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# HUMAN RESOURCE DEVELOPMENT OF ACADEMIC LIBRARIANS AS A CORRELATE OF JOB PERFORMANCE IN ACADEMIC LIBRARIES IN BENUE STATE, NIGERIA

**Famaren Adi**
Department of Library and Information Science
Rev. Fr. Moses OrshioAdasu University, Makurdi
E-mail: famarenadi@gmail.com

**Abstract**
*The study examined human resource development of academic librarians as a correlate of job performance in academic libraries in Benue State, Nigeria. Correlational research design was adopted. The population of the study comprised 110 academic librarians. Two research questions were generated and two null hypotheses formulated and tested. Census sampling technique adopted and all the 110 librarians were used. Questionnaire was used as instruments for data collection. The instruments were validated by three experts; two in Library and Information Science, one in Science and Mathematics Education,* ***Rev. Fr. Moses OrshioAdasu University, Makurdi****. The reliability of the instrument was ascertained through a trial-test on 23 librarians in Federal University of Lafia, Nasarawa. The test yielded Cronbach Alpha Coefficient as follows: The Human Resource Development Questionnaire (HRDQ) yielded 0.79while Job Performance Questionnaire (JPQ) yielded 0.90. Data were analyzed using Pearson Product Moment Correlation Coefficient (PPMC) to answer research questions while linear regression analysis was employed to test the hypotheses at the 0.05 level of significance. Findings of the study revealed that: staff training has significant positive relationship with job performance of academic librarians. It was also found that in-house training has significant positive relationship with job performance. It recommended among others that human Resource Department should organize regular, targeted staff training workshops and seminars that focus on current library practices, emerging technologies, and professional skills development to boost job performance.*
**Keywords:** Human Resource Development, Academic Librarians, Job Performance, Staff Training, In-house Training

## Introduction

Globally, a myriad of interrelated variables influence the quantity and quality of employee productivity and job performance across professional sectors. These variables encompass the extent of role clarity among personnel, the dynamics of interpersonal relationships with colleagues, subordinates, and clients, as well as the physical health, psychological well-being, and socio-emotional adjustment of individuals. Within academic libraries, regardless of their size or the comprehensiveness of their collections, institutional success is inextricably linked to the presence of a competent, well-developed workforce. It is a common believe that libraries with well-trained personnel exhibit enhanced levels of staff productivity, operational efficiency, and service quality. Consequently, the professional development of library staff is not only instrumental in achieving individual performance outcomes but also critical for the realization of institutional mandates, especially within the knowledge-intensive domain of academic librarianship.

In this regard, Human Resource Development (HRD) has emerged as a strategic imperative in contemporary organizational management. HRD refers to the deliberate and

systematic process of enhancing the competencies, knowledge base, skills, and overall potential of employees within an organizational framework. Armstrong (2020) conceptualizes HRD as a structured and coherent approach to nurturing an organization's most vital asset and its human capital whose collective efforts are central to goal attainment. Bratton and Gold (2022) further underscore that HRD comprises both formal and informal learning processes initiated by the organization to promote individual growth and long-term organizational development.

Given its centrality to institutional performance, HRD is increasingly recognized as a catalyst for sustainable organizational effectiveness. It enhances the functional capacity of employees through continuous skill acquisition and knowledge enhancement, thereby fostering innovation, improving job satisfaction, and strengthening employee retention. Ogunrombi and Adebayo (2021) contend that HRD initiatives empower employees by equipping them with the requisite competencies to fulfill the technical and cognitive demands of their roles. Accordingly, HRD programmes represent intentional and systematic interventions by organizations to build employee competencies and align workforce potential with institutional objectives. These programmes encompass a range of developmental activities such as staff training, in-house training, on-the-job learning, job rotation, mentoring, coaching, and formal professional development workshops. In this paper, however, staff training and in-house training was examined.

Staff training is a deliberate effort by organizations to improve the competencies, skills, and knowledge of employees for enhanced job performance and organizational effectiveness. Formal staff training involves structured programmes delivered through workshops, seminars, or external courses, focusing on upgrading both technical and soft skills. According to Onuka and Akinyemi (2023), staff training is essential for building a knowledgeable workforce, reducing performance gaps, and sustaining institutional growth. When training is continuous, it enables employees to keep up with innovations, improve service delivery, and respond effectively to emerging challenges in the work environment through in-house training.

