Capacity Building Programmes for Library Staff in University of Ibadan and University of Lagos Libraries
by
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Abstract
The need for libraries to develop human resources in order to meet the current trends in library and information science practices so as to have a direct impact on human behavior as well as on human development in libraries is discussed. The survey research method was used for the study. Simple random sampling technique was used to select 130 respondents from the two university libraries. The use of structured questionnaire was adopted for the study. The data was analysed using frequency counts, percentages and tables. The result of the study revealed different types of development programmes the library staff had undergone, among which are: library orientation, internal training, short courses, seminars and conferences. Capacity programmes are organized occasionally for the library staff. Inadequate funding from the parent institution to sponsor library personnel on capacity building was discovered as the major factor militating against the effectiveness of the said programme in Nigerian University libraries. The paper concludes that library managements should undertake systematic training and developmental programs to improve the skill of their current employees and help them to grow to full potentials within the library.

Introduction
Capacity building has been described by Ballantyne, et al (2000) as the process by which individuals, groups, organizations, institutions and societies develop abilities (individually and collectively) to perform functions; solve problems and set and achieve objectives. Capacity building involves acquiring skills and knowledge. It also enables one to be "aware of new possibilities and empowered by gaining new skills and upgrading their old skills and having continuous access to information resources, materials and equipments (Mabawonku, 2001). Ballantyne, et al (2000) identified decision makers, information professionals and users among the major target groups for capacity-building efforts in developing countries. It is to be noted that competent information professionals are essential for effective implementation and uptake of the emerging information technologies. Mabawonku (2005) argued that library and information professionals and user of information need to develop their capacities in order to be able to attain the set goals of their institutions as well as to perform their job effectively by utilizing the available library resources to the maximum. She stated further that the training of practicing librarians and other information personnel is expected to be life-long. Training programmes, specially designed to meet the convenience of full time librarians are more available is library schools. These could be credit and non-credit courses often offered on part-time and full time basis. Adeogun (2003) stressed that ICT has enable tertiary education to break the chains of confinement. Distance learning and other academic activities are offered by universities without confirming the learner to the university environment.

Background Information
The central role of libraries in any educational enterprise and particularly in universities cannot be overemphasized. University libraries are referred to as the hub or heart of universities. Consequently, there is a positive correlation between the quality of services in university libraries and their parent institutions. University libraries are the academic units of universities supporting the threefold mandate of universities in fostering teaching, encouraging research and community service. No wonder undergraduate students are introduced to their libraries early in their educational career through the twin processes of library orientation and credit earning user education programmes (Igbafe and Sanni, 2005). The establishment of the University of Lagos library was made possible by its Act passed in April 1962, after the submission of the report of the detailed planning for the new University by the UNESCO. Kenneth Dike Library, University of Ibadan was established in 1948 at the inception of the University College Ibadan. The Library used to be known as the University Library until 1988 when it was renamed Kenneth Dike Library in honour of the first African vice-chancellor, Late Professor Kenneth Onwuka Dike. It operates a library system that comprises of Departmental and Faculty libraries. The Library was established primarily, to serve the interest of the University Community, Staff and Students of other universities may be permitted to use the library resources for short periods, after having obtained the permission from the University Librarian. Taking a critical look at the state and level of human resources in most universities' libraries in Nigeria, one would say that it has been highly characterized with shortage of staff and inadequate man power. This, however, is caused by a number of factors such as – staff retrenchment/retirement, age and stipulated years of service, embargo on staff recruitment, etc. This, therefore, leaves university libraries to cope with the few hands available in order to keep work moving.

Literature Review

Most organizations today pay special attention to the optimum development and utilization of human resources to ensure their growth, development and survival. These key activities influence to a large extent the achievement of organizational goals (Ojo, 1994).The people who are generally part of the organization in one manner or the other are the human resources. They could be direct employees, customers who transact business with the organization, temporary employees or consultants, or any person or group of persons having a variety of other relationships with and various levels of commitment to the organization (Ojo, 1994). Developing the education, knowledge, skills and abilities of people helps the organization to grow through the production and provision of marketable goods and services and by attracting investment. This in turn helps to create the surpluses needed to raise living standards through increased incomes, more equitable income distribution, and increased employment opportunities; improvements in infrastructure and better social benefits (e.g. education, health care, housing, and social security). By creating opportunities for upward mobility, capacity building reduces social stratification and tensions. It is generally agreed that if overall human conditions are to improve there must be increasing emphasis on human resources development. Appropriately, such development provides for increases in productivity, enhances competitiveness and supports economic growth. However, the process, by definition, is very complete. The importance of capacity building which can also be referred to as Human resources development is obvious when one considered that in any economic activity it is the human element that commands, directs, organizes, controls and maximizes (Aboh, 2006).

