JATLIM International

INTERNATIONAL JOURNAL OF APPLIED TECHNOLOGIES IN LIBRARY AND INFORMATION MANAGEMENT

http://www.jatlim.org

Staff Development Training and Job Satisfaction of Academic Librarians of Tertiary Institutions in Imo State

Ijeoma F. Mbagwu, Ph.D
ijeomambagwu101@gmail.com

And

Adaora J. Udo-Anyanwu, Ph.D
dradaudo@gmail.com

Department of Library and Information Science, Imo State University, Owerri, Imo State.

Abstract
This research investigated staff development training and job satisfaction of academic librarians of tertiary institutions in Imo State. It was guided by five (5) objectives of the study. A descriptive survey was used for the study. The population of the study was 78 academic librarians of the five tertiary institutions in Imo State. Questionnaire was used for data collection, responses were based on four point Likert type scale. The instrument was designed using Google form and sent online to academic librarians through the NLA, Imo State online forum. However, 51 librarians completed and submitted the instrument showing a 71% return rate. The data collected were analysed and discussed using descriptive statistics involving mean scores. The findings clearly indicated that; the academic librarians are not satisfied with their jobs; different staff training programmes enable academic librarians to perform better, effective and efficient in their job places and that job satisfaction among academic staff is achieved when there is good salary, promotion, staff development, attendance to conferences/ seminars/ workshops, good mentoring, in-service training and staff orientation. From the results, the following recommendations are made: strategies should be put on ground by all stakeholders to ensure the job satisfaction of academic librarians; they should be sponsored to conferences/seminars/workshops from time to time; there should be a good mentorship programme; in-service training should be provided; and organization of staff orientation as all these will lead to job satisfaction and enhance staff productivity.
Keywords: Academic Librarians, Training, Conferences /Seminars/Workshops, Mentoring, In-Service Training, Staff Orientation, Job Satisfaction.

1.1 Introduction

Academic libraries are at the vantage positions in the educational sector which contribute to strategic role in the actualization of national growth and development. The National Universities Commission (NUC) (2015) accreditation team perceives the academic library as a core area of interest during accreditation visits. This means that no institution can excel without a standard library. The prominent and vital roles which academic libraries play in teaching, learning

and research in their parent institutions cannot be de-emphasized.

The extent of involvement of academic libraries in the actualization of institutional objectives calls for active and competent library staff who will effectively render library services to users. Accordingly when the right personnel are recruited, the library management puts the staff through with the operations of the library via a staff orientation programme and this encourages them for more training to enhance their development. As seen, development is the only thing needed to fill this gap and human resources development improves current performance and provides suitable and qualified personnel to meet present and future needs (Akanwa cited in Bede-Samuel, 2022).

Staff development is an act of organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities or functions for (Obioma, 2012). It covers many types and cut across varied methods that academic librarians can utilize. Staff development can come in form of engaging staff in on-the-job training, conferences, workshops, orientation programmes, attending library schools, visits to other libraries, mentoring as well as in-service training. All these pre-dispose the staff to improve on their basic education, gain concepts, and get specializations that are very important to the needs of the present work place (Johnson, 2015). One of the ways of motivating staff to work effectively is through staff development programmes/training.

Staff training in academic libraries differs slightly from the general training techniques that are obtainable in other organizations. Akanwa (2016) identified notable staff training techniques that are relevant and effective in academic libraries as: mentoring programmes, participative management, job rotation, continuing education/in-service training, conferences/ workshops and seminars, study visits/ library tours and electronic/e-training.

Job satisfaction is an occupational act which is carried out by an individual in return for a reward whereas satisfaction refers to the way one feels about events, rewards, people, relationship and amount of mental gladness on the job. It is an emotional response to a job situation which cannot be seen but can only be inferred from how people feel about their jobs and different aspects of it (Upev&Beetsch, 2017). Some factors such as good working conditions, promotion, training, recognition, regular and competitive remuneration, participative management, feedback, among others could enhance employee job satisfaction (Omole, 2020).

Academic librarians are professional librarians who have obtained degrees in librarianship and who are managers of libraries. They are the ones that need staff development from time to time to enhance their knowledge about current trends in librarianship and apply them to their profession for career growth and development (Mbagwu&Aniche, 2020).This work therefore is intended to identify various staff development training available to academic librarians that can lead to job satisfaction.

