



Human Capital Development as Correlates of Librarians' Productivity in Nigerian Public University Libraries

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Abstract: The study examined human capital development in relationship with the productivity of librarians in the Nigerian public university libraries. It employed survey research design to investigate 923 librarians in 54 public university libraries. A self-developed questionnaire was adopted and it gave a reliability coefficient of 88% to Human Capital Development and 94% to Productivity. A response rate of 67.2% was achieved. Data were analysed using descriptive and inferential statistics. It was revealed that human capital development will boost the productivity of librarians. It concluded that effective human capital development of librarians would greatly enhanced librarians' job performance in the university libraries. The study recommended that library management should continue in developing her professional workforce so as to satisfy various clienteles in the university community.

Keywords: Human capital, manpower training, career development, productivity, Public Universities

Introduction

Productivity according to Parham (2014) can be seen as the rate of outputs of goods and services rendered by employees in the organization. Similarly, Srivastava and Barmola (2011) asserted that productivity is the amount of skills exerted by employees to produce an item or service in the organization. Employee productivity is an essential ingredient needed to boost

the growth and development of every organization in the human society. Hence, productivity in this study can be conceptualized to mean the ability to render a desired service in the organization. Also, it could be seen as the outcome of what an employee exerted in the production of goods and services in the organization. In Nigerian public university libraries, librarians' productivity entailed

providing current and relevant educational resources in the library that would encourage increase in paper publications among faculty members and librarians themselves, innovative research works in the university that would attract grants from both local and international organizations. This helped in promoting the image and status of the university among her peers.

Human capital development (HCD) according to Akintayo (2011), is needed in enhancing the employee productivity as well help in sustaining competitive advantage over other organizations in the same market. Therefore, human capital development becomes an instrument needed in increasing the productivity of the workforce. HCD comprises of health care, nutrition, population control, education, character, ethics, personality, training, career development and creativity of people in the organization. It can be generally believed that human resources are the most crucial factors of all organization's resources. It is the human capital that ensures and directs other factors of production (input) are properly assigned to yield a desired result (output) for the organization. It implies that productivity is measured in the ratio of input and output; that is, input determines the output of goods and services in the organization.

Thus in this study, the researcher shall be concerned with the training and career development of librarians in the public university libraries in Nigeria. Training attracts a number of benefits to librarians. It enables librarians to: effectively inspire other library personnel towards stated goal accomplishment, be more productive

as well as effectively meet the information needs of users in this information age, among other benefits.

Statement of the Problem

It can be generally observed that although many studies have been carried out to address library, its collections and services but few if any have been carried out from the perspective of human capital development as affects the productivity of librarians. It is on this premise that this study focused at investigating the effect of human capital development on the productivity of librarians in the Nigerian public university libraries.

Objective of the Study

1. Investigate the level of librarian's productivity;
2. Examine the extent of librarian's human capital development;
3. Ascertain the relationship between librarian's human capital development and productivity; and
4. Find out some problems that affect the librarian's productivity and human capital development.

Research Questions

1. How does the level of librarian's productivity be ascertained?
2. How does the level of librarian's human capital development be rated?
3. What are various problems affecting librarian's productivity and human capital development?

Research Hypothesis

Ho: Human capital development is not significantly correlated with the productivity of librarians.

Scope of the Study

The study focused only on librarians in the Nigerian public universities; while other libraries and library workers were not covered. Librarians are custodians of educational resources organized in the university library, as well managers of other library personnel. Besides, the researcher focused on training and career development of librarians while other aspects of human capital development were excluded from the study.

Review of Literature

The place of human resources in the production of goods and services in any organization especially in the academic library of any Nigerian University cannot be overemphasized. They are the determinant factors for the success or failure of the organization; thus, these human resources contribute immensely to the success of the librarians' tasks if they are adequately trained in the modern trends of librarianship. Also, whenever the mental capacities of these library personnel are not properly catered for by the university authority through adequate training and skills development, it can lead to failure in effectively discharging their duties to the library users especially in this era of information explosion. Hence, human capital development has a strong relationship with the productivity of manpower in the organization. Many researchers in their studies averred to this assertion.

