CONTINUOUS STAFF DEVELOPMENT PROGRAMS ON LIBRARIANS JOB PERFORMANCE IN SELECTED ACADEMIC LIBRARIES IN NORTH - CENTRAL NIGERIA

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DECLARATION

I affirm that this research thesis is my original work and has not been presented for certification at any other university.

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DEDICATION

This thesis is devoted to my parents, Mr. and Mrs. Stephen Shaba Goshie, and my siblings, who have always prayed for me and wished me well, and who have made significant contributions to the program through their prayers and financial support.

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ABBREVIATIONS AND ACRONYMS

ALA	American Library Association
AJOL	African Journal Online
ASLIB	Association for Information Library
ASUU	Academic Staff Union of Universities
Chat IM	Chat Information Management
CPD	Continuing Professional Development
CILIP	Chartered Institute of Library and Information Professionals
CSDP	Continuous Staff Development Programs
DNS	Domain Name System
DVD	Digital Versatile Disc
EDI	Electronic Data Interchange
ERL	Electronic Resource Learning
EAD	Encoded Archival Description
FITS	File Information Tool Set
FTP	File Transfer Protocol
FAIFE	Freedom of Access To Information and Freedom of Expression
FLICC	Federal Library and Information Center Committee
HEC	Higher Education Commission
HINARI	Health Internetwork Access to Research Initiative
HTML	Hyper Text Mark Language
HP	Horse Power
INFLIBNET	Information and Library Network
IP	Internet Protocol

ICT	Information and Communication Technology
IFLA	International Federation of Library Associations
IM	Information Management
IR	Information Resources
IRTPLA	Regional Training Programs for Library Automation
JSTOR	Journal Storage
LIS	Library and Information Science
LMC	Learning Management System
LC	Library of Congress
LRCN	Librarian Registration Council of Nigeria
LIASA	Library and Information Association of South Africa
MARC	Machine Readable Catalogue
MBO	Management by Objectives
NACOSTI	National Commission for Science, Technology & Innovation
NISCAIR	National Institute of Science Communication and Information Resources
NLA	Nigeria Library Association
OAI-PMH	Open Archives Initiative- Protocol for Meta Data Harvesting
OCLC	Online Computer Library Center
OPAC	Open Public Access Catalogue
PDA	Personal Digital Assistance
PHP	Hypertext Preprocessor
RFID	Radio Frequency Identification
RDA	Resource Description and Access
SNS	Social Networking Sites

SDP	Staff Development Programs
SPSS	Statistical Package for Social Science
UMU	Uganda Martyrs University
VTLS	Visionary Technology for Library Solutions
VTU	Visvesvaraya Technical University
USMARC	United States Machine Readable Cataloguing
URL	Uniform Resource Locator
UNESCO	United Nations Educational, Scientific and Cultural Organization
XML	Extensible Mark Language

ABSTRACT

In the 21st century, Continuous Staff Development Programs are considered intentional training programs meant for enhancement of professional knowledge and competency over the course of a person's working life through webinars, online classes, mentorship, job shadowing, conferences, and seminars. They are intended to help librarians deliver quality services and improve job performance. They also assist librarians in receiving the full benefit of the training as well as transfer of newly acquired competencies on the job. Staff in Nigerian libraries undertakes the training. However despite the training received through CSDP, there is low performance on the job evident in inadequate service delivery, a lack of understanding about recent best practices, and inadequate collection management. The study sought to determine the impact of CSDP on librarian's job performance. The study's objectives were to: determine strategies adopted for imparting the online competencies; evaluate the knowledge acquired from programs; determine the extent of application of knowledge gained from training; and evaluate online competencies acquired through programs. Finally, highlight the challenges encountered by librarians in carrying out their responsibilities after undertaking the training. The purpose of the study was to determine the impact of continuous staff development programs on librarian's job performance in selected academic libraries in North- Central Nigeria. The Donald Kirkpatrick four- level training evaluation model was adopted for the study. The research used a descriptive design. Descriptive statistics were used to analyze quantitative data. The sample size was 382 librarians. The comprehensive enumeration survey, a type of census, was applied in determining the sample size. A closed-ended and open-ended questionnaire served as the data gathering tool. A pilot study was carried out to assure the instruments' reliability and validity. Cronbach's coefficient was utilized to ascertain the instrument's reliability. According to the findings of the study, there are no mandatory policies requiring librarians to attend programs for the acquisition of online competencies. The research findings also established that librarians have not acquire and applied knowledge-based skills and online competencies adequately. The research concludes the low performance is caused by an insufficient knowledge and abilities, as well as inconsistencies in training. As a result, the study recommends that functional policies for program attendance be implemented. Also more library professional bodies, such as the Nigerian Library Association (NLA) and the Librarians Registration Council of Nigeria (LRCN), work to organize sufficient re-tooling for librarians. The study also suggests that adequate budgetary allocation, good working condition and effective managerial and administrative policies be made available for librarians to attend the programs.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter introduces the topic of the research and examining the concept of continuous staff development programs for job performance. It provided context for the inquiry, the problem statement, the research's goal, its objectives, its research questions, and its importance. Also, it describes the theoretical and conceptual framework, the study's limitations and delimitations, the research assumptions, and the definitions of key terms.

1.2 Background to the Study

(CSDP) ensures that every individual has an opportunity to stay current with emerging developments and to continuously acquire and upgrade their competencies in professional knowledge. The identification regarding the importance of CSDP in professional development had increasingly enhanced librarians set skills that had similarly recognized how relevant it was to the occupation’s existence. (Ohnstone, 2019). According to Gomba (2019), (CSPD) is the acquisition of professional skills and information beyond those required for first qualification and obtained in official educational programs. It is an activity that significantly encourages the acquisition of the necessary skills, abilities, and knowledge to stay up with new advances and innovations in any field. Pitman (2019) defines CSPD as a systematic approach of learning that leads to professional growth and improvement, allowing employees to perform successfully in a changing work environment.

CSDP such as research and publications, internship, orientation programs, the opportunity to participate in conferences/ seminars/workshops/ to organize as much as development training, study leaves, job rotation assignments, networks and membership in library associations, and so on have all been implemented in Ghanaian university libraries. This is as per the IFLA (2012) recommendation that stressed the need for continuous staff development programs as a necessity to help them assist in carrying out technology based information services.

Librarians worldwide had two categories of continuing professional development programs: external and internal. When a library is part of a larger establishment for instance, a government, university, hospital, or city, human resources or staff development divisions would ensure patron service training from internal training programs, institutional and roles, training for information technology (IT) software, or overall comprehension of the events (Farooquet *et al*., 2016).

The conference was one of the most trustworthy and well-known CSDP platforms. There are several professional conferences with various unique learning opportunities in the scholarly publishing and academic library industries. (Appleton, 2017). Conferences are an avenue that allows librarians to detect future trends in your profession or business, trade, acceptable practices, or ensure how they would deal with finding new items, present trends and solutions, by contributing to the field through presentations, meeting suppliers and vendors, conversing with aspiring experts, and networking with professionals in library and information coming from other establishments. Internal training programs and recognized CSDP platforms included scholarships, reading groups, mentorship, job shadowing, and coaching.

External library groups such as the Chartered Institute of Library and Information Professionals (CILIP) or the American Library Association (ALA) were included in local consortia of one's professional organization and region divisions. Though various establishments provided excellent opportunities to participate in specialized information-related activities in the library, events were held throughout the year (excluding conferences). The competencies program includes external training programs such as seminars, online training, webinars, and workshops (Morris, 2017).

Librarians, as initially specified in the (UNESCO/IFLA Public Library Manifesto, 1994), should learn new skills and take on new tasks in order to provide technology-based information services (Baro and Godfrey, 2015). Examples of those technology based information services include Software troubleshooting, Apple Microsoft systems, e-reserve management system, virtual reference technology, automated messaging, serials management software, web designs, e-book mobile application, integrated search tools, bibliographic instruction software, and other skills should be acquired by librarians.

Librarians have traditionally met user education, collection development, and current awareness service obligations, as well as reference service obligations, by devoting physical resources to the provision of information services. Libraries and librarians must consider and comprehend numerous aspects of services that have emerged since the advent of information and communication technology (ICT). Many individuals nowadays utilize the internet as their main source of information, with books being their hindmost haunt owing to time and monetary restraints.

ICT (Information and Communication Technology) had transformed the method librarians operate and functioned, opening up new opportunities to assist their user communities. Librarians of this era are required to use digital tools to provide electronic services, but in practice, most Nigerian libraries continue to use traditional tools to collect, store, and process information for the public; in this type of arrangement, most library subscriptions were in printed form. (Gbaje and Ukachi, 2011)

Librarians are heavily reliant on obtaining formal library jobs. Whatever the library's goals and objectives are, they couldn't be achieved without the assistance of librarians. Librarians with the necessary skills and knowledge gained through continuous staff development could carry out their various duties and responsibilities more efficiently and at a higher level. University libraries provide services such as circulation, bibliographical cataloguing, indexing and abstracting, reference and interlibrary loan for effective job performance.

Librarian is responsible for three types of work: choosing items for the library, organizing them so that they are unchallenging to find and use, and assisting people in obtaining materials or information that they require. Rapid change was both possible and expected. Librarians must stay current with clientele desires in order to have access to expanding services. Librarians should constantly expand their knowledge and improve their skills. (Ezema and Ugwuanyi, 2014). They must be acquainted with practical and conceptual software information preservation tools such as meta search software, administrative functions of proprietary databases,

support for digital scholarly initiatives, data collection software, discovery services, link resolver software, electronic resources management software (ERMS), and bibliographic utilities.

Additionally, Electronic Resource Librarians ought to comprehend e- resources and their life cycle. The ought to be conversant with e-resources' life cycle including: central authentication services (Shibboleth), EZ proxy, conceptual and practical knowledge of database design (e.g. HTML, XML, wiki), Open Archives Initiative - Protocol for Metadata Harvesting (OAI-PMH), file transfer protocols (FTP), internet protocols (IP), Open URL/z39.50, theoretical and practical knowledge of database design and practical knowledge of database design and Electronic data interchange (EDI). (Libgib, 2019).

Many professions use competency outlines to improve individual and organizational achievement as well as to offer a foundation for future workforce planning. Competencies are frequently made up of lists or clusters of information, abilities, and mindsets that define and contribute to professional success. Libraries, for example, attempt to go beyond adaptation in their surroundings to foster types of generative ("active") learning that increase the capacity to create and develop competency mindsets that enable generative learning which are regarded as vital since their goal is to promote learning, growth, and development in organizations as a whole, as well as in individuals. (Kathleen and Guistini, 2020)

Federal Library and Information Centre Committee Library of Congress FLICC (2008) defined competencies as the skills and abilities that contribute to success in

one's specific career. Competencies were linked to performance and the monetary value of the work done. Competencies could also be used to create job descriptions, job advertisements, training and education programs, and performance evaluation programs. According to Federal Librarian Competencies (2008), academic librarians should be acquainted with the consecutive skills in an online setting: apple and Microsoft systems, management systems, serials management software, library integrated systems, a wide range of classroom software applications, e-reserves bibliographic instruction software, and instructional design products.

In order to do their jobs successfully and effectively, librarians should possess a diversity of internet skills. Amidst the competencies were online competencies skills and technology, which was a useful tool for identifying job titles, tasks, and talents (including technology knowledge). Collection, cataloging, and distribution librarians should be familiar with the following concepts: LC classification, institutional repository system, administration electronic resource licensing, data visualization tools, OCLC connection, RDA tools, and MARC formats. Librarians should be able to catalog online. This method was technologically based, and its platform opens up new possibilities for selection in information dissemination and electronic data interchange (Liu and Briggs, 2015).

Reference and research librarians should be familiar with library applications and integrated library systems, as well as camtasia, libguides, and free sources of information or other screen casting software. Important reference technological competencies that reference and research librarians require to possess includes; web design, web maintenance, chat/IM, hardware troubleshooting, and software

troubleshooting and online searching. The ability to create learning materials online, extensive knowledge of apple devices, modern/developing trends in technologies and information literacy instruction, collaboration, innovation, digital literacy, critical thinking, communication, and cross-cultural awareness were among the competencies required for instruction and outreach librarians in the twenty-first century librarianship (Jasween, 2020).

Archivists and preservation librarians should understand by what means to use the progressively complex technology for conserving, providing access to online and a broader variety of print documents, and scanning. Librarians' knowledge and abilities is require to comprehend the specific instruments used in the field of archives and preservation, such as management systems, content curation, taxonomy creation, records preservation and management, competitive intelligence tracking, and digital asset management. Knowledge of scanning and filing digital formats, automated archival collections, management systems, encoded archival description (EAD), XML schemas, USMARC, and how to use SML editors. (LibGig, 2023)

Still, on the skills set needed web and social media librarians need 21st-century skills to perform effectively and efficiently in their roles. Knowledge of creating, editing, managing, and coordinating the operations of cooperative sharepoint sites, documentation and training, knowledge of creating and maintaining the content of web-based management tools like proficiency in Drupal, libguides, php-based content management systems, public libraries, college, university, and research libraries, based content management systems, basic html coding knowledge, and the aptitude to handle emerging situations. The competencies covered in depth in the

snapshot report include school libraries, news and media organizations, businesses and corporations, special libraries, museums, and heritage societies (Sutton, 2011). For the librarians to acquire the above 21st century skills, CSDP must be enacted.

Regarding employees continuous learning, employees need to be exposed to both internal and external activities, as well as specific learning activities and human resource development managers ought to continuously evaluate the overall program's influence on performance and practice at least quarterly. On evaluation of librarians' performance, Todaro (2013), suggests asking the following questions: were the policies and resources in place to facilitate learning adequate? Was there an annual assessment of needs and coordination of development plans? Was the working environment conducive to learning? Does the software produce the desired results? The evaluation results must be used to improve future experiments and should also be included in needs assessments. While library professionals were deeply embedded in the program, there was little improvement in service delivery.

Additionally, the technique for measuring evaluation of employee performance varies depending on the work location, the type of work, and, to a lesser extent, the worker's vocation. To evaluate employee performance, three approaches were used: graphic rating scales, management by objectives, and forced ranking. Graphic rating scales are all appropriate for production-oriented work environments, in addition to several fast-paced industries, such as those in the food and beverage industry. A rating scale consists of a list of job duties, performance criteria, and a scale ranging from 1 to 5 for evaluating the employee's performance.

Furthermore, the method of evaluating employee performance like others, required ground works nevertheless it should be performed reasonably speedily, which would be beneficial for managers who helped in the overseeing of the numerous divisions that would also have competing duties in an atmosphere with limited period for management workforce chores. MBOs or management by goals were effective for assessing performance. MBOs begin with establishing employee goals, after which the individual and management outline the resources required to fulfill those goals (Vandijk and Schodl, 2015). Global studies have not adequately addressed the acquisition of online competencies for librarians through CSDP for job performance.

Librarians at Pakistan University were dissatisfied with their current level of abilities. According to Farooqet *et al.* (2016), librarians should want to grow by studying current skills that will allow them to compete with other academic librarians from around the world. According to the research, in the last area of indexing, professional competency, metadata, and database knowledge were more important than protecting client information and maintaining awareness of developing technologies. In the study, the researcher noted that the majority of the competencies acquired by librarians were basic computer skills.

Similarly, continuous staff development program in Japan library association's role recognizes that as library services changes to meet current trends, the need for library continuous training should increase. In other words, this would keep staff up to date with the latest innovations in information retrieval, storage and distribution. Also, in some organizations, continuous staff development training was disquieted about acquiring and developing the information, techniques, abilities and experience

that enable staff member to contribute most effectively to the collective efforts of the team to which they belong (Al-Suqri, 2010).

Technological advances in a variety of fields, including telecommunications, digitization, networking, and electronic publishing, were fundamentally changing professional skills (Duala and Mazunder, 2015). In the study, the researcher discovered that almost all of the competencies for librarians were primarily basic IT skills; thus, training should include the acquisition of competencies available to librarians in carrying out their library routine work, such as digital asset management, OCLC connections, and taxonomy creation. According to a study conducted in Iran by Safahieh and Asemi (2010), librarians, primarily at Isfahan University, lack the necessary computer skills, with nearly all of them believing their level of understanding is inadequate. None of them considered their computer knowledge to be up to date.

In Ghana, for example, university libraries developed a number of continuous staff development programs which aimed at improving the skills of librarians in order to assist them in carrying out their duties effectively and efficiently for greater output. According to Lamptey and Agyen- Gyasi (2010), academic librarians, particularly in Ghana, would require a group of professionals who could change, have a broader range of specialization, and be able to collaborate with researchers, managers, and technicians in the future.

Furthermore, Librarians in Nigeria have been undergoing continuous staff development programs, but it was discovered that there was low performance in the

training received, resulting in inadequate service delivery, a lack of understanding about current best practices, inadequate collection management, and limited use of information resources (Victoria and Ugwunna, 2014). As a result of the changing roles of librarianship, core library activities have decreased. Due to the vast growth of knowledge, new technologies that were emerging, and changing trends in library services requires librarians to do more, and the skills require of library professionals is constantly changing.

However, according to Sahabi and Otobo (2021), librarians in Nigeria have not yet reached the level of providing digital resources and information access, which have resulted in a slew of impediments to librarians providing access to the libraries. Almost all libraries in developed countries have taken steps to provide their employees with varying levels of internet training. Continuous Staff Development programs should be prioritized in Nigeria; otherwise, knowledge will stagnate.

Furthermore, continuous staff development programs benefits both younger and older librarians; when work requirements are not met, job output suffers. Thus, if the needs and recognition of each task were geared toward employee continuous training and development, employee achievement is bound to increase.

Therefore the study sought to determine the influence of continuous staff development programs on librarian’s job performance in North - Central Federal University libraries and around the globe.

1.3 Statement of the Problem

According to the UNESCO/IFLA public library 1994 credo, the librarian "is an active mediator between users and resources." To maximize resources and reach as many librarians as possible across the country, librarians should be kept up to date on IFLA policy and standards. The policy requires librarians to acquire competencies as well as additional training through a train the trainer method. New technologies transform the services provided by librarians. Librarians, in turn, require new skills to keep up with such technological developments.

Because of the emergence of new technology, tremendous increase in knowledge and changing trends in library services, libraries must operate differently, making CSDP critical. Staff in Nigeria has been undergoing continuous staff development programs meant to improve their knowledge and skills but despite the trainings, it was observed that there was low performance among librarians in terms of service delivery, understanding of current best practices, and collection management. This realization brings about the question of whether or not the CSDP has any impact on what knowledge librarians acquire, what strategies are adopted and whether or not librarians are making adequate use of skills acquired through continuous staff development programs. As a result, the researcher embarked on of this research to find answers to these questions in order to explain why librarians perform poorly. Therefore the study was carried out to determine the influence of continuous staff development programs on librarian’s job performance in North- central Federal university libraries

1.4 Purpose of the Study

The purpose of the study was to determine the influence of continuous staff development programs on librarian's job performance in selected academic libraries in North-Central Nigeria for effective and efficient service delivery.

1.5 Objectives of the Study

The study objectives were as follows:

i. Determine the strategies adopted for impacting the online competencies through the continuous staff development programs on librarians job performance in selected academic Libraries in North- central Nigeria

ii. Evaluate the knowledge acquired from the continuous staff development programs on librarians job performance in selected academic libraries in North- central Nigeria

iii. Determine the extent of application of knowledge gained from continuous staff development programs on librarian's job performance in selected academic libraries in North - central Nigeria.

iv. Evaluate online competencies acquired through continuous staff development programs on librarian's job performance in selected academic libraries in North - Central Nigeria.

v. Establish Challenges encountered by librarians in the execution of their duties after undertaking continuous staff development programs for the acquisition of online competencies on librarian's job performance in some selected academic libraries in North - Central Nigeria.

1.6 Research Questions

The following questions guided the research

i. What strategies were adopted for impacting the online competencies on librarians' job performance in selected academic libraries in North central Nigeria?

ii. What knowledge was acquired through continuous staff development programs on librarian's job performance in selected academic libraries in North Central Nigeria?

iii. To what extent was the application of knowledge gained on librarian's job performance in selected academic libraries in North Central?

iv. What online competencies were acquired through continuous staff development programs on librarian's job performance in selected academic libraries in North central Nigeria?

v. What challenges do librarians face in execution of their duties after undertaking continuous staff development programs on librarian's job performance in selected academic libraries in North central Nigeria?

1.7 Assumptions of the Study

In order to conduct this investigation, the following assumptions were made:

i. That the continuous staff development programs were beneficial to information professionals in their job performance.

ii. That the libraries had put in place strategies for the acquisition of continuous development programs for acquisition of online competencies for job performance.

1.8 Limitations of the Study

The study has the following limitations:

i. The main limitation of the study was difficulty in gathering data from librarian (respondents). This was due to the fact that all university libraries had branch offices on multiple campuses, making the process extremely stressful. Because the librarians could not be reached physically, Google document form links were sent to them. The reason for this was the ASUU strike.

ii. Another limitation discovered during the study was the lengthy protocols required to gain access to expertise and professional services, as well as authorization letters from some authorities to conduct research in the respective libraries. This was due to the Academic Staff Union of Universities (ASUU) strike in Nigeria. The fact that some respondents were delayed in responding due to a lack of data bundles for internet connectivity as a result of the strike's failure to pay salaries. This limited the researcher's ability to conduct the study. To address some of these constraints, the researcher distributed the questionnaire via the university libraries' online platforms, and data bundles were sent to those who requested them. However, the researcher was unable to obtain only a few of the questionnaires distributed to respondents as part of this study.

1.9 Delimitation of the Study

i. The research was limited to seven federal university academic libraries in North-Central Nigeria. This was due to the fact that academic libraries had been established at many state, private, and federal universities in Nigeria.

However, the study only looked at federal university academic libraries in North Central Nigeria. Nigeria's north central region is made up of seven states: Abuja, Benue, Ilorin, Kogi, Niger, Plateau, and Nasarawa. The researcher limited her investigation to federal academic libraries in north central Nigeria for this study. The libraries chosen had qualified librarians and had been in operation for many years.

ii. Another reason for selecting these librarians was that some of them oversaw the affairs of the various units in the library and were in charge of program coordination. The purpose of the study was to determine the influence of continuous staff development programs on librarian's acquisition of online competencies, as well as the impact on job performance.

1.10 Significance of the Study

The investigation would be extremely beneficial to librarians, information scientists, archivists, record managers, information brokers, researchers, university administration, government and policymakers. They were extremely gainful because they would allow them to effectively and efficiently expand their professional duties by allowing them to manage and create libraries or information divisions that would satisfy their parent institute's specialized information needs..

i. For librarians, this study revealed a number of areas that would necessitate professional knowledge and competencies in order to meet the demands of the twenty-first century library environment. Librarians would be able to identify areas for improvement with regards to developing online skills that would contribute to academic libraries' efficient and effective performance in the twenty-first century.

ii. It would also inspire information professionals to understand the current library abilities and competencies necessary to make available exceptional services to their clients. The study would also identify current gaps in the acquisition of online information skills in information operations and information service delivery in academic libraries in North-Central Nigeria in order to improve work performance and satisfaction.

iii. It would also help library schools by recognizing the need to reform their curriculum in order to train competent librarians to gain these online capabilities. Because library schools, whether traditional or digital, were where this knowledge was impacted, it would be necessary to balance the equation and ensure that, while teaching traditional library routines, they will also be aware of the demands of the acquisition of online competencies and thus packaged their training programs accordingly.

iv. Researchers would benefit greatly from this study because it would serve as a foundation for future research in this discipline. This study would provide useful insights to a researcher.

v. This work would be useful to library administrators and managers because it would help them develop policies on staff training, particularly in relation to the acquisition of online competencies, and it would inspire them to prioritize continuous staff training of librarians in order to boost their library performance with cutting-edge-technology expertise, globalizing their local contents, and revealing their library to the entire world.

vi. The research would aid university administration in having librarians in all areas with a broader range of abilities to use in current information and

communication technologies that would be used to develop and aid in the provision of relevant sources to the entire university community.

vii. The study would benefit government and policymakers by assisting library staff in effectively contributing to the fulfillment of the library's mandate and objectives through the development of their skills and knowledge, as well as assisting librarians in effectively contributing to the fulfillment of the library's mandate and objectives through the development of their skills and knowledge.

1.11 The Theoretical Framework

This study was based on Donald Kirkpatrick's four-level training evaluation model, which was developed in 1993 and was identified by Badel (2018), as the most useful framework for evaluating training programs. The emphasis on relevance to people's regular work was one of the most significant contributions. It was used objectively to assess the impact of training, determine how effectively team members learned, and improve their learning in the future. The Kirkpatrick Four-Level Training Evaluation approach was created to objectively quantify training efficiency.

Kirkpatrick's model also allows for the measurement of potential training effects at four levels: participant reaction to training, participant learning as a result of training, participant behavior change as a result of training, and organizational impact as a result of the participant's behavior change. The Kirkpatrick's model enables trainers, trainees, and organizations to assess whether trainees were contented with the training programs, whether they learned from the programs, and whether they were able to apply the newly acquired knowledge and skills on the job,

as well as the impact on the organization. Falletta (1998), offered three factors responsible for training evaluation in a critique of Kirkpatrick's model: to justify the existence of a training function by demonstrating how it contributed to organizational goals and objectives, to decide whether to continue a training program, and to improve training in the future.