1.2 Statement of the Problem

It is crystal clear that every academic library is expected to establish various development training programmes for her staff considering the new trends in librarianship to equip them to meet up with the various challenges emanating from library services to the users. Unfortunately, this is not so as it seems that many of these libraries hardly send their staff to development programmes, they do not provide the needed funds to implement development programmes for staff especially the academic librarians that manage the administrative aspect of the library. It is this problem that made the researcher to investigate

whether or not the academic librarians are satisfied with their jobs at their work places.

1.3 Objectives of the Study

This study is on staff development training and job satisfaction of academic librarians of tertiary institutions in Imo State. The specific objectives are:

1. To investigate the level academic librarians of tertiary institutions in Imo State are satisfied with their jobs at their various work places.

2. To determine the influence of conferences/workshops/seminars on job satisfaction of the academic librarians.

3. To ascertain the influence of mentoring on job satisfaction of the academic librarians.

4. To examine the influence of in-service training on job satisfaction of the academic librarians.

5. To ascertain the influence of orientation on job satisfaction of the academic librarians.

2.1 Literature Review

In this 21st century, higher education institutions face a wide range of rapidly changing socio-political, economic, educational, legal and technological development. These changes have resulted to a growing need of emphasis on the training of library staff. In addition, there is a change in the nature of modern users, change in users' demands and their expectations which have also influenced the need for library staff to be trained. Academic libraries are at the vantage positions in the educational sector which contribute to strategic role in the actualization of national growth and development. The extent of involvement of academic libraries in the actualization of institutional objectives calls for active and competent library staff who will effectively render library services to users. Edie (2012) posits that without well-educated and trained digital librarians, libraries cannot reach their full potentials.

Academic librarians perform numerous tasks and as such they need capacity building that will benefit them and the libraries they manage. They therefore need to be updated through various training programmes to acquire competencies that are not part of them at the time of appointment. Training therefore provides opportunities for library staff to keep abreast with new developments in librarianship (Bede-Samuel, 2022). Ogunmakin (2013) opined that staff development is a process designed to improve job understanding, promote more effective job performance, and also establish future goals for career growth. To Wilson (2016) it is a continuous process of developing professional knowledge as staff requires on-the-job training periodically to improve their performances. Adequate training and development programmes will enable academic librarians to access, organize, evaluate and communicate information resources to the satisfaction of library users (Iwuchukwu & Echedom, 2020). According to them, it can come in form of seminars, conferences, workshops, orientation, on-the-job training etc.

Effective staff training and development bring about job satisfaction which deals with how contented academic librarians feel with the work they perform, that manifest via emotional mind set which enables academic librarians perform their duties as librarians with every enthusiasm, and conviction that entails the tendency to execute their duties with joy and happiness to achieve the library goals and objectives (Igbokwe, 2011). Effective and efficient job delivery to patrons depends on whether or not the staff is satisfied or not (Tinuoye, Omeluzor & Akpojotor, 2016). Employees' satisfaction is a primary requirement of a well-organized

library. Setiawati and Ariani (2019) defined job satisfaction as the attitude of workers regarding work and their happiness at workplaces. Therefore job satisfaction is linked to employers' meeting the basic needs of the employees such as remuneration, training and retraining, promotion, performance appraisal, supervision, etc. (Yaya, 2019).

Academic librarians attend conferences/seminars/workshops to learn about current trends and new technologies in librarianship. The knowledge gained at these staff development is very important for professional development at workplace as these are seen as capacity building for staff. For Salman and Aleem (2018), conferences, seminars and workshops serve as advancement to professionalism. The forum grants librarians avenues to link and interact with experts, develop and maintain social relationship with other professionals both nationally and internationally. Above all, they serve as platforms for answering existing challenges within the profession and for knowledge-sharing. This will thus, assist and improve library service delivery in academic libraries.

Mentorship is the experience of a skilled and competent employee via a working relationship between less experienced staff and a very experienced one (Chopra, Arora & Saint, 2018). Therefore mentoring in librarianship is a learning process that leads to development and it is based on a personal relationship where an experienced librarian acts as a mentor and helps a new librarian referred to as mentee to develop as a professional librarian. According to Adeniji and Adeniji, (2010) mentoring programme allows the mentees to find the best in themselves, live up to their personal visions and enhance their potentialities and skills.

