

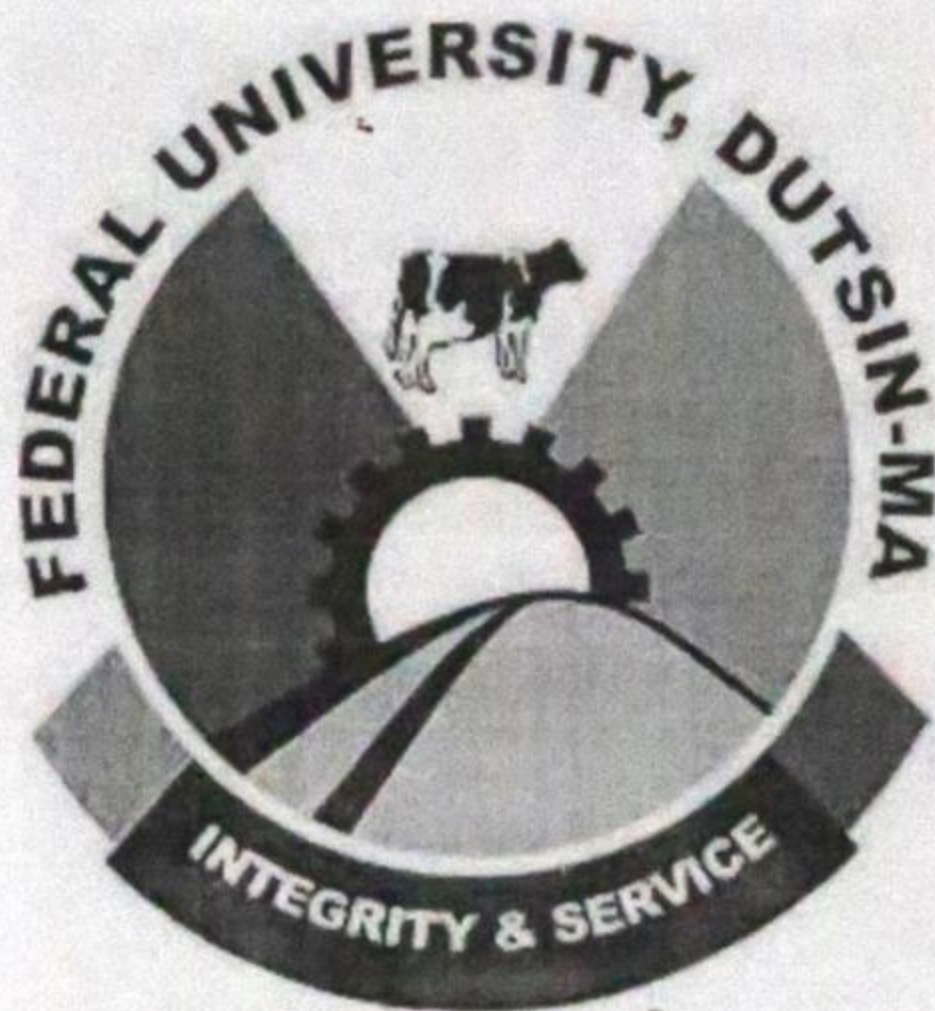


FUDMA International Journal of Library Science and Information Management (FUDIJLSIM)

MAIDEN EDITION

**A PUBLICATION OF
UNIVERSITY LIBRARY COMPLEX
FEDERAL UNIVERSITY DUTSIN-MA
PMB 5001, DUTSINMA, KATSINA STATE, NIGERIA**

DECEMBER, 2021



**FUDMA INTERNATIONAL JOURNAL OF LIBRARY
SCIENCE AND INFORMATION MANAGEMENT
(FUDIJLSIM)**

MAIDEN EDITION

**A PUBLICATION OF
UNIVERSITY LIBRARY COMPLEX
FEDERAL UNIVERSITY DUTSIN-MA
PMB 5001, DUTSINMA, KATSINA STATE, NIGERIA**

DECEMBER, 2021

© 2021 FUDMA International Journal of Library Science and Information Management

No part of this publication may be reproduced, stored in retrieval device or transmitted in any form or by any means, electronically, magnetic tape, mechanically, photocopying, recording or otherwise, without permission in writing from the publishers.

Maiden Edition

All Correspondence to:

**FUDMA International Journal of Library Science and
Information Management**

University Library Complex, Federal University Dutsin-Ma, P.M.B.
5001, Katsina State -Nigeria.

EDITORIAL BOARD

- EDITOR-IN-CHIEF -** **Dr. Ukashatu Hamza Musa**
University Librarian, Federal University Dutsin-Ma
- EDITOR -** **Dr. Deepak S. Kumar,**
Career Point University, Kota, Rajasthan State India /
Divisional Government Public library (India)
- REVIEW EDITORS -** **Associate Professor Dr. Abdullahi Muhammad Dawakin**
Kudu, Kano State University of Science and Technology,
Wudil, Kano State, Nigeria
- Dr. Deepak S. Kumar,**
Career Point University, Kota, Raj State India/
Divisional Government Public library
- Dr. Ahmad Muhammad**
Federal University Dutse, Jigawa State-Nigeria
- Dr. Rajesh Kumar,** Librarian,
Manav Rachna International Institute of Research India
- Dr. Kabir Sahabi,** Kaduna State University, Kaduna, Nigeria
- Dr. Hassan Usman,** College Librarian,
Division of Agricultural College (DAC), ABU Zaria,
Kaduna State, Nigeria
- Mr. Aminu Musa Umar, PhD Scholar,**
Ahmadu Bello University, Zaria, Kaduna State, Nigeria
- Dr. Zainab Abdullahi M.**
Department of Library and Information Science,
Modibbo Adama University, Yola-Nigeria
- ADVISORY BOARD-** **Prof. Zakari Muhammad,** Ahmadu Bello University, Zaria,
Kaduna State-Nigeria
- Prof. Abdullahi Musa,** Kaduna State University, Nigeria
- Prof. Jibrin Attahiru Alhassan,** Federal University Kashere,
Gombe State-Nigeria
- Dr. Musa Auyo,** Bayero University Kano-Nigeria
- Prof. Felicia E. Etim,** Federal University, Otuoke,
Bayelsa State- Nigeria

Prof. Uganneya Solomon, Federal University Makurdi, Benue State-Nigeria

Prof. Zaid Yetunde, University of Lagos-Nigeria.

