

Librarians' Capacity Development Programmes and Job Performance in State University Libraries in South-South, Nigeria

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Abstract

This study investigated librarians' capacity development programmes and job performance in state university libraries in South-South, Nigeria. The study adopted a correlational design. The population of the study consists of one hundred and twenty-five (125) professional librarians across the ten state-owned university libraries, of which Ninety-eight (98) librarians participated in response to the instrument of the study indicating 78.4% return rate. Census sampling technique was adopted. Questionnaire was used as instrument for data collection. The structured questionnaire was designed to elicit information on the demographic characteristics of the respondents, responses on Librarians' Capacity Development Programmes such as on-the-job, in-service, off-the-job and mentoring (independent variables), and responses on Librarians' Job Performance (dependent variable). Four-Point Rating Scale was utilised. The instrument was validated by experts in the required fields. Cronbach Alpha formula was used to determine the reliability co-efficient (r) of 0.88 for capacity development programmes and 0.94 for job performance respectively. Data collected were analysed by descriptive statistics utilising frequency distribution, percentage, mean and standard deviation. Pearson Product Moment Correlation (PPMC) was utilised to determine the relationship between the dependent and independent variables while the hypotheses were tested at 0.05 alpha level of significance. The

result revealed that, there were weak but positive relationships between on-the-job, in-service, off-the-job and mentoring capacity development and librarians' job performance in State university libraries. It was recommended that management should encourage more practice of internal rotation of librarians within the system in addition to proper orientation and delegation of responsibilities and that effective mentor and mentee relationship practice in academic libraries should be strengthened. This will give room for the active development of successful successors, amongst others.

Keywords: *Librarians, Capacity Development Programmes, Job Performance, University Libraries*

Introduction

Academic libraries are an indispensable part of every institution of higher learning such as universities, polytechnics, monotechnics and colleges of education. They are established with the aim of supporting teaching, learning and research in line with the goals, objectives and mission of the institution they are meant to serve. The achievements of the above goals are unrealistic without the effort of qualified, well-trained and competent librarians.

No academic library is known to have attained a sustainable growth without building the capacity of their librarians. The effectiveness of the academic library is a function of the level of the librarians' or staff competency and efficiency. This is why Singh (2015) argued that the best stocked academic library cannot give the valuable services to the readers and the entire academic community unless it does possess resourceful and well-trained staff or librarians for the actualization of the overall goal or objectives of the institutions.

The fundamental of capacity development programmes rest on the principle of learning and relearning. Capacity development programmes for librarians are tools designed to help them in coping with the constantly evolving technological and organisational changes by improving their knowledge, qualification and efficiency with a view to making them more proficient in performing their jobs. Capacity development programmes therefore, are organised activities and processes through which organisations such as academic libraries intend to increase librarians' knowledge, skills, attitude or abilities for performing a specific task or responsibility to support the attainment of institutional goals.

With the relevant skills and knowledge, arising from ample capacity development programmes for librarians, they can perform their various roles and responsibilities efficiently thereby safe-guarding them against professional obsolescence in the system such as academic institutions in Nigeria. On the contrary, employees that are not exposed to training and development cannot perform maximally, hence, will be like a bad omen and a liability to the organisation.

As such, for the libraries to be great, dynamic and effective in the academic community they serve, it is pertinent for management to wake up to the calling of greater need or yearning for building or developing the librarian's capacity continuously. Academic libraries that invest seriously in the area of librarians' capacity development stands to reap the benefits of high performance and increased productivity. This no doubt would enhance their zeal to perform their job excellently and as well equip them to constantly remain current, dynamic, unique, proficient, successful and ever relevant.

It is pertinent to note that until the management of academic institutions look inward and address the issue of exposing librarians' to the capacity development variables, meeting up with the expected skills, up-dated knowledge and competences necessary for the expected optimal performance will continue to pose a challenge to the productivity of the academic library and as such are bound to lose their relevance and the mandate of providing quality and excellent services to the entire academic community. It is against this background that this study is being carried out.

Statement of the Problem

An employee will become more effective and productive if they are well developed or trained. As such the importance of librarians' capacity building or development programme in academic libraries cannot be over-emphasised.

The numerous expectations on the library to meet the various changing information needs of the university community has placed an increasing demand on librarians to provide corresponding services that are more timely, accurate, effective and efficient in this competitive information and technological age. This however, has posed a great challenge to most librarians and other library staff in terms of optimal performance for quality service delivery. This may continue to remain a mere say if adequate measures are not put in place to strengthen human capacity development.

It is disheartening to observe that librarians in university libraries especially institutions at the state level appear to be inadequately developed to acceptable standards. This tends to have contributed to librarians' poor performance at work resulting in poor service delivery, inefficiency and low productivity. Could these setbacks be attributed to such variables as inadequate on-the-job training, in-service capacity development, off-the-job training and poor mentoring programmes? This is a gap in knowledge that this study tends to fill. It is against this background that this study sought to investigate the nexus between librarians' capacity development programmes and job performance in state university libraries in South-South, Nigeria.

