



ASSESSMENT CAPACITY BUILDING PROGRAMME FOR LIBRARY PERSONNEL IN ACADEMIC LIBRARIES IN ADAMAWA STATE

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ABSTRACT

The study Assessed Capacity Building Programme for Library Personnel in Academic Libraries in Adamawa State. The study is delimited to Abdulrahman Ghaji Library, Adamawa State University Mubi, Jibrin Aminu Library, Federal Polytechnic Mubi and Adamawa State College of Education Hong Library. The objectives of the study include the extent of on-the-job training as capacity building programme for library personnel in academic libraries in Adamawa State, extent of informal training as capacity building programme for library personnel in academic libraries in Adamawa State, extent of formal training as capacity building programme for library personnel in academic libraries in Adamawa State; and the challenges that hindered capacity building programme for library personnel in academic libraries in Adamawa State. Survey research design was adopted in conducting the research. The target population of the study, this study comprised 142 library personnel in academic libraries in Adamawa State and Census sampling technique was used, since the population of the study was 142 library personnel was found manageable. Self-design questionnaire was the instrument used for data collection and data was analysis used frequency count, percentage and pie chart. The findings revealed majority of the respondents were effectively involved in on-the-job training programmes in the libraries is to a high extent; revealed that the majority of the respondents indicated that informal training programmes in their libraries is to a high extent; revealed that majority of the respondents indicated that formal training programmes in their libraries is to a low extent and revealed that respondents showed that the challenges that hindered capacity building programmes in their libraries were; lack of funds, outdated information resources, inadequate work stations and favouritism and it was recommended that the Government/institutions should provide adequate funds for libraries; acquire current

information resources; and look into the issues of succession, ethnicity and favouritism that have developed problems in their libraries.

Keywords: Assessment, Capacity, Building, Library, Personnel, Academic, Libraries Adamawa, State,

INTRODUCTION

The concept capacity building refers to as manpower development, human resource development, professional development, staff development, or personal development. Capacity building is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. It allows individuals and organizations to perform at a greater capacity (Nilaranjan & Puspanjali, 2019). According to Mohammed (2003), 'capacity building' can be conceived as any conscious and deliberate effort, endeavour, facility and opportunity provided to the employees of an organization, establishment and outfit irrespective of their status to improve their skills, attitude, behaviour, experience, ideas, knowledge, education and information acquisition. It is to enhance their performance and productivity for ensuring optimal success in achieving the overall objectives, goals, mission and aspirations of both the employer and the employee.

This study used staff development or workers training interchangeably with capacity building programme, since it talks about giving skills or developing a person to do more as it was before. Training plays a role in nurturing and strengthening these competencies. In addition, rapid changing technologies require that employees continuously develop and improve their knowledge, skills and abilities to cope with new processes and systems. Capacity building is a plan for people to acquire knowledge and advanced skills that are critical to a country's economic growth, its standard of living and individual empowerment. It is a planned programme to impact skills which will enable the recipient put the knowledge and skills acquired into productive use to solve wide range of individual and national problems (Agunyai, 2015). Mukwevho (2015) defines capacity

building as development of an organization's core skills and capabilities, such as leadership, management, finance and fundraising programs and evaluation, human resource management, service delivery and external relations in order to build the organization's effectiveness and sustainability. It is the process of assisting an individual, organization or group to identify and address issues and gain the insights, knowledge and experience needed to solve problems and implement changes.

On-the-job training, on the other hand, is a training programme acquired through orientation, induction, rotation and internal training programme where the tutors play their roles which are meant to improve employees working skills, efficiency and productivity (Mohammed & Obi, 2005). Kennedy (2009) added that On-the-job training helps particularly develop the occupational skills necessary to manage an organization, for example to fully understand the organization's products and services and how they are developed and carried out; workshops, seminars and convention sessions are useful.