Mal. Ibrahim Muhammad, HOD, Department of Library and Information Science, Federal University Dutsin-Ma, Katsina State- Nigeria

MARKETING/BUSINESS TEAM

Hajara Yakubu CLN, University Library,
Federal University Dutsin-Ma, Katsina State

Mr. Samaila Sani CLN, University Library,
Federal University Dutsin-Ma, Katsina State

Mr. Felix Usman Manjack CLN, University Library,
Federal University Dutsin-Ma, Katsina State

ICT AND DESIGN SPECIALIST

Mr. Vincent O. Achanya, University Library,
Federal University Dutsin-Ma, Katsina State

CONSULTING EDITORS

Professor, Dr. WA Weerasooriya, Department of
Library and Information Science, University of Kelaniya,
Sri-Lanka.

Dr. Jitender Singh, Indira Gandhi University, Meerpur
Rewari, Haryana, India.

Dr. John Dominic, Karunya University, India.

Ass. Prof. Atiku Abbas Maidabino, University
Librarian, Al-Qalam University, Katsina State, Nigeria.

Dr. Helen Komolafe-Opadeji, University of Ibadan, Oyo
State, Nigeria.

Dr. (Mrs.) Promise I. Ilo, University of Nigeria
NSUKKA, Enugu State, Nigeria.

Dr. Mrs. Justina Ngozie, Federal University Owerri, Imo
State, Nigeria.

Dr. Ahmad K. Nuhu, Usman Danfodio University,
Sokoto, Nigeria.

Dr. Aliyu Tsafe, University Librarian,
Federal University Gusau, Nigeria.

ABOUT THE JOURNAL

FUDMA International Journal of Library Science and Information Management (FUDIILSIM) is an invaluable peer-reviewed print and e-journal, published bi-annually by the University Library Complex, Federal University Dutsin-Ma, Katsina State, Nigeria. The goal of the journal is to promote scholarly research that treats contemporary issues and developments in the following fields:

1. Library Science
2. Library Education
3. Information Science
4. Computer Science and IT
5. Records and Archival Management
6. Information Management
7. Informatics
8. Management Information System
9. Health Information etc.

TABLE OF CONTENTS

Computer Self-Efficacy as a Predictor of Using Automated Library Systems by Users in Edo State Libraries Etinosa James Omwanghe & Lilofa Osamiefan Ogiamien	1
A Conceptual Model and a Theoretical Framework for Sustainable Digital Collection: A Proposal for Nigerian Academic Libraries Hajara Yakubu CLN, Dr. Hamza Ukashatu Musa & Samaila Sani CLN	14
Relationship between Human Resource Development and Productivity of Library Personnel: A Study of Private Universities in Kwara State, Nigeria Titilola Aminat Bayero Abdussalam CLN, Jamiu Wankasi Abdulraheem Evelyn Olakitan Akinboro (Ph.D.) CLN & Janet Oluseyi Adewara	24
Perception of Library Users on the Use of Electronic Information Resources in Selected Tertiary Institution Libraries in Kano Metropolis Hafsat Muhammad Abubakar CLN & Auwalu Dansale Yahaya CLN	40
Library Officers' Work Condition and Job Performance in Ahmadu Bello University Library Complex, Ahmadu Bello University, Zaria Ali Garba, Shittu Musa & Usman Hassan	47
Public Library Scenario in Rajasthan State of India and their Financial Sources: A Critical Perspective Sunusi Hussaini, Mustapha Haruna & Dr. Deepak Kumar Shrivastava	60
Factors Affecting Final-Year Students' Use of Electronic Information Resources at the Federal University of Technology Minna, Niger State, Nigeria Salihu T. Salihu & Wole Olatokun	71
Security of Library Resources: A Look at Precautionary Measures against Fire Outbreak Idris Abba, Rabi Muhammad CLN, Fa'ida Salihu CLN & Lawal Ya'u CLN	84
Information Needs of Final Year Secondary School Students in Selected Schools in Dutsin-Ma Zonal Education Quality Assurance Samaila Sani CLN, Hajara Yakubu CLN & Felix Usman Manjack CLN	92
Collection Development Policy: The Current Scenario in Arewa House Library, A.B.U, Kaduna Muhammad Nasir Umar & Ramatu Abdulrasheed Haliru	102
Internet Access as a Means of Communication among Non-Teaching Staff of Nigerian Universities: A Bird Eye View Mohammed Ibrahim, Salamatu Abdullahi Magaji & Sirajo Abubakar Danzangi	111
Investigation on Collaborative Research among Academic Librarians in Ramat Library, University of Maiduguri. Hauwa Ahmed, MLIS, Zainab Madawaki, MLS & Habiba Abdullahi, MLS	117

Relationship between Human Resource Development and Productivity of Library Personnel: A Study of Private Universities in Kwara State, Nigeria

Titilola Aminat Bayero Abdussalam (CLN)

Senior Librarian, Technical Services Division, University Library, University of Ilorin.
abdussalam.tab@unilorin.edu.ng

Jamiu Wankasi Abdulraheem

Librarian II, Technical Services Division, University Library, University of Ilorin.
abdulraheemjamiuwankasi@gmail.com

Evelyn Olakitan Akinboro (Ph.D.) CLN

Principal Librarian, Medical College Library, University Library, University of Ilorin.
kitanboro@yahoo.com

Janet Oluseyi Adewara

Librarian II, Technical Services Division, University Library, University of Ilorin.
omoniyi.jo@unilorin.edu.ng

Abstract

The development of human resource (HR) is very essential for all personnel in the library profession because this assist them in acquiring the requisite skills and knowledge for productivity in their workplace. The study investigated the relationship between HR development and library personnel productivity in private universities in Kwara State. Descriptive research of survey method was employed. One hundred and thirty-two (132) research participants from four private universities in Kwara State were sampled through census sampling methods. A validated, pretested (reliability co-efficient of 0.88) and administered questionnaire was used for data collection. Descriptive statistics was employed to analyse the research questions using mean and standard deviation. Inferential statistics was used to test the hypotheses at 0.05 significance level using Pearson production moment correlation (PPMC). Result obtained revealed the moderate extent to which human resource support, refresher and advanced programmes are provided to library personnel; the productivity of library personnel was also at moderate level. The study also established that: HR support programme ($r = 0.411$), HR refresher programme ($r = 0.267$), and HR advanced programme ($r = 0.385$) respectively were positively related with productivity of library personnel. Based on the findings of this study, it was recommended that, the library managers should at regular intervals design, implement and organize HR support, refresher and advanced programmes for its personnel to boost quality service delivery and enhance their overall productivity.

