

CAPACITY BUILDING AND JOB PRODUCTIVITY OF LIBRARY STAFF IN SELECTED UNIVERSITIES IN SOUTH-WEST NIGERIA

By

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Abstract:

The paper examined the level of capacity building to library staff in selected University Libraries; it identified the various forms of capacity building strategies put in place, and the extent to which capacity building affected library job productivity. It also looked at the relationship between capacity building and job productivity in the selected universities in south-west of Nigeria. Survey research methodology was used with a total sample size of 202 library staff using the total enumeration sampling technique due to the small size of the population. Data was collected mainly through Questionnaire and analyzed using frequency distribution and regression analysis run on SPSS (2.0.) The result revealed that the level of capacity building for library staff was basically moderate with (20.5366) as it focused principally on job rotation and computer-based for library staff. The level of job productivity was high with (17.1905) therefore regular and targeted training programs should be organized periodically for library staff base on the identified job requirements of each library staff which would lead to enhanced organizational productivity and staff job performance among other factors were part of the recommendations.

Keywords: Capacity Building, Training, Job Productivity, library Staff

INTRODUCTION

Libraries are institutions of learning that strive to meet the information and knowledge needs of users. Porumbeanuz (2012) stressed that "a library is an investment in humanity in its progress and its struggles and its traditions". University libraries are responsible for providing relevant, comprehensive, and up-to-date information to diversified users. They are crucial for the future of the parent institution and for the nation as well. It is therefore necessary for library staff in the university system to keep in touch with the changing trend in library and information services in order to enhance their productivity.

In the present global economy, most employers have realized that for their organization to compete and be successful, the productivity of their employees is very important. For this reason, many employers of labour put several mechanisms in place to ensure that optimum job productivity is achieved. Job productivity, according to Munchinsky (2003) is the set of an employee's behavior that can be monitored, measured, and assessed at individual level. These behaviors are also in agreement with the organizational goals. Hence, Saetang, Sulumnad, Thampitak and Sungkaew (2010) believe that job productivity is a human behaviour which the result is an important factor for individual work effectiveness evaluation. Therefore, it is argued that optimum productivity within the library is related to achieving the quality, quantity, cooperation, dependability and creativity of the library staff. Moreover, the main objective of every organization is to improve its performance by increased productivity but it can never be possible without the efficient performance of employees. Job productivity needs to comply with knowledge acquisition, skills development and of course good personal values, which come as a reward of the employee having an annual salary increase and promotion (Igbaekemen, 2014).

Capacity building is concerned with improving knowledge and improving skills in relation to a job or occupation. Therefore, training is key element of improving employees performance which leads to increase in production i.e. employee productivity. According to Igbaekemen (2014) capacity building increases the level of individual and organizational competence. Capacity building for employees is essential if people are to continue to be efficient member of an organization. Capacity building, according to Cole (2002), is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

Generally, human beings long to be motivated in order to perform effectively. Thus, the determinants of optimum job productivity are capacity building and motivation. It is therefore important that appropriate capacity building be given to library personnel in order to motivate them for efficiency and optimum productivity. These intellectual intangibles can be translated into an organizational resource through the people that acquire, infer and utilize such towards the achievement of the organization-wide capacity building. (Armstrong, 2006). Capacity buildings are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of capacity building is to contribute to the organization's overall goal.

Statement of the problem

The library helps in providing and solving the information needs of different users: students, lecturers, and other researchers. This is done through the assistance of the library personnel at various levels. However, research and observation show that most times users complain that library staff does not attend to their query properly, which could be attributed to lack of adequate training which as a result, affects their job productivity. This study therefore, seeks to investigate the effect of capacity building on job productivity of library staff in selected universities in south-west Nigeria. Obviously, most of the existing scholarly works on training, manpower development, capacity building and job performance concentrated on industrial settings to the neglect of services organizations typified in government ministries and parastatals as well as library settings. It is therefore the need to extend frontiers in knowledge on the aforementioned theme that this study focused on capacity building and its impact on job productivity among library staff in selected universities in south west Nigeria.

