

INFLUENCE OF IN-SERVICE TRAINING ON JOB PERFORMANCE OF LIBRARIANS IN FEDERAL UNIVERSITIES IN NIGERIA

¹Adamu, Mohammed Saba; ²Udoudoh, Samuel J. & ³Babalola, Gideon A.

¹University Library Services, Federal University of Technology Minna, Niger State, Nigeria

^{2&3}Department of Library Information Technology, Federal University of Technology, Minna, Niger State, Nigeria

Email: mohd.adamu@futminna.edu.ng Phone Number: 07037769819.

Abstract

This study investigated the influence of in-service training on job performance of librarians in federal university libraries in Nigeria. Three research questions guided the study in line with the research objectives. One null hypothesis was formulated and tested at 0.05 level of significance. The study adopted descriptive survey and mixed methods research. The population of the study comprised 1,290 librarians with sample size of 510. The instruments for data collection were questionnaire and interview schedule. Research questions were descriptively analysed using frequency, percentages and median as a measure of central tendency with a decision criterion of $fx \geq \text{median} = (\text{high or agreed})$ and $fx < \text{median} = (\text{low or disagreed})$. Null hypothesis was inferentially analysed using Spearman's rho rank correlation analysis. Findings revealed that level of job performance is moderate; influence of in-service training on job performance is moderate and the top 3 in-service training factors inhibiting job performance of librarians are: Self-sponsor to attend conferences, workshops and seminars before reimbursement, Poor managerial support and unfavourable environment towards in-service training and among others. The study concluded that managerial support and unfavourable environment towards in-service training are poor and need to be improve. The study recommended that university libraries in Nigeria should make library working environment more conducive for both staff and users, implore and encourage librarians to utilise other ways of in-service training such as career advancement programmes and virtual conferences, workshops and seminars.

Keywords: Federal Universities, Influence, In-services training, Job performance, Librarians, Nigeria.

Introduction

University libraries refer to those libraries established in universities to support and strengthen the academic programmes of such institutions of learning as they contribute to the total development of their users' community by broadening their intellectual horizons and inculcating in them a lasting desire to study and carry out research. Oyenachi *et al.* (2021) defined university libraries as types of academic libraries established in universities to meet the information and research needs of its students and faculty as well as the entire institution's community. It is pertinent to note that no university library can be effective or successful in its activities without the presence of qualified librarians who have been trained on how to provide relevant information resources and services to the user community. Thus, librarians have the responsibility of acquiring, organising, preserving and disseminating information. Saidu *et al.* (2020) defined a librarian as one who undergo Library and Information Science (LIS) training in any approved institution of learning and has obtained first or higher degree in librarianship and perform professional duties such as selection and acquisition, cataloguing and classification, conducting reference services, bibliographic services and Information Technology services.

Job performance could be described as what an employee does in work situation and how effectively and efficiently it was done for accomplishment of organisational goals and objectives. Agade *et al.* (2021) defined job performance as a measure of how effectively library personnel carry out their duties or responsibilities in order to accomplish specific and desirable results. Afolabi (2014) state that job performance is conceptualized as multidimensional construct consisting of more than one behavioral kind.

In-service training is concerned with activities that focus on improving the job knowledge, performance and productivity of the library staff. It entails education, training and re-training of staff to acquire job knowledge, skills, abilities, increase efficiency and improve competencies of librarians on the job in order to contribute to the achievement of the organisational goals. Saha and Chand (2017) defined in-service training as a process of raising productive potentialities of manpower resources in terms of knowledge, skills and capabilities through appropriate mechanisms such as education and training, counselling, career planning, performance or self-appraisals, awards or rewards.

In-service training benefits both the individual and the institution. Regards to the individual, the acquisition of new knowledge of skills promotes job competencies for performance upgrades and promotion. With regard to the institution, in-service training programme offers institutions with a corporate strategy for dealing with change. Sudhakar and Basariya (2018) postulated that training is said to be the acquisition of knowledge of skills, and the competencies. It has specific goals of improving one's knowledge, skills and their capacity, capability, performance and their productivity. For the purpose of this research, in-service training, staff development, training, staff straining, continuous professional development or education, human resource development would be used interchangeably. Hence, the study seeks to investigate the influence of in-service training on job performance of librarians in federal universities in Nigeria.

Statement of the Problem

The working environment of the library personnel is fast changing which demands new skills and competencies for them to perform their job effectively and efficiently. In-service training of library personnel (Librarians) constitutes an integral aspect of library management. Librarians are expected to perform the statutory functions in supporting learning, teaching, research and services to host community where the universities are located in order to achieve the set objectives of their university libraries. Thus, the job performance of librarians in federal university libraries in Nigeria was below expectation as Aboyade (2014) found that the job performance of professional librarians in Nigerian federal universities was on low level. Extant literature and researchers' observation have shown that, some librarians in federal university libraries in Nigeria were not familiar with the conventional and technological operations of the libraries which may invariably affects their job performance. Could the challenges be due to inadequate training and poor working environment? In order to proffer solution to these problems, the researchers investigated the influence of in-service training on job performance of librarians in federal university libraries in Nigeria.

Objectives of the Study

The objectives of the study are to:

1. determine the level of job performance of librarians in federal university libraries in Nigeria;
2. ascertain the influence of in-service training on job performance of librarians in federal university libraries in Nigeria;
3. find out the in-service training factors inhibiting job performance of librarians in federal university libraries in Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of job performance of librarians in federal university libraries in Nigeria?
2. What is the influence of in-service training on job performance of librarians in federal university libraries in Nigeria?
3. What are the in-service training factors inhibiting job performance of librarians in federal university libraries in Nigeria?

Research Hypothesis

The below null hypothesis was formulated and tested at 0.05 level of significance:

1. There is no significant relationship between in-service training and job performance of librarians in federal university libraries in Nigeria.

Scope of the Study

The general scope of the study was to examine the influence of in-service training on job performance of librarians in federal university libraries in Nigeria. The geographical scope covered all the (43) university libraries of federal universities in Nigeria as at 2018/2019 academic session. The content scope covered the variables of the study such as: In-service training, job performance and librarians while the population scope comprised of 1,290 librarians working in federal university libraries in Nigeria.

Significance of the Study

The results of this study would be of immense benefits to: library personnel, administrators of university libraries, universities management, government, researchers, and the students. The results of this study would be of benefit to library personnel as it would provide feedback report on the basis of influence of in-service training on job performance of librarians and in-service training factors inhibiting job performance of librarians in federal university libraries in Nigeria. The study would equally be of great significance to library personnel by serving as a reference source while embarking on in-service training which would help to improve their job performance and also enable them to be more proficient to carry out their various tasks. This study would be of benefit to administrators of university libraries by providing solutions to problems of in-service training of library personnel.