Objectives of the Study

The objective of the study is to establish the relationship between librarians' capacity development programmes and job performance in state university libraries in South-South, Nigeria. Specifically, the study seeks to:

1. Ascertain the relationship between on-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria;
2. Find out the relationship between in-service capacity development and librarians' job performance in State university libraries in South-South, Nigeria;

3. Establish the relationship between off-the-job training and librarians' job performance in State university libraries in South-South, Nigeria;
4. Investigate the relationship between mentoring and librarians' job performance in State university libraries in South-South, Nigeria

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significance:

1. H_{01} : There is no significant relationship between on-the-job training and librarians' job performance in State university libraries in South-South, Nigeria.
2. H_{02} : There is no significant relationship between in-service capacity development and librarians' job performance in State university libraries in South-South, Nigeria.
3. H_{03} : There is no significant relationship between off-the-job training and librarians' job performance in State university libraries in South-South, Nigeria.
4. H_{04} : There is no significant relationship between mentoring and librarians' job performance in State university libraries in South-South, Nigeria.

Literature Review

Capacity development is a process through which people in organisations embark on in order to improve and enhance themselves for higher performances or productivity. Capacity development according to Bester (2015) is the process whereby people, organisations and society as a whole unlock, strengthen, create, adapt and maintain capacity over time. In a similar view, Tucker and Charles (2014) describe capacity development as the stock of competencies, knowledge, social and personality attributes, including creativity, embodied in the ability to perform labour so as to produce economic value. Put otherwise, it is the gateway through which desired change for a common goal can be independently and sustainably achieved by individuals and the organisation as well. This encompasses developing capacity that cuts across all facets of life.

Librarians as part of human resources are tools for sustainable goal of academic libraries' productivity. When librarians are effectively equipped with the necessary skills essential for the current job, they will discharge their functions as expected. This act will bring about the actualization of the objectives of the academic libraries (Akinsola and Akinsola, 2017). Librarians are constantly faced with critical roles to ensure the provision of quality materials and services that enhance the educational goal of academic institutions.

Staff development is important as opined by Alabi (2005) because staff have critical role to play in bringing about improved learning and the only way staff can effectively carry out these roles would be determined by the quality of staff development programme available for them to utilize. Thus, the effectiveness of academic libraries is a direct function of the efficiency of the development programmes provided for staff. In the study of Nangia (2012), staff training/development is important as it aimed at keeping librarians up-to-date and making them to be aware of the innovations and changes happening around the library world. In terms of building librarians' capacity in library, Sarmah (2014) states that capacity building for library is an investment for future sustainability. This is the reason behind the assertion of Akpokurerie (2014) that training professionals in the library is essential irrespective of their positions as developmental steps for new ideas that can build up the library.

Contrary to the above, Agah in Ozurumba and Amasuomo (2015) observed that most state-owned universities are not adequately productive due to inadequate staff development programmes. The authors linked the setbacks to inability of the state government and university administration to expose them to in-service training, conferences, research, community service and current practices in their fields. These they also claimed has resulted in reduction of quality manpower.

Job Performance

Job performance according to Motowidlo and Kell (2012) is defined as the total expected value to the organisation of the discrete behavioural episodes that an individual carries out over a standard period of

time. Ramawickrama, Opatha and Pushpa-Kumari (2017) view an employee's job performance as the extent to which duties and responsibilities have been carried out.

From the library point of view, job performance is simply the extent to which library personnel carry out an assigned professional, academic and non-administrative responsibility or task that leads to achieving academic library set goal. In consonance with the above, Nwokike and Unegbu (2019) posit that job performance consists of a set of employees' behaviours that are perceived to be in agreement with organisational goals that can be measured, monitored and assessed as an achievement at an individual level.

Ninh, Tanner, Johanson and Denison (2010) states that one of the most important management activities in library and information centre is performance measurement. It has been asserted that employee's performance is measured against the performance standards set by the organisation (Kyule, 2017; Kamoche, Yaw, Frank and Gerry, 2004; Busingye, 2015). These measures or indicators to be considered as identified by the authors include; productivity, efficiency, effectiveness, quality, profitability, and skills required in performing the job. This therefore, implies that since performance results from organisational structure, library management have to set the desired levels of performance standard by which a given task would be measured for any given period. This is necessary in order to comprehend the impact the various strategies or measures put in place by academic library might have had on the staff performance. In view of this, one can rightly say that job performance is an important criterion that relates to organisation outcome.

Methods of Librarians' Capacity Development Programmes

There are various methods of capacity development programmes available for librarians, they include; on-the-job, in-service, off-the-job training, mentoring, amongst others. The programmes comprise both formal and informal activities/types. These have been identified as on-the-job training; internship; apprenticeship; classroom; vestibule; conferences; induction and orientation; workshop; seminars; simulation exercises; off-the-training, etc. and they

lead to high level of job performance (Bohlander, Snell and Sherman, 2001; Akpokurerie, 2014).