Papers presented in seminars both internal and external, workshops and conferences in the library really help the staff for their capacity development in the library. Furthermore, there are so many professional expertise available locally and internationally that the librarian should tap from, for the training of his staff members. The staff members would also be trained through interaction among his staff and those of other institutions. Staff members should be able to gain additional experience and knowledge from experienced hands from other libraries. In addition, people with common interest meet to discuss subjects of common interest in workshops, seminars and conferences in order to achieve a particular goal in their area of specialization. Whether it is university, public or special library, the need for proper training and development cannot be over-emphasized. On-the-job training includes learning through the experience gained doing one's job,

reflecting on that experience, discussing with a manager, mentor, and coach, colleagues, receiving feedbacks on one's performance, reviewing and evaluating one's performance, being coached and supervised. Mohammed and Obi (2005) pointed out that multitude of training and programs are available to all cadres of employees, although some criteria may be used. These programs are most often distinguished by who should participate (for example, managers or non-managers) where the programs are conducted (on-the-job or off-the-job) and what employee's ability is being changed, (technical skills and knowledge, interpersonal skills and attitudes or conceptual skills and knowledge). The abilities gained by the employee in any of these programs will reduce current or future performance deficiencies. Onah (2003) categorized staff development to be in two forms namely: Formal and informal and added that staff can undergo such programmes since they are meant to achieve certain goals and objectives within the organization. The programmes could be orientation programmes, induction programmes, on-the-job training, in-service training and job rotation.

Informal training refers to learning that is learner initiated, involves action and doing, is motivated by an intent to develop, and does not occur in a formal learning setting (Noe, 2017). He further added that informal learning occurs without a trainer or instructor, and its breadth, depth, and timing is controlled by the employee. It occurs on an as-needed basis and may involve an employee learning either alone or through face-to-face or technology-aided social interactions. Informal training can also mean continuing education given staff to enhance productivity of their organization. It is an in service training of the staff to acquire knowledge and skills to improve efficiency in various jobs assigned. Informal training or Off-job involves participation in courses or conferences, undertaking a qualification through open or distance learning, second, placement,

exchange visit and study leave. It is aimed at enhancing their capacity and sharpening their awareness as well as managing the delivery of service and resources (Isah, 2013).

Tumba (2016) viewed formal training as the type of training normally adopted by schools and universities. He added that, these bodies play vital role in the training and retraining of staff for effective performance and job satisfaction among staff. Kennedy (2009) stated that universities, colleges and training centers often have a large number of courses in management, professional and personal development. If the learner is looking to build a skill, then he or she must actually apply new information from these courses otherwise, the learner is collecting information (hopefully, knowledge), rather than building skills. Formal training as a component of staff development aimed at motivating workers to perform their job effectively (Tumba, 2016). This type of learning is intentional, organized and structured. Formal learning opportunities are usually arranged by institutions. These include credit courses and programmes through community colleges and universities.

Capacity building for library personnel in academic libraries in Adamawa State was found to be ineffective whereby some clients showed some dissatisfaction with the services rendered to them. If library staff cannot satisfy her users to the needed expectations, there is a need to check whether the problems lay on the library staff, for lack of discharging their duty effectively to meet users' demands. Observation and interaction from the researcher found out that, the services offered to users were ineffective which is not sufficient that prompted this study. Then, the researcher assessed how, why library staff are unable to satisfy their clients. Are they not permitted to undergo training? What types of training are they attending? Who are those allowed to go for training? And how the trainings were being conducted? Can the training bring a good result that would effect change to satisfy their users? It is against this background that this study assesses

whether library personnel are duly given training fit for discharging their duty to the satisfaction of their users' needs.

Statement of the Problem

The researcher observations and interactions with some staff of the academic libraries in Adamawa State have revealed that the activities of these libraries seem to be inactive and ineffective. That is to say, the activities such as acquiring relevant information resources, organizing, and the delivery of such information to the users have not adequately meet their expectations. This might be, because the staff needs training or retraining on the latest methods of acquiring, organizing and disseminating information, especially using the new technologies.

