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JOURNAL OF EDUCATIONAL THOUGHT

Editorial

The Seventh (7) Volume, Number Two – Vol. 7 (2), 2018 of the JET is a special edition of the Department of Adult Education, University of Lagos, Akoka, Nigeria. The Edition is poised to report cutting edge research findings and discuss educational issues of interests.

The articles in the Journal are contemporary and challenging with the implications for national development, global emancipations, empowerment and awareness creation.

The Editorial Board of JET wishes to solicit through this avenue well researched studies and articles for future publications. We will like to thank the reviewers and assessors of the articles published here for their time and other resources well spent. To the contributors, the Board says well done and thank you and please continue to research and send qualitative papers to JET. We solemnly promise a continued improvement in the subsequent editions of JET. The Editorial Board wishes to state categorically that Authors opinion or views do not reflect the Editorial Board opinion.

Dr. T. V. Bakare
Editor-in-Chief

**A JOURNAL OF THE DEPARTMENT OF ADULT EDUCATION,
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Mission

The mission of the Journal of Educational Thought (JET) is to serve society through promotion of excellence in educational research. JET is aimed at generating and disseminating new knowledge to service providers, practitioners and policy makers in the diverse fields of education and development studies.

The Journal provides a forum for publishing and disseminating a balanced mix of well-grounded research studies in education. The scope of JET covers empirical and theoretical research studies that contribute to knowledge and practice, research reviews, case studies, book reviews, field work reports as well as pedagogical and andragogical issues in all fields, levels, and forms of education and training. In addition, the Journal publishes articles that address education and training in relation to other disciplines and development studies.

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All manuscripts submitted for consideration in the Journal must conform to JET GUIDELINES. In preparing the articles, contributors should follow the American Psychological Association (5th or 6th Ed.) The manual provides instruments on referencing – including electronic media, tables, figures, metrification and non-sexist language.

All manuscripts will undergo a very stringent double-blind per-review process, where both the identities of authors and reviewers remain undisclosed in order to guarantee the highest quality of the journal. All manuscripts (except for Editorials, Commentaries and Book Reviews) will be sent out for review and at least two review reports per manuscript will be collected. All reviewers will be carefully selected by the Journal Editors for each submitted manuscript.

After receiving recommendations from the reviewers, the Editorial Board determines whether assessed manuscript is to be accepted, sent for revision or rejected. In each case, the author will be duly notified. The Editor reserves the right to vary these processes. Authors of all articles accepted for publication will be required to pay a publication fee to be determined from time to time by the Editorial Board.

The Journal is published in June and December of each year. The deadline for submission of manuscripts for the June and December editions is April and October, respectively. Special issues are published to include commissioned papers/topics; lecture series, book review, seminar, workshop and conference reports, etc.

Submission Guidelines

- Articles submitted for consideration in the JET should be the original work of the author(s) and must not be under consideration by another journal.
- The paper, author's/authors' name(s), status, institutional affiliation, e-mail address, mobile cell phone number.
- All articles should be preceded by an abstract of 180-200 words and should not exceed 300 words.
- Authors should include the list of between four to six key words below the abstract.
- Articles should be written in English language with Times new Romans 12 font and not exceed 6000 words in length including references, tables and figures.
- All works cited should be properly referenced at the end of the article, following the APA 5th or 6th edition format.
- The use of figures, tables and diagram should be saved as a separate document and should be indicated where it will be inserted.
- Articles beyond the recommended number of pages usually between 10-15 pages will attract extra charge per page.
- All manuscripts ready for submission should be e-mailed to jetadulthood@yahoo.com and oyelamioyekunle@gmail.com or royelami@unilag.edu.ng.

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**HUMAN RESOURCE MANAGEMENT PRACTICES AND
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UNIVERSITY LIBRARIES IN NORTH-CENTRAL NIGERIA**

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Abstract

In Nigeria and all over the world, many organizations especially tertiary institutions, public university libraries in North-Central inclusive are faced with one personnel management problems or another which hinders the performance of its personnel. This study therefore ascertained the relationship between human resources management practices and library personnel job performance in public university libraries in North-central Nigeria. In order to achieve the stated objectives, descriptive research of a correlation type of research design was adopted for the study. Four hundred and twenty one respondents which comprises of 140 librarians and 281 library officers and Assistants in 13 public university libraries in North-Central Nigeria were selected through total enumeration sampling technique. Data were collected with the use of a four (4) point Likert scale 30-item self-designed, validated and reliable questionnaire (0.83 and 0.72) titled "Human Resources Management Practices and Performance Assessment Questionnaire" (HRMPPAQ). Data collected were statistically treated with descriptive and inferential statistics such as mean, standard deviation, and Regression Analysis. The findings of the study revealed that: human resources management practices in public university libraries in North-Central Nigeria was fair (grand mean value = 2.91) while, the job performance of library personnel in public university libraries in North-Central Nigeria was at moderate level (grand mean value = 2.86). Output from the regression analysis showed that: recruitment and selection practices ($B = 0.816$, $t_{calc.} = 13.89$, $p < 0.001$) has a significant positive

