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Abstract:

The study investigated the Human Resources Development programmes offered to Library staff, challenges to HRD programmes, and the effects of those challenges on academic library services in Nigeria. Three objectives with corresponding research questions were formulated to examine the types of HRD programmes, challenges, and their effects on library service delivery. The study adopted a descriptive survey design, the population consists of 437 academic libraries (universities, polytechnics, monotronics, and colleges of education) across the six geo-political zones of Nigeria. A multi-stage sampling technique (stratified, proportionate stratified, and random) was used to select 27% of the population i.e. 118 academic libraries. An open-ended questionnaire was designed and 118 copies of the questionnaire were administered to selected libraries/librarians with one copy per librarian in each of the sample academic libraries. Simple tabulation, frequency counts, and percentages were used in data analysis, and results were arranged/organized by ranked order. Results showed that study fellowship and orientation programme for newly employed staff were first and second in rank order, as well as founding which top the list and were discovered to be the major HRD programme and serious challenge to HRD programmes in academic libraries in Nigeria. Results further revealed that decline in library services and lack of staff motivation were the serious negative effects of the HRD challenges. The study concluded that a decline in library service and other negative effects can further lead libraries and the entire parent institutions to lose recognition and fail accreditation exercises conducted by the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). The study recommends that government at state and federal levels, as well as proprietors

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of universities, polytechnics, and colleges of education in Nigeria, should commit adequate funds to academic libraries for regular staff development.

Keywords: Human Resources Development, Challenges, Effects, Library Services, Nigerian Tertiary Institutions

Introduction

Organization(s) consists of people that are officially assigned to collectively work to achieve the organization's objectives. Management functions include planning, organizing, staffing, leading, and controlling. Human Resources Management is concerned with hiring, training, appraising, compensating, and developing personnel in organization(s) (Dessler, 2011), although, the duties and responsibilities of Human Resources according to Ramadevi (2017) include: "recruitment and selection, employment/compensation, position administrator, organizational development, career development, and training and development". Human Resources Managers are therefore charged with the responsibility of performing the above-enumerated functions (Dessler, 2011). Human Resources Development (HRD) is one aspect of Human Resources Management that is concerned with the development, empowerment, or improvement of staff through training, conference, seminar and workshop attendance, mentoring, etc to improve their performance.

There are various resources in organizations that range from human and material resources through human resources are the most important asset of any organization (library inclusive). No matter the beautifulness of any organization e.g library being stocked with relevant and current collections, such a library would be meaningless if there is no human element (staff) to oversee and manage the library. It is important to note that for the effectiveness of

the library in terms of service provision with high productivity, human resources development is crucial. The need for up-skilling and re-skilling library staff is very important and skills are to be acquired through attending conferences, workshops, seminars, and mentoring, etc.

Academic libraries are umbrella organizations under tertiary institutions and have some parastatals/agencies which exercise various roles towards the development of education. Toward the development of higher education in Nigeria, the TETFund has spent over #2.5trillions to develop infrastructure and staff development which according to Okeke(2021) catalyzes higher education in Nigeria.

Libraries and related organizations such as educational institutions consist of 3Bs (buildings, brain, and books). With the advent of Information and Communication Technology (ICT), the 3Bs have metamorphosed into computers and we now have libraries or buildings without walls (virtual libraries); while computers now replace the human brain. With the further realities of the 21st century, a new form and modern method of information resource development and management emerged, and hence, digitization led to conversion or retrospective conversion of print/hardcopy documents to electronic form leading to the emergency of e-books, e-journals, e-report, e-thesis, and dissertations, etc. Despite the transformation from traditional to digital libraries which have resulted in e-documents,

physical buildings, human beings, and print collection still exist because of the problems of space, facilities, funding, technical know-how, competency on the part of the staff and information users (Saka, Yusufu and Mommoh, 2021).