Preliminary observations have suggested that academic institutions in Adamawa State, capacity building for library personnel seems to be inadequate which prompted the researcher to carry out a study on assessment of capacity building of library personnel in academic libraries in Adamawa State. Regular workshops, seminars, training programs will improve skills of library staff to perform in their various library activities and lack of capacity building or development skill always produced low quality input or outcomes which will draw the library activities backward. For instance, in this computer age, most of the activities need be done on computers and majority of library workers are computer incompetent, therefore, some functions which demanded use of computer remain dormant. Therefore, computer literacy is also a key to successful library service delivery, yet it seems to be in lower level which might affect their performance. Shepherd (2014) on in-service training for academic librarians, a pilot programme for staff, Need for continuing professional development for librarians in academic libraries, Rhodes University Library, South Africa. It describes the planning, design, implementation and evaluation of a staff-development and training pilot programme for professional librarians at Rhodes Library. The library

management ought to train staff on how to operate computers and internet. Any organization or institution that will do well will need to look at the strength of her workers, where training and retraining is conducted and staff were given the opportunity to attend seminars, workshops and conferences. Those will change their performance and make productivity more visible.

Objectives of the Study

The objectives of the Study are to determine:

1. the extent of on-the-job training as capacity building programme for library personnel in academic libraries in Adamawa State,
2. the extent of informal training as capacity building programme for library personnel in academic libraries in Adamawa State,
3. the extent of formal training as capacity building programme for library personnel in academic libraries in Adamawa State; and
4. the challenges that hindered capacity building programme for library personnel in academic libraries in Adamawa State.

Research Questions

The following research questions guided the study:

1. What is the extent of on-the-Job trainings as capacity building programme for library personnel in academic libraries in Adamawa State?
2. What is the extent of informal trainings as capacity building programme for library personnel in academic libraries in Adamawa State?
3. What is the extent of formal trainings as capacity building programme for library personnel in academic libraries in Adamawa State?

4. What are the challenges that hindered capacity building programme for library personnel in academic libraries in Adamawa State?

Methodology

Survey research design was used for this study. The population of this study comprised 142 library personnel in academic libraries in Adamawa State namely: Abdulrahman Ghaji Library, Adamawa State University Mubi, Jibrin Aminu Library, Federal Polytechnic Mubi and Adamawa State College of Education Hong Library. Census sampling technique was used, since the population of the study was 142 library personnel was found manageable. Self-designed questionnaire was used as the instrument for the study. Data collected were analyzed using descriptive statistic of frequency counts, percentage and pie chart by used SPSS vision 26.

Data Analysis

The data collected for this study are presented in tables and analyzed using frequency counts, percentage and pie chart. The presentation and analysis were based on the research question and respondents information out of one hundred forty two (142) questionnaire were administered in Abdulrahman Ghaji Library, Adamawa State University Mubi, Jibrin Aminu Library, Federal Polytechnic Mubi and Adamawa State College of Education Hong Library. One hundred and thirty four (134) copies were retrieved valid for analysis.

Presentation of Results

Research Question 1: What is the extent of on-the-job training for capacity building programme?

Table 1: Types of on-the-Job Training for capacity building in Adamawa State

S/N	On-the-job training	N	HE		ME		LE		NE	
			F	%	F	%	f	%	f	%

1.	Internal training		50	37.3	35	26.1	29	21.6	20	14.9
2.	In-service training	134	48	35.8	36	26.9	26	19.4	24	17.9
3.	Job rotation		61	45.5	35	26.1	27	20.1	11	8.2
4.	Orientation		58	43.3	42	31.3	21	15.7	13	9.7
5.	Induction programme		51	38.1	39	29.1	29	21.6	15	11.2
6.	Total		268		187		132		83	
7.	Average		54	40	37	28	26	19.7	17	12.4