On-the-Job Capacity Development and Job Performance

On-the-job training is usually organised within the staff workplace where individuals acquire specific skill while on the job. They are instructions designed to assist in the mastery of skills, techniques, procedures and other activities that are task-specific to a particular function or job in the library. According to Kyule (2017), on-the-job strategies refer to the systems that are linked in the work place, while the staff is in fact working to get particular skills. On-the-job training approach is required to develop the staff that lacks scholastic ability for his employment implementation. According to Salau et al, in Mahadevan and Yap (2019), on-the-job training could lead to organisational success and increases employee performance as they learn and perform the task at one go. In line with this, the impact of on-the-job development on staff performance as revealed in the study of Mahadevan and Yap (2019) is that, it is able to deliver training in an effective manner which allows the employee to practice immediately as they learn and therefore, conclude that such training is a crucial activity in an organisation due to its ability to enhance individual strength and performances which could eventually lead to achieving organisational goals.

Irrespective of these merits, most libraries inadequately utilise this cost-effective method. This setback could be due to unstructured training library environment, poor training skills of the trainers, absence of well-defined performance criteria, etc. In production industries for instance, Torrington, *et al.* (2011) pointed out that on-the-job training is not without any limitation and therefore, argues that conflict may arise should the trainer and trainee have different way of doing things which could lead to error in production or possibility of accident. However, these challenges can be addressed by developing a well clear goal/objectives that are realisable, set a feedback and evaluation period, and create an ambience that support effective training. Pointing to poor library environment as a challenge to training effectiveness and in the bid to proffer solution, Akinsola and Akinsola (2017) further

suggested that the library building or environment should be more conducive and pleasant for effective result and quality service delivery. Saakshi (2005) classified on-the-job training to include job rotation, internship and apprenticeship, orientation, coaching, job rotation, while off-the-job include vestibule training, role playing and classroom methods. From the above, it could be deduced that librarians acquire new skills and experience which could have a significant impact on their job performance for the attainment of the library goals while on the job.

In-Service Capacity Development and Job Performance

In-service training is considered to be one of the most effective tools for executives to enhance the efficiency of their employee in order to ensure appropriate services in libraries. Eghonmwan (2008) defined in-service training as the upgrading and updating of the knowledge and skills of employees and the modelling and re-orientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. In-service training in the view of Sarboland and Mousavi (2012) includes periods of education performed by the organisation's training centre or companies under contract with the organisation responsible for training their employees. In-service training programme according to Maclean (2018) refers to all activities intended to increase the skills and capabilities of personnel. Hence, the programme involves equipping organisational workforce with all necessary skills needed for their improved satisfactory job performance, while Mehrdokht and Rezvan (2015) gave an encompassing definition of in-service training as a systematic activity, and subject to organisational conditions, which leads to the growth and fundamental changes in the level of scientific and technical skills, and development of human resources in any organisation or institution, so that its positive effects are evident in the performance of organisations. They resolved that by holding in-service training courses for librarians, they will increase their skills, abilities, knowledge, and information as well as their efficiency too which in effect, will positively result in quantitative and qualitative improvement in library's services (Mehrdokht and Rezvan, 2015). This can be

achieved as seen in the study of Mohaghegh, Raiesi-Dehkordi, Alibeik, Ghashghaee and Janbozorgi (2016) which claim that with the advent of new technologies in the field of education, the problems and shortcomings of traditional in-service training courses were replaced with virtual ones. This implies that in-service training of librarians has gone beyond the traditional method as technology has opened new doors where such training can be utilized through electronic means.

Off-the-job Capacity Development and Job Performance

Off-the-job training also known as information presentation techniques is a method of training that usually takes place off or away from the regular work station or place. This implies that the staff will not be fully on ground. For Alhalboosi (2018), off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. However, the benefit of off-the-job development can be seen in several ways. Its usefulness is that it allows the individual to be away from work thereby having full concentration on the training itself. Said, Jahya, Mazlan, Ali and Yusof (2016) corroborated by stating that employees are able to pay more attention when they attend training outside of their working environment as the likelihood of being disturbed by work operations is far lesser compared to if the training was conducted in the working environment.

On the other hand, the worries of Mahadevan and Yap (2019) citing Riley regarding off-the-job training is that, it could lead to more work upon completion of training as it requires time-off from actual work. This could indirectly decrease work quality. Based on the above issue, it is believed that adequacy and the rotation of staff to fill in the gap with close and proper supervision could address or remedy such identified likely setback.

Mentoring and Job Performance

Njoku (2019) define mentoring as a process whereby an experienced senior staff member helps to develop technical, interpersonal and organisational skills of a less experienced junior staff member, who is called the protégé. Corroborating this, Barik and Jena (2019) sees mentoring as that which involves passing

on tips from experienced, knowledgeable professional to less experienced professional.

