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INFLUENCE OF CAPACITY BUILDING ON SERVICE DELIVERY IN ACADEMIC LIBRARIES IN BORNO STATE

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Abstract
This study examined the influence of capacity building on service delivery in academic libraries in Borno State. To achieve the purpose of this study three (3) objectives and three (3) research questions guided the study. Survey research design was used in the study. The target population was 167library staff. Total population sampling technique was employed for the study. Questionnaire was the instrument for data collection. Thus, 167 copies of questionnaire were distributed to library staff in tertiary institutions under study in Borno State and response rate of 131(78%) was recorded for data analysis. Data were analyzed using descriptive statistics of frequency counts and percentages displayed in tables. The findings revealed that the influence of formal training attendance on service delivery was low extent, influence of seminar attendance on service delivery was moderate extent and the influence of conference attendance on service delivery was low extent. However, based on the findings some recommendations were made for improvement; the library management should encourage and support staff to attend formal training so as to improve the quality of their service delivery and the library management should organize seminar regularly to staff in order to keep librarians abreast with technical changes in the field of library. The study concluded that, library staff should keep attending formal training, conferences, seminars, workshops and in-house training to high extent so as to deliver their job effectively and efficiently.
Keywords: *Influence, Formal Training, Conference Attendance, Seminar Attendance & Service Delivery*

Introduction

The contemporary technologies have significantly enhanced the capabilities of libraries to achieve efficiency and effectiveness in library operations

and services. Libraries all over the globe are striving hard to use the new modern technologies for effective management and satisfying the ever-rising user expectations and diverse information needs. Ekpoh, Edet and Nkama (2013) opined that libraries are veritable information providers rendering strategic services. According to them, libraries are finding new ways of serving users effectively. Library services, before the advent of Information and Communication Technologies (ICTs), were essentially delivered manually and the library materials were primarily in print format. These services were only available during the open hours only. The staff, students and other users had no option but to use the library in the open hours, but as a result of ICT formal training, conferences and seminar attendance, library users can now access electronic resources outside the library building even during closing hours.

Capacity building is an ongoing process through which individuals, groups, organizations and societies enhance their ability to identify and meet development challenges. Capacity building involves man-machine interfaces in organizations to enhance operating efficiency, expertise and skills of personnel towards the achievement of organizational excellence. Capacity building has been described by Ogunmodede (2012) 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 equipment. Some of the traditional systems are characterized by manual systems information organization, utilizing predominantly pre-coordinate indexing system with resultant author or dictionary catalogue as the main storage and retrieval devices. Unfortunately, this is the predominant method in most of the libraries in our institutions of higher education today (Amkpa & Obaje, 2012). ICT formal training, conferences and seminar has enhanced the level of service delivery in most academic libraries today.

Service delivery is defined as the ability of a librarian to strive within and outside available resources to provide answers to users query and also to meet the overall information needs of users. According to Madu (2010) service delivery in libraries is the sum total of all library activities aimed at facilitating the use of the library and its resources. It is the activity of a librarian in a university library within and outside available resources to provide answers to user's queries and meet their information needs. Additionally, with the advent of ICT training in the library, librarians remain proactive in promoting and enhancing service delivery

in the modern library environment. Once information professionals are able to develop their capacities adequately, they will be able to provide the required services to the satisfaction of their patrons which will be translated as service quality and customer satisfaction. The consistent decline in the services delivered in university libraries in Ekiti and Ondo States of Nigeria have prompted many stakeholders and information practitioners to canvass for a state of emergency to be called on the nature of service delivery in university libraries in both states (Ebiwolate, 2010).

Formal training as one of the components for capacity building is basically the type of training that consecutively takes place in various tertiary institutions to increase the level of job experience to their staff. These training virtually play vital role in the training and retraining of staff for effective performance in their service delivery. Ojowhoh (2016) affirms that capacity building can take many forms; the most common is a formal training course, where an individual attempt to add new or to improve existing knowledge and skills. Informal training is another component of capacity building that can improve and enhance service delivery among staff. This type of training includes workshops, conferences and seminars. Participating in conferences, workshops and seminars is recognized as an area and benchmark of capacity building.

