



LIBRARIANS' PROFESSIONAL DEVELOPMENT AND EFFECTIVE SERVICE DELIVERY IN FEDERAL UNIVERSITY LIBRARIES IN SOUTH-SOUTH NIGERIA

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Abstract

This study investigated the relationship between librarians' professional development and effective service delivery in federal university libraries in South-South Nigeria. A correlational survey research design was adopted. The population comprised 110 librarians from seven federal university libraries in the South-South geopolitical zone of Nigeria, and the total enumeration sampling technique was adopted to select all 110 librarians. Data were collected using a structured questionnaire titled Librarians' Professional Development and Effective Service Delivery in University Libraries Questionnaire (LPDESDULQ). The instrument was validated and yielded a reliability coefficient of 0.85 using Cronbach Alpha. Data was analyzed using Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed a positive, strong, and significant relationship between mentoring and effective service delivery ($r = .814, p < 0.05$), as well as between workshop participation and effective service delivery ($r = .885, p < 0.05$). The study also found a positive, moderate, and significant relationship between conference attendance and effective service delivery ($r = .507, p < 0.05$). These results indicate that professional development significantly enhances librarians' capacity to deliver effective, user-centered, and technology-driven services. The study concluded that continuous professional development is a critical factor in improving service delivery in university libraries. It was recommended that library management should institutionalize mentoring programs, provide adequate funding for workshops, and encourage active participation in conferences to enhance librarians' competencies and service quality.

Keywords: Librarians, Professional Development, Mentoring, Workshops, Conference Attendance and Effective Service Delivery.

INTRODUCTION

Libraries play a crucial role in higher education by providing access to diverse information resources, supporting research activities, and fostering lifelong learning. University libraries, as integral academic institutions, are responsible for ensuring that students, faculty, and researchers receive high-quality information services. The effectiveness of service delivery in university libraries is largely dependent on the knowledge, skills, and competencies of librarians. Given the dynamic nature of information and communication technologies (ICTs) and the evolving needs of library users, professional development is essential for librarians to enhance their expertise and improve service delivery.

Librarians' professional development refers to the ongoing process of librarians actively acquiring new knowledge and skills through training, workshops, conferences, and other learning opportunities, allowing them to stay updated with evolving technologies and information needs, ultimately enhancing their ability to deliver effective library services to patrons (Dhananjay, 2022). This is crucial in today's rapidly changing digital landscape where new information formats and user expectations constantly emerge. Professional



development enhances librarians' ability to utilize modern technologies, implement innovative library services, and address users' diverse information needs efficiently. Some of the professional development packages include but not limited to: mentoring, workshop, conference, in-service training, professional certification, short courses, and higher qualifications.

Mentoring is a professional relationship in which an experienced librarian (mentor) guides and supports a less experienced librarian (mentee) in their career development. This relationship helps librarians build confidence, acquire practical insights, and navigate workplace challenges. Through mentoring, librarians can learn best practices, improve leadership skills, and broaden their professional networks, ultimately boosting their career growth and expertise. Adekoya and Fasae (2021) affirmed that it is through mentorship that librarians can meet their job demands. By offering guidance, sharing insights, and providing constructive feedback, mentors nurture the talents and capabilities of aspiring librarians, equipping them with the knowledge and confidence needed to excel in their roles. The mentor-mentee relationship not only facilitates knowledge transfer but also builds a supportive network within the library community, where expertise is shared and camaraderie thrives. Professional development programme is an interactive training session focused on a specific topic or skill, often involving hands-on activities and discussions. Librarians benefit from workshops by acquiring new techniques, learning emerging trends in library science, and improving problem solving skills. These sessions provide a platform for knowledge sharing and practical application, enabling librarians to enhance their competencies and apply what they learn directly to their work. Workshop training cultivates a culture of continuous improvement, empowering librarians to adapt to evolving user needs and technological innovations. This is a professional gathering where librarians meet to discuss industry trends, research, and innovations in the field. These events often include keynote speeches, panel discussions, and networking opportunities. Attending conferences allows librarians to stay updated on advancements in library services, exchange ideas with peers, and gain inspiration for improving their institutions. Additionally, conferences foster professional connections and collaborations that can contribute to career development.

Effective service delivery, on the other hand, is the outcome of librarians' professional competence and organizational support. It entails providing timely, relevant, accurate, and user friendly services that satisfy the information needs of library patrons. Indicators of effective service delivery include responsiveness to users' queries, availability of resources, provision of information literacy training, adoption of emerging technologies, and the ability to support teaching and research (Adebayo & Adesope, 2017). In university libraries, effective service delivery directly impacts the academic performance of students and the research productivity of faculty. Therefore, the capacity of librarians to meet these demands depends largely on the extent of their professional development. In South-South Nigeria, where federal and state universities play a significant role in national development, the issue of librarians' professional development and service delivery is particularly crucial.