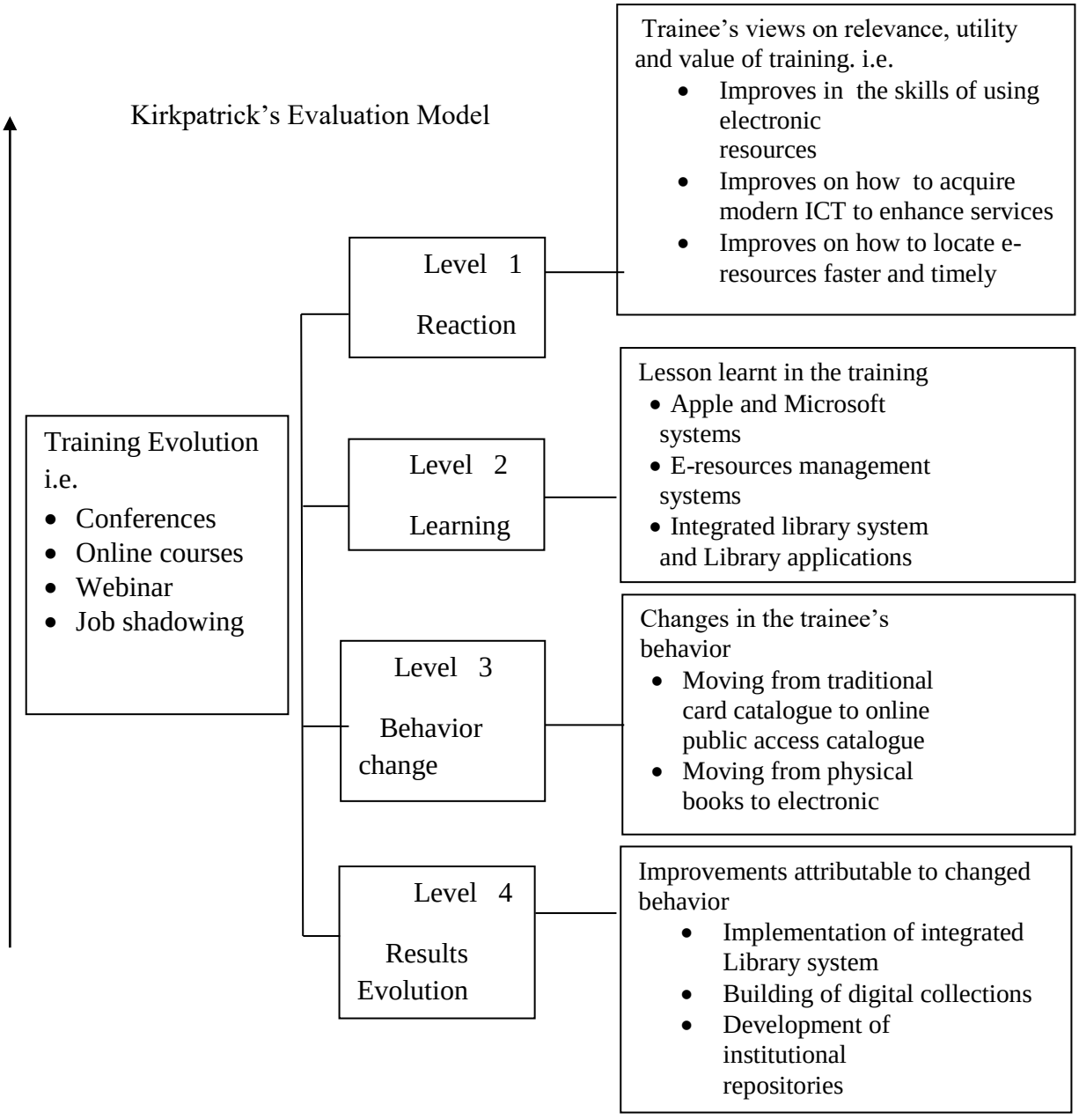

Figure 1.1: Theoretical Framework

Source: Researcher, 2022

Application of the Theory to the Study

Level 1 Reaction Evaluation

As shown in Figure 1, Level 1 investigates how participants in a training program reacted to the training. Level 1; Reaction evaluation aids in determining the personal reaction of the participants to the training or learning experience. For example, the evaluation should answer the following questions: Did the participants enjoy and like the training? Was the training useful to them and a good use of their time? Did they enjoy the location, style, time, logistics, and so on? and the amount of interest and effort needed to maximize learning (Nickols, 2013). The reaction was assessed immediately following the conclusion of the training. Level 1, which was to learn how people reacted to the training received, was applicable to the research's second objective, which was to evaluate the knowledge acquired from CSDP that had contributed to job performance.

Level 2 Learning Evaluation

Learning evaluation was the measurement of a trainee's competency before and after a training session. The following questions were investigated: Did the trainees learn what was supposed to be taught? Did the trainees get the training they were supposed to get? What improvements or changes did the trainees experience following the training? (Nickols, 2013). The level two learning model was to measure the employees' results after the trainings to see how differently they reacted to the training that brought about changes to the organization, which was also applicable to one of the goals of this investigation, which was to determine the online competencies gained from the continuous staff development programs that brought about changes in librarians job performance. Responses from the bosses and

subordinates of the trainees would provide feedbacks on the implementation or change in behavior.

Level 3 Behavior Evaluation

Behavior evaluation was the measurement of how much trainees applied their learning which changed their behavior. Depending on the circumstances, this review could have taken place either right away following the training or months afterwards. At this level of evaluation, the following questions were asked: did the trainees apply their learning when they returned to work? Was there a visible and quantitative transformation in the trainees' activity and performance when they returned to their jobs? (Nickols, 2013). Measurement was more difficult to quantify and understand than behavior modification response and learning evaluation. The third level, behavior, was created to help understand how people apply their knowledge and how the instruction exposed them to areas of need. This was also relevant to one of the study's objectives, which was to determine the extent of application of knowledge-based competencies acquired through continuous staff development programs and to identify the challenges that librarians face in carrying out their duties in relation to the competencies obtained through continuous staff development programs.

Level 4 Results Evaluation

The evaluation of the effects of training on the business or environment as a result of the improved performance of the trainee was referred to as result evaluation. To measure results, volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, such as the number of complaints, staff turnover, attrition, failure, wastage, quality rating, noncompliance,

standards, accreditation, and growth, were commonly used. Individual outcome evaluation was not difficult, but measuring organizational results was significantly more difficult. External factors had a significant impact on organizational and commercial performance as well (Nickols, 2013).

The fourth level included the outcomes for high returns on investment. This was also relevant to the fourth goal of the investigation, which was to evaluate the online competencies acquired through continuous staff development programs. Managers could identify the benefits of training based on increased production and sales, cost savings, improved quality, increased profitability, or return on investment through evaluation. According to Aljawharah and Carol (2021), the overwhelming popularity of Kirkpatrick's models could be attributed to a variety of factors.

Correspondingly, the approach assisted training professionals in developing a comprehensive understanding of training assessments. It also aided in assessing and judging how well training programs met their stated goals. The most relevant or descriptive information on training that could be obtained, according to Kirkpatrick's model, was information about evaluation results. As a result, the Kirkpatrick model provided a mechanism for corporate trainers to examine the outcomes of their training programs and activities in order to determine whether training was contributing to the organization's success. Kirkpatrick's evaluation model had the following flaws: The model was insufficient, and it provided an overly simplistic view of training efficacy that fails to account for individual or environmental effects of the training evaluation.

The premise of causal linkages: According to Kirkpatrick's model, the levels of criteria reflect a causal chain in which positive reactions resulted in the ability to acquire and transfer skills, which leads to positive organizational outcomes (Bates, 2000).

Although Kirkpatrick was ambiguous about the precise nature of the causal links between training results, Holton (2005), found a direct causal relationship between degrees of appraisal. According to Kirkpatrick's approach to information, each evaluation provided more informative data than the previous ones. This assumption has led training evaluators to believe that producing level four outcomes would provide the most useful information about the success of training programs (Rachel and Nora, 2022).

In practice, however, the model's inherent weak conceptual links and the associated data do not provide an adequate basis for this claim (Bates, 2004). Kirkpatrick's method was widely used to evaluate the impact of training at various levels. Nonetheless, the approach was unable to provide feedback on the extent to which training and development affects trainee job performance. The Kirkpatrick evaluation model established a framework for evaluating training programs in four major areas: reaction, learning, behavior, and results. For example, the researcher used the model as one of the yardsticks to assess the effectiveness of continuous staff development programs. The theory was significant in this recent study because it identified the main parameters used in continuous staff development programs that would aid in the acquisition of online competencies for effective job performance, providing a picture of the factors to be considered in the acquisition of online

competencies. Continuous staff development programs such as webinars, online courses, and conferences in the attainment of online competencies such as e-book mobile application and virtual reference technology resulted in increased job effectiveness and effectiveness. The Kirkpatrick's four-level training evaluation model theory served as the foundation for this study and explains the findings.

1.12 The Conceptual Framework

A conceptual framework was a method for making conceptual distinctions and organizing ideas that had different variants and settings. Strong conceptual frameworks captured actual events and made them easy to remember. Shields (2014). Figure 1.2 depicts the relationship between variables in this study.

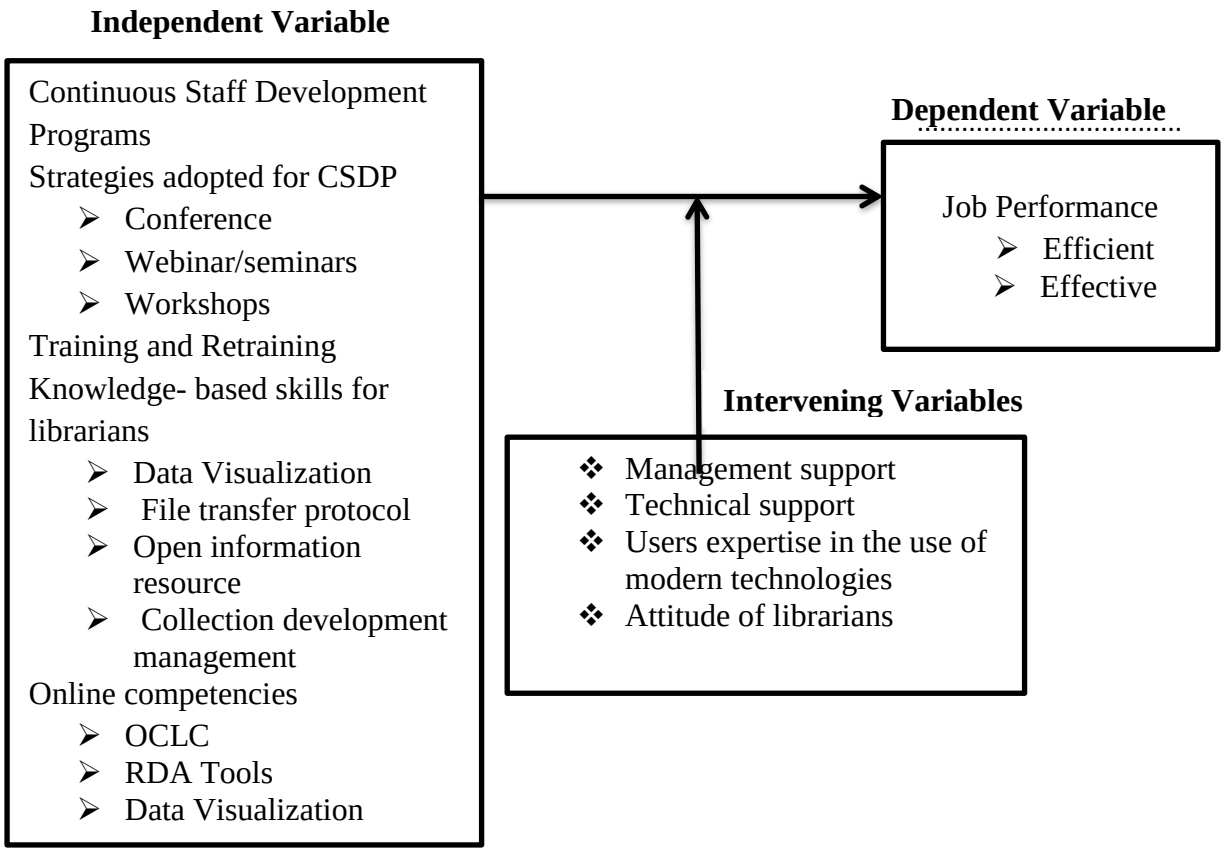

Figure 1.2 Conceptual Framework
Source: Researcher, 2022

Figure 1.2 depicted the study's three variables: the independent variable (continuous staff development programs, strategies adopted for CSDP, training and retraining, knowledge for librarians and online competencies), the intervening variable (management support, technical support, user's expertise in the use of modern technologies and attitudes of librarians). This four attributes were therefore investigated to establish their influence on job performance, and job performance (efficient and effective) is presented as the dependent variable of the study. When the independent variable is positive, it has a positive effect on the dependent variable. Aside from training and retraining and CSDP strategies, there are other elements that could influence CSDP. In the conceptual framework, this has been portrayed as the intervening variables. These consist of management support, technical support, user's expertise in the use of modern technologies and attitude of librarians. The intervening variable was also significant because a negative change in the independent variable would have a negative impact on the dependent variable. The conceptual framework therefore diagrammatically illustrates the study's goal by highlighting the essential variables and demonstrating the direction and flow of their relationship.

1.13 Operational Definition of Terms

Continuous Staff Development Programs: Continuous Staff development is a continuous and conscious organizational funded practice that is intended to support, inspire and allow librarians to upgrade their knowledge, skills, abilities and competence for effectiveness and efficiency on their job performance to both the individual and the university.

Competencies: Competencies are the characteristics, skills, traits or knowledge which helps in an exceptional job performance in a specific work.

Online competencies: The capacity to apply or employ online skills, as well as the set of relevant knowledge and abilities required to successfully accomplish 'essential job functions' or tasks in a specific work situation.

Librarian: A professional that works in the library, who ought to be conversant with the online skills in an online setting that helps in the provision and access to information sources of various formats. He must also be capable to acquire the understanding and skills through the various CSDP.

Job performance: Job performance describes the contribution of librarians to the overall success of the library. It assesses whether a librarian is performing a job well. It is an important criterion for organizational success.

Academic libraries: It is a higher educational institute that helps to serve various complementary purposes, support the curriculum, helps in the acquisition of online competencies and have skills to be able to access current information resources through the CSDP and also to be able to sustenance the research of the students in the university and faculty.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter includes a review of related literature on continuous staff development programs on librarian's job performance in North - Central Nigerian academic libraries. The review was organized around themes derived from the objectives of the study. The themes include: strategies adopted for imparting CSDP, knowledge-based skills, application of knowledge-based skills gained from CSDP, online competencies acquired through CSDP and challenges encountered in the execution of their duties after completing the CSDP, and a summary of research findings and gaps.

2.2 Strategies adopted for imparting CSDP

Employee training approaches varied in terms of their benefits, obstacles, and goals. There are numerous learning methods for different sorts of learners; some are visual learners, some require hands-on experience, some need an instructor to guide them, and so on. E- Learning, on-the-job training, instructor-led learning, roleplaying coaching, simulation training, collaborative training, video training, cross-training, job shadowing, case studies, peer-to-peer learning, paced learning, and gamification are the most effective employee training methods in Birmingham City University Delhi, India. (Disha, 2023). Workshops, conferences, and seminars are not included as CSDP tactics in this study.

The university librarian at Martyrs University (UMU) in Uganda stated that the library had no specific policy on library training. The librarian was trained in

accordance with the university's general training policy. Additionally, librarians attended seminars, workshops, orientation, conferences, and visits organized by the university. The university did not have a staff retention policy (Nannozi, 2013). The study failed to mention some strategies adopted for CSDP such as job shadowing mentorship, coaching and reading groups.

The Library Association of South Africa (LIASA) recognized the importance of CSPD and how it will encourage library practitioners to pursue continuous skill development. Despite the fact that the organization's commitment to CSPD was documented in its ethics and codes of conduct, it had not been declared a mandatory requirement. It was different in this country than in other countries, particularly the United States of America and the United Kingdom, where the portfolio of CSPD creation was viewed as a necessity for professional development in the LIS sector (Owens and Watson, 2015). The study, unlike in Nigeria, required librarians to attend a continuous staff development program in order to work efficiently and effectively in their workplace, especially given the vast growth of knowledge and changes in technology. The CSDP in Nigeria is mandatory on librarian’s job performance.

Academic libraries in Ghana will require a team of adaptable specialists with a broader range of specialties and abilities who will collaborate as managers, researchers, and technicians in the future (Lamptey and Agyen-Gyasi, 2010). They should also be proactive in order to contribute to the accomplishment of the missions of their respective institutions. Orientation programs, on-the-job training, study leaves, opportunities to attend workshops/seminars/conferences, publications

and research, library association members and networks, assignments, job rotation, and along with others have all been executed in Ghanaian university libraries. The study does not consider other CSDP for librarians.

The role of continuing staff development programs (CSPD) in the development of library practitioners will gradually help increase the set of skills employed by library practitioners, which has been recognized as critical to the profession's survival. In their essay "Keeping ahead of the curve: Academic libraries and continuous staff development programs in Ireland," Corcoran and McGuiness (2014) highlighted the importance of frequent and targeted skill upgrades. Ajeemsha and Madhusudhan (2012), asserted in their study titled "Competencies for LIS professionals in the working environment in India" that librarians should be aware of the impact of ICT advancements on the field of library and information Science (LIS). It was critical that institution of higher learning recognizes the importance of librarians' professional knowledge and abilities being updated on a regular basis. The study concentrated on impact of ICT advancement not strategies adopted for CSDP.

In their study titled "An examination of the ongoing professional development practice in Indonesian," Maesaroh and Genoni (2010), discovered that academic librarians' abilities are critical in providing quality services and managing collection development to their customers. It is critical for librarians to stay informed about differences in current inventiveness in the library and information science profession (Ritchie and colleagues, 2010). Choi and Rasmussen (2009), noted in their study about "what qualifications and skills are important for digital librarian positions in academic libraries in the United States of America" that technological advancements

and their impact on libraries have an effect on library structure due to changes that may necessitate the reorganization of librarians' responsibilities between divisions. The study was about qualifications of librarians for career advancement.

The Mortenson Center for International Library Programs in the United States of America, which has been providing continuing education with their years of experience within all regions of the world to librarians, stated on their website that; in Nigeria, Tanzania, Uganda, and Ghana, librarians have a high knowledge of what was expected and it will allow them to meet their users' needs. In most cases, they have been hampered by a lack of interest from international library vendors, a lack of institutional support, and limited access to training (Mortenson Center, 2012). The study focused on the impediment for attendance of CSDP.

There are several CSDP that is meant for librarians for effective job performance ranging from conferences, webinars and mentorships to coaching. This sought to establish the strategies of CSDP for librarians. Alawadhi (2015), conducted a study in Kuwaiti academic libraries and discovered that the most CSPD valued activities was seminars, short courses, networking with peers and specialized conferences. In Ireland according to the results the most popular types of CSPD includes; formal courses, conferences, and online resources (Corcoran and McGuiness, 2014).

Another similar and recent study by Appleton (2016) in his book "Why bother?" In the United Kingdom, discovered that conference is regarded the most dependable and solid platforms for CSPD which have been tried and proven. There were several

professional conferences with various unique learning opportunities in the academic library and scholarly publishing industries.

Conference is beneficial on several levels. They help an individual to discover emerging trends in their field or area, giving out best practices or seek more assurance on a way that will deal about the current trends, interact with suppliers and vendors, give and return to the profession by way of presentations, learn new products and results, involving with the practitioners who will motivate and connect them with professionals in librarianship that comes out of other organizations. The study overlooked other CSDPs.

Hodges (2017), in his research “leading libraries: A brief paper on coaching and mentoring in the United Kingdom,” defined coaching as CSPD for employees who are new in their positions or those facing a particular difficulties in their job. Coaching is a basis for benefitting from Continuous staff development programs. It is specific to benefit staff of the library that will be taking management and leadership roles for the first time in their work, or who will work around a particular "change" program and who will be needed to deliberate and come up with solutions to issues. Their libraries should have the knowledge to offer coaching opportunities within its own staff, network or a local consortium that could offer coaching that will be a profitable means in offering CSPD.

Additionally, Hodges (2017), also explained mentoring as a form of CSPD in his book "leading libraries," in stating that other libraries that were having internal mentoring programs were organized by members of staff who has been "mentored"

over some time by other member of staff and has possessed the knowledge and skills in developing the mentee as their responsibilities. Particularly it will be helpful to the workers in the library who has been promoted to new roles in their organizations and require assistance in adjusting to this new role. Mentoring could also be applied as a useful approach for continuing staff development programs for all newly employed (Hussey and Campbell, 2017).

Reading clubs among library employees is established to provide for contemplative time to discuss and read about important professional literatures. The teams will independently share interest (like critical librarianship or information literacy) and be able to benefit from it which helps in expanding their awareness on the topics. Reading groups, in addition to facilitating reflection, critical thinking, and debate was an excellent method to enhance teamwork and growth, although there were numerous sorts of CSPD activities that is available to librarians who have dissimilar alternatives. According to Saliu and Hamsetu (2014) and Ukachi and Onuoha (2013), the most prevalent strategies of CSPD in Nigerian university libraries included in-house training such as conferences, seminars and workshops.

2.2.1 Evaluation of Continuous Staff Development Program on job Performance

This study assessed the effectiveness of CSDP undertaken by librarians for job performance. According to Mahmood and Khan (2007), government played an important role in developing an ICT ecosystem in a country like Pakistan. As a result, professionals prefer that LIS schools and professional organizations provide training programs, but the cost be upon the employees. They prefer ICT training in the late afternoon and on weekends, and teaching methods should include vernacular

languages in addition to English. The study was about the duration and language to be used for CSDP.

In India, the two most major organizations, INFLIBNET and NISCAIR, offers a variety of training programs to college libraries and library professionals who were working in the university to assist them enhance their skills in incorporation of ICT into library services, and various IT tools and how to use them. INFLIBNET has conducted over 640 training sessions, workshops, and seminars concentrating on library automation and networking as of December 31, 2015, with approximately 51107 people benefited from it. In conjunction with other institutions, it also runs user awareness training programs around the country and regional training programs for library automation (IRTPLA).

Every year, INFLIBNET holds international and national conferences called PLANNER in the Northeast and CALIBER in various states across India. The center has also provided around 123 training seminars for libraries on SOUL installation and operation. The center conducts an attachment training program for practical library professionals as part of its human resource development efforts (Duarah and Mazunder, 2015).

An investigation to examine the impact of staff practices development on work performance by Dawo and Okwatch (2012), in several chosen institutions in Kenyan, discovered that practices of the continuous staff development programs solely has not contributed substantially towards job performance. The development about employee techniques, according to the authors, should be supplemented with

the strategies of some of the other human resource management and development like pay rise, promotion, reward, and some of the ways of motivating to help to improve work performance through staff interest. The study was on strategies for job advancement such as promotion, reward and pay rise. This study focused on strategies adopted for impacting CSDP.

Correspondingly, Akor's (2009) study, "The Influence of Leadership Styles on the Job Performance of Professional Librarians in University Libraries in the North-Central Zone of Nigeria," found that a university library leadership style has no significant effect on the job performance of professional librarians in universities in the North-Central Zone of Nigeria. In their study on "continuing education needs among metadata and cataloguers professionals in the United States of America mostly," Park and Lu (2010), discovered that one of the reasons for the persistence of opposition to formal continuous education programs was that they do not address real learning needs, fall short of expectations, and were poorly designed and delivered. For similar reasons, continuous staff development programs and on-the-job training were not always useful (To, 2011).

In their research on "who trains distance librarians" in the United States, Fritts and Casey (2010) and Mackenzie and Smith (2012), discovered that successful programs for continuous staff development programs had helped in increasing job performance and productivity. Shaheen and Khan (2013), investigated the impact of library workers on job performance at the Polytechnic Library in Delta State, Nigeria. According to the findings, continuous staff development programs had a significant impact on employee job performance. An organized continuous staff

development programs strategy aids in providing library employees with new technology skills needed to improve work performance while minimizing skill obsolescence.

2.2.2 The effects of Continuous Staff Development Programs on librarian's performance.

This study sought to determine the effect of CSDP on librarian's performance. According to Barbie (2015), there is scarcity of data on the LIS sector's opinion on the need for CSPD within South Africa. In South Africa the LIS sector encouraged CSPD courses and the author explained that there were also challenges. The reasons for not taking advantage of CSPD chances ranged from a lack of management's unwillingness to allow employees to attend the courses to funds. It is crucial that the professional organizations in the country stand on a position on continuous staff development programs and make sure that the library and information science industry supports CSPD inside their institutions.

A recent research illustrated the issue more broadly across South African professions: "there is substantial variation in continuous staff development programs methods and absence of a consistent vocabulary in expressing them." In the majority of professional bodies, CSPD looks to be low-stakes." Due to the continuous changes in the field of information and communication technology in the area of librarianship, the importance of continuous staff development programs is to maintain the growth of skills that is useful to speed up the technological advancement that will influence the profession and makes them become more important (Baroet, 2014). Academic librarians are expected to be more informed about how to seek information and to make sure their skills is current in order to

help the researchers. The questions in the study in South Africa was at what degree do academic librarians recognize as an importance to continuous staff development programs, and at what ways do they view the chances that continuous staff development programs might provide? How much CSPD does academic institutions give and how much involvement do they encourage? (Financial Planning Institute of Southern Africa, 2015).

A similar but more recent study by Kimberlee (2018), cited by Adejo (2020), in his investigation “Factors reducing the utilization of services and resources for information in Nigeria," concluded that a particular employee training together with skills assisted employees in establishing trust in the organization since they perceived themself as part of the organization's developmental stages. Continuous staff development programs are also supported by participation in the promotion of organizational objectives. Effective training should boost the confidence of employees in their talents. Continuous development of staff should be capable of resolving a number of staffing issues that has been impeding the functioning of the organization. This includes, amongst many other things, boosting quality of work and enthusiasm, assisting in the creation of new information, skills, knowledge of the job and the application of appropriate technological skills.

Nonetheless, a number of researchers in the previous studies, such as Mackenzie and Smith (2014) ; Cobblah and Van (2016), has demonstrated how effective employee continuous development programs has led to a rise in productivity as a result of ability to do the job. Onyia and Aniogbolu (2011), evaluated the effect of ongoing library worker training on job performance in the polytechnic library in Delta state,

Nigeria. The findings discovered that the organization's continuous staff development programs have an important impact on employee job performance. An organized continuous development of staff strategy has assisted in providing library employees with new technological abilities required to improve work performance and minimize skill obsolescence.

2.3 Knowledge for Librarians

Librarians should have knowledge of both theoretical and practical preservation tools, together with theoretical and practical software information, including discovery services, administrative operations of proprietary databases, meta search and links resolver software's. Tina (2019), expanded on academic librarians' existing internal knowledge in the United States and tallied strategies for training librarians with regard to contemporary communication practice. The participants were receptive to the training and enthusiastic about the majority of the activities. Information technology (IT) has had a significant impact on academic and public libraries, not only in terms of fundamental infrastructure but also in terms of service delivery to clients.

