emphasize data-driven decision-making and analytics, which are crucial for the ongoing success of TQMPs."*

R8 advised that: *"A blended learning model combining online resources and face-to-face workshops which can make training more flexible and sustainable."*

"Fostering a culture of innovation will ensure that training doesn't focus on maintaining quality but also on driving improvement," R9 said.

R10 indicated that:*"We need to build long-term collaborations with funding agencies and stakeholders to secure the financial support necessary for continuous improvement."*

VII.   Discussion Of Results

According to the participants, training helped them to better grasp quality management concepts and inspired a more proactive attitude in spotting opportunities for development. This is consistent with research by Asante et al., (2020) which underline the need for training in improving knowledge and guiding constant development in academic libraries.

The study revealed that increased awareness and knowledge of quality management ideas acquired during training resulted in observable improvements in customer service, as shown by higher responses and lower user complaints from the participants. Moreover, the training programs developed a more cooperative and communicative working environment, thereby improving operational effectiveness and simplifying processes.

The study also revealed a shift in staff attitude towards a more customer-oriented approach, resulting in enhanced user feedback on service quality. This customer-centric approach fits the ideas of responsible referencing, which give the needs and expectations of the target audience top priority (Penders, 2018).

Moreover, the training programs produced real improvements in particular fields, like resource management and cataloguing. This helped users to have better access to resources. Furthermore, notable developments in the efficient use of digital tools and software help to enable better administration of digital collections. This is in line with the results of Dzandza et al. (2018), who underline the need for professional development in arming library workers with the required skills to adapt to technological developments.

The study revealed certain problems but also showed positive outcomes from staff training. Budgetary constraints were one of the key difficulties, as they limited the frequency and scope of training sessions. This underscores the need for sufficient funding allocation to support the ongoing professional development of library employees, as such initiatives are necessary to advance knowledge dissemination and scientific writing (Kali, 2016).

The absence of regular and ongoing training was another issue, leading to temporary enhancements. This underscores the necessity of continuous professional development to guarantee the long-term efficacy of Total Quality Management Practices, a sentiment echoed by (Mensah et al., 2014).

Furthermore, research revealed that a key factor contributing to a gradual decline in the training programs' efficacy over time was the absence of consistent follow-up and monitoring activities. This outcome underscores the necessity of continuous assessment and reinforcement to integrate TQMPs into the corporate culture, thereby enhancing the inherent focus on continuous development in TQM models (Mosadeghrad, 2014).

Furthermore, the study subjects recommended that, although improved capabilities come from training, more emphasis should be placed on fostering creativity to advance beyond just maintaining current levels. This aligns with the emphasis on the need for lifelong learning and adaptation that Khan et al. (2019) emphasized in their study on overall quality management techniques and their associated work-related outcomes.

Finally, this study revealed that staff training helps Ghanaian academic libraries to improve TQMPs in a constructive manner. The training led to enhancements in customer service, teamwork, resource management, and the utilization of technology.To fully realize the advantages of training, it is essential to confront the obstacles posed by budgetary constraints, sporadic training initiatives, inadequate follow-up procedures, and the necessity to cultivate innovation. By committing to comprehensive and sustainable training programs, academic libraries can empower their staff to persistently enhance service quality and adapt to the evolving needs of their users.

VIII.   Limitations of the study

The research designed was limited to only qualitative approach against quantitative method. The study was restricted to issues of advancing total quality management practices (TQMPS) in academic libraries of Ghana, focusing on exploring the significance of employees training linked to TQMPs implementation in Ghanaian academic libraries, particularly in technical institutes. Not all of Ghana's and other Africa's traditional and technological universities were included in the study. The study's conclusions could not be applied to all Ghanaian academic libraries in the same way. Only five Ghanaian technical university libraries were used to obtain data.