The interpretation of the 3Bs is that building refers to a physical library/classroom or laboratories that accommodate the collection, facilities, staff, and users of information. Brain on the other hand is the human being or staff that are responsible for the selection and acquisition and processing of the newly acquired/existing collection; and service delivery. Users are part of the brain, hence they access, locate and consult library collection thereby meeting their information needs. Books are one of the assets of the library as they encompass the textbooks, serial publications, reference sources, reports, government publications, competed for research works such as projects, theses, and dissertation (with their corresponding e-resources) as well as ICT facilities (computer, broadcasting, information, communication technologies).

Generally speaking, various types of libraries exist and they include school, public, national, academic, special, and virtual libraries. Out of the enumerated libraries, school and academic seem to be the largest as each primary or post-primary school and institution of higher learning in the country is expected to establish or own a library thus, to the Federal Republic of Nigeria, in the National Policy on Education (2013) Section 8:127 stipulates that school library services and facilities, laboratories and workshops as well as IT hardware and software laboratories should be provided. School libraries are libraries established in Nursery, Primary and Post-primary schools.

Academic libraries are libraries established at Universities, Colleges of Education, Polytechnics, and Monotechnics to support the overall objectives of their parent institutions. Regardless of any of these institutions of higher learning, their mission is geared towards teaching, learning, research, and community services. Libraries attached to these institutions are established to support the attainment of these four core functional roles/missions through:

- Provision of information resources to support teaching, learning, research, and community services;
- Provision of information resources and services to support undergraduate, postgraduate, and faculty researches, etc.

Academic libraries are established and have always been at the forefront of supporting universities, polytechnics, monotechnics, and colleges of education in teaching, learning, research, and community services thus being the core mandates and mission of higher educational institutions. The roles and service delivery of academic libraries are becoming more complex, challenging, and dynamic due to the advent of Information and Communication Technology (ICT) and the present digital environment. Because of the complexities and dynamism in the present-day service delivery especially in academic libraries, there is the need for up-skilling, re-skilling, training, and re-training as well as mentoring of library personnel to make them relevant not only to academic libraries but also in the entire library and information science profession. The human resources management especially the staff development unit has a lot of responsibilities/roles to play to ensure meaningful and efficient service delivery.

The issue of up-skilling and re-skilling library staff is a problem to academic library services as a low level of performance is noticed on the part of library staff who are not fully equipped with skills that would enable them to tackle the complexities of various library activities, particularly in this 21st-century information acquisition, processing, storage, dissemination, and use. However, two of the contributing factors to **Statement of the Problem**

Academic libraries are established to support the attainment of core mandates of teaching, learning, research, and community services. These can be achieved through Human Resources Development (HRD) otherwise known as staff development most especially in this digital age when service delivery is complex, dynamic, and challenging. Human resource development can take place after staff has been hired/employed and then provided with the opportunity to learn new skills through conferences, seminars, workshops, in-house on-the-job/off-job training, mentoring, etc. With all these development programmes, library staff is in a better position to provide efficient and effective services to meet the higher institution's core mandates and mission.

Preliminary investigation shows that Human resources development programmes are not adequately provided in various academic libraries in Nigeria and others as these would equip library staff with skills that enable them to perform jobs effectively. Library personnel is not adequately empowered in terms of working tools and skills that would enable them to contribute their best to the overall development of institutions of higher learning in Nigeria. As revealed by Ramadevi (2017), library professionals in the Universities of Gondar

the problem of up-skilling, re-skilling, and staff development in academic libraries in Nigeria are the absence of/or inadequate ICT facilities which are to be used for practical training of academic library staff and attitudes of academic library staff as some of them are still conservative (not ready to familiarize themselves with and to acquire requisite skills) (Mathew, et.al, 2018).

and Tebre Dabir in Ethiopia were discovered to be reluctant to adopt information technology because they lack training in handling IT. Thus, this study sought to investigate the types of HRD programmes available, the challenges its effects on academic library services in Nigeria.