Academic librarians need to be updated through on-the-job training and development to acquire more competencies which they lack

at the time of appointment. It provides opportunities for academic librarians to keep abreast with new developments in their profession which increases their performances and satisfaction. It is a procedure of teaching an individual to acquire more knowledge, skills, abilities, attitudes and new technology in a library for efficient and effective performance. In the opinion of Armstrong (2012), training is the systematic modification of behavior through learning which occurs as a result of education, instruction development and planned experience. In discussing the importance of training, Anion (2016) points out that training increases knowledge, skills, development of positive behavior and attitude to work; increases organizational productivity and quality products; reduces turnover rate among workers; improves worker morale; brings about sense of belonging among employees and reduces the rate of absenteeism; brings about better co-ordination of human and non-human resources within the organization as it helps to save supervisors' time and enhances their chances of promotion.

As a matter of facts, new academic librarians need orientation which is defined as the planned introduction of new staff to their jobs, their co-staff and the culture of the library. It provides new librarians with the basic background required to perform their jobs satisfactorily, such as culture, tradition, objectives, and facilities on the work place (Akpakwu, 2013).

3.1 Research Methodology

A descriptive survey was used which involves a systematic and comprehensive collection of information about the views and opinions of the respondents on the issue investigated. The population of the study was 78 academic librarians of five tertiary institutions in Imo State. Questionnaire was used for data collection, responses were based on four point Likert type scale. The instrument was designed using Google form and sent

online to academic librarians through the NLA, Imo State Chapter online forum. However, 51 librarians completed and submitted the instrument showing a 71% return rate. The data collected were analysed and using descriptive statistics involving percentages and mean scores. The items were rated using a 4-point rating scale of Strongly Agreed (SA) = 4; Agree (A) = 3; Disagree (4) = 2 and Strongly Disagree (SD) = 1.

4.1 Data Presentation and Results

This section presents and analysed the data collected based on the five research objectives as seen in the study.

Table 1: Level of Satisfaction of Academic Librarians at their Job Places

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1	Salary is commensurate to the job responsibilities	0 (-)	1 (1.96%)	39 (76.47%)	11 (21.57%)	1.80	Negative
2	Good working environment	4 (7.84%)	3 (5.88%)	30 (58.82%)	14 (27.57%)	1.94	Negative
3	Training opportunities available from time to time	1 (1.96%)	4 (7.84%)	30 (58.82%)	16 (31.37%)	1.80	Negative
4	Staff promoted as at when due	2 (3.92%)	3 (5.88%)	37 (72.55%)	9 (17.65%)	1.96	Negative
5	Enough funds for staff development	2 (3.92%)	2 (3.92%)	37 (72.55%)	10 (19.61%)	1.92	Negative

The level of job satisfaction among the academic librarians is summarised in Table 1. From the table as obtained from the respondents, the salaries paid are not commensurate to the job responsibilities indicating that academic librarians underpaid compared to their job responsibilities. According to them, the working environment is not good and friendly as a total of 44 of the respondents disagreed that they have good working environment. From their response, training opportunities are not available from time to time for staff development as 46 academic librarians disagreed that staff are promoted as at when due. Again there is insufficient funds for staff development and training as opined by the respondents as 47 of them disagreed that enough funds are provided for staff development. The mean values of all the variables are below 2.50 hence the remarks are negative.

Table 2: Attendance to Conferences/Seminars/Workshops

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1	New knowledge and skills from conferences/seminars/ workshops	31 (60.78%)	19 (37.25%)	1 (1.96%)	0 (-)	3.59	Positive
2	Conferences/seminars/ workshops are organized periodically.	5 (9.80%)	3 (5.88%)	23 (45.10%)	20 (39.22%)	1.86	Negative
3	Conferences/seminars/ workshops are regularly sponsored by management	2 (3.92%)	1 (1.96%)	38 (74.51%)	10 (19.61%)	1.90	Negative
4	Management encourages conferences/seminars/ workshops participation at least once a year	2 (3.92%)	3 (5.88%)	30 (58.82%)	16 (31.37%	1.82	Negative
5	Conferences/seminars/ workshops promote staff productivity	17 (33.33%)	24 (47.06%)	6 (11.76%)	4 (7.84%)	3.06	Positive

Analyses in Table 2 above shows that the respondents adduced that conferences/ seminars/ workshops attendance brings new knowledge/skills to academic librarians, and this is justified by a positive mean of 3.59 from the table as a total of 5 out of 51 agreed that new skills are obtained from attendance to conferences/seminars/workshops. According to the respondents, conferences/seminars/ workshops are not organized periodically as a total of 43 respondents disagreed with a mean of 1.86. According to them the management does not regularly sponsor conferences/ seminars/ workshops as a total of 48 respondents disagreed with a mean of 1.90.

