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HUMAN RESOURCE DEVELOPMENT PRACTICES IN ACADEMIC LIBRARIES IN TERTIARY INSTITUTIONS IN NIGERIA

Introduction

The most valuable resource tertiary institution is the human resources. The personnel contribute immensely to the success or failure of any citadel of learning. Human resources in higher institution, according to Alain (2013) are the lecturers, librarians, administrators, technical and unskilled personnel. In the context of this study, human resources mean a part of the strategic planning process which deals with knowledge and skills. The human resources co-ordinate and process other material resources to produce educational output. The academic staff are directly responsible for teaching and research and they form the bulk of personnel engaged in institutional services, while the administrative, technical and other staff provide support services to the academic staff.

Libraries play important roles in the Nigerian education system. The main function of an academic library is to provide materials for teaching and research for members of the academic community, the library building where reading takes place and large collections which are consulted by users. Without skilled professional, academic library can be seen as glorified warehouse. Academic library here means library that are attached to tertiary institutions. According to Edom (2012), academic libraries are established in institutions of higher learning such as universities, polytechnics, monotechnics, colleges of education and other similar institutions to support and enhance the tripartite functions and full realization of the educational goals of the parent institutions. It is only the human resources who work in these libraries that provide services which users of the library need to achieve their aims of going to the library. The achievement of library goals according to Onwubiko (2014) is fundamentally dependent upon the effective training of its human resources.

Training here means the ability to assist employees in attaining a level of performance and a quality of personal and social behaviour that meet both their needs and those of the library. Since libraries are so dependent on people, staff training becomes a vital part of the process of library personnel management. Stoner (2012), states that the most important resource of any organization is its human resources. These are the people who supply the organization with their work, talent, creativity and drive towards the realization of organization goals. Thus, among the

most critical leadership task of a library director or librarian-manager are the selection, training and development of people who will best help at both the management and indeed at all levels.

Human resource development is the frame work for helping employees develop and improve their personal skills, knowledge and abilities. It is an organized learning activity arranged within an organization in order to improve the job, the individual and or the organization. According to Aryes (2015), it deals with varying or enhancement of knowledge, skill and abilities of organization's employees in the way of training.

As part of their manpower development strategies, academic libraries usually make provision for retraining of all categories of staff in their annual budgets. Librarians in academic libraries in Nigeria benefit from the provision as they sometimes receive training under their in-service training programmes (Agaja, 2009). Aitken (2014) defines in -service training as the ongoing training of practicing professionals, which is typically arranged by the boards that employ them. In-service training courses are one of the most available programs that are used to improve the quantity and quality level of the staff services in various organizations, including libraries and information centres. In-service training increases new knowledge and adds it to previous knowledge of the learners. It can be considered as an integral part of constant training, which people require to play their role in social relationships.

Another type of human resource development practice is mentoring. Mentoring in librarianship is a process of learning and development based on a personal relationship in which an experienced librarian called a "mentor" helps an inexperienced librarian called "mentee" to develop as a professional and achieve professional goals. A core feature that defines mentoring relationship and distinguishes it from other types of personal relationship is that it is a developmental relationship embedded within the career context. While learning, growth and development may occur in many different types of work and close personal relationships, mentoring relationships are unique because their primary focus is on career growth and development (Ragins & Kram, 2008).

Academic libraries are now encouraging their professional and non-professional library staff to acquire post-graduate qualifications wherever possible. A number of serving personnel have been granted study leave to acquire post-graduate library qualification such as the Masters in Library Science (MLS) after acquiring their first degree which the library does not pay for. Similarly, a number of librarians have been sponsored to acquire doctorate degree in

librarianship (Nkebem, 2019). According to Ifidon (2005), this type of development programme prepares library trainee after completion of senior library assistant's programme to be qualified and integrated into the post of library officer. This process is called continuing education (Nkebem, 2009). For librarians, continuous learning is critical to renewing the expertise and skills needed to teach and assist members of the public in the new information age.

