

**INFLUENCE OF IN-SERVICE TRAINING ON JOB PERFORMANCE OF  
LIBRARIANS IN SELECTED FEDERAL UNIVERSITY LIBRARIES IN NORTH-  
EAST, NIGERIA**

**By**

**Adamu, Mohammed Saba (CLN, MNLA, CTN)**

*University Library Services,  
Federal University of Technology Minna, Niger State, Nigeria  
[mohd.adamu@futminna.edu.ng](mailto:mohd.adamu@futminna.edu.ng) /07037769819, 08159010187*

**Babalola, Gideon A. (Ph. D)**

*Department of Library and Information Technology,  
Federal University of Technology Minna, Niger State, Nigeria  
[g.babalola@futminna.edu.ng](mailto:g.babalola@futminna.edu.ng) /08034370219, 08050917468*

**UDOUDOH, SAMUEL J. (Ph. D)**

*Department of Library and Information Technology,  
Federal University of Technology Minna, Niger State, Nigeria  
[Sam.udoudoh@futminna.edu.ng](mailto:Sam.udoudoh@futminna.edu.ng) /07039087071*

**Abstract**

*This study investigated influence of in-service training on job performance of librarians among librarians working in federal university libraries in North-East, Nigeria. Two objectives, research questions and one hypothesis were formulated and tested at 0.05 level of significance. Descriptive research design was used and the target population of eight-one librarians in the three selected federal university libraries in North-East, Nigeria were adopted for the study. Structured and five-point Likert scale questionnaire was designed and used. Frequency counts, percentages, mean score, standard deviation and correlation coefficient were statistical tools used to answer research questions and test the null hypothesis. Results showed that most of the university libraries do not organise regular training for their personnel and sponsor librarians for training on annual basis and among others. There was significant influence of in-service training on job performance among librarians in federal university libraries in North-East, Nigeria. The study concluded that regular training for librarians would enhance their job performance and can lead to high productivity. The study recommended that university libraries should organise regular training and re-training for librarians and implore them to utilise other ways of training such as mentoring, peer coaching, virtual conferences, workshop and seminars which are more effective and less expensive, There should be good and flexible existing training policy and conditions and requirements attached to training by the universities management should be made flexible and staff should be motivated by regular promotion as at when due and best performing staff should be rewarded.*

**Keywords:** *Federal University libraries, Influence, In-services training, Job performance, Librarians, North-East, Nigeria*

## **Introduction**

For university library to be successful in performing its expected roles, it does not depend only on its information resources, facilities and equipment but also on the quality of its staff as manifested in their job performance. 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. The main functions of university libraries are to acquire, organise, preserve and disseminate information thereby supporting the objectives of university. Furthermore, university libraries provide information services such as: circulation, reference, technical, serial, user education, reprographic, current awareness (CAS), selective dissemination of information (SDI), referral, information technology and document delivery services.

While amplifying on the services that are rendered by university libraries, Ode and Ode (2018) defined university libraries as those libraries that are established in universities as higher institution of learning to collect, organise, preserve and store information for the use of users which are used by students, teachers and others for educational purposes to enhance education, assist both students and teachers achieve their educational objectives. Most university libraries therefore spend huge sums of money on the training of librarians for better performance; considering the vital roles of libraries and their respective librarians. The vision, mission and strategies which are selected by universities as a guide for meeting these functions, form the foundation on which the roles of university library are based. Therefore, university library caters for the information needs of the university by providing reading materials for the various programmes of the university. There are different bodies that establish universities such as federal, state and private organisation. However, the focus of this study is on federal universities being established and funded by federal government of Nigeria. They receive allocations and support from the federal government and some percentage of the total grant to universities are meant to procure library resources and render library services. This is to enable them support the academic objectives of the host institution. These services are mostly provided by librarians and with the new changing roles in university libraries, the staff need regular training and re-training to improve their competency to perform their job effectively and efficiently.