In-house training refers to staff development sessions conducted within the organization by internal resource persons or units. These trainings are tailored to address the specific needs of the organization and its workforce, making them cost-effective and highly relevant. Uzo-Okonkwo and Ezeani (2023) maintainedthat in-house training improves team coordination, boosts morale, and ensures that organizational policies and standards are well understood and followed. Such trainings also create a culture of learning and internal capacity building, especially in public institutions where resource constraints limit external training opportunities, paving the way for on-the-job training and contributing significantly to sustainable human resources development.

Human resources development is an important aspect of an organization and plays a vital role in its development. With training, library staff develops and hone skills that would aid them in effectively carrying out their duties. Trainings would also aid library staff to keep up to date about all the emerging and disruptive technologies in the field of librarianship. Continuous staff development enables a librarian to aid in the growth of the library and by extension the organization. According to Ojowhoh (2016), staff development is a series of programmes aimed at improving staff qualification, efficiency and knowledge in order to be more productive and increase job performance. It is therefore safe to say that continuous training and retraining of staff would both be beneficial to the organization and the personnel undergoing the training, particularly academic librarians.

Academic librarians in a university library typically hold various positions, each contributing to the efficient functioning of the library and its services. The Librarian heads the library and is responsible for overall management, strategic planning, budgeting, and policy implementation. According to Aina and Adigun (2022), clear administrative leadership from the university librarian is crucial for the smooth coordination of library services. Subject Librarians or Subject Specialists focus on particular academic disciplines and assist faculty and students with research support, collection development, and information literacy in their respective fields. Ocholla and Shongwe (2023) assert that subject specialists play a vital role in bridging disciplinary research needs and library resources. Technology and Digital Services Librarians oversee digital resources, manage library systems, databases, and technology infrastructure to support access to electronic resources. Instruction and Information Literacy Librarians develop and conduct library instruction sessions, teaching students how to effectively search for and evaluate information. The understanding of these job descriptions by each of the librarians fosters role clarity and enhances focus, productivity, and service delivery.

The concept of job has been part of man's existence and has become a means by which individual needs are met. It is not only about employment but any activities that produce something with full of value for the society. To buttress this statement, Yaya, Opeke and Onuoha (2016), described job as an occupational act that is carried out by an individual or group of individuals in return for a reward. However, the achievement of libraries goals and objectives is depending on the level of job performance of the staff. This study, however, focused on job performance in terms of adaptive performance, contextual performance, and task performance

Task performance refers to an individual's proficiency in performing core job duties that directly contribute to the technical processes of an organization. According to Oguegbe (2022), task performance is the execution of specific duties and responsibilities that are central to organizational output, such as producing goods or delivering services. Igbokwe (2023) emphasized that task performance is measurable and often used as a baseline for evaluating employee productivity and efficiency. Yusuf (2024) noted that task performance is shaped by an employee's knowledge, skillset, and motivation, and it is a critical determinant of overall organizational performance, often complemented by contextual performance.

Contextual performance involves behaviors that contribute to the organizational environment but are not part of formal job tasks. These include helping coworkers, following organizational rules, and demonstrating enthusiasm. Nwankwo (2023) explained that contextual performance promotes a positive work climate and supports the organizational social system. Eze (2022) posited that while not formally evaluated, contextual behaviors such as teamwork, punctuality, and organizational loyalty significantly affect overall employee appraisal.

Adaptive performance is the ability of an individual to adjust to changes in work systems, new roles, and unexpected challenges. It reflects flexibility, learning agility, and innovation in response to dynamic environments. Akpan (2022) stated that adaptive performance is essential in modern workplaces characterized by technological change and organizational restructuring. Okonkwo (2023) highlighted that high adaptive performance is linked to cognitive flexibility and emotional resilience. It is noted that employees who score high on adaptive performance are better equipped to handle crisis situations, adopt new technologies, and contribute to innovation-driven goals in organizations; however, this potential can be undermined by inadequate training and development programmes for staff.

**Statement of the Problem**

Human resource development (HRD) is generally regarded as essential for improving the competence, motivation, and job performance of academic librarians. Through ongoing professional development, librarians are better positioned to respond to changing information needs, support academic activities, and deliver effective library services. However, it appears that in many academic libraries in Benue State, critical components of HRD particularly staff training and in-house training may not be adequately implemented. Staff training opportunities seem to be irregular, insufficient, or possibly misaligned with actual job demands. While in-house training programmes, which are crucial for practical learning and institutional knowledge sharing, may be either lacking or poorly coordinated. These gaps could be contributing factors to reduced job performance, skill deficiencies, and low productivity among librarians. Although existing studies have focused on general job satisfaction and performance, limited research seems to have examined the specific influence of staff training and in-house training on the job performance of academic librarians. This study, therefore, investigated human resource development of academic librarians as a correlate of job performance in academic libraries in Benue State, Nigeria.