Keys: HE=High Extent, ME=Moderate Extent, LE=Low Extent and NE=No Extent

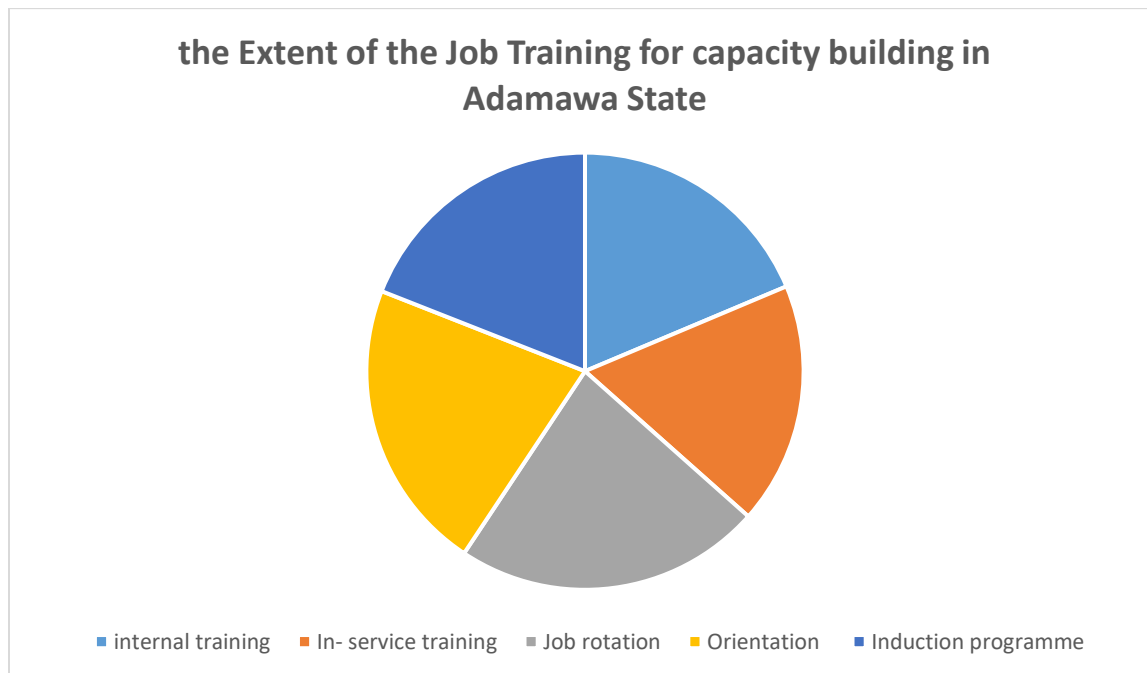


Table 1 reveals that the majority of the staff 61(45.5%) had job rotation in the library, followed by 58(43.3%) had an orientation, 51(38.1%) engaged in an induction courses at their working place, 50(37.3%) had an internal training conducted in their place of assignment and then 48(35.8%) were allowed to go for in-service-training. The respondents with 54(40%), indicated that their level of on-the-job training capacity was to a high extent, 37(28%) respondents indicated that their level

of on-the-job training programme was to the moderate extent, 26(19.7%) respondents indicated that their level of on-the-job training programme was to a low extent, and 13(10%) respondents indicated that their level of on-the-job training programme was to a no extent. The result on the extent of on-the-job training programme revealed that majority of the respondents that is, 54(40%) were effectively involve which was to a high extent.

Research Question 2: What is the extent of informal training as the capacity building programme?

Table 2: Informal Training Programme in Adamawa State

S/N	Statement	N	HE		ME		LE		NE	
			F	%	F	%	F	%	F	%
1.	Professional library association conferences		41	30.6	63	47.0	20	14.9	10	7.5
2.	Professional library association workshops	134	54	40.3	38	28.4	28	20.9	14	10.4
3.	Professional library association seminars		59	44.0	34	25.4	33	24.6	8	5.97
4.	Computer training skill		45	33.6	47	35.1	22	16.4	20	14.9
5.	Total		199		182		103		52	
6.	Average		50	37.1	46	34	26	19.2	13	10