Statement of Problem

Human resource development, as rightly stated earlier, is being used by academic libraries to develop their personnel and improve their organizational skills, knowledge and abilities. It is however, very sad to note that academic libraries especially in Nigeria are faced with numerous problems that touch in one way or the other on the issues of human resources development. Most of these problems emanated as a result of the way library systems are organized. There should be human, materials, financial as well as information resources for effective realization of overall goals of the library. Ugwunna (2010) states that the problems of human resource development are caused by rapid changes in the dynamic complex environment, technology, policies, social interaction and complexity caused by social dynamic which varies considerably from one industry to the other and among the departments within the library.

Be that as it may, there is a strong belief that adequate provision of mentoring programmes, in-service training as well as opportunity for continuing education for the library staff is vital for the enhancement of professional development in the academic libraries in Nigeria. This therefore underscores the need to ascertain human resource development practices in academic libraries in tertiary institutions in Nigeria. There is lack of training and development programmes for staff in libraries in Nigeria tertiary institutions. The few available opportunities are not enough and do not address the specific needs of the staff. Little wonder Nwabueze and Igwesi (2013), state that librarians, more especially the newly employed ones in academic libraries, have challenges in getting to know their expectations, routines, standards and organizational culture. New, mid-career and career librarians face challenges in the areas of assimilation, isolation, work satisfaction and stress. Causes of these challenges could be inexperience, uncertainty about their expectations, nervousness, among others. They therefore need professional development to perform their roles toward the achievement of corporate organizational goal.

Purpose of the Study

Generally, the purpose of this study is to determine the human resource development practices in academic libraries. Specifically, the study sought to:

1. Ascertain the methods of in-service training in use for human resource development in academic libraries in tertiary institutions in Nigeria.
2. Determine the mentorship programmes in use for human resource development in academic libraries in tertiary institutions in Nigeria.
3. Ascertain the extent of practice of the continuing education programme for human resource development in academic libraries in tertiary institutions in Nigeria.
4. Identify the factors affecting human resource development practices in academic libraries in tertiary institutions in Nigeria.

Research Question

The following research questions were posed to guide the study:

1. What are the methods of in-service training in use for human resource development in academic libraries in tertiary institutions in Nigeria?
2. What are the mentoring programmes in use for human resource development in academic libraries in tertiary institutions in Nigeria?
3. What is the extent of practice of the continuing education programme for human resource development in academic libraries in tertiary institutions in Nigeria?
4. What are the factors affecting human resource development practices in academic libraries in tertiary institutions in Nigeria?

Review of Literature

There is enormous research works conducted in the area of human resources development programme in different sectors globally, and to be successful in the current rapidly changing world, there is need to maximize the productivity of all our resources (physical, financial, information and human). According to Robert and Mitchell (2015), human beings need to learn skills and develop new abilities, to respond to these challenges in our lives, our careers and our organizations. According to the authors, human resources development is defined as an organized learning activity arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual and or the organization. Human Resource Development (HRD) is a dynamic and continuous process

encompassing individuals, organizations and societies. It has been interpreted in various ways in different context and across culture.

In academic libraries, many categories of staff are employed in order to perform various operations and render services to library users. These are seen as human resources or manpower employed, and they constitute the most important and the most productive resource of the library. For this reason, Agu (2011) saw employees as the key resource in every business. He maintains that the human being is the only type of organization resource capable of self-management as well as managing other resources. Other resources namely material, money and machines cannot run themselves but require the touch of human beings in order to be productive.

Human resource development programmes are used to enhance the development of employees of an organization. Gaujav (2009) saw human resource development as a means to develop available manpower through suitable methods such as training, promotions, transfer and opportunities for career development. He maintains that such programmes create a team of well-trained, efficient and capable managers and subordinates. Insaideo (2011) defined human resources development as a process of education through which a trainee acquires the needed skills, knowledge and attitudes from training organizations. Supporting this assertion, Ajao (2011) stated that with the acquisition of needed skills by trainee, it determines the present and future relevance of such a staff in an organization, pointing out that trained workers are assets to any organization that employed them.