The respondents also opined that management does not encourage conferences/ seminars/workshops participation at least once a year as a total of 46 disagreed with a mean of 1.82. It is crystal clear that conferences/seminars/workshops promote staff productivity as observed from the respondents' response with a mean of 3.06 indicating that staff productivity has a positive relationship with conferences/ seminars/ workshops attendance.

Table 3: Mentoring

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1.	Mentoring is a useful tool in librarianship	30 (58.82%)	17 (33.33%)	1 (1.96%)	3 (5.88%)	3.45	Positive
2.	There is need foe mentorship from the professional body such as NLA	34 (66.67%)	16 (31.37%)	0 (-)	1 (1.96%)	3.63	Positive
3.	Mentorship should be a continuous	32 (62.75%)	15 (29.41%)	1 (1.96%)	3 (5.88%)	3.49	Positive
4.	Funds should be provided for both mentors and mentees	22 (43.14%)	24 (47.06%)	2 (3.92%)	3 (5.88%)	3.27	Positive
5.	Mentorship should be encouraged form time to time	31 (60.78%)	17 (33.33%)	1 (1.96%)	2 (3.92%)	3.51	Positive

Table 3 reveals that the respondents adduced that mentoring is a useful tool in librarianship as a total of 47 respondents agreed to that with a mean of 3.45. a total of 50 respondents agreed that   From the respondents, funds should be provided for both mentors and mentees as 46 of them agreed with a mean of 3.27. The need to encourage mentorship form time to time is necessary considering that 48 respondents agreed that with a mean of 3.51.is need for mentorship form the professional body such as NLA with a mean of 3.63. according to the respondents, mentorship should be a continuous process as 47 respondents with a mean of 3.49 agreed.

Table 4: In-Service Training

S/N	Item Statement	SA	A	D	SD	Mean	Remarks
1	There is need for training and retraining of academic librarians internally	37 (72.55%)	12 (23.53%)	1 (1.96%)	1 (1.96%)	3.67	Positive
2	In-service training boost job delivery of academic librarians	30 (58.82%)	16 (31.37%)	2 (3.92%)	3 (5.88%)	3.43	Positive
3	Academic staff derive job satisfaction through in-service training	33 (64.71%)	15 (29.41%)	2 (3.92%)	2 (3.92%)	3.59	Positive

4	In-service training of staff leads to acquisition of new knowledge	31 (60.78%)	17 (33.33%)	1 (1.96%)	2 (3.92%)	3.51	Positive
5	Management should support and encourage in-service training among academic librarians	20 (39.23%)	36 (50.98%)	2 (3.92%)	3 (5.88%)	3.82	Positive

From Table 4 above, in-service training has a positive influence on staff satisfaction. From the respondents, there is need for training and retaining of academic staff internally. This is justified by 49 respondents who agreed with a mean of 3.67. In-service training also boosts job delivery of academic staff as 46 respondents agreed with a mean of 3.43. There is job satisfaction through in-service training as 48 respondents agreed with a mean of 3.59. There is acquisition of new knowledge from in-service training as 48 respondents agreed with a mean of 3.51. According to them, management should support and encourage in-service training among academic staff as 46 respondents agreed with a mean of 3.82.

Table 5: Orientation Programmes

S/N	Item Statements	SA	A	D	SD	Mean	Remark
1	Newly employed academic librarians are introduced to all staff	24 (47.06%)	23 (45.10%)	3 (5.88%)	1 (1.96%)	3.37	Positive
2	Newly employed staff are taken round the job place	22 (43.14%)	25 (49.02%)	2 (3.92%)	2 (3.92%)	3.33	Positive
3	Handbook of staff regulation are made available to new staff	23 (45.10%)	23 (45.10%)	2 (3.92%)	3 (5.88%)	3.29	Positive
4	Other job ethics are made available to new staff	26 (50.98%)	19 (37.25%)	2 (3.92%)	4 (7.84%)	3.31	Positive
5.	Staff orientation should be a periodic event	30 (58.82%)	16 (31.37%)	3 (5.88%)	2 (3.92%)	3.45	Positive