For Gray, Garvey and Lane (2016), mentoring is often associated with passing on experience and, at times, this is described as ‘handing out gratuitous advice’. This experience according to them can be valuable but it is the way that it is used that counts. Stressing on the experience, Nichols (2016) noted that years of experience and practice do not necessarily guarantee that any senior employee can automatically become a leader or mentor. The point here is that one of the criteria or an attribute to guarantee a mentor is that they should be one who have manifested and exhibit excellent leadership qualities in the organisation and are supposed to encourage or influence young inexperienced employees. Giving clarification and broader concept to the attributes of a mentor, Ayodeji and Adebayo (2015) has this to add. The attributes of a good mentor are: act as a role model, ready to share experiences, teach by example, offer encouragement, good coach, desire to help, good reputation for developing others, positive experiences, time and mental energy, up-to-date knowledge, learning attitude as one who keeps adding to his/her knowledge repertoire by opening oneself up to new experiences and ideas, listening and understanding as well as demonstrating effective mentoring skills (coaching, counselling, facilitating and networking skills).

In librarianship as a service institution, library heads or sectional heads can develop a mentor and a mentee relationship or can mentor their subordinates by teaching them new trends thereby exposing them to gain insight in library parlance and beyond. Successful mentorship can take any form either in a formal or informal environment and on a short or long-term basis. It can be one on one or between groups. It is believed that every member of the organisation at all level must have passed through or undergone the process or path of mentoring either directly or indirectly.

David-West and Nmecha (2019) in their study also observed that when there is a good mentoring relationship, it will bring about career development and advancement within academic libraries. They maintain that mentoring is one of the most effective strategies that is a standalone programme as part of an existing work force development programme. They concluded that for mentoring to be effective,

mentors need the right environment to carry on their role of mentoring to the mentees on both research writing and their job duties to achieve the desired goals of the library.

Methodology

Correlational research design was adopted. The study was carried out in all the state universities in the South-South Geo-political Zone of Nigeria. The South-South of Nigeria comprises of Akwa-Ibom, Bayelsa, Cross-River, Delta, Edo, and Rivers States. There are ten (10) State-owned university libraries in the South-South Geo-political Zone of Nigeria. The population of the study consists of one hundred and twenty-five (125) librarians across the ten State-owned university libraries in the South-South Geo-Political Zone of Nigeria. Census sampling technique was adopted. The instrument used for data collection was a structured questionnaire designed to elicit information. It consisted of four parts. Part 1 collected information on the demographic characteristics of the respondents. Part 2 contained a total of 39 items of the instrument that generated responses on librarians’ capacity development programmes such as on-the-job, in-service, off-the-job and mentoring (independent variables) arranged in four Clusters while part 3 contained 12 items of the instrument that generated responses on librarians’ job performance (dependent variable). It consisted of four parts. The second part was designed using a Four-Point Rating Scale of: Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; Strongly Disagree (SD) = 1 point. Part 3 section was designed using Four-Point Rating Scale of: Very Good = (VG); Good = (G); Poor = (P); Very Poor = (VP). Parts 2 and 3 were designed in line with the specific objectives of the study. The instrument was validated by experts in the required fields. In order to apply relevant statistics to the study, the ordinal value obtained from the Likert scale instrument was converted to interval value hence Mean and Pearson Coefficient statistics were applied. To test the reliability of the instrument, 30 copies of the instrument were given to respondents at the Imo State University library who were randomly selected. Cronbach Alpha formula was used to determine the reliability co-efficient (r) which yielded a coefficient of 0.88 for librarians’ capacity development

programmes and 0.94 for job performance respectively indicating a very strong reliability of the instrument. A total of 125 copies of the instrument was administered to the respondents out of which, 98 were completed, returned and found to be in usable form indicating 78.4% return rate. Data collected were analysed by descriptive statistics utilising frequency distribution, percentage, mean and

standard deviation. Pearson Product Moment Correlation (PPMC) was utilised to determine the relationship between the dependent and independent variables while the hypotheses were tested at 0.05 alpha level of significance.

The list of the State-owned university libraries and the number of librarians is shown below.

S/N	University Libraries	No. of Librarians
1.	Cross River State University of Technology Library, Calabar, Cross River State.	13
2.	Akwa Ibom State University Library, Uyo, Akwa Ibom State.	19
3.	Rivers State University Library, Nkpolu-Oroworukwo, Port-Harcourt, Rivers State.	11
4.	Ignatius Ajuru University of Education Library, Port-Harcourt, Rivers State.	9
5.	University of Africa library, Toru-Orua, Bayelsa State	8
6.	Niger Delta University Library, Amassoma, Bayelsa State.	12
7.	Bayelsa Medical University Library, Bayelsa State	1
8.	Delta State University Library, Abraka, Delta State.	22
9.	Ambrose Ali University Library, Ekpoma, Benin, Edo State	27
10.	Edo State University Library, Iyamo, Edo State.	3
	TOTAL	125

Source: (The University Library Authorities, 2020)

Results

Table 1: Demographic Variables of the Respondents

Demographics	Category	N	%
Gender	Male	34	34.69
	Female	64	65.31
Age	20-30 years	5	5.10
	31-40 years	31	31.63
	41-50 years	34	34.69
	51-65 years	25	25.51
	66 years and above	3	3.06