Librarians have the responsibility of acquiring, organising, preserving and disseminating information. Librarians perform a wide range of services such as technical, readers', reference, serial and administrative related services in the university libraries. Librarians are believed to be the backbone of the services offered by the university libraries on their different job description. Librarians working in federal university libraries are expected to possess adequate knowledge and skills in order to carry out library operations. For one to become a librarian, one requires at least a university or college degree. An additional graduate education in librarianship is a factor that can enhance promotions or salary increases. Saidu, Saka and Kur (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 etcetera. Furthermore, the librarian must be committed to organisational goals and objectives; and need to abide with the ethics of the profession.

Education and training are essential in making a good librarian, but also important, is the personality of the librarian. In support of this assertion, Oduagwu cited in Obot, Bamgbose and Okoro (2018) stated that the need for staff training cannot be over-emphasised, pointing out that such training improves efficiency morale, provides for succession and raise the standard of personnel. The librarian's personality is very essential in delivering effective services. This entails his or her relationship and attitude towards library users, colleagues and management. To be able to achieve success, a librarian must have satisfaction with his or her work, with working conditions, and an extrinsic and intrinsic job performance (Bamgboye, 2013). In a related assertion, this would create an enabling environment for both the library staff and users. It is also equally obvious that the quality of library services is dependent to a great extent on the quality of the staff; his or her background, training, motivation and experience. Therefore, job performance of librarians can be determined by in-service training programmes put in place to enhance their performance and so deserve serious attention.

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. With regards to the individual, the acquisition of new knowledge of skills promotes job competencies for performance upgrades and promotion. The knowledge gained from in-service training programme may reduce job related stress and increase interest, thereby promoting job performance. With regard to the institution, in-service training programme offers institutions with a corporate strategy for dealing with change.

### **Statement of the research problem**

The workforces of any organisations including libraries are responsible for its success and failure. 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 constitutes an integral aspect of library management. For university libraries to achieve maximum productivity in terms of providing adequate and relevant information services to patrons, library management is expected to give adequate attention to in-service training. A situation where librarians working in federal university libraries have inadequate in-service training, knowledge, skills and abilities might incapacitate them from doing their work efficiently and effectively especially in the 21st information age where library services are evolving in the use of information and communication technology (ICT) in service delivery. The need for in-service training and continuous professional education to acquire ICT skills cannot be over emphasised. Preliminary investigation has shown that the lack of good and flexible existing training policy, lack of conducive enabling working environment, conditions and requirements for training and among others were factor that caused inadequate training which made the librarians working in federal university libraries perform their work below expectation. It is against these backdrops that the researcher intends to investigate the influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria.

## **Objectives of the study**

The objectives are to:

1. determine how in-service training influences job performance of librarians in federal university libraries in North-East, Nigeria;
2. find out the inhibiting factors to job performance of librarians in federal university libraries in North-East, Nigeria.

## **Research Questions**

The following research questions guided the study:

1. How does in-service training influence job performance of librarians in federal university libraries in North-East, Nigeria?
2. What inhibiting factors are affecting job performance of librarians in federal university libraries in North-East, Nigeria?

## **Research hypothesis**

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

1. There is no significant influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria.

## **Literature review**

Saidu, Saka and Kur (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 adopted descriptive survey and explanatory research method. The population of the study comprised of sixty-two (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. 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.

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 study adopted descriptive survey design of correlation type. The population of the study comprised of 762 librarians, para-professionals and library assistants working in thirteen (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.

Goshie, Jimada, Abdullahi and Aliyu (2017) conducted a study on continuing professional development for information professionals through the Nigerian Library Association (NLA). The study adopted survey research method. The population of the study consisted of all the information professionals of the Federal University Libraries in North Central States of Nigeria. The instrument used for the study was a structured questionnaire. Frequency counts and simple percentage were used to analysed collected data. Findings revealed that information professionals were constrained with the issue of sponsorship in terms of funding and time for attending the programmes. The study concluded that professional development programmes organised for librarians would be of importance to the information professionals because the skills they acquired in these programmes would help them to work in both the traditional and electronic environment.