Keys: HE=High Extent, ME=Moderate Extent, LE=Low Extent and NE=No Extent

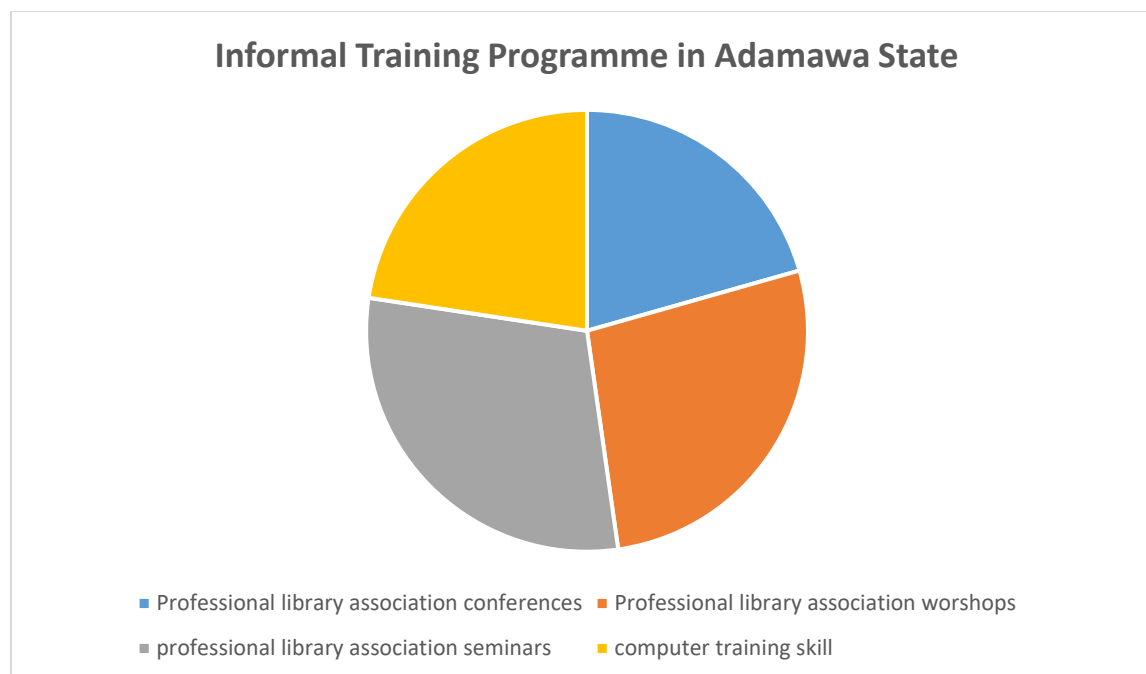


Table 2 shows that the majority of the library staff with 59(44%) were allowed to attend professional library association seminars, followed by professional library association workshops with 54(33.5%), having computer training skills with 45(33.6%) and 41(30.6%) attended professional library association conferences which build them up for their task ahead. The respondents with 50(37.1%) indicated that their level of informal training programme was to a high extent, followed by 46(34%) of the respondents also indicated that their level of informal training programme was to a moderate extent, then 26(19.2%) of the respondents indicated that their level of informal training programme was to a low extent, and 13(10%) respondents indicated that their informal training programmes was to a no extent. Result on informal training programme revealed that majority of the respondents that is, 50(37.1%) attested informal training programme was to a high extent.

Research Question-3: Which of the formal training do you attend?

Table 3: Formal Training Programme

S/N	Statement	N	Frequency	Percentage
1.	Diploma		68	50.8%
2.	BLIS	134	42	31.3%
3.	MLIS		20	14.9%
4.	Ph.D		4	3%
5.	Total		134	100%