Qualification	BSc. /BLS	26	26.53
	PGDL	14	14.29
	MLS	44	44.90
	Ph.D	14	14.29
Experience	1-10 years	25	25.51
	11-20 years	44	44.90
	21-30 years	15	15.31
	31-40 years	12	12.24
	41 years above	2	2.04
Institution	Akwa Ibom State University	18	18.37
	Ambrose Ali University Ekpoma	10	10.20
	Bayelsa Medical University	1	1.02
	Cross River State University of Technology	13	13.27
	Delta State University, Abraka	19	19.39
	Edo State University	3	3.06
	Ignatius Aguru University of Education	7	7.14
	Niger Delta University	9	9.18
	River State University, Nkpolu-Oroworukwo, Port Harcourt	11	11.22
	University of Africa, Bayelsa State Toru Orua	7	7.14

Research question 1: What is the relationship between on-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria?

H_{01} : There is no significant relationship between on-the-job training and librarian's job performance in State university library in South-South, Nigeria.

Table 2: Summary of descriptive statistics on the mean rating of the respondents over on-the-job-training as a dimension of librarians' capacity development programmes (N=98)

SN	ON-THE-JOB TRAINING	Mean	SD
1	My institution library organises internship/apprenticeship training for librarians to help them adapt easily to new technologies.	2.95	0.95
2	The library organises orientation and induction activities to enable librarians familiarize with the work system	3.18	0.78
3	The library arranges internal postings to allow for under-studying of superiors in different units.	3.13	0.90
4	The library rotates librarians from one job to the other to broaden their experience	3.04	0.80
5	I have been made to under-take additional responsibility	3.14	0.81
6	I have been exposed to both practical and theoretical aspects of the job.	3.35	0.72
7	I have often been delegated to various assignments.	3.22	0.73
	Grand mean	3.15	0.64

The result from Table 2 shows the summary of descriptive statistics on the mean rating of the respondents over on-the-job-training as a dimension of librarians' capacity development programmes in state university libraries in South-South, Nigeria. It shows that the grand mean rating of the respondents over on-the-job-training as a dimension of librarians' capacity development programmes was 3.15, SD=0.64. The result further shows that the respondents strongly indicated that they have been

exposed to both practical and theoretical aspects of the job (Mean=3.35, SD=0.72). This was followed by the fact that they have often been delegated to various assignments (M=3.22, SD=0.73), then the library organises orientation and induction activities to enable librarians familiarize with the work system (M=3.18, SD=0.78) and the least among others was that their institution library organises internship/ apprenticeship training for librarians to help them adapt easily to new technologies (M=2.95, SD=0.95).

Table 3: Summary of descriptive statistics on the mean rating of the respondents over librarians' job performance (N=98)

SN	JOB PERFORMANCE	Mean	SD
1	Skilfully and professionally operate working tools	3.33	0.55
2	Adequately complete assigned work at stipulated time	3.35	0.52
3	Make quality input to the university library's growth	3.47	0.52
4	Work under minimal supervision	3.40	0.57
5	Maintain cordial relationship with colleagues and respect others feelings	3.57	0.54
6	Punctual and regular at work	3.50	0.52
7	Ability to perform task competently under pressure	3.43	0.61
8	Use technological tools and gadgets effectively	3.26	0.61
9	Anticipate and creatively proffer solution to information related challenges professionally	3.24	0.58
10	Deliver effective services to patrons/others	3.44	0.56
11	Effective communication and interpersonal skill	3.39	0.62
12	Adapt adequately with constant changes on the job	3.29	0.54
	Grand mean	3.39	0.36

The result from Table 1.3 shows the descriptive statistics on the mean rating of the respondents over librarians' job performance in state university libraries in South-South, Nigeria. It shows that the grand mean rating of the respondents over job performance in state university libraries in South-South, Nigeria was 3.39, SD=0.36. The result further shows that the respondents strongly indicated that they maintain cordial relationship with colleagues and

respect others feelings (M=3.57, SD=0.54), they are punctual and regular at work (M=3.50, SD=0.52), they make quality input to the university library's growth (M=3.47, SD=0.52), they deliver effective services to patrons/others (M=3.44, SD=0.56) and the least among others was that they anticipate and creatively proffer solution to information related challenges professionally (M=3.24, SD=0.58).

Table 4: Summary of Pearson Product Moment Correlation on the relationship between on-the-job capacity development and librarians' job performance Correlations

		On-The-Job Training	Job Performance
On-The-Job Training	Pearson Correlation	1	.365**
	Sig. (2-tailed)		.000
	N	98	98
Job Performance	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.000	
	N	98	98

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

The result from Table.4 shows the summary of Pearson Product Moment Correlation on the relationship between on-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria. It shows that the relationship between on-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria was weak and positive ($r=0.365$). This further shows that there is a relationship between on-the-job training and librarians' job performance in State university libraries in South-South, Nigeria ($p=.000$). The null

hypothesis one was rejected at .05 level of significance.