contribution to library personnel job performance; motivational practices have a significant contribution to library personnel job performance ($B = 0.651$, $t \text{ calc.} = 8.43$, $p < 0.001$); training and development practices showed an insignificant positive contribution to library personnel job performance ($B = -0.082$, $t \text{ calc.} = -3.21$, $p = 0.018$, $p > 0.05$); and appraisal and evaluation practices indicated a significant negative contribution to job performance of library personnel ($B = -0.038$, $t = -1.41$, $p = 0.154$, $p < .001$). Based on the findings, it was suggested that: the library and university management should ensure that library personnel at regular intervals undergo various training and development programmes like seminar, workshop, refresher courses, and conference promptly, as this would improve the quality of service delivery by staff and thus, enhance their job performance; and library managers and administrators should regularly or periodically conduct the performance appraisal of library personnel in order to constantly identify the strengths and weaknesses for improved performance on their jobs.

Key words: Human Resource, Management, Library Personnel, Job Performance.

Introduction

The university library refers to a resource centre which is primarily set up for the achievement of the university's set goals and objectives by providing information materials and services which satisfies the information needs of the entire university community (Abdulraheem, 2018). Specifically, the objectives of university library are to: collect and preserve the most up-to-date materials for teaching, learning and research consultation services; collect and preserve information resources in books and non-book formats; and provide user-oriented services through current awareness services (Chowdhury, 2001). For these goals and objectives to be attained; a proficient and adept human resource is vital. This is because personnel constitute a vital part of any organization, thus, acts as building blocks and backbones of any organization and determines the level of productivity in the organization (Abiodun, 1999). Library personnel as, human resource in public university libraries are the activators of functions and services therein, as they possess skills in collection development, technical processing of information sources, user education and services (Amusa, Iyoro & Ajani, 2013). The authors further classified library personnel into

three, namely; professional librarians, who are academics library officers, who are middle level managers, and others who are library support personnel and technical personnel. In this study, personnel, in academic libraries, are classified as either library heads/managers (librarians) and junior staff (library officers and assistants) saddled with the responsibility of providing information services that supports teaching, learning and research.

In this regard, Katamba and Abdulsalam (2014) opined that library personnel are expected to perform some statutory functions so as to achieve the set objectives of their university library. These functions are what the researchers termed “job performance”. Thus, job performance refers to the discharge of statutory duties or functions based on library personnel field of specialization which are geared towards the attainment of library objectives. It is rather unfortunate going by reports of research findings that the job performance of librarians in the university libraries in North-Central, Nigeria are below expectation as findings by Ikonne (2015), and Yusuf (2015) revealed that the job performance of library personnel in government-owned universities in Nigeria, North-Central inclusive was on a low level. However, this poor performance is what Kolajo (2012) tagged “A major challenge for organizational psychology and management”. Kolajo suggested that if an organisation or institution is to attain high level of productivity; the overall job performance of the entire staff must be enhanced. This can be done by adopting a robust, healthy and effective human resources management (HRM) practices.

Human resource management practices are that part of management concerned with how organizations manage their workforce. It involves the management of people towards achieving desired goals of an organization (academic libraries). **Idikwu (2014)** viewed it as, a set of functions and activities used in the management of human resources in a non-discriminatory, affirmative, and effective manner for the benefit of the organisation, the individual and the society. Thus, human resources management practices refers to activities concerned with attracting the best talent (people), harnessing and development of their skills, offering suitable monetary and non-monetary rewards in order to motivating them as well develop approaches in supervising and appraising or evaluating them by following progressive practices and human resources policies conducive to

bring about high staff morale, job commitment, high staff retention and above all personnel productivity.

In the light of this, Nwachukwu cited by **Idikwu (2014) and Ogunu (2012)** identified the traditional functions or activities with which human resources management practices is concerned. These include: manpower planning, staff recruitment and selection, orientation, training and development, motivation and welfare, health and safety, wages and salary administration, employee communication, industrial relation and collective bargaining, disciplinary management, performance appraisal or job evaluation, personnel audit, human resource research and employee retirement. Contextually, these critical functions as highlighted above **were classified into four functional areas of HRM, namely;** staff recruitment and selection, staff training and development, staff motivation, and staff appraisal or evaluation practices. These HRM activities were examined in the context of their general practice in public university libraries in North Central Nigeria as they influence the performance of library personnel. The choice of these functional HRM functions was based on the fact that they are in line with Edwin Flippo's operative functions of procurement (recruitment), compensation (motivation), integration (orientation and development) and feedback (appraisal). Also, they are the human resource management activities which all public university libraries in Nigeria have in common in their staff conditions of services handbook.

Furthermore, research evidences (Animoku, Haruna & Attah, 2016; Bello, 2015) equally attested that staff recruitment, development, motivation, and appraisal are the four major pillars of human resources management which are very crucial for organizational development and effectiveness, and that most organization depends on them for survival. In this regard, the major worry of the researchers regarding these four core HRM functions in public university libraries in North –central Nigeria is about the way staff are recruited, trained and developed, remunerated, motivated, and appraised or evaluated; which might affect the job performance of library personnel. It is in realization of this trend that prompted the researchers to embark on the present study which is geared towards investigating the relationship between HRM practices and library personnel job performance in public university libraries in North-central Nigeria.