Keywords: *Human Resource Development, Skills Acquisition, Library Personnel, Universities, Kwara State, Nigeria.*

Introduction

Private universities are those owned, financed and managed by individuals or group of persons, or religious

organizations/societies for the benefit of the populace. All, irrespective of ownership, universities have common goal, which is to make maximum/optimum contribution to national development by intensifying and

diversifying its programmes for the development of high level manpower within the context of the needs of national requirements; and to promote scholarship and social services (Oladimeji, Atunde, Abdulraheem, Medupin, Tijani, Oladejobi, Rilwan & Jesuwaye, 2021). For the realization of this goal, the teaching of university education must inculcate community spirit in students through projects and action research; its research has to be relevant to the nation's development goals; its results have to be disseminated to both government and industries; and its services have to be dedicated to the community through extra-mural and consultancy activities (Federal Republic of Nigeria, 2014, p. 29). The pursuance of these mandates depends highly on the extent of services provided by University libraries (AbdulRaheem & Atunde, 2018; Ukachi, 2013) in promoting qualitative teaching and research.

The services provided by the university library includes: exhibition and displays, current awareness services, lending services, readers' advisory service, photocopying services, library orientation/user education, reference services, referral services, reservation services, document delivery, interlibrary loan, compilation of bibliographies and indexes, extension and outreach services, translation services, and library publication (AbdulRaheem, Atunde, Medupin, Awarun & Ayoku, 2020). For efficient and effective delivery of these services, library personnel are important and indispensable. This is because they constitute an important factor in the implementation and attainment of library goals and objectives. Likewise, their duties such as selecting, developing, and classifying library resources, shelving materials, answering library user's queries, helping library users locate and suggest materials for use, monitoring clientele while using the library, serving as staff resources, maintaining and organized catalog and circulation system vary based on the size of

the library. Other duties as prescribed by AbdulRaheem et al. (2020) include researching topics of interest, publishing of articles/textbooks, review of books and journal databases, and partaking in extra-curricular activities.

This long and unending list of statutory duties and responsibilities can only be effectively discharged by library personnel, if they possess the requisite knowledge, abilities, competencies, capabilities, skills, values and professionalism. This transcribes that university libraries more than ever need an equipped, skilled, and trained manpower for the attainment of its educational, informational, research, and recreational goals and objectives, which is at the mercy of a vibrant and effective human resources development (HRD) programme. According to Gadi and Lauko (2019), HRD is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. In fact, it is an avenue for allowing personnel to acquire more and new knowledge and develop further their skills and techniques to function effectively on their job. Survey evidences (Kanapathipillai & Azam, 2020; Afroz, 2018; Babayi & Ijantiku, 2016; Scholastica & Pearl, 2008) further confirmed that, effective HRD programmes enable library personnel make contributions that are more effective to the library's total effort in service mission; make them look for satisfactions that go beyond economic; enables them to develop a life of their own outside the library; makes them qualify for a new different and higher responsibility; prepare them for the challenge of complex modern technology which requires an integration of activities and persons of diverse and specialized competence; helps them avoid obsolescence; and improve their productivity in completing assigned duties at workplace.

However, in spite of the importance of HRD, it is worrisome to note that many private tertiary institutions especially

universities still meet the training needs of library personnel in an ad-hoc and unorganised way as these training programmes are not held promptly and when held the selection of participant are bedevilled with workplace-politics (Jimoh, 2019). Relatedly, Godwin, Adeniran and Jamoghà (2020) argued that one thing is to make training programmes available and another is for managers to select the right calibre of employees and also adopt a systematic approach to training by defining staff needs for training in accordance with current trends in the work environment. This is rather regrettable considering the importance and roles HRD can play in not only bringing personnel to that optimal level of productivity which is needed by the library to attain its goals and objectives but equally to develop high level of morale, enthusiasm and commitment of employees in order to ensure organizational growth and survival in the long-run. It is however important to note that, despite of the necessitous of HRD programmes as effective tools that can make library personnel realize and reach their full potentials for enhanced productivity, the actual impact of practical and need-based development programmes like human resources (HR) professional support, refresher and advanced education on staff productivity is limited. As a result, there is a need to investigate how private university libraries in Kwara State are continuously availing library personnel with variety of HRD programmes in order to boost and enhance their productivity.

Statement of the Problem

The problem of productivity among personnel in the face of digitalized-era of information communication Technology in the library workplace has become a burning issue in recent time. Revelations during visits to some of the private universities under study (Kwara State) in this regard by the researchers showed that the level of productivity among library personnel is less

satisfactory than expected standards, as there are rising concerns over issues of poor quality of fulfilling assigned duties, meeting information needs of library users, not attending to queries properly and delays in statutory tasks such as cataloguing, filing, shelving, and reference services (AbdulRaheem et al., 2020; Katamba & Ibrahim, 2013) amongst a hosts of other productivity anomalies. All these issues, which are fast becoming an antagonism to excellent delivery of library services might not be unconnected to their non-possession of the requisite abilities, skills and competencies (Jimoh, 2019; Anyaegbu & Wali, 2018; Fischer, 2018; Alabi, 2015), and can be addressed with a vibrant and effective HRD programmes. But the extent to which library personnel in private universities in Kwara State are regularly provided with these HRD programmes in order to up-date and keep themselves abreast with the modern intricacies in the library and information profession is quite not clear considering the current economic recession and COVID-19 aftereffect which is crippling the operational and financial functioning/existence and productivity of many tertiary institutions, especially private universities.

In realisation to this trend, studies conducted in developed countries has asserted by (Kanapathipillai & Azam, 2020; Fischer, 2018; Ramadevi, 2017; Ampomah, 2016) and developing countries (Umesi, 2021; Godwin, Adeniran & Jamogha, 2020; Gadi & Lauko, 2019; Anyaegbu & Wali, 2018; Yaya, 2018; Babayi & Ijantiku, 2016; Madukoma, Akpa & Okafor, 2014; Katamba & Ibrahim, 2013; Scholastica & Pearl, 2008) including Nigeria to determine if relationship exists between HRD and staff productivity. Majority of these studies as observed in the empirical literature centres on availability of training programmes in relation to job productivity in the banking, telecommunication and power sector. More so, those studies conducted in academic libraries focused mainly on public

universities and did not study component of HRD (human resources professional support, refresher and advanced education programmes) in relation to productivity. Likewise, the peculiarity of every organisation in terms of types of workplace culture, structure and managerial ideologies create a research gap, as the same HRD practices can take different nomenclature from one organization to the other (Oladimeji et al., 2021). On the overall, the focus of past researchers was totally different from the present research effort. Therefore, the gap identified by the researcher was that none of the earlier researchers studied the relationship between human resources development and productivity of library personnel. This made it imperative to provide further empirical evidence on this research. Thus, the problem of this study was to ascertain if any relationship existed between human resources development and productivity of library personnel in private universities in Kwara State, Nigeria.