Research Questions

1. What is the level of capacity building accessible to library staff in selected universities in south west Nigeria?
2. What are the various forms of capacity building strategies accessible to library staff in selected universities in south west Nigeria?

3. To what extent does capacity building affect job productivity of library staff in selected universities in Southwest Nigeria?
4. What is the perceived importance of capacity building on job performance among library staff in selected universities in southwest Nigeria?

LITERATURE REVIEW

Concept of Job Productivity

Performance is considered as behavior or a method which operates based on the organizations, groups and individuals. In other words, performance is behavior by determined indicators which can be evaluated positively or negatively for employees (Jans, et al.) In essence, performance can be regarded as almost any behavior directed toward a task or goal accomplishment. It may also involve the production of a certain number of goods or being seen as a satisfactorily performer by one one's boss. Organizational performance can be defined as when an organization meets its set targets putting into consideration all other variables, external and internal dimensions that influence performance (Kreitner&Kinicki, 2007).

Viswesvaran (2000) introduced a more recent definition of job productivity as "scalable action", that is, behavior and outcomes that employees engage in or bring about that the linked with and contribute to organizational goals. Hakala (2008), on his part, gave the following performance indicators: effectiveness, efficiency, profits, value, innovation, creativity, work relationships, job skill, decision-making, communication etc. Shadare and Hammed (2009), while also commenting on job productivity, proposed the following parameters to measure performance: quantity and quality, speed and accuracy, creativity and innovation, risk taking and skills for future development etc. the central theme of all the definitions revolves round behavior that are relevant and contribute to the realization of the organizational goals and objectives.

The foundation of enhanced human resource productivity lies in development of their different abilities. Thus knowledge, skill and abilities are determinants of employees' performance which organizations need to continuously invest in wisely in order to improve their employees' productivity (Noe, 2006). To influence employees' job productivity and their willingness and ability to put in their best, employers need to focus on two aspects of the work environment. First,

they can provide work enablement, that is, the support that employees need to do their work efficiently and effectively. Secondly, employers can also create a healthful work environment, that is, one that supports employees' physical, social and emotional well-being, referred to as energy. Thus, when an organization builds a workplace that actively marries high levels of employee engagement with enablement and energy; it opens the door wider to significant performance lift and enhanced job productivity (Watson, 2011).

Managing human capital is one of the most difficult tasks and has to be taken carefully because the relative relevance of human capital to the overall performance of organization cannot be overemphasized. The success or failure of any organization is ultimately predicted on the quality of its workforce. It is obvious that human capital commitment, support and determination are the most veritable means of sustainable productivity.

Therefore, the development of the employees in any organization must not be neglected. Any organization that is continuity should invest not only on technology but also in the development and training of its workforce. It is pertinent to acknowledge the fact that people are unique because they have diverse needs, attitude, ambition, level of knowledge and skills as well as potentials for growth and development. The most critical issue confronting any organization is how to get staff apt to work in a constructive sense, in a manner that will achieve desired results and thus give the worker a sense of fulfillment and satisfaction - hence, training and employee development.

Investment on human capital development is a wise one. Employees who have not received adequate training before being assigned with responsibilities may lack the necessary confidence with which to carry out the jobs. Therefore, employee with good training will have the experience to perform the tasks that are required of him/her in an effective manner. The need for staff development has become inevitable in a dynamic world of which Nigeria is part. The library environment, in which we find ourselves are dynamic and volatile with the sophistication of machineries and equipment, development of new methods and more efficient and effective ways of information service delivery and of new services. Every library needs to have well-trained and experienced library personnel to perform their duties. Therefore, training strategies in human capacity building remains the main priority for job performance in any organization such as library.

Training and development play an important role in the effectiveness of organisations and to the experiences of people in work.

Armstrong (2012) defined training as the systematic application of formal processes to impart knowledge and help workers to acquire requisite skills for them to perform their jobs satisfactorily. According to Olakunle and Ehi (2008), training is the systematic development of the knowledge, skill and attitude required by an individual employee to perform effectively on a given task or job. According to Obisi (2006), training is a process or procedure through which the skills, talent and knowledge of an employee is enhanced and increased. In other words, a successful training programme must contribute to the growth and development of the competencies and activation of employees at all levels. Training affects attitude formation in a way that the employees' attitude is shaped with a view to getting their support and partnership in the enterprise.