Statement of the Problem

University libraries play a critical role in supporting teaching, learning, and research in higher education institutions. In the contemporary information environment, librarians are expected to possess up-to-date professional competencies, particularly in information and communication technology (ICT), digital resource management, research support services, and user education. Professional development is therefore essential for librarians to deliver effective and efficient services in federal university libraries. However, observations in federal university libraries in South-South Nigeria suggest that the level of service delivery may not be commensurate with the evolving information needs of users. Despite rapid technological advancements and changing academic demands, many librarians appear to have limited access to continuous professional development opportunities such as workshops, seminars, conferences, in-service training, and postgraduate studies. This situation raises concerns about their capacity to provide innovative, user-centered, and technology-driven library services. The problem is further compounded by inadequate institutional support, poor funding, and lack of structured professional development policies in some federal universities. As a result, librarians may struggle with emerging areas such as electronic resource management, digital libraries, information literacy instruction, and research data support. Therefore, this study seeks to investigate the relationship between librarians' professional development and effective service delivery in university libraries within South-South Nigeria.

Objectives of the Study

1. Ascertain the relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria.
2. Determine the relationship between workshop and effective service delivery in South-South, Nigeria.
3. Determine the relationship between conferences and effective service delivery in university libraries in South-South, Nigeria.

Research Questions

1. What is the relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria?
2. What is the relationship between workshop and effective service delivery in South-South, Nigeria?
3. What is the relationship between conferences and effective service delivery in university libraries in South-South, Nigeria?

Hypotheses

The following null hypotheses were formulated at 0.05 level of significance.

1. There is no significant relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria.



2. There is no significant relationship between workshop and effective service delivery in South-South, Nigeria.
3. There is no significant relationship between conferences and effective service delivery in university libraries in South-South, Nigeria.

REVIEW OF RELATED LITERATURE

Librarians Professional Development

The concept of professional development in librarianship is multidimensional. First, it involves skills development, where librarians acquire technical competencies such as cataloguing, classification, metadata creation, and digital resource management. With the expansion of electronic information resources, professional development also includes building competencies in database management, institutional repository development, open access publishing, and research data services (Corrall & Jolly, 2019). Second, professional development involves knowledge enrichment, whereby librarians deepen their understanding of information literacy, pedagogy, scholarly communication, and user behavior. This enables them to design effective instructional programs that support teaching and research. Third, it involves personal growth and leadership development, equipping librarians with soft skills such as communication, teamwork, problem-solving, and leadership all of which are essential for effective service delivery in academic environments (Mullen & Klimaitis, 2021). Professional development is particularly critical in academic libraries because they serve as the intellectual hub of universities. Effective service delivery in university libraries is dependent on the expertise of librarians in acquiring, organizing, and disseminating information resources that support teaching, learning, and research. Without continuous professional development, librarians risk becoming outdated in their skills, thereby undermining the library's role in higher education. As Mutula (2019) argues, the quality of library services in universities is directly proportional to the quality of professional development opportunities available to librarians.

Mentoring and Effective Service Delivery

Mentoring is defined as a relationship between a more experienced individual (the mentor) and a less experienced individual (the mentee) that provides both career and psychosocial support (Mullen, & Klimaitis, 2021). It is a learning partnership between individuals who share mutual responsibility and accountability for helping a mentee work toward achieving clear and mutually defined learning goals. Mentoring is a process where one person (mentor) provides career-related and psychological support to another (mentee), aiming to develop the mentee's skills, knowledge, and understanding. It is a professional practice that involves experienced professionals guiding and supporting less experienced colleagues to enhance their professional growth and development (Pollard, & Kumar, 2021). Mentoring is a critical component in professional development and organizational growth, influencing effective service delivery in profound ways. According to Alston and Hansman (2020), mentoring provides a dual function of career



and psychosocial support, fostering both the professional and personal development of employees. This multifaceted support is instrumental in enhancing effective service delivery, as mentees gain not only the technical and soft skills required for their roles but also the confidence and motivation to excel. The personalized guidance and feedback offered by mentors help mentees navigate complex workplace dynamics, ultimately contributing to a more competent and proactive workforce.

One of the significant impacts of mentoring on effective service delivery is the development of technical and soft skills. Mentoring relationships allow for the direct transfer of knowledge and skills from experienced mentors to less experienced mentees. This transfer is particularly effective because it is tailored to the mentee's specific needs and learning pace, unlike formal training programs. Through this process, mentees acquire practical insights and hands-on experience that significantly enhance their effective service delivery. Moreover, mentors also help mentees develop crucial soft skills such as communication, leadership, and problem-solving, which are essential for career advancement and effective service delivery.