Statement of the Problem

In Nigeria and all over the world, many organizations especially tertiary institutions, public university libraries inclusive are faced with one personnel management problems or another which is threatening their existence, survival, operational functioning as well as both personnel and organizational performance. From casual observation, as well as research evidences (Bello, 2015; Idikwu, 2014; Okonkwo, 2016), there appeared to be sharp practices in the recruitment of library staff as some recruitment are carried out without following due process as unqualified staff were sometimes imposed on the administration and also there are issues of over recruitment of staff from certain catchment areas at the expense of others. In the same vein, there appeared to be inadequate attention given to the training and development of library staff as some staff recruited appears to be lacking the necessary skills which are an indication that probably they were not sent on training courses. Also, the recent organizational disharmony in universities occasioned by staff or union agitations over increase in minimum wage as a result of the present economic downturn is a source of concern. This is further orchestrated with the problem of personnel appraisal as some library managers seems to focus more on daily routine administrative matters than regular appraisal of personnel that will attest the impact on excellent delivery of library services. In view of this, **one might want to feel that these human resources management practices might be a barrier to job performance of library personnel;** hence this study investigated the relationship between HRM practices and library personnel job performance in public university libraries in North-central Nigeria.

Objectives of the Study

In broad term, this paper aims at investigating the relationship between HRM practices and library personnel job performance in public university libraries in North-central Nigeria. Specifically, the objectives of this paper are to:

- i. determine the human resources management practices inherent in public university libraries in North-Central Nigeria;
- ii. find out the level of job performance of library personnel in public university libraries in North-Central Nigeria; and
- iii. Ascertained the contribution of various indicators of HRM (staff recruitment, development, motivation, and appraisal) practices to library personnel job performance in public university libraries in North-Central Nigeria.

Research Questions

Due to the enormity of the identified problem, the following research questions emanated:

1. What are the human resources management practices inherent in public university libraries in North-Central Nigeria?
2. What is the level of job performance of library personnel in public university libraries in North-Central Nigeria?
3. What is the contribution of various indicators of HRM (staff recruitment, development, motivation, and appraisal) practices to library personnel job performance in public university libraries in North-Central Nigeria?

Literature Review

Conceptual Discourse

The concept human resource management (HRM) also used interchangeably with terms like “personnel management” and “personnel administration” mean the same but are been interpreted differently by scholars and researchers. Some see it as functions or processes. To others, human resources management practices are activities or services performed for the management of an organization on a regular basis. As a function, Flippo as cited by Oboegbulem, and Onwurah (2014) categorized human resource management into managerial and operative functions, and defined it as the planning, organising, directing, and controlling of the procurement, development, compensation, integration and separation of human resources to the end that individual, organisational and societal objectives are accomplished. In the same vein, Ogunsaju (2012) defined human resource management as the effective mobilisation of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organisational set down goals and objectives. As an activity, Agabi (2014) described human resource management as an activity aimed at ensuring efficient use of the personnel of an organization to achieve maximum productivity for it and at the same time enable the employee to gain optimum psychological and material benefits for his or her work. The author stated further that, though HRM is a responsibility of all those who manage people, it is a function of the specialists and part of the present general managerial process. In view of this, scholars like Agbulu (2015) and Ukpai (2015) suggested that the human resource management for best practices in every formal organization especially tertiary institutions includes: staff recruitment and selection, staff training and

development, staff motivation, and staff appraisal and evaluation. In this regard, the HRM practices in this study are reviewed thus:

Recruitment is the discovering of potential applicants for actual or anticipated vacancies. In other words, it is linking and bringing together those with jobs and those seeking for jobs. That is, recruitment is a two-way street: it takes a recruiter (management) and a recruitee (job seeker). The recruiter chooses whom to recruit and whom not. So also the prospective employee (recruitee) has to make the decision if he should apply for that seminary job. Thus, recruitment, as opined by Mamoria and Ganker (2010), entails the discovery of potential applicants for actual or anticipated organizational vacancies. It is an activity that brings together those with jobs and those who seek jobs. The principal purpose of recruitment activities is to attract sufficient and suitable staff to apply for vacancies. Hence detailed plans and procedures for recruitment are to be devised and put in place. These are necessary to ensure that recruitment practices are systematic, consistent and responsive to internal needs. In academic libraries in North-central Nigeria, some manifestations in the behaviour of many library staff create doubts as to whether qualified librarians' were recruited based on the relevant recruitment criteria. Such manifestations include poor service delivery. Waziri (2014) concurred with the above view when the author stated that many library staff are not recruited via normal recruitment process. The result is that unqualified staff, in most cases are recruited and placed where they are not fit, a case of a square peg in a round hole or what Okorie cited in Okonkwo (2016), referred to as, placing people in the jobs which they lack the necessary competence.