In the current dynamic information environment, the ongoing development of librarians' skills and abilities is a critical factor in ensuring the future of the profession. The responsibility for providing professional development opportunities has commonly been attributed to employers, professional associations and to some extent, educational institutions. Wikipedia (2008) defines 'capacity building' as the creation of an enabling environment, appropriate policy and legal frameworks, institutional development, including community participation, human resources development and strengthening of managerial systems. Capacity building is a vital aspect of Human Resource Management (HRM) that cannot be over-looked or de-emphasized, since it involves training of the human resources that brings about the actualization of the goals of the parent body or organization. Aboh (2006) defines capacity building as "activities, which strengthen the knowledge, abilities, skills and behaviour of individuals and improve institutional structures and process such that the organization can efficiently meet its mission and goals in a sustainable way."

Philbin (1996) viewed it as the "process of developing and strengthening the skills instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast- changing world". Linnel (2003) reiterated that for organizations, capacity building may relate to almost any aspect of its work: improved governance, leadership, mission and strategy, administration (including human resources, financial management, and legal matters), program development and implementation, fund raising and income generation, diversity, partnerships and collaboration, evaluation, advocacy and policy change, marketing, positioning, planning, etc.

Capacity building is the element that gives fluidity, flexibility and functionality of a program/organization to adapt to changing needs of the population that is served (Wikipedia, 2008). Capacity building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities (UNCED, 1992). It focuses on a series of actions directed at helping participants in the development process to increase their knowledge, skills and understanding and to develop the attitudes needed to bring about the desired developmental change. Library staff needs to improve their capacity to plan, organize and manage the library. Capacity building helps to enhance staff capacities and effectiveness.

Stoner (2000) opined that training programme is a process designed to maintain or improve current job performance, while development programme refers to a process designed to develop skills necessary for future work activities. According to Ifidon (1999), the objectives of capacity building programmes in the library are to:

1. enable the staff to make a more effective contribution to the library's total effort in service mission;
2. make the individual look for satisfactions that go beyond economic i.e. for self-pride, self-respect and achievement;
3. prepare the staff for the challenge of complex modern technology which requires an integration of activities and persons of diverse and specialized competence;
4. enable the library worker to develop a life of his own outside the library;

5. make the staff receptive to change and innovation rather than resistant to them;
6. create a climate where the dignity of employees as human beings, not just as factors contributing to the library's efficiency, is respected; and
7. Prepare the individual for a new different and higher responsibility

Stueart and Moran (2002) stated that "a library can have an outstanding collection of print and electronic materials, access to a wealth of online resources, cutting-edge automated systems, and an award winning building, but if it does not have a well-trained, competent staff, the patrons using the library will not be served effectively. So, in libraries as in most other organizations, one of the manager's most critical functions is to provide the human resources needed to carry out the functions of the organization. Central to the growth, viability and survival of any organization, is the effective acquisition, development, utilization and maintenance of its human resources. According to Yalokun (2004), "human resource is so critical to organizational survival that, judging by today's complex business environment, it has been acclaimed as the most important resources available to any organization".

Research Questions
The following research questions are raised for the study:
1. Is there any need for capacity building programmes for staff in the libraries understudy?
2. What are the types or forms of capacity building programmes available for staff in the university libraries understudy?
3. How often are the capacity building programmes organized for library staff in the libraries understudy?
4. What are the problems associated with the capacity building programmes in the libraries understudy?

5. What are ways of improving capacity building programmes for library staff in the libraries understudy?

Research Methodology
The survey method is used to carry out the study. The target populations for this study are the personnel in the University Libraries. The University of Lagos Library has 108 staff, while the Kenneth Dike Library, University of Ibadan has a total of 123 staff, making a total population of 231 staff in the two universities' libraries. Samples of 75 staff were randomly selected from each library. This therefore makes a total sample size of 150 respondents. The questionnaire was the major instrument used for the collection of primary data for this study. Out of 150 questionnaire distributed, 130 were returned and found valid for analysis. 66 copies of questionnaire were returned from University of Lagos Library while 64 copies of questionnaire were returned from Kenneth Dike Library, University of Ibadan, given a total rate of 86.7%. The data collected was analyzed using simple descriptive statistics which consists of tables, frequencies and percentages.