Objectives of the Study

The objectives of the study are to:

- i. Determine the extent to which the human resources professional support, refresher and advanced education programmes were continually provided to library personnel of private universities in Kwara;
- ii. Examine the level of productivity of library personnel in private universities in Kwara State; and
- iii. Ascertain the independent relationship between human resources professional support, refresher and advanced education programmes and productivity of library personnel in private universities in Kwara State, Nigeria.

Research Questions

1. To what extent is the human resources professional support,

refresher and advanced education programmes continually provided to library personnel of private universities in Kwara State?

2. What is the level of productivity of library personnel in private universities in Kwara State?
3. What is the independent significant relationship between human resources professional support, refresher and advanced education programmes and productivity of library personnel in private universities in Kwara State, Nigeria?

Literature Review

Concept of Human Resources Development

Human Resources Development (HRD) is a multidimensional and multifaceted management process that cuts across all academic fields/disciplines. Therefore, defining, conceptualising and measuring HRD have not been an easy task because of divergent opinions of scholars and researchers. To Armstrong (2014), HRD are the systematic attempts to harmonise individual interests and wishes and their carefully assessed requirement for furthering their careers with the requirements of the organisation within which they are expected to work. Chelabhai (2015) described HRD as a set of structured and integrated social programs whose scope and thrust are so define as to put in into one of the following relations with other developmental strategies: (1) As an Adjustment (2) As a Complementary and (3) As an Alternative Strategy. Ramadevi (2017) gave a narrow definition of HRD as a by referring it to teaching activity planned and initiated by an organization. Relatedly, Afroz (2018) posited that HRD are learning activities directed towards further needs rather than present needs of staff and is concerned more with career growth than immediate performance. In an elaborate definition, Nsirim (2019) refers to HRD as the field of training and development

provided by organizations to increase the knowledge, skills, education, and abilities of their employees. These skills and knowledge among others could arise from natural endowment, experience, formal education or training.

Nsirim (2019) further described HRD as taking purposeful action to increase the total levels of skills in the workforce so that opportunities for individuals are maximized, and thereby benefit society as a whole. Kanapathipillai, and Azam (2020) defined HRD as set of processes aimed at continuously enlightening employees' knowledge and skills as well as organisational systems. This definition concurred with Kanapathipillai and Azam (2020), Out (2015) and Umesi (2021) that HRD is aimed to: improve the current level of performance of incumbents in their present jobs; and equip men with potentials for higher level responsibilities. The former represents the immediate pre-occupation or objective of HRD concerned with considerations currently relevant; whereas the latter involves long range considerations and planning. This means that HRD can be seen as activities provided for all library personnel in and outside an organization. Thus, HRD connotes all efforts and supports by library Management in providing the need based development programmes for its workforce to enable them become competent in handling their present or future assigned tasks.

In view of the above, human resources development comprises a broad range of activities and arrangements, including formal and informal training, job-rotation, traditional classroom courses, short courses like workshops, conferences, symposiums internal and external training, cooperation with e.g. universities, competence mapping, (personal) training plans (development plans), special (introductory) training for newly recruited people, mentoring and the use of new organizations or technologies in training, such as E-learning (Atunde, Alabi, Medupin, & Atunde, 2020; AbdulRaheem &

Atunde, 2018; Jimoh, 2019; Alabi, 2015; United Nations Economic Commission for Europe, 2013). These varieties of HRD programmes fall broadly into three categories namely: human resources professional support programmes, human resources refresher programmes and human resources advanced educational programmes.

HR professional support programme: They are forms of supports, guidance and assistance rendered to library personnel to enable them develop the skills, attitudes and knowledge needed to execute a given task (Nsirim, 2019). They are also HRD programmes designed to provide career development support to all categories of library personnel. This form of HR development practices entails availing staff with necessary facilities to work with, providing them with career development opportunities, and organizing peer support programmes. It also includes coaching and understudy, mentoring, demonstrations, job rotation, behavioural modelling, role playing, experimental exercise, group discussions, and organizational tutorials (Atunde, Alabi, Medupin, & Atunde, 2020).

HR refresher programme: This are aspect of retraining taken by a person already qualified or previously assessed as competent in a field with the intention of updating skills and/or knowledge to a changed standard, or providing the opportunity to ensure that no important skills or knowledge have been lost due to lack of use. This kind of programmes are used mainly to update knowledge and skills or externally or both (Out, 2015). It is also used to boost productivity performance of personnel faced with workplace changes or who use obsolete, deprecated, or outdated work procedures, as a method for improving productivity, library user service, employee satisfaction and retention, and workplace health and safety (AbdulRaheem & Atunde, 2018). Examples of the refresher

programmes includes training courses, case studies, workshops, seminars, conferences, symposiums, programmed instructions (Anyaegebu & Wali, 2018; Afroz, 2018).

HR Advanced Educational Programme: It refers to the formal educational programmes attended by library personnel after they were employed into the library profession. They are additional qualifications obtained as part of their library career development. This include: Diploma or Bachelor Degree in Library and Information Science, Post Graduate Diploma, Master Degree and Doctorate Degree.

Productivity of Library Personnel

Considering the roles of library personnel in the achievement of their organizational goals and objectives, it is germane to study their productivity as a variable in the field of library and information science. Productivity, as defined by Armstrong (2014) and Oyedepi (2012) is the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. Kanapathipillai and Azam (2020) defined job productivity as how appropriately an employee realizes assignments as well as the attitude with which the employee achieves the undertakings effectively and efficiently. AbdulRaheem et al. (2020) believed that productivity involves quantity and quality of outcomes from individual or group effort attainment. In the library parlance, productivity could be described as how personnel in academic libraries at any given time geared towards achieving both their daily routine statutory duties, and the entire set goals and objectives of their organisation.

From these descriptions, the indicators or the measurement for ascertaining the productivity of library personnel has been controversial due to the type of assigned duties. Historically, there have been three approaches to operationalize the dimensions

of productivity as observed by Godwin, Adeniran and Jamogha (2020). The first is as a function of outcomes; second as a function of behaviour; and third, as a function of personality traits. However, majority of the studies have shifted their focus on defining productivity in terms of outcomes and behavior since these are easier and more objective to define and to observe than personal traits. AbdulRaheem et al. (2020), Gadi and Lauko (2019), Saliu, AbdulRaheem, Eromosele and Olukade (2018) and Adekanye, and Nduka (2017) proffered that variables of work productivity includes: effective supervision and monitoring of library users, disciplinary ability, professional practice, ability to work with co-workers, punctuality at work, ability to attend promptly to request from clients, communication skills, meeting minimum requirements for promotion and contribution to the overall development of the organisation.