This study would equally help the library management design an effective and efficient in-service training programme of its personnel. It would equally benefit the university managements by serving as a guide on areas to engage their staff for in-service training for the purpose of enhancing their services and the quality of their production. The findings are also expected to highlight the significance of in-service training on job performance of librarians in federal university libraries in Nigeria, as this will serve to challenge and encourage the university managements to emphasise more on the issue of in-service training which could lead to positive changes in improving job performance of library personnel for better and sustainable services delivery. Finally, this would be an additional contribution on the subject area of influence of in-service training on job performance of librarians in the field of librarianship.

Literature Review

In-service training is a significant issue in a changing library environment as well trained and equipped library personnel are key resources to developing and maintaining a high-quality library. Ensuring the maximum exploitation of staff skills, efforts need to be made to determine ways of assessing skill level requirements and performance and training effectiveness. For this research, in service training, staff development, human resource development, staff training, continuous professional development and formal education training will be used interchangeably. Ukwuoma and Akanwa (2018) asserted that staff development is of paramount importance, especially in this era of information communication technology. It fills gaps that always exist between what employees know and what they should know. Ideally, in library profession, according to Cooke (2012), education is no longer an option, it is a requirement of library professional practice.

Similarly, Babalola (2013) posited that, a good way of enhancing the job performance of library personnel is staff development. Consequently, Eyo and Afebende (2019) posited that on-the-job training imparts the knowledge to perform the specific job effectively, teaches skills which translate knowledge into action and provides ability and the confidence needed to get the job done. The researchers equally note that in-service training concerned the activities that focus on improving the job knowledge, abilities, performance and productivity of the library personnel. Sudhakar and Basariya (2018) postulated that

training is said to be the acquisition of knowledge of skills, and the competencies. It has specific goals of improving one's knowledge, skills and their capacity, capability, performance and their productivity.

Job performance is a commonly used concept in industrial and organizational psychology. It referred to how people perform their task or work in an organisation. Ivwighreghweta *et. al.* (2013) averred that job performance is the act of carrying a command, duty or purpose; and equally an observable and measurable behavior of a person in a particular situation. Similarly, Campbell cited in Waleed (2011) opined that job performance is one of the most important activities that reflect both the goals and the means necessary to achieve them. It also represents that professional efficiency or reaching out the desire level of achievement in the assigned work and relates to the outputs that the institution seeks to achieve. Thus, in the library context, job performance is the frantic effort made by the library personnel within the libraries in order to achieve the set target of the libraries. The researchers equally note that job performance could be what an employee does in work situation and how effectively and efficiently it was done for accomplishment of organizational goals and objectives.

Saidu *et. al.* (2020) conducted a study to investigate the perception of librarians on staff development in enhancing job performance in State Public Library Boards in North-Central, Nigeria. The study was guided by two research questions in line with research objectives. The study adopted descriptive survey and explanatory research method. The population of the study comprised of 62 librarians working in state public library boards in six (6) states in North-Central geo-political zone of Nigeria. Data collection instrument was questionnaire. Data were analysed through frequency counts and percentages, mean and standard deviation to answer the two research questions and Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis of significant relationship between two variables.

The result showed that holders of first degree in librarianship as the highest of the respondents and that staff development programmes were not adequately provided and there was no significant relationship between staff development and job performance among librarians in state public library boards in North central geo-political zone of Nigeria. The study concluded that the possession of first degree in librarianship will enhance high level of job performance while non-provision of opportunities for staff development can lead to poor or low level of job performance among librarians. The study recommended among other things that the concerned state ministries of education and information in collaboration with the management of state public library boards be committed to organise regular training programmes for librarians in North-Central, Nigeria. The present study is similar with this study because the studies are on training and job performance of librarians. However, the gap in this review which the current study intends to address is in terms of scope and area of coverage which is limited to state public library boards in one geo-political zone, North- Central while the current study covered the entire country by studying federal university libraries in Nigeria.

Eyo and Afebende (2019) conducted a study to investigate staff development and job performance of library personnel in public universities in South-South, Nigeria. The objective was to examine the relationship between staff development and job performance of library personnel in public universities in South-south, Nigeria. The study adopted descriptive survey design of correlation type. The population of the study comprised of 762 librarians, para-professionals and library assistants working in 13 public university libraries in South-South, Nigeria. Data collection instrument was questionnaire. Pearson Product Moment Correlation (PPMC) was used for data analysis. The result showed that staff development was essential for job performance of library personnel.

The study concluded that the quality of staff development programmes adopted by library management to develop library personnel in public universities in South-South, Nigeria could determine and enhance the level of job performance of library personnel. The study recommended among other things that, the management of public university libraries in South-South, Nigeria should sustain and improve on staff

development to enhance the level of job performance of library personnel in public universities in South-South, Nigeria. The present study is similar with this study because the studies are on training and job performance of librarians and both used university libraries as areas of coverage. However, the gap in this review which the current study intends to address is in terms of scope which is limited to public university libraries in one geo-political zone, South-South and covered while the current study covered the entire country by studying federal university libraries in Nigeria.

Obot *et. al.* (2018) conducted a study to investigate education and training of library and information professionals for national integration and development in tertiary institutions in Akwa Ibom and Cross River States of Nigeria. The study was guided by two research questions in line with research objectives. The study adopted survey design method. The population of the study comprised of 91 librarians working in the eight (8) tertiary institutions in Akwa Ibom and Cross River States. Data collection instrument was a researcher-developed questionnaire. Hypothesis was tested using Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance. The result showed a high positive correlation (0.61) between education of information professionals and national integration and development.

The study concluded that education of information professional was a strong determinant of national integration and development. The study recommended among other things that government and stakeholders must rise to the challenge of supporting the education and training of information professionals so as to foster national integration and development through the custody and dissemination of information materials by educated and trained information specialists. The present study is similar with this study because the studies are on training of librarians. However, the gap in this review which the current study intends to address is in terms of scope which is limited to tertiary institutions in two states in one geo-political zone, South-South while the current study covered the entire country by studying federal university libraries in Nigeria.

Theoretical Framework

This study is underpinned by theoretical Model of Evaluating Training and Development Effectiveness.

Theoretical Model of Evaluating Training and Development Effectiveness

Employees are engaged basically to perform in an organisation, as such their performance is essential, crucial and of utmost importance to the organisation. One of the ways to enhance employees' performance in an organisation is having adequate training that enables the employee to learn new skills, knowledge and ideas that enables he/she to perform efficiently and effectively. The effectiveness of library services today largely depends on regular training especially in the area of ICT such that librarians can avail themselves the opportunities of learning new technological skills. Thus, the researcher adopted the theoretical model of evaluating training and development effectiveness developed by Devi and Shaik (2012) due to its relevancy and relationship to the current study. This is because the model propounded the stages of evaluating training effectiveness as a tool for measuring training effectiveness as the current study seeks to ascertain the influence of in-service training on job performance of librarians in federal university libraries in Nigeria.