Aim and Objectives of the Study

This study aims to determine Human Research Development challenges and their effects on academic library services in Nigeria. The specific objectives of the study are to:

1. Identify the type of HRD programmes provided for staff academic libraries in Nigeria;
2. Determine the challenges to HRD program in academic libraries in Nigeria;
3. Identify the effects of HRD challenges on academic library services in Nigeria;

Research Questions

The study answered the following research questions.

1. What type of HRD programmes are provided for staff in academic libraries in Nigeria?

2. What are the challenges to the HRD programme in academic libraries in Nigeria?
3. What are the effects of HRD challenges to academic library services in Nigeria?

Literature Review

Writing on the challenges of Human Resources Development in Nigeria Private Universities, Tony (2014) maintained that the obstacles to Nigerian higher institutions are complex. According to the writer, "it is a combination of inflexibility in course selection". There exist outdated academic equipment and obsolete organizational structure and an old system of knowledge organization are influenced by 19th-century academic tradition. Added to these challenges are a de-motivated workforce and shortage of manpower coupled with few regular academic staff at professorial cadre, brain-drain syndrome, limited funding sources as well as a shortage of facilities for staff development respectively. Courses that are crucial to national development are not offered by Private Universities in Nigeria.

Ahmeti (2015) investigated the standing and challenges of human resources developed during the transition in developing economies using Kosovo organizations as a case study. The study aimed at identifying the factors that determine the level of awareness of the private businesses in developing countries and the need for new knowledge for employees with the new economic system. A combination of the two methods (quantitative and qualitative) i.e. use of questionnaire or structured interviews, semi-structured questionnaire, and focus groups. Simple random sampling was used and a sample of 19 private small and medium companies in Kosovo was drawn. The respondents were

mainly owners or managers of companies. A closed and open-ended questionnaire and of course referred to as a semi-structured questionnaire was used. The questionnaire was designed in two sections: the first part was on the demography of respondents and the second part involves open-ended questions. A total of 25 copies were distributed out of which 19 copies were retrieved and used for data analysis. Results showed that 68% of the workers were from the operations department within the companies and that the companies were interested in engaging workers that have (created their) professional knowledge. The study revealed that Kosovo organizations lack positions in human resources management. It further discovered that respondents lack practical knowledge and training and that there were no funds dedicated to staff development.

In an assessment of Human Resources Management in academic libraries in Ethiopia, Ramadevi (2017) formulated three research questions to capture issues, job satisfaction, and suitable suggestions to overcome problems in the studied university libraries. The researcher adopted a survey method to study University library staff in Gondor and Tebri Dabor in Ethiopia using a simple random sampling technique to select 100 libraries and library staff. Both primary and secondary data were used, while two sets of questionnaires were used. Frequency table and percentage, graphic representation was further used to analyze data. It was discovered that inadequate staff with a qualification not relevant to librarianship, facilities available for career growth and development were discovered not satisfactory. Other trading includes the absence of staff performance appraisal, while library staff was found reluctant to adopt Information Technology due to lack of

training in handling it. The study recommended among others, staff development and the need to motivate library staff through promotion.

Mathew et. al (2018) examine the information literacy skills to be possessed by academic library staff in the technological era to ensure national development. The writers critically enumerate the aims and significance of information literacy as well as the skills requirements of academic library staff. These skills include information sources and services, collection development and management, user instruction, evaluation and assessment, data sharing and preservation services, communication skills, etc. The writers enumerate the challenges involved in the acquisition of literacy skills by the academic library staff which includes: economic recession, inadequate ICT facilities, the attitude of academic library staff, and poor access to information networks.