Jimoh (2019) claimed that the measurement of personnel productivity is based on three interacting processes: (a) the goals established by the organisation; (b) the behaviour demonstrated by the person being assessed (rate); and (c) the evaluator's ability to accurately interpret and rate behaviour in relation to organisational goals. In this regard, the productivity of library personnel could be measured through "Assessment Performance Appraisal" (APA) form (Abdulraheem & Atunde, 2018; Saliu et al., 2018; Yaya, Uzohue & Akintayo, 2016) whose content depends on the goals and objectives which the library wants to achieve. Content areas of the APA forms include punctuality, human relationship, creativity and innovativeness, reliability and dependability, quality of work output and effectiveness on the job.

Survey evidences on HRD and productivity of personnel

Plethora studies across different organizations or sectors with multifarious findings existed on the research endeavour.

A survey (Kanapathipillai & Azam, 2020) carried out among 500 employees in three major telecommunication companies in Malaysia found that training programs conducted have a significant relationship with job performance of the employees ($R^2 = 0.675$, $p\text{-value} < 0.001$); and that, for every one-unit increase in a training program conducted at the telecommunication companies, the job performance of the employees is expected to increase by 0.745 units.

In Ethiopia, the study conducted among 100 librarians and library staff on human resource management in the academic libraries of Amhara Region by Ramadevi (2017) pointed out that, the satisfaction and dissatisfaction of the respondents with their work, working culture, and training programmes availed to them. A study conducted in an educational setting by Ampomah (2016) focusing on the effect of training and development on employee performance in Pentecost University College, Ghana found out that employees are motivated through training, and that training and development results into higher performance of employees.

In Nigeria, Umesi's (2021) study carried out among 250 workers in the hospitality sector in the Federal Capital Territory of Abuja concluded that age and gender should be given due consideration when employee training is being planned in order to achieve optimal employee's performance (productivity, service quality, and job satisfaction). The survey by Godwin, Adeniran and Jamogha (2020) in selected university libraries in South-West, Nigeria revealed that staff training and development had a positive and significant influence on performance of library staff in selected university libraries.

Anyaegebu and Wali (2018) survey of 102 librarians from the six federal university libraries in South-South Nigeria found that HRD programmes that exist in these libraries were job rotation, seminar, consultancy, publication and research,

institutional education, study leave, mentorship/coaching and professional association. Anyaegebu and Wali's (2018) study also showed that training and development programmes have a positive influence on librarian's job performance.

Yaya (2018) studied the relationship between human capital development and the productivity of 923 librarians in 54 Nigerian public university libraries. Findings from the study revealed that effective human capital development of librarians would greatly enhanced librarians' job performance in the university libraries.

Katamba and Ibrahim (2013) investigated staff development as a motivating factor in job performance among personnel in branch libraries, University of Maiduguri. The study was a survey involving 47 (professional, paraprofessional and non-professional) staff in 15 branch libraries. Findings from the study revealed that formal education does not enhance job performance of staff, while seminars/conferences and workshop attendance enhances job performance of staff. The study however concluded that as staff development programmes collectively increases, the job performance of staff tends to be higher.

Theoretical Tenets of the Research

This study was therefore hinged on the Human Capital Theory developed by Adam Smith in 1776 and re-invigorated by Schultz in 1961 (Afroz, 2018; Davenport, 2009). The theory postulated that training and development are a form of investment in human beings. The underlying belief of this theory is that HRD creates assets in the form of knowledge, abilities and skills, which translates into increased productivity of the worker. Jimoh (2019) reiterated that in human capital theory, worker's skills and knowledge are a form of capital and that returns are earned from investments made by the employer in form of HRD. This implies that employers are to invest in varieties of vibrant HRD programmes and further initiation of more promotion

opportunities to enhance employees' career path prospects and development. The human capital theory is germane to this study because HRD is a generalised investment in human capital, which can reassure library personnel that the expenditure of their time in the organisation will contribute to their development and thus improve their professional development and becoming skilled and effective.

Methodology

Descriptive survey method which requires a systematic collection of data from a sampled

population through the use of an instrument was adopted for the study. This research design was adopted because the study intends to systematically and comprehensively collect information on the research endeavour. The study was carried out among private university libraries in Kwara State. Ilorin Metropolis is the capital of Kwara State in North-Central Nigeria. Thus, the target population for the study comprised of 132 library personnel in all the private universities in Kwara State (see table 1).

Table 1: Population of library personnel in the private universities in Kwara State, Nigeria

S/N	Private Universities	Year Established	Library Personnel
1	Al-Hikamah University, Ilorin	2005	39
2	Crown Hill University Eiyenkorin, Kwara State	2016	20
3	Landmark University, Omu-Aran	2011	54
4	Submit University, Offa	2015	19
TOTAL			132

Source: Office of the Registrar of each University, 2021

Accordingly, the census or total enumeration method was utilized in selecting the study participants. This implies that the target population was not sampled and all the 132 library personnel served as research subjects for the study. This aligns with Godwin, Adeniran and Jamogha (2020), AbdulRaheem and Atunde (2018) and Creswell and Creswell (2018) methodological observation that using the total population is not mild for an empirical research in as much that they are accessible, cost-effective and will gave room for respondents opinion. The research instrument used in this study is a researchers-designed and adapted (Abdulraheem, Atunde, Madukoma & Adewara, 2018) questionnaire titled "Human Resource Development and Personnel Productivity Assessment Questionnaire" (HRDPEAQ). The

questionnaire consists of 24 items based on a four (4) point Likert scale which were rated 4, 3, 2 and 1. The research instruments were subjected to both content and face validation by two experts in Library and Information Science and an Evaluation professional. In determining the reliability of the instrument, a pilot study was conducted on 10 library personnel at Ajayi Crowther University, Oyo. These pilot participants were not part of the sampled population and their response was calculated using Cronbach's coefficient method. Reliability co-efficient of 0.85 and 0.81 were obtained for "Human Resources Development" and "Productivity of Library Personnel" respectively. The overall alpha value obtained was 0.83, which indicated that there was high degree of reliability of the instrument.

The researchers administered 132 copies of HRDPEAQ on the respondents to gather information with the use of direct delivery technique. The questionnaires were retrieved after a week of distribution and it generated 100% response rate. For analysis, descriptive statistics such as mean and standard deviation were used to analyse research questions 1 and 2, while inferential statistics like Pearson Correlation Matrix was used analyse the third research question.