**Objectives of the Study**

The main objective of this study is to investigate human resource development of academic librarians as a correlate of job performance in academic libraries in Benue State, Nigeria. Specifically, the study seeks to find out the:

1. relationship between staff trainings and job performance of academic librarians in academic libraries in the study area.
2. relationship between in-house training and job performance of academic librarians in academic libraries in the study area.

**Research Questions**

The following research questions guided the study.

1. What is the relationship between staff trainings and job performance of academic librarians in academic libraries in the study area?
2. What is the relationship between in-house training and job performance of academic librarians in academic libraries in the study area?

**Hypotheses**

The following hypothesis were formulated and tested at 0.05 level of significance;

1. There is no significant relationship between staff trainings and job performance of academic librarians in academic libraries in the study area
2. There is no significant relationship between in-house training and job performance of academic librarians in academic libraries in the study area

**Review of Related Literature**

Human resource development (HRD) refers to the process of improving an organization's workforce through planned learning activities such as training, education, skill enhancement, and career development. It aims to increase employee performance, productivity, and overall organizational effectiveness. According to Agu and Nwachukwu (2022), human resource development is a structured and continuous process designed to enhance the skills, knowledge,

and competencies of employees to improve individual and organizational performance. Okafor and Ibrahim (2023) assert that human resource development encompasses training, professional growth, and capacity building initiatives aimed at equipping employees with the necessary tools to adapt to technological changes and contribute meaningfully to institutional goals. Human Resource (HR) plays a crucial role in the success of organizations by managing employees, fostering workplace culture, and implementing strategic policies. HR encompasses various functions such as recruitment, training, performance management, compensation, and employee relations. 1gbokwe (2017) states that by investing in HRD, organizations seek to increase productivity, foster employee satisfaction, improve retention, and cultivate a workforce that is adaptable to evolving business demands. Below are the human resource development programmes as enumerated and discussed by Kubr and Prokopenko (2016):

**Staff training:** it is the systematic efforts by organizations to improve employees' knowledge, skills, and abilities to enhance performance and organizational effectiveness. According to Ezeani and Oladele (2023), staff training is a strategic tool for human capital development and a driver of productivity in modern organizations. They assert that without regular training, employees may lack the competence to adapt to dynamic job roles. Ugwu and Nwachukwu (2022) emphasize that training helps bridge the gap between current and expected performance, especially in technologically evolving environments. For instance, Nigerian university libraries often organize annual training sessions for librarians on digital cataloguing and metadata management to improve service delivery. Training also contributes to employee motivation and retention.

**In-House Training**: In-house training refers to training sessions organized and delivered within the organization by internal experts or facilitators. It is cost-effective and tailored to specific institutional needs. According to Adeleke and Olowu (2022), in-house training allows customization of content and aligns closely with organizational culture, policies, and work processes. Ojo and Bamidele (2021) support this view, stating that it enhances team spirit as employees learn in familiar environments. For instance, many Nigerian banks conduct in-house training on customer service ethics using their senior staff as trainers, ensuring alignment with internal policies. Additionally, in-house training promotes knowledge sharing and builds internal capacity.

Job performance is to the effectiveness with which individuals fulfill the tasks, duties, and responsibilities associated with their roles within an organization. Campbell (2019) defines it as an individual-level variable, emphasizing that it pertains to behaviors under the individual's control that contribute to organizational goals. Borman and Motowidlo (2021) further distinguish between task performances activities directly related to the core job and contextual performance, which includes behaviors that support the organizational environment. Alase and Akinbo (2021) describe job performance as the degree to which employees execute their roles efficiently to achieve organizational objectives. There are many types of job performance, however, in this study; adaptive performance, contextual performance and task performance are discussed.

a. Tasks Performance: Task performance is evaluated based on accuracy, timeliness, and the quality of outcomes. For instance, a medical records officer must ensure that patient files are correctly updated, stored, and retrieved without error. Akanbi and Yusuf (2024) emphasized that the presence of clear goals, adequate tools, and proper training enhances

task performance. For example, when a library is equipped with an updated online public access catalogue (OPAC), librarians can carry out their roles more efficiently. Okorie and Onuoha (2023) found that job clarity and institutional support like proper staffing and ICT facilities boost librarians' task performance.