Adekunjo, Tomomowo-Ayodele, and Bamidele (2019) investigated the capacity building in relation to job productivity of library personnel in selected universities in South-West Nigeria. The study was guided by four research questions to contain variables such as levels forms and extent of capacity building as well as the perceived importance of capacity building on job performance among library staff. Survey research design and population of 202 librarians and library officers in six universities in southwest Nigeria were used for the study. Total enumeration was used. Data was collected through a questionnaire while a statistical package for social science (SPSS) version 2.0 was used to analyze data. Results showed a moderate level of capacity building with a focus on job rotation and computer-based training. There was a high

level of job productivity on the part of library personnel. The study recommended that library staff should be motivated through training and development among others.

Omosekejimi, Eyaufe, Nwolu, and Nweke (2019) conducted a study on training and retraining as determinants of effective service delivery by libraries. The study was guided by five specific objectives with five corresponding research questions to provide answers on the types and effects of training and retraining required by librarians as well as problems of inadequate training and retraining of librarians to service delivery in academic libraries in South Nigeria. A descriptive survey research design was adopted with the target population of 235 librarians in the six universities in South Nigeria. Complete enumeration or census was used for the study. Copies of the structured questionnaire were administered directly to respondents in their various offices. Response rate shows the returned of 202 completed copies and simple percentage, frequency counts, and charts were used to analyze the collected data.

The study revealed that literacy skill acquisition, computer application to library services, application management, digitization of library resources were among the types of training required by libraries. Training and retraining of libraries will transform to effective service delivery, error-free information services, user satisfaction, easy accessibility to information resources positive attitude to job on the part of libraries. Challenges to inadequate training include; lack of ICT digital literacy skills, conservative nature of librarians, lack of competence in recent technological know-how, and lack of confidence among librarians

Nda-Saidu, Saka, and Kur (2020) conducted a study to determine libraries' perception of staff development as a catalyst to their job performance in state library board, in Northcentral, Nigeria. The study was guided by two research questions to capture study variables such as libraries' highest educational qualification and perception about staff development. One null hypothesis was formulated and tested at a 0.05 level of significance. The hypothesis was stated to capture the relationship between the independent variable (staff development) and dependent variable (job performance) respectively. Descriptive and explanatory research were adopted while the target population consisted of 62 librarians working in six state public library boards in the North-central geo-political zone of Nigeria namely: Benue, Niger, Nasarawa, Kogi, Kwara, and Plateau state, while Abuja was excluded from the study. The entire population of 62 librarians in the six-state library boards within the geo-political zone was adopted through complete enumeration otherwise known as the census. A five-point/structured type of questionnaire was designed and used in data collection and was in the first instance subjected to pre-test in National library of Nigeria (split ½ method) which yielded a relative coefficient of 0.98.

A total of 62 copies of the questionnaire were administered to librarians while 60 copies were filled and returned. A mean score of 3.50 was considered acceptable and 3.49 and below was unacceptable and disagreed. Descriptive statistics (frequency and percentage, mean and standard deviation) were used to answer the two stated research questions. Inferential statistic (correlation coefficient) was not used to test the relationship between staff development and job performance of librarians, while regular training programmes

nor sponsoring staff to attend workshops, conferences, or pursuance of higher degree was available in the six-state library boards. There was no significant relationship between staff development and librarians' job performance. The study recommended that the Ministry of Education in North Central Nigeria should commit adequate funds for the procurement of training facilities as well as encourage librarians to pursue a higher degree programme.

Adamu, Udoudoh, Babalola, and Yusuf (2021) conducted research to determine continuous professional development (CPD) in enhancing the job performance of librarians in Federal Universities in North Central Nigeria. Three research questions were formulated to capture types of CPD, significance, and challenges to CPD in the studied universities. The closed-ended questionnaire was used, mean and standard deviation were used to analyze the data. The results showed that except for clinic, tour, and short courses, all other CPD were available. The CPD enhances competence, working relationship with colleagues, communication skills, provision of quality services, and efficient job performance. The exams further showed insufficient ICT facilities and a lack of opportunity for training in the area of ICT, sponsorship to conferences, workshops, and seminars.