Elango (2011) investigated the impact of Human Resource Development and ICT on Library staff in university libraries in North West, India. The study used survey research design and frequency counts, percentages, mean and standard deviation to analysed the collected data. The instrument used was structured questionnaire. Findings from the study revealed that about 50% of the respondents lacks the ICT skills of library operations. It was concluded that the curriculum of Library and Information Science be change towards the new trend of librarianship, upgrading skills of staff at all levels, giving full academic and management status to the professionals.

Teresa (2011) conducted an intensive study on staff learning and how Library Assistants can learn more effectively. The study took research on Library Assistants (LA) as the respondents and how they learn in a university library in Hong Kong. The objectives of the study were to explore, analyze and interpret the learning issue of the Library Assistants (LA). The study interpreted the findings under different headings such as – typology of learners, perception of learning needs, effective learning modes, learning needs and work background, organizational culture and identity, legitimate peripheral participation, motivation to learn, barriers to learning, multi-skilling and job rotation human resource development etc. It was concluded that, the study tries to justify the need of job rotation and multi-skilling.

Nonthacumjane (2011) carried out a quantitative research on library staff training policies and standard in academic libraries in India. The researcher adopted content analysis using secondary sources of data like journals, newspapers, unpublished thesis etc. to review literatures studied over a 14-year time frame from 1997-2010. Findings from the study revealed that the key skills and competencies required for the new generation of LIS professionals to include personal skills, generic skills and discipline specific knowledge. Personal skills are to being analytical and the ability to use management tools such as PESTLE (Political, Economic, Social, Technological, Legal, and Environment) and SWOT (Strengths, Weaknesses, Opportunity and Threats) which are paramount. The generic skills are critical for LIS professionals such as information literacy, communication, critical thinking, teamwork, ethics and social responsibility, problem solving and leadership. Findings from the study also revealed that metadata, database development and database management system, user needs, digital archiving and preservation, collection development and content management systems are some of the important aspect which the new LIS professionals need to have knowledge. It was concluded that LIS professionals need to be able

to identify who are the target groups or users of the library. The wide range of personal attributes for LIS people like flexibility, creativity, critical thinking, ethical understanding, social responsibility and problem solving skills are vital for the future.

Igbokwe (2011) carried out a study to examine job satisfaction and performance of librarians in federal university libraries in South East, Nigeria. The study used descriptive survey method. The population of the study consisted of 110 librarians in the four federal university libraries in South East, Nigeria. The data collection instrument was questionnaire. The data collected was analysed using mean, percentages and frequency. Findings revealed that lack of opportunity for training can affect their job performance, factors like salary increment, concrete job description will to a very great extent enhance the job performance of these librarians.

Ajidahun (2007) carried out a study on library education and training of human resources in Nigeria University Libraries. The study adopted survey research design and the instrument used was structured questionnaire. Descriptive statistics were used to analyse the collected data. Findings from the study revealed that training or human resource development is very important in order to overcome the problem of obsolescence, which is categorized into technical and executive obsolescence. It was concluded that such training reduced cost, reduced turnover, faster decision, continuity of effort, and improvement in employee morale, availability for future personnel needs of the organization, reduced supervision, personal growth and organizational stability.

Raina (2004) carried out an intensive study on Continuing Professional Development programmes for Library and Information Science (LIS) professionals in Institute of Information Management (IIM), India. The study adopted survey research design and the instrument used was structured questionnaire. Descriptive statistics were used to analyse the collected data. The population of the study consisted of 500 top and senior level LIS professionals. Findings revealed that the programme covered different areas like quality management; marketing; information technology application; human relations and communication. The programme structure is based on (a) developing total quality management (TQM) as a strategic focus to effect continuous improvement in various activities and services of a modern library and information centre encompassing acquisition, organization and dissemination of information; (b) understanding the TQM process; (c) barriers to continuous improvement in the context of library & Information services (LIS) and (d) making continuous improvement a way of life for everyone involved in LIS in any organization. It was concluded that Such programmes play the role of catalyst in changing the mindset of not only the professionals engaged but also of all those who are responsible for building such facilities in the country.