Human resource development is used as a potential means of achieving personnel growth by exposing staff to different types of organizational work techniques and encouraging them to work more purposefully. Ajao (2011) believed that well trained and motivated staffs achieves self-actualization, he is satisfied with his job and puts in his best to justify the investment on him. He helps to achieve organizational goals through improved productivity. This shows that staff training and development is another approach to strategic staff motivation and enhanced productivity. Onwubiko (2014) maintained that training is designed to improve skills on the present job; development programmes are designed to educate employees beyond the requirement of their present position so that they will be prepared for promotion and be able to take a broader view of their roles in the organization. the author stated that issues of human resources training and development is so invaluable to organizations, so much that they cannot

afford to ignore investing on staff training and development because it is necessary to improve their knowledge and technical skills as well as encourage them to put in their best on the job.

Human resources development as a theory is a framework for the expansion of human capital within an organization and the individual to achieve performance improvement (Elwood & James, 2006). Kelly (2006) believed that human resource development is the integrated use of training, organization and career development effort to improve individual group and organizational effectiveness. He maintains that human resources development provides the key competence that enables individuals in organizations to perform current and future jobs through planned learning activities. Based on this, the achievement of library goals is fundamentally dependent on the effective training of its human resources because libraries are made functional by humans and staff training becomes a vital part of the process of library personnel management.

As a result of new changes in information management and service delivery, librarians' needs for training and retraining have become an indispensable part of library responsibility. Nwachukwu (2008) defined training as organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. Librarians benefit from in-service training provided by work environment albeit, subconsciously. An academic library, for example, runs the risk of disorganizing its catalogue if a new recruit is given a free hand to catalogue and classify some of its materials without going through the tutelage of an experienced cataloguer. The new recruit has to be made to work alongside others in the workroom to enable him to acquire practical knowledge of all the theories he has learnt through his formal education. This experience can be acquired through in-service training. This is necessary for the recruit to skilfully handle various library activities (Agaja, 2019). Cooper and Payne (2018) indicated in their study that learning on-the-job exposes employees to new experiences and techniques of performing the task. According to the authors, this is a more efficient way of motivating workers and getting their co-operation, support and high performance for the realization of institutional goals.

As part of their manpower development strategies, academic libraries usually make provision for retraining of all categories of staff in their annual budgets. Librarians in academic libraries in Nigeria benefit from the provision as they sometimes receive training under their in-service training programmes (Agaja, 2019). Aitken, (2014) defined in -service training as the

ongoing training of practicing professionals, which is typically arranged by the boards that employ them. He reported that the Education Review Office (ERO) of New Zealand carried out a case study of in-service training in schools nationally. The study was based on direct observation and discussion between review officers and stakeholders, documentary materials especially self-review information supplied by the schools and the perspective provided by earlier reports on the schools. The study aimed at examining how well retraining was currently managed in order to inform government policies about in service training; and to provide information about good practice that will assist schools to use in-service training effectively. The reports indicated that in-service training has many objectives, which include specific learning activities tailored to the development needs of teachers and schools.

One can easily observe the relationship between school environment and academic library environment. In which case what is applicable to teachers' in-service training is also applicable to librarians in academic libraries. The result suggests that librarians who receive in-service training are likely to show better output towards their job than those who do not receive in-service training and that the more a librarian gets more experience in terms of new skills and knowledge acquired, the likelihood of such librarian showing a positive and favourable job performance (Nkebem, 2019). Agaja (2019) posited that librarianship is being gradually accepted as a dynamic profession whose members should constantly seek for new and better ways of information acquisition, storage and dissemination through planned interactions among professional colleagues, as well as participation in short and long term courses in the country. The author enumerated further those refresher courses such as, on-the - job training, conferences, workshops, seminars or in-service training as means of training for efficient development.

The changing education landscape and the different formats in which resources are pre-packaged have also ushered in new roles for academic librarians who are now actively involved in helping library users to acquire information literacy skills. Shepherd (2010) reported on the in-service training programme organized by the information services librarians at the Rhodes University Library, South Africa. It was assumed previously that candidates' skills were sufficient for the manipulation of data. It therefore came as a surprise that many lacked basic IT skills. This unexpected gap emphasized the urgent need for staff to become IT-conversant.