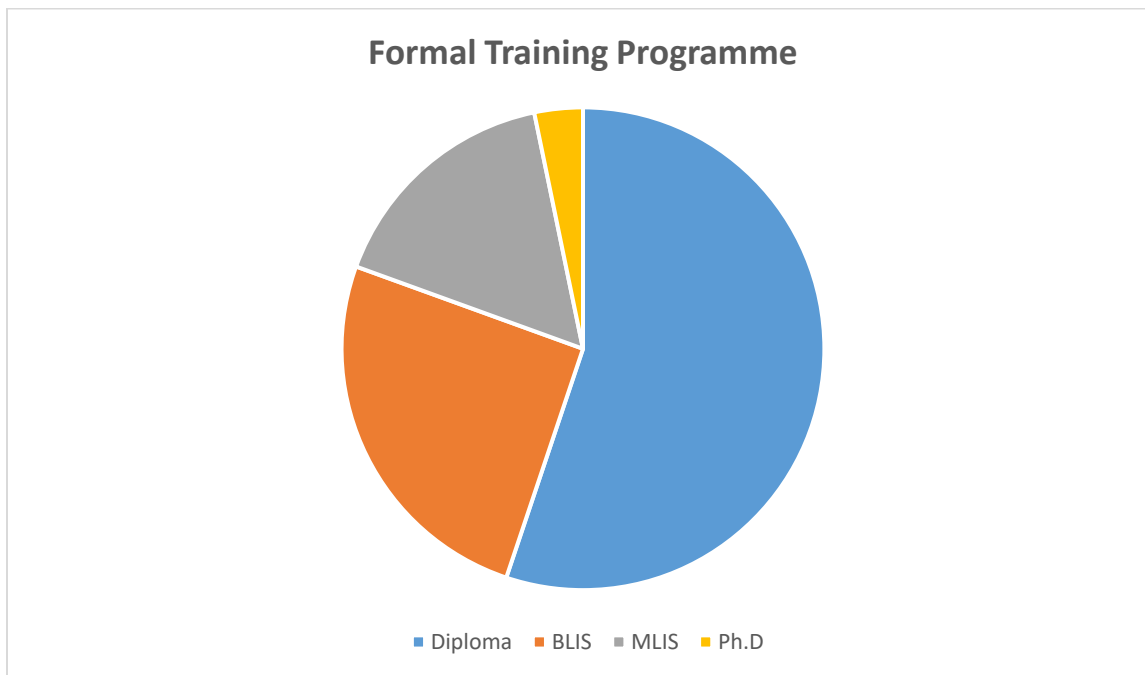


Table 3 is on formal training for capacity building programme, where 68(50.8%) respondents possessed diploma certificate indicated high extent, then 42(31.3%) respondents revealed that they had BLIS certificated which showed moderate extent, and then 20(14.9%) respondents possessed MLIS certificate indicated moderate extent, while 4(3%) respondents had Ph.D qualification that indicated low extent for their capacity building. Therefore, this implies that majority of the respondents have Diploma Certificate followed by first degree holders in LIS, which shows that

library staff under study need capacity building programme to perform optimally for service delivery, since majority of the respondents indicated they possessed only Diploma certificate.

Research Question 4: What are the challenges that hindered capacity building programme?

Table 4: Challenges that Hindered Capacity Building Programme

S/N	Statement	N	YES		NO	
			F	%	f	%
1.	Inadequate funding		109	81.3	25	18.7
2.	Outdated information resources		103	76.9	36	26.9
3.	Workroom for practical exercises	134	90	67.2	44	32.8
4.	Selection process for training		72	53.7	44	32.8
5.	Ethnicity/favouritism		80	59.7	54	40.3
6.	Problems of succession		86	64.2	48	35.8
7.	Total		540		207	
8.	Average		90	67.1	35	31.2