Another HRM practices studied in this study is staff training and development. Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task. Development on the other hand is any learning activity which is directed towards future needs rather than presents needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on academic library future manpower requirements, and secondly on the growth needs of individuals in the institution. According to Idikwu (2014), staff development is a complex process and is concerned with increasing the capabilities of individuals and groups so that they may

contribute effectively to the attainment of organizational goals. It is an effort made by management authorities to provide staff with the abilities they will need in future. This is not the case in some academic libraries in Nigerian tertiary institutions as development programmes are not held promptly and when held selection of participant are politized (Agbulu, 2015).

Another HRM concern in this study is staff motivation. Staff motivation is concerned with the 'goal-directed' aspect of human personality. Ajie, Soyemi, and Omotunde (2015) described this more in terms of how the individual has achieved his or needs and ambitions, rather than with trying to identify these needs. In this direction, staff motivation encompasses the process, both instinctive and rational, which occupies in an individual when seeking to satisfy perceived needs and wants in a work environment. Elaborating this view, Abdulraheem (2018) opined that staff motivation on the other hand, come as a result of the internal forces that ignite, propel, energize, arouse, direct, regulate and sustain behaviour towards goal attainment. In academic libraries in Nigerian tertiary institutions, evidences (Boluade, 2014; Ogunlana & Oshinaike, 2016) abound that staffs are not motivated in terms of prompt payment of allowances and arrears, delay promotion as well as provision of adequate library facilities, which result to dissatisfaction, frustration, redundancy, misconduct, absenteeism, negligence of duty, among others leading to difficulty in attaining organizational goals.

Staff performance appraisal and evaluation is also an important HRM practice carried out by library managers in their course of managing the university's library for efficient service delivery. According to Goodge cited in Okunola and Nwagwu (2014), appraisal or evaluation is the consideration of evidence in the light of the value standard and in terms of the particular situation in which the group or individual is striving to attain. To Ogunu (2012), performance appraisal is the systematic evaluation of individuals with respect to their performance on the job and their potential for development. Thus, staff appraisal and evaluation is defined as a conscious, regular, formal and recorded review of the way in which an individual (library personnel) is performing on his or her job. Implicit in the above definitions, Okunola and Nwagwu (2014) suggested that, performance appraisal can be used: to identify staff strengths and

weaknesses; for identifying training and development needs; to provide input and important decisions such as promotions, transfers and terminations; and to fulfill the purpose of providing feedback to employees on how the organization views their performance. At this juncture, it is mandatory to pinpoint that the importance attached to staff performance appraisal in every formal organization has made it a crucial HRM function in this study. This is because of the fact that it is an effective tool for determining the extent to which the university library objectives as judged by staff performance have been achieved (Ukpai, 2015). It also helps to measure the quality of services being rendered by the staff in order to retain qualified staff, reward those that are hardworking through promotion as well as transfer or dismiss those whose conduct and activities have been deemed unsatisfactory. Therefore, a proper personnel performance appraisal exercises in public university libraries which will include the periodic review of staff's attitudes, conduct and performance behaviour need to be implemented.

Job Performance

Job performance has been variously defined in different variation according to contextual meanings by many scholars and researchers. According to Robbins (2011), job performance means when individual experiences three psychological states, namely: responsibility – a job perceived as providing autonomy; knowledge of results – a job perceived as providing feedback about how effectively the work is being performed; and meaningfulness - a job perceived as being important, valuable, and worthwhile. In this regard, Alabi (2015) maintained that job performance is those behaviours or actions which are regarded relevant to those goals of the said organisation in question. The author further argued that performance itself cannot be said to be the outcome itself, consequences or the result of behaviours or action but rather performance can be said to be the action itself. Thus, performance tends to be multidimensional, a situation whereby for any specific-type of job, there tends to be a number of substantive performance components that are distinguished in terms of their intercorrelations and patterns on co-variation with other variables.

Relating this definition to the library profession, the Librarians' Registration Council of Nigeria (LRCN, 2014) in its handbook described job performance in terms of competencies and skills library personnel should possess and demonstrate which include: cognitive ability, practical skills,

general skills and behavioural attributes. Under the cognitive ability, the library personnel should demonstrate competencies in their areas of specialisation and should be able to: analyse diverse communities in order to identify members' needs that can be met through library/information services; and understand professional ethics and support the tenets of the profession. Library personnel should also possess practical skills in: collecting, assembling, analysing and writing field reports; managing library and information services; and organising and managing learning and information resources. The general skills include: attending staff meetings and other official functions punctually; and communicating meaningfully with colleagues, library users and the library community at large. Under the behavioural attributes, library personnel should demonstrate interest/enthusiasm by participating in programmes that can promote growth and progress in the library and information sector.

From the foregoing definition, the indicators or the measurement for ascertaining actual job performance of library personnel can be controversial. Amusa, Iyoro and Ajani (2013) argued that in measuring the job performance of library personnel, the indicators to be considered include: professional practice, contribution to the overall development of the library, ability to work with co-workers, punctuality at work, ability to attend promptly to request from clients, communication skills and meeting minimum requirements for promotion. Yaya, Uzohue and Akintayo (2016) stated that performance of personnel can be done through continuous assessment and measurement using Assessment Performance Appraisal (APA) form whose content depends on the goals and objectives which the organisation wants to achieve.