Research question 2: What is the relationship between in-service capacity development and librarians' job performance in State university libraries in South-South, Nigeria?

H_{02} : There is no significant relationship between in-service training and librarians' job performance in State university library in South-South, Nigeria.

Table 5: Summary of descriptive statistics on the mean rating of the respondents over in-service capacity development as a dimension of librarians' capacity development programmes (N=98)

SN	IN-SERVICE CAPACITY DEVELOPMENT	Mean	SD
1	The library organises lectures for librarians	3.04	0.80
2	The library organises and allows my involvement in practical work schedule to enhance my skills	3.11	0.73
3	I receive on the job instructions by my supervisors	3.18	0.65
4	I participate in internal training courses organised for library personnel	3.21	0.74
5	Internal courses run by external consultants are organised for the librarians	2.80	0.75
6	Succession planning programmes are functional	2.63	0.83
	Grand mean	3.00	0.60

The result from Table 5 the summary of descriptive statistics on the mean rating of the respondents over in-service capacity development as a dimension of librarians' capacity development programmes in state university libraries in South-South, Nigeria. It shows that the grand mean rating of the respondents over in-service capacity development as a dimension of librarians' capacity development programmes was 3.00, SD=0.60. The result further shows that the

respondents strongly indicated that they participate in internal training courses organised for library personnel (Mean=3.21, SD=0.74). This was followed by the fact that they receive on the job instructions by my supervisors (M=3.18, SD=0.65), then the library organises and allows my involvement in practical work schedule to enhance my skills (M=3.11, SD=0.73) and the least among others was that succession planning programmes are functional (M=2.63, SD=0.83).

Table 6: Summary of Pearson Product Moment Correlation on the relationship between in-service capacity development and librarians' job performance Correlations

		In-Service Capacity Development	Job Performance
In-Service Capacity Development	Pearson Correlation	1	.287**
	Sig. (2-tailed)		.004
	N	98	98
Job Performance	Pearson Correlation	.287**	1
	Sig. (2-tailed)	.004	
	N	98	98

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

The result from Table 6 shows the summary of Pearson Product Moment Correlation on the relationship between in-service capacity development and librarians' job performance in State university libraries in South-South, Nigeria. It shows that the relationship between in-service capacity development and librarians' job performance in State university libraries in South-South, Nigeria, was weak and positive ($r=0.287$). The result further shows that that there is significant relationship between in-service training and librarians' job performance in State university libraries in South-South, Nigeria

($p=.004$). The null hypothesis two was rejected at .05 level of significance.

Research question 3: What is the relationship between off-the-job training and librarians' job performance in State university libraries in South-South, Nigeria?

H_{03} : There is no significant relationship between off-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria.

Table 7: Summary of descriptive statistics on the mean rating of the respondents over off-the-job capacity development as a dimension of librarians' capacity development (N=98)

SN	OFF-THE-JOB CAPACITY DEVELOPMENT	Mean	SD
1	I am given opportunity to play active role in decision making in the work scenario	3.03	0.87
2	I have understanding of the lecture topic when presented verbally	3.03	0.71
3	I have had the opportunity to go for studies to acquire knowledge in different areas	3.03	0.83
4	Correspondence courses are usually organised and delivered appropriately	2.58	0.77
5	I participate regularly in computer-based training or instruction	2.77	0.82
6	I participate in visit to other libraries to understudy their operations	2.49	0.83
	Grand mean	2.82	0.61

The result from Table 7 shows the summary of descriptive statistics on the mean rating of the respondents over off-the-job capacity development as a dimension of librarians' capacity development programmes in state university libraries in South-South, Nigeria. It shows that the grand mean rating of the respondents over off-the-job capacity development as a dimension of librarians' capacity development programmes was 2.82, SD=0.61. The result further shows that the respondents strongly indicated that they are given opportunity to play active role in decision making in the work scenario

(Mean=3.03, SD=0.87), they have understanding of the lecture topic when presented verbally (M=3.03, SD=0.71), they have had the opportunity to go for studies to acquire knowledge in different areas (M=3.03, SD=0.83), respectively. This was followed by the fact they participate regularly in computer-based training or instruction (M=2.77, SD=0.82), and the least (as agreed) among others was that correspondence courses are usually organised and delivered appropriately (M=2.58, SD=0.77), and that they participate in visit to other libraries to understudy their operations (M=2.49, SD=0.83).

Table 8: Summary of Pearson Product Moment Correlation on the relationship between off-the-job capacity development and librarians' job performance Correlations

		Off-The-Job Development	Capacity Job Performance
Off-The-Job Capacity Development	Pearson Correlation	1	.294**
	Sig. (2-tailed)		.003
	N	98	98
Job Performance	Pearson Correlation	.294**	1
	Sig. (2-tailed)	.003	
	N	98	98

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

The result from Table 8 shows the summary of Pearson Product Moment Correlation on the relationship between off-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria. It shows that the relationship between off-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria was weak and positive ($r=0.294$). The result further shows that there is significant relationship between off-the-

job training and librarian's job performance in State university library in South-South, Nigeria ($p=.003$). The null hypothesis three was rejected at .05 level of significance.