Data Presentation and Results

This section deals with the presentation and analysis of data collected on the field for the study. The results were presented in tables according to the research questions.

Research Question 1: To what extent is the human resources professional support, refresher and advanced education programmes continually provided to library personnel of private universities in Kwara State?

For the purpose of answering research question, mean computation was adopted and a cut-off point of 2.50 was considered. The individual, cluster and grand mean values were interpreted as: 3.26 - 4.00 for High Extent (HE), 2.50 - 3.25 for Moderate Extent (ME) and 0.00 - 2.49 for Low Extent (LE).

Table 2. Mean ratings on the extent to which the human resources professional support, refresher and advanced education programmes are continually provided to library personnel in private universities in Kwara State, Nigeria

S/N	Items	Mean	Std. Deviation	Decision
HR Support Programme				
1	When new personnel are recruited and posted to the library a workplace orientation and a tour of their work environment is organised for them.	3.50	0.85	High Extent
2	Junior employee(s) are oftentimes designated to a skilled and senior colleague to provide them with professional support.	3.85	0.51	High Extent
3	Peer support programmes are organized for library personnel lacking behind at intervals.	2.70	0.89	Moderate Extent
4	Adequate work facilities are provided and available for library personnel's use to discharge their statutory duties.	2.86	0.80	Moderate Extent
	Cluster Mean	3.23	0.76	Moderate Extent
HR Refresher Programme				
5	Annual conferences are organized to assists staff to improve their knowledge on new trends in library development	2.90	0.67	Moderate Extent
6	Seminars and workshops are frequently organized for library personnel to up-date and boost their knowledge, capacity and skills about modern library practices	2.42	0.98	Low Extent
7	In-house training is regularly organized for library personnel to enhance their work quality.	2.63	0.78	Moderate Extent

8	The University/library management sponsors deserving personnel to seminars/workshops/conferences annually	2.48	0.91	Low Extent
	Cluster Mean	2.61	0.84	Low Extent
9	HR Advanced Education Programme Unqualified library personnel are given opportunities to become professional through part-time/sandwich programmes.	2.99	0.83	Moderate Extent
10	Deserving staff are given full sponsorship to acquire additional degrees through full-time programmes to aid their development.	2.19	0.99	Low Extent
11	Library personnel are encouraged through study leave with pay to participate in higher degree programmes	2.58	0.99	Moderate Extent
12	Deserving staff are encouraged through work and pay to participate in distance learning programmes to acquire higher degree.	3.25	0.73	High Extent
	Cluster Mean	2.75	0.89	Moderate Extent

Result in Table 2 indicated that items 2, 1 and 12 with mean scores 3.85, 3.50 and 3.25 respectively, were rated high extent, while items 5, 4, 3, 7, 11 and 9 with mean scores 2.90, 2.86, 2.70, 2.63, 2.58 and 2.51 respectively were rated moderate extent based on criterion mean level. Also, items 8, 6 and 10 with mean scores 2.48, 2.42 and 2.19 respectively were rated low extent. Analysis from Table 2 further revealed that the human resources professional support, advanced education and refresher programmes were continually provided at a moderate extent to library personnel (cluster

mean values of 3.23, 2.75 and 2.61 respectively).

Research Question 2: What is the level of productivity of library personnel in private universities in Kwara State?

For the purpose of answering research question 2, mean computation was adopted and the individual mean scores of each productivity questionnaire item were rated as follows: 3.26 – 4.00 were classified as high, 2.50 – 3.25 indicated moderate, and mean values < 2.50 were classified as low. This interpretation also applies to the grand mean value.

Table 3. Mean ratings of the level of productivity of library personnel in private Universities in Kwara State, Nigeria

S/N	Items	Mean	Std. Deviation	Decision
13	Library personnel: Are punctual and come to work at a scheduled time.	3.65	0.56	High
14	Exhibit a good level of interpersonal and communication skills (written and oral).	2.43	0.91	Low
15	Demonstrate mastery/proficiency of their job.	2.84	0.78	Moderate

16	Takes appropriate action on library clientele request/problems as necessary.	2.55	0.99	Moderate
17	Effectively collaborates with other department members as necessary.	2.94	0.69	Moderate
18	Are proficient in the use of ICT facilities for statutory duties and in solving work problems.	2.24	1.02	Low
19	Possesses the ability to make effective use of time.	2.55	0.99	Moderate
20	Work consistently without close supervision.	2.83	0.82	Moderate
21	Meets work deadlines.	2.77	0.89	Moderate
22	Deals appropriately with confidential information and sensitive situations.	3.57	0.62	High
23	Maintenance of high standard on the job.	2.66	0.77	Moderate
24	Makes contributions which improve the internal and external operations of his/her department and library.	2.73	0.94	Moderate
Grand Mean		2.81	0.70	Moderate

Findings from Table 3 deduced that items 13 and 22 with mean values 3.65 and 3.57 respectively of the respondents' response revealed that, library personnel were highly effective in terms of punctuality and coming to work at the scheduled time and dealing appropriately with confidential information and sensitive situations. However, the mean values of 2.43 and 2.24 on items 14 and 18 respectively revealed that the library personnel were ineffective in terms of Exhibit a good level of interpersonal and communication skills (written and oral) and been proficient in the use of ICT facilities for statutory duties and in solving work problems. Overall, the grand mean value of 2.81 revealed that the level of productivity

of library personnel in private universities in Kwara State was moderate.

Research Question 3: What is the independent significant relationship between human resources professional support, refresher and advanced education programmes and productivity of library personnel in private universities in Kwara State, Nigeria?

This research question answered using the data collected on the extent of HRD continually provided and productivity of library personnel examined in Tables 2 and 3 respectively. The result of the analysed data is summarized in Table 4.

Table 4. Correlation co-efficient between HRD indices (HR support programme, refresher programme and advanced programme) and productivity of library personnel in private universities in Kwara State, Nigeria

Correlations				
Variable	Description	HR programme	Support	Productivity of Library Personnel
HR programme	Pearson Correlation	1		.411**
	Sig. (2-tailed)			.000
Productivity of Library Personnel	Pearson Correlation	.411**		1
	Sig. (2-tailed)	.000		

Variable	Description	HR refresher programme	Productivity of Library Personnel
HR refresher programme	Pearson Correlation Sig. (2-tailed)	1	.267** .000
Productivity of Library Personnel Variable	Pearson Correlation Sig. (2-tailed) Description	.267** .000 HR advanced education programmes	1 Productivity of Library Personnel
HR advanced education programmes	Pearson Correlation Sig. (2-tailed)	1	.385** .000
Productivity of Library Personnel	Pearson Correlation Sig. (2-tailed)	.385** .000	1

** Correlation is significant at the 0.01 level (2-tailed).

Statistical result from Table 4 indicates that HR professional support ($r = 0.411$), refresher ($r = 0.267$) and advanced education ($r = 0.385$) programmes had independent relationship with productivity of library personnel. This is an indication that HR professional support contributed 41% to productivity of library personnel, HR refresher programmes also contributes 27% to productivity of library personnel, while HR advance education programmes contributed 39% productivity of library personnel.