Statement of the Problem

Preliminary observation shows that staff of academic libraries in Borno State, Nigeria seems not to frequently use ICT for selective dissemination of information (SDI), current awareness services (CAS), Interlibrary loan, cataloging and classification, online referencing, indexing and abstracting, information retrieval system, bibliographic services for service delivery. Could this be attributed to lack of ICT capacity building such as formal training, ICT conferences, seminars, workshops and in-house training for staff in academic libraries in Borno State, Nigeria. Therefore, this study investigated the influence of capacity building on service delivery in academic libraries in Borno State.

Objectives of the Study

The objectives of the study are to determine:

1. The influence of ICT formal training attendance on service delivery in academic libraries in Borno State
2. The influence of ICT seminar attendance on service delivery in academic libraries in Borno State
3. The influence of ICT conference attendance on service delivery in academic

libraries in Borno State

Research Questions

The study was guided by the following research questions.

1. What is the influence of ICT formal training attendance on service delivery in academic libraries in Borno State?
2. What is the influence of ICT seminar attendance on service delivery in academic libraries in Borno State?
3. What is the influence of ICT conference attendance on service delivery in academic libraries in Borno State?

Review of Related Literature

Study conducted by Adu, Appiah, and Yamson (2016) on assessing the impact of capacity building initiatives on the service quality of library professionals revealed that, descriptive research design was used for the study, simple random sampling techniques was employed, and result indicated that academic libraries are capable of accommodating large number of users with sufficient period of time to study and has effective reference service section. The study further recommended that, management should embrace capacity building for effective and efficient service delivery.

Study conducted by Farah (2013) on the factors that influence quality service delivery in public libraries in Kenya a case of Garissa provincial library used the sample of 4 librarians 3 camel riders and 120 libraries. The study used survey and documentary research design. Data were collected through the use of questionnaires. Data were analyzed by the use of qualitative and quantitative methods in ascertaining the quality of service delivery. The finding revealed that the library lacked proper in-house seminar to library staff, lacked library orientation for its users, users always have what they wanted from the library. However, the camel riders indicated that users did not get what they wanted from the library due to poor searching skills. This agreed with the library staff who indicated that the information in the library was not well organized by some set of library staff (Farah, 2013). The finding further revealed that the information available in the library did not cater for all categories of users probably because their limited and if available lack skills and training.

Study conducted by Adeniji, Babalola and Adeniji, (2012) on the workers training programmes in two university libraries in Nigeria revealed survey research design was used for the study, systematic sampling technique was adopted and the result shows that out of the mean of 4.5 (100%) of the library staff,

3.1 (65.6%) agreed that formal training result to effective and efficient service delivery to users, while 1.4 (34.4%) disagreed with the statement. This is because the more library staff obtain higher degrees, the more they increases in knowledge on how to serve users effectively. The study further recommended that staff should be encouraged to further their studies in order to improve in the services they rendered to library users.

Methodology

Survey research design was adopted for the study. The target population for the study was 167 library staff of the three academic libraries under study which are; Ramat Library, University of Maiduguri, Ramat Polytechnic Library Maiduguri and Ibrahim Musa Library, Sir Kashim College of Education Maiduguri, Borno State. Total population sampling technique was employed for the study. According to Etikan, Musa and Alkassim (2016) total population sampling is a technique where the entire population that meet the criteria (e.g. specific skills set, experience, etc.) are included in the research. Total Population Sampling is more commonly used where the number of cases being investigated is relatively small and manageable. Self-designed questionnaire was used for data collection. The data collected were answered and analyzed using descriptive statistics of frequency counts and percentages.