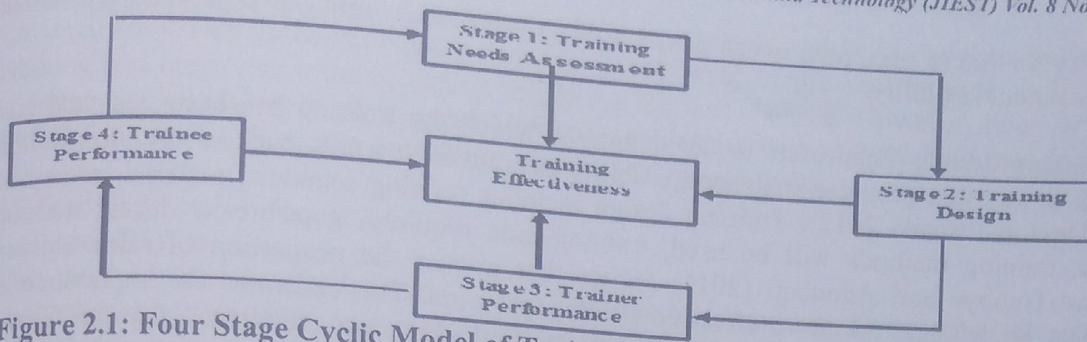


Figure 2.1: Four Stage Cyclic Model of Training Effectiveness (Devi and Shaik, 2012)

The model posited that the importance assigned to Training and Development function in an organization can be understood by knowing commitment from top managers, investment and time spent on training, major responsibility associated with Human Resources or specialist trainer and involvement of line manager. Devi and Shaik (2012) postulated that the purpose of training will be served when employees who undergo training learn skills and knowledge from the training program and apply them in their job. It is difficult to measure training effectiveness; because, training results may not be immediately reflected in trainee performance and contribution of training knowledge in improved performance levels cannot be judged objectively. What it makes more difficult in measuring training effectiveness is its complexity in measuring results in terms of monetary value. Yet it is very vital to measure training effectiveness, as it helps in making decisions related to continuation of training, improvements in training and allocation of training resources. The four-stage cyclic model considers evaluation of four stages of a training program for measuring training effectiveness to include: Training needs, training design, trainer performance, and trainee performance. The authors proposed that if each of these stages is evaluated for its perfection, training effectiveness can be measured effectively.

With regards to trainee needs assessment: The training needs are determined based on gaps in trainees' knowledge, skill, and ability. Effectiveness of training depends on relevance of the training package to trainee's genuine needs. If the training programme addresses needs of trainees, he/she attains a high level of satisfaction and grades the training delivered as very effective (Devi and Shaik (2012) citing Lina Vyas, 2004). By the end of training needs analysis, objectives of training program should be formulated. These objectives in turn should be considered as a benchmark against which entire training program effectiveness is measured. Hence, training objectives formulated based on training needs analysis is a crucial factor in determining effectiveness of a training program. In this stage of a training program, evaluation should be made for training objectives. Ukwuoma and Akanwa (2018) asserted that staff development is of paramount importance, especially this era of information communication technology. It fills gaps that always exist between what employees know and what they should know. Ideally, in library profession, according to Cooke (2012), education is no longer an option, it is a requirement of library professional practice. Consequently, Babalola (2013) posited that, a good way of enhancing the job performance of library personnel is staff development.

To evaluate effectiveness of training program, training objectives should fulfil following criteria: 1. Training objectives should be measurable, 2. Training objectives should set benchmark, 3. Training needs should evolve objectively from trainee requirements. There are various ways of collecting training needs, such as detailing employee job description and the gap between required skill levels and current skill levels of employees. Afolabi (2014) posited that training or human resource development in university libraries is very important in order to overcome the problem of obsolescence, which is categorized into technical and executive obsolescence. The author further stated the advantages of training as such reduction in cost, reduced turnover, faster decision, continuity of effort, and improvement in library staff

morale, availability for future personnel needs of the university libraries, reduced supervision, personal growth and organizational stability.

As regards to training design: This refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job (Holton (2000) cited in Devi and Shaik, 2012). Training design includes training schedule, material, source of trainer decisions, training methods will be used, training aids required, gaps/breaks during training program. Oyevwe-Tinuoye and Adogbeji (2013) argues that greater the proportion of sales training devoted to product knowledge, the more effective training program. This indicates the importance to training content and the base work required in making a training program effective. Saha and Chand (2017) opined that Human Resource Development 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, counselling, career planning, performance or self-appraisals, awards or rewards. 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. The authors further opined that a portion of the senior or aged librarians has no knowledge or capabilities to work equally with the modern technological environment.

Trainer performance: In this stage, trainer performance has a great impact not only in attracting trainees towards goals of program, but also to the entire effectiveness of training. No matter, whether training goals are formulated to benefit, training aids, methods are good, but if trainer performance is not good, entire training program will eventually turn ineffective. Sudhakar and Basariya (2018) posited that training is a phenomenal of raising productive potentialities of personnel in terms of knowledge, skills and abilities through appropriate mechanisms put in place by the trainer or institutions/organisations to make the education and training of the employees attractive, interesting and successful such as: trainer decisions, training schedule, training materials, training methods that will be used, training aids required, breaks during training program and as well as the refreshment provided during the breaks.

As for trainee performance: The employees who have gone through training have to be evaluated to understand change in their learning levels. Training goals (taken from training needs) acts as benchmark against which employees' performance is evaluated and relativity (positive or negative) is analyzed. Observable and well laid down training goals make it easy to measure degree of transfer of learning to employees. Transfer is the evidence that what was learned is actually being used on the job for which it was intended (Devi and Shaik (2012) citing James, 1998). The effectiveness of any training program is determined not only by the successful acquisition of critical knowledge but also the ability to effectively transfer that knowledge to the performance environment.

Consequently, In a study carried out by Adomi and Famola (2012) on training and development of fifty cataloguers in the National Library of Nigeria, the study found that staff development and training improve quality of library staff delivery and enhances their job satisfaction thereby making staff become competent. Saharan (2013) posited that learning through action serves to assist employees develop critical competencies by completing important library work. Furthermore, a study conducted by Oyevwe-Tinuoye and Adogbeji (2013) shown that 28(100%) respondents agreed that staff development through conferences, workshop and seminars attendance aid to improve duties assigned to staff. The constructs of the theoretical model of evaluating training effectiveness were used to formulate the questions of the second objectives which seeks to ascertain the influence of in-service training on job performance of librarians in federal university libraries in Nigeria.