According to Bernaoui and Hassoun (2015), majority of librarians in Algerian university libraries have utilized or were utilizing ICTs to offer library services to users. Emails and social networking sites like Facebook, text messaging, twitter and LinkedIn was the most common types of ICT used. They observed using a different social network (such as RSS feeds, Twitter, Facebook and blogs) will aid in the interchange about library activities to its users. The study was on knowledge on social media sites.

According to Bolton (2014), libraries in Africa should integrate mobile phone services to their resources. It is particularly critical when it comes to the information literacy through an outreach campaign or text reference. Several academic and research libraries is still striving to find librarians who have understood technologies used for electronic information. In 2013, the department of communications in Australian Government's trained and sponsored librarians on skills for digital literacy to promote the upgrade of broadband infrastructure across the country. The public libraries house half of this internet training facilities (Rolan and Mackenzie, 2015). Since there are little resources in academic libraries, it is more important to have variety of services such as building library websites to provide huge services to the library (Iqbal and Warraich, 2012).

Farooq (2016), strongly argued that they should focus not just on conventional talents related to the theoretical part of the profession, but also basic computer literacy skills to enable them arrange for unified environments. Librarians should understand what is involved in the internet such as assessing hardware and software networks as well as comprehending critical computer and information science principles.

According to Ezeani (2013), the changes brought about by the advent of ICT necessitated not only an investigation into the librarians' abilities and competencies but also forces them to study a wide variety of talents. Mentoring, ongoing education programs, connection building (both human and material), and creative leadership is all required to produce a "new generation of librarians that will be ready in future in Nigeria"

2.3.1 Assessment of Knowledge Needed by Librarians

Cassella and Morando (2012), examined the set abilities that will be required in *Italy* for repository administrators. The results discovered more than fifty percent of the respondents (45.0%) evaluated their talents as very good. They will personalize the site appearance, provided quality services, store and secure materials in digital format. Most responders were well-versed in intellectual property issues. The findings recommended that digital repository administrator should have technical abilities, competencies in project management, awareness of copyright problems and competencies in metadata. The authors did not take cognizance of some knowledge for librarians in Nigeria libraries such as online cataloguing skills and the MARC.

At Punjab University in Pakistan, Batool and Ameen (2010), examined the positions of librarian's technical competencies. They observed that all the librarians that have skills in word-processing were in hardware computer, online public access catalogs, MARC and Web Dewey. They stated the major hindrance in learning technology was a lack of curriculum coverage, outdated courses, and training workshops. In this situation, all library personnel should have a basic understanding of the internet, including current networks and how to incorporate the internet into their duties.

Kaltimani and Naik (2013), assessed the ICT competencies of professional librarians working in Karnataka library colleges of engineering in collaboration with Visvesvaraya Technological University (VTU), in Belgaum, India. The study used a hybrid approach which includes observations, surveys and interactions with the workers of library and information employees. The findings discovered considerable disparities across this various libraries while operating computer such as; folders and

files creation, modules of the software for library automation, skills associated with the internet, identifying of radio frequency, search engines, designing and editing the web and IR digitization resources. The research established that the professional mostly deals with issues of finance, job overload, and unwanted behaviors that emanate from the administrators while learning ICT skills. Libraries in the United Kingdom now preserve items in electronic and microform versions.

Advancements in technology in disciplines such as networking, electronic publication, digitalization and communication have drastically altered the professional skills required to operate libraries. This is due to the fact that librarians must stay up with technology advances, because user skills and knowledge has evolved (Barber and Rizvi, 2013) Masreket *et al*. (2012) evaluated seven areas of competencies within library paraprofessionals in Sarawak state libraries. According to the findings, the majority of respondents exhibit high leadership qualities, decision- making ability, conflict resolution and interpersonal skills. The librarian's data standards, abilities in system analysis, information infrastructure, understanding of library technology tools and procedures, on the other hand, were less necessary.

2.3.2 Evaluation of Knowledge for Librarians

Cassella and Morando (2012), examined in Italy the necessary set skills for repository administrators. The results discovered that more than fifty of the respondents (45.0%) evaluated their talents as excellent. They will make the web appearance personal, provide a service that is qualitative and will preserve digital materials. Most of the responders were well-versed in intellectual property issues. The findings recommended that digital repository administrators should have technical abilities such as skills in metadata, project management and copyright.

According to a research conducted by Safahieh and Asemi (2010), In Iran, most among librarians in University of Isfahan learned to use computers from informal means. 20 (48.8%) of the respondents said they learned the skills of computing through official IT computer/ programs, 15 (36.6%) respondents said that they taught themselves. The respondents of 12 (29.3%) librarians mentioned that they learnt the important skills from their colleagues /friends, and 10 (24.4%) of the respondents said it was through IT/ computer books. The study failed to mention other knowledge from CSDP.

At Punjab University in Pakistan, Batool and Ameen (2010), examined the levels of librarian's technical competencies. They observed that most of the librarians have skills in word-processing, hardware computer, online public access catalogs, MARC and web Dewey. Also they stated that the major hindrance for learning technology was a lack of curriculum coverage, outdated courses, and training workshops. Masreket *et al*. (2012), assessed seven (7) areas about the competencies within library paraprofessionals in Sarawak state libraries. According to the findings, majority of respondents possessed strong leadership abilities in skills for; conflict management, interpersonal and making decisions. The librarian's data standards, abilities in system analysis, information infrastructure, understanding of library technology tools and procedures, on the other hand, were less necessary.

Baro (2010), carried out a survey in African library schools on digital library education. The study results revealed that only few school libraries has helped in the provision of courses that were relevant especially to digital libraries. As claimed by the author, several school libraries have not yet accepted "digital libraries" with

regard to a specific subject within the curriculum of LIS preferably; it was concisely covered in a related curse as a topic. As stated by the author, the reason for this is because the departments in the LIS have insufficient tools and lack staff that were competent in assisting in conducting courses on digital libraries.

According to Ajidahun (2009), In Nigeria, library schools has not provided enough technology and electronic skills to librarians. As a result, several librarians working in Nigeria has presently no knowledge of computer. As a recommendation libraries should be provided with opportunities for their librarians and additional training routes should be made available particularly in acquisition of electronic and computer skills.

According to Gbaje and Ukachi (2011), it is critical and essential for patrons to have knowledge of information technology because it is preferable to use digital resources than print- based resources in an online environment. In spite of various training programs, there is still an excess of poor and obsolete abilities among librarians in libraries, in North - Central Zone when one of the most essential function of a library in this day and age is to act as a portal to virtual collections and databases of electronic texts and journals. The outcomes of this training should be seen in the service delivery of the professional librarians.

2.4 Acquisition of Online Competencies

Online competencies are a skill and knowledge which helps in contributing to accomplishments in one’s specific career in an online platform. Competencies are directly related to performance and the monetary value of the work performed

(FLICC, 2008). The study sought to evaluate the online competencies. Nonthacumjane (2010), in his research on “Competencies of an information professional working in a digital library environment in Norwegian as well as Thai LIS”. For the correlatives, the data collection was through online surveys, online interviews, face-to-face interviews, interviews, and email. According to the study’s findings, the skills and knowledge necessary to support information professional job in these two countries includes creative, analytical and technical abilities.

The primary areas of subject knowledge required is discovered to include grasp of database creation, database management systems, user demands and metadata critical thinking, communication, teamwork and information literacy. This was discovered the most common skills required of information professionals who has been functioning in a digital library. This study collected data using structured questionnaires (open and closed- ended questions).

Bhatti and Nadeem (2014), in their study “Assessing training requirements of LIS professionals in Pakistan,” discovered that virtually all librarians desired to be taught in ICT field. Those that answered were enthusiastic about learning how to utilize social media, the internet, and some of the online activities. The librarians in the university wanted library services training programs that is advanced and enclosed with the automation of libraries, machine readable catalogs, digital libraries and metadata. Choi and Rasmussen (2009), in their study "What qualifications and abilities is required for work as digital librarians at academic libraries in the United States of America," stated that the management of digital contents, preservation of information and metadata creation, knowledge of management and creation of

digital libraries, use of scanners, imaging skills, and assigning OCR records will continue to be the requirements. The study lacked the knowledge of the modern competencies for librarians such as open URL/z39.50; electronic data exchange, automated messaging programs, and hardware and software trouble shootings.

According to a survey conducted by Safahieh and Asemi (2010), In Isfahan University (Iran) most of librarians do not possess appropriate computer skills, with nearly all of them considering their ability attainment to be “justifiable.” Nobody out of the librarians sees their abilities in computer knowledge to be ‘excellent’. As digital technology evolves, the manner individuals seek information has changed.

Academic libraries now offers online reference services , individual consultations, chat services, email, and numerous social network services to suit these evolving demand. Emiri (2015), investigated the present digital literacy abilities of library professionals in the university in Delta and Edo states of Nigeria's. According to the report, among the important digital literacy skills mastered by the professional is the use of e- mail, the internet, mobile devices, personal digital assistants (PDAs), and the social networking sites (SNSs).

As maintained by Ayoku and Okafor (2015), librarians at the Nigerian universities considered themselves as having excellent abilities in word-processing activities and use of e-mail use, but they lack understanding on how to access and classify e-resources, and are unfamiliar with subject accesses. The library staff is unfamiliar with databases that are specialized and helps in the acquisition of open-access library databases, database administration, designing the web and apps. The review

had not given prominence in most of the online competencies for librarians for job performance.

2.4.1 Evaluation of Online Competencies Skills

To do their duties successfully and efficiently, librarians should be proficient in a range of internet skills. They should be proficient in database asset management, encoded archival description, chat/IM and RDA tools. Choi and Rasmussen (2009) conducted a study to identify the knowledge and skills needed by professionals working in US libraries. On the report of the data, out of the 35% of respondents work responsibilities is connected to activities related to websites, out of 26% responded to digital project, 21.7% gave responses to maintenance of technical practices and standards and 17.3% to other tasks. This finding highlighted the significance of obtaining technological knowledge in order to thrive in today's information society.

Furthermore, Khan and Bhatti (2017), investigated the digital abilities required for the creation and maintenance of digital libraries in Pakistani institutions. According to the findings, digital skills needed to manage and construct digital libraries will be divided into three (3) categories: digital competences utilized for digital library development, competencies in digital library administration, and competencies in digital content security. According to the study’s findings, librarians who works with the Higher Education Commission (HEC) in the province Punjab has a basic degree in digital competences for assessing digital literacy abilities, developing and maintaining digital libraries.

In addition, the research focused on the acquisition of online competences for improved job performance. According to Mansour (2017), fifty percent of the library and information practitioners in South Valley University (SVU) were not sure of some of their competencies which includes; development of software, ICT products assessment, digital library development, development of software, database management system and electronic- based information knowledge. More than 50% of them stated that they lack web-related abilities, such as how to integrate webometrics in the design/development of a library webpage.

Mathews and Pardue (2009), conducted a content analysis of randomly selected job advertising using the American library association online recruitment listed in India from October 2007 to March 2008. The study emphasized the importance of project management, system development, development of the web, and system applications in librarian employment needs. According to the research, librarians should have a certain level of technological knowledge.

Baro and Aduba (2019), in their study survey in African library schools on digital library education. The findings revealed that just few school libraries have helped in the provision of courses that were relevant especially to digital libraries. According to the author, some school libraries has not yet adopted “digital libraries” as a separate subject in the curriculum of LIS ideally; it is briefly addressed as a topic in a related course covered as a topic. As stated by the author, the reason for this was because the departments in the LIS has insufficient tools and lacked staff that was competent in assisting in conducting courses on digital libraries.

Gerolimos *et al*. (2015), carried out a study in the United States for job advertising for the positions of academic librarian. Electronic resource management, public service, interpersonal skills, professional commitment, flexibility, problem solving, computer skills, creativity, web knowledge, metadata knowledge and management were accepted by the researchers as abilities that could meet employee's expectations.

Robati and Yusuf (2016) investigated the extent to which certain librarian abilities were covered in current Iranian library and information science courses. Amongst the findings, the associate curriculum assisted students in acquiring competencies. 18(32.7%) of them indicated that they were mandatory for assisting in acquiring the competencies. The associate curriculum has not assisted the bachelors in acquiring the skills 63.1% (77) out from the 122 indicates that the curriculum has assisted masters students in acquiring the competencies required 68.0% (83) out of 122 has agreed that the curriculum has assisted in acquiring the competencies required. The investigator reached a conclusion based on the data that the shortcoming and deficiencies of existing library and information science courses is due to lack of preparing graduates to work in special libraries. The study focused on library curriculum for acquiring skills. This study is on CSDP for acquisition of skills.

Continuous staff development programs will be a useful option for improving and instilling these abilities in library and information workers (Farooq *et al*., 2016). To be digitally literate in today's digital age, librarians should have specific computer abilities, which will be acquired via a variety of ways. According to Emiri (2015)'s research, librarians learnt the library digital skills through the help of peer groups, IT

programs, trial and error, and formal instruction, to name a few. The survey also found out that librarians' library digital skills usage was poor.

Mathew (2011), evaluated the library workers ICT skills in universities of Kerala. The study discovered that workers in the library were knowledgeable in various technological usages in the libraries. (86%) had the knowledge in the use of the internet, (72%) in DVD and (67 per cent) in technology and barcode scanners. They were aware also of the other digital technologies. (46.6%) were aware of image scanners, (41.1%) multimedia projectors, (40.5%) webcams, (21.6%) e- book readers and (10.3%) RFID.

Farooqet *et al.* (2016), in their research on "Performance evaluation- methodologies and approaches survey" discovered that the librarians in university of Pakistan were dissatisfied about their present attainments of skills because their purpose is to develop by obtaining new skills that will allow them to compete with academic librarians from another part of the globe. According to the research, in the area of professional competency, indexing, knowledge in metadata and databases were greater compared to guaranteeing client privacy of information and maintaining understanding of developing technologies. Here the author discovered their ability to retrieve information on computer programming languages, web designing and assigning metadata for digital library was dissatisfactory not motivating.

Akande (2014), found out that employees in the library acquire ICT knowledge through personal effort for their own development. In his research he looked at "ICT skills in employees in a changing digital library environment: A case of academic

libraries in Oyo state Nigeria" The study's premise is that there was no significant relationship between the degree of ICT skill development and skill acquisition approaches. This explained how several strategies might be used to enhance ICT skills.

According to Ezeani (2013), the changes due to the introduction of ICT have required that in addition to the inquiries about the abilities and competences of librarians, they were compelled to learn a variety of talents. Mentoring, ongoing education programs, connection building (both human and material), and creative leadership were all required to produce a "new generation of librarians that were ready in the future in Nigeria". The study neglected to emphasize on other CSDP for online abilities required for work performance.

2.5 Challenges in execution of duties after CSDP

Batool and Ameen (2010), in their study, ask librarians to identify the biggest barriers to gaining technology skills in Pakistan. Major issues raised by respondents is a lack of curriculum coverage, uncooperative from co-workers and fellows, a lack of newer and training/courses, workshops and inadequate period of time for library internship. In another research at Punjab University discovered that the library and information science department curriculum has not been recently revised but it is necessary that they regularly upgrade the contents to meet the market demand and expectations. The researcher recommended that in order to deliver sophisticated technical information services, librarians should have advanced knowledge, skills and adequate training. The study does not consider other skills such as lack of modern infrastructure and internet connections.

Similarly, academic librarians in Ghana encounter several hurdles in their efforts to assist learning, teaching, knowledge of dissemination and research (Lamptey and Agyen-Gyasi, 2010). As a result, training is required to enlighten personnel about the necessary training requirements in order to perform their tasks efficiently. In Ghana university libraries development of professional has several obstacles such as: insufficient funds, limited time for training programs and inadequate individual staff members' incapacity to meet escalating institutional expectations following training.

A continuous staff development program is frequently regarded as an optional supplementary concern that is considered when appropriate financing is available thus, it is necessary to analyze whether the financial situation in Nigeria is comparable. Shepherd (2010), investigated the issues impeding the adoption of gadgets and amenities in ICT academic libraries in Nigerian and concluded that CSDP done in-house is usually more effective. There is an insufficient competency for ICT amongst academic librarian's practitioners which call for an immediate requirement for CSDP for library workers. It is a necessity for academic librarians to undergo CSDP to assist maintaining up-to-date talents in the rapidly changing times.

Additionally, the difficulties of capacity-building within developing nations remain tremendous in regards to their general prospects and economic performance (Stewart, 2003). Staff exchange, training as well as retraining, ties with similar along with interconnected occupations, etc., is an example of the contributions of

librarians capacity development efforts in an economically deprived nation. Numerous challenges facing CSDP was not identified in the reviewed of literature.

Eze and Yadapadithaya (2012), recommended that absence of transfer of learning, inadequate funding, absence of training and development policies, lack of systematic and comprehensive training needs analysis, weak interaction between the industry and institutions providing training, failure to evaluate the effectiveness of training more vigorously, inadequate training institutions and facilities and inadequate staffing to enable the institutions to release some staff to participate in development activities was some of the challenges faced by university librarians on CSDP.

A study by Anunobi (2013), established that a key impediment to the application of staff capacity policies in Nigeria is insufficient financing (Ogunsola, (2011). Exchange programs and international partnership will act as a learning tool and enhance networking among library personnel and CSPD is one of the main effective approaches to training of staff (Leong and Nguyen, 2011). An academic library worker is confronted with significant obstacles such as: inadequate infrastructure, the cost of continuing staff development programs (CSDP), and inadequate budget allocation for training. The present research set out to establish the challenges of CSDP after training.

A similar research by Emiri (2015), conducted a research in Delta and Edo States of Nigeria where he interrogated librarians to determine the issue related to the development of digital literacy abilities. The most often mentioned issue is

inadequate digital facilities (67.91 percent), followed by a lack of finance (58.78 percent) and an insufficient supply of power (53.72 percent). The examination of literature revealed several issues challenging staff training and development initiatives. This study is to establish the challenges encountered by librarians after attending the programs and when applying the computer-based applications on their duties.

2.6 Summary of Existing Literature and Gap

The literature revealed identified general gaps. There is limited literature on the CSDP job performance in north- central Nigeria. The literature indicated that in some developed country CSPD impact is positive for the librarians on their job performance thereby helping them in carry out their work efficiently and effectively. Unfortunately, despite the benefits portray by librarians, most of the libraries still face challenges in attending CSPD and acquiring the online competencies and knowledge - based skills which affects their performance on the job. The literature also shows lack of interoperability of modern skills necessary for job performance. The gap in the study postulated that the study has mostly library oriented knowledge.

Conversely, the study also does not consider the modern technological skills required for librarians in the 21st century librarianship such as digital web maintenance, RDA tools and digital assets management. The literature does not consider the IT competencies to cover the computer skills and knowledge level of librarians such as availability of hardware and software, ability to communicate with computer, internet /intranet connectivity, IT management and support from the

library organizations, staffing training, and infrastructure among others. Also, the literature identified lack of digital facilities, lack of funding, absence of transfer of knowledge, not able to assess the efficiency of more training sincerely, lack of adequate CSDP strategies as challenges facing CSDP and acquisition of online competencies among librarians. The literature failed to mention other challenges while executing their duties such as lack of internet connectivity, power outrage and time.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research strategy. It is divided into the following sections: Research variables, research design, the study's location, the target population, sampling techniques and sample size, data collection instruments, pilot study, validity and reliability, data collection techniques, data analysis, and reporting logistical and ethical considerations

3.2 Research Design

A descriptive research design was used for the study. It is a method of gathering information by distributing questionnaires to a sample of people or conducting interviews (Orodho and Nthinguri, 2013). A research design is a strategy for gathering and analyzing data on a specific topic (Uzoagulu, 2011). According to Gravetter and Forzano (2009), descriptive research entails measuring a variable or set of variables in their natural state. The descriptive research design was appropriate for this investigation since it provided a description of respondent responses to behavior and attitude questions and allowed the researcher to understand the issues with continuous staff development programs and the acquisition of online competencies.

The study used both quantitative and qualitative research methods, because the method allowed for research to be generalized. This allowed the librarian, who had been involved in continuous development programs, to provide the necessary data for the investigation. Creswell (2009) asserts in his book Research Design:

Qualitative, Quantitative, and Mixed Techniques Methods that the quantitative approach entails the processes of data collection, interpretation, publication, and analysis. The method was appropriate for this research because it allowed for constructive, structured questionnaire data collection methods to be distributed to librarians working in selected academic libraries in north central Nigeria.

3.3 Variables

This research included three kinds of variables, which are as follows:

i) Independent Variables

The independent variable, according to Helmenstine (2019), is the variable that reflects the cause of a result. As a result, continuous staff development programs, strategies of CSDP, training and retraining, knowledge- based skills and online skills serve as the independent variable of the investigation. The independent variable of the research was measured using the following; setting a clear expectation for each role in the various core activities of the libraries, monitoring the librarians performance, making the most personal development plan, using focus group to understand training and needs and finally setting up a system of monitoring and coaching.

In the current study, CSDP, the strategies adopted for impacting CSDP, training and retraining, the acquisition of knowledge, the acquisition of online competencies for academic librarians in north- central Nigeria are taken as independent variables. Therefore, an increase of any of these variables results in an increase in effective and efficient job performance which was the dependent variable.

ii) Dependent Variables

The dependent variable, according to Cherry (2019), is a variable that is evaluated in a study. A little change in the independent variable will have an impact on the dependent variable. He went on to say that the outcome of the dependent variable is determined by the independent variable. The dependent variable was effective and efficient job performance. The dependent variable (job performance) was measured using Graphic rating scales, management by objectives and forced ranking for the job performance of the librarians.

A change in strategies of continuous staff development programs will affect the acquisition of knowledge and online competencies for effective and efficient job performance. In a nutshell, effective and efficient job performance depend on the continuous staff development programs for acquisition of online competencies

iii) Intervening Variables

Intervening variables, according to Opatha (2016), explained the relationship between dependent and independent variables. They were not studied, but they have an influence on the relationship between the independent and dependent variables. Factors limiting the acquisition of online competencies for job performance are guided by management support, technical support, user expertise in the use of modern technologies and attitude of librarians that is put in place to influence the acquisition of online competencies for effective and efficient job performance for academic librarians in academic libraries in selected north-central Nigeria. This study focused on continuous staff development programs on librarians' job performance in some selected academic libraries in north central Nigeria.

3.4 Location of the Study

The study was carried out in seven (7) academic libraries in Nigeria's North Central states, including the University of Abuja Library Gwagwalada, Abuja, Francis Ndachaba Suleiman University Library Makurdi, Benue State, Federal University Library Lokoja, Kogi State, University of Jos, Plateau State, Federal University of Technology Library Minna, Niger State and Federal University Library Lafia, Nasarawa State. The decision to use these libraries was made because CSDP was conducted by librarians.

Furthermore, the universities chosen had a sizable number of librarians with numerous years of working experience, which is considered important in terms of training through CSDP, making them suitable informants for this study. Academic libraries are intended for librarians who are active in the teaching, orientation, training, mentoring and development of librarians in university libraries.

3.5 Target Population

This refers to a group of people or things being studied and to whom the study's findings are generalized (Kombo and Tromp, 2006). The investigation population comprised 382 librarians from seven different university libraries in North-Central Nigeria. The use of librarians from the selected libraries was conceived in relation to the study objectives, and responses were only obtained from librarians in each of the seven university libraries used for the study, all of whom were beneficiaries of continuous staff development programs. As a result of their frequent interaction with users and resources they were knowledgeable enough to provide the desired data for the study. This was illustrated in Table 3.1 below.

Table 3.1: Target Population

S/N	Universities	Total
1	University of Abuja	37
2	University of Jos	81
3	University of Ilorin	43
4	Federal University of Technology Minna	75
5	Federal University Lokoja	23
6	Federal University of Agriculture Makurdi	63
7	Federal University Lafia	60
	Total (N)	**382**

Source: The University Library Management (2022)

3.6 Sampling Techniques and Sample Size

The following sampling technique is used in this study:

3.6.1 Sampling Techniques

The census method was used in this study for librarians at the selected universities. A census is an investigation of every unit, every person, or everyone in a population. A full enumeration survey, which translates to a complete count, was used. Once a population has been determined, a decision should be made as to whether a census or a sample will be a better option. Once a population has been determined, a choice should be taken as to whether to perform a census or choose a sample that will be a better alternative. (Crossman, 2018). Hence, all the 382 librarians were selected for the study and data was collected through an online questionnaire.

The choice of the location emanated from the fact that there were seven Federal Universities, which the study considered sufficient to conduct a survey on the content under study

3.6.2 Sample Size

All the 382 respondents were involved in the study. The number of librarians was manageable and was adequately studied within the constraints of this research. This was owing to the fact that the population of the study was manageable, thereby

allowing the researcher to provide treatment to each of the members. According to Esan and Okafor (2008), sample size is a subset of the population chosen to meet precise objectives and had the vital characteristic of the target population. Because it was not feasible to use the entire library staff due to logistical and economic constraints, only librarians that had attained qualification of minimum of bachelor's degree (Bachelor of Library and Information Science) of the Federal University libraries was used as a sample for this study. During a census survey, information was gathered from every unit of the population or universe. The researcher prefers to examine the entire population since the population had the precise set of traits and was not too huge (Arnab, 2017). Thus, target population and sample size was equal.

3.7 Data Collection Instruments

An online questionnaire was employed containing semi-structured questionnaires (open-ended and close-ended questions) for data collection. The Questionnaire, closed-ended (Quantitative method) was used. The questionnaire contained sections. The first portion of the questionnaire dealt with the participants' demographic information while other sections contained items linked to each objective of the study. All respondents were asked the same questions in the same order. This instrument was pertinent to the study because the respondents were well-educated.

Also, the semi-structured questionnaire open ended questions (qualitative method) was used and rated using frequency counts to determine the level of agreement of each item and was treated as qualitative data whose content was analyzed based on broad themes and was presented using word text and quotations to gather opinions of the respondents. The questionnaire was used because it allows respondents to answer questions related to the study.