Methodology

The design employed for the study is descriptive survey. This study used sample data to investigate, identify, and explain the human resource development practices in academic libraries. It is considered appropriate and suitable for this study because it is based on the views and opinions of the respondents as well as the records available in the area of the study. The population of the study is one hundred and fifty two (152) library staff which consisted of all the library staff of Federal Polytechnic, Nekede; Imo State Polytechnic, Omuma; Alvan Ikoku Federal College of Education, Owerri; and Federal College of Land Resources Technology, Oforola all in Imo State of Nigeria. All the one hundred and fifty two (152) library staff were adopted as the sample size for this study. The instrument used for data collection in this study is a 4-point Likert rating scale entitled “Human Resource Development Practices Rating Scale” (HRDPRS) For data collection, the researchers visited the four academic libraries in the tertiary institutions in Imo State and administered the instrument. The data collected were analyzed using mean and standard deviation, while the hypotheses were tested using one sample z-test statistic at 0.05 level of significance.

Results and Analysis

Research Question One: What are the methods of in-service training in use for human resource development in academic libraries of non-university tertiary institutions in Imo State?

Table 1: Mean ratings of the methods of in-service training in use for human resource development in academic libraries

S/N	Item Statement:	Library Staff			
		N	X	S.D.	Decision
1	New experience is gained through library orientation/induction course	146	2.88	1.05	Agreed
2	There is a provision for training and retraining of all categories of library staff through conference/seminars	146	2.62	1.15	Agreed
3	The provision of in-service training for library staff also comes through	146	2.97	.93	Agreed

	correspondence courses				
4	Courses are received through virtual in-service training programme	146	2.80	1.15	Agreed
5	In-service training are received through lecture/meeting relating to the library	146	2.97	1.02	Agreed
	Mean of Means		2.85		

Table 1 above presents the mean ratings on the methods of in-service training in use for human resource development in academic librarian in non-university tertiary institutions in Imo State. From the table presentation, it is indicated that there are various methods of in-service training in use for the development of the library staff in the institutions studied. This can be seen from the library staff affirmative responses to all the five items in the table. Therefore, going by the mean of means which is 2.85, it implies that academic libraries in non-university tertiary institutions in Imo State provide in-service training programmes such as orientation/induction courses, conferences and seminars, correspondence course as well as lectures relating to their libraries.

Hypothesis One

Ho₁: The mean rating score on the methods of in-service training in use for human resource development in academic libraries is not significantly greater than the expected mean of 12.50.

Table 2: One sample z-test table for hypothesis one

N	\bar{X}	μ	S.D	S.E	Df	Z _{cal}	Z _{tab.}	Decision
146	14.23	12.50	2.77	0.30	145	5.80	1.645	Reject Ho

Table 2 shows a one sample z-test of significant difference between mean rating score on the methods of in-service training in use for human resource development in academic libraries and the expected mean of 12.50. It was indicated in the table with the sample mean of 146 library staff as 14.23, its population mean of 12.50, with a standard deviation of 2.77, a standard error of 0.30 and a degree of freedom 145 at a one tailed test, the z-cal of 5.80 is greater than the z-tab of

1.645. Based on this, the null hypothesis is rejected, hence the conclusion that the mean rating score on the methods of in-service training in use for human resource development in academic libraries is significantly greater than the expected/criterion mean of 12.50.

Research Question Two

What are the mentorship programmes in use for human resource development in academic libraries of non-university tertiary institutions in Imo State?

Table 3: Mean ratings of mentorship programmes in use for human resource development in academic libraries.