## **Methodology**

Descriptive survey research design was adopted and the target population and subject of the study were the eighty-one (81) librarians working in selected federal university libraries in North-East, Nigeria. These include: Ibrahim Babangida Library; Modibbo Adamawa University of Technology, Yola; Ramat Library; University of Maiduguri, Maiduguri and Federal University Library, Kashere. Due to the small number of the subjects of the study (librarians), the researchers decided to adopt the entire population in the study, thus called complete enumeration or census.

This notion was supported by Ibrahim (2013) who maintain that where a population is small, researcher can adopt the entire population.

A close ended structured questionnaire with five-point Likert scale with Strongly Agree (SA) (5); Agree (4); Undecided (U) (3); Disagree (D) (2) and Strongly Disagree (SD) (1) was designed into sections of A and B to capture demographic information, influence of in-service training on job performance of librarians and inhibiting factors affecting job performance of librarians. The draft copies of questionnaire were validated by three lecturers in the Department of Library and Information Technology, one professional library staff all from Federal University of Technology, Minna and 40 copies of the modified version were pre-tested on 40 librarians of Kebbi State University of Science and Technology Library, Aliero, and Abubakar Gimba Library; Ibrahim Badamasi Babangida University Lapai respectively using test re-test method. The selection of these universities is 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 reliability coefficient of 0.92 was obtained. The figure is above half (1/2), which is an indication that the instrument is excellent and reliable. A total of 81 copies of questionnaire were administered on librarians in the selected federal university libraries in North-East, Nigeria. A response rate showed the returned of 81 copies of the questionnaire. A mean score of 3.50 was acceptable and considered as agree while 3.49 and below was unacceptable and considered as disagree.

### Data analysis and interpretation of research findings

Data gathered were analysed via frequency counts and percentages, mean scores and standard deviation to answer the two research questions.

**Research Question One:** How does in-service training influences job performance of librarians in federal university libraries in North-East, Nigeria?

**Table 1:** Response on the influences of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria

S/N	Statements	$\bar{x}$	STD	REMARK
1	Improves my competency to perform my job or tasks better	4.52	.559	Agreed
2	Improves my performance in contributing my quota to the overall development of the library effectively	4.45	.577	Agreed
3	Improves my performance in terms of working relationship with my colleagues in the office	4.35	.656	Agreed
4	Improves my performance by being punctual to work	4.33	.632	Agreed
5	Improves my performance with regular training organised by the library	2.33	.432	Disagreed
6	Improves my performance in terms of communication skills used in assisting the library users	4.34	.652	Agreed
7	Improves my performance when my organisation sponsored me to attend conferences, seminars and workshops on annual basis	2.35	.441	Disagreed
8	Improves my competency in widen my intellectual horizon and work efficiently	4.34	.622	Agreed
9	Improves my performance to provide quality library services	4.40	.617	Agreed
10.	Improves my performance to facilitate planning in the library and the institution at large	4.27	.695	Agreed

*Key: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), Strongly Disagreed (SD), Mean ( $\bar{x}$ ) and Standard Deviation (STD)*

Table 1 revealed that majority of the respondents agree with eight (8) statements out of ten (10) statements on the influence of in-service training on job performance of librarians in federal university libraries in North- East, Nigeria as the mean scores were above the bench mark mean of 3.50 criterion point on a 5 point adopted Likert scale which indicated agreement. On the other hand, respondents disagree with the remaining two (2) statements as the mean scores were below the bench mark mean of 3.50 criterion point on a 5 point adopted Likert scale which indicated disagreement. From their responses, it is showed that there was neither regular training programme organised by the federal university libraries nor sponsoring a librarian to attend conferences, workshops and seminars on annual basis.