According to McLeod (2018), the questions were standardized. This meant that questionnaire will be replicated easily to check for reliability. The questionnaires allowed respondents to answer the questions themselves at a suitable time within the period given its return. As a result, the quantitative and qualitative research technique is regarded as easy and capable of supplying the information required for this investigation. This technique was impartial, trustworthy, and relevant to the topic, according to the researcher. Lastly, quantitative method was compatible with the research's issues and concerns, and it allowed the present study to reach out to and collect empirical evidence from a larger population. Williamson (2017), identified some benefits of employing questionnaires such as the low cost of gathering huge volumes of data as compared to doing interviews, and the anonymity it provides to respondents, which promoted candid replies. The respondent offered information that was easily transformed into quantitative data (for example, counting the number of 'yes' or 'no' responses), allowing statistical analysis of the responses to be easy.

3.8 Pilot Study

A pilot study was conducted in two Federal Universities located outside the study area but with similar characteristics in terms of population, location and university operations and actually gave an accurate feedback of the actual study. They include; Ahmadu Bello University, Zaria, Kaduna State and Federal University, Gusau, Zamfara State. A total of 30 Librarians 15 from each University was used for pilot study. The rationale behind the selection was that one of the libraries was older than the other. Data gathered was used to determine the internal consistency of the instrument using cronbach alpha reliability method. This was in line with Orodho

(2013), who said participants in the pilot study ought to be at least 10% of the main study sample. The instrument for piloting allows the researcher to validate it by making adjustments by the observations made.

3.8.1 Validity

To ensure that the questionnaire could extract the necessary information from respondents, the instrument was validated by a panel of librarianship experts to determine the extent to which the instrument's content is required for data collection. The validation form, which included important items, was distributed to experts along with the study research questions and objectives in the interest of ascertaining the content validity ratio. The grade of acceptance on expert rating an item was calculated to determine the content validity ratio (CVR) using Lawshe's (1975) method, as follows;

CVR = ne - $\frac{N/2}{N/2}$;

CVR= content validity ratio, *ne*= number of experts indicating essential on an item and N= total number of experts. Decisions was taken using Lawshe's table of minimum values of CVR and CVRt, which is a minimum of 5% level of agreement at $p = 0.05$ on all items to be retained in the instruments' final copies (Hamed, 2016). If all experts indicate essential for all items on the instruments, CVR was computed to be 1.00 and then approximated to .99 for ease of manipulation (Lawshe, 1975). Tanner (2018) argued that validity was an instrument for capacity to measure what it is destine to assess. To assure that the questionnaire is capable of extracting the needed data from respondents, the instrument was validated by confirming that all variables and aims of the research were appropriately addressed in the instruments.

3.8.2 Reliability

To ensure the credibility of the investigation, quantitative research prioritizes fairness, validity, and dependability. Qualitative research, on the other hand, includes standards for dependability, creditability, transferability, trustworthiness, and transferability. The study conducted a pilot study with 30 librarians from two Federal Universities who were not part of the study's sample. According to Williams (2016), pilot study participants should make up at least 10% of the main study sample. However, it was discovered that individuals with similar characteristics to the target population were less than 30 (10% of the target sample of 382) at the Federal University of Gusau and Ahmadu Bello University, Zaria.

The pilot study was designed to ensure that the instrument was homogeneous. Data from the pilot group was collected and analyzed statistically using Cronbach alpha 1951 statistical techniques to determine how good and dependable the instrument is. This is because the Cronbach Alpha technique is the most commonly used statistical technique for determining an instrument's internal consistency when it contains items with more than two alternatives (Glen, 2016). The results of the pilot study were used to assess the reliability of the research instruments using the Cronbach alpha coefficient.

Table 3.2: Cronbach's Table for Determining Reliability

Cronbach's alpha	**Internal consistency**
A ≥ 0.9	Excellent
0.9 > α ≥ 0.8	Good
0.8 > α ≥ 0.7	Acceptable
> α ≥ 0.6	Questionable
> α ≥ 0.5	Poor
0.5 > α	Unacceptable

Source: Cronbach (1951)

The formula below was applied to establish r-coefficient value thus;

$$\alpha = \frac{k}{k-1}\left(\frac{s_y^2 - \Sigma s_i^2}{s_y^2}\right)$$

α = Cronbach Alpha

K=Number of items

1=Constant

s_y^2 = Variance of the Total Score

Σs_i^2= Individual Variance for each Question

Therefore;

$\alpha = \frac{68}{68-1}\left(\frac{30.837931-31.1847126}{30.837931}\right)$ = 0.98529412 * 0.98887976; $\alpha = 0.97433741.$

A reliability coefficient value of 0.97 was obtained which made the instrument reliable for data collection. This correspond with the acceptable standard as presented by LoBiondo-Wood et al., (2014), that, the result usually between 0 to 0.7 and above is considered reliable for data collection. Using Table 3.2, the r-coefficient alpha established indicated that the instrument was excellent for the purpose it was constructed with a coefficient of 0.9 for all items. Cronbach (1951), claimed that for the scale to be credible, the acceptable value of alpha should be 0.7

or above, as illustrated above. As a result, the questionnaire item was deemed relevant.

3.9 Data Collection Techniques

Data collection is the gathering of precise information with the intention of disputing or verifying some truths and explaining any ambiguous issues or evidences that a researcher may have (Anaekwe, 2007). The National Council for Science, Technology, and Innovation (NACOSTI) research authorization letter (Appendix III) and research proposal approval letter (Appendix IV) were distributed to the seven (7) universities where data was gathered. Acknowledgement letters from the Federal University of Technology, Minna (Appendix V) and the Federal University of Gusau (Appendix VI) were also presented to the respective universities.

These allowed the researcher to obtain permission from the librarians to collect data. However, before collecting data at any of the universities, the researcher found a contact person in each library whatsapp group administrators who assisted in distributing questions online. Links were distributed to librarians, and responses were returned and retrieved via the Google form. For quantitative data, responses were organized, coded, and recorded in Excel version 2016, whereas qualitative data was represented in themes in form of words of text and quotations.

3.10 Data Analysis

The quantitative data from the questionnaire was analyzed descriptively using percentages, frequencies, mean and standard deviation, results was presented in charts, graphs and tables. Responses from semi structured questions (open ended)

were analyzed using the thematic analysis approach and reported in word texts and quotations. The tables displayed the frequency with which respondent's answered specific questions. The descriptive revealed the proportion of librarian who responded to the questionnaire at each Likert scale level.

Furthermore, the researcher employed excel version 2016 for data analysis. Sections of the questionnaire that appeared qualitative were organized and similarities in terms of responses were coded into themes and reported in word text and quotations. The Statistical Package for Social Sciences (SPSS) computer program, standard version 22 was used by the researcher to enhance the quantitative data that was collected from the set of questions. The data from the instruments was analyzed and interpreted using descriptive statistics as established in the study objectives.

3.11 Logistical and Ethical Considerations

3.11.1 Logical Considerations

Logistical and ethical consideration was made to avoid plagiarism, infringement, armchair research, and over-citation of other authors to safeguard and promote high quality research. The researcher also sought for clearance from the graduate school of Kenyatta university. After obtaining the clearance from graduate school and researcher permit from National Commission for Science, Technology, Innovation (NACOSTI), (see APP.III) and permit from some of the authorities of the selected universities (APP.V& VI) the data was collected from selected university libraries. Before executing the research, the researcher attached a consent letter, which was attached to the online questionnaire using Google document form, those who responded indicated acceptability. The consent letter contained suitable privacy

procedures as indicator for gaining participants confidence to attend to the questions as the researcher consequently confirmed to participants that reports from the data gathering and analysis process will be made private and confidential.

3.11.2 Ethical Considerations

An organized research that makes use of scientific method in solving problem is referred to as ethical consideration in research. This has resulted in some scientific consideration and attitudes when conducting research. Strict adherence to ethical norms in the process of investigation was considered by not intruding into the respondent's freedom to privacy. Sufficient time was allowed to respondents in order to complete the questionnaire while maintaining information privacy by safeguarding their demands to their identity. To avoid plagiarism, all works were cited and given credit in the references using APA style 7th edition.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter looked at data-driven research findings, their interpretation, and discussions. The chapter concentrated on the various thematic areas that emerged from the research objectives, research questions, and assumptions of the study. The themes was classified as follows: strategies adopted for impacting online competencies, knowledge competencies, application of knowledge gained, online competencies, and challenges encountered following CSDP participation.

4.2 General and Demographic Information

This segment provided an analysis of the respondents' general information. It provided the context in which information interpretation was based.

4.2.1 Response Rate

The target population for this study was 382 respondents from the selected university libraries. This study's sample size was 382 librarians from seven (7) different university libraries. A total response rate of 363 (95.02%) was obtained. (35 from the Federal University of Abuja, 40 from the Federal University of Ilorin, 78 from the Federal University of Jos, 58 from the Federal University of Lafia, 23 from the Federal University Lokoja, 59 from the Federal University of Agriculture Makurdi, and 70 from the Federal University of Technology Minna University). Out of 382 responders who took part in the study, Federal University of Abuja had a 94.59% response rate, Federal University of Ilorin had a response rate of 93.03%, Federal University of Jos had a 96.29% response rate, Federal University Lafia had a 96.66%, Federal University Lokoja had a 100% response rate, Federal University

of Agriculture Makurdi had a 93.65% and lastly, Federal University of Technology Minna had a response rate of 93.33%). A response rate is the proportion of the quantity of respondents in a study to the quantity of sample demanded to partake and offer preferred facts for the study (Frey, 2018). The response rate was therefore above the required threshold. As supported by Kothari (2004), that 81 response rate or fifty percent (50%) and above is adequate for analysis. Table 4.1 showed the response rate.

Table 4.1: Response Rate

S/n	University Administered	No Administered	No Returned (F)	Response Rate (%)	Number Not Returned (F)	Percentages Not Returned
1	Federal of University of Abuja	**37**	35	94.59	2	5.41
2	Federal University of Ilorin	**43**	40	93.03	3	6.97
3	Federal University of Jos	**81**	78	96.29	3	3.71
4	Federal University Lafia	**60**	58	96.66	2	3.34
5	Federal University of Lokoja	**23**	23	100	0	100
6	Federal University of Agriculture Makurdi	**63**	59	93.65	4	6.35
7	Federal University of Technology Minna	**75**	70	93.33	5	6.67
Total		**382**	**363**	**95.02**	**19**	**4.98**

Source: The University Library Management (2022)

Table 4.1 showed that 37 questionnaires was administered to librarians from University of Abuja and 35 of them provided a response rate of (94.59%) while, two

(2) librarians (5.41%) failed to participate in the study. Furthermore, 81 questionnaires was administered to librarians from University of Jos but only three (3) librarians (3.71%) failed to respond therefore, 78 librarians responded and the study gained a response rate of (96.29%). Another, 43 questionnaires was distributed to librarians from University of Ilorin and 40 of them provided contributory views by filling and returning the questionnaire hence the study acquired a response rate of (93.03%) while three librarians (6.97%) declined responding to the questionnaire.

Five (5) librarians (6.67%) from the Federal University of Technology Minna did not respond to the study questionnaire out of 75 distributed, resulting in a response rate of 93.33%. In contrast, all 23 librarians at Federal University Lokoja responded, resulting in a 100% response rate. Finally, 63 questionnaires were distributed to librarians at the Federal University of Agriculture Makurdi; 59 librarians responded, yielding a response rate of (93.65%), while four librarians (6.35%) did not respond. Overall, the response rate in all universities was above 90%, which was considered adequate, with only 19% unreturned, which translated to about 5%.

Several scholars had recommended various response rates that they believed are acceptable for extremely rigorous academic and/or scientific research. Lynn, Beerten, Laiho, and Martin (2001) reported the following response rates based on survey mode: in person 80-85%, phone 80%, direct mail 50-70%, and email 40-60%. Further, Saunders *et al*. (2009) concluded that a minimum of 70% response rate is viewed as very good. As a result, the overall response rate for this study of 95.02% was deemed satisfactory.

4.2.2 Demographic Information of Respondents

This section provided a breakdown of the respondents based on their title, highest qualification, and years of experience working in Federal university libraries. It was critical to gain a deeper understanding of the survey respondents' qualifications, cadres, and number of years spent attending the programs in order to determine if the same determined attendance and how this affected their job performance.

a) Staff Designation

The researcher was looking for the staff cadres. This was significant because it was expected that training of various staff cadres will result in improved job performance. It is also necessary to know how frequently the librarians attended the programs in order to determine whether or not they received adequate training for effective job performance. This rating of librarians was done across all of the selected university libraries to determine if the librarians are constantly being trained because advancement to the cadres was achieved through participation in the programs. Table 4.2 displayed the responses.

Table 4.2: Staff Designation

S/NO	Staff Design.	University Library															
		UNI. ABJ		UNI.LOK		UNI. LF.		UNIV.JS.		UNI. IL.		U.A.M.		F.U.T.		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	L.A	7	1.93	6	1.65	9	2.48	13	3.58	8	2.20	11	3.03	5	1.38	59	16.25
2	A.L.O.	3	0.83	4	1.10	2	0.55	9	2.48	5	1.38	7	1.93	4	1.10	34	9.37
3	L.II	5	1.38	4	1.10	7	1.93	10	2.76	5	1.38	8	2.20	6	1.65	45	12.40
4	LI	11	3.03	8	2.20	7	1.93	27	7.44	10	2.76	20	5.51	17	4.68	100	27.55
5	C.L.O.	1	0.28	4	1.10	2	0.55	5	1.38	4	1.10	6	1.65	2	0.55	24	6.61
6	H.L.O	3	0.83	3	0.83	2	0.55	7	1.92	5	1.38	6	1.65	4	1.10	30	8.26
7	S.L.O.	2	0.55	1	0.28	2	0.55	5	1.38	2	0.55	4	1.10	4	1.10	20	5.51
8	P. L. O.	2	0.55	2	0.55	3	0.83	7	1.93	4	1.10	6	1.65	2	0.55	26	7.16
9	S.L.	3	0.83	2	0.55	2	0.55	7	1.93	5	1.38	4	1.10	2	0.55	25	6.89

Key:

L.A- Library Assistant
A.L.O- Assistant Library Officer
LII- Librarian II
LI- Librarian I
C.L.O- Chief Library Officer
H.L.O- Higher Library Officer
S.L.O.- Senior Library Officer
P.L.- Principal Librarian
S.L.- Senior Librarian

According to Table 4.2, more than half (65.57%) of the librarians in the selected university libraries was in the cadres of Library assistant (L.A.) to Librarian I. (LI). This was the broadest classification. This indicated that they had completed the necessary schooling. The university's management requires that this cadre of staff participate in CSDP because library services would be ineffective without it. This cadre's acquisition and application of program skills was critical because they interact directly with resources and customers on a regular basis. In Nigeria, librarians advance through the ranks from the lowest cadre (L.A) to the highest cadre (P.L), this was frequently determined by qualification attainment, which is guaranteed to translate to effective job performance. Hulton (2010), established that when there are gaps in work requirements, job output decreases. Approximately half of the respondents (34.43%) held positions ranging from Chief Library Officer to Senior Librarian. The majority of these respondents had advanced in their careers as a result of their participation in the programs, which had aided in the administration of the library's divisions. This meant that acquiring internet skills would be difficult without adequate training. According to Holley (2013), staff development programs aimed to improve employees' knowledge, qualifications, and efficiency in order to make them more proficient in their work performance.

b) Staff Highest Qualification

The researcher sought to find out the highest level of training attained by the respondents from various selected university libraries. Establishing highest qualification was done to determine whether or not acquisition of online competencies and access to CSDP differed across the various levels of qualifications. Also, educational qualifications aided the researcher in determining the knowledge acquired by librarians.

A bachelor's degree (Bachelor of Library and Information Science) was considered the minimum requirement for librarians in the application of internet skills for job performance. Indeed librarians relied on prior knowledge to put the newly acquired knowledge into context. The librarian had different levels of education for academic qualifications. Table 4.3 displayed the responses.

Table 4.3: Staff Highest Qualification

S/NO	Staff Qualification	UNI.ABJ.		UNIV.LOK		UNIV.LF.		UNIV.JS		UNIV.IL.		U.A.M.		F.U.T.		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	5	F	%
1	Professor	-	-	1	0.27	-	-	1	0.28	1	0.28	-	-	-	-	3	0.83
2	Ph.D.	3	0.83	1	0.28	2	0.55	4	1.10	4	1.10	3	0.83	4	1.10	21	5.79
3	MLS	7	1.93	12	3.31	8	2.20	13	3.58	10	2.75	8	2.20	12	3.31	70	19.28
4	MSC	5	1.37	3	0.83	7	1.93	9	2.48	4	1.10	3	0.83	2	0.55	33	9.09
5	MIM	10	2.75	8	2.20	7	1.93	17	4.68	12	3.31	14	3.86	5	1.38	73	20.11
6	PGD	1	0.28	3	0.83	2	0.55	8	2.20	6	1.65	3	0.83	2	0.55	25	6.89
7	B.TECH	3	0.83	2	0.55	8	2.20	6	1.65	5	1.38	4	1.10	2	0.55	30	8.26
8	BLS	7	1.93	8	2.20	5	1.38	13	3.58	10	2.75	11	3.03	3	0.83	57	15.70
9	B.SC	6	1.65	4	1.10	3	0.83	7	1.93	2	0.55	1	0.28	4	1.10	27	7.44
10	G.C.E	3	0.83	2	0.55	1	0.27	8	2.20	3	0.83	4	1.10	3	0.83	24	6.61

Source: Study Data 2022

According to the findings, 6.62% (5.79% plus 0.83%) of librarians from the selected university libraries had the highest qualifications in Ph.D. and professor. Furthermore, nearly half 55.37& (19.28%, 9.09%, 20.11% plus 6.89%) had obtained MLS, MSC, MIM, and PGD qualifications, which was essential for employment as a librarian in Nigerian federal university libraries, despite this, 31.4% (8.26%, 15.70% plus7.44%) had B.TECH, BLS, or B.Sc. degrees, with only (6.6%) having GCEs.

This indicated that the majorities of them was qualified and will use online competencies effectively and efficiently. While this was a requirement for entry into the profession, some of them were qualified to manage the affairs of the library's many divisions. Furthermore, the finding was in consistent with Corcoran and McGuiness (2014), who highlighted the importance of consistent training along with targeted skill acquisition. Librarians must be aware of technological advancements together with their consequences for the profession of library and information science (LIS). (Ezema and Ugwuanyi, 2014; Farooquet *et al*., 2016).

Furthermore, the results was in line with a more recent study by Antony and Elangkumaran (2020), who proposed that respondent educational level was a critical factor in determining the quality of data obtained from a survey, and educational level was classified from lowest to highest qualification. Librarians must be skilled at managing and applying their knowledge in order to perform well on the job.

c) Years of Experience

The researcher sought to find out how long the librarians had been working in their library. This was to ascertain whether they had facilitated the acquisition of online skills after undertaken the training for effective job performance.

The study conceptualized years of experience as the duration spent in the university library providing services. The period of employment of a librarian defined how long one had spent in the library and had acquired the CSDP for effective services delivery. Librarians' years of experience was gathered as part of their demographic profile to ascertain the extent to which the data for the study was provided by competent and knowledgeable librarians and this varies based on the period of enrolment into the University library services. The response is shown in Figure 4.1

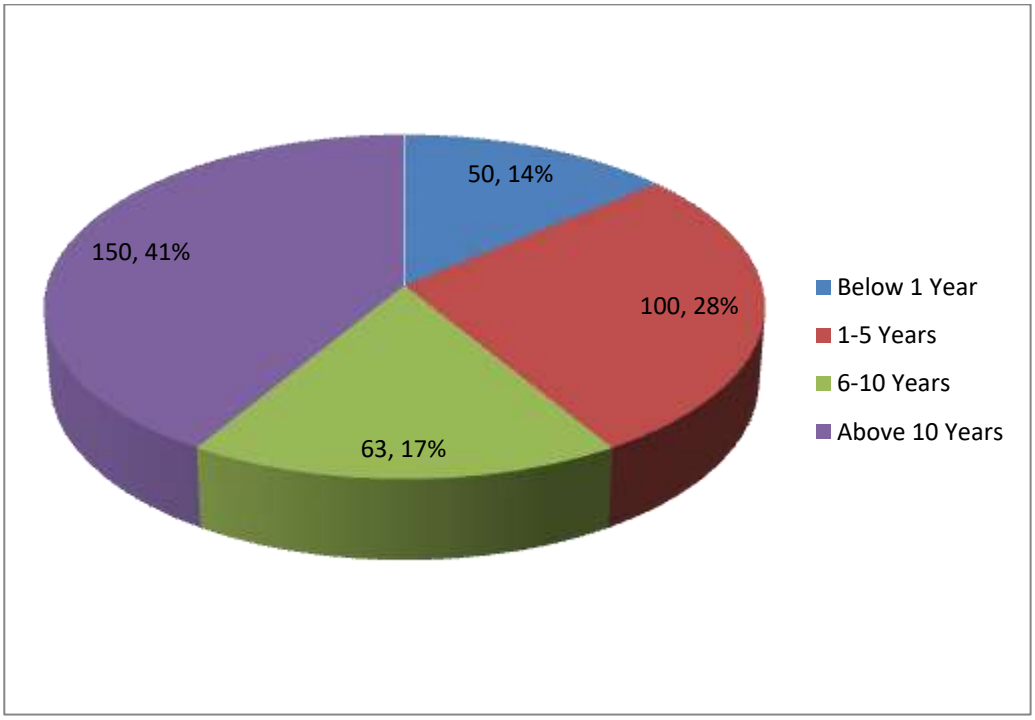

Figure 4.1: Years of Experience

Source: Study Data 2022

Figure 4.1 indicated that barely a quarter of the respondents 50(14%) from the selected libraries had been providing library services for less than a year. This meant they had not been in the library for very long and had received less training because it was organized quarterly, annually, or bi-annually. However, a significant number of 100 (28%) had been working in their libraries for one to five years. That time frame was considered adequate for librarians to attend, acquire, and apply the knowledge gained from the trainings. Also, 63 (17%) of respondents had been working in a library for 6 to 10 years, delivering library services in a variety of roles and had fairly good chance to participate in the programs. Similarly, 150 (41%) had been working in their libraries for more than 10 years and was expected to benefit more from CSDP than others. This showed that nearly half (41%) had been working for a number of years and thus would have fully benefited from the programs because they had been working in the library for a long period of time and had attended the programs on a regular basis. This was in consistent with the findings of Yahaya and Aliyu (2016), which discovered that librarians who had spent a significant number of years providing services would perform better than those who had spent fewer years in terms of acquiring online competence. They also stated that the competence and performance of librarians was critical to the effectiveness and efficiency of library services.

4.3 Strategies Adopted in Impacting the Online Competencies for Job Performance

The first objective sought to determine the strategies adopted for impacting the online competencies through the continuous staff development programs in order to improve librarian job performance. This was done to provide insight into the various

CSDP strategies used. The study eventually sought to determine whether the policy implemented was functional and applicable in facilitating attendance to programs that was expected to influence the acquisition of online abilities and, ultimately, effective job performance. The obtained data was presented in the subsections that followed.

4.3.1 Strategies Adopted in Impacting Online Competencies

The researcher was interested in determining the strategies adopted for impacting the online competencies. This was one of the study's objectives. This study would then allow the researcher to determine the most effective approach to librarians for influencing online knowledge for improved work performance. Figure 4.2 illustrated the results.

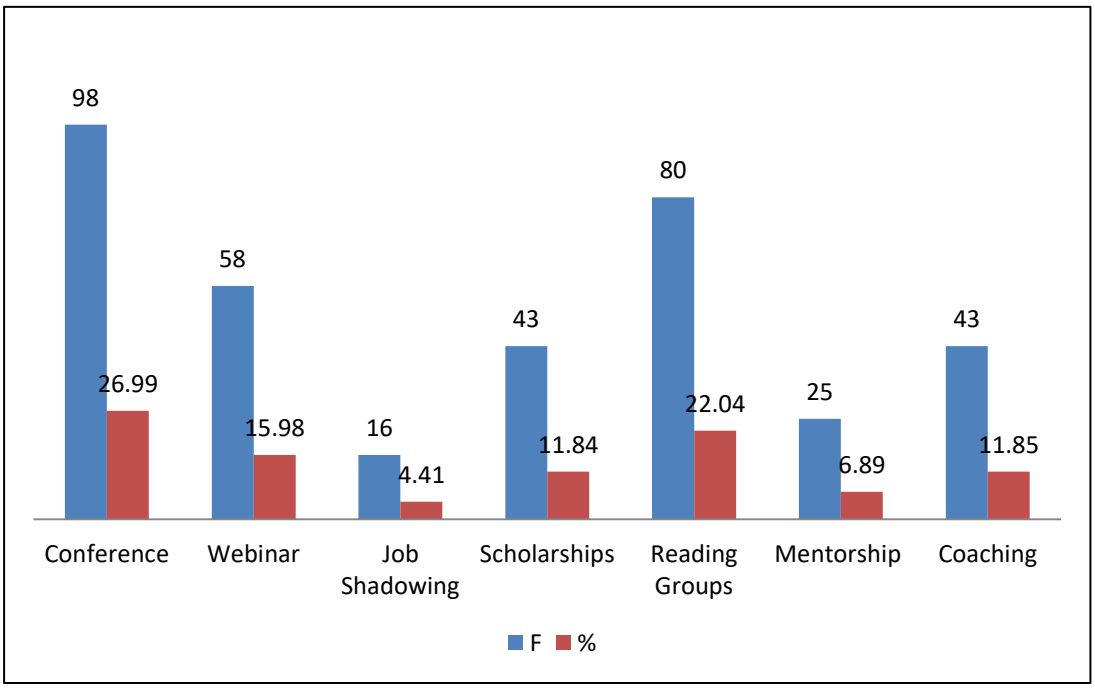

Figure 4.2: Strategies Adopted in Impacting Online Competencies

Source: Study Data 2022

The findings from Figure 4.2 indicated that nearly half of the librarians 49.03% (26.99% plus 22.04%), stated that conference and readings groups was one of the strategies adopted for impacting online skills. This was significant because a conference was effective on multiple levels. Furthermore, this was significant because reading groups and conferences are the most reliable and stable platforms for CPD that had been tested, tried, and would allow librarians to successfully share best practices or seek reassurance on how to work with current trends, meet vendors and suppliers, discover new products and solutions, and discover emerging trends within their area of work or sectors. The results was in consistent with Mary (2020), who also noted that conferences, in general, offer the chance to network, exchange ideas, learn about contemporary trends in librarianship, make new contacts, find colleagues who share your research interests, and advance academic discussions by providing feedback, insightful comments, and expert opinions.