Source: Field survey, 2021

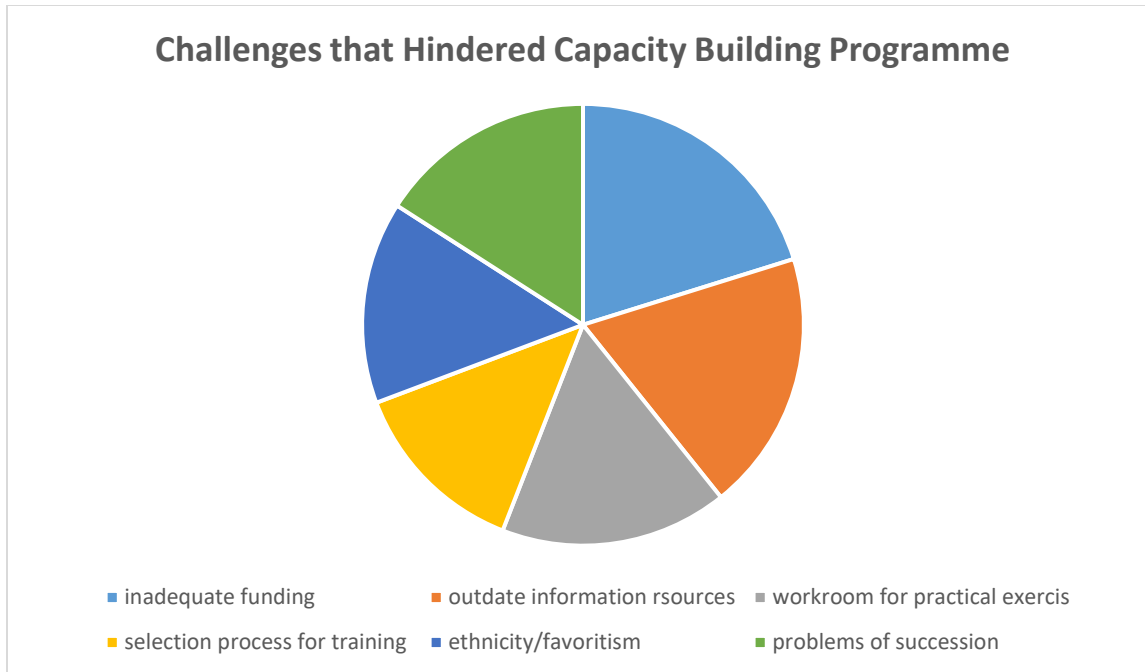


Table 4 showed the challenges that hindered capacity building programme revealed that 109(81.3%) respondents responded that inadequate funding hindered the capacity building programme, while 25(18.7%) respondents showed that ‘no’, inadequate funding was not the challenges of capacity programme. Responses on the outdated information resources revealed that 103(76.9%) respondents indicated that ‘yes’ the outdated of information resources hindered capacity building programme, while 36(26.9%) respondents disagreed that, outdated information resources did not hindered capacity building programme at all. Responses of workroom/work station for practical exercise indicated that 90(67.2%) respondents showed that yes, it was seriously hindered capacity building programme of their staff, while 44(32.8%) respondents responded that, workroom did not hindered capacity building programme of their staff. On the selection process of staff for training revealed that 72(53.7%) respondents responded ‘yes’, selection process hindered capacity building, while 44(32.8%) respondents disagreed by saying that selection process did not hindered capacity building programme to their staff. Responses on

ethnicity and favouritism revealed that 80(59.7%) respondents showed that 'yes', ethnicity and favouritism hindered capacity building of their staff, while 54(40.3%) respondents responded that, ethnicity and favouritism did not hindered capacity building their staff at all. Problems of succession responses revealed that 86(64.2%) respondents indicated that 'yes', problems of succession hinder capacity building in their library, while 48(35.8%) respondents responded that, problems of succession did not hindered capacity building in their library at all. Therefore, the result implies that, majority of respondents indicated that inadequate funding is major hinderances to capacity building programme.

Discussion

Findings from the study on on-the-job training revealed that capacity building programme for library personnel in academic libraries under study was to a high extent. It was in line with Mustapha, Muntaka, Mabruka and Patrick (2020) who reported that on-the-job training, in-house training, participation in professional association, lecture/discussion and exercises, and job rotation were the major methods of building the capacity of library and information professionals, furthermore, Ojowhoh (2016) states that, most of the library staff received training and induction courses and regular programmes through courses. Ogunmodede and Mafelu (2012) carried a study on capacity building programmes for library staff in University of Ibadan and University of Lagos, pointed out that different types of development programmes that the library staff undergo among others are: library orientation, internal training, short courses and job rotation which help staff performed adequately.

These findings disclosed that the majority of the respondents indicated that informal training in their libraries was to a moderate extent. This study agreed with Isah (2013), who noted

that informal training aimed at enhancing staff development by sharpening their awareness as well as managing the delivery of service and resources to be in order. Rubina & Muhammad (2014) supported that library and information science professionals need training related to new technology, computer tutorials, and group briefings as effective training programmes for improving their professional skills. Because of that, Njeze & James (2013) rightly stated that regular training are vital for the development of all staff and for any university to stand out among others; there must be provision for usual capacity building for both faculty and staff. Naveed, Khurram & Tariq (2021) rightly stated that effectiveness and outcomes of professional development courses by participating in the professional development courses are obvious. Other effective outcomes of professional development courses are managerial skills, communication skills and job promotions.