Training is defined as a short term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. When employees are trained, they get their skills improved and develop progression in their skills that will enhance their productivity and performance and subsequently complete their tasks on time. Armstrong (2006) defines training as the systematic development of the knowledge, skill and attitude required by an individual to adequately perform a given task or job.

Lwekhabua and Matovelo (2000) identified the library and information service managers as having a centre stage role for leading their subordinates in the process of bringing, an effective management and good work output for their organizations. They stressed the importance of managers and their subordinates working together through managerial roles and sharing a strategy for an effective management process. The study pointed out that self-management, understanding individual's behaviour assertiveness, delegation, empowerment and good relationship as some aspects that could help to harness an effective management process to improve and strengthen productivity. As pointed out by Aina (2004), it is generally known that the library and information profession borrows from a number of disciplines, such as sociology, psychology, computer science, business management, mathematics, statistics, marketing, etc. Thus, anything that impacts on any of these disciplines would have a direct influence on library and information science profession. Information and communication technology (ICT) has radically transformed most of the services provided by a library. ICT is heavily utilized in the storage, processing and dissemination of information.

Insaiddoo (2001) aptly observes that human factor in the development of any organic society or institution is a very important element that ought to be addressed seriously to ensure optimum use and expression of individual talents and capabilities. It is a fact that a society, institutions, or a nation could be endowed with logistics, natural resources and other factors that lend support to life and development in the broader sense. However, without adequate human resources and a development capacity building scheme that is geared towards the ultimate goal of the society, or nation could be extremely difficult for such a nation to fully explore its resources and exploit them for socio-economic, cultural and political development. There is no doubt about the fact that development is a product of education and education is a process through which people are formally and informally trained to acquire knowledge and skills. It is the realization of the enormous power of information that made libraries and information resource centers inevitably present in all the sectors of a nation's economy.

METHODOLOGY

A survey research design was adopted for this study which requires the selection of representative samples of a given population namely: University of Ibadan, Ibadan, Obafemi Awolowo University, Ile Ife, Osun state university, Osogbo, Lagos State University, Ojo, Bowen University Iwo and Babcock University, Ilishan-Remo. Descriptive statistics of frequency counts, percentage, mean and standard deviations were used in analyzing the research questions 1 to 4.

The Statistical Package for Social Scientist (SPSS) version 2.0 was used to analyze the data.

The Stratified sampling was used to select the six universities because the universities in south-west Nigeria were made up of federal, state and private universities and each of the group is needed in the sample. Total enumeration was therefore used to make up the sample size since the population of the library staff in the six selected universities was sizeable. Therefore, a total of two hundred and two 202 consisting of 111 librarians and 91 library officers constituted the sample size.

RESULTS AND DISCUSSION OF FINDINGS

Table 4.1: Response rate

S/N	Libraries	No of copies administered	No of copies returned	No of copies usable	%
1	ObafemiAwolowo University, Ife	34	27	26	76.5
2	University of Ibadan, Ibadan	62	49	47	75.8
3	Bowen University, Iwo	20	14	14	70.0
4	Babcock University, Ilishan-Remo	38	27	27	71.1
5	Lagos State University, Ojo	26	18	17	65.4
6	Osun State University	22	16	16	72.7
TOTAL		202	151	147	72.8

Table 4.1 revealed that the highest return rate was recorded in Obafemi Awolowo University (76.5%) while the least response rate was recorded in Lagos State University (65.4%).

Two hundred and two (202) copies of the questionnaire were administered on the respondents in all the six universities selected for the study. Of the 202 copies of the questionnaire distributed, 151 were returned while one hundred and forty seven were duly completed and found usable for analysis. This represents 72.8%. This is presented in Table 4.1. qualifications, master's degree holders ranked highest with 76 (51.7%) while PhD holders were the least with only 4(2.7%) claiming to have Ph.D as their highest educational qualifications. The table further shows that of the job status of the two cadres selected for this study, librarian dominated with 78 (53.1%) while Library Officer 69 (46.9%) respondents respectively.