Employees' productivity and efficiency in the organization can be boosted through adequate training and development (Malaolu & Ogbuabor, 2013). The authors concluded by recommending that organizations should continuously meet the training

needs of their workforce and ensuring that those workers that performed excellently during training sessions are handsomely rewarded. This implies that training and manpower development of workers in the organization especially in the university library should be taken seriously if they are to excel in their various tasks assigned to them by the management of their organization. The authors further stressed that organization needed to embark on training and capacity building for their employees so as to enhance the overall performance of the organizations as well to have competitive advantage over its peers in the same industry.

However, Mahmood, Ahmad and Hussain (2014) opined that organizational human capital and organizational performance are closely related. The authors emphasized the important of knowledge sharing which is an offshoot of training and skills development of employees in the organization. Onuka and Ajayi (2012) opined that workers' effectiveness and profitability of the organization can be positively enhanced if their manpower are regularly trained and re-trained; and this could be in-house training programmes where a resource person is being engaged in training workers of some new skills needed in achieving the set goals and objectives of the organization, or it could be out-of-work training programmes where an employee is granted study leave or permission to undergo some courses in a secular school (university or tertiary institution) in order to acquire new knowledge or skills that would enhance his/her efficiency in the workplace. Fajana (2002) posited that the effectiveness and success of an

organization rested on the human capital within the organization.

In the same vein, Hatala and Lutta (2009) posited that growth and development in the organization rested on the collective knowledge of their employees, this makes it imperative for advancement knowledge among workers in the organization. This can be possible through effective training and re-training of employees in the work place. Ability to manage and retain the experienced employees in the organization will enable her to have competitive advantage over her peers in the same industry (Bock, Zmud, Kim & Lee, 2007). Hence, knowledge management is crucial in enhancing the organization's competitiveness and requires a free flow and sharing of knowledge among workers in the organization (Li & Lin, 2006). Here, these scholars emphasized the importance of knowledge management and sharing among employees as they effectively enhance their productivity in such organization especially in the university library.

Therefore, knowledge sharing encourages continuity in the organization in case of sudden demise, turnover, transfer or retirement of an experienced employee; this helps in filling the vacuum that might have been created as a result of any unforeseen circumstance in the organization. Knowledge sharing among workforce helps in achieving the organizational set goals and objectives (Hatala & Lutta, 2009). It could also be noted here that library is a growing organism (Ranganathan, 1963) where systematic growth of educational resources is expected to be on regular basis to support the

curricula and programmes in the university; hence, knowledge sharing encourages continuous growth of the human resources in the library particularly the university library.

Onuka and Ajayi (2012) were of the view that training is greatly needed in facilitating the productive capacity of workers in the organization. Kayode (2001) noted the inestimable value of training and capacity building of employees in any organization. Thus, capacity building of workers can take place in different methods; the most widely training techniques include: under-study, job-rotation, self-development/self-assessment on-the-job training; out-the-job training; induction/orientation; committee/work group; apprenticeship; demonstration and vestibule (Olaniyan & Ojo, 2008; Banabo & Ndiomu, 2010). This implies that workers should be encouraged to regularly attend seminars, workshops and conferences, which would result in their building and up-dating their skills in contributing meaningfully in achieving the set goals of the organization (Okoye & Ezejiofor, 2013). It can be observed that the aforementioned training programmes serve as avenues in discovering and developing new skills in the organization.

Furthermore, before training and career development could be embarked upon by the management of any organization especially the public university library for its employees, it is imperative to consider the following vital issues which if they are not adequately resolved, could hamper the effectiveness of training and development in the organization. The researcher concurred with the submission of the aforementioned

scholars, it becomes imperative for every university library management to devote more financial resources into the human capacity building of its workforce especially librarians; thus, the university management in addition to the annual budget devoted for the staff development in the organization should access the Tertiary Educational Trust Fund (TETFUND) established

by the Federal Government of Nigeria to cater for the human capacity building of mostly academic staff as well as involve in the structural development of facilities that enhance research and learning in various public universities and tertiary institutions in Nigeria instead of allowing the fund staying idle in the Central Bank of Nigeria account.