S/N	Item Statement	Library Staff			
		N	X	S.D.	Decision
6	There is informal mentoring where less experienced librarians willingly seek guidance from experienced library staff	146	2.97	1.09	Agreed
7	There is e-mentoring where experienced librarians share professional ideas online with colleagues in other libraries	146	2.72	1.07	Agreed
8	The library organizes group mentoring to share information on conferences, seminars and workshops	146	3.06	.94	Agreed
9	Library provides peer mentoring for less experienced library staff with similar needs to come together and dialogue on issues affecting them	146	2.01	1.20	Disagree
10	Library organizes group mentoring for newly employed library staff	146	3.03	1.11	Agreed
Mean of Means			2.76		

Table 3 shows the mean ratings of the mentoring programmes in use for human resource development in academic libraries in non-university institutions in Imo State. The results indicated that items 6, 7, 8 and 10 were agreed by the respondents since the mean scores of the

items were above the criterion mean of 2.50. But item 9 was noted as disagreed because the mean score is below the criterion mean 2.50. However, inferring from the mean of means (2.87), it shows that the academic libraries studied have in place peer group and informal mentoring programmes designed for the professional development of the newly employed and less experienced library staff by the experienced ones.

Hypothesis Two

Ho₂: The mean rating score on the mentorship programmes in use for human resource development in academic libraries is not significantly greater than the expected mean of 12.50

Table 4: One sample z-test table for hypothesis two

N	\bar{X}	μ	S.D	S.E	Df	Z _{cal}	Z _{tab.}	Decision
146	13.79	12.50	3.08	0.33	145	3.89	1.645	Reject Ho

Table 4 shows a one sample z-test of significant difference between the mean rating score on the mentoring programmes in use for human resource development in academic libraries and the expected mean of 12.50. It was indicated in the table that with the sample mean of 146 staff in the academic libraries as 13.79, its expected mean of 12.50, with a standard deviation of 2.77, a standard error of 0.30 and a degree of freedom of 145 at a one tailed test, the z-cal of 3.89 is greater than the z-tab score of 1.645. The conclusion is to reject the null hypothesis and conclude that the mean rating on the mentoring programmes in use for human resource development in academic libraries is significantly greater than the expected/criterion mean of 12.50.

Research Question Three What is the extent of practice of the continuing education programme for human resource development in academic libraries of non-university tertiary institutions in Imo State?

Table 5: Mean ratings on the extent of practice of the continuing education programme for human resource development in academic libraries.

S/N	Item Statement:	Library Staff
		-

		N	X	S.D.	Decision
11	Library staff receive study leave to acquire postgraduate qualifications in librarianship	146	2.93	1.11	Agreed
12	A large number of library staff have been sponsored to acquire various degrees in librarianship	146	2.86	1.10	Agreed
13	Many library staff have risen from library assistants to attain the highest professional qualification as a result of continuing education programme	146	2.70	1.14	Agreed
14	Library provides the opportunity for continuing education for all categories of library staff	146	2.87	1.06	Agreed
15	Library staff are provided with the opportunity to obtain qualifications in ICT and other related courses	146	2.97	1.07	Agreed
Mean of Means			2.87		

Table 5 above shows the mean ratings of the extent of practice of the continuing education programmes for human resource development in academic libraries in non-university tertiary institutions in Imo State. According to the results from the data presentation above, it indicated that all the five items were agreed by the respondents since their mean scores recorded were above the criterion mean of 2.50. Therefore, going by mean of means (2.87) obtained, the extent of practice of the continuing education programmes for human resource development in academic libraries studied is significantly high.

Hypothesis Three

Ho₃: The mean rating score on the extent of practice of the continuing education programme for human resource development in academic libraries is not significantly greater than the expected mean of 12.50

Table 6: One sample z-test table for hypothesis three

N	—				Df	Z _{cal}	Z _{tab.}	Decision
	X	μ	S.D	S.E				
146	14.33	12.50	3.42	0.37	145	4.95	1.645	Reject Ho

Table 6 shows a one sample z-test of significant difference between the mean rating score on the extent of practice of the continuing education programme for human resource development in academic libraries and the expected/criterion mean of 12.50. It was indicated in the table that with the sample mean of 146 staff in academic libraries studied as 14.33, its population mean of 12.50, with a standard deviation of 3.42, a standard error of 0.37 and a degree of freedom of 145 at a one tailed test, the z-cal of 4.95 is greater than the z-tab of 1.645. As a result of this, the null hypothesis three is rejected. Hence, the mean rating score on the extent of practice of the continuing education programme for human resource development in academic libraries is significantly greater than the expected/ criterion a mean of 12.50.