From literature so far reviewed, low level of job performance and inadequate in-service training of library personnel appear to be a repetitive denary which never turn off. These could arise from the gap in library personnel abilities and knowledge needed to carry out library operations. It shows the needs, benefits and

advantages of organising regular training for librarians which could enhance their job performance in the university libraries globally, Nigeria inclusive. The level of job performance, influence of in-service training and in-service training factors inhibiting job performance. However, none of the literature had reported on the influence of in-service training on job performance of librarians in federal university libraries in Nigeria. This gap is what the current study seeks to fill.

Methodology

Research Design

This study adopted descriptive survey and mixed methods research. Descriptive survey was used for this study because data were collected in order to determine the influence of independent variables on dependent variable and the nature, strength and direction of relationship that exist between the independent variables and dependent variable. Mixed methods research was equally used because the study collected both quantitative and qualitative data on the influence of in-service training on job performance of librarians in federal university libraries in Nigeria in order to answer research questions.

Population of the Study

The population of the study comprised 1,290 librarians working in the forty-three (43) federal university libraries in Nigeria as at 2018/2019 academic session. The list of federal university libraries and the population of librarians are provided in Table 1.

Table 1: Population of the study

S/N	Federal University Libraries	Librarians
1.	Ahmadu Bello University Library Complex, Zaria, Kaduna State.	193
2.	Federal University Library, Dutse, Jigawa State	16
3.	Bayero University Library, Kano, Kano State	101
4.	Federal University Library, Dutsin-ma, Katsina State	15
5.	Nigerian Defence Academy Library, Kaduna, Kaduna State	27
6.	Air Force Institute of Technology Library, Kaduna, Kaduna State	05
7.	Abdullahi Fodiyo Library; Usmanu Danfodiyo University, Sokoto, Sokoto State	16
8.	Federal University Library, Birnin Kebbi, Kebbi State	23
9.	Federal University Library, Gusau, Zamfara State	22
10.	Nigeria Police Academy Library, Wudil, Kano State	16
11.	Federal University Library, Lokoja, Kogi State	11
12.	Federal University Library, Lafia, Nasarawa State	09
13.	Ibrahim Badamasi Babangida Library; Federal University of Technology, Minna, Niger State	28
14.	University of Abuja Library, Gwagwalada	21
15.	Joseph SaawuanTarkaa University Library, Makurdi, Benue State	24
16.	University of Jos Library, Jos, Plateau State	29
17.	University of Ilorin Library, Ilorin, Kwara State	25
18.	Federal University Library, Kashere, Gombe State	07
19.	Abubakar Tafawa Balewa University Library, Bauchi, Bauchi State	19
20.	Ibrahim Babangida Library; ModibboAdama University of Technology, Yola, Adamawa State	25
21.	Ramat Library; University of Maiduguri, Maiduguri, Borno State	30
22.	Federal University Library, Wukari, Taraba State	12

	17
23. Federal University Library, Gashua, Yobe State	05
24. Nigerian Army University Library, Biu, Borno State	32
25. Albert Ilemobade Library; Federal University of Technology, Akure, Ondo State	08
26. Federal University Library, Oye-Ekiti, Ekiti State	13
27. National Open University of Nigeria Library, Lagos, Lagos State	81
28. Hezekiah Oluwasanmi Library; Obafemi Awolowo University, Ile-Ife, Osun State	23
29. Federal University of Agriculture Library, Abeokuta, Ogun State	51
30. Kenneth Dike Library; University of Ibadan, Ibadan, Oyo State	32
31. Main Library; University of Lagos, Akoka, Lagos State	22
32. Alex Ekwueme University Library, Ndufu-Alike, Ebonyi State	34
33. Federal University of Technology Library, Owerri, Imo State	22
34. Michael Okpara University of Agriculture Library, Umudike	39
35. Prof. Festus Aghagbo Nwako Library; Nnamdi Azikiwe University, Awka, Anambra State	47
36. Nnamdi Azikiwe Library; University of Nigeria, Nsukka, Enugu State	25
37. Federal University of Petroleum Resources Library, Effurun, Delta State	37
38. John Harris Library; University of Benin, Benin City, Edo State	21
39. University of Calabar Library, Calabar, Cross River State	31
40. University of Port Harcourt Library, Port Harcourt, River State	39
41. Nyong Essien Library; University of Uyo Library, Uyo, Akwa-Ibom State	21
42. Federal University Library, Otuoke, Bayelsa State	16
43. Nigerian Maritime University Library, Okerenkoko, Delta State	
TOTAL	1,290

Source: Internal Records in Offices of University Librarians of the Universities (2019)

Sample and Sampling Techniques

The sample size for this study was 510 librarians. The sampling technique adopted in arriving at the sample size is multi-stage sampling procedure. At first, the study adopted cluster sampling technique to group the federal university libraries into six clusters based on the geo-political zones of Nigeria. Secondly, simple random sampling was used in selecting three universities from each zone based on status; two conventional and one specialised in order to have a balanced representation. This gave a total of eighteen (18) university libraries used for the study. Thirdly, the study equally used proportionate stratified random sampling to sample the number of librarians in federal university libraries to give equal chance to each of the respondents for the purpose of generalisation. The individual university library sample size was determined by obtaining 60% of the population size of each university library.

Mole (2019) stated that for population that run in several hundreds, 41% to 60% samples should be drawn. Selecting a sample that is large enough improves the likelihood of obtaining research results that are similar to that obtainable using the whole population. The university library with higher population size got the larger population of the sample size, than those with less population size of respondents as indicated in Table 2.

Table 2: Sample size of the population

S/N	Federal University Libraries	Librarians	Sample Size
1.	Ahmadu Bello University Library Complex, Zaria		
2.	Bayero University Library, Kano	193	116
3.	Nigerian Defence Academy Library, Kaduna	101	61
4.	Ibrahim Badamasi Babangida Library; Federal University of Technology, Minna	27	16
		28	17
5.	University of Ilorin Library, Ilorin		
6.	University of Jos Library, Jos	25	15
7.	Ibrahim Babangida Library; ModibboAdama University of Technology, Yola	29	17
		25	15
8.	Ramat Library; University of Maiduguri, Maiduguri		
9.	Federal University Library, Kashere	30	18
10.	Hezekiah Oluwasanmi Library; Obafemi Awolowo University, Ile-Ife	07	05
		81	49
11.	Albert Iemobade Library; Federal University of Technology, Akure		
		32	19
12.	Kenneth Dike Library; University of Ibadan, Ibadan		
		51	31
13.	Federal University of Technology Library, Owerri		
		34	20
14.	Nnamdi Azikiwe Library; University of Nigeria, Nsukka		
		47	28
15.	Prof. Festus Aghagbo Nwako Library; Nnamdi Azikiwe University, Awka		
		39	23
16.	Nyong Essien Library; University of Uyo, Uyo		
		39	23
17.	Federal University of Petroleum Resources Library, Effurun		
		25	15
18.	John Harris Library; University of Benin, Benin City		
		37	22
	TOTAL	850	510

Data Collection Instruments

The research instruments used for data collection for this study were: questionnaire and interview schedule. A close ended structured questionnaire was designed and used for this study. The questionnaire was divided into two sections of A and B. Section A contains items on demographic information of the respondents. Section B is made of five clusters (1- 5) on 5 points Likert scale to answer research questions. The researcher equally used interview schedule to conducted face to face interview with some respondents to seek their views or opinions on the research questions.