Conceptual Model for the Study

Independent variable

HUMAN CAPITAL DEVELOPMENT

Manpower training

- ✓ Job rotation
- ✓ New Staff orientation, etc

Career development

- ✓ Local conferences
- ✓ International conferences
- ✓ Seminars/workshops
- ✓ Educational settings

Dependent variable

PRODUCTIVITY

- ✓ Increase in number of paper publication
- ✓ Innovative research work
- ✓ Students' academic success
- ✓ Accreditation of more courses

Figure 1: Conceptual model for the Study
Source: Researcher

Methodology

The researcher employed correlation research design for the study. 923 librarians from, 54 public universities that spread across four regions in Nigeria (i.e. South West, South East, North Central & North West) were surveyed using simple random sampling technique. A self-developed questionnaire was adopted and it gave a reliability coefficient of 88% to Human Capital Development and 94% to Productivity. Items in the instrument were gathered from the literature reviewed for the study. The instrument was designed in line with Likert-type

scale and had items reflecting the various variables and literature reviewed for the study. 923 copies were evenly administered to librarians in those sampled universities, 620 copies were successfully retrieved within the stipulated time of the research, this gave a response rate of 67.2% was achieved. Data were analysed using descriptive and inferential statistics. Data collected for this study was analysed using Statistical Package for Social Science (SPSS), while the hypothesis was tested using Pearson Product Moment Correlation.

Data Analysis and Results

Research Question 1: How does the level of librarian's productivity be ascertained?

Table 1: Level of Librarian's Productivity

| S/N | ITEMS REQUIRED | VH (%) | H (%) | M (%) | L (%) | Mean | SD | AM |
|--|---|-------------|------------|-----------|----------|------|-------|------|
| a. Students' academic success | | | | | | | | |
| i. | Our collections contribute to students' success. | 411 (66.3) | 181 (29.2) | 26 (4.2) | 2 (0.3) | 3.64 | 0.540 | 3.60 |
| ii. | Students enjoyed conducive learning environment in the university library. | 376 (60.6) | 211 (34) | 29 (4.7) | 4 (0.8) | 3.61 | 0.584 | |
| iii. | Relevant and current library resources encourage excellent students' performance. | 323 (52.1) | 260 (41.9) | 32 (5.2) | 5 (0.8) | 3.55 | 0.617 | |
| b. Accreditation of more courses | | | | | | | | |
| i. | My duties in the library contribute to the accreditation exercises of the university | 394 (63.5) | 194 (31.3) | 28 (4.5) | 4 (0.6) | 3.58 | 0.611 | 3.55 |
| ii. | Relevant and current library collections lead to more programmes being accredited in the university | 385 (62.1) | 189 (30.5) | 40 (6.5) | 6 (1) | 3.54 | 0.661 | |
| iii. | Library boosts academic curricula and programmes. | 367 (59.2) | 224 (36.1) | 22 (3.5) | 7 (1.1) | 3.53 | 0.623 | |
| c. Innovative research work | | | | | | | | |
| i. | My innovative efforts boost research works in the university. | 362 (58.4) | 226 (36.5) | 27 (4.4) | 5 (0.8) | 3.52 | 0.621 | 3.51 |
| ii. | My job output enhances innovative research efforts of faculty members. | 346 (55.8) | 252 (40.6) | 18 (2.9) | 4 (0.6) | 3.52 | 0.589 | |
| iii. | My services in the library contribute to the academic success of students. | 369 (59.5) | 205 (33.1) | 35 (5.6) | 11 (1.8) | 3.50 | 0.686 | |
| d. Increase number of paper publication | | | | | | | | |
| ii. | They provide relevant resources to strengthen research works in the university | 330 (53.2%) | 256 (41.3) | 30 (4.8) | 4 (0.6) | 3.47 | 0.621 | 3.41 |
| iii. | My regular paper publications brighten my chances of being promoted. | 331 (53.4) | 248 (40) | 31 (5) | 10 (1.6) | 3.45 | 0.667 | |
| iv. | Most of my publications appear in some standard international journals | 335 (54) | 176 (28.4) | 70 (11.3) | 39 (6.3) | 3.30 | 0.903 | |

Source: Field Survey, 2018

The above Table revealed that most librarians working in the Nigerian Universities indicated of having high level of productivity judging by the average mean score of 3.55 on the scale of 4. Each had an average mean scores of 3.60, 3.55, 3.51 and 3.41 respectively. Especially, librarians in some university libraries reported that their library collections contribute greatly to the success of students in

their university (mean = 3.64), also, library provides conducive reading and learning environment that facilitate students' academic success, also librarian actively involved in the accreditation activities of the university (mean = 3.61) and possessing relevant collections that supported the accreditation of some academic programmes in the university (mean = 3.58).