Data Analysis and Presentation of Results
The findings of the study are presented and discussed below.
Table 1 revealed that 59 (45.4%) respondents were in the age bracket of 31 to 40 years, they constituted the highest number. 39(30%) respondents were between 41 and 50 years. 27 (20.8%) were between 21 and 30 years while 5 (3.8%) were 50 years and above. This implies that the highest numbers of staff in the library has their ages ranging between 31 and 40years respectively and are still in their productive year that can as well undergo developmental training.

Table 1: Age Distribution of Respondents.

Age group	Frequency	Percentage%
21-30	27	20.8
31-40	59	45.4
41-50	39	30.0
50 +	5	3.8
Total	130	100.0

Table 2: Qualification of Respondents

Qualification	Frequency	Percentage %
SSCE	11	8.5
OND/DIPLOMA	64	49.2
FIRST DEGREE	43	33.1
MASTERS	12	9.2
Total	130	100.0

Table 3: Need for capacity building

Need for capacity building	Frequency	Percentage %
1. To improve staff efficiency	124	95.4
2. It serves as motivation for library staff	120	92.3
3. It enhances staff productivity	124	95.4
4. Brings out the best in library staff for optimum performance	123	94.6
5. To be able to cope with changes in library as a result of modern technologies.	124	95.4

Table 4:Forms of Capacity Building Programmes

S/N	Forms of Capacity Building Programmes	UNILAG Library Yes	NO	UI KDL Yes	No	Percentage (%)
1	Long term training programme	10	56	21	43	31 (23.8%)
2	Short-term training programme	59	7	43	21	102 (78.5%)
3	Special in-service/training award	20	46	26	35	49 (37.7%)
4	On-the-job training programme	45	21	62	2	107 (82.3%)
5	Off-the job training programme	15	51	18	46	33 (25.4%)

Table 2 revealed that 64(49.2%) respondents had diploma and are para-professionals, 55(42.3%) respondents are professionals with either First Degree or Masters Degree as their qualification. 11(8.5%) are holder of School Certificate. These may be Library Assistant or Library Attendant. This implies that those with diploma certificate formed the majority and can improve themselves academically for improved productivity.

The above table revealed the positive response to the need for capacity building in Nigerian university libraries, 124(95.4%) respondents felt that capacity is needed to improve staff efficiency, enhances staff productivity and help to cope with changes in library as a result of modern technologies. 123 (94.6%) agreed that it brings out the best in library staff while 120 (92.3%) saw it as a motivation for library staff. It

is obvious that the staffs of the two libraries were aware of the need for capacity building and should be made available.

Table 4 shows the form of capacity building programmes available in university libraries. 107(82.3%) agreed that it was characterized by on-the-job training programmes, 102 (78.5%) felt it was short term training programmes, 49 (37.7%) affirm it was special in-training service, 33 (25.4%) reportedly said it was off-the-job training programme, while 31(23.8%) says long term training programmes available in their libraries. The finding was consistent with the submissions of Mabawonku (2005). The result shows that University libraries have more of short-term training and and on- the job-training programmes than long term training and off the job training programmes.

Table 5 revealed that 103 (79.3%) respondents attended orientation programmes, 71 (54.6%) attended short courses and interval training programmes, 63 (48.5%) respondents attended seminars and conferences, 55 (42.0%) respondents had attended IT skills acquisition programmes, while organized visit and formal library education received a very low percentage attendance of 31(23.8%) and 32 (24.6%) respondents respectively. The result implies that while majority of the library staff have attended library orientation, short courses and internal training programmes, few numbers of staff have attended library formal education and organized visit.

Table 6 revealed that 70 (53.0%) respondents agreed that capacity programmes are organized occasionally, 29(22.3%) respondents said it was being organized periodically, 22(16.9%) said it only occur when the need arise, while 9(6.9%) said capacity building programmes occur frequently. The result revealed that libraries are not consistent in the organization of capacity building programmes for their staff which may have negative effect on the efficiency, effectiveness and productivity of library staff in their schedule of duties. This was consistent with the findings of Ojo (1996) and De Silva (1997).