Kiana, Ujakpa, Iyawa, Osakwe, and Iguna (2021) examined the predictors of digital library usage by undergraduate students in a Namibian University. Nine (9) hypotheses were tested. Quantitative research was used, while convenience sampling technique was used to select 286 undergraduate students. Hypotheses on training showed a significant relationship among library training and use of digital library perceived usefulness of digital library

and perceived ease of use of digital library respectively.

Methodology

The study employed a descriptive survey design and the population consists of 437 academic libraries in Nigeria drawn as follows: Universities (171), Polytechnics (70) Monotechnics (44) and Colleges of Education (152). Multi-stage sampling technique was used in the first instance and cluster sampling to group the institutions into six geo-political zones of Nigeria and then select 150 institutions from the six geo-political zones with 25 institutions in each geo-political zone (25 x 6). At the second stage, stratified sampling was used whereby 150 institutions were arranged by their ownership (Federal, State and Private) as well as types (Universities, Polytechnics, Monotechnics and Colleges of Education). At this stage, 120 institutions were sampled with each having 30 institutions. The third and fourth stage of sampling involves selection of 118 institutions using proportionate stratified and random sampling techniques respectively i.e. 27% of each strata form the sample with the total sample as 118 institutions thus Otaha (2015) was of the opinion that various sampling techniques and stages are used to arrive at

desirable sample size. The multi-stage sampling technique adopted in this study is summarized below:-

- (a) First stage involves grouping or arranging 437 institutions and selecting 150 from them,
- (b) Second stage involves arranging or grouping the 150 sampled institutions by ownership and types (Federal, state and private) and from universities, polytechnics and monotechnics and colleges of education.
- (c) Third stage involves selection of 118 institutions or academic libraries using proportionate stratified sampling;
- (d) Fourth stage involves the random selection of 118 institutions/academic libraries to cover the geo-political zones ownership and types of institutions with one librarian form each of the sampled institutions. These stages processes and sampling techniques according to Otaha (2015) is referred to as multi-stage sampling technique. Table 1 clearly contains the population of institutions, 27% sample size and the desirable sample size arrived at. Table 1 shows the sample distribution of final sampling technique (proportionate stratified sampling).

(e)

Table 1: Population and Sample

Institution	A Federal	B State	C Private	Total	27% Sample	Approximation (sample)
Universities	44	48	79	171	46.17	46
Polytechnics	22	30	18	70	18.90	19
Monotechnics	21	22	01	44	11.80	12

Colleges of Education	21	49	82	152	41.04	41
Total	108	149	180	437	117.99	118

Sources: (A – C): NUC Bulletin 5th October, 2020.

(A – C): List of Polytechnics and Monotechnics/Colleges of Education in Nigeria, 7th November 2020.

Opened-ended questionnaire was designed, developed and used for data collection. The questionnaire was designed to capture the three (3) research questions/variables (types of HRD, its challenges and effect of challenges on academic library services. The 118 copies of the questionnaires were administered on one librarian per sampled academic library through online/e-mail submission method and 82 copies were filled and e-mail back to the researchers. The retrieved 82 (69%) copies of the questionnaire were analyzed using descriptive statistics (tabulation, frequency counts and percentages) and arranged in ranked order.

Data Collection, Analysis and Interpretation of Results

Data were collected through copies of questionnaire, administered, retrieved, and analyzed using descriptive analysis by way of frequency counts, percentages, tabulation and ranking of results as contained in Tables 2,3 and 4 respectively. The interpretation contained in each of the tables 2 3 and 4 is in line with the research questions

Analysis of Data and Interpretation of Results

Research question 1: What types of HRD programmes are available and provided in academic libraries in Nigeria?