Studies on HRM Practices and Library Personnel Job Performance

Numerous studies with conflicting findings exist on the influence of different human resources management activities or practices on staff performance. For example, Hamzah, Abdullah and Hamzah (2014) examined the effect of HRM practices towards performance of 40 employees in the Malaysian Skills Institute (MSI). The results indicated that recruitment and selection and compensation are not significantly correlated with employee performance in MSI. On the contrary, finding from an African study (Bello, 2015) conducted among 120 personnel managers in three state-owned colleges of education (Ilorin, Lafiagi and

Oro) in Kwara State, Nigeria, reported a significant relationship existed between staff recruitment and motivation and staff effectiveness (r-value 0.869 and 0.465 respectively).

In a cross sectional and multimode survey study by Abubakar (2014) on the relationship between human resource management practices and performance of 800 employees in five Federal universities in North Western Nigeria; it was revealed that, there was a significant relationship between HRM practices (procurement, compensation and integration practices) and employee performance. Madukoma, Akpa and Okafor (2014) equally studied the effect of training and motivation on job performance of library personnel of University of Lagos, Nigeria. The result of the study showed that training motivates library personnel in University of Lagos to do their jobs. In turn, this enhances their performance on the job. In another study, Katamba and Ibrahim (2013) investigated the relationship between staff development and job performance among 47 (professional, paraprofessional and non- professional) staff in 15 branch libraries of the University of Maiduguri, Nigeria. The study revealed that formal education does not enhance job performance of staff while, seminars/conferences and workshop attendance enhances job performance of staff.

Having observed the reviewed studies, the researchers are convinced that researches into HRM practices and library personnel job performance in public university libraries in Nigeria are mild but the little ones reviewed were done outside the geographical scope, parent organizations as well as some of the contextual scope of the study. In view of this apparent gap in the available body of research literature, this study was carried out in order to bridge the knowledge gap and contribute to empirical knowledge in the field of library science and management.

Methodology

The descriptive research of a correlational type of design was adopted for this study. According to Fisher (2007) descriptive research involves a systematic and comprehensive collection of information about the opinions, beliefs and behaviours of people through the administering of questionnaire to a relative representative sample of a target population. In similar vein, Atunde (2011) opined that, correlational study is a study of the

relatedness of two groups which involves measuring two or more variables and determining the degree of relationship that exist between or among them.

The study population comprised 421 library personnel consisting of 140 librarians and 281 library officers and Assistants in the 13 public university libraries in North-Central Nigeria (Source: National University Commission, 2016 and Personal Contact with the various University Librarians). Consequently, the total enumeration was adopted for the selection of samples for the study. By total enumeration, this implies that the entire population of 421 library personnel in all the 13 public universities in North-Central, Nigeria was used. This is in line with the assertion made by Nastasi and Schensul (2015) that a researcher can adopt the entire population in a study if it is manageable, accessible to subjects of the study and will not create problem in terms of cost.

The research instrument used for data collection in this study is a four (4) point Likert scale 30-item self-designed, validated and reliable questionnaire (0.83 and 0.72) titled “Human Resources Management Practices and Performance Assessment Questionnaire” (HRMPPAQ) which were administered to all library managers, library officers and library assistants in the studied Universities. In lieu of this, the data collected were analyzed using relevant descriptive statistics such as mean and standard deviation to answer research question 1 and 2 while, inferential statistics of Regression Analysis was used to answer research question 3.

Data Analysis, Results and Discussion of Findings

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

Research Question 1: What are the human resources management practices inherent in public university libraries in North-Central Nigeria?

In analysing HRM practices, mean and standard deviation was used and a cut-off point of 2.50 was considered. This implies that if $\text{Mean} > 2.5$, the item is accepted and when the $\text{Mean} < 2.5$, the item is rejected. The individual and grand mean score were interpreted as follows: 3.25 – 4.00 were classified as Good; 2.50 – 3.24, indicated Fair; and mean values < 2.50 were classified as Poor.

Table 1: Mean and standard deviations scores on human resources management practices inherent in public university libraries in North-Central Nigeria.