b. Contextual Performance: Contextual performance encompasses behaviors that are not formally required but support the broader organizational environment. It includes interpersonal cooperation, loyalty to the institution, volunteering for additional responsibilities, and promoting a positive workplace climate. A good example is a university staff member who voluntarily mentors new employees or willingly organizes departmental events without being instructed to do so. Olatunji and Adebayo (2023) described such behaviors as discretionary efforts that build social capital in the workplace. This form of performance often reflects an individual's personal values and emotional investment in their workplace. For instance, a library staff member who stays late to help a struggling student search for academic materials, or a health worker who patiently educates a patient despite being off-duty, demonstrates high contextual performance.

c. Adaptive Performance: Adaptive performance is the capacity of employees to remain effective amid changing conditions, technologies, or work demands. It reflects how well an individual copes with uncertainty, learns new skills, or adjusts to new roles. For example, during the COVID-19 pandemic, many university lecturers had to switch to online teaching platforms like Zoom or Google Classroom, even if they had never used such tools before. Those who embraced the change, learned quickly, and modified their teaching methods to suit online delivery exhibited high adaptive performance. Ogundele and Dike (2023) emphasized that such agility is essential in today's fast-changing work environments, where digital transformation and policy shifts are frequent. Uche and Nwosu (2022) asserted that adaptability enables institutions to stay competitive and resilient.

The importance of job performance in Nigeria cannot be overstated, as it directly impacts organizational success and economic development. High job performance leads to increased productivity, which is crucial for organizations aiming to remain competitive in the Nigerian market. For instance, in the banking sector, employees who perform their tasks efficiently contribute to higher customer satisfaction and profitability. Alase and Akinbo (2021) found that both monetary and non-monetary incentives significantly enhance job performance among bank employees, underscoring the need for effective motivation strategies. Job performance is closely linked to employee motivation. A motivated workforce tends to exhibit higher levels of commitment and efficiency.

Alala, Aguwa and Onyegbula (2022) investigated staff training programmes as correlate of service delivery in academic libraries in Imo State. The findings of the study are that; there is a high positive and significant relationship between mentorship and service delivery in academic libraries in Imo State; there is a high positive and significant relationship between job rotation and service delivery in academic libraries in Imo State; and there is a moderate positive and significant relationship between library tours and service delivery in academic libraries in Imo State.

Mbagwu and Udo-Anyanwu (2022) 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 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.

Ijeh, Dosa and Akinwole (2024) explored staff training and development among librarians in academic libraries in Ondo State. The study adopted descriptive survey research design. The population of this study consisted of sixty-one (61) librarians. Findings revealed that all the librarians have participated in formal education as well as continuing education programmes followed by ICT training in the library since commencement of work in the libraries; that all of them have positive attitude to training and development programmes while financial constraint, denial of promotion after completion of staff development programme among others are the prevalent factors affecting training and development programmes among the staff.

Agada and Tofi (2020) investigated the influence of work environment and training on job performance of library personnel in university libraries in Nasarawa State. Two (2) specific objectives with corresponding research questions guided the study and Two (2) hypotheses were formulated and tested at 0.05 level of significance. The study adopted a survey research design and was carried out in Nasarawa State, Nigeria. Findings of the study revealed that, work environment and training have significant influence on job performance of library personnel in university libraries in Nasarawa State.

**Research Methodology**

The research design chosen for this study was correlational research design. The population of the study comprised of 110 academic librarians in academic libraries in Benue State. The breakdown shows that there are: Rev. Fr. Moses Orshio Adasu University (MOAUM) Library (22), Jospeh Sarwuan Tarka University (30), University of Mkar (5), Federal University of Health Science, Otukpo (20), College of Education, Katsina-Ala (7), College of Education, Oju (5), Benue State Polytechnic, Ugbokolo (4), Gboko Polytechnic (8) Akperan Orshi College of Agriculture, Yandev (4) and Akawe Torkula Polytechnic, Makurdi (5) . The sample size for the study consisted of 110. Census sampling technique was adopted. This method was considered appropriate because the population size was relatively small and manageable. The study utilized two instruments titled: the Human Resource Development Questionnaire (HRDQ) and the Job Performance Questionnaire (JPQ). The data were analyzed Pearson Product Moment Correlation Coefficient (PPMC) while Linear regression analysis was employed to test the research hypotheses at the 0.05 level of significance.