A webinar is an internet-based meeting that takes place in real time. It frequently includes question-and-answer sessions, presentations, and collaborative discussion. Webinar was identified as a strategy by 58 (15.98%) respondents. Participants in webinars can view the anchor and presentation slides on their computers whereas concurrently listening to the audio stream and it is not necessary to journey to attend the sessions. Furthermore, webinars are an inexpensive approach to reaching a broad audience. Flexibility was an important factor for those who had used it. (Morris, 2017)

This low number of respondents who established that webinar was one of the programs for impacting CSDP suggests that they had not considered the challenges encountered when using webinar as a strategy for impacting CSDP, such as provision for limited opportunities for interaction and few to no group activities and teamwork. Similarly, internet connection issues such as slides not moving, audio breaking up, or complete loss of connection.

Equally, few of them 16.25% (4.41% plus 11.84%) identified job shadowing and scholarship as strategies adopted for impacting online skills. Job shadowing is a type of on-the-job training that allows an interested employee to closely observe and follow another person who is executing the task. This type of learning is usually used to onboard new employees into an organization or into a new role. The rationale using this method was owing to its clarity and enhancement to leadership and management roles, which will be an essential consideration for those who will use it.

Likewise 18.74% (6.89% plus 11.85%) recognized mentorship and coaching programs as the CSDP strategies adopted for impacting online skills for job performance. This was because mentorship and coaching trainings was important since it will enable librarians to share their knowledge, skills, and/or experience, or to aid them in developing, growing, and assisting a client on their goals and helping them attain their full potential. According to Hodges (2017), coaching is intended for librarian who is new to a position or who is encountering specific obstacles in his profession. Coaching could be a helpful source for impacting CSDP.

Job shadowing was one of the least strategy identified by few librarians that was used for impacting online abilities which was seen as applicable for learners partnered with a more experienced mentor. However, job shadowing should be used as one of the strategies for influencing CSDP because newly hired librarians will be able to shadow more experienced librarians because librarians are already working and had gained knowledge over the years to transfer to the younger librarians. As a result, librarians should be encouraged to mentor younger librarians in the profession, because job shadowing allows librarians to put their training skills to use. This strategies are significant because, in this technological age in which libraries have become ICT savvy, librarians must know how to effectively utilize the skills acquired.This assertion was in consistent with Morris (2017)'s findings, which discovered that librarians engage in extremely creative and inventive activity, as well as a natural aversion to sharing experience and excellent practice.

4.3.2 Strategies Adopted that have had Positive Impact on Job performance

The study examined the strategies that had positive impact on the librarians after undertaking the CSDP for effective job performance. It was essential to understand the strategies that benefited librarians that had improved their job performance. The librarians were asked to identify the programs that had impacted on them after the training. The data was gathered by means of an open-ended questionnaire and analyzed qualitatively. Some of the responses are shown in the excerpts below:

Some of the librarians responded that:

"Mentorship was one of the strategies with positive impact".

A plausible explanation for this type of result was that mentorship training was typically organized in-house in the form of workshops and seminars that librarians are free to attend and easily learned through practice. This demonstrated that they

had benefited from the skill development program provided by a mentor who had contributed in their knowledge, abilities, and/or experience that had helped their development, progress, and aided them in performing their regular duties. However, this alone was insufficient for achieving internet skills because a librarian is expected to use a variety of strategies to acquire diverse knowledge for effective performance.

This finding was in consistent with Hussey and Campbell-Meier (2017), which established that a certain libraries provided internal mentoring programs in which a staff member is "mentored" for a period of time by another staff member who had the knowledge and skills to help the mentee develop on the job. This was especially useful for library workers who had been promoted to new roles within organizations and need assistance adjusting to their new role. Mentoring should be used as an effective CSPD technique that will benefit all new members of staff for online attainment. This finding also agreed with those of Ganesh, *et-al* (2015), who indicated that coaching and mentoring was gaining prominence in modern organizations as a critical management intervention in increasing employees' skill sets and encouraging personal growth. They observed that it improves job performance and, as a result, the quality of service delivery.

On reading group, some respondents indicated that

"*Reading group had been hardly one of the programs that have had a positive impact."*

This finding revealed that reading groups was one of the programs that had very little positive impact on librarians. This implied that the training was not well-

organized and did not improve their abilities. It implied that team members' lack of cooperation, such as a refusal to share their internet talents, which aid in learning new skills, had affected their job performance. As a result, reading groups was deemed insufficient to positively impact the acquisition of online skills. Hodges (2017), advocated for the promotion of reading groups among library personnel in order to provide introspective time to study and discuss important professional literature. Individual teams should share interests (such as critical librarianship or information literacy) to benefit from reading club to further their awareness of the challenges, as well as enabling discussion, critical thinking and reflection. While recommending promoting reading groups, the author also noted that they are a great way of supporting teamwork and team development.

The author also noted that reading clubs among library personnel would be a good way of providing introspective time to study and discuss important professional literature. This was because individual teams would be able to share interests (such as information literacy or critical librarianship) and would benefit from the reading club to further their awareness of the challenges.

On Conferences, some few of the librarians asserted that:

"*Conference attendance had minimal positive impact''*

This indicated that conferences had little positive impact on their ability to acquire necessary skills to facilitate job performance.

A conference necessitates the simultaneous gathering of a vast range of people at a specific time and location, which will consume time because other activities will be

prioritized for the purpose of the conference. Similarly, some participants lack enthusiasm for giving and receiving, making it difficult to acquire practical skills in a timely manner. Others will find that the theme does not always focus on the acquisition of online technology skills, resulting in poor performance in online applications. Librarians should be allowed to attend a variety of CSDP that will benefit their job and improve customer delivery of services in the twenty-first century. This was in line with Asim (2013), who established that organizational development and training had a substantial impact on employee job performance. An organized development of staff development strategies aided in the provision of new technological abilities required by library employers to improve work performance and minimize skill obsolescence. According to Appleton (2017), conference was one of the most dependable and reliable CSDP platforms that had been tried and evaluated. The author went on to say that there are several professional conferences with new learning opportunities in the academic library and scholarly publishing industries.

4.3.3 Policies for Attending Continuous Staff Development Programs

This was designed to determine whether policies on continuous staff development programs had been established. This was important in establishing whether or not there were functional and applicable policies for attending the programs. It would also aid in determining whether the policy encouraged staff to be trained in order to stay current in their knowledge and practice, as well as whether the general staff training committee approved funds for staff upgrades.

Establishing policy was critical because policy was regarded as the foundation upon which initiative implementation is based. This sub-section collected data was

analyzed using a two-point scale (Yes or No), frequencies, and percentages. Table 4.4 displayed the results.

Table 4.4: Policies for Attending Continuous Staff Development Programs

University Library	**Policies**			
	YES		**NO**	
	F	**%**	**F**	**%**
Federal University of Abuja	14	3.86	26	7.16
Federal University of Lokoja	11	3.03	21	5.78
Federal University Lafia	13	3.58	32	8.82
Federal University of Jos	28	7.71	45	12.40
Federal University of Ilorin	25	6.88	35	9.64
Federal University of Agriculture Makurdi	18	4.96	43	11.85
Federal University of Technology	12	3.31	40	11.02
Total	**121**	**33.33**	**242**	**66.67**

Source: Study Data 2022

Results from Table 4.4 indicate that 242 (66.67%) more than 60% of the respondents across the selected university libraries had no applicable and functional policies regarding attending programs for attainment of online skills. Policy was established for requirements that apply to a given area or task. They gave organization-wide guidance, uniformity, accountability, efficiency, and clarity. Many policies fail due to ineptitude, corruption, scarcity of resources, bureaucracy, a lack of manpower, and an administrative bottleneck. This indicated that the majority of librarians had not been attending these programs on a regular basis due to lack of funds for trainings, strict bureaucracy involved in training approvals, corruption, and a lack of manpower, despite the fact that all librarians are required to attend the programs which enable them to acquire modern technologies to help them carry out their jobs effectively. Furthermore, poor performance of librarians on the job in an online setting was due to lack of functional policies for CSDP attendance.

The library administration should ensure that the policies established should be functional and applicable for the smooth operation of program attendance because without these programs, the acquisition of technological competencies will be hampered, making information use, access and application difficult for librarians and patrons.

Nannozi (2013), established that policy encouraged workers to be trained to stay current in their knowledge and practice. The author further explained that most universities had no staff retention policy. Without a policy, employees are unsure whether to attend trainings or not. Administrative bottlenecks, scarce resources, and rigidity, such as a lack of prompt response from library management to attend these programs, had hampered program attendance, hampered training in general, and had desolated the Nigeria tertiary education system and its policies. The policy should be clarified with more effort, resources, and good will. A staff training and development policy should give employees a framework for knowledge expansion and the acquisition of new skills in our competitive world of digital and virtual libraries. It should also make an effort to train employees so they may perform better in their current roles and advance to new ones in the future. The findings of the investigation was in consistent with those of Entsie *et al*. (2020), who noted that because most institutions do not see the need to provide sustainable rules for staff training programs frequently they do not satisfy institutional requirements. As a result, the majority of programs had begun without consideration for pertinent trainings, which suggested that they will not meet the goals and objectives.

This was due to policy gaps that had gone unaddressed. Additionally, the study findings corroborated with Sharon (2017), that administrative roles was performed without respect to adequate benchmarks and the recognition of practices governing the functionality of institutions regarding staff training and development. Policies should be implemented to allow librarians to attend programs on a regular basis in order to become acquainted with the latest technological abilities essential for efficient work performance in modern librarianship. Where there was attendance, there should also be follow-up and evaluation of skills obtained.

4.3.4 Frequency of Organization of CSDP

The researcher investigated the frequency at which programs are organized for improved job performance. The essence was to establish whether or not the university and library management consistently ensures planned trainings that will encourage the acquisition of online skills for better work performance. The result was presented in Table 4.5

Table 4.5: Frequency of Organizing Continuous Staff Development Programs

S/ No	University Library															
	Frequency of CSDP	Fed. Univ.of Abuja		Fed. Univ.of Lokoja		Fed.Univ.Lafia		Fed.Uiv.Jos		Fed.Univ. of Ilorin		Fed.Univ.Mak.		Fed.Univ.of.Tech. Minna		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Very Frequently	8	2.20	12	3.31	10	2.76	20	5.51	7	1.93	15	4.13	17	4.6	89	24.52
2	Frequently	2	0.55	4	1.10	2	0.55	5	1.38	2	0.55	6	1.65	1	0.28	22	6.06
3	Occasionally	2	0.55	5	1.37	3	0.83	7	1.93	4	1.10	2	0.55	6	1.65	29	7.98
4	Rarely	15	4.13	10	2.76	20	5.51	30	8.27	8	2.20	17	4.68	5	1.38	105	28.93
5	Never	30	8.27	20	5.51	15	4.13	12	3.31	25	6.89	10	2.75	6	1.65	118	32.51

Source: Study Data 2022

From the research findings, more than half 61.44% (28.93 or 32.51%) of the respondents from the selected university libraries declared that the programs were either rarely or never organized by their institutions. This meant that trainings were not scheduled on a regular basis. This was why most librarians are unable to apply scanning knowledge, which necessitates ongoing training in order to regularly upload student theses, dissertations, and projects to the internet for scholars to access. Despite existing policies requiring librarians to participate in the program, trainings are not held on a regular basis, putting their job performance at risk. Because of program inconsistency, individuals performed poorly on the job because they lacked awareness of certain integrated library system (ILS) abilities, such as KOHA and VTLS used in checking in and out of information resources from the library. In view of this finding, there is need for constant training if librarians are to embrace new technological developments to enhance their skills.

While some certain number nearly above quarter of the respondents 30.58% (24.52% or 6.06%) attested that the trainings was usually organized very frequently or frequently. This indicated that the programs are organized on a regular basis. According to Mackenzie and Smith (2014), regular creation of staff training programs will result in increased output on the job. Librarians should be given opportunities to attend training on a regular basis in order to gain the modern skills required for effective performance. However, (7.98%) few librarians are of the opinion that the programs were only organized occasionally. This was due to the bureaucracy involved in planning the programs, such as delays in the release of funding and approvals from the university and library management for organizing the training.

This was why most institutional library repositories are not very functional, because the skills require operating the library repository was not regularly upgraded.

Librarians should attend the programs on a regular basis to familiarize themselves with the internet abilities. Constant training and retraining is required to familiarize librarians with new technology in order to provide better services. In agreement and as a recommendation for organizing training on a regular basis, Ajeemsha and Madhusudhan (2012), emphasized that librarians should be aware of improvements in ICT and their impact on the LIS sector through continuous training. This was important too for places of higher learning to recognize the importance of acquisition of skills for librarians and the need for knowledge being updated on a regular basis.

Similarly, the findings verified with Frost (2018), who stated that the primary goal of continual skill acquisition was to inspire personnel to grasp new learning as a way for efficient library service delivery. This study, like Lampey and Corletey (2011), indicated that effective service delivery in the LIS business was significant and dependent on librarians who are well-informed, had a high level of competence, and partook in CPD activities on a regular basis.

4.3.5 Competencies Acquired from Continuous Staff Development Programs for effective Job performance

Librarians were asked to identify the competencies they had gained for effective job performance. Competencies are the knowledge, skills, abilities, and behaviors that had contributed to individual and organizational performance. It was critical to define some competencies that they had achieved in order to determine whether or

not they had truly gained the skills from the training required for effective job performance. Data was gathered using the open- ended questionnaires and was analyzed qualitatively. Some of the responses are shown in the extracts below:

Some librarians stated that they had acquired:

" *Use of cataloguing and classification, file transfer protocol, open information resources and collection management system, user education, chat IM, managing information resources, and application of information tools and technologies"*

This indicated that they had only gained knowledge in the library domain and not online skills, which explained their poor performance in the application of online abilities. In a nutshell, librarians ought to have excellent technological skills in addition to skills in their domain areas which will help them perform a better task that has an online operation. Librarians should be acquainted with technology skills in order to apply them in an online context, especially with the advent of ICT and technological advances for greater job performance. Librarians should be given opportunities to attend programs aim at improving their online skills. According to Federal Librarian Competencies (2008), academic librarians in an online environment should be familiar with the following competencies: management systems, instructional design products, library integrated systems, apple and Microsoft systems, e-reserves bibliographic instruction software, a wide range of classroom software applications, and serials management software.

Other librarians noted the following items:

"*Customer service delivery abilities such as: client interactions, library administrative and managerial skills, team work, presentation and communication skills, producing research papers, developing research problems, evaluating and editing research documents, and critical thinking skills*"

According to the findings, the respondents indicated they had gained some skills such as developing research problems and evaluating and editing research document. This implied they had only gained skills in library domain but lack understanding on technological domain skills such as screen casting software to carry out modern reference library services. Understanding of current technologies facilitates the widespread distribution of information. With the advancement of modern technology, training should be geared toward online talents. Again, it was clear that librarian's skills were mainly library - oriented. Libraries of the 21st century is now changing from analogue to digital and librarians cannot afford to remain analogue but move with the trend which can be impacted through CSDP which will help the librarians with cutting edge skills long after graduation.

4.3.6 Impact of Continuous Staff Development Programs.

The study looked at the impact of training on librarians after undertaken the programs. It was critical to understand how beneficial the training had been on the librarians' job performance. A number of responses was collected and evaluated utilizing frequency and percentage distributions.

The results were shown in Figure 4.3

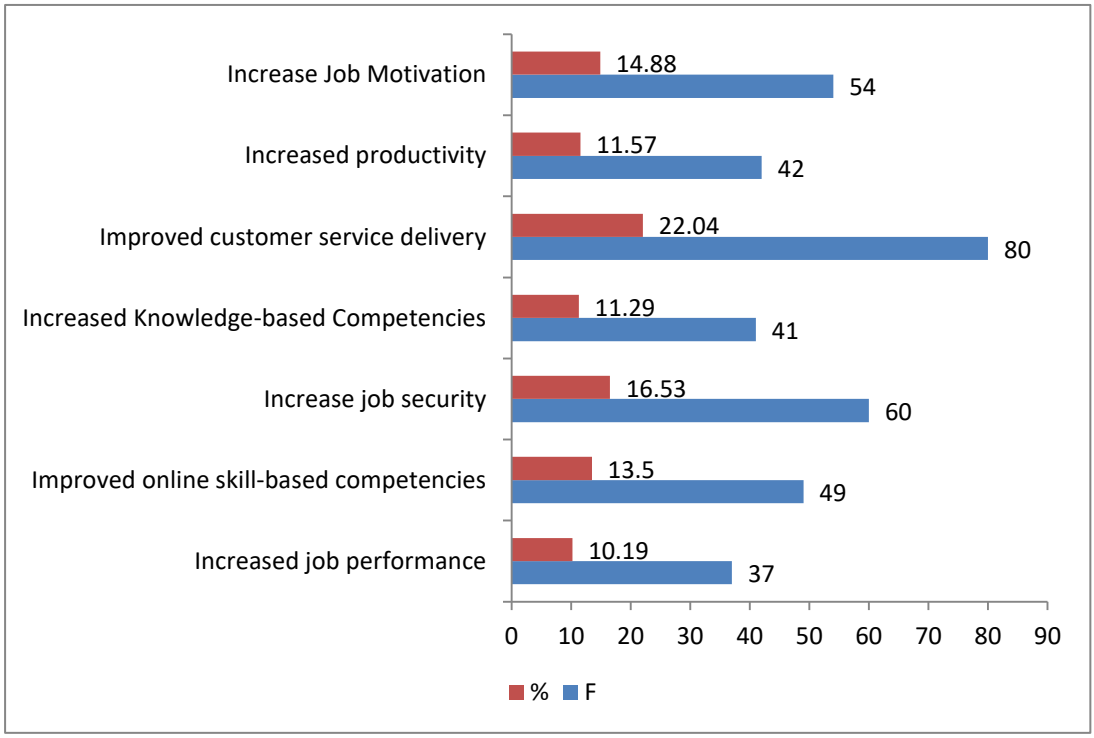

Figure 4.3: Impact of Continuous Staff Development Programs

Source: Study Data 2022

The results showed that 37 (10.19%) of the librarians acknowledged that the training had little effect on their job performance. This was a reason for their poor performance because it had not boosted their abilities and supported them in performing well on routine tasks such as the user's rapid access to electronic and digital resources. The training was designed to help librarians benefit from them and perform better on the job. Training should be tailored toward librarians acquiring skill for improved work performance. Yet, 31.41% (16.53% plus 14.88%) of them agreed that the training had increased job security and motivation. This meant that the training had helped them to develop in their careers by promoting them to the next cadre when the training was completed.

Trainings should be used to help librarians get the skills they require to perform more effectively. Additionally, 33.61% (22.04% plus 11.57%) of the respondents confirmed that the training improved their customer service and job productivity. A little part according to 41 (11.29%) respondents indicated that the programs had a minor impact on their attainment of knowledge-based competencies expected of librarians. This showed there was no sufficient training method which had contributed to their low performance. Most librarians lacked practical competence, such as using OCLC for cataloguing, limiting wide access of resources on library databases. Training should be organized in order to have an impact on the knowledge gained and make it easier to use it on the job.

Campbell *et al*. (2010), found that a competency-based continuous staff development program was important because they are designed to produce observable changes in professional practice. The author went on to say that staff training had an impact on their total capabilities in providing functional professional services by improving job performance through the application of gained skills. The results of the findings was also in consistent with studies by Pfeifer and Bakes (2011), who found out that organizations training and staff development programs had an important impact on employees' job performance.

The results agreed with those of Dawo and Okwatch (2012), who came to the conclusion that practices, do not significantly improve job performance. However, several writers in the reviewed literature, such as Mackenzie and Smith (2014) and Cobblah and Van (2016), found that effective staff training and program

development leads to an increase in productivity as a result of improved work performance.

4.4 Knowledge Acquired through Continuous Staff Development Programs for Job Performance

Objective two was to assess the knowledge that staff had acquired through training. This was done to determine whether or not they had learned the knowledge required to perform their job effectively. Results are gotten from open-ended questionnaires. Some of the responses are shown in the extracts below:

Some librarians stated that they had learned the following knowledge:

"*Library management, online searching, management and administrative skills, library development, interpersonal relationship and scholarly communications''*

The findings implied that librarians had learned some skills in library domain but not the requisite to online knowledge for librarians such as open URL/z39.50, EZ proxy, and database design for effective job performance. This explained their poor job performance in an online environment. To carry out the tasks of a librarian in the twenty-first century, librarians should be knowledgeable with the application of technological skills. The training should be aimed at developing internet skills in order to improve job performance.

The findings agreed with Raju (2017), who concluded that knowledge-based competencies contributes significantly to improved exploitation of information and available resources by assisting librarians in simplifying their daily operations, continuing to enhance their awareness and participation in the greater institution, and assuming a leadership role in aiding in the institutional knowledge capture.

Moreover, sufficient training assist librarians to develop an in-depth understanding of skills in an online environment and how it will be used to carryout library best practices, information management, communication and human resources.

Furthermore some of the librarians responded they had acquired:

"*Knowledge of library management and administrative, library development, Interpersonal relation and scholarly communications skills''*

This demonstrated that the librarians had acquired library-related abilities that will be applied to library management and interpersonal relationships. This ability was useful in providing librarians with knowledge on how to better relate with patrons and other librarians. Librarians should have the skills needed to fulfill their core responsibilities which include providing collection development, circulation, serial, and reference services to clients.

4.4.1 Adequate Knowledge Librarians ought to have for Job Performance

The researcher investigated whether librarians had sufficient knowledge after completing the programs to perform effectively on the job. This was done to evaluate their proficiency with the skills they have learnt. Non-categorical data was utilized to determine whether they had the required knowledge. Table 4.6 summarized the findings.

Table 4.6: Adequate Knowledge Librarians ought to have

University Library	Adequate Knowledge			
	YES		NO	
	F	%	F	%
Federal University of Abuja	10	2.75	25	6.89
Federal University of Lokoja	15	4.13	20	5.51
Federal University Lafia	8	2.20	40	11.02
Federal University of Jos	20	5.51	50	13.77
Federal University of Ilorin	17	4.68	37	10.20
Federal University of Agriculture Makurdi	18	4.96	43	11.84
Federal University of Technology Minna	25	6.90	35	9.64
Total	**113**	**31.13**	**250**	**68.87**

Source: Study Data 2022

According to the report, the majority of respondents (68.87%) from the selected university libraries agreed that their knowledge was not adequate. This finding indicated that the trainings provided were insufficient and librarians had not digested what had been taught effectively for improved job performance. This was an evident why the librarians will not adequately carryout customer service delivery such as assisting users in accessing electronic databases such as indexes or bibliographic databases and full-text databases.

According to the findings, the majority of librarians (68.87%), more than 60% of respondents lacked adequate knowledge for librarians, which explain their poor performance. Furthermore, this meant that they had not reap the full benefits of the training, such as the ability to access electronic databases such as AJOL, JSTOR, Hinari, and science direct, and thus had not learned the necessary expertise for librarians to operate well on the job. Librarians should attend training regularly for adequate knowledge in order to work effectively on the job. The study findings was in consistent with those of Ezeani (2013), who discovered that the changes brought

about by the introduction of ICT needs not just an examination into librarians' knowledge and competencies, but also force them to develop a varied range of talents. This study's conclusions was comparable to those of the authors Barber and Rizvi (2013) who noted that librarians should keep up with technological changes because users skills and knowledge is always evolving. Similarly, the finding was in consistent with the findings of Batool and Ameen (2010), who investigated the positions of librarian's technical competencies. The authors concluded that all of the librarians were familiar with online public access catalogs, MARC, and Web Dewey. The writers also mentioned that one of the primary barriers to learning technology was a lack of curriculum coverage, obsolete courses, and training workshops.

4.4.2 Skills Acquired for Job Performance through CSDP

The study further wanted to establish the acquired skills by librarians from the training for job effective job performance. The researcher wanted to know what kind of knowledge they had gained in order to determine whether or not they had adopted what has been taught after completing the programs. This was to determine the training's quality and importance. The results are displayed in Figure 4.3.

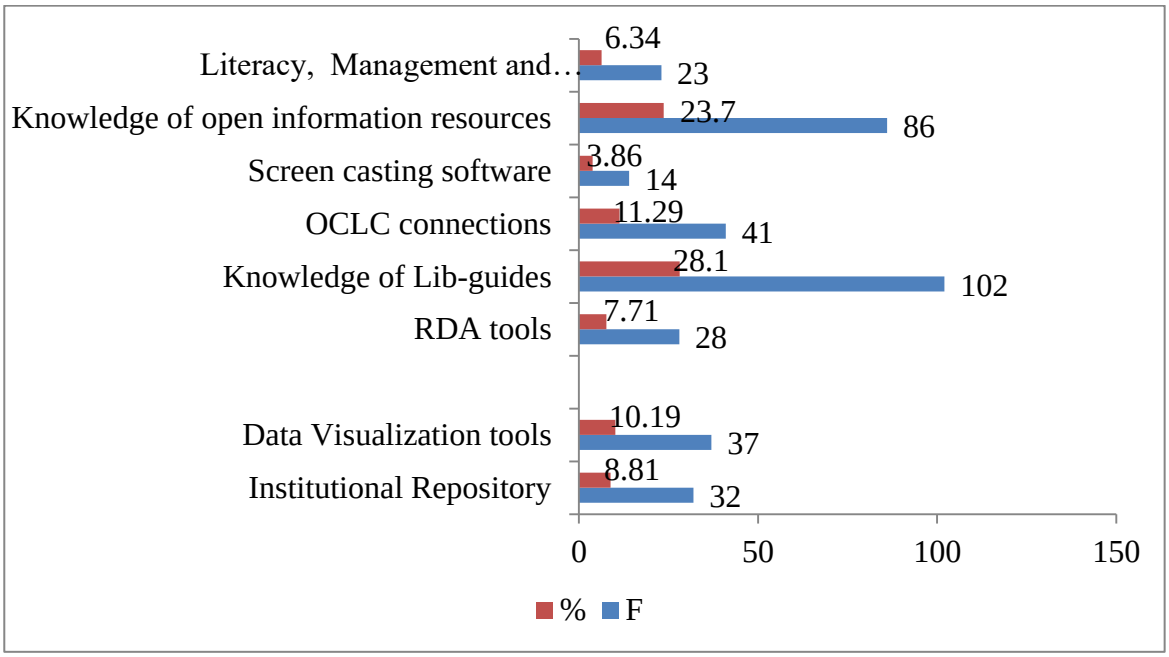

Figure 4.3: Skills Acquired for Job Performance.