Validity of Data Collection Instruments

The data collection instruments for this study were validated by four lecturers including the two supervisors in the Department of Library Information Technology, one senior professional librarian in university library services, one lecturer in the Department of Information Media Technology; School of Information Communication Technology and a statistician from Department of statistics all from Federal University of Technology, Minna for correctness and language used whether it is appropriate and suitable to answer the research questions of the study.

Reliability of Data Collection Instrument

The researcher administered 40 copies of the questionnaire to librarians working in Kebbi State University of Science and Technology Library, Aliero, and Abubakar Gimba Library; Ibrahim Badamasi Babangida University Lapai for pilot testing in order to ascertain the level of reliability. The selection of these universities was due to the fact that they are state based conventional and specialised universities that are neither part of population, study area nor part of sample. The researcher used test re-test method to collect data from pilot test and the results were analysed using Cronbach Coefficient Alpha formula to ascertain the reliability of the questionnaire. The overall reliability coefficient after the analysis of the pre-

tested questionnaire was found to be 0.91. The figure is above half (1/2), which is an indication that the instrument was excellent and reliable.

Procedure for Data Collection

The researcher visited each of the universities under study across the six geo-political zones of Nigeria to administer the data collection instruments. One research assistant was employed and trained in each of the university libraries studied to assist in the distribution and retrieval of the copies of the questionnaire. A total of 510 copies of questionnaire were administered to librarians in the federal university libraries in Nigeria. A response rate showed the returned of 502 copies of the questionnaire representing 98.4 percent. The researcher equally conducted face to face interview with some respondents in each of the university libraries to seek their views or opinions on the research questions.

Method of Data Analysis

The data from the research instruments were analysed using IBM version 25 of the Statistical Packages for Social Sciences (SPSS). The research questions were descriptively analysed using frequency counts, percentages and median as a measure of central tendency or average with a decision criterion of $f_x \geq \text{median}$ = (high or agreed), and $f_x < \text{median}$ = (low or disagreed). The null hypothesis was inferentially analysed using Spearman's rho correlation analysis tested at 0.05 level of significance. The findings from the interview were descriptively analysed to support the findings of the questionnaire.

Results and Discussion

Research Question One: What is the level of job performance of librarians in federal university libraries in Nigeria?

Table 3: Response on the level of job performance of librarians in federal university libraries in Nigeria

S/N	STATEMENTS	VH 5	H 4	M 3	L 2	VL 1	To tal F _x	Medi an M=2 025	DECSI ON
Motivation (Personal Desires and Preference)									
1	The prompt payment of staff salary encourages industrial harmony and enhance my job performance in the library.	236 (47%)	216 (43%)	46 (9.2%)	3 (.6%)	1 (.2%)	21 89	$f_x \geq M$	High
2	Regular promotion of staff motivates me to come up with new ideas and better ways of doing things in the library thus enhancing job performance.	205 (40.8%)	232 (46.2%)	62 (12.4%)	3 (.6%)		21 45	$f_x \geq M$	High
3	The reward system for dedicated staff motivates me to make meaningful contributions during meetings in the library and this enhance job performance.	204 (40.6%)	214 (42.6%)	70 (13.9%)	14 (2.8%)		21 14	$f_x \geq M$	High
4	Career prospects motivate me	269	168	58	7		22	$f_x \geq M$	High

	to work harder and meets work deadlines in the library thus enhancing job performance.	(53.6%)	(33.5%)	(11.6%)	(1.4%)		05		
(Work Environment)									
5	The library working environment is quite conducive for both staff and users and this enhance job performance.	2 (2.4%)	8 (1.6%)	70 (13.9%)	224 (44.6%)	198 (39.4%)	93 4	$f_x < M$	Low
6	The administrative support encourages me to perform my work better thus enhancing job performance.	146 (29.1%)	241 (48%)	91 (18.1%)	19 (3.8%)	2 (2.4%)	20 07	$f_x < M$	Low
7	The working relationship with colleagues is cordial and this enhance job performance.	15 (3%)	117 (23.3%)	158 (31.5%)	209 (41.6%)	3 (.6%)	14 38	$f_x < M$	Low
8	There is constant electricity power supply for hitch free operations in the library working environment and this enhance job performance.	98 (19.5%)	181 (36.1%)	140 (27.9%)	41 (8.2%)	33 (6.6%)	17 49	$f_x < M$	Low
Skill									
(Mental Ability)									
9	Ability to comprehend complex ideas enables me acquire ICT skills to perform my job efficiently and this enhance job performance.	88 (17.5%)	224 (44.6%)	126 (25.1%)	57 (11.4%)	7 (1.4%)	18 35	$f_x < M$	Low
10	My ability to reason quickly facilitates speedy completion of routine duties thus enhancing job performance.	131 (26.1%)	180 (35.9%)	133 (26.5%)	50 (10%)	8 (1.6%)	18 82	$f_x < M$	Low
11	My ability to learn fast enables me to acquire ICT skills to perform my job better and this enhance job performance.	163 (32.5%)	190 (37.8%)	133 (26.5%)	14 (2.8%)	2 (.4%)	20 04	$f_x < M$	Low
(Physical Ability)									
12	My ability to move around enables me to acquire ICT skills and this enhance job performance.	283 (56.4%)	185 (36.9%)	26 (5.2%)	6 (1.2%)	2 (.4%)	22 47	$f_x \geq M$	High
13	My ability to see properly enables me to acquire ICT skills and work effectively thus enhancing job performance.	212 (42.2%)	252 (50.2%)	33 (6.6%)	1 (.2%)	4 (.8%)	21 73	$f_x \geq M$	High
14	My ability to hear properly enables me to acquire ICT skills and work better and this	241 (48%)	170 (33.9%)	72 (14.3%)	15 (3%)	4 (.8%)	21 35	$f_x \geq M$	High

enhance job performance.									
(Experience)									
15	My years of experience on the job improves my skills and abilities to perform my work very well thus enhancing job performance.	145 (28.9%)	189 (37.6%)	139 (27.7%)	28 (5.6%)	1 (.2%)	19 55	$f_x < M$	Low
16	My experience on daily tasks improves my skills and knowledge and this enhance job performance.	166 (33.1%)	151 (30.1%)	148 (29.5%)	36 (7.2%)	1 (.2%)	19 51	$f_x < M$	Low
17	Experiences acquired through various in-service training attended improves my knowledge to perform any task assigned to me efficiently thus enhancing job performance.	269 (53.6%)	168 (33.5%)	58 (11.6%)	7 (1.4%)		22 05	$f_x \geq M$	High
Facilities									
18	Use of ICT facilities helps me reduce redundant work and this enhance job performance.	98 (19.5%)	181 (36.1%)	140 (27.9%)	41 (8.2%)	33 (6.6%)	17 49	$f_x < M$	Low
19	Use of ICT facilities improves my competencies to work better thus enhancing job performance.	246 (49%)	138 (27.5%)	103 (20.5%)	13 (2.6%)	2 (.4%)	21 19	$f_x \geq M$	High
20	Use of ICT facilities enables me to provide quality library services and this enhance job performance.	173 (34.5%)	208 (41.4%)	107 (21.3%)	10 (2%)	4 (.8%)	20 42	$f_x \geq M$	High