Table 5: **Types of Capacity Building Programme Attended**

S/N	Types of capacity building programme	UNILAG Library Yes NO		UI KDL Yes No		Total (%)
1	Orientation programmes	43	23	60	4	103 (79.3%)
2	Organized visit	20	46	11	53	31 (23.8%)
3	Seminars and conference	26	40	20	44	63 (48.5%)
4	Participatory management	11	55	15	49	26 (20.0%)
5	Internal training programme	40	26	31	33	71 (54.6%)
6	Formal professional library education	15	51	17	47	32 (24.6%)
7	IT skills Acquisition Programme	25	41	30	34	55 (42.6%)
8	Short courses	31	35	40	24	71 (54.6%)

Table 6 Frequency of Organizing Capacity Building Programmes

S/N	Item description	UNILAG Library Yes NO		UI KDL Yes No		Total (%)
1	Periodically	10	56	19	45	29 (22.3%)
2	Frequently	4	62	5	59	9 (6.9%)
3	Occasionally	40	26	30	34	70 (53.0%)
4	When the need arises	15	41	7	57	22 (16.9%)

Table 7: Effect of Capacity Building Programmes

S/N	Effect of Capacity Building Programmes	UNILAG Library Yes NO		UI KDL Yes No		Percentage (%)
1	It improves employee skills and knowledge	63	3	60	4	123 (94.6%)
2	It improves quality of services to patrons	63	3	63	1	126 (97.0%)
3	It improves corporate performances	60	6	62	2	122 (93.8%)
4	It facilitates control of overhead expenses	58	8	50	14	108 (83.1%)
5	It improves employee's IT skill	59	9	62	2	121 (93.1%)

Table 8: Problems associated with capacity building

Problems of implementing capacity building programmes	Frequency	Percentage
Structure	73	56.2%
Administration	84	64.6%
Funding	98	75.4%

Table 9: Ways of Improving Capacity Building.

S/No.	Ways for improving capacity building	Frequency	Percentage %
1	Adequate funding of capacity building programme	125	96.15
2	Frequent organization of capacity building programmes	115	88.46
3	Capacity building programmes must be free of sentiments	119	91.54
4	Must be available to all categories of staff (junior, senior academic staff)	95	73.08
5	Deploy/introduce modern information technology	128	98.46

Table above summarized the effect of capacity building programmes in libraries, 126 (97.0%) respondents affirmed that it improves quality of services to library patrons, 123 (94.6%) respondents said it improves employees skill and knowledge, 122 (93.8%) respondents noted that it improves corporate performances, 121 (93.1%) respondents agreed that it improves employees' IT skills while 108 (83.1%) respondents were of the opinion that it facilitates control of overhead expenses. This makes capacity building programmes provision inevitable. The result was consistent with the findings of Ogunsola, (2011) and Aidahun,(2007) respectively.

Table 8 summarized the challenges encountered in the implementation of capacity building programmes in the university libraries. 98(75.4%) respondents saw funding as the major challenge, 84 (64.6%) respondents agreed it was administration problem while 73 (56.2%) respondents saw structure as the main challenge of capacity building programmes. This finding support the findings of Mabawonku (2001) that infrastructure and funding was a major problem to capacity building in Nigerian libraries. The implication of this is that attention should be given to these areas of challenges so that the aims, objectives and the benefits of capacity building programmes can be achieved.

On ways of improving capacity building programmes in libraries, 128 (98.46%) respondents agreed that modern Information Technology training be introduced, 125 (96.15%) respondents suggested adequate funding for the programme, 119 (91.54%) respondents noted it must be free of sentiment, 115 (88.46%) respondents felt it should be organized more frequently while 95(73.08%) respondents

agreed that it must be made available for all category of staff. The result corroborates the submission of Obadan (2004) that the provision of enabling socio-political and economic environment be provided for capacity building to thrive among library personnel. It must be noted here that if all these assertion is put into consideration, things will definitely change for better in libraries.

Conclusion and Recommendations
The importance Capacity Building was stressed, such that, if attended to, would boost the morale of staff, increase their efficiency, effectiveness and productivity amongst others. A well organized capacity building programmes should be put in place for library staff more frequently for the university library staff. It is strongly recommended that capacity building programmes in university libraries should be adequately funded by the library management such that the programmes can always be organized on regular basis. The library committee including the university librarian should liaise with the parent body to source for fund and also increase the library's budget provisions for it. The library can also solicit for fund from Non Governmental Organizations (NGOs).
It is also recommended that all categories of library staff, junior, senior and academic staff should be given equal opportunity by the library management when sponsoring personel for capacity building programmes
Every form of biases must be removed when selecting staff for capacity building programmes: no favoritism, no nepotism, no gender bias, no cultural bias and the likes, should come into play. Capacity building programmes organized should relate to the

present need so that the staff can put what has been learnt to use.

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