**Result**

**Research Question 1:** What is the relationship between staff trainings and job performance of academic librarians in academic libraries in the study area?

**Table 1: Correlation Coefficient of the Relationship between Staff Trainings and Job Performance of Academic Librarians in Academic Libraries in the Study Area**

| | | Staff trainings | Task Performance | Contextual Performance | Adaptive Performance |
|---|---|---|---|---|---|
| Staff trainings | Pearson Correlation | | | | |
| | Sig. (2-tailed) | | | | |
| | N | 110 | | | |
| Task Performance | Pearson Correlation | .211* | | | |
| | Sig. (2-tailed) | .027 | | | |
| | N | 110 | 110 | | |
| Contextual Performance | Pearson Correlation | -.074 | .380** | | |
| | Sig. (2-tailed) | .441 | .000 | | |
| | N | 110 | 110 | 110 | |
| Adaptive Performance | Pearson Correlation | -.119 | .147 | .271** | |
| | Sig. (2-tailed) | .216 | .124 | .004 | |
| | N | 110 | 110 | 110 | 110 |

Table 1 shows the correlation coefficient results on the relationship between staff trainings and job performance of academic librarians in academic libraries in the study area. The Pearson correlation value between staff trainings and task performance is r = .211, with a significance level of p = .027, which is less than the alpha level of 0.05. This indicates a weak positive relationship between staff trainings and task performance, implying that as academic librarians undergo training, their ability to perform core job tasks improves modestly. However, the correlation between staff trainings and contextual performance is *r* = –.074 with a significance value of p = .441, which is not significant. This suggests no meaningful relationship between staff trainings and librarians' contextual performance, such as interpersonal relations and extra-role behaviours. Similarly, the correlation between staff trainings and adaptive performance is *r* = –.119, with a p-value of .216, which is also not statistically significant. This implies that staff trainings do not significantly influence academic librarians' ability to adapt to change or new technologies in the workplace.

**Research Question 2:** What is the relationship between in-house training and job performanceof academic librarians in academic libraries in the study area?

**Table 2: Correlation Coefficient of the Relationship between in-house Training and Job Performance of Academic Librarians in Academic Libraries in the Study Area**

| | | In-house training | Task Performance | Contextual Performance | Adaptive Performance |
|---|---|---|---|---|---|
| In-house training | Pearson Correlation | | | | |
| | Sig. (2-tailed) | | | | |
| | N | 110 | | | |
| Task Performance | Pearson Correlation | -.029 | | | |
| | Sig. (2-tailed) | .760 | | | |
| | N | 110 | 110 | | |
| Contextual Performance | Pearson Correlation | -.028 | .380** | | |
| | Sig. (2-tailed) | .768 | .000 | | |
| | N | 110 | 110 | 110 | |
| Adaptive Performance | Pearson Correlation | .020 | .147 | .271** | |
| | Sig. (2-tailed) | .834 | .124 | .004 | |
| | N | 110 | 110 | 110 | 110 |

Table 2 shows the correlation coefficient results on the relationship between in-house training and job performance of academic librarians in academic libraries in the study area. The Pearson correlation coefficient between in-house training and task performance is $r = –.029$, with a p-value of .760, which is not significant at the 0.05 level. This indicates no meaningful relationship between in-house training and librarians' ability to perform routine job tasks. Similarly, the correlation between in-house training and contextual performance is $r = –.028$, with a p-value of .768, also showing no significant relationship, implying that in-house training does not influence librarians' interpersonal, organizational, or extra-role behaviours. However, the correlation between in-house training and adaptive performance is $r = .020$, with a p-value of .834, which again is not statistically significant. This suggests that in-house training has no significant effect on librarians' capacity to adapt to change, new technologies, or dynamic work environments. Overall, the result implies that in-house training, as currently implemented in the academic libraries in the study area, does not significantly contribute to any dimension of job performance. This highlights the need to reassess and restructure in-house training programmes to better align with job performance objectives, making them more relevant, engaging, and targeted toward enhancing task efficiency, contextual competence, and adaptability among academic librarians.