Discussion of Findings

Finding on the moderate level of HR professional support programmes unveiled in the first research objective is rather surprising considering the fact that they do not rely on monetary resources alone, but could be implemented within University library level resources. For the moderate level of HR refresher programmes discovered in this research, it can be attributed to its cost-intensive nature. Likewise, the present economic situation which many private universities are financially struggling to survive might make them cut back on the HR refresher programmes provided to library personnel in

order to save operational cost (AbdulRaheem et al., 2020). Further, the moderate level of HR advanced education programmes continually provided to library personnel as found is orchestrated by the fact that advanced educational programmes open opportunities to pursue different career paths and increase the chances of staff being promoted (Jimoh, 2019). Likewise, majority of library personnel, on their own, likely to engage in higher education in order to be qualified for better opportunities, update their knowledge and not remain redundant. The study also revealed that the level of library personnel productivity in private universities in Kwara State was moderate. This finding reflects the level of HRD programmes especially HR refresher and advanced education programmes continually availed to library personnel as found in this study (see Table 2), which might have a detrimental effect on individual and organization productivity, if not given adequate attention. As rightly observed by Jimoh (2019) that inadequate provision of HRD programmes such as workshop, conferences and upgrade in existing staff qualification may make an employee become obsolete and rustic if they do not update themselves with new work,

methods, skills and knowledge about their work, organisation and environment. The entire organisation may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing the capabilities of the organization (Jimoh, 2019). This finding corroborated previous studies (Abdulraheem & Atunde, 2018; Oyewole and Popoola (2013)) but contradicts those of Komolafe and Gbotosho (2019), Onwubiko (2019), Madukoma, Akpa and Okafor (2014) Katamba and Ibrahim (2013) who independently found high level of productivity among library personnel.

The present study further confirms that a significant positive relationship exists between HR support, refresher and advanced education programmes and productivity of library personnel. This is an indication the more adequate library personnel are provided with variety of HRD programmes within and outside the library, the higher their level of productivity and vice versa. This result is supported with the observations made by Atunde, Alabi, Medupin and Atunde (2020), Ramadevi (2017) and Scholastica and Pearl (2008) that other ways organizations can train and develop its workforce in cost-effective manner is to design and implement effective mentoring and peer support programmes, periodically organize in-work training and all them to undertake courses towards an advanced degree. In this regard, Gadi and Lauko (2019) opined that library managers should not consider their personnel as finished products upon gaining little experience on their jobs; they must be given adequate support to continually update their knowledge especially now in the era of scientific and technological advancement; and they must be provided with career development pathway, which is an integral part of HRD. The finding of this study is therefore in agreement with earlier studies (Godwin et al., 2020; Kanapathipillai & Azam, 2020; Gadi & Lauko, 2019; Anyaegbu & Wali, 2018; Yaya, 2018;

Ampomah, 2016; Madukoma et al., 2014), which reported that personnel who are periodically exposed to need-based HRD programmes performed more effectively in their workplace than those who were not.

Conclusion

The study revealed the HR professional support, advanced education and refresher programmes were continually availed to library personnel to a moderate extent, while the productivity level of library personnel was also moderate. Also, a significant relationship was found to exist between HRD and productivity of library personnel. Consequent from this finding is that, to induce higher level of productivity among library personnel, HRD (HR professional support, advanced education and refresher) programmes must be continuously implemented, and provided to a high extent in private universities in Kwara State, Nigeria. This therefore necessitate the need for updated training and skill acquisition policies in the provisions of vibrant and effective HRD programmes for all library personnel in private universities and beyond because of its tendency in assisting them in acquiring the needed skills, capabilities, and knowledge for higher level productivity.

Recommendations

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

1. Management/ Library managers should at regular intervals design, implement and organize HR support, refresher and advanced programmes for its personnel to boost quality service delivery and enhance their overall productivity
2. Library managers should periodically organize and sponsor library personnel for and/or to HR refresher programmes like in-house training, seminars, conferences and workshops.
3. Management should at regular intervals organize HR support

programmes like orientation, mentoring and peer-to-peer support programmes for library personnel to boost quality work and enhance overall productivity. This will go a long way in reducing cost of funding HRD programmes as they tend to be cheaper and more effective.

4. There is also need for library and university administrators to strengthen and revise the HRD policy in order to encourage library personnel to continuously upgrade their knowledge through engagement in either part-time, full-time or distance learning advanced education programmes.

References

- AbdulRaheem, J. W. & Atunde, M. O (2018). Human resources management practices and library personnel job performance in public university libraries in North-central Nigeria. *Journal of Educational Thought*, 7 (2), 90 - 114.
- Abdulraheem, J. W., Atunde, M. O., Madukoma, E. & Adewara, J. O. (2018). Assessment of work motivation and staff output among library personnel in Kwara State colleges of education. *Springboard Journal*, 10 (1), 34 - 55.
- AbdulRaheem, J. W., Atunde, M. O., Medupin, J. A., Awarun, O. & Ayoku, O. B. (2020). Role conflict and staff productivity in academic libraries: A study of private universities in Kwara State, Nigeria. *Texila International Journal of Management*, 6 (2), 129 - 138. DOI: 10.21522/TIJMG.2015.06.02.Art014
- Adekanye, E. A. & Nduka, S. C. (2017). Workfamily conflict, job satisfaction and job performance of female librarians in nine selected federal academic libraries in South-West, Nigeria. *Journal of Applied Information Science and Technology*, 10 (2), 216 - 226.
- Afroz, N. N. (2018). Effects of training on employee performance: A study on banking sector, Tangail Bangladesh. *Global Journal of Economics and Business*, 4(1), 112- 123.
- Alabi, A. A. (2015). *Staff development programmes and academic staff performance in Kwara State colleges of education (Unpublished M.Ed Thesis)*. National Open University of Nigeria, Abuja, Nigeria.
- Ampomah, P. (2016). The effect of training and development on employee performance in a private tertiary institution in Ghana: Case study of Pentecost University College (PUC), Ghana. *Asian Journal of Social Sciences and Management Studies*, 3(1), 29-33
- Anyaegebu, M. I. & Wali, N. B (2018). Influence of staff training and development on librarians job performance in federal university libraries in South-South Nigeria. *Library Research Journal*, 38 - 60.
- Armstrong, M. (2014). *Strategic human resource management: A guide to action (5th Ed.)*. London: Kogan Page.
- Atunde, M. O., Alabi, S. I., Medupin, J. A., & Atunde, M. O. (2020). Impact of strategic human resources management on the performance of small and medium scale enterprises in Ilorin, Nigeria. *Apeejay Business Review*, 19 (2), 15 - 49.
- Babayi, B. U. & Ijantiku, M. C. (2016). Personnel management and job satisfaction in academic libraries: A case study of federal college education Yola, Adamawa State, Nigeria. *Global Journal of Educational Research*, 15, 63-77. DOI: <http://dx.doi.org/10.4314/gjedr.v15i1.8>
- Chelabhai, C. B. (2015). Human resource development in university libraries of new digital era. *International Journal of Allied Practice, Research and Review*, 2 (10), 11-17.