Research Question Four

What are the factors affecting human resource development practices in academic libraries of non-university tertiary institutions in Imo State?

Table 7: Mean ratings of the factors affecting human resource development practices in academic libraries.

S/N	Item Statement:	Library Staff			
		N	X	S.D.	Decision
16	Inadequate funding	146	2.77	1.18	Agreed
17	Inadequate training programmes	146	3.00	1.04	Agreed
18	Management attitude towards human resource development	146	2.98	1.07	Agreed
19	Lack of resource persons	146	3.09	1.02	Agreed
20	Inadequate ICT facilities	146	2.93	1.07	Agreed
	Mean of Means		2.95		

Table 7 shows the mean ratings of the factors affecting human resource development practices in academic libraries in non-university tertiary institutions in Imo State. The results indicated that all the items were agreed by the respondents since mean scores obtained were above the criterion mean of 2.50 as items 16, 17, 18, 19 and 20 had mean scores of 2.77, 3.00, 2.98, 3.09 and 2.93 respectively. Therefore, going by the mean of means (2.95), it indicates that factors such as inadequate funding, management attitude towards human resource development, inadequate ICT facilities among others are the major impediments to human resource development practices in the academic libraries studied.

Hypothesis Four

Ho4: The mean rating score on the factors affecting human resource development practices in academic libraries is not significantly greater than the expected mean of 12.50

Table 8: One sample z-test table for hypothesis four

N	\bar{X}	μ	S.D	S.E	Df	Z _{cal}	Z _{tab.}	Decision
146	14.77	12.50	2.95	0.32	145	7.13	1.645	Reject Ho

Table 8 shows a one sample z-test of significant difference between the mean rating score on the factors affecting human resource development practices in academic libraries and the expected/criterion mean of 12.50. It was indicated in the table that, with the sample mean of 146 library staff as 14.77, its expected mean of 12.50, with a standard deviation of 2.95, a standard error of 0.32 and a degree of freedom of 145 at a one tailed test, the z-cal of 7.13 is greater than the z-tab of 1.645. The decision here is the rejection of the null hypothesis and the conclusion that the mean rating score on the factors affecting human resource development practices in academic libraries is significantly greater than the expected or criterion mean of 12.50.

Discussion of Findings

The discussion of findings of this study is presented under the following headings:

Methods of In-service Training in use for Human Resource Development in Academic Library

The first objective of this study was to ascertain the various methods of in-service training in use for human resource development in academic libraries in non-university tertiary institutions in Imo State. The study revealed that the methods of in-service training as such staff/induction course, conferences and services as well as lectures and meeting relating to the libraries are being used for the professional development of the staff. The finding is supported by the establishment that the mean ratings of the various methods of in-service training in use for human resource development in the academic libraries are significantly greater than the expected mean of 12.50. This has indicated that there is a strong agreement among the library staff on the issues regarding research question one. This finding has therefore, shown that in-service training course is one of the programmes used to improve the quantity and quality level of the staff services in the academic libraries in non-university tertiary institutions in Imo State.

This finding is in tandem with the finding by Agaja (2019) that librarianship is being gradually accepted as a dynamic profession whose members should constantly seek for new and better ways of information acquisition, storage and dissemination through participation in short and long term courses such as on-the-job training, conferences, workshops, and seminars as means of training for efficient development. The finding of this study also agrees with the findings by Mansoori and Pashootanizade (2017) that considering the information and communication technologies in the libraries and a change in the users' information search behaviour and the emergence of new expectations, librarians should be prepared to communicate with different groups to offer more appropriate services. This according to the authors would be possible through holding in-service training courses.