Key 1: VH = Very High; H=High; M=Moderate; L=Low and VL=Very Low

Key 2: $f_x = \sum (\text{VH value} \times \text{statement value} + \text{H value} \times \text{statement value} + \text{M value} \times \text{statement value} + \text{L value} \times \text{statement value} + \text{VL value} \times \text{statement value})$.

Key 3: $f_x \geq \text{Median}$ = High Performance, $f_x < \text{Median}$ = Low Performance.

Key 4: The median 2025 was arrived at by arranging the total frequency scores in ascending order which involves even number of scores, then the average of these scores is taken as the median.

The data presented in Table 3 were analysed for level of job performance of librarians. The results showed that the respondents indicated high performance to ten statements out of the twenty items listed as the $f_x \geq M$ of 2025 (frequency scores were greater than or equal to Median of 2025) This implies that half of the items listed were higher or equal to the median. On the other hand, respondents indicated low performance to the other ten statements as the $f_x < M$ of 2025 (frequency less than Median of 2025). This implies that half of items listed were lower than the median. This means that the level of job performance of librarians is moderate.

Research Question Two: What is the influence of in-service training on job performance of librarians in federal university libraries in Nigeria?

Table 4: Response on the influence of in-service training on job performance of librarians in federal university libraries in Nigeria

S/N	STATEMENTS	VHI 5	HI 4	MI 3	LI 2	VLI 1	Total Fx	Median M=2189	DECISION
Training Needs (TN)									
1	TN 1: I need in-service training to improves my competencies to perform my job or tasks better in the library thus enhancing job performance.	160 (31.9%)	213 (42.4%)	96 (19.1%)	21 (4.2%)	12 (2.4%)	1996	$f_x < M$	Low
2	TN 2: I need in-service training to enhance my performance in contributing my quota to the overall development of the library and this enhance job performance.	144 (28.7%)	245 (48.8%)	91 (18.1%)	10 (2%)	12 (2.4%)	2005	$f_x < M$	Low
3	TN 3: I need in-service training to improves my performance to provide quality library services thus enhancing job performance.	245 (48.8%)	236 (47%)	18 (3.6%)	3 (.6%)		2229	$f_x \geq M$	High
Training Design (TD)									
4	TD 1: In-service training as improves my performance in terms of working relationship with my colleagues in the library thus enhancing job performance.	242 (48.2%)	240 (47.8%)	19 (3.8%)	1 (.2%)		2229	$f_x > M$	High
5	TD 2: In-service training as improves my	287 (57.2%)	207 (41.2%)	8 (1.6%)			2287	$f_x \geq M$	High

6	<p>performance to facilitate planning in the library and the institution at large and this enhance job performance.</p> <p>TD 3: In-service training as developed my skills to do number of jobs thus enhancing job performance.</p> <p>Trainer Performance</p>	248 (49.4%)	237 (47.2%)	16 (3.2%)	1 (.2%)	2238	$f_x \geq M$	High	
7	<p>TP 1: Methods of teaching used by the facilitators attract me towards attending in-service training regularly and this enhance job performance.</p> <p>Trainer Performance (TP)</p>	210 (41.8%)	267 (53.2%)	14 (2.8%)	10 (2%)	1 (.2%)	2161	$f_x < M$	Low
8	<p>TP 2: The training aids used in the conferences, seminars and workshops always encourage me to attend in-service training thus enhancing job performance.</p>	235 (46.8%)	220 (43.8%)	42 (8.4%)	5 (1%)		2185	$f_x < M$	Low
9	<p>TP 3: Regular in-service training organised in my library as make a great impact towards enhancing my job performance.</p> <p>Trainee</p>	144 (28.7%)	245 (48.8%)	91 (18.1%)	10 (2%)	12 (2.4%)	2005	$f_x < M$	Low

Performance (TP)							
10	TP 1: In-service training as increased my confidence to understand tasks better and this enhance job performance.	207 (41.2%)	275 (54.8%)	17 (3.4%)	3 (.6%)	2192	$f_x \geq M$ High
11	TP 2: In-service training as prepared me for better job assignments thus enhancing job performance.	218 (43.4%)	260 (51.8%)	22 (4.4%)	2 (.4%)	2200	$f_x \geq M$ High
12	TP 3: In-service training as increased my technical abilities, salary and greater opportunity for promotion and this enhance job performance.	179 (35.7%)	300 (59.8%)	20 (4%)	3 (.6%)	2161	$f_x < M$ Low

Key 1: VHI=Very High Influence; HI=High Influence; MI=Moderate Influence; LI=Low Influence and VLI=Very Low Influence.

Key 2: $f_x = \sum$ (VHI value*statement value + HI value*statement value + MI value* statement value + LI value*statement value + VLI value*statement value).

Key 3: $f_x \geq$ Median = High Influence; $f_x <$ Median = Low Influence.

Key 4: The median 2189 was arrived at by arranging the total frequency scores in ascending order which involves even number of scores, then the average of these scores' is taken as the median.

The data presented in Table 4 were analysed for the influence of in-service training on job performance of librarians in Nigeria. The results showed that the respondents indicated high influence to six statements out of the twelve items listed as the $f_x \geq M$ of 2189 (frequency scores were greater than or equal to Median of 2189). This implies that half of the items listed were higher or equal to the median. On the other hand, respondents indicated low influence to other six statements as $f_x < M$ of 2189 (frequency scores were lower than the median score of 2189). This implies that half of items listed were lower than the median. This means that the influence of in-service training on job performance of librarians is moderate.

Research Question Three: What are the in-service training factors inhibiting job performance of librarians in federal university libraries in Nigeria?