S/ N	Items	$\bar{X}$	Std. Deviation	Decision
	RECRUITMENT AND SELECTION PRACTICES			
1	Library managers submit to the University management/Registrar a requisition for the staff required.	3.91	0.42	Good
2	Needed and declared positions are advertised appropriately for recruitment purposes.	3.97	0.94	Good
3	Interview and assessment panels are usually constituted to interview shortlisted candidates for the advertised positions.	3.50	0.85	Good
4	Qualified applicants are selected based on their qualifications and performance as advertised in the recruitment criteria.	2.63	0.90	Fair
	CLUSTER MEAN	3.50	0.78	GOOD
	TRAINING AND DEVELOPMENT PRACTICES			
5	Training needs of library personnel are constantly identified to ensure proficiency in the provision of services.	2.60	0.94	Fair
6	Induction training programme are organized for newly employed staff and they are provided with handbook outlining their responsibilities.	3.14	0.82	Good
7	Library personnel are encouraged through study leave with pay for the acquisition of higher degrees to enhance their academic and career development.	2.56	0.85	Fair
8	Seminars, workshops, refresher courses and conferences are organized regularly to assist staff to improve their knowledge on new trends in library services.	2.19	1.12	Poor
	CLUSTER MEAN	2.62	0.71	FAIR
	MOTIVATIONAL PRACTICES			
9	Salaries, allowances, benefits and arrears of library personnel are paid promptly and regularly.	3.13	0.84	Good
10	Library personnel are been allowed to go on leave (sabbatical, annual, maternity etc) adequately.	3.25	0.76	Good
11	Regular promotions with commensurate pay are given to library personnel.	2.92	0.93	Fair
12	The general condition of service which library personnel work is good.	3.02	0.91	Fair
	CLUSTER MEAN	3.08	0.86	FAIR
	STAFF APPRAISAL OR EVALUATION PRACTICES			
13	The training and development needs of library personnel are identified through staff performance appraisal.	2.60	0.94	Fair
14	The promotion of library personnel is carried out based on each individual performance appraisal reports.	2.48	1.02	Poor
15	The transfer of library personnel is carried out based on each individual performance appraisal reports.	1.98	1.07	Poor
16	Performance appraisals are carried out periodically to ensure library personnel improve their work performance.	2.71	0.98	Fair
	CLUSTER MEAN	2.44	1.00	POOR
	OVERALL GRAND MEAN	2.91	0.84	FAIR

Source: Field Survey (2018)

Regarding the HRM practices inherent in public university libraries in North-Central Nigeria highlighted in table 1, the cluster mean value 2.44 of the respondents' response revealed that the HRM practices in areas of staff appraisal and evaluation was poor. Accordingly, the cluster mean values 3.08 and 2.62 of the respondents' response revealed that the HRM practices in areas of motivational practices and training and development practices were fair. However, the cluster mean value 3.50 of the respondents' response revealed that the HRM practice in areas of recruitment and selection was good. On the overall, the grand mean value of 2.91 implies that the HRM practices in public university libraries in North-Central Nigeria was fair.

Research Question 2: What is the job performance level of library personnel in public university libraries in North-Central Nigeria?

In determining the job performance level, 14 items were prepared on the four points Likert rating scale ranging from poor = 1, fair = 2, good = 3, and excellent = 4. This aspect of the questionnaire was administered to the Librarians / Deputy University librarians/ Heads of sections/units of the studied universities in order to obtain their opinion. Mean and standard deviation was used and a cut-off point of 2.50 was considered. The individual and grand mean score were interpreted as follows: 3.25 – 4.00 were classified as high, 2.50 – 3.24, indicated moderate, and mean values < 2.50 were classified as low.

Table 2: **Mean and standard deviations scores on the level of library personnel job performance in public university libraries in North-Central Nigeria.**

S/N	Items	$\bar{X}$	Std. Deviation	Decision
Library personnel:				
21	Are punctual and come to work at a scheduled time.	3.50	0.85	High
22	Exhibit a good level of interpersonal and communication skills (written and oral).	3.57	0.68	High
23	Make effective use of library facilities, materials and equipments.	2.95	0.67	Moderate
24	Demonstrate good skill to solve problems that arises.	2.24	1.02	Low
25	Anticipate problems and develop solution in advance	1.65	0.91	Low
26	Attend promptly to request from library users/ clientele.	3.22	0.73	Moderate
27	Demonstrates a good working relationship with his/her peers in the organization.	3.09	0.66	Moderate
28	Possesses the ability to make effective use of time.	2.42	0.91	Low
29	Work consistently without close supervision.	2.83	0.52	Moderate
30	Meets work deadlines.	2.63	0.78	Moderate
31	Fulfills assigned task and responsibilities.	3.65	0.75	High
32	Maintain high standard on the job.	2.66	0.77	Moderate
33	Demonstrate mastery/proficiency of their job.	3.04	0.97	Moderate
34	Makes contributions which improve the internal and external operations of the library.	2.60	0.94	Moderate
GRAND MEAN		2.86	0.65	MODERATE

Source: Field Survey (2018)

Findings from table 2 revealed that the grand mean value of 2.86 is above the criterion limits of 2.50. This indicates that the job performance of library personnel in public university libraries in North-Central Nigeria was at moderate level.

Research Question 3: What is the contribution of various indicators of HRM (staff recruitment, development, motivation, and appraisal) practices to library personnel job performance in public university libraries in North-Central Nigeria?

Research question 3 was analysed with Regression Analysis by using the data collected on the HRM practices and job performance of library

personnel in Tables 1 and 2 respectively. The result of the test is summarized in Table 3a and 3b respectively.

Table 3a. Pearson Product Moment Correlation analysis of the relationship between HRM practices and library personnel job performance

Variables	RSP	TDP	MP	AEP	Library Personnel Job Performance
RSP	1				
TDP	0.088**	1			
MP	0.78**	0.118	1		
AEP	0.08	0.27**	0.12*	1	
Library personnel job performance	0.82**	0.38	0.74**	0.24	1

*significantly related at 0.05($p < 0.05$), ** significantly related at 0.01 ($p < 0.01$).