**Hypothesis 1:** There is no significant relationship between staff trainings and job performance of academic librarians in academic libraries in the study area

**Table 3: Linear Regression Analysis showing relationship between staff trainings and job performance of academic librarians in academic libraries**

| Variables | R | $R^2$ | Df | F | β | T | Sig. | Decision |
|---|---|---|---|---|---|---|---|---|
| Job Performance | .777 | .603 | 108 | 164.226 | | 2.996 | .003 | Significant |
| Staff trainings | | | | | .777 | 12.815 | .000 | |

Table 3 shows the results of the linear regression analysis testing Hypothesis 1, which states that there is no significant relationship between staff trainings and job performance of academic librarians in academic libraries in the study area. The analysis yielded an R of 0.777 and an $R^2$ of 0.603, indicating that approximately 60.3% of the variance in job performance is explained by staff trainings. The F-value of 164.226 (df = 108) is statistically significant (Sig. = 0.003), and the beta coefficient (β) for staff trainings is 0.777 with a t-value of 12.815 ($p < 0.001$), leading to the rejection of the null hypothesis. This implies that staff trainings have a significant positive effect on the job performance of academic librarians.

**Hypothesis 2:** There is no significant relationship between in-house training and job performance of academic librarians in academic libraries in the study area

**Table 4:** Linear Regression Analysis showing **relationship between in-house training and job performance of academic librarians in academic libraries**

| Variables | R | $R^2$ | Df | F | β | T | Sig. | Decision |
|---|---|---|---|---|---|---|---|---|
| Job Performance | .605 | .366 | 108 | 62.416 | | 2.598 | .011 | Significant |
| In-house training | | | | | .605 | 7.900 | .000 | |

Table 4 presents the test for Hypothesis 2, which posits no significant relationship between in-house training and job performance. The model shows an R of 0.605 and $R^2$ of 0.366, indicating that 36.6% of the variation in job performance is accounted for by in-house training. The F-value is 62.416 with a significance level of 0.011, and the β coefficient of 0.605 ($t = 7.900$, $p < 0.001$) is significant. Thus, the null hypothesis is rejected, confirming that in-house training significantly influences job performance.

**Discussion of Findings**

The study found that staff trainings significantly and positively influence the job performance of academic librarians. This means that librarians who regularly participate in staff training activities tend to perform better in their roles, exhibiting improved skills, efficiency, and adaptability in their job tasks. This finding aligns with Adeyemi (2017), who reported that continuous professional development through staff trainings improves employee productivity by enhancing their competence and confidence. The finding also aligns with that of Okafor (2019) who found that training programs that focus on relevant skills development positively affect staff efficiency and motivation in academic institutions. These studies highlight that regular exposure

to training creates an enabling environment for librarians to stay current with best practices, fostering higher job performance. The justification for this significant effect also lies in the fact that staff training addresses the gap between existing skills and evolving job requirements.

The study revealed that in-house training significantly impacts the job performance of academic librarians. Eze (2018) supports this finding by emphasizing that in-house training fosters a deeper understanding of organizational procedures and culture, which external training programs might not cover thoroughly. By training staff internally, academic libraries can ensure consistency in service standards and promote a shared vision among employees, leading to enhanced coordination and performance. In-house training also facilitates immediate feedback and peer learning, creating a collaborative work environment that encourages continuous improvement. Furthermore, in-house training is often more cost-effective and flexible, allowing for frequent updates and quick adaptation to changes in library services and technologies. This convenience and relevance increase participation rates and the practical application of newly acquired skills, which ultimately reflects in improved job outcomes. The tailored nature of in-house training ensures that academic librarians develop competencies aligned with their institution's strategic objectives, thus enhancing overall organizational effectiveness.

**Conclusion**

Based on the findings, it was concluded that staff training and in-house training, both have significant positive relationship with job performance of academic librarians in Benue State. This suggests that when librarians are provided with relevant training opportunities, especially those conducted within their institutions, their skills, efficiency, and overall performance improve notably. This may be attributed to the fact that training equips librarians with up-to-date knowledge, practical skills, and confidence required to effectively manage modern library tasks and technological demands. In-house training, in particular, tends to be more context-specific and directly aligned with institutional needs, enabling librarians to address real-time challenges within their work environment.

**Recommendations**

Based on the findings, it was concluded that:

1. Library Management should organize regular, targeted staff training workshops and seminars that focus on current library practices, emerging technologies, and professional skills development to boost job performance.
2. Library administrators should institutionalize well-structured in-house training sessions by leveraging internal expertise and experience to ensure continuous professional development among library staff.

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