Research question 4: What is the relationship between mentoring and librarians' job performance?

H_{04} : There is no significant relationship between mentoring and librarians' job performance in State university libraries in South-South, Nigeria.

Table 9: Summary of descriptive statistics on the mean rating of the respondents over mentoring as a dimension of librarians' capacity development programmes (N=98)

SN	MENTORING	Mean	SD
1	Mentors do not assign work responsibility to mentees in my library	2.26	0.90
2	Mentors supervise my assigned jobs to avoid errors	3.03	0.77
3	Mentors do not discuss and explain the possible solution to challenging issues	2.14	0.80
4	Mentors hardly have time to share the work experience with mentees	2.22	0.73
5	Mentors avoid correcting the mentees in their jobs or assignments	2.08	0.80
6	Mentors provide initiatives and ideas on how to do things properly	3.04	0.79
7	Mentors do not give clear job tasks to mentees in my institution library	2.08	0.80
	Grand mean	2.41	0.46

The result from Table 9 shows the summary of descriptive statistics on the mean rating of the respondents over mentoring as a dimension of librarians' capacity development programmes in state university libraries in South-South, Nigeria. It shows that the grand mean rating of the respondents over mentoring as a dimension of librarians' capacity

development programmes was 2.41, $SD=0.46$. The result further shows that the respondents strongly indicated that Mentors provide initiatives and ideas on how to do things properly ($Mean=3.04$, $SD=0.79$). This was followed by the fact that mentors supervise my assigned jobs to avoid errors ($M=3.03$, $SD=0.77$). No other item was rated above the criterion mean score of 2.50.

Table 10: Summary of Pearson Product Moment Correlation on the relationship between mentoring and librarians' job performance Correlations

		Mentoring	Job performance
Mentoring	Pearson Correlation	1	.233*
	Sig. (2-tailed)		.021
	N	98	98
Job Performance	Pearson Correlation	.233*	1
	Sig. (2-tailed)	.021	
	N	98	98

*. Correlation is significant at the 0.05 level (2-tailed).

The result from Table 10 shows the summary of Pearson Product Moment Correlation on the relationship between mentoring and librarians' job performance in State university libraries in South-South, Nigeria. It shows that the relationship between mentoring and librarians' job performance in state university libraries in South-South, Nigeria was weak and positive ($r=0.233$). The result further shows that there is a relationship between mentorship and librarian's job performance in state university library in South-South, Nigeria ($p=.021$). The null hypothesis four was rejected at .05 level of significance.

Discussion of Findings

The result from Table 4 showed that the relationship between on-the-job capacity development and librarians' job performance in State university libraries in South-South, Nigeria was weak and positive ($r=0.365$, $p=.000$). The null hypothesis one was rejected at .05 level of significance. Hence, a weak and positive significant relationship exists between the independent and predicting variables in the State university libraries. This positive relationship is in agreement with an earlier finding of Mahadevan and Yap (2019) which established that on-the-job training had a positive significant relationship with job performance although this relationship in their case was strong as against that of the present study which was weak. This implies that on-the-job training had a positive impact on employee performance. The reason for this positive impact is based on the fact that librarians are exposed to on-the-job training which have enhanced and strengthened their ability and performance as they learn, practice and perform the task at one go which eventually leads to organisational (library) success. The result of the study by Udu and Ewans (2016) showed that a strong positive relationship between on-the-job training and quality of employee job performance exists. The study by Mugisha (2015) also showed a strong positive relationship between on-the-job training and job performance while that by Said et al (2016) showed a moderate positive relationship between the two.

On the contrary, the findings of Saka, Akor and Opaleke (2016) revealed that on-the-job training was not considered as an appropriate method in the acquisition of skills as opposed to the finding of the

current study. It is believed that on-the-job training as a capacity development strategy is crucial in equipping the employee with the necessary skills needed to perform their job effectively for the library turnover.

The result from Table 6 showed that the relationship between in-service capacity development and librarians' job performance in state university libraries is weak but positive ($r=0.287$). This result corroborates with the finding of Nkebem (2009) which reveals that in-service training has a weak but positive significant relationship with librarians' job performance in university libraries in South-South Zone, Nigeria. The study by Kyule (2017) also showed a weak positive relationship between in-service training and job performance. While the study by Maclean (2018) revealed a moderate positive relationship between in-service training and job performance, that by Mehrdokht and Rezvan (2015) showed a strong positive relationship between the two.

Librarians who engage in in-service training will update their knowledge and skills which invariably leads to better job performance. The evidence of this positive influence is also seen in the view of Mohaghegh, *et al.* (2016) especially in the area of handling and coping abilities to meet the demands presented with the new Information and Communication Technologies (ICT) in order to serve the users better which also supports this study. Also, the findings of Shepherd (2010) demonstrated the need for in-service training of academic librarians although a lack of Information Technology (IT) competencies was found among them. The findings of the study by Ozurumba and Amasuomo (2015) revealed that in-service training and attendance of conferences and workshops influence the output of academic staff which is in agreement with the findings of this study.