**Research Question Two:** What inhibiting factors are affecting job performance of librarians in federal university libraries in North-East, Nigeria?

**Table 2:** Response on the inhibiting factors affecting job performance of librarians in federal university libraries in North-East, Nigeria

S/N	Statements	$\bar{x}$	STD	REMARK
1	Lack of job description	3.90	1.163	Agreed
2	Lack of opportunity for training in the aspect of ICT	3.85	1.082	Agreed
3	Self-sponsor to attend conferences, workshops and seminars before reimbursement	3.93	1.056	Agreed
4	Level of management interest in my well being	3.85	1.094	Agreed
5	Little opportunity to use personal initiative on my job	3.72	1.119	Agreed
6	When available ICT facilities are not functioning	3.80	1.05	Agreed
7	When my reward is not commensurate to my input	3.73	1.09	Agreed
8	Lack of cooperation among colleagues	3.70	1.19	Agreed
9	Insufficient ICT facilities in the library	3.86	1.15	Agreed
10	When my job does not have high status and it is negatively affecting my performance	3.75	1.19	Agreed
11	Lack of motivation	3.89	1.07	Agreed
12	Lack of existing good and flexible training policy	3.99	1.02	Agreed

*Key: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), Strongly Disagreed (SD), Mean ( $\bar{x}$ ) and Standard Deviation (STD)*

It is obvious from Table 2 that respondents agree with all the twelve (12) statements on inhibiting factors affecting job performance of librarians in federal university libraries in North-East, Nigeria as all the mean scores were above the bench mark mean of 3.50 criterion point on a 5 point adopted Likert scale which indicated agreement. From their responses, it is obvious that majority of the librarians working in federal university libraries in Nigeria lack adequate training. This could be attributed to lack of good existing training policies, conditions and requirements attached to training by the universities management.

### Null Hypothesis

There is no significant influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria.

**Table 3:** Significant influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria

Variables	N	df	$\bar{x}$	Std. Deviation	R-value	P
In-Service Training	502	500	43.71	4.57	0.210	0.05
Job Performance			45.93	9.93		

df = N-2

Table 3 showed that the Pearson correlation coefficient R-value = 0.210 is greater than P value of 0.05. This means that in-service training influences job performance of librarians in federal university libraries. Therefore, the null hypothesis which states that there is no significant influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria is rejected.

### Discussion of Findings

Response to research question one sought to find out the influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria. The result showed that majority of the respondents agree with eight (8) statements out ten (10) statements listed as the mean scores were above the bench mark mean of 3.50 criterion point on a 5 point adopted Likert scale which indicated agreement. This is an evidence that in-service training benefits both the individual and the institution. To an individual, it improves their capacity, efficiency, morale and raise their standard. With regards to institution, in-service training enables the organisation to grow and achieve its objectives. This is in line with the assertion of Pan, Jurilin and Hovde (2010) cited in Osadebe, Ewa and Njoku (2018) who stated that continuous professional development benefits both the individual and the institution. With respect to the individual, the authors opined that the ongoing process of acquiring new information and skills promote job competences for performance upgrades and promotion. The authors further asserted that the enhanced competency gained from continuous development programme may reduce job-related stress and increase interest, thereby promoting job satisfaction. With regards to the institution, professional development programme offers institutions a corporate strategy for dealing with change. This finding corroborates the finding of Mohammed, Akor, Alhassan and Abdullahi (2017) who reported that training has positively influence on the job performance of library staff in tertiary institutions in Niger State. Consequently, this finding corroborates the finding of Saka and Haruna (2013) who averred that seminar, conferences, workshops, on-the-job training, stimulation and extension training enhanced job performance of library personnel in faculties' libraries of University of Maiduguri. Also, Nwachukwu (2010) in his finding discovered that training and development of professional and paraprofessional staff enhance their job performance in library of the Federal University of Technology, Owerri, Nigeria. On the other hand, respondents disagree with other two statements. These include: Improves my performance with regular training organised by the library and improves my performance when my organisation