Source: Study Data 2022

According to the study findings, 60.61% (23.7%, 28.1% plus 8.81%) librarians identified knowledge of open information resources, lib-guides, and institutional repositories as skills acquired. In the study, (6.34%) of the participants claimed that they had literacy, management, and foundational skills. This was linked to their poor performance when performing their job online. This finding indicated that they had learned library- oriented skills but not online abilities. The respondents lacked information technology skills. Due to the 21st century librarianship, libraries are transitioning from analogue to digital. Training should be targeted toward modern technology such as virtual reference technologies, maker space technology and e-book mobile applications. According to Batool and Ameen (2010), every worker should have a fundamental awareness of the internet, including networks and how to incorporate the internet into their tasks. In this regard, Ajidahun (2009), asserted that Nigerian library schools do not effectively teach librarians in technology and

electronic skills. This has resulted to poor performance when executing job online. The author went on to say that these groups of respondents had no necessary understanding to fulfill their tasks efficiently and successfully in an online situation.

In addition, 33.05% (7.71%, 11.29%, 10.19% plus 3.86%) respondents said they were knowledgeable in RDA tools, OCLC, data visualization, and screen casting. In accordance with this data, trainings were not geared toward acquiring modern technology abilities but library- oriented skills. Librarians should be technologically savvy in order to function effectively in today's modern librarianship. Training should be aimed at acquiring online competencies to be able to stay relevant in the field of librarianship.

4.4.3 Additional Skills Acquired through Continuous Staff Development Programs

In order to establish additional knowledge learned to improve job performance. Librarians are requested to offer input on the new abilities they had mastered. This is done to determine whether they had been taught any additional skills that will boost their job performance. To elicit responses from them, an open-ended question was employed. The librarians emphasized a number of extra skills taught, including the following:

"*application of information technologies tools, ICT skills, Information resources organization, team work, computer literacy, , Web based library services, Knowledge of KOHA software, research and critiquing and database design''*

Nonetheless, others recognized skills gained in the acquisition of online skills that were valuable to both staff and students as;

"*open access competencies, knowledge of webinar, open source software, library routing services, online service delivery, information dissemination (e-resources), foundational Knowledge, knowledge of scanning, media information, multimedia resources and development, information system design, OPAC troubleshooting, information retrieval competencies and digital metadata''*

The findings acknowledged that librarians had gained a great deal through staff development programs over the years, but based on observations, the alleged information attained was not in accordance with the application for job performance. The bulk of them were adequate in the utilization of social media sites such as YouTube and Facebook. This was due to management and administrative problems that had interfered with the smooth running of the library service and the quality of the training obtained. Bernaoui and Hassoun (2015), validated this study by revealing that in Algeria, the majority of librarians in university libraries had used and are utilizing ICTs to deliver library services to users. Text messages, Twitter, emails, and social networking sites such as Facebook and LinkedIn was the most common kinds of ICT usage. The authors discovered that several social networks (such as Twitter, Facebook, RSS feeds, and blogs) aids in the exchange and dissemination of knowledge about library events to their users. The competencies of the librarian should be employed largely to carry out the main duties of the library effectively especially in the 21st century librarianship. Regular training and re-training should be organized to help librarians in obtaining the skills required for effective job performance.

4.5 Extent of Application of Knowledge Gained from Continuous Staff Development Programs

Objective three was to determine the extent to which knowledge gained from the programs is used in enhancing job performance. The collected data was descriptively evaluated using percentages and frequencies, and the results was presented in subsections 4.5.1, 4.5.2, 4.5.3

Table 4.7: Extent of Application of Knowledge Gained from Continuous Staff Development Programs.

s/n	Knowledge	Regularly		Very Regularly		Rarely		Very rarely		Never			
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Mean	Sd.
1	Content Curation management system	19	5.23	35	9.65	70	19.28	118	32.5	121	33.34	2.21	2.00
2	Competitive intelligence tracking	15	4.13	34	9.37	76	20.94	133	36.63	105	28.93	2.23	1.98
3	Scanning procedures	28	7.71	51	14.05	59	16.25	97	26.73	128	35.26	2.32	2.18
4	Digital file formats	29	7.99	43	11.85	81	22.31	123	33.88	87	23.97	2.46	2.24
5	Collection management system	94	25.89	126	34.71	22	6.06	31	8.54	90	24.8	3.28	3.14
6	Digital asset management	12	3.31	30	8.26	46	12.67	100	27.55	175	48.21	1.91	1.72
7	Web design	24	6.61	22	6.06	84	23.14	85	23.42	148	40.77	2.14	1.98

Source: Study Data 2022

According to the findings, presented in table 4.7, 14.88% (5.23% plus 9.65%) of librarians used content curation management regular or very regularly. This findings showed that librarians had applied the skills regularly. Yet, 70(19.28%) said they had only used it a few times. The greatest percentage of respondents, 239 (65.84%) indicated they had rarely, very rarely and never used the skills. This high percentage was the reason for low performance especially in organizing and managing relevant information sources for users to access. This meant librarians lack hands-on experience on how to apply the abilities for spreading written documents such as news items, blog entries, and social media messages resulting to poor performance in an online environment. A mean score of 2.21, which was lower than the criterion mean of 3.00, showed that the librarians' application of knowledge across the sampled university was low. Similarly, the standard deviation of 2.00 explained the cluster pattern of the librarians' responses because it was near to the mean.

This indicated that they had not acquired the abilities needed after training, which was one of the reasons for their poor performance on the job in an online setting. Librarians require adequate abilities to function effectively in modern librarianship. Training was designed to help librarians acquire technological abilities that will allow them to remain relevant in an online context. Training should be design in such a way that will engage librarians in the acquisition and application of competences for excellent job performance. The findings was in consistent with those of Mathews and Pardue (2009), who conducted a content analysis of randomly selected job adverts from the American Library Association online recruitment list in India from October 2007 to March 2008.

The study outlined the significance of librarian job requirements such as; project management, system development, web development and system applications. Librarians, according to the report, should be able to apply and have a specific level of technological understanding.

This few percentage of respondents 13.5% (4.13% plus 9.37%) stated that they had used competitive intelligence tracking skills on regular or very regular basis. These librarians had utilized the skills regularly. The high percentage of librarians 57.57% (20.94% plus 36.63%) said it was used rarely or very rarely. These high numbers of respondents lacked the awareness of competitive intelligence system features such as planning, identifying, collecting, and evaluating information. This showed that their performance was poor when applying the skills. This meant the librarians were not able to apply the competitive intelligent skills on how to manage information sources for easy retrieval. Patrons are expected to access and utilize library information resources in order to achieve the library's goals. Training and re-training should be conducted regularly with the goal of assisting librarians on how to organize materials on the shelves for easy retrieval for enhanced work performance.

Contrariwise, this few percentage of respondents 105 (28.93%), however, said that they had never used it, which also explained their poor performance in an online context. The mean score of responses across the five scales of measurement was lower than the criteria mean ($2.23 < 3.00$). The standard deviation of 1.98 suggested that the distribution of responses across the selected universities was moderately concentrated. This suggested that librarians do not commonly utilize the knowledge that should improve their job performance.

Similarly, 21.76% (7.71% plus 14.05%) of them acknowledged that they had used their knowledge of scanning techniques regularly or very regularly. Similarly, 42.98% (16.25% plus 26.73%), or slightly more than half of them, admitted had used the skills rarely or very rarely. This high percentage was attributed to lack of use of scanning software, which uses electronic files such as PDF, JPG, and TIFF to import and convert paper documents into digital equivalents, as well as word spreadsheets. Furthermore, 128 respondents (35.26%) said they had never put their expertise to use. The discovery revealed that librarians had not regularly applied scanning abilities in the library. Because of their lack of scanning expertise, librarians' performance at work had decreased, particularly when uploading documents online.

Furthermore, the findings was comparable with the findings of Onyia and Aniogbulu (2011), which assessed the influence of library staff continuous training on job performance in a polytechnic library in Delta state, Nigeria. According to the findings, the organization's staff development and training organizations had a significant impact on employee job performance. A well-planned staff development strategy aided in providing library employees with new technology abilities needed to boost work performance and reduce skill obsolescence.

However, 19.84% (7.99% plus 11.85%) of librarians said they had used knowledge of digital file formats regularly or very regularly. This indicated they had applied the knowledge of digital file formats regularly. Though, 56.19% (22.31% plus 33.88%) said they had used it rarely or very rarely. This large percentage of responses was due to unfamiliarity with file formats skills such as JPG, GIF, and PNG while

viewing documents, resulting in irregular usage of the skill. This was one of the reasons for low performance when using the talent. Some respondents (23.97%) stated that they had never used it. With the mean of 2.46, which was less than the criterion of 3.0, the survey gathered sufficient evidence that librarians do not apply the skills to a greater extent, which the study attributed to insufficient functional resources for digital library services.

The standard deviation of 2.24 verified the similarity of responses across the sampled universities. The findings indicated that the librarians had no sufficient expertise of scanning to post images to the internet for easy access by users. Librarians are expected to embrace current technology in order to become acquainted with the usage of resources in the twenty-first century. To improve service delivery, training should emphasize technological skills.

However, 60.6% (25.89% plus 34.71%) of them stated that they had regularly or very regularly used collection management system skills. This finding demonstrated that the majorities of them were familiar with the skill on collection management and had applied it regularly. This meant they had adequately applied the skills but the skill was applicable when offline. Furthermore, 39.4% (6.06%, 8.54% plus 24.8%) of them acknowledged that they had rarely or very rarely or never applied it. This suggested lack of ability to organize, monitor, and manage their collections by tracking all information pertaining to the resources in the libraries.

Furthermore, the mean score (3.28 > 3.00) demonstrated that the majority of the librarians used the knowledge learnt because the mean score was higher than the

criterion mean. The result was aligned by the standard deviation of 3.14, which demonstrated a very high level of proximity to the mean scores, indicating that librarian responses are closely intertwined. Nonetheless, this suggested that service delivery will be improved

.

Furthermore, 11.57% (3.31% plus 8.26%) of the librarians stated they had used digital asset management skills on a regular or very regular basis. This indicated they had applied the skill regularly. 40.22% (12.67% plus 27.55%) indicated they had used digital and asset abilities rarely or very rarely. This meant they were not sufficient in understanding about how to distribute, store, and organize digital content in a centralized location. According to the findings, librarians had not completely utilized the skills for effective job performance, which explained why the low performances on how to preserve digital resources, particularly in the digital world. If librarians must stay relevant in this 21st century they must have abilities on how to share and transfer digital content via the internet. Others 175 (48.21%), on the other hand, were certain they had never used it. The obtained mean score was lower than the benchmark (1.91 > 3.00). This indicated that its application was relatively limited.

Similarly, 12.67% (6.61% plus 6.06%) of respondents acknowledged that they had used their web design expertise regularly or very regularly. Similarly, 46.56% (23.14% plus 23.42%) stated that they had used it rarely or very rarely. 148(40.77) stated that they had never used the talents. The mean score of 2.14 falls below the criterion mean of 3.00, which indicated they had not utilized it frequently, which had resulted to their poor performance.

The finding showed the lack of application of web design talents such as graphic design, authorship, standardized code and proprietary user interface software, search engine and user experience design in carryout their duties effectively. In consequence of a lack of proper training on modern technologies, they had not embraced the technological abilities learned during the training. Librarians should be internet-savvy in order to provide better services when applying modern ICT skills in an online environment. More training should be organized on a regular basis to gain appropriate skills for enhanced job performance. As maintained by Ayoku and Okafor (2015), library workers in the universities in Nigeria see themselves as having strong skills in word-processing activities and the use of e-mail, but do not have knowledge on how to classify and access e-resources and unfamiliar with topic accesses. Furthermore they lacked knowledge on the database that were specialized and helps in the acquisition of open-access library databases and also they have little understanding of the database administration, lack of expertise in designing the web, and were unfamiliarity with the web design apps.

4.5.1 Extent of Adequate Application of Skills for Job Performance

The study further determined the extent to which librarians have adequately applied the skills for job performance. This was required to verify whether they had adequately applied and fully utilized the entire instruction on the required knowledge for librarians. Sub -section 4.5.2 using a two-point rating scale (Yes or No) was used. The data was analysed descriptively using percentages and frequencies. The summary of results was presented in Table 4.8.

Table 4.8: Extent of Adequate Application of Skills

University Library	**Adequate Application of skills**			
	YES		NO	
	F	%	F	%
Federal University of Abuja	8	2.18	20	5.54
Federal University of Lokoja	12	3.27	35	9.69
Federal University Lafia	20	5.45	21	5.81
Federal University of Jos	17	4.64	37	10.24
Federal University of Ilorin	25	6.82	32	8.86
Federal University of Agriculture Makurdi	15	4.09	45	12.46
Federal University of Technology Minna	24	6.55	52	14.40
Total	121	33.00	242	67.00

Source: Study Data 2022

According to the results, a smaller proportion 121(33%) confirmed that they had adequately applied the knowledge. The finding revealed that only few of the librarians used the knowledge, which implied that only a few had used the knowledge for effective job performance. This great percentage 242 (67%) agreed that they had not acquired the knowledge adequately. The meant that the trainings were not regular and not practical oriented which was one of the reasons for their low performance. This outcome was attributable to poor performance while doing their jobs. This finding showed that the majority of librarians had not fully benefited from the training for required knowledge for librarians. Librarians should have adequate online abilities in order to improve their service delivery. Attending the programs was required to assist gain the necessary skills for librarians. Regular training should be conducted to keep librarians current with the latest skills in 21st century librarianship.

4.5.2 Types of Skills Acquired and Applied Effectively for Job Performance

The study gathered several talents gained by the librarians that had boosted their job performance in order to establish the types of abilities they had acquired and utilized for successful job performance. This was important to have their opinions on the types of skills they have acquired from the training. Data was gathered using open-ended questionnaire and analyzed qualitatively. Some of the responses are as follows:

Some librarians confirmed that they had learned and utilized skills in:

> *"Management system, knowledge sharing, KOHA, file sorting, online cataloguing and LC classification scheme"*

Some of them also said that they had applied and acquired skills in:

> *"OPAC, online searching, serial management, classification and open information resources indexing"*

Furthermore, the knowledge gained acts as the foundation for accomplishing the goal of digital and traditional library services, which determined the quality of job performance to a greater extent. Similarly through the study findings, the researcher discovered that the performance in the institutions' academic libraries was not satisfactory. This was because librarians acquired some knowledge, but due to librarians' attitudes toward work, insufficient resources, inconsistency in the CSDP, and functional facilities, the application of most of this knowledge gained through training was minimal.

The study findings were in consistent with Kimberlee's (2018), he discovered in his study "Factors Mitigating the Use of Information Resources and Services in Nigeria"

that employee training and development programs had helped employees establish confidence in the company because they perceive themselves as part of the firm's success in the growth processes. Continuous staff development programs also contribute to growth by enhancing involvement and reinforcing institutional goals. Effective training and comprehension of the work will boost a staff member's confidence in their talents. Staff development and training should assist with a number of personnel issues that have been limiting the institution's success. Among such are; improving job morale and quality, assisting in the production of new knowledge, and applying appropriate new tools and talents.

4.6 Online Competencies Acquired through the Continuous Staff Development Programs for Job Performance.

The fourth objective was to evaluate the online competencies acquired through the programs. It was critical to identify online competencies for librarians that were required for optimal librarian performance in an online environment in order to determine the extent to which the training delivered adequate IT competencies. The information was gathered. Using a five-point closed-ended and open- ended questions and a two-point scale. Results were presented in tables and graph. The findings are presented in Table 4.9.

Table 4.9: Online Competencies Acquired through the Continuous Staff Development Programs

s/n	Online competencies	Excellent		Very Good		Somewhat		Neutral		Not Good			
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Mean	Sd.
1	Web maintenance	31	8.54	53	14.6	91	25.07	110	30.3	78	21.49	2.58	2.36
2	Digital and virtual libraries	45	12.39	55	15.15	80	22.04	74	20.39	109	30.03	2.60	2.46
3	Podcast	13	3.58	21	5.79	89	24.52	110	30.3	130	35.81	2.11	1.87
4	Webcast	23	6.34	39	10.74	91	25.07	95	26.17	115	31.68	2.34	2.14
5	Online searching	149	41.05	91	25.06	87	23.97	5	1.38	31	8.54	3.89	3.56
6	Apple and Microsoft systems	17	4.68	37	10.19	58	15.98	120	33.06	131	36.09	2.14	1.94
7	e-reserve management	33	9.09	50	13.78	59	16.25	141	38.84	80	22.04	2.49	2.29

Source: Study Data 2022

Table 4.9 revealed that 23.14% (8.54% plus 14.6%) of the librarians had gained excellent or very good web maintenance abilities on the job. The finding revealed that the librarians had acquired the web maintenance abilities satisfactorily. The majority (76.86%) said they had not used it appropriately. This meant they lacked abilities on corrective, preventive, risk-based and corrective-based maintenances of the web. This had resulted to their low performance in managing the web. The mean score obtained (2.58 < 3.00) confirmed that, majority of them had not acquired the abilities sufficiently since the mean score was lower than the criterion mean. The standard deviation (2.36) strengthened the results as it showed the clustered nature of responses obtained from librarians as closely related. This implied that only a few librarians had acquired the knowledge excellently and very good. Librarians should have superb internet knowledge of web maintenance to be able to navigate the web adequately.

Therefore, more training is required to acquire the basic maintenance skills for the web in order to effectively circumnavigate the web. These study results line up with a study by Mathews and Pardue (2009) that carried out a research from the American Library Association online employment list in India from October 2007 to March 2008 on content study of randomly chosen job advertisements. This study emphasized the importance of librarian services needs such as project management, system development, development of the web, and system applications. According to the research, librarians should have a certain level of technological knowledge.

Additionally 27.54% (12.39% plus 15.15%) respondents had agreed that they had acquired competencies in digital and virtual libraries excellently or very good. This

implied that nearly a quarter had acquired it. Nearly half of the respondents 42.43% (22.04% plus 20.39%) stated that they had learned it somewhat or neutral, this high percentage was attributable to the fact that the trainings provided were insufficient and had no abilities in: imaging technologies, optical recognition, mark-up language and programming for digital librarian. As a result, they will not function effectively in a digital library. Conversely, (30.03%) showed that the acquisition of digital and virtual libraries was not good.

Further, the result aligns with the mean scores obtained which appeared lesser than the criterion mean (2.60 < 3.00). Because the mean was lower than the criterion mean, there was ample evidence that they had not adequately mastered the abilities. Librarians should attend trainings that aid in the acquisition of digital librarian skills. The outcomes of the result supported previous findings by Khan and Bhatti (2017), who examined the digital skills needed to the creation and sustenance of the digital libraries in Pakistani institutions. According to the findings, digital librarian needs skills to manage and build digital libraries. The skills was broken into (3) groups; digital competencies used for the development of digital libraries, competencies for the management of digital libraries and competencies used for the protection of digital contents. From the findings of the study, librarians working with the Higher Education Commission (HEC) Punjab province had a minimal level in digital librarian competences for evaluating digital literacy abilities, establishing, and maintaining digital libraries.

Additionally, the findings discovered that workers in the library were knowledgeable in technological usages in the libraries. He found that software for digital librarians in the ability to obtain information such as computer programming languages, web design, and metadata assigning was unsatisfactory and not motivating.

Furthermore, the results was compared with a research carried out by Choi and Rasmussen (2009), who determined the professional's skills required by libraries in USA. On the report of the data, out of the 35% of respondents work responsibilities was connected to activities related to websites, out of 26% responded to the efforts of digital project, 21.7% gave responses to maintenance of technical practices and standards , and 17.3% to other tasks. These findings highlighted the significance of obtaining technological knowledge in order to thrive in information society of today.

Correspondingly, 9.37% (3.58% plus 5.79%) of respondents attested they had acquired podcast competencies either excellently or very good. This research found that few respondents had gained these online competencies. The program was meant to help acquire the online competencies for job performance. 54.82% (24.52% plus 30.3%) more than fifty percent of the respondents had the skill somewhat or neutral. This was due to inadequate knowledge on how to download and apply the audio files to a device via an RSS feed which helps in conversation rather than music. This explained their poor performance while applying audio files to a device. Similarly some (35.81%) respondents identified that their knowledge was not good.

Further, the calculated mean obtained appeared below the criterion mean (2.11 < 3.00). The standard deviation of 1.87 showed that the responses from librarians were slightly related and minimally spread across the respondents which meant that the skill's abilities were not acquired. This meant the talent was not often applied in most libraries. Due to the developments in technology that have enveloped libraries today, librarians must embrace new technological skills to execute their duties to stay relevant in the computer-generated world. Training should be geared at improving latest skills. In addition, 17.08% (6.34% plus10.74%) responded they had applied webcast skills as excellent or very good while 51.24% (25.07% plus 26.17%) of librarians attested they had applied it either somewhat or neutral. This indicated that they lacked understanding in sound quality, time management, and flexibility skills, all of which had an impact on the ability to apply the skill for enhanced performance. However, (31.68%) a little above quarter shows that the competencies were not good. To provide generalization on the extent of acquisition and utilization of the aforementioned, the study applied means and standard deviation.

The results; mean=2.34 < 3.00 and standard deviation 2.14 shows a poor level of acquisition on the skills for effective service delivery. The standard deviation showed that the responses were slightly sparse. This results of the finding was in line with Fritts and Casey (2010) and Mackenzie and Smith (2012), who found out in their research " who trains distance librarians" in the United States, found out that successful programs for staff development and training aided in enhancing work performance and productivity.

Similarly, 66.11% (41.05% plus 25.06%) majority of the librarians, confirmed had acquired skills on online searching excellently or very good. While 25.35% (23.97% plus 1.38%) of them regarded the skills as somewhat or neutral. The outcome of the findings showed that the librarians had fully utilized the training. Based on observations, they have talents only on how to search for information on social media, which had negative impact on their performance while carrying out their library routine work on some online apps. They were only sufficient in online communication. Also, (8.54%) of them agreed it was not good. Respectively, the totality of the responses was further defined using mean and standard deviation and the results; mean=3.89 > 3.00 and standard deviation of 3.56 which portrayed adequate online searching skills. The high standard deviation confirmed the closeness within responses obtained from the librarians. This meant that they had possess basic online searching skill but not necessary skills on how to carry out web oriented tasks.

Additionally, 14.87% (4.68% plus 10.19%) of librarians confirmed they had acquired the skills excellent or very good. This showed that just a handful had grasped the skills following training. Some 49.04% (15.98% plus 33.06%) of the librarians indicated that they had acquired it somewhat or neutrally good. This was because they had insufficient knowledge of how to use Apple and Microsoft operating systems. Also, (36.09%) of them agreed it was not good. This implieg that they had inadequate knowledge of apple software, customer service, apple computers and trouble shooting skills. This discovery had an adverse effect on their job performance. Training should be targeted toward the acquisition of this skill, which will improve the quality of service delivery.

The mean score (2.14 < 3.00) and standard deviation (1.94) obtained demonstrated insufficient capability on online searching skill with a quite close alike responses from the librarians.

Likewise, 22.87% (9.09% plus 13.78%) librarians established they had acquired e-reserve management skill excellently or very good while 55.09 % (16.25% plus 38.84%) of them acclaimed the skills was somewhat and neutral. This finding demonstrated that they had mastered the skills. This librarian will be able to manage the electronic reservation of materials in the library successfully. Nonetheless, (22.04%) of respondents said the talent was poor. This was attributed to lack of IT knowledge such as LibGuides, native courseware integration and distribution with widgets. The mean score; =2.49 < 3.00 and a standard deviation of 2.29 showed that, librarians ability on the skill was inadequate with a close response from the librarians.

Furthermore, re-training and re-tooling should be made adequate for the attainment of internet skills for effective job performance. The result was in consistent with Nonthacumjane's (2010), research on "In Norwegian and Thai LIS, competencies of an information professional working in a digital library setting." Who stated that data collection approaches for correlative studies includes online interviews, online questionnaires, email, and face-to-face interviews. According to the study’s findings, the knowledge and skills necessary to support the information professional job in these two countries includes creative, analytical, and technical abilities. The key areas of subject knowledge required was identified to be database creation, critical thinking, communication, database management systems, user demands and

metadata, teamwork and information literacy which was required to the information professionals who were functioning in a digital library.

4.6.1 E-resources Librarians Competencies Acquired through Continuous Staff Development Programs.

E-resources librarian's competencies enable librarians to have knowledge of online resources, have skills in locating and disseminating to client that improves the service they render to clients. In this study, librarians were asked the types of e-resource competencies they had acquired through the training. This was done in order to ascertain whether or not the librarians gained any skills in e- resources and if they apply them. The findings summary was presented in Table 4.10

Table 4.10: ERL Competencies Acquired through CSDP

	ERL Competencies	Responses n=363											
		Excellent		Very Good		Somewhat		Neutral		Not Good			
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Mean	Sd.
1	Internet Protocols	31	8.54	52	14.33	59	16.25	87	23.97	134	36.91	2.34	2.21
2	Open URL/z39.50	22	6.06	30	8.27	90	24.79	131	36.09	90	24.79	2.35	2.10
3	EZ Proxy	13	3.58	41	11.29	96	26.45	93	25.62	120	33.06	2.27	2.04
4	Electronic Data Interchange	20	5.51	91	25.07	78	21.49	94	25.89	80	22.04	2.66	2.43
5	Protocol for metadata harvesting	16	4.41	29	7.99	86	23.69	122	33.61	110	30.3	2.23	1.98
6	Database architecture	43	11.84	37	10.19	63	17.36	100	27.55	120	33.06	2.40	2.28
7	Markup Languages	126	34.71	91	25.08	46	12.67	49	13.49	51	14.05	3.53	3.31
8	Online cataloguing	83	22.86	68	18.74	86	23.7	76	20.93	50	13.77	3.16	2.94

Source: Study Data 2022

The results from Table 4.10 22.87% (8.54% plus 14.33%) of librarians indicated that they had acquired internet protocols skills either excellent or very good. This number of librarians means that they had acquired the skills. However, 40.22% (16.25% plus 23.97%) of them responded they had acquired the skills on internet protocols either somewhat or neutral. This meant they had not fully learned skills such as file transfer protocol, telnet, and gopher. This research revealed that they were unable to efficiently access electronic files. This was a contributing factor to their low performance. Some (36.91%) of them responded that they had not acquired it good.