Research Question 2: How does the level of librarian's human capital development rated?

Table 2: Level of Librarian's Human Capital Development

| S/N | ITEMS REQUIRED | SA (%) | A (%) | D (%) | SD (%) | M | AM |
|------------------------------|--|------------|------------|-----------|----------|------|-------|
| a. Manpower training | | | | | | | |
| i. | It helps me to effectively meet the information needs of library users. | 386 (62.3) | 204 (32.9) | 20 (3.2) | 10 (1.6) | 3.56 | 0.639 |
| ii. | Training enables me to put in my best in the library | 398 (64.2) | 172 (27.7) | 40 (6.5) | 10 (1.6) | 3.55 | 0.689 |
| iii. | It enables me to identify, analyze and take critical decision that would enhance my productivity in the library. | 377 (60.8) | 215 (34.7) | 22 (3.5) | 6 (1) | 3.55 | 0.614 |
| iv. | Training programmes are relevant to the needs of librarians in my library. | 354 (57.1) | 249 (40.2) | 17 (2.7) | - | 3.54 | 0.551 |
| v. | It enables me in developing cooperative working relationship with other colleagues in the library. | 371 (59.8) | 207 (33.4) | 39 (6.3) | 3 (0.5) | 3.53 | 0.599 |
| vi. | Training should be done regularly in my library. | 370 (59.7) | 205 (33.1) | 40 (6.5) | 5 (0.8) | 3.52 | 0.654 |
| vii. | It is flexible enough to cater for the needs of individual trainees. | 344 (55.5) | 254 (41) | 14 (2.3) | 8 (1.3) | 3.51 | 0.611 |
| viii. | Training enables me to be more productive in this information age | 359 (57.7) | 217 (35) | 36 (5.8) | 8 (1.3) | 3.50 | 0.667 |
| ix. | Training helps me to effectively inspire other employees towards goal accomplishment. | 379 (61.1) | 170 (27.4) | 66 (10.6) | 5 (0.8) | 3.49 | 0.716 |
| x. | It assists me to be more relevant in the librarianship profession. | 337 (54.4) | 251 (40.5) | 30 (4.8) | 2 (0.3) | 3.49 | 0.605 |
| xi. | Adequate training resources put in place in my library enhance my productivity. | 345 (55.6) | 219 (35.3) | 48 (7.7) | 8 (1.3) | 3.45 | 0.693 |
| xii. | Knowledge I gained during training positively improves my work performance in the library. | 330 (53.2) | 238 (38.4) | 41 (6.6) | 11 (1.8) | 3.43 | 0.696 |
| xiii. | They enable me to get the assigned difficult job done. | 309 (49.8) | 250 (40.3) | 56 ((9) | 5 (0.8) | 3.39 | 0.684 |
| xiv. | They help me to achieve quality work output in the library. | 345 (55.6) | 230 (37.1) | 37 (6) | 8 (1.3) | 3.27 | 0.668 |
| b. Career Development | | | | | | | |
| i. | Career development helps me in developing managerial/leadership skills. | 379 (61.1) | 213 (34.4) | 22 (3.5) | 6 (1) | 3.56 | 0.614 |
| ii. | It helps me in eliminating unnecessary delays in completing work assignments. | 392 (63.2) | 184 (29.7) | 35 (5.6) | 9 (1.5) | 3.55 | 0.670 |
| iii. | It serves as criterion for my promotion to the next grade. | 343 (55.3) | 248 (40) | 17 (2.7) | 12 (1.9) | 3.49 | 0.649 |
| iv. | It helps me to be open to changes that come up while discharging my duties in the library. | 343 (55.3) | 234 (37.3) | 34 (5.5) | 9 (1.5) | 3.47 | 0.668 |
| v. | It assists me to deal effectively with work pressure. | 340 (54.8) | 233 (37.6) | 41 (6.6) | 6 (1) | 3.46 | 0.663 |
| vi. | Career development opportunities enhance the level of my productivity in the library. | 338 (54.5) | 231 (37.3) | 26 (4.2) | 25 (4) | 3.42 | 0.755 |
| vii. | It brings me up-to-date on changing technology in the librarianship. | 346 (55.8) | 198 (31.9) | 68 (11) | 8 (1.3) | 3.42 | 0.736 |
| viii. | It enhances my effectiveness in the assigned higher responsibilities | 333 (53.7) | 220 (35.5) | 59 (9.5) | 8 (1.3) | 3.42 | 0.715 |
| ix. | It enables me to overcome the challenges and complexities of the work environment. | 346 (55.8) | 198 (31.9) | 49 (7.9) | 27 (4.4) | 3.39 | 0.812 |
| x. | Career development programme in my library is motivating and it improves productivity. | 321 (51.6) | 196 (31.6) | 69 (11.1) | 34 (5.5) | 3.30 | 0.873 |