sponsored me to attend conferences, seminars and workshops on annual basis as the mean scores were below the bench mark mean of 3.50 which is the criterion point on a 5 point adopted Likert scale which indicated disagreement. This is an indication that there was neither regular training programme organised by university libraries nor sponsoring librarians to attend conferences, seminars and workshops on annual basis. This finding corroborates the finding of Saidu, Saka and Kur (2020) who reported that staff in state library boards in North Central, Nigeria have not been enjoying adequate staff development. Adomi and Famola (2012) who in their finding discovered the inability of National Library of Nigeria to sponsor their staff for training programmes. This can further be attributed to the finding of Ogbonna (2018) who asserted that conditions and requirements for training have negative influence on job performance of librarians and library officer in tertiary institutions in Niger State, Nigeria as well as reporting inadequate or low extent of staff training respectively.

Response to research question two sought to find out the inhibiting factors affecting job performance of librarians in federal university libraries in North-East, Nigeria. The result showed that majority of the respondents agree with all the twelve (12) statements as the mean scores were above the bench mark mean of 3.50 criterion point on a 5 point adopted Likert scale which indicated agreement. This finding corroborates the findings of Mohammed, Akor, Alhassan and Abdullahi (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 Saidu, Saka and Kur (2020) who reported that librarians in state public library boards in North-Central, Nigeria have not been enjoying adequate staff development while Adomi and Famola (2012) discovered inability of National Library of Nigeria to sponsor their staff for training programmes. Also, Osadebe, Ewa and Njoku (2018) citing Cortez, Britz and Kigongo-Bukenya (2008) 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, compared to other popular social institutions, a shift in the interest of donor agencies from library and information services and systems to the new topical priorities such as maternal mortality, HIV/AIDS and covid-19 pandemic are some of the problem affecting CPD in Sub-Saharan Africa.

One null hypothesis was formulated and tested. The result showed that there was a significant influence of in-service training on job performance of librarians in federal university libraries in North-East, Nigeria. This finding corroborates that of Nwachukwu (2010) who reported that training and development of professional and paraprofessional staff enhance their job performance in library of Federal University of Technology, Owerri, Nigeria. This finding does not corroborate the findings of Saidu, saka and Kur (2020) who in their study discovered that there is no significant relation between staff development and job performance of librarians in state public library boards in North-Central, Nigeria, while Mohammed, Akor, Alhassan and Abdullahi (2017) and Ogbonna (2018) who in their studies discovered that conditions and requirements for training have negative influence on job performance of librarians and library officers in tertiary institutions in Niger State, Nigeria as well as reporting inadequate of staff training.

## Conclusion

Based on the major findings, the study concluded that Research question one revealed that majority of the respondents indicated that most of the university libraries do not organise regular training for their personnel and sponsor librarians for training on annual basis. Research question two revealed that majority of the respondents agree with all the inhibiting factors listed. The null hypothesis tested revealed that there is significant influence of in-service training on job performance of librarians. This implies that there would be high level of performance among librarians in federal university libraries in North-East, Nigeria if university libraries organise regular training for librarians and sponsor them for training on annual basis.

## Recommendations

1. Federal university libraries should organise regular training and re-training for librarians and implore them to utilise other ways of training such as mentoring, peer coaching, virtual conferences, workshop and seminars which are more effective and less expensive. Federal government of Nigeria and donor agencies should complement the efforts of university libraries by providing funds to support in-service training of their personnel.
2. Federal government of Nigeria and donor agencies should complement the efforts of university libraries by providing funds to support in-service training of their personnel.
3. Management of federal university libraries in Nigeria should provide solar inverter system or stand-by electrical generators in the libraries to serve as alternative to power outage. There should be good and flexible existing training policy and conditions and requirements attached to training by the universities management should be made flexible and staff should be motivated by regular promotion as at when due and best performing staff should be rewarded.

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