Training should help in facilitating the required skills such as DNS hostname to help in accessing the library of congress cataloguing. To wrap up the results based on the findings, mean scores and standard deviation was applied for the study and the results obtained were; Mean=2.34 < 3.00; SD=2.21 this showed that librarians skills was inadequate for efficient service delivery since the mean score was lower than the criterion mean.

On open URL/Z39. 14.33% (6.06% plus 8.27%) librarians agreed that they had acquired it either excellently or very good. This confirmed they have learnt the skills. 60.88% (24.79% plus 36.09%) majority of them considered it somewhat good or neutral. From the findings it was shown that most of the respondents had not acquired skills on Open URL/z39.50. Moreover, the outcome was as a result of lack of skills in retrieving and searching information from database over TCP/ IP computer network and inadequate training on hands on desk. However, (24.79%) of them confirmed the skill on open URL/Z39.50 was not good.

A mean score of 2.35 < 3.00 and a standard deviation of 2.10 was obtained in order to determine the level of competences acquired. Appropriate training should be used to apply the skill effectively to increase job performance. The results match with a survey performed out by Safahieh and Asemi (2010), in Isfahan University (Iran) who reported that most of librarians do not possess appropriate computer skills, with nearly all of them considering their ability attainment to be "justifiable." Nobody out of the librarians sees their knowledge in computer as excellent" as a result of advances in digital technology which has changed the way people seek information.

Furthermore, 14.87% (3.58% plus 11.29%) of respondents stated that they had learned EZ Proxy abilities either excellently or very good. While 52.07% (26.45% plus 25.62%) majority of them considered it as somewhat and neutral. The high percentage showed librarians lack knowledge on EZ proxy. This implied that they had no adequate knowledge on how to deliver e-resources simply and securely no matter when or where the patron is searching from. This results to their low performance. (33.06%) of the librarians indicated the skills learnt was not good. The mean score and standard deviation; 2.27 < 3.00; SD=2.04 generated confirmed that librarians competency on EZ Proxy was insufficient for improved service delivery.

In electronic data exchange skills 30.58% (5.51% plus 25.07%) librarians indicated that the competency acquired was either excellent or very good. These meant librarians had acquired the skill. While, 47.38% (21.49% plus 25.89%) of them considered it as somewhat or neutral. These implied librarians were deficient in the skill. The outcome was as a result of lack of abilities on basic understanding and working knowledge of EDI formats, internet functions, and creative problems

solving that requires designing a system that meets client's individual needs Moreover, (22.04%) some librarians considered the skill as not good. From the findings librarians had not gained much knowledge of electronic data exchange. This skill was necessary for electronic librarians in order to perform their duties effectively and efficiently.

Some 12.4% (4.41% plus 7.99%) of the respondents indicated they had acquired protocol for metadata harvesting skills excellent or very good. This showed they had acquired the skills. Others 57.3% (23.69% plus 33.61%) admitted that the skill was acquired somewhat or neutral. This meant that librarians lacked expertise in retrieving metadata from other repositories and keeping it locally. While, some stated the skill acquired was slightly good. In addition, (30.30%) respondents attested that it was not good. The finding indicated that respondents had not adequately acquired metadata harvesting skill. Therefore, the skill acquired on protocol for metadata harvesting was low based on the mean scores ($2.66 < 3.00$) and standard deviation (2.43) obtained. Librarians ought to have knowledge of file Information tool Set (FITS) which identifies, validates and extracts technical metadata for a wide range of file formats. The tool functions as a wrapper, invoking and managing the output of various other open source tools. As a result of technological advancements that had transformed libraries from analog to digital in the 21st century, librarians need this technology to move with the trends. Training should be targeted toward the apprehension of technological skills.

Moreover, on database architecture skills, the study showed 22.03% (11.84% plus 10.19%) librarians had acquired the skill excellently or very good. While, 44.91%

(17.36% plus 27.55%) revealed the skill was somewhat or neutral. Some of the respondents (33.06%) disclosed that the skill was not good. The study found that librarians had not effectively acquired the skill. Mean scores and standard deviation (2.40 < 3.00; SD=2.28) indicated that they had not acquired the skills. This indicated the respondents lack adequate knowledge in network design and implementation and problem- solving capacity. This was another reason for low performance.

While 59.79% (34.71% plus 25.08%) of the librarians agreed that they had acquired markup languages skills either excellently or very good. The findings implied they had acquired markup languages skills. The means scores (3.53 > 3.00) and standard deviation sd. (3.31> 3.00) indicated that they had acquired markup languages skill since the mean score and the standard deviation was above the thresh hold. In addition, 26.16% (12.67% plus 13.49%) only a few considered the skill to be somewhat good or neutral. Conversely, (14.05%) of them indicated that the skill was not good. This low percentage confirms that respondents had no abilities on how to control and display documents which helps in enriching the content and facilitates automated processing.

Some 41.6% (22.86% plus 18.74%) librarians confirmed they had acquired online cataloguing skills excellently or very good. This revealed they had acquired the skills on online cataloguing. This study finding corroborated with Emiri (2015), who investigated the present digital literacy abilities of library professionals in the university of Delta and Edo states of Nigeria's. In conclusion, the author enumerated several key digital literacy skills learned by the professionals to include; application of the internet, the social networking sites (SNSs), mobile devices, e-mail and

personal digital assistants (PDAs). To further buttress the conclusion of the study Baroet (2014), concluded that academic libraries now offers reference services online, individual consultations, chat services, email and numerous social network services to suit the technological evolving demands.

In contrast, 44.63% (23.7 plus 20.93%) respondents indicated that the skill acquired was either somewhat or neutral good, while (13.77%) indicated the skills attained was not good. From the findings the respondents more than 50% have not acquired the online cataloguing skills. This showed that the librarians had no abilities on how to organize online bibliographic description of an item in the library.

4.6.2 Adequacy of Online Competencies

The study investigated the adequacy of online abilities in addition to creating librarians' electronic resources competencies. Establishing the adequacy was critical in informing the researcher whether or not the acquired skills were considered enough in dispensing their duties. Adequate knowledge and skills is required for librarians to perform effectively on their job performance. Respondents were given two-scale (Yes or No) to obtain data. The descriptive statistical results are presented in Table 4.11

Table 4.11: Adequacy of Online Competencies

S/NO	Adequacy of Online Competencies	F	%
1	Yes	250	31.13
2	No	113	68.87
Total		363	100

Source: Study Data 2022

The results established that, (68.87%) more than 60% of the respondents confirmed they had no adequate online competencies. This signifies the respondent had no adequate online competencies.

The findings indicated that above 60% librarians had no adequate online skills. This implied that librarians had no adequate IT competencies for effective job performance. This was a reason for low performance. Librarians are expected to have excellent online skills for improved service delivery in an online oriented environment. Training should be appropriately organized to satisfy the needs of librarians in the twenty-first century.

4.6.3 Level of Online Competencies

To further established the level of application of online competencies. Respondents were asked their levels of online competencies. This was done to determine how well they had absorbed the competencies and had benefited from the training for effective work performance. For effective job performance, librarians should have a high degree of expertise. 5-point likert scale where 5, Excellent, 4 good, 3, Fair, 2, poor and 1, very poor was used to indicate the level of their knowledge on the skill. Statistics are shown in Table 4.12

Table 4.12: Level of Online Competencies

s/n	Items	Responses n=363											
		Excellent		Good		Fair		Poor		Very poor			
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Mean	Sd.
1	Chat IM	140	38.57	70	19.28	60	16.53	53	14.6	40	11.02	3.60	3.36
2	Hardware Trouble shooting	21	5.79	34	9.38	110	30.3	98	26.99	100	27.54	2.39	2.15
3	Web design	29	7.99	61	16.8	80	22.04	73	20.11	120	33.06	2.47	2.31
4	Digital Asset Management	38	10.47	53	14.6	104	28.65	51	14.05	117	32.23	2.57	2.42
5	Encoded Archival description	7	1.93	21	5.79	71	19.56	100	27.55	164	45.17	1.92	1.67
6	Basic HTML coding	18	4.96	21	5.79	78	21.49	90	24.79	156	42.97	2.05	1.86
7	Taxonomy Creation	5	1.38	27	7.44	70	19.28	150	41.32	111	30.58	2.08	1.78

Source: Study Data 2023

From the findings on Chat IM, 57.85% (38.57% plus 19.28%) more than 50% of the librarians stated that their level on the knowledge of chat IM was either excellent or good. The finding showed that respondent's level of Chat IM knowledge was very good. This implied that librarian's degree of knowledge on chat IM on how to communicate with others in real time with no delays such as those associated with emails was high. Librarians' knowledge of chat IM skills was appropriate for efficiently communication with clients especially when sending information on the various library communication platforms.

Whereas 31.13% (16.53% plus 14.6%) nearly 35% librarians agreed the level on chat IM skill was fair or poor. Furthermore, (11.02%) respondent considered the level of knowledge on chat IM was very poor. The obtained mean score and standard deviation (3.60 > 3.00; SD=3.36) was above the threshold bench mark which revealed that librarians level of knowledge on Chat IM was adequate.

Also, 15.17% (5.79% plus 9.38%) of the respondents established the degree of knowledge on hardware trouble shooting was either excellent or good. While 57.29% (30.3% plus 26.99%) considered the level of knowledge on hardware trouble shooting was either fair or poor. On the other hand, 27.54% (few of the respondents established the level of knowledge on hardware trouble shooting was very poor. The obtained mean score (2.39 < 3.00) and standard deviation (2.15< 3.00) was below the threshold mark. This implied that almost 60% of the respondent's level of knowledge on hardware trouble shooting was very poor. This showed that librarian's degree of competency on hardware trouble shooting was not

adequate on how to remove, repair and replace faulty RAM, hard disk or video/ graphic card.

This was a clear indication for their low performance. Although the majority of libraries today employ new generation systems like the dell inspiron, apple Mac Mini, server PCs, and HP Envy to execute their duties, librarians do badly in maintaining the systems in the libraries. Librarians should be familiar with hardware troubleshooting in order to efficiently maintain and manage modern computers for increased job performance. The programs should focus on the development of technology skills. Additionally, 24.79% (7.99% plus 16.8%) of the respondents confirmed having the level of knowledge on web design excellent or good skills. While 42.15% (22.04% plus 20.11%) of the respondents confirmed that the level of knowledge of web design was fair or poor. The mean score (2.47 < 3.00) appeared below the benchmark and standard deviation of (2.31< 3.00).

The finding revealed that more than 60% of the respondent's level of skills on web design was poor. The implied the librarians had no abilities on craft for enhancing user experience (UX) and user interface (UI), how to use color psychology, grid systems, web fonts to design websites that were usually appealing and responsive to all kinds of devices. This showed they had not embraced the competency from training for effective improve job performance. Likewise (33.06%) disclosed level of knowledge on web design as very poor. Librarians should embrace this competency and be proficient in HTML, java script, time management, and communication in order to effectively manage and use the web for improved job performance.

Some respondents 25.07% (10.47% plus 14.6%) of the librarians on digital asset management competencies indicated their level of knowledge on digital asset management was either excellent or good while, certain number 42.7% (28.65% plus 14.05%) of respondent revealed level of competency on the digital asset management was either fair or poor. However, (32.23%) of the respondents confirms the level was very poor. The findings showed that more than 70% of librarian's level of competency on digital asset management was very poor. This indicated their skills on how to efficiently acquire, classify, manage, and safeguard an organization's digital assets was very low. This has contributed to their low performance. Given the mean score of 2.57 and a standard deviation of 2.42 that was lower than the criteria mean, librarians demonstrated ineptitude in digital asset management skills.

Also, 7.72% (1.93% plus 5.79%) of respondent confirmed level of knowledge on encoded archival description competencies was either excellent or good. While, 47.11% (19.56% plus 27.55%) of librarians indicated their level of online competencies as either fair or poor. In addition, (45.17%) of them revealed the level of technological competencies was very poor. This high percentage above 90% study's findings confirmed that the respondents' level of online competency on encoded archival description was very poor. The study formally verified the responses using mean and standard deviation, the results; mean=1.92 < 3.00 and standard deviation 1.67 demonstrated a retrogression in the level of competence among librarians for improved job performance.

This showed the librarians lacked competency on how to develop strategies and tactics for evaluating, organizing, managing, describing, and preserving digital archives, as well as how to integrate technologies, tools, media and software, within existing functions for preserving, capturing, evaluating, and making digital collections accessible to the public. In order to increase the accessibility of archive material it was necessary to understand how to identify its context and content. Librarians should have adequate training to enable them embrace this competency for improved service delivery in the 21st century librarianship.

On the other hand 10.75% (4.96% plus 5.79%) of respondents confirms level of competency on basic HTML coding as either excellent or good. While, 46.28% (21.49% plus 24.79%) of librarians indicated the level of competency on basic HTML coding was either fair or poor. Some (42.97%) declared level of competency on basic HTML coding was very poor. The overall description of the results obtained using mean scores and standard deviation (2.05 < 3.00; SD=1.86) showed that librarians level of competence on basic HTML was not adequate. This implied that more than 80% of the librarians' level of HTML competency was very poor. The librarians do not have adequate skills on standard markup languages for creating web pages and describing the structure of web pages. Librarians had not embraced this competency.

Furthermore, 8.82% (1.38% plus 7.44%) of librarians believed their level of knowledge on taxonomy creation was either excellent or good. Yet, 60.6% (19.28% plus 41.32%) of the respondents rated their skill level in taxonomy creation was fair or poor. Conversely, (30.58%) of the respondents revealed that their level on

taxonomy creation was very poor. The results showed that nearly 100% of the respondent's level of knowledge on taxonomy creation was very poor in creating taxonomies online. This meant they were no able to group and cluster abilities within an organization to enable them perform better in their area of competence for increased job performance. This was attributed to their poor performance. Librarians are expected to be able to describe talents at the organizational level that identify a business's capabilities in a quantifiable manner. More training and re- training should be stimulated to enable librarians grasp and update their abilities to fit into the modern library applications and services. According to Mansour (2017), fifty percent of the library and information practitioners in South Valley University (SVU) were not sure of some of their competencies which includes; development of software, ICT products assessment, digital library development, development of software, database management system and electronic- based information knowledge. More than 50% of them stated that they lack web-related abilities, such as how to integrate webometrics in the design/development of a library webpage.

4.6.4 Online Competencies Possessed by Librarians

The respondents were asked to identify the competencies they had acquired through the training. This was done to determine the skills they have been taught adequately for effective job performance. An open-ended question was used to gather the responses. Some librarians confirmed having abilities such as;

"*hard and software trouble shooting, retrieval and disseminating processing in traditional and digital environment, database management system, file transfer protocol, digital file format, digital reference skills, digital archival description, encoded archival description, open information resources and knowledge of search engine*"

Similarly, other skills identified by librarians include: " *internet surfing, institutional repository, database creation and search, digital information management, digital asset management, online search strategy skills, taxonomy creation, basic HTML coding, knowledge of digitization, collection management system, digital file formats, digital media, content creation, online cataloguing KOHA, RDA tools, Knowledge of open information resources, chat IM, ICT skills, management of e-resources, E-learning/e-resources, electronic data exchange*"

These required competencies were necessary for librarians to perform effectively and efficiently on their job performance. Generally, the study found that, librarians admitted having numerous online competencies but from observation had insufficient skills in rendering services to their clientele. This has led to their low performance. The finding revealed they lack abilities such as; utilization of Microsoft office, skills for familiarization of digital and virtual library platforms, inadequate blogging skills, poor knowledge of web design, internet protocol, OCLC connections, inefficient skills for community online learning processes.

This investigation was in accordance with a survey conducted by Safahieh and Asemi (2010), in Isfahan University (Iran) who affirmed that most librarians possess appropriate skills, with nearly all of them considers their ability attainment to be "justifiable." But most of their computer knowledge was seen to be poor.

4.7 Challenges of Continuous Staff Development Programs Attendance

This was the fifth objective and the researcher sought to establish the challenges encountered by librarians after attending the programs. This was done to determine

any limitations the librarians have in carrying out their tasks following the training. This sub-section investigated challenges encountered after attending the programs and challenges faced while using computer-based applications that require the online competencies. Open- ended questionnaire was used to generate data and analysed qualitatively.

4.7.1 Challenges of Continuous Staff Development Programs Attendance

This was meant to establish the barriers that librarians faced with an aim of modifying them. Some librarians identified various challenges encountered after attending the training by their universities. The responses were gathered using the open-ended questions and were analyzed qualitatively. Some of the extracts were shown below:

Some of the librarians identified the challenges such as:

"*Funding, inadequate budget allocation, inadequate resources and lack of sponsorship*"

The study found that funding, inadequate budget allocation, inadequate resources and lack of sponsorship was among the challenges impeding the attendance of continuous staff development programs. Librarians were deficient in knowledge competences as a result of intermittent training. This impairs their job performance and was a contributing factor to poor performance. Regardless of budget constraints, librarians should learn new methods and techniques, as well as keep up with the latest technological developments, in order to provide effective library services and improve job performance. Some respondents admitted that they faced challenges such as insufficient budget allocation. According to the findings, the respondent

faced problems such as insufficient resources for providing appropriate equipment and resources for enhanced execution of internet-based abilities following training.

This assertion jeopardizes job performance. One of the issues mentioned by respondents was a lack of financial support. The findings found that librarians were not provided with sponsorship to be taught and re-trained on a regular basis to gain additional knowledge, particularly with the introduction of new technologies and technological advances. Funds had been identified as a vital tool for any institution to construct functional staff development programs since it impacts the quality of training offered in addition to the number of employees who took part. It was observed in this research from the opinion of the respondent that inadequate funding posed serious impediment that had led to inconsistency and non-continuity of the programs. Because libraries all over the world are embracing innovative technologies that necessitate extending staff development in terms acquisition of knowledge and skills in order to increase staff quality and job performance, the issue of financing was a global indication for successful library operation.

The findings agreed with David and Lundstrom (2011), who found that, while advancements in staff development is appropriate, libraries are confronted with budgetary limits, forcing library managers to experience real and strategic hitches in the implementation of staff development programs. This has precluded libraries from sending a large number of librarians to conferences, workshops, and seminars over the years. According to US Department of Education library studies, despite all efforts to reduce the size of the workforce in private academic libraries, 39.6% of their budgets were dedicated to staff development, compared to 60.4% in public

academic libraries (National Education Centre, 2010). Furthermore, Kigondo-Bukenya and Musoke (2011), discovered that most library staff development programs are funded by national budgets, which were frequently insufficient and will only support a small number of libraries. According to some librarians:

"*Poor managerial and administrative policies were among the challenges faced''*

According to the responses gathered, some librarians confirmed that poor managerial and administrative policies are among the challenges encountered. The results showed that a poor managerial and administrative policy was a problem for librarians. This was a rationale for their low performance while applying the online abilities. This was as a result of irregular training. Employer's human resources policies should show commitment towards engaging staff in continuous education. Additionally, management should give more attention to the attendance of the programs for effective job performance.

Some of the librarians conversely in their opinion indicated;

"*Irregularities in organizing training, lack of opportunities for librarians to attend programs and unfavorable working conditions was among the problems encountered*"

The findings agreed with Arinanye (2015), who demonstrated that unique aspects such as management and administrative leadership approach, individual apprehensions, responsibilities, and standards will impede staff performance. In addition, Asim (2013), provided other challenges that had affected the effective utilization of knowledge gained through the programs was as a result of poor

managerial and administrative policies as; high work load assigned to librarians which increases working time, undecided objectives or performance standards, non-attendance of key human resources, lack of ability to get things done more, poor statement within the institution and pressure from co-workers to limiting presentation.

Furthermore, the finding support Nassazi (2013), who concluded that working conditions influences the mental work on staff as it will result to fatigue, consequently, jeopardizing institutional property, aggravating the likelihood of workplace accidents and low self-esteem. Also some librarians indicated that some of the challenges included:

"*Lack of knowledge transfer and poor information facilities''*

From the results of the finding lack of knowledge transfer and poor facilities was among the impediments identified by respondents. The findings showed that the librarians were faced with challenges such as lack of knowledge transfer and poor information facilities. This implied that librarians were provided with slim opportunities to adequately pass across the knowledge learnt to other librarians by frequently organizing in- house training, mentorship and reading groups to enable other librarians learn from others and also libraries lacked adequate information facilities for organizing more programs. This was a reason for low performance on the job due to inadequate knowledge transfer and poor information facilities. Librarians should be provided with ample time to put theoretical knowledge into practice. Adequate information facilities should also be put in place for the smooth running of the programs. The findings of the result was in consistent with Rodriguez

and Walters (2017), who found that implementation of skills acquired in the workplace was sometimes difficult especially in cases where the library professionals are not ICT oriented. This finding was attributed to lack of: embracing modern technology, knowledge transfer, knowledge applications and hands on.

Further, the authors added other challenges which affect the application of knowledge and skills gained as; implementation of knowledge gained, inadequate equipment, lack of applicable and functional policy on training, inadequate electronic gadgets, internet connection and epileptic power. Some librarians responded that:

"*Lack of continuity and teamwork is one of the challenges encountered''*

From the responses one major setback they experienced was lack of continuity and teamwork. The study found that lack of continuity and teamwork was one of challenge encountered. This implied that beneficiaries do not return to impart what was learnt by updating other librarians on the current technological for the purpose of improving job performance. Librarians are expected to operate as a team by sharing ideas on new innovations gained after training for improved services. Also, variations in the frequency of organizing training program have left most of them behind in terms of acquisition of current online knowledge especially when it does not come regularly. The spirit of team work should be encouraged to achieve more tasks for improved job performance. The outcome was in congruent with Elnaga and Imran (2013), who explained that team work is creating, affiliation, dignity, a sense of belonging, and self-efficacy but where absent, it leads to low job performance and inadequate library services.

Further, in a recent study by Rodriguez and Walters (2017), who added that continuous staff development program arouses staff job performance by cultivating skills, knowledge, attitude, competencies, staff behaviours, reduced complaints, absenteeism, as well as enriching efficiency and building appropriate capabilities to attain pre-arranged outcomes, aim and objectives. When standards policies for staff training are not put in place librarians will not function appropriately and this affects their job performance. Also some of the librarians responded that:

"*Lack of motivation was another challenge''*

From the responses gotten from the respondents lack of motivation from the library management was identified as one of the challenges they encountered. The findings indicated that librarian's lack of motivation after the trainings. This implied that motivation affects staff performance as institution fails to take responsible for providing appropriate motivation for staff which helps in achieving high productivity and sustainability. Librarians should be motivated upon return from training for improved performance. The study's finding was in consistent with Asim's (2013), identification of motivation as a barrier to good job performance. The study corroborates Nassazi's (2013), findings that an institutional philosophy improves staff performance by influencing how people feel, think, and behaves at work. However, institutions pay less attention towards providing the right motivation for staff to function adequately after training therefore, the library management should encourage and support the utilization of knowledge from training for improved job performance.

In generally, the study's findings agrees with those of Okello-Obura and Kigongo-Bukenya (2011), who discovered that staff development programs continue to experience numerous challenges such as lack of; adequate education, LIS educators, policymakers poor standards of LIS programmes, adequate records and archives in national development, insufficient technological infrastructure, insufficient funding and information literacy.

4.7.2 Challenges Faced by Librarians while Using Computer-Based Applications

A semi-structured interview was conducted among respondents in order to obtain challenges faced by librarians while using computer-based applications that require the online competence. This was to ascertain the impediments to the application of online competencies on computer- based applications. The results were obtained using open- ended questions and were analyzed qualitatively. The extract is shown below: Some librarians responded:

"*Lack of policy on computer-based applications''*

One of the issues identified by librarians was a lack of policies on computer-based applications. The findings demonstrated there was no adequate policy for computer-based applications. This implied lack of functional and practical ICT policies, such as employee training on contemporary technologies that necessitate online capabilities in their use. This was the reason for poor performance when it comes to applying online competences while using computer-based apps for effective job performance. Academic libraries should have ICT policies such as use of online abilities and upgrade to newer technologies. Some policies should also include training of staff on current technologies utilization. The management of the libraries

should encourage staff to use computer-based skills for communication and sharing information resources effectively in an online environment.

This result finding agreed with the findings of Muneja and Abungu (2012), who discovered that majority of libraries do not have functional and applicable policy regarding the use of computer-based application skills, which the author considered as a major challenge. Similarly some librarian's responses include:

"*Non-challant attitude of librarians towards the utilization of modern technologies''*

One of the stumbling blocks, according to several respondents is librarians' nonchalant attitude. The finding revealed that one of the obstacles encountered was librarians' nonchalant attitude toward the use of computer-based programs. This implied that respondents' nonchalant attitude when utilizing computer-based applications was one of the factors for their poor performance when carrying out online-oriented applications. The reason is that some librarians were not ICT inclined. They had negative attitudes towards computer and easily discourage its utilization and do not support ICT applications. Also, some librarians were comfortable with their current positions and do not see the necessity to upgrade and embrace newer competencies especially with the advent of new technologies that promote functional global library practices. Librarians should overcome their fear of new technology by embracing latest technologies in library operations in order to provide better services in the twenty-first century.

The result of the findings was supported by Baro and Godfrey (2015), who submitted that rather than waiting to gain general acceptance, supporting those staff members who was interested in the technology should be encouraged as most librarians were conservative and will not accept newer technology.

Also some librarians identified:

"*Epileptic power supply as a major challenge''*

Some respondents indicated epileptic power supply as a major challenge. The findings revealed that some librarians had inadequate power supply. This suggested that it has been a significant obstacle to operate effectively while using computer-based apps. This explained why most libraries are not able to perform effectively when using computer-based since they need source of power to function efficiently.