From Table 5 above, staff orientation has a positive influence on job satisfaction of academic librarians. According to the respondents, newly employed academic librarians are introduced to all staff. This is justified by 47 respondents who agreed with a mean score of 3.37. Also newly employed academic librarians are taken round the job place as 47 respondents agreed with a mean of 3.33. Again the handbook of staff regulations are available to new staff as 46 respondents agreed with a mean of 3.29. Moreso, other job ethics are made available to new staff as 45 respondents agreed with a mean of 3.31. And 46 respondents agreed that staff orientation should be a periodic event with a mean of 3.45 indicating that staff orientation is a very necessary programmes for academic librarians' job satisfaction.

5.1 Discussion of Findings

According to the research findings, the academic librarians are not satisfied with their job responsibilities. Their salaries are not commensurate to their job duties, and they have no good working environment. Training opportunities are not available from time to time, staff are not promoted as at when due and finally enough funds are not provided for staff development hence they do not execute their duties with joy and happiness. This is in agreement with Igbokwe (2011); Setiawati and Ariani (2019) who opined that job satisfactions linked to employers meeting the basic needs of the employees such as motivation, promotion, training and retraining of workers, good salary etc. It is only when these basic needs are provided that academic librarians can perform their duties with every enthusiasm and convictions to achieve the library goals and objectives.

From the research findings, also attendance to conferences/seminars/workshops brings new skills, but it is unfortunate that these conferences/ seminars/ workshops are not organised regularly, they are not sponsored often by management and staff are not encouraged by management to participate despite the fact that all these promote staff productivity. These narrations are in total disagreement with Omole (2020), Upev and Beetsch (2017) that emotional response to a job situation cannot be seen but can only be inferred from how people feel about their jobs which in turn show the level of commitment of staff to their responsibilities which finally reflect in their productivity.

Mentoring plays a vital role in librarianship and according to the finding, mentoring is a useful tool in librarianship, there is need for mentorship from professional bodies such as Nigerian Library Association. Mentorship should be a continuous process. It also needs adequate funds for both mentors and mentees and therefore it should be encouraged by management from time to time. All these have a positive relationship to job satisfaction and according to Chopra, Arora and Saint (2018), Adeniji and Adeniji (2010) mentoring programme allows the mentees to find the best in themselves, live up to their personal visions and enhance their potentials that may eventually lead to job satisfaction.

From the findings, in-service training has a positive relationship with job satisfaction of staff. From the findings there is need for training and retraining of library staff internally. This type of training boost job delivery of academic staff, it gives job satisfaction, it also leads to acquisition of new knowledge and skills, hence management should support and encourage in-service training among academic librarians. All these corroborates with the statements of Anion (2016), Bede-Samuel (2022) and Ogunmakin (2013) who opined that academic librarians need to update themselves through various training programmes to acquire competencies that are not part that are not part of hem at the time of appointment as to keep abreast with developments in librarianship.

The findings also showed that newly employed academic librarians are introduced to all the old staff, they are taken round the job places, they are provided with staff regulation and other job ethics, and as such staff orientation should be a periodic event.

Narrating the importance of orientation and its positive relationship to job satisfaction of academic librarians. This agreed with Akpakwu (2016), Iwuchukwu and Echedom (2020) who opined that new academic librarians need orientation to give them the basic background required to perform their jobs satisfactorily in a given job place.

Conclusion
The findings clearly indicated that different staff training programmes enable academic librarians to perform better, effective and efficient in their job places and that job satisfaction among academic staff is achieved when there is good salary, promotion, staff development, attendance to conferences/seminars/workshops, good mentoring, in-service training and staff orientation.

Recommendations
From the results, the following recommendations are made:
1. Strategies should be put on ground by all stakeholders to ensure that librarians get the maximum satisfaction from their job so as to discourage turnover.
2. Academic librarians should be sponsored to conferences/seminars/workshops regularly to update their knowledge in current trends in the profession.
3. There should be a good mentorship programme.
4. In-service training should be provided to the librarians.
5. Periodic organization of staff orientation as all this will lead to job satisfaction and enhance staff productivity.

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