Source: Field Survey, 2018

Table 2 revealed high level of librarian's human capital development

as it recorded average mean score of 3.45. They indicated manpower

training as the highest measures of their human capital development in the university system (mean = 3.48). Specifically, training helped librarians to effectively meet the information needs of library users (mean = 3.56) and it equally enabled them to put in

their best (mean = 3.55) as well as having ability to identify, analyze and take critical decision that would enhance their productivity in the library (mean = 3.55). They were of the view that training programmes are relevant to their needs (mean = 3.54).

Research Question 3: What are those problems affecting librarian's productivity and human capital development?

Table 3: Problems affecting Librarian's Productivity

| 7 | ITEMS REQUIRED | VGE(%) | GE(%) | ME(%) | NE(%) | M | SD | AM |
|-------|---|-----------|-----------|-----------|----------|------|-------|------|
| i. | Disparity in allowances being paid | 264(42.6) | 209(33.7) | 85(13.7) | 62(10) | 3.09 | 0.978 | 3.02 |
| ii. | Inadequate recognition | 273(44) | 192(31) | 88(14.2) | 67(10.8) | 3.08 | 1.005 | |
| iii. | University authority marginalizing librarianship position | 266(42.9) | 190(30.6) | 85(13.7) | 79(12.7) | 3.04 | 1.037 | |
| iv. | Delayed salary payment | 269(43.4) | 172(27.7) | 107(17.3) | 72(11.6) | 3.03 | 1.035 | |
| v. | Lack of modern office facilities . | 256(41.3) | 194(31.3) | 101(16.3) | 69(11.1) | 3.03 | 1.011 | |
| vi. | Irregular promotion opportunities for librarians. | 237(38.2) | 221(35.6) | 93(15) | 69(11.1) | 3.01 | 0.989 | |
| vii. | Lack of effective job design in my library. | 250(40.3) | 200(32.3) | 96(15.5) | 74(11.9) | 3.01 | 1.018 | |
| viii. | Non-provision for my basic needs. | 218(35.2) | 236(38.1) | 111(17.9) | 55(8.9) | 3.00 | 0.942 | |
| ix. | Unprotected lives and library resources | 221(35.6) | 248(40) | 65(10.5) | 86(13.9) | 2.97 | 1.009 | |
| x. | Autocratic leadership styles in my university librarian | 236(38.4) | 196(31.6) | 114(18.4) | 74(11.9) | 2.96 | 1.021 | |

Source: Survey Field, 2018

Table 3 indicated that services rendered by most librarians in Nigerian Universities were on decline due to some unpleasant issues affecting their optimum job performance; these were judged high. Some problems confronting them

include disparity in allowances being paid to other academic staff in the university (mean = 3.09), inadequate recognition of librarianship profession by the university authority (mean = 3.08), among other hurdles.

Hypothesis Testing

Ho: Human capital development is not significantly correlated with the productivity of librarians.

Table 4: Correlation Analysis between Human Capital Development and Productivity of Librarians in Public University Libraries in Nigeria

| Items | M | SD | N | R | P | Remark |
|---------------------------|------|------|-----|-------|-------|--------|
| Human capital development | 3.27 | 0.78 | 620 | 0.033 | 0.000 | Sig. |
| Productivity | 3.55 | 0.67 | | | | |

From the above Table, it can be seen that librarians possessed 3.27 mean and 0.78 standard deviation effect of human capital development on the services they performed in the university library, while their level of productivity indicated 3.55 mean and 0.67 standard deviation. Also, 0.033 correlation coefficient and p-value < 0.05 was recorded. This implied that human capital development greatly influenced the productivity of librarians in the university library ($r = 0.033$, $N = 620$, $P < 0.05$). Hence, null hypothesis slated for the study is rejected. It indicates that effective and regularly observed human capital development by the management will boost the level of services being rendered by librarians in the Nigerian public university libraries.