This has played significant role in making the process unachievable and had also led to reduction of library operations in most university libraries. Libraries are expected to have consistent electricity to ensure the seamless operation of their computer systems. Library management should provide substitute mechanism such as solar system, inverters and generating machines to ensure smooth running of the computer system. The results of the findings was similar to that of Muneja and Abungu (2012), who mentioned irregular power supply as a challenge of using computer-based skills in an online environment in Tanzania. Similarly, the study in Pakistan by Khan and Bhatti (2012), revealed that, the greatest problem while using online platform for promoting library services was electricity failure. Some of the respondents identified that:

"*Time factor has been a predicament to using computer-based applications''*

Some librarians identified time factor as a challenge. The finding revealed that the respondents had no enough time to carryout duties assigned to them. This meant that the time required for checking in and out information sources, cataloguing and classification, collection development, reference services, and serial management was frequently insufficient. It takes much more time and effort to complete entire daily work schedules. Library-integrated software such as VTLS, Polaris, NewGenLib and KOHA should be utilized in carrying out the libraries core activities for efficient service delivery.

Working hours for daily activities in libraries should be extended. The study results aligned to that of Baro, Idiodi, and Godfrey (2013), who found that most librarians indicates lack of time to use computer-based applications required for online competencies. Similarly, Chu and Du (2013), concluded that since the threads and new feeds in an online environment requires personal care, most librarians hardly monitor them, as it requires manpower and extra time in the library.

Some responded mentioned the following difficulties:

"*Infrastructure decay, insufficient operating capacity, lack of renewal of internet subscriptions and facilities, and application incompatibility"*

The data gathered from librarians indicated the presence of decayed infrastructure, inadequate operational facilities, lack of; renewal of internet subscriptions and facilities and application incompatibility. This implied that respondents had obsolete: resources, systems, software and hardware. They also lack: internet facilities, required facility and resources to apply computer- based applications that was not compatible with certain computers. Also, lack of renewal of internet

subscription was another challenge to the respondents. This was why they were unable to carry out their responsibilities efficiently and reason for their low performance. Librarians are expected to have excellent infrastructure, consistent internet access, and internet apps that allow them to use computer-based applications. Librarians should be provided with modern infrastructures and steady internet connections.

The finding of the study was in consistence with Baro, Idiodi, and Godfrey (2013), who established that lack of facilities such as computers with internet connectivity in universities libraries in the African continent are some of the challenges librarians encountered while carrying out their duties. Baro and Zuokemefa (2011), found that majority of the sampled librarians indicated lack of facilities such as modern computers and inadequate internet connection to use online tools.

Baro and Asaba (2010), found that, notwithstanding the National Universities Commission's (NUC) commendable instructions, only a few university libraries offer consistent and dependable internet connectivity in their libraries. Munatsi (2010), identified challenges such as lack of resources, intellectual property rights, poor planning initiatives, traditional management practices, lack of patron focus, lack of ICT skills, and security as challenges militating against the utilization of computer-based skills required for online competencies in academic and research libraries throughout Africa. Some librarians responded that they lack:

"*Knowledge on Microsoft office and excel power point''*

Some respondents indicated that they lacked knowledge on Microsoft office and excel power point. The findings showed that librarians have insufficient knowledge of Microsoft office such as: Microsoft word, excel and power point for effective job performance.

This implied that they were not able perform effectively in an online environment due to insufficient knowledge of computer- based applications and programs such as Microsoft office. However the results of the findings was affirmed by Chisenga (2014), who proposed that librarians should acquire skills and competencies that will enable them provide services to users in an online platform. Makori (2016), further explained the major problem facing university libraries in Africa as lack of: inadequate tools and human personnel, which had resulted to poor performance of librarians in digital age.

Furthermore, the study's findings supported the findings of Baro, Ebiagbe and Godfrey (2013) who established in a comparative study of the use of online platform by librarians in Nigeria and South Africa. The authors revealed challenges such as power failure, lack of facilities, lack of skills, poor utilization of computers and lack of internet connection. Adeleke and Habila (2012), reported poor usage, lack of online abilities in most Nigerian libraries was linked to inadequate application of ICT.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings for each study objective; conclusions and recommendations were made based on the study's empirical results and literature review.

5.2 Summary of Main Findings

The purpose of the study was to determine the influence of CSDP on librarians' acquisition of knowledge for effective job performance in selected academic libraries in North-central Nigeria. The acquisition concept was based on four attributes: effectiveness, efficiency, application, competency and adequacy.

The first goal was to identify the strategies adopted for imparting online competencies for job performance among librarians. According to the study findings, conference and reading groups were the most strategies of CSDP adopted to impart online competencies.

i. Only a few librarians testified in the study that webinars, coaching, and mentoring are among the strategies adopted to impart online abilities for improved job performance. Job shadowing, on the other hand, was one of the few strategies that is adopted to impart online competencies.

Most academic libraries in the selected universities had few applicable and functional policies in place to encourage librarians to attend programs, and a large portion of the libraries had no functional policies guiding program attendance.

ii. The study's second objective was to evaluate the knowledge gained from continuous staff development programs for job performance. Evaluation was based on adequate and additional knowledge acquired from the trainings. From the findings majority of librarians' knowledge was library-related, such as library management, management and administrative skills, library development, file transfer protocols and collection development management. Most of the librarians lacked modern library skills such as OCLC connections, data visualization tools, screen casting software and RDA tools.

iii. The third Objective of this study was to determine the extent of application of knowledge gained from continuous staff development programs for job performance. The findings revealed that librarians had not adequately applied the skills learned during training, such as content curation, competitive intelligence tracking and digital asset management, to their jobs effectively. Furthermore, the majority of librarians had not applied their knowledge adequately for job performance.

iv. The Fourth objective was to assess the online competencies acquired through the programs in terms of job performance. The findings revealed that librarians had not mastered online skills such as e-reserve management, Apple and Microsoft, podcast and webcast. They lacked adequate knowledge of Electronic Resource competencies for librarians such as EZ proxy, electronic data interchange, and metadata protocol. Only file transfer protocols and internet protocols were covered.

v. The fifth objective of the study was to established challenges encountered by librarians in execution of their duties after participating in job

performance continuous development programs. The study findings established that poor managerial and administrative policies, funding and a lack of good working conditions were the main challenges that librarians faced. The major challenges encountered while using computer-based applications that required online competencies were epileptic power supply, time, infrastructure decay, inadequate operational facilities, and a lack of internet connection.

5.3 Conclusions

This section presents five main conclusions based on the study findings, as well as a summary derived from various objectives on the subject. First and foremost, several studies on CSDP strategies for online competency acquisition had been conducted. From the study findings conference and reading groups was one of the most strategies identified adopted for imparting CSDP. These are dependable and stable programs, with platforms that had been tested and proven to provide effective feedback on job performance. Professional conferences with many innovative learning opportunities abound in the academic library and scholarly publishing sectors.

i. The conference was effective on several levels. Conferences are an important part of the academic community because they allow scholars to communicate with one another while also encouraging healthy debate among experts from various backgrounds and fields of study. As a result, the study concludes that more CSDP strategies such as job shadowing and mentorship should be frequently adopted because job shadowing and mentorship allows newly hired librarians gain knowledge from librarians already working and had

gained knowledge over the years to transfer to the younger librarians for improved service delivery.

ii. Second, from the study findings most of the knowledge gained from CSDP was library oriented. The study therefore concludes that librarian knowledge had not greatly contributed to enhanced information exploration and utilization of accessible library and information resources centers, serving as a gateway to access to information. Librarians must streamline their day-to-day activities, increase their transparency and participation in the wider institution, and take the lead in capturing institutional knowledge. The study concluded that low performance was caused by insufficient training for the acquisition of modern knowledge and competencies required for effective job performance.

iii. Third, the study findings established that librarians had not adequately applied the knowledge gained from CDSP. Theoretical and practical knowledge gained aids in the application of internet competencies, which improves job performance. The accessibility of software and hardware applications, as well as the adoption of modern technology, has influenced job performance.

iv. Fourth, from the study findings most of the librarians lacked adequate online competencies. This was related to their poor performance in carrying out online related activities such as proficiency in HTML, java script, time management and communication in order to effectively manage and use the web for improved job performance. The acquisition of online competencies was a critical component for effective job performance, particularly given the vast growth of knowledge and changing technological trends. According

to a previous study, the changes brought about by the introduction of ICT necessitate that, in addition to inquiries about librarians' abilities and competencies, it will compel them to learn a variety of online talents, which will improve their job performance.

v. Finally, from the study findings revealed that after attending CSDP, one of the major key impediments was a lack of adequate training, inadequate funding, modern infrastructures, and internet connections. This had an impact on the efficiency of librarians' job performance. This was a reason for poor performance on the job which was due to inadequate knowledge transfer and poor information facilities and infrastructures.

5.4 Recommendations

According to the findings, two types of recommendations were made: policy recommendations and recommendations for additional research, as detailed in sections 5.4.1 and 5.4.2.

5.4.1 Policy Recommendations

i. Based on the evidence that CSDP was a critical requisite in the acquisition of online competencies for effective job performance, the study recommends that, in addition to conferences and reading groups which are the major strategies of CSDP used, there should be greater awareness of the various CSDP strategies such as job shadowing, coaching, mentorship, online classes, in-house training, workshops, and seminars. University libraries should develop the necessary standards, policies, and plans for the use and adoption of emerging technology.

ii. Professionals should also be encouraged to attend refresher courses, seminars, symposia, and workshops, which provide them with more skills that will impact on their job performance and expose them to modern abilities, as a result, increase their technical competency and efficiency. Short-term courses or courses should be organized by the library. Library schools should provide distance learning training to working professionals.

iii. Given that the extent of knowledge application is regarded as a "must have" for effective job performance for librarians, the study suggested that adequate training be encouraged to put theoretical knowledge into practice. This should serve as a structured guide with training resources to standardize the scope of training on the application and accessibility of software and hardware applications, thereby improving the quality and relevance of training for librarians in the twenty-first century.

iv. Training should be used to gain online knowledge. Adequate training should be provided to assist in the acquisition of internet oriented skills. Adequate CSDP should be organized across academic libraries by various library professional development bodies such as the NLA and LRCN to harness the acquisition and application of knowledge, particularly online competencies. IFLA policies on online-oriented skills should be followed when participating in CSDP programs. To constantly embrace new technology, a comprehensive technical training and skill enhancement policy should be designed. Librarians should be trained and retrained to address the difficulty of technical know-how related new technologies. In conclusion, more training should be organized to increase the level of knowledge acquired by librarians.

v. According to the study's findings, there should be adequate budgetary allocation, effective managerial and administrative policies, good working conditions, excellent internet connection, consistent power supply, and functional information and communication facilities. The study also recommends adequate online electronic gadgets and provision for putting theoretical knowledge into practice, that there should always be an exchange of knowledge acquired to the supporting staff, that there should be functional supportive hardware and software for computer systems. There should be provisions for modems and fibers as an alternative internet connection, inverters, solar systems, and generating machines as an alternative power supply. Every institution should set aside a separate fund for library workers to attend the training program on a regular basis.

5.4.2 Recommendations for Further Studies

The study recommends further studies on the following:

i. A study on the impact of online competencies after training. The sample population should include all library staff who had participated in the programs.

ii. A study on Computer-based application programs for effective service delivery.

iii. A study on the factors impeding the acquisition of online competencies in libraries would be required, as the study revealed that libraries require knowledge and abilities to improve their online skills in order to provide effective and efficient service delivery to the university library community, particularly in the twenty-first century librarianship.

iv. More research is needed to determine librarian attitudes and behaviors toward the acquisition of online competencies.

v. Concern for additional study to determine the role of university administration in the development and implementation of a functional and applicable policy for the development and implementation of training to make it more mandatory for library staff to attend programs to cater to their various abilities. The research would benefit not only the libraries, but it would also serve as a reference point for other organizations willing to embrace IT competencies in their organizations.

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APPENDICES

Appendix I: Introductory Letter to the Librarian

Kenyatta University,
Depart. of Lib. & Inf. Science
P.O Box 43844- Nairobi

RE: REQUEST

Dear Respondent

I am Goshie, Rhoda Wusa, a Ph.D student of the department of Library and Information Science, Kenyatta University Nairobi Kenya. I am undergoing an investigation on Continuous Staff Development Programs for Acquisition of Online Competencies among Librarians in Selected Academic Libraries in North Central Nigeria'. The enclosed questionnaire is the instrument for data collection intended to obtain data that are relevant for this investigation.

You are please requested to kindly answer appropriately to every questions by either ticking (√) or by provide the Information on the spaces provided. The data that will be collected will be treated with utmost privacy. Your contribution and sincere responses will be highly appreciated.

Thank you in advance.
Yours faithfully,

Goshie, Rhoda Wusa

Appendix II: Questionnaire for Librarians

Section A: GENERAL INFORMATION. (For all Questions Please Tick or Fill in the Gaps Appropriately)

1a. Name of University ----------

b. Staff Designation. (Please Indicate by Ticking in the Space provided Below)

Staff Designation	Tick as Appropriate
Library Assistant	
Assistant Librarian Officer	
Librarian I	
Librarian II	
Chief Library Officer	
Higher Library Officer	
Senior Library Officer	
Principal Library Officer	
Senior Library officer	

c. Staff Highest Qualification: ----------

2. How long have you been Working with your Library?

(a) Below 1year [ ]
(b) 1 – 5 years [ ]
(c) 6 – 10 years [ ]
(d) Above 10 years [ ]

Section B: Strategies Adopted in Imparting Online Competencies through Continuous Staff Development Program for Job Performance.

3a. Below are the Strategies of Continuous Staff Development Programs for Job Performance. Which among them are Strategies Adopted in Impacting the Online Competencies? Please tick as Appropriate

s/no	Continuous Staff Development Programs	Tick (As Appropriate)
1	Conference	
2	Webinar	
3	Job Shadowing	
4	Scholarship	
5	Reading groups	
6	Mentorship	
7	Coaching	

b. From your response above, which Strategy has had positive Impact on you after undertaken CSDP for Effective Job Performance?----------
---

Does your Institution has Applicable and Functional Policies for Attending the CSDP for Job Performance? Yes [ ] No [ ]
If your Answer to Question 2 above is yes how often do they organize these Programs for Job Performance?

Very Frequently [ ] Frequently [ ] Occasionally [ ] Rarely [ ] Never [ ]

c. Which Competencies have you Acquired from Attending the Continuous Staff Development Programs for Effective Job Performance----------
---

d. Below is the list of Impact of Continuous Staff Development Programs after undertaking the CSDP for Job Performance. Tick as many that are Applicable to you

S/No	Impact of Continuous Staff Development Programs	Tick as Appropriate
1	Increased Job Performance	
2	Improved Online Skill-based Competencies	
3	Increase Job Security	
4	Increased Knowledge-based Competencies	
5	Improved Customer Service Delivery	
6	Increased Productivity	
7	Increase Job Motivation	

Section C: Knowledge Acquired through Continuous Staff Development Programs for Job Performance

1. What Knowledge have you Acquired through CSDP to enable you perform your Job? ----------
2. Do you have Adequate Knowledge the Librarians ought to have for Job Performance?
   Yes [ ] No [ ]
3. If your answer to Question 2 above is yes. Which of the following Skills have you Acquired for Job Performance through CSDP? Please Tick as Appropriate.

S/No	Skills	Tick (As Appropriate)
1	Literacy and Management	
2	Knowledge of Open Information Resources	
3	Screen Casting Software	
4	OCLC Connections	
5	Knowledge of Lib- Guides	
6	RDA Tools	
7	Data Visualization Tools	
8	Institutional Repository	

Section D: Extent of Application of Knowledge Gained from Continuous Staff Development Programs for Job Performance

1. Below is a list of Knowledge necessary for Job Performance. Please Indicate the Extent to which you have use the Skills after undertaking the Continuous Staff Development Programs for Job Performance. Please Tick as Appropriate. Indicate whether its 5= Very Frequently 4= Frequently, 3= Occasionally, 2= Rarely or 1= Never

s/no	Knowledge	Very Regular	Regular	Occasionally	Rarely	Never
1	Content Curation					
2	Competitive Intelligence Tracking					
3	Scanning Procedures					
4	Digital File Formats					
5	Collection Management System					
6	Digital Asset Management					
7	Web Design					

2. Have you Adequately Applied the Skills for Job Performance Above? Yes [ ] No[ ]
3. If your Answer above is yes what type have you Applied that has Enhanced your Effective Job Performance ?----------
---

Section E: Acquisition of Online Competencies through the Continuous Staff Development Programs for Job Performance

Below are list of Online Competencies necessary for Job Performance. Which among them have you acquired through the Continuous Staff Development Programs? Indicate by Ticking.

S/no	Online Competencies	Excellent	Very Good	Somewhat	Neutral	Not Good
1	Web Maintenance					
2	Digital and Virtual Libraries					
3	Podcast					
4	Webcast					
5	Online Searching					
6	Apple and Microsoft					

	Systems					
7	E-reserve Management					

1. Below are the various types of E-resources Librarian's Skills. Indicate those that you have acquired through Continuous Staff Development Programs for Job Performance by Ticking in the Space Provided Below.

s/no	E-resource Librarian's Skills	Excellent	Good	Some what	Neutral	Not Good
1	Internet Protocols					
2	Open URL/z39.50					
3	EZ Proxy					
4	Electronic Data Interchange					
5	Protocol for Metadata Harvesting					
6	Database Architecture					
7	Markup Languages					
8	Online Cataloguing					

3a. Do you think you have the adequate Online Competencies for Job Performance?

Yes [ ] No [ ]

3b. If your answer in 3a above is yes overall how would you rate the level of your Online Competencies for Job Performance? Tick as Appropriate. Indicate whether its 5= Excellent, 4=Very good, 3= Somewhat, 2=Neutral or 1=Not good

S/No	Online Competencies	Excellent	Very Good	Fair	Poor	Very Poor
1	Chat IM					
2	Hardware Trouble shooting					
3	Web Design					
4	Digital Asset Management					
5	Encoded Archival description					
6	Basic HTML Coding					
7	Taxonomy Creation					

2. What Additional Online Skills that you have Attained through CSDP for Job Performance ----------
---

Section F: Challenges Librarians Encountered after Attending Continuous Staff Development Programs for Job Performance.

1. In your own opinion what Challenges have you Encountered after attending the CSDP that affects your Job Performance----------
   ---
   ---
2. What Challenges have you Faced while using Computer- based Applications that requires the Online Competencies for Effective Job Performance ----------
   ---

Thank you for your Kind Participation

Goshie Rhoda Wusa

Appendix III: Research Authorization Letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E83F/27369/18 **Date:** 2nd November,2021

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS.RHODA W. GOSHIE-REG. NO. E83F/27369/18

I write to introduce Ms. Wusa who is a Postgraduate Student of this University. She is registered for a Ph.D. degree programme in the **Department of Library & Information Science in the School of Education.**

Ms. Wusa intends to conduct research for Ph.D. thesis entitled, **"Continuous Staff Development Programs for Acquisition of Online Competencies for Job Performance among Librarians in Academic Libraries in North – Central Nigeria".**

Any assistance given will be highly appreciated.

Yours faithfully,

FOR PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EM/cao

Appendix IV: Approval of Research Proposal Letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 2nd November, 2021

TO: Ms. Goshie R. Wusa
C/o Department of Library & Information Science
KENYATTA UNIVERSITY

REF: E83F/27369/18

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting 27th October, 2021 approved your Ph.D. Research Proposal entitled "Continuous Staff Development Programs for Acquisition of Online Competencies for Job Performance among Librarians in Academic Libraries in North – Central Nigeria".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Library & Information Science
Registrar (Academic) Att; Mr. Richard Chweya

Supervisors:

1. Dr. Daniel Muthee
C/o Department of Library & Information Science
KENYATTA UNIVERSITY

2. Dr. Caroline Mutwiri
C/o Department of Library & Information Science
KENYATTA UNIVERSITY

EM/cao

Appendix V: Acknowledgement Letter Federal University of Technology Minna

Federal University of Technology, Minna

P.M.B 65, Minna, Niger State, Nigeria

VICE CHANCELLOR:
Prof. Abdullahi Bala, PhD, fssn

UNIVERSITY LIBRARIAN
Dr. Katamba A. Saka
NCE, BLIS (ABU), MLS (BUK), PhD (UniMaid), CLN

Tel: +234(0)66223275
Fax: +234(0)66220766
Telegram: FUTECH, Minna
E-mail: info@futminna, net

OFFICE OF THE UNIVERSITY LIBRARIAN

UL/GEN/086

23rd February, 2022

Goshie Rhoda Wusa,
Department of Library and Information Science,
School of Education,
Kenyatta University,
Nairobi-Kenya.

RE – APPLICATION FOR PERMISSION TO COLLECT DATA FOR MY PH.D RESEARCH

Please, refer to your application dated 14th February, 2022 on the aforementioned subject matter.

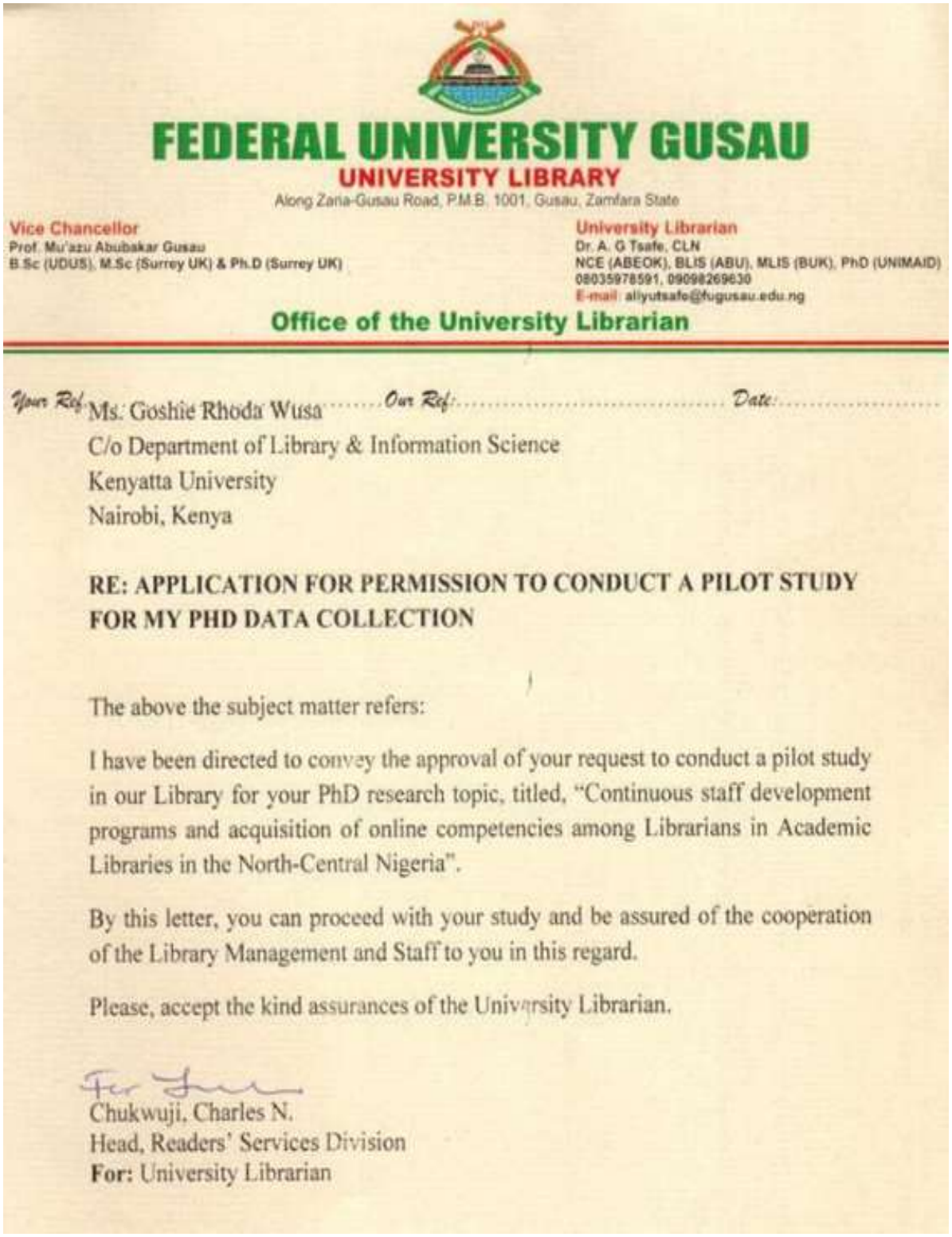
I write to convey approval for you to collect data for your Ph.D research on the topic "Continuous Staff Development Programs for Acquisition of Online Competencies among Librarians in Academic Libraries in the North-Central Nigeria" in our esteemed university library.

We wish that the opportunity granted to you will expose your research to greater expectation.

Thank you and wishing you a successful and fruitful research finding.

Dr. Katamba A. Saka
University Librarian

Appendix VI: Acknowledgement Letter Federal University Gusau



FEDERAL UNIVERSITY GUSAU
UNIVERSITY LIBRARY
Along Zana-Gusau Road, P.M.B. 1001, Gusau, Zamfara State

Vice Chancellor
Prof. Mu'azu Abubakar Gusau
B.Sc (UDUS), M.Sc (Surrey UK) & Ph.D (Surrey UK)

University Librarian
Dr. A. G Tsafe, CLN
NCE (ABEOK), BLIS (ABU), MLIS (BUK), PhD (UNIMAID)
08035978591, 09098269630
E-mail: aliyutsafe@fugusau.edu.ng

Office of the University Librarian

Your Ref: Ms. Goshie Rhoda Wusa ..... Our Ref: ..... Date: .....

C/o Department of Library & Information Science
Kenyatta University
Nairobi, Kenya

RE: APPLICATION FOR PERMISSION TO CONDUCT A PILOT STUDY FOR MY PHD DATA COLLECTION

The above the subject matter refers:

I have been directed to convey the approval of your request to conduct a pilot study in our Library for your PhD research topic, titled, "Continuous staff development programs and acquisition of online competencies among Librarians in Academic Libraries in the North-Central Nigeria".

By this letter, you can proceed with your study and be assured of the cooperation of the Library Management and Staff to you in this regard.

Please, accept the kind assurances of the University Librarian.

Chukwuji, Charles N.
Head, Readers' Services Division
For: University Librarian