Table 4.2: Level of capacity building in selected universities

S/ N	Items I attend:	Monthly		Quarterly		Annually		Occasional		Never		Mean	ST.D
		N	%	N	%	N	%	N	%	N	%		
1	Workshop	8	5.4	15	10.2	43	29.3	73	49.7	8	5.4	2.679	1.2412
2	Computer based training	6	4.1	65	44.2	46	31.3	22	15.0	8	5.4	3.061	.61069
3	Job rotation	14	9.5	60	40.8	51	34.7	14	9.5	14	9.5	2.809	.90155
4	Conference attendance	-	-	51	34.7	65	44.2	15	10.2	16	10.9	2.319	.93623
5	Coaching	70	47.6	6	4.1	41	27.9	24	16.3	6	4.1	2.870	.97413
6	Classroom courses	45	30.6	8	5.4	32	21.8	54	36.7	8	5.4	2.040	1.1755
7	Self-instruction	37	25.2	37	25.2	30	20.4	29	19.7	14	9.5	2.530	.89371
8	In service training	6	4.1	12	8.2	37	25.2	84	57.1	8	5.4	2.224	1.3588
Weighted means = 20.5366						Standard deviation = 8.09196							

The result presented in the table revealed that item 2 which stated that "I attend computer-based training" ranked highest in terms of means score of 3.06 (St. Dev. = 0.61069) as 71 (48.3%) of respondents claimed to attend computer based training either monthly or quarterly. This is followed by "coaching" with a mean score 2.8708 (St. Dev. = 0.97413) while the least ranked item was item 6 "classroom courses" with a mean score of 2.0408 (St. Dev. = 1.17554). This result could be analysed further by using a test norm where mean score of 1.0-13.3 indicates low level of capacity building, 13.4-26.6 indicates a moderate level of capacity building and 26.7- 40.0 indicates a high level of capacity

building. The weighted mean as observed from table 4.2 is 20.5366 which fall within the moderate level of capacity building. It is therefore concluded that the level of capacity building for library staff in universities in south-west Nigeria was moderate.

Table 4.3: Types of capacity building strategies available in selected libraries

S/N	Item: The following mechanisms are adopted in my library:	SA		A		D		SD		Mean	STD
		N	%	N	%	N	%	N	%		
1	Workshop	47	32.0	35	23.8	33	22.4	32	21.8	2.4898	1.26798
2	Computer based training	49	33.3	47	32.0	42	28.6	9	6.1	2.6986	1.11441
3	Job rotation	23	15.6	49	33.3	38	25.9	37	25.2	2.8299	1.02952
4	Conference attendance	26	17.7	26	17.7	48	32.7	47	32.0	2.3605	1.11001
5	Coaching	23	15.6	44	29.9	23	15.6	57	38.8	2.5034	1.14302
6	Classroom courses	33	22.4	41	27.9	33	22.4	40	27.2	2.6122	1.03665
7	Self-instruction	30	20.4	47	32.0	36	24.5	34	23.1	2.5850	1.20980
8	In service training	42	28.6	57	38.8	45	30.6	3	2.0	2.3673	1.15321

Among the various forms of capacity building mechanisms indicated in table 4.3, job rotation had the highest mean score of 2.8299 (STD=1.02952) which means that majority of the respondents agreed that job rotation is common to their respective libraries as a form of capacity building strategy. The essence of this is that when job is rotated skills are acquired in every department and unit; thereby enhancing professionalism. Another mechanism given prominence by respondents as shown in the table is computer-based training with a mean score of 2.6986 (STD=1.11441). the implication of this is that it is the consensus of the respondents that computer-based training as a form of capacity building strategy for library staff is employed in selected universities in South-West, Nigeria. However, the least in terms of mean ranking is Conference attendance with mean score of 2.3605 (STD=1.11001) which means that majority of universities in south-west Nigeria do not sponsor their library staff for conference attendance.