**RSP = Recruitment and Selection Practices

**MP = Motivational Practices

TDP = Training and Development Practices

AEP = Appraisal and Evaluation Practices

The results in Table 3a showed a significant positive relationship between recruitment and selection practices and library personnel job performance in public university libraries in North-Central Nigeria ($r = 0.82$, $p < 0.001$) and motivational practices and library personnel job performance ($r = 0.74$, $p < 0.001$). The results obtained for training and development practices and appraisal and evaluation practices were weak correlations ($r = 0.38$, $p < 0.05$ and $r = 0.24$, $p < 0.05$ respectively). However, in order to measure the inter-correlation among the independents (RSP, MP, MP and AEP) and dependent variables, multiple regression analysis was conducted and result obtained was indicated in table 3b.

Table 3b. Multiple Regression Analysis of the contribution of various indicators of HRM on Library personnel job performance

*significantly related at 0.05($p<0.05$), ** significantly related at 0.01 ($p<0.01$).

**RSP= Recruitment and Selection Practices

**MP= Motivational Practices

TDP= Training and Development Practices

AEP= Appraisal and Evaluation Practices

The results in Table 3a showed a significant positive relationship between recruitment and selection practices and library personnel job performance in public university libraries in North-Central Nigeria ($r = 0.82$, $p<0.001$) and motivational practices and library personnel job performance ($r = 0.74$, $p<0.001$). The results obtained for training and development practices and appraisal and evaluation practices were weak correlations ($r = 0.38$, $p<0.05$ and $r = 0.24$, $p<0.05$ respectively). However, in order to measure the inter-correlation among the independents (RSP, MP, MP and AEP) and dependent variables, multiple regression analysis was conducted and result obtained was indicated in table 3b.

Table 3b. Multiple Regression Analysis of the contribution of various indicators of

HRM on Library personnel job performance

Human Resources Management Practices	B	S.E	Standardized Beta	t	p-value
Recruitment and Selection Practices	0.816	0.049	0.613	13.89	<0.001**
Motivational Practices	0.651	0.060	0.364	8.43	<0.001**
Training and Development Practices	-0.082	0.022	-0.296	-3.21	0.018**
Appraisal and Evaluation Practices	-0.038	0.022		-1.41	0.154
Constant	-2.702	0.538	-0.066	-4.66	<0.001

**significant contribution at 0.01 ($p<0.01$), $R = 0.93$, $R^2=0.87$

Library Personnel Job Performance = $-2.702+0.816*\text{RSP}+0.651*\text{MP}-0.082*\text{TDP}-0.038*\text{AEP}$.

The results presented in Table 1 showed that recruitment and selection practices ($B = 0.816$, $t \text{ calc. } = 13.89$, $p < 0.001$) has a significant positive contribution to library personnel job performance. Motivational practices also showed a significant contribution to library personnel job performance

($B = 0.651$, $t \text{ calc.} = 8.43$, $p < 0.001$). Training and development practices showed an insignificant positive contribution to library personnel job performance ($B = -0.082$, $t \text{ calc.} = -3.21$, $p = .018$, $p > 0.05$). For appraisal and evaluation practices, the results revealed a significant negative contribution to job performance of library personnel ($B = -0.038$, $t = -1.41$, $p = 0.154$, $p < .001$). This finding therefore implies that recruitment and selection as well as motivational practices can be term to be good and fair human resources management practices that contributed to the moderate level of library personnel job performance. While, training and development and appraisal and evaluation were inadequately or poorly practiced, this had a negative influence on the job performance of library personnel. Based on the result of the standardized beta, the human resources management practices that influenced the variance in library personnel job performance the most is recruitment and selection practices, followed by motivational practices.

Discussion of Results

Finding on the HRM practices in public university libraries in North-Central Nigeria was fair, with grand mean value of 2.91. This finding captions the outcome of **Idikwu (2014) study** who observed that, the staff personnel administration practices in most Nigerian universities is poor and noting to write home about, as considerable portion of employees are not employed on the basis of their qualifications and merit but on political basis; the staff are hardly provided with training and development programmes that will improve their knowledge and skills; the staff are also poorly motivated and left with little or no enthusiasm to work well; and the appraisal of their performance are not regularly carried out as to constantly determine their strengths and weaknesses.

The result also showed that the job performance of library personnel in public universities in North-Central, Nigeria was moderate. The finding supported that of Oyewole and Popoola (2013) as the co-researchers discovered moderate level of job performance among library personnel in Federal Universities and Federal Colleges of Education in Nigeria. The finding however contradicts that of Katamba and Abdulsalam (2014) who reported high level of job performance of library personnel in Nigerian Universities. Also, this finding negates the report by Akor (2014) and Amusa, Iyoro and Olabisi, (2013) who in their independent studies found

that the job performance of librarians in public universities in South-West and North-Central, Nigeria respectively was on a low level.

Findings further revealed that there was a significant relationship between staff recruitment and selection practices and library personnel job performance in public university libraries in North-Central Nigeria. The findings collaborated that of Abubakar (2014) who reported that when personnel management practices such as recruitment are well handled, employee's performance is realized. However, this finding negates that of Hamzah, Abdullah and Hamzah (2014).