IX.   Practical implication and significance

The study's findings add to the amount of information already available about advancing total quality management practices (TQMPS) in academic libraries associated with implementing complete quality management in Ghanaian university libraries. The study's findings present a significant appraisal of employee training of TQMPs techniques in Ghanaian academic libraries. The uniqueness of the information gathered from the participants makes the study novel. By gathering qualitative data, the study unearths the prime views, opinions, ideas, myths, challenges, contributions, positions and stands shaped the discourse entirely. The study affirmed the significance of employee training in the context of TQMPs implementation in Ghanaian academic libraries.

X.   Conclusion and recommendations

Advancing total quality management practices (TQMPs) in academic libraries of Ghana by exploring the significance of employees training. Pertinent literature was reviewed on influence of employee trainingTQMPs implementation. This helped to situate the study into the arguments, findings and recommendations of previous studies. The research protocol used was interview schedule designed as per the research question. The qualitative data obtained was presented using the Qualitative Content Analysis (QCA). The views, opinions, expectations, beliefs, ideas and perceptions of the participants were transcribed into a useful format in the thematic areas of the objective and later presented in a systematic order.

As a result, in pursuit of TQMPs implementation in the TULs this critical success factor should be critically addressed and appraised thus employee training.The results contributed to the existing literature on TQMPs implementation as the findings corroborates with a lot of previous studies conducted outside Ghana as discussed in the section above. This showed that geographically TULs in Ghana can address the TQMPs implementation issues by using the results of the current study.

As employee training for TQMPs is very crucial, its implementation in TULs of Ghana, there is the need for the university management of the TULs to liaise to bring on board more pronounced forms ofemployee training, education and innovative activity to help the library staff to meet international standards of quality management. The management of the TULs should have employee training and development policy that captures the needs of the library staff with respect to career advancement that could result in quality management.

With this in place there should be an avenue for staff to be attending quality performance related workshops, conferences and seminars, both local and international. Again, the directorate of planning and quality assurance offices in the TUs should be fully resourced to enable the university to provide educative and interactive skills programmes in communication, leadership styles and team building for the library staffs. The management of the libraries should also provide systems of quality performance, for example, regular and frequent in-service training, rotational schedules of library staff, designing of appropriate work schedules for all categories of library staff as well as tasking all sectional heads to provide comprehensive reports quarterly on their working actives.

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APPENDIX A
Advancing total quality management practices (TQMPs) in academic libraries of Ghana: exploring the significance of employeestraining
Interview Guide
This interview guide is designed to help you gather insights for information on the topic: **advancing total quality management practices (TQMPS) in academic libraries of Ghana: exploring the significance of employeestraining**

Target Participants: Head Librarians and Deputies of academic libraries of Ghana
Section 1: Background & Demographics
1.   Could you please share your experience working as a Head Librarian/Deputy Librarian?
2.   How long have you been in this role at this institution?
Section 2: Understanding Current Training Practices
1.   What types of training programs related to TQM are currently offered to library staff? (Probe for specifics: in-house, external, online, workshops, etc.)
2.   How often are these training programs offered?
3.   How are staff selected for these training programs? (Is it mandatory, voluntary, performance-based?)
4.   What are the key areas covered in these TQM training programs?
Section 3: Perceived Impact of Training on TQMPs
1.   In your opinion, how have these training programs impacted the implementation of TQMPs in your library?
2.   Can you share any instances where staff training directly led to improvements in library services or processes?
3.   Have you observed any changes in staff behavior, skills, or attitudes towards TQM after undergoing training?
Section 4: Challenges and Areas for Improvement
1.   What are some of the challenges you face in implementing effective TQM training programs in your library?
2.   How can the existing TQM training programs be improved to better equip staff for advancing TQMPs in the library?
Section 5: Future Outlook & Sustainability
1.   How do you envision the role of employee training evolving in the future to further enhance TQMPs in academic libraries?
2.   What strategies can be implemented to ensure the long-term sustainability and effectiveness of TQM training initiatives in your library?