Table 4.4: mean and standard deviation scores on capacity building and job productivity

S/N	Items	SA		A		D		SD		Mean	STD
		N	%	N	%	N	%	N	%		
1	Capacity building helps me to be more creative	49	33.3	38	25.9	37	25.2	23	15.6	2.6803	.86789
2	It helps me to complete assignment within schedule	57	38.8	54	36.7	30	20.4	6	4.1	2.7211	.85032
3	It helps me to respond appropriately to the needs and feelings of different people in difficult situation	49	33.3	37	25.2	38	25.9	23	15.6	2.7415	.75024
4	Capacity building helps me to work with others	48	32.7	57	38.8	33	22.4	9	6.1	3.0680	.91157
5	Capacity building helps me in ensuring that jobs within the areas of specific responsibility are completed in a timely manner	44	29.9	36	24.5	37	25.2	30	20.4	2.8095	1.11854
6	Capacity building equips library personnel skillfully and psychologically	65	44.2	41	27.9	27	18.4	14	9.5	3.1701	.95354
Overall mean		17.1905								5.4521	

From Table 4.4a it could be observed that item 6 which states that “capacity building equips library personnel skillfully and psychologically” had the highest agreement score with 65 (44.2%) and 41 (27.9%) of respondents strongly agreed and agreed respectively with the mean score of 3.1701. this is followed by item 2 that capacity building helps to complete assignment within schedule. 57 (38.8%) of the respondents strongly agreed with this while 54 (36.7%) agreed.

Table 4.6: Test norm showing the level of capacity building of library staff

Mean score range	Mean score range	Mean score range
1.0-8.0	8.1-16.0	16.1-24.0
Low	Moderate	High
Mean score obtained = 17.19		

Using the test norm to determine the extent to which capacity building affects job productivity of library staff, 1.0-8.0 indicates a low extent, 8.1-16.0 moderate extent and 16.1-24.0 indicates high extent. The overall mean score from the table is 17.1905 which fall within high range (Table 4.4b). This implies that the extent to which capacity building affects job productivity of library staff in selected universities in south-west Nigeria is high.

Table 4.5: level of job productivity of library staff in selected universities in South-West, Nigeria

S/N	Items	Excellent		Very Good		Good		Fair		Poor		Mean	STD
		N	%	N	%	N	%	N	%	N	%		
1	Punctuality at work	60	40.8	51	34.7	14	9.5	14	9.5	8	5.4	4.2245	1.35887
2	Leadership Quality	46	31.3	65	44.2	22	15.0	8	5.4	6	4.1	3.7279	.96200
3	Quality of work output	73	49.7	43	29.3	15	10.2	8	5.4	8	5.4	4.8776	1.13414
4	Dependability and honesty	54	36.7	32	21.8	45	30.6	8	5.4	8	5.4	3.5578	1.23382
5	Efficient and effective use of resources	57	38.8	39	26.5	48	32.7	3	2.0	-	-	3.1361	1.32747
6	Communication skills	51	34.7	60	40.8	8	5.4	14	9.5	14	9.5	3.0816	1.31123
7	Creative and Innovative ability	44	29.9	37	25.2	36	24.5	30	20.4	-	-	3.4218	.98569
8	Team building	30	20.4	44	29.9	37	25.2	15	10.2	15	10.2	2.5170	.88638
9	Interpersonal relationship	37	25.2	37	25.2	30	20.4	29	19.7	14	9.5	3.6667	.91661
10	Problem solving ability	49	33.3	30	20.4	38	25.9	23	15.6	7	4.8	3.4626	.89345
Overall mean = 35.6736												St.D= 11.00966	

To determine the level of job productivity of library staff in universities in south-west Nigeria, a test norm was set such that mean score of 0-13.3 indicates low level, 13.4-26.6 indicates moderate level and 26.7-40.0 indicates high level of job productivity. From table 4.5, the overall mean score of job productivity is 35.676 which fall within the high range. It could therefore be concluded that the level of job productivity of library staff in selected universities in south west Nigeria is high.