Findings also revealed that motivational practices showed a significant contribution to library personnel job performance. This finding tallies with that of other researchers (Abubakar (2014; Bello, 2015; Madukoma, Akpa and Okafor (2014) but contradicts that of Hamzah, Abdullah and Hamzah (2014) who reported that compensation practices is not significantly correlated with employee performance in Malaysian Skills Institute (MSI). Surprisingly, the study revealed that training and development practices showed an insignificant positive contribution to library personnel job performance. This finding is an indication that, the fair or good training and development practices been implemented in public universities libraries in North-Central Nigeria, the higher the job performance of personnel tends to be and vice versa. A cursory look at the level of job performance among library personnel as indicated in Table 2 which is moderate, one could infer that poor training practices especially on seminar, workshop, refresher courses and conferences (see Table 1) has taken its toll on the performance of library personnel. This is because inadequate training programmes can make library personnel to become obsolete and redundant. No wonder, Katamba and Ibrahim (2013) lamented bitterly on the poor quality of library staff in Nigerian tertiary institutions. Thus, library managers and stakeholders at all cost, should train and retrain their workers at least to enable them handle their statutory duties and assigned jobs. This concurred with the findings of Animoku, Haruna, and Attah (2016) who observed that tertiary institutions *has to give the minimum training to its employees to make them at least become acquainted with the objectives, policies, rules, standards, and procedures peculiar to the organization and the particular job. In sum, to meet the challenges of change, public university libraries must ensure that appropriate training and development practices in line with*

international best practices for career development and enhanced performance of personnel must be implemented and adhered to.

Lastly, findings revealed that appraisal and evaluation practices had a significant negative contribution to job performance of library personnel. This implication of this finding is that poor practices of staff appraisal and evaluation in public university libraries in North Central Nigeria will have a negative impact on the level of job performance among library personnel, and vice versa. This discovery is in agreement with the findings of Ojokuku (2013) and Ukpai (2015) who observed that staff performance appraisal is pivotal to quality service delivery in universities as it enables university employees to improve their job performance as well as helps to draw the attention of the university administrators to the present performance of their staff in their jobs.

Conclusion

Based on the findings of the study, the following conclusions were made. The recruitment and selection practices in public university libraries in North-Central Nigeria were good. Accordingly, the motivation and training and development practices were fair. While, the staff appraisal and evaluation practices in public university libraries in North-Central Nigeria was poor. On the overall, the HRM practices in public university libraries in North-Central Nigeria were fair. Further, the job performance of library personnel in public university libraries in North-Central Nigeria was at moderate level. Thus, human resources management practices and library personnel job performance was found to have a high degree of relationship between themselves. Hence, for a higher level of job performance, the right number and caliber of library personnel have to be recruited so as to meet the organizational needs; having recruited them, efforts must be made to see to it that each employee is trained to cope with the demands of his/her job; a good condition of services must be implemented; and periodic performance appraisal of staff should be done time to time, as this will not only maintain a suitable labour force but will create a favourable work atmosphere which will have a positive effect on the performance of personnel.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. The University and library management should try to maintain standards inline with international best practices in library administration regarding the recruitment and selection of personnel by adhering to all relevant established guidelines set-out in the staff conditions of service manual.
2. The library and university management should ensure that library personnel at regular intervals undergo various training and development programmes like seminar, workshop, refresher courses, and conference promptly, as this would improve the quality of service delivery by staff and thus, enhance their job performance.
3. The staff motivation practices through the regular payment of salaries, allowances, benefits and arrears should be improved upon tremendously by the University and library management, as this will improve the job commitment of library staff and create in them the willingness to give their best.
4. Library managers and administrators should regularly or periodically conduct the performance appraisal of library personnel in order to constantly identify the strengths and weaknesses for improved performance on their jobs.

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**INFORMATION TECHNOLOGY: A VERITABLE TOOL FOR
DISSEMINATION OF INSTRUCTION IN THE NURSERY AND
PRIMARY SCHOOL CHRISTIAN RELIGIOUS STUDIES**

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***Information Technology a veritable tool for dissemination of
Instruction in the Nursery and Primary School Christian
Religious Studies.***

Abstract:

This paper discusses how Information Technology (I. T.) can enhance the interest of children in the Nursery and Primary School Christian Religious Studies. It examined the meaning of IT, it also discussed the challenges and problems of IT in the teaching and learning of Christian Religious Studies in Nursery and Primary Schools and suggestions on how the problem will be solved in Nigeria. It also examined the effect of I T on Nursery and Primary School students academic performance in Christian Religious Studies in Nigeria.

Introduction:

Information Technology (I.T.) has become an important part of most educational organizations all over the world. The advent of I T into the world, changes the economic, political, social and cultural sphere of our daily life. Christian Religion through its moral values makes morality an indispensable tool which the society uses to interpret socio-political, economic and other actions, so as to maintain good governance and the stability of the state. Interestingly, the optimal achievement of the above objective of religion in our Nursery and Primary schools, depends largely on the appropriate application of instructional materials, teaching methods, techniques and relevant skills.

The place of Religious Education in our educational system, and the need for Teachers and students awareness of IT can never be over-emphasized. I T provides productive teaching and learning in order to increase learners