Table 5: Response on the in-service training factors inhibiting job performance of librarians in federal university libraries in Nigeria

S/N	STATEMENTS	SA 5	A 4	N 3	D 2	SD 1	To tal F _x	Medi an M=2 165	Ran k	DECI SI ON
Factors of In-service Training (Organisational Factors)										
1	Poor managerial support and unfavourable environment towards in-service training inhibits my job performance.	207 (41.2%)	275 (54.8%)	17 (3.4%)	3 (.6%)		21 92	$f_x \geq M$	2 nd	Agreed
2	Lack of training motivation by library management inhibits my job performance.	142 (28.3%)	207 (41.2%)	102 (20.3%)	32 (6.4%)	19 (3.8%)	19 27	$f_x < M$	6 TH	Disagreed
3	Lack of good and flexible existing training policy in the library inhibits my job performance.	233 (46.4%)	220 (43.8%)	44 (8.8%)	5 (1%)		21 87	$f_x \geq M$	3 rd	Agreed
(Human Factors)										
4	Librarian's individual attitudes to transfer trained knowledge and skills back to the job inhibits job performance.	176 (35.1%)	303 (60.4%)	20 (4%)	3 (.6%)		21 43	$f_x < M$	4 th	Disagreed
5	Self-sponsor to attend conferences, workshops and seminars before reimbursement of training registrations inhibits my job performance.	218 (43.4%)	260 (51.8%)	22 (4.4%)	2 (.4%)		22 00	$f_x \geq M$	1 st	Agreed
6	Lack of open-mindedness of trainee's and trainer's towards in-service training inhibit job performance.	144 (28.7%)	219 (43.6%)	91 (18.1%)	27 (5.4%)	21 (4.2%)	19 44	$f_x < M$	5 TH	Disagreed

Key 1: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree.

Key 2: $f_x = \sum (SA \text{ value} * \text{statement value} + A \text{ value} * \text{statement value} + N \text{ value} * \text{statement value} + D \text{ value} * \text{statement value} + SD \text{ value} * \text{statement value})$.

Key 3: $f_x \geq \text{Median} = \text{Agreed}$; $f_x < \text{Median} = \text{Disagreed}$

Key 4: The median 2165 was arrived at by arranging the total frequency scores in ascending order which involves even number of scores, then the average of these scores' is taken as the median.

The data presented in Table 5 were analysed for in-service training factors inhibiting job performance of librarians based on ranking. The results showed that respondents agreed to three statements out of the six items listed on the in-services training factors inhibiting job performance of librarians based on ranking as frequency scores were greater than or equal to the median score of 2165. On the other hand, respondents disagree to other three statements as frequency scores were less than the median score of 2165.

Null Hypothesis

There is no significant relationship between in-service training and job performance of librarians in federal university libraries in Nigeria?

Table 6: Correlation coefficient test result between in-service training and job performance of librarians in federal university libraries in Nigeria.

			Job Performance	In-service Training
Spearman's rho	Job Performance	Correlation Coefficient	1.000	.503**
		Sig. (1-tailed)		.000
	In-service Training	N	502	502
		Correlation Coefficient	.503**	1.000
		Sig. (1-tailed)	.000	
		N	502	502

** . Correlation is significant at the 0.01 level (1-tailed).

Table 6 showed that Spearman's correlation coefficient $r_s = 0.503^{**}$, and that this is statistically significant at $(p = .000$ which is less than 0.05 level of significance). Therefore, the null hypothesis is rejected. This means that in-service training had a positive and moderate relationship with job performance of librarians in federal university libraries in Nigeria. The Spearman's correlation coefficient for this relationship is 0.503, this number is positive, meaning that every time there is an increase in the in-service training, job performance will also increase by 0.503 points or 50.3 percent.

Summary of Findings

Based on the data presentation, analysis and interpretation, the following were the summary of findings of the study:

1. The level of job performance of librarians in federal university libraries in Nigeria is moderate.
2. The influence of in-service training on job performance of librarians in federal university libraries in Nigeria is moderate.
3. The top 3 ranking factors of in-service training inhibiting job performance of librarians in federal university libraries in Nigeria include: Self-sponsor to attend conferences, workshops and seminars before reimbursement, poor managerial support and unfavourable environment towards in-service training and Lack of good and flexible existing training policy in the library.
4. In-service training had a positive and moderate relationship with job performance of librarians in federal university libraries in Nigeria.

Discussion of Findings

Response to research question one sought to find out the level of job performance of librarians in federal university libraries in Nigeria. The result showed that level of job performance of librarians is moderate. The finding is supported by a similar study by Agada *et. al.* (2021) that, job performance is a measure of how effectively library staff carry out their duties or responsibilities in order to accomplish specific and desirable results. This finding does not corroborate the findings of Aboyade (2014) and Akor (2009) who both reported that job performance of professional librarians in Nigerian federal universities and government-owned universities in North-Central, Nigeria was on a low level. Consequently, this finding does not corroborate the finding of Adeeko *et. al.* (2017) who reported that the level of job performance of library personnel in universities of Southwest Nigerian is high.

Response to research question two sought to find out the influence of in-service training on job performance of librarians in federal university libraries in Nigeria. The result showed that influence of in-service training on job performance is moderate. This finding does not corroborate the findings of Mohammed *et. al.* (2017) and Saka and Haruna (2013) who in their studies reported that training has positively influence job performance of library staff in tertiary institutions in Niger State. This finding corroborates the finding of Saidu *et. al.* (2020) who reported that staff in state library boards in North Central, Nigeria have not been enjoying adequate staff development. Findings from the interview revealed that majority of the responses were that in-service training influence librarians' job performance to provide quality and relevant library services to the users as a result of skills, abilities and knowledge acquired. It makes librarians to be more relevant on the job and apparently increases collaboration among librarians and adds to effectiveness of library operations.

Response to research question three sought to find out the in-service training factors inhibiting job performance of librarians in federal university libraries in Nigeria. The study revealed that respondents agreed to three statements out of the six items listed on the in-service training factors inhibiting job performance of librarians as the $f_x \geq$ Median of 2160 (greater than or equal to 2160). This finding corroborates the findings of Mohammed *et. al.* (2017) who reported that conditions as well as requirements for the training has adverse effect on job performance of librarians and library officers in tertiary institutions in Niger State, Nigeria while Ogbonna (2018) discovered low extent of sponsorship/attendance and inadequate staff were among others. Consequently, this finding corroborates the findings of Osadebe *et. al.* (2018) who in their finding discovered that among other challenges faced by librarians in attending continuous professional development (CPD) is lack of vigorous government support due to low political gain by government in power from library and information systems and services. Findings from the interview revealed that majority of the responses were that conditions and requirements attached to in-service training by universities management and lack of commitment by institutional management towards library personnel in terms of in-service training.