Discussion of Findings

Research question one revealed that there are adequate relevant library collections that would meet the information needs of various categories of library users. Equally, the conducive reading and learning environment of the library would facilitate high performances of students in their various programmes of learning in the university, also librarians output and collections enhanced the university chances in the accreditation activities. This showed that library played a vital role in supporting the curricula and research productivity of faculty members. These corroborated the submission of Okonedo et al (2015) that reported high research productivity of lecturers in the university, this helps in boosting students' academic success in their various level of examination exercises.

Besides, librarians were actively involved in the accreditation exercises; as well as enriching the curricula of

both old and new programmes that were offered. This encouraged growth and development of the university. Periodically, every university in Nigeria sought for approval of Nigerian Universities Commission (NUC) before the commencement of any new programme; to facilitate this, library must be well stocked with relevant and current educational resources that would support such programme. This concurred with the study of Singh and Jain (2013) who listed accreditation of courses in the university as part of the factors through which an employee could derive job satisfaction and this would enhance the level of his/her productivity.

Research question two showed that librarians considered their manpower training as important in which their professional skills would be boosted and this would enhanced their efficiencies in the university library. Besides, it should be noted that trained and re-trained librarians would adequately meet the information needs of various library users, and it enables them to put in their best as well as having ability to identify, analyze and take critical decision that would enhance their productivity in the library. This result confirmed the earlier studies of Akintayo (2011) as well as Banabo and Ndiomu (2010) who asserted that training and development of staff in any organization was an integral part of the success or failure of the organization.

On the other hand, career development enhanced the productivity of librarians as this was the second focus of HCD in this study. It was revealed by high percentage of respondents that career development helped in developing their managerial and leadership skills.

This result corroborated Oluchi and Ozioko (2014), who noted that lack of managerial skills by the library administrators and obsolete library equipment were some of the problems associated with productivity of librarians. With relevant and adequate training programmes, the mental capabilities of librarians will be developed and this would enable them to face the new challenges in librarianship that was brought about with the application of new technology in processing and disseminating information resources to the library users.

The researcher concurred with the submissions of the aforementioned scholars; this implied that the university library management must devote more financial resources into the human capacity building of its workforce especially librarians; thus, the university management in addition to the annual budget devoted for the staff development in the organization could access the Tertiary Educational Trust Fund (TETFUND) established by the Nigerian Federal Government to cater for human capacity building and educational facilities in various institutions of higher learning in Nigeria.

Research question three revealed disparity in the allowances being paid to other academic staff in the university, followed by inadequate recognition of librarianship profession by the university authority, among other hurdles greatly affected the productivity of librarians in the university. In other words, productivity of workers in any organization especially the university library is the pivotal of its growth and development. This finding confirmed the submission

of Nwosu et al (2013) who noted the poor remuneration of librarians in Nigerian university system.

Moreover, analysis of findings revealed in Table 4 indicated that there was a positive relationship between human capital development and productivity of librarians in Nigerian public university libraries ($r = 0.033$, $P < 0.05$). This tallied with the studies of Malaolu and Ogbuabor (2013), Mahmood et al (2014), among others, they all established that human capital development greatly enhanced the employees productivity in the organization. This implied that, librarians should be trained and re-trained in this highly competitive information age in order to be relevant in the profession.

Conclusion

The study had established the link between human capital development and productivity of librarians. This implies that when librarians are adequately trained and re-trained, they will efficiently meet the information needs of various information seekers that daily or periodically visit the university library. Also, the study established the notion that human capital development would lead to the effective job performance of workers in any organization, specifically in the public university libraries as a well-trained librarian would be more skillful and productive than those ones who are inadequately or sparingly trained.

Recommendation

1. Librarians are to be trained and re-trained to enable them efficiently discharge their professional duties to various information seekers.

2. Librarians should be adequately recognised by the authority as being done to other faculty members in the university, this will boost their morale to be more effective in discharging their duties.
3. Every library should put in place a well-designed career development programme for its personnel especially librarians.

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