Table 2: HRD Programmes in ranked order

S/No	HRD	Frequency	Percentage
1.	Study Fellowship	56	68
2.	Orientation	44	54
3.	On-the-job training	32	39
4.	Seminars, conference & Workshops	32	39
5.	Computer/ICT training	18	22
6.	Step-down Seminar	18	22
7.	Sponsored Seminars, Conferences & Workshops	18	22
8.	Mentoring	18	22

9.	Short training	14	17
10.	Workshop, Conference and In-house training	14	17
11.	Internal Seminar	14	17
12.	Workshop	10	12
13.	Conferences	02	07
14.	Study leave without pay	04	05
15.	Clinical/Practical demonstration	02	02
16.	Child study program	02	02

Table 2: shows the various types of HRD programmes offered in academic libraries in Nigeria.

Data analysis and arrangement of items/responses orderly by ranked order showed that Study Fellowship ranked highest with 56(68%) responses was the major and popular programme as most library staff enjoy sponsorship for further education through direct payment of tuition fees and allowances, tetFund award for staff in public universities, polytechnics and colleges of education. The study fellowship can be full-time or part-time basis. The second ranked HRD programme is orientation for newly appointed library staff being organized by academic library to enable the new staff acclimatize with the new environment. This HRD program is represented by 44(54%)

Table 3: Challenges to HRD Programmes

S/No	Challenges	Frequency	Percentage (%)
1.	Funding	72	88
2.	Information resources	30	37
3.	Staffing	30	37
4.	Altitude of Staff	30	37
5.	Altitude of Institutional management	24	29
6.	Infrastructural facilities	24	29
7.	Poor capacity/skilled personnel	18	22
8.	Technological changes	12	15

response rate. However, it was discovered through the ranked order that study leave without pay, clinical/practical demonstration and child study programme that the HRD programmes with lowest responses that is “study leave without pay” could be library staff from private institutions, while “clinical/practical demonstration and child study programme” could be library staff working with Schools of Health Technology and Nursing in Nigeria.

Research Question 2: What are the Challenges to HRD Programmes in Academic Libraries in Nigeria?

9.	Training	12	15
10.	Conditional of Services	12	15
11.	Cost of Training	6	7
12.	COVID 19 Pandemic	6	7
13.	Bond	6	7
14.	Motivator	6	7
15.	Sponsorship	6	7
16.	Resource Management	6	7
17.	Policy on HRD	6	7
18.	Sponsorship for Non-academic staff	6	7
19.	Staff Retention	6	7
20.	Job enrichment/enlargement	6	7
21.	Human & Physical resources	6	7
22.	Altitude of Government	6	7
23.	Inconsistence in training programme	6	7
24.	Time Frame	6	7
25.	Impact of HRD Programme	6	7

Table 3 shows 25 different challenges to HRD programmes in the studied academic libraries in Nigeria arranged by ranked order. Funding was identified as major challenge to HRD programme in universities, polytechnics, monotechnics and colleges of education libraries in Nigeria with 72 (88%) response rate. Moreover, funding is a serious problem not only to academic libraries but also the entire educational sector. Budgetary allocation/funding to academic libraries for

training or staff development and training facilities are inadequate. Following the ranked order (11-25), it was discovered that 15 challenges, each represented by 6(7%) received lowest responses out of the 25 identified challenges to HRD in academic libraries in Nigeria.

Research Question 3: What are the Effects of HRD Challenges to Academic Library Services in Nigeria?

Table 4: Effects of challenges to HRD programmes on academic library services in Nigeria

S/No	Effects	Frequency	Percentage %
1.	Decline in Library services	13	16
2.	Lack of Staff motivation	9	11

3.	Incompetent/In-experience staff	7	9
4.	Outdated collection/technological gadget	6	7
5.	Affect career development of staff	4	5
6.	Conservative nature of staff	3	4
7.	Inability to Bridge digital divide	1	1

Table 4 shows the effects of the challenges to HRD programmes on academic library services in

Nigeria which revealed seven different effects such as. decline in library service provision and delivery. As seen in Table 3, there is the likelihood that the provision and dissemination of library services would be jeopardize and decline. Furthermore with inadequate funding for the provision of training facilities and staff development, there would be a decline in library service provision and as such hence staff competence, updateness, motivation and career development will be negatively be affected resulting in inadequate funding of academic library services, particularly the HRD aspect.