- Creswell, J. W. & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches (5th ed.)*. Thousand Oaks, CA: Sage.
- Davenport, T. O. (2009). *Human capital: What it is and why people invest in it*. U.S.A: Dave Publisher.
- Fischer, R. K. (2018). Human resource challenges for public libraries: Survey Results. *Public Library Quarterly*, 25 (1), 88 – 97. <https://doi.org/10.1080/01616846.2018.1437520>
- FGN (2014). *National policy on education*. Lagos: NERDC Press.
- Gadi D. P. & Lauko, S. A. (2019). Effects of training of academic staff on employees' performance in federal polytechnics, Nigeria. *International Journal of Engineering Technologies and Management Research*, 6(9), 1-21. DOI: <https://doi.org/10.29121/ijetmr.v6.i9.2019.3>.
- Godwin, L. S., Adeniran, P. O. & Jamogha, O. (2020). Influence of staff training and development on employee performance in selected university libraries in South-West, Nigeria. *International Journal of Library and Information Science Studies*, 6 (3), 25-38
- Jimoh, K. I. (2019). *Training, job commitment and productivity of non-academic staff in colleges of education in North-central, Nigeria (Doctoral thesis)*. University of Ilorin, Nigeria.
- Katamba, A. S. & Ibrahim, H. (2013). Relationship between staff development and job performance among personnel in branch libraries, University of Maiduguri, Nigeria. *Mediterranean Journal of Social Sciences*, 4 (5), 9 – 17. Doi: 10.5901/mjss.2013.v4n5p9
- Kanapathipillai, K. & Azam, S. M. F. (2020). The impact of employee training programs on job performance and job satisfaction in the telecommunication companies in Malaysia. *European Journal of Human Resource Management Studies*, 4 (3), 1 – 17. DOI: 10.46827/ejhrms.v4i3.857
- Komolafe, R. S. & Gbotosho, A.S. (2019). Staff motivation as correlates of job performance of library staff in Osun State University, Osogbo, Nigeria. *Journal of Human Resource and Leadership*, 4 (3), 17 – 29.
- Madukoma, E., Akpa, V. O. & Okafor, U. N. (2014). Effect of training and motivation on job performance of library personnel of University of Lagos, Lagos State, Nigeria. *Open Access Library Journal*, 1: e804. <http://dx.doi.org/10.4236/oalib.1100804>
- Nsirim, G. (2019). Impact of human resource development on the performance of teachers in secondary schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 1 (2), 293-304.
- Oladimeji, R. M., Atunde, M. O., Abdulraheem, J. W., Medupin, J. A. Tijani, A. A., Oladejobi, J. O., Rilwan, A. A. & Jesuwaye, O. D. I (2021). Assessment of employment conditions in the library workplace: A comparative study of public and private universities in Kwara State, Nigeria. *AU-eJournal of Interdisciplinary Research (AU-eJIR)*, 6 (2), 58 – 69. <http://www.assumptionjournal.au.edu/index.php/eJIR>
- Onwubiko, E. C. (2019). Effect of library staff attitudes on job performance: A study of the library of Alex Ekwueme federal university, Ebonyi State, Nigeria. *Library Philosophy and Practice (e-journal)*. 2669. <https://digitalcommons.unl.edu/libphilprac/2669>
- Out, D. O. (2015). *Course material on human resource management in education (revised ed.)*. Abuja: National Open University of Nigeria.
- Oyedeji, N. B (2012). *Management in education: principles and practice*

- (Revised Ed.). Ilorin: Success Educational Services.
- Oyewole, G. O., & Popoola, S. O. (2013). Effects of psycho-social factors on job performance of library personnel in federal colleges of education in Nigeria. *Library Philosophy and Practice (e-journal)*. Retrieved from <http://unlibunl.edu/LPP>
- Ramadevi, V. (2017). An assessment of human resource management in the academic libraries - in the case of Amhara Region, Ethiopia. *International Journal of Scientific and Research Publications*, 7 (4), 32 – 36.
- Saliu, U. A., AbdulRaheem, A. J., Eromosele, G.O. & Olukade, A.O. (2018). Leadership styles and motivation on job performance of library personnel in public university libraries in North-central Nigeria. *Library Philosophy and Practice*, 1-25.
- Scholastica C. U. & Pearl, C. A. (2008). Human resources development programmes in nigerian academic libraries: A comparative study of universities in Imo State. *Samaru Journal of Information Studies*, 8 (2), 38 – 47.
- Ukachi, N. B. (2013). *Accessibility and students' variables as correlates of the use of electronic information resources in university libraries in South-West, Nigeria (Doctoral thesis)*. University of Nigeria, Nsukka, Nigeria.
- Umesi, E. (2021). The influence of age and gender on human resources training and employee job performance. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5 (3), 17 – 21.
- United Nations Economic Commission for Europe (2013). *Human resources management and training: Compilation of good practices in statistical offices*. New York and Geneva: United Nations.
- Yaya, J. A. (2018). Human capital development as correlates of librarians' productivity in Nigerian public university libraries. *Covenant Journal of Library and Information Science (CJLIS)*, 1 (1), 23 – 32.
- Yaya, J. A., Uzohue, C. E. & Akintayo, O. A. (2016). The correlational analysis of motivation and productivity of librarians in public universities in Nigeria. *IJRDO-Journal of Educational Research*, 1 (6), 15-32.