Mentorship Programmes in use for Human Resource Development in Academic Library

The second objective of this study was to determine the mentoring programmes in use for human resource development in academic libraries in non-university tertiary institutions in Imo State. According to the result of the data analyses, the study revealed that mentoring programmes such as peer group and informal programmes are being used to professionally develop the newly employed and less experienced library staff by the experienced staff. It was further established that the mean rating score on the mentoring programmes in use for human resource development in academic libraries is significantly greater than the expected mean of 12.50. These are indications that the skills required to be efficient on the job could often times be acquired through mentoring relationship between versed librarians and less experienced library staff.

This finding corroborates the statements by Ekechukwu and Horsfall (2015) that mentoring programme in academic libraries boosts individuals' team commitment, permits them to gain greater insight into the library's workings and helps to increase communication within the library. Lending credence to this finding, South Eastern Library Association (2009) stated that mentoring relationship in the library is usually encouraged in order to provide a method of introducing and encouraging young libraries and other library personnel to work together.

The Extent of Practice of the Continuing Education Programme for Human Resource Development in Academic Library

The third objective of this study was to ascertain the extent of practice of the continuing education programme designed for human resource development in academic libraries in non-university tertiary institutions in Imo State. The revelation arising from this study indicated that the extent of practice of the continuing education programme for human resource development is significantly high. This study further inferred that the mean rating score on the extent of practice of the continuing education programme for human resource development in the academic libraries is significantly greater than the expected mean of 12.5, indicating a strong agreement among the library staff on the issues raised for research question three. In other words, there is a provision for staff in the academic libraries to acquire additional qualifications (BLS, MLS, Ph.D, ICT and related courses) through their continuing education.

This finding has affirmed the earlier finding by Nkebem (2019) that a number of serving library personnel have been granted study leave to acquire postgraduate library qualifications such as master's and doctorate degrees in library science after acquiring first degree. Also supporting this finding, Gabcanova (2012) advocated for continuing education for library staff and evaluation of such development programme to see if it is achieving its purpose.

Factors Affecting Human Resource Development Practices in Academic Library

The final objective centred on factors affecting human resource development practices in non-university tertiary institutions in Imo State. Based on the analyses, it was observed that the academic libraries studied were faced with many challenges towards the development of their human resources. These include inadequate funding, inadequate training programmes, management attitude towards human resource development, lack of resource persons as well as inadequate ICT facilities. It was also established that the mean rating score on factors affecting human resource development practices is significantly greater than the expected mean of 12.50.

Going by this finding, one could state that many academic libraries are experiencing some obstacles in their quest to provide human resource programmes for their staff so as to enhance efficient and effective service delivery.

This finding is in agreement with the assertion by Akunna (2017) that there is shortage of resource persons such that manpower training and development in Nigerian academic libraries are faced with difficulties. According to the author, the problems of shortage of resource persons in academic libraries have hindered the implementation of human resource development programme unlike in engineering, law and medicine where there are too many professional consultants that could be contracted to train and retrain their staff. In the same vein, Povit (2017) examining the financial problems of human resource development programmes, stated that such programmes are costly for the library because it includes instructors fees, rental for facilities, printing of materials, travel expenses, etc. This therefore, shows that if academic libraries are constantly underfunded, realizing the goals of the library staff development programme will be a mere dream.

Conclusion and Recommendations

The study concluded that the provision of human resource development programmes, if adequately planned and executed, would go a long way in bringing out the best from the library staff and enhances their efficiency and productivity in the library. Based on the findings, the following suggestions are made to improve the situation.

1. Academic library management in Nigeria should go beyond the conventional methods of in-service training for library staff and look towards the virtual aspect of human resource development as this is the best way to acquire and share knowledge globally.
2. Academic libraries should effectively evaluate their mentoring programmes and provide them with feedbacks in order to ascertain their effectiveness in terms of the impact of the programmes on the job performance of the library staff.
3. Academic library managements should as a matter of necessity place more emphasis on staff acquisition of skills and knowledge in ICT and other related areas to enable them cope with the challenges occasioned by ICT integration in library services and

operations. This would ensure that they remain professionally up-to-date and relevant in a digital library environment.

4. Academic library managements should be provided with funds to enable them make proper planning and execution of all staff development programmes in the libraries.

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