Data Analysis and Interpretation

The response rate indicated that one hundred and sixty-seven (167) copies of questionnaire were administered to the library staff and the response rate recorded one hundred and thirty-one (131) representing 78%. All were adequately filled and found usable for analysis.

Table 1: Influence of ICT formal training attendance on service delivery in academic libraries in Borno state

S/N	Statement	N	HI		I		LI		NI	
			Freq	P(%)	Freq	P(%)	Freq	P(%)	Freq	P(%)
1	Formal training attendance influence my job performance	131	4	3%	51	39%	62	47%	14	11%
2	My library paid little or no attention to formal training of library staff		2	2%	3	2%	74	56%	52	40%
3	Formal training attendance is a waste of money for library development		0	0%	3	2%	60	46%	68	52%
4	Formal training attendance does not improve my performance		1	1%	2	2%	66	50%	62	47%
5	My library view formal training attendance as capital intensive programme		2	2%	4	3%	71	54%	54	41%
	Total		**9**		**63**		**333**		**250**	
	Average		**2**	**2%**	**12**	**9%**	**67**	**51%**	**50**	**38%**

Keys: Highly Influence (HI), Influence (I), Low Influence (LI), and Not Influence (NE)

Table 1 shows the influence of ICT formal training attendance on service delivery in academic libraries, with formal training attendance influence my job performance 62(47%) respondents, my library paid little or no attention to formal training of library staff 74(56%) respondents, formal training does not improve my

performance 66(50%) respondents and my library view formal training as a capital intensive programme 71(54%) respondents indicated low influence, while formal training is a waste of money for library development 68(52%) respondents indicated not influence. This implies that out of 131 respondents, majority with 67(51%) respondents indicated low influence, followed by 50(38%) respondents who indicated not influence, 12(9%) respondents indicated influence, and 2(2%) respondents indicated highly influence. Therefore, the influence of ICT formal training attendance on service delivery in academic libraries revealed low influence.

Table 2: influence of ICT seminar attendance on service delivery in academic libraries in Borno state

S/N	Statement	N	HI		I		LI		NI	
			Freq	P(%)	Freq	P(%)	Freq	P(%)	Freq	P(%)
1	Seminar attendance influence my functionality efficiently	131	52	40%	69	52%	8	6%	2	2%
2	Seminar attendance keep librarians abreast with technical changes in the library		50	38%	57	43%	19	15%	5	4%
3	Seminar attendance makes librarians to be prompt in rendering library services		63	48%	54	41%	10	8%	4	3%
4	Seminar attendance enhances services rendered and increase librarians moral		41	31%	82	63%	8	6%	0	0%
5	Seminar attendance exposes librarians to the working conditions and environment		38	29%	81	62%	7	5%	5	4%
	Total		**244**		**343**		**52**		**16**	
	Average		**49**	**37%**	**69**	**53%**	**10**	**8%**	**3**	**2%**

Keys: Highly Influence (HI), Influence (I), Low Influence (LI), and Not Influence (NE)

Table 2 shows the influence of ICT seminar attendance on service delivery in academic libraries, with seminar attendance makes librarians to be prompt in rendering library services 63(48%) respondents indicated highly influence, while, seminar attendance influence my functionality efficiently 69(52%) respondents, seminar keep librarians abreast with technical changes in the library 57(43%) respondents, seminar enhances services rendered and increase librarians moral 82(63%) respondents and seminar exposes librarians to the working conditions and environment 81(62%) respondents indicated influence. This implies that out of 131 respondents, majority with 69(53%) respondents indicated influence, followed by 49(37%) respondents who indicated highly influence, 10(8%) respondents indicated low influence, and 3(2%) respondents indicated not influence. Therefore, the influence of ICT seminar attendance on service delivery in academic libraries revealed influence.