Discussion of findings

Research question one revealed 16 programmes offered in 82 academic libraries in Nigeria with two major ones (study fellowship and orientation programme). For staff to be promoted he/she must endeavour to further his/her education with full-time or part-time sponsorship through the organization/employer as in the case of public and private institutions, through TETFund as in the case of public universities, polytechnics and colleges of education. On the other hand, the newly-employed library staff must undergo induction/orientation to get acquainted to the various departments/units of the organizations/codes and conduct for staff of the organizations as

well as know the dos and don'ts of the organizations. etc. This finding is contrary to the findings of Adamu et.al (2021). Nda-Saidu, Saka and Kur (2020) discovered that neither regular training programme, sponsoring staff to attend workshops, conferences, nor pursuance of higher degree was available in the six state library boards in Nigeria. Adamu et.al (2021) discovered reasonable number of continuous professional development in Federal University Libraries in North Central Nigeria.

Challenges to HRD programmes investigated revealed that funding was the major challenge that recorded the highest responses of 77(88%). Thus, funding is the major obstacle to library development in Nigeria. However, this finding contradict the findings of Ahmeti (2015), Omoisejimi et al (2019) and Adamu et.al (2021) respectively for instance, Ahmeti (2015) whose study centered on challenges of human resources development of Kosovo organizations reported that, the studied organizations lack position of human resources management and that there was no dedicated funds for staff development. Omoisejimi et al (2019) reported lack of ICT/digital library skills, recent technological know-how, competence, confidence, and conservative nature of librarians in academic libraries in South-

South Nigeria. Adamu et.al (2021) reported the challenges to CPD in Federal University Libraries in North Central Nigeria include: insufficient ICT facilities and lack of opportunity for training in the area of ICT as well as sponsorship for conferences, workshops and seminars.

The investigation of the effects on the challenges to HRD programmes on academic library services in Nigeria revealed that “there was decline in provision of library service provision” being the major negative effect. The decline could be attributed to lack of basic facilities that would provide library staff with the skills to make them relevant in profession. This finding contradicts that of Adekunjo, Tomomowo-Ayodele and Bamidele (2019) who reputed that capacity building equips library staff with skills and psychology.

Summary of Findings

1. Study Fellowship was the popular and highly-rated HRD programme in academic libraries in Nigeria;
2. Finding was considered as the major obstacle to HRD programme in academic libraries in Nigeria;
3. Decline in provision of library services top the list among the effects of challenges to HRD in academic libraries in Nigeria.

Conclusion

The study revealed study fellowship funding and decline in provision of library service as the major findings in terms of HRD programme, obstacle to HRD programme and effects of the challenges of provision of academic library service. In conclusion, the decline in library service provision and use can in turn lead academic libraries and the entire parent institutions to

loose recognition and fail accreditation exercise conducted by the NUC and NBTE respectively.

Recommendations

Based on the major findings and conclusion reached, the study recommends that: the management of institutions of higher learning and the libraries should ensure that

1. The federal and state governments as well as private organizations and proprietors to institutions in conjunction with management of institution should commit adequate fund to academic library services and if possible separate and increase the budgetary allocation to library staff development. The funds can be used to procure training facilities; organize in-house training programmes as well as sponsor library staff to conferences, workshops, seminars as well as for additional qualification. The skills acquired during training would enhance staff job performance. TETFund should increase the funding formular per staff.
2. Staff development policy can be designed, developed and implemented to include frequent training, types of training programmes, categories of staff per training programme and stipends for beneficiaries as well as include the 21st information service provisions. Part of the policy should include motivation for staff in the form of: award, recognition e t c.

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