The result from Table 8 revealed that there exists a positive relationship between off-the-job capacity development and librarians' job performance in state university libraries in South-South, Nigeria. This is confirmed to be weak, positive and statistically significant ($r=.294$, $p<.05$). The study by Mugisha (2015) revealed a weak positive relationship between off-the-job training and job performance which is in consonance with the finding of the study. The study by Said et al. (2016) showed a moderate positive

relationship between off-the-job training and job performance. However, the findings of Udu and Ewans (2016) established that there is a strong positive relationship between off-the-job training and workers' efficiency.

The study by Mahadevan and Yap (2019) also revealed that off-the-job training have a strong positive significant impact on employee performance. This implies that off-the-job development technique or methods such as class room, demonstrations, lectures, simulations, game-based, computer-based, vestibule, role playing, etc have helped librarians to acquire new skills making them more useful, and resulting in better performance indicating a positive influence on their job performance. This view is also backed up by the view of Bakanye (2013). The implication therefore, is that off-the-job capacity development is effective in enhancing job performance of librarians as it exposes them to new ways of doing things outside their work environment for enhanced productivity of the librarian and the institution at large. Irrespective of the positive impact, Mahadevan and Yap (2019) on the other hand pointed out the challenge that it could lead to more work load for the individual upon completion of the training since the training requires time-off from the actual work area stressing that it could directly decrease work quality.

The implication of this study based on the finding is that this type of capacity development method is a reliable tool and an enabler for enhancing the knowledge and skill of librarians for improved performance. The reason is the evidence that when librarians are opportuned to acquire training outside their work area, they will be motivated to perform optimally by applying the acquired knowledge for the library's high productivity. Library management should ensure the sustainability of this method of development and seek stronger measures or ways for better improvement in the libraries of State institutions in South-South, Nigeria.

The result from Table 10 revealed that there was a weak but positive and statistically significant relationship between mentoring and librarians' job performance in State university libraries in South-South, Nigeria. The correlation coefficient value at .05 alpha level ($r=0.233$, $p<.05$) obtained is an indication of statistically positive relationship. This

positive relationship is in agreement with an earlier finding of Adewuyi and Makinde (2018), which established that mentoring practices positively influence performance of librarian cataloguers in Nigerian libraries although their correlation value was moderate. However, they found no significant relationship between job performance and years of work experience. Mentoring generally enriches organisational effectiveness even though the finding reported a low influence in terms of the area of years of work experience.

The finding of this study is also in consonance with the findings of Njoku (2017) which established that mentoring contributed significantly to the performance improvement of librarians in academic institution libraries which makes them gain more clarity in their duties and develop more working initiatives under minimum supervision; hence, a positive relationship exists. The implication is that librarians have better tendency to act independently and have good judgment regarding their job challenges than those who do not have mentoring exposure. The result of Njoku (2017) is also in agreement with the finding of Nwabueze and Anike (2016) which reveal that inexperienced librarians who have not participated in such training development will be uncertain about their expectations and be generally nervous, hence, cannot perform effectively.

On the contrary, Agwu and Luke (2015) highlighted that loss of employees' morale, commitment, productivity and efficiency was attributed to conflict of interest between managers (mentors) and subordinates (mentees). Observation has also shown that an unsuccessful mentor/mentee relationship can result to a negative direction which tends to affect the goals and objectives of the relationship. Mentoring does not thrive where university libraries lack academic culture and their management does not believe in grooming new employees (David-West and Nmecha, 2019 citing Wilson, Andrew, Lesners and Adeniji). The assertion of David-West and Nmecha (2019) also is in tandem with the view of Agwu and Luke (2015).

Conclusion and Recommendations

The fact remains that developing librarians' capacity in terms of skills, knowledge and competences which are basic building blocks for librarians is a key factor

that is directly related to the effective and efficient performance of their job professionally for organisational productivity. Thus, the study exposed that the only way for librarians and libraries to remain relevant in this era of technological transformation and navigate the intense pressure occasioned by ICT is to graciously embrace and utilize the various capacity development strategies within their reach. This would assist both the individual staff and academic libraries to attain sustainable growth and productivity. Based on the findings and conclusion, the following recommendations are made by the researcher.

- Management should encourage more practice of internal rotation of librarians within the system in addition to proper orientation. This will enable them familiarise and be more conversant and knowledgeable with various roles and as well fit into every aspect of the job in the entire library operations. In addition, the librarians would have a general overview of the policies, procedures and practices guiding the library and institution's system.
- Academic library heads should regularly organise in house development programmes for librarians in order to equip their capabilities and re-orientate their attitude and behaviour for efficiency in delivering appropriate services to the academic community and adaptation to the system.
- Library management should continue to invest in off-the-job training. This will expose the librarians to acquire new skills and learning experience that when transferred on their job can enhance performance.
- The study recommends that effective mentor and mentee relationship practice in academic libraries should be strengthened. This will give room for the active development of successful successors.

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