Conclusion

This study examined the influence of in-service training on job performance of librarians in federal university libraries in Nigeria. The concept of university libraries, librarians, job performance and in-service training were highlighted. Hence, the findings of this study indicated that level of job performance of librarians is moderate, the influence of in-service training on job performance of librarians is moderate and the top 3 in-service training factors inhibiting job performance of librarians are: Self-sponsor to attend conferences, workshops and seminars before reimbursement, Poor managerial support and unfavourable environment towards in-service training and lack of good and flexible existing training policy in the library. Hypothesis testing result showed that in-service training has a positive and moderate relationship with job performance of librarians in federal university libraries in Nigeria. The study concluded that managerial support and unfavourable environment towards in-service training and lack of good and flexible existing training policy in the library is poor and need to be improve.

Recommendations

1. Federal university libraries in Nigeria should make their library working environment more conducive and comfortable for both staff and users, support their staff professionally, morally and constant electricity power supply in the libraries.
2. Federal university libraries in Nigeria should implore and encourage librarians to utilise other ways of in-service training such as mentoring, peer coaching, career advancement, virtual conferences, workshop and seminars which are more effective and less expensive and modern methods of teaching should be used to teach the participants in the training. Federal Government of Nigeria and donor agencies should complement the effort of federal university libraries by providing funds to support in-service training of their personnel.
3. Federal universities management in Nigeria should provide good managerial support and favourable environment towards in-service training, provide good and flexible existing training policy and make funds available for librarians while embarking on Conferences, Workshops and Seminars.

References

- Aboyade, W. A. (2014). Influence of job motivation, emotional intelligence and self-concept on job performance among library workers in federal universities in Nigeria. Unpublished Ph.D. research thesis, Department of Library, Archival and Information Studies, University of Ibadan, Nigeria.
- Adeeko, K., Aboyade, W. A., & Oyewole, G. O. (2017). Job satisfaction and self-efficacy as determinants of job performance of library personnel in selected university libraries in South-West, Nigeria. *Library Philosophy and Practice (e-journal)*. 1557. Retrieved on 20th March, 2019 from <http://digitalcommons.unl.edu/libphilprac/1557>
- Adomi, E. E., & Famola, M. O. (2012). Training and development of cataloguers in National Library of Nigeria. *Nigerian Libraries*, 45(1), 68-77.
- Afolabi, O. R. (2014). Effect of training and career development on job performance of health records officer in Lagos State owned hospitals, Lagos, Nigeria. Unpublished Masters research thesis, Department of Library, Archival and Information Studies. University of Ibadan, Nigeria.
- Agade, E. O., Tofi, S. T., & Theresa, O. O. (2021). Perceived influence of library automation on the job performance of library staff in academic librarians in Benue State, Nigeria. *Nigerian Libraries*, 54(1), 16-28.
- Agba, A. M., Ogaboh, M. S., & Mboto, W. A. (2013). Wages or other conditions: Critical assessment of factors in worker's performance in Nigeria. *International Journal of Academic Research in Business and Social Science*, 3(7), 62-73.
- Akor, P. U. (2009). Influence of university library leadership styles on the job performance of professional librarians in North-Central, Nigeria. *Journal of Educational and Social Research*, 4(7), 148-152.

- Babalola, G. A. (2013). Influence of job motivation, demographic and environmental factors on the productivity of librarians in college of education in Nigeria. Unpublished Ph. D thesis, Department of Library, Archival and Information Studies. University of Ibadan, Nigeria.
- Cooke, N. A. (2012). Professional development 2.0 for librarians: Developing an online personal learning networking (PLN). *Library HITECH NEWS*, 29(3), 18- 24.
- Devi, R., & Shaik, N. (2012). Evaluating training and development effectiveness -A measurable model. *Asian Journal of Management Research*, 2(1), 722-735.
- Eyo, E. B., & Afebende, G. B. (2019). Staff development and job performance in public university libraries in South-South, Nigeria. *Ebonyi Journal of Library and Information Science*, 6(1), 79 - 88.
- Ivwithreghweta, O., Ejitagha, S., & Oyeniran, K. (2013). Job rotation as a tool for enhancing job performance of academic librarians in Nigerian university libraries. *Delta Library Journal*, 7(1), 70-74.
- Mohammed, G. S., Akor, P. U., Alhassan, J. A., & Abdullahi, M. A. (2017). Influence of training on the job performance of professional and para-professional library staff in tertiary institutions in Niger State, Nigeria. *Samaru Journal of Information Studies*, 17, (2), 37-52.
- Mole, J. C. (2019). *Practical guide to research in library and information science*. Enugu: University of Nigeria Press Limited, Nigeria.
- Obot, N. I., Bamgbose, O. J., & Okoro, C. P. (2018). Education and training of library and information professionals for national integration and development. *Information Impact: Journal of Information and Knowledge Management*, 9(4), 100-105.
- Ogbonna, I. M. (2018). Community and private sector participation in community library development in South- East, Nigeria. Unpublished Ph.D research thesis, Department of Library and Information Science, University of Nigeria, Nsukka. Retrieved on 12th July, 2019 from <http://repository.unn.edu.ng/handle/123456789/8892>
- Onyenachi, J. C., Ikechukwu, N. R., Uchendu, O. S., & Nwauwa, B. E. (2021). Use of Information and Communication Technology (ICT) in university libraries by undergraduate students: A case of Abia State University, Uturu. *Ebonyi Journal of Library and Information Science*, 8(1), 56-67.
- Osadebe, N. E., Ewa, B. O., & Njoku, E. O. (2018). Academic librarians and continuous professional development programmes in Enugu State, Nigeria. *Review of Information Science Technology Journal (RIST)*, 4, 64-72.
- Oyovwe-Tinuoye, G., & Adogbrji, O. B. (2013). In-service training as a tool for staff development in colleges of education library, Warri. *Delta Library Journal*, 7(1 & 2), 13-20.
- Saha, K., & Chand, N. (2017). Training and development of library professionals for IT application in University Libraries: An overview. A paper presented at the 5th conference of the Department of Library and Information Science at Guwahati University, Guwahati, 7-8 December.

- Sulu, A. N., Sulu, K. A., & Kari, J. T. (2016). Perception of librarians on staff development in enhancing job performance in State Public Library Board in North-Central, Nigeria. *African Journal of Education and Information Management*, 18(2), 26-41.
- Sulu, K. A., & Shanna, I. (2017). Relationship between staff development and job performance among personnel in branch library, University of Maiduguri, Nigeria. *Madraswara Journal of Social Sciences*, 8(2), 40-51.
- Sulata, E., & Dsouza, S. B. (2014). Theoretical framework on the effectiveness of training and development. *International Journal of Mechanical Engineering and Technology*, 5(7), 952-963.
- Ukwoma, E. C., & Akpan, F. C. (2014). Human resources development programmes in Nigerian academic libraries: A comparative study of universities in two States. *Samaru Journal of Information Studies*, 8(2), 26-47.
- Ustad, A. A. (2011). Factors affecting the effectiveness of the job performance of the specialist working in the youth care in Malawi University. *World Journal of Sport Sciences*, 8(2), 116-121.