Table 4.6: Test norm showing the level of capacity building of library staff

Mean score range	Mean score range	Mean score range
0-13.3	13.4-26.6	26.7-40.0
Low	Moderate	High
Mean score obtained =35.676		

Table 4.7: Population of the study

S/N	Libraries	Librarians	Library officers	Total
1	ObafemiAwolowo University, Ife	24	10	34
2	University of Ibadan, Ibadan	32	30	62
3	Bowen University, Iwo	12	8	20
4	Babcock University, Ilishan-Remo	14	24	38
6	Lagos State University, Ojo	19	7	26
7	Osun State University	10	12	22
Total		111	91	202

Source: Personal contacts and phone calls

Discussion of findings

The result of the research question one revealed that 71 (48.3%) of respondents claimed to attend computer based training either monthly or quarterly. This is followed by "coaching" with a mean score 2.8708 (STD=330.97413) while the least ranked item was item 6 "classroom courses" with a mean score of 2.0408 (STD=1.17554). This result further showed that the level of capacity building for library staff in selected

universities in southwest Nigeria was moderate. This means that more needed to be done by libraries to enhance level of capacity building of library staff in universities.

The finding on the various forms of capacity building mechanisms indicated job rotation had the highest mean score of 2.8299 (STD=1.02952) which means that majority of the respondents agreed that job rotation is common to their respective libraries as a form of capacity building strategy. The essence of this is that when job is rotated, skills are acquired in every department and unit; thereby enhancing professionalism. Another mechanism given prominence by respondents as shown in the table is computer based training with a mean score of 2.6986 (STD=1.11441). The implication of this is that it is the consensus of the respondents that computer based training as a form of capacity building strategy for library staff is employed in selected universities in South-west, Nigeria. However, the least in terms of mean ranking is Conference attendance with mean score of 2.3605 (STD= 1.11001) which means that majority of universities in south-west Nigeria do not sponsor their library staff for conferences.

Furthermore, the result of research question three showed that that item 6 which states that "capacity equips library personnel skillfully and psychologically" had the highest agreement score with 65 (44.2%) and 41 (27.9%) of respondents strongly agreed and agreed respectively with the mean score of 3.1701. this is followed by item 2 that capacity building helps to complete assignment within schedule. 57 (38.8%) of the respondents strongly agreed with this while 54 (36.7%) agreed. The finding further revealed that the extent to which capacity building affects job productivity of library staff in selected universities in south-west Nigeria is high.

On the level of job productivity of library staff in selected universities in south-west, Nigeria, the result revealed that the overall mean score of job productivity is 35.676 which fall within the high range. It was therefore concluded that the level of job productivity of library staff in selected universities in south west Nigeria was high. Hence training of library personnel helps to increase productivity, increase employee morale, availability of skilled workforce, reduce supervision, bring personal growth, and many more.

Conclusion

This study examined capacity building and job productivity of library staff in selected universities in south-west Nigeria; it was revealed

that capacity building is an inherent factor that contributes to the efficiency and effectiveness of productivity of library staff.

Recommendations

Arising from the findings of this study the following recommendations are considered necessary to have improved productivity among library staff.

1. Library personnel must be motivated to perform well in their jobs by giving them regular training programs that relate to their individual work activities as this will translate in their job output not as individual workers but to the benefit of the library as well.
2. Library management should make training and development of its workers a priority to achieve higher productivity, motivate workers, reduce labor turnover, eliminate industrial unrest and reduce wastages.
3. All library personnel in charge of training and staff development should learn how best to sell training to the library management. This could be done by involving the boss in any form of training exposure or experience "acceptable" to him or her. In addition, some short courses overseas may be suitable as long as the exposure would enhance their effectiveness and performances.
4. The training need of each library staff should be identified and efforts geared towards meeting such training needs as this would lead to enhanced productivity and performance towards possible attainment of excellence. Such training and development should be a continuous process to be maintained by every library to enhance effective information service delivery. Library management should as a matter of necessity spend appreciable amount of money and time on training of its staff in order to increase their productivity in a competitive environment.

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