This study's findings agreed with Odhiambo & Iravo (2018) who asserted that capacity building should include seminars, workshops and conferences to increase competences and effectiveness of the staff. Ogunmodede & Mafelu (2012) supported that library managements should undertake systematic training and developmental programmes to improve the skills of their current employees and help them grow to full potentials within the library. Therefore, library staff can learn and re-learn new information and reinforce existing knowledge and skills to supply users with necessary information. Nwabueze & Anike (2016) pointed out that informal mentoring is the main strategy in use for professional development of library participation in professional association and provision of sponsorship for conferences, seminar are the only programmes. Amaoge (2015) noted that staff training and development programmes obtainable in the libraries for informal training include: conferences workshops, seminars and others.

Diploma was the highest qualification obtained by majority of the respondents. The findings of this study revealed that formal training was to a low extent, since most of the library staff had diploma as their highest qualification. For that, Eze (2012) rightly states that staff training could be improved through adequate funding, formulating training policy and recruiting adequate number of staff including training officers. Also, Simisaye (2014) clearly pointed out that schools' curriculum are overdue for re-design if they are to train library and information professionals which will suit the job openings in the 21st century and beyond. Furthermore, Echem & Ahiauzu (2018) postulated that libraries should ensure adequate personnel and provision for continuous training of all existing staff for effective and efficient service delivery. From the ongoing arguments, it was vividly showed that staff development was necessary, that is why library personnel in academic libraries under study need capacity building programme to a great extent, if they seriously want to survive 21st century information exploit. In addition to that, Onah (2003) opined that, in a situation where merit forms only a part of the system of recruiting and promoting the staff instead of being the ultimate, the process of selecting staff development is bound to be affected by non-merit criteria. Furthermore, in Nigeria, the process has been affected already by other criteria such as political, qualifications, years of service, gender, ethnicity and favouritism and geo-political spread of development opportunities (quota based).

On challenges of capacity building programme, responses from the respondents indicated that inadequate funding, outdated information resources, selection process, ethnicity/favouritism and problem of succession are the major challenges faced in the academic libraries under study. These findings agreed with Aboh, Faga, Abubakar and Odu (2016) who stated that problems of staff development include: lack of fund, poor budgetary allocation, lack of more sponsorship, discrimination and lack of due process in staff selection for trainings. Even though Onah (2003)

had argued from the proceeding sentences, it is important to put emphasis on the arguments stressed out from other researchers together with this study to depict that inadequate funding, outdated information resources, workroom for practical exercise, selection processes, ethnicity/favouritism and succession problem posed a great challenges to any organization, especially academic libraries which were shouldered with the responsibility of meeting users' demands. Library staff will be motivated if there is absence of discrimination on selection process as put forward by Amoage (2015).

Conclusion

Based on the findings of the study, it was concluded that, capacity building programmes for library personnel in academic libraries in Adamawa State was low. It was discovered that most of the respondents indicated that their training for in-service training such as; internal training, job rotation, orientation and induction programme to their library personnel in order to discharge their duties was on high extent. Furthermore, the findings revealed that the respondents disclosed that attending professional library association conferences, workshops, seminars and computer training to development in their libraries was moderate. Even though the institutions allowed staff to go on training exercise, still, this study indicated that majority of the library personnel possessed Diploma Certificate as their highest qualification which means that library staff in academic libraries, Adamawa State need staff development to some extent so that they could perform effectively. It also revealed that most of the staff are not qualified for academic libraries service delivery with the level of their qualification. There is need for capacity building to improve library service delivery and improve staff performance.

Recommendations

The following recommendations were made based on the findings of this study:

1. The managements of the libraries should continue to provide their library personnel with in-service training for their development.
2. The library managements should make informal training to be on high extent for their library personnel to develop their capacity.
3. Library managements should advice library personnel to go for formal training those with Diploma should go for BLIS, those with BLIS should go for MLIS, and those with MLIS should go for Ph.D for their effective and efficient services.
4. The Government/institutions should provide adequate funds for libraries; acquire current information resources; and look into the issues of succession, ethnicity and favouritism that have developed problems in their libraries.

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