Table 3: influence of ICT conference attendance on service delivery in academic libraries in Borno state

S/Nl	Statement	N	HI		I		LI		NI	
			Freq	P(%)	Freq	P(%)	Freq	P(%)	Freq	P(%)
1	Conference attendance does not improve my service delivery	131	2	2%	7	5%	70	53%	52	40
2	Conference attendance not important in your library		0	0%	10	7%	52	40%	69	53%
3	Conference attendance considered is for experience staff		1	1%	2	2%	66	50%	62	47%
4	Conference attendance does not change your performance on your service delivery		1	1%	7	5%	62	47%	61	47%
5	Conference attendance does not enhance your service delivery		3	2%	6	5%	64	49%	58	44%
	Total		**7**		**32**		**314**		**302**	
	Average		**1**	**1%**	**6**	**5%**	**63**	**48%**	**61**	**46%**

Keys: Highly Influence (HI), Influence (I), Low Influence (LI), and Not Influence (NE)

Table 3 shows the influence of ICT conference attendance on service delivery in academic libraries, with conference attendance does not improve my service delivery 70(53%) respondents, conference attendance is only for experience staff 66(50%) respondents, conference attendance does not change my performance on my service delivery 62(47%) respondents, and conference attendance does not enhance my service delivery 64(49%) respondents indicated low influence, while, conference attendance is not important in my library 69(53%) respondents indicated not influence. This implies that out of 131 respondents, majority with 63(48%) respondents indicated low influence, followed by 61(46%) respondents who indicated not influence, 6(5%) respondents indicated influence, and 1(1%) respondents indicated highly influence. Therefore, the influence of ICT conference attendance on service delivery in academic libraries revealed low influence.

Discussion

Findings on influence of ICT formal training attendance on service delivery in academic libraries revealed low influence. However, most of the library staff were not encouraged to attend ICT formal training so as to understand the influence of the training on their service delivery. This finding disagreed with the study of Adeniji, Babalola and Adeniji, (2012) on the workers training programmes in two university libraries in Nigeria, which revealed that, formal training result to effective and efficient service delivery to users. This is because the more staff obtain higher degrees, the more they increase in knowledge on how to serve users effectively.

Findings on the influence of ICT seminar attendance on service delivery in academic libraries revealed influence. Staff agreed that seminar influence their functionality efficiently and also enhances services rendered and increase librarians' moral. This study is in line with Anunobi (2012) on human capacity building in Nigerian higher education sector: Imperative for academic libraries contribution towards national development revealed that, library staff with seminar experience and knowledge delivers services effectively to library users in academic libraries.

Findings on the influence of ICT conference attendance on service delivery in academic libraries revealed low influence. However, conference attendance does not influence service delivery as sometimes is for experience staff and does not cut across the library staff. This finding agreed with that of Chukwu (2017) on impact of conference attendance on job performance of professional librarians of tertiary institutions in Imo State, Nigeria, which revealed that conference

attendance enhance and promote service delivery through acquisition of new knowledge from different expert around the globe in the field of library and information science, that is if staff are given opportunity to attend, even though few among the staff were opportune.

Conclusion

The study concluded that library staff should be allowed to go for formal training so as to provide effective service delivery to library users. The study further concluded that, library staff should be encouraged to attend formal training, conferences and seminars to highly influence their job effectively and efficiently. Furthermore, the staff should as a matter of urgency sponsor themselves in attending trainings most especially in this era of ICT to meet with the current knowledge and deliver effectively in their libraries. The study concluded that library staff should stop waiting for government sponsorship in terms of capacity building in order not to be left behind by their counterpart within and outside the country. This is because capacity building exposed staff to new knowledge and expand their coast of service delivery.

Recommendations

1. The library management should encourage and support staff to attend formal training by so doing, will improve the quality of their service delivery to high extent.
2. The library management should organize seminar regularly to staff in order to keep librarians abreast with technical changes to high extent in the field of library.
3. The library management should sponsor their staff on both local and international conferences to improve staff capacity and enhance service delivery to high extent in the library.

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