Workshop and Effective Service Delivery

Workshops are structured, often interactive, training sessions designed to enhance participants' skills, knowledge, and competencies in specific areas. In an educational context, a workshop refers to a short, intensive program designed to teach or refine skills and knowledge in a specific area (Radic-Bojanic, 2018). Workshops are often hands-on and interactive, allowing participants to engage actively with the material. For example, a writing workshop might involve practical exercises in drafting and revising essays, while a coding workshop could include activities where participants write and debug code. A workshop can also denote a physical space where people gather to work on projects, often involving manual or technical tasks (Salazar, 2023). This type of workshop is typically equipped with tools and materials necessary for activities such as carpentry, metalworking, or crafts. For instance, an artist's workshop may be a studio space where they create and assemble their artwork, while a mechanics' workshop would be a garage or space where vehicles are repaired and maintained. In creative industries, a workshop can refer to a collaborative meeting or series of meetings where participants brainstorm, develop, and refine ideas. This kind of workshop is often used in fields like theatre, film, and writing, where creators work together to develop scripts, storylines, or concepts. For example, a playwright might host a workshop to read through a new script with actors and get feedback on dialogue and character development. In a corporate setting, workshops are used as professional development events aimed at improving employees' skills, fostering teamwork, or addressing specific organizational challenges (Dachner, et al. 2021). These workshops might focus on areas such as leadership, communication, project management, or strategic planning. For instance, a leadership workshop might include activities designed to enhance decision-making skills and team dynamics among managers. A workshop could also refer to a facility where manufacturing or repair work is carried out. This can include anything from a small-scale artisan's shop to a large factory space. In such



settings, the workshop is the area where raw materials are processed, assembled, and finished products are created. For example, a furniture workshop would be a place where wood is cut, shaped, and assembled into pieces of furniture. They are an essential component of professional development across various industries, including libraries, healthcare, business, and education. The impact of workshops on effective service delivery is multifaceted, affecting individual skill enhancement, organizational efficiency, and overall job satisfaction.

One of the primary benefits of workshops is the enhancement of specific skills and the acquisition of new knowledge. Workshops provide employees with up-to-date information and techniques relevant to their job roles (Al-Kassem, 2021). For instance, a workshop on advanced cataloging techniques for librarians can significantly improve their efficiency and accuracy in managing library resources. Such focused training sessions allow participants to delve deeply into subject matter, ask questions, and engage in hands-on practice, thereby solidifying their understanding and ability to apply new concepts. This targeted skill development is crucial for adapting to technological advancements and changing job requirements, ensuring that employees remain competent and capable in their roles. (Edunjobi, 2024).

Conferences and Effective Service Delivery

Conference is a face-to-face or on-line development tools used for bringing groups of people together to communicate ideas, policies or procedures through a good presentation and sharing information in a collaborating manner, raising points of debates or discussing issues as an organized plan in which the members seek to develop knowledge and understanding by obtaining a considerable amount of oral participation (Chukwu, 2017). Ollor (2021) opined that an academic conference is an event for researchers to present and discuss their works. In the view of Elujekwute et al. (2023), conference is a meeting of people for discussion or exchange of views; usually the conference of librarians, teachers, supervisors and educational administrators among others can broaden their professional horizons and cultivate in participant members a professional team spirit. They explained that conference programmes are used to help employees develop problem solving skills. It is a series of educational and work session's groups of people that meet together over a short period of time to concentrate on a defined area of concern. The theme chosen for conferences must be relevant to the organization's objectives. In the same vein, Mbagwu and Nwachukwu (cited in Elujekwute *et al.*, 2023) conference is a meeting often lasting on a particular subject or to bring together people who have a common interest and the conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. Also, Akpan and Effiong (2021) asserted that the essence of conference is to keep the participants up-to-date on the latest development and new knowledge in their fields, ensure the promotion of professional growth, inculcate leadership skills/responsibilities, improve mutual respect as well as help to improve skills needed for productivity and proficiency in task performance.

Chukwu (2017) highlighted the benefits of conference attendance to high networking value, strengthening team building, enhancing current and future challenges in the profession which are essential in boosting



the quality of information service delivery. Conferences according to Akpan and Effiong (2021) usually encompass various presentations. They tend to be short and concise with a time span of about 10 to 30 minutes. Presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings. Usually, a conference will include keynote speakers (often scholars of some standing but sometimes individuals from outside academic). Ogunleye, and Adeyemi (2020) states that the key note lecture is often longer, lasting sometimes up to an hour and half depending on the number of keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions round tables on various issues, poster session and workshops. Elujekwute *et al.* (2023) asserted that some conferences take more interactive formats and lead papers are often presented by persons of acknowledgeable profound exposure to a subject and discussions follow the presentation. With particular reference to librarians, library and information professionals attend conferences and seminars in order to improve on their basic education, gain new concepts and get specializations that are relevant to the needs of the work place.

Effective Service Delivery in University Libraries

Effective services are those services that are provided as expected and to satisfaction of the target audience and or its clients. Library services will say to be effective when users are satisfied with the services provision. Basically, library service delivery deals with the way librarians relate library products to the users, colleagues, organisations and the society. As a result of current trends and development in the profession, there are challenges and opportunities which have impact in the delivery of product and services. As pointed out by Daniels *et al.* (2023) information service delivery is meant to support organisations, institutions and research by facilitating access to a libraries extensive range of information resources and challenges especially in the ICT age.

Effective service delivery in university libraries is widely recognized as the cornerstone of academic success, as libraries are indispensable to the teaching, learning, and research missions of higher education institutions. A university library is not merely a storehouse of books but an active knowledge hub that ensures timely, reliable, and user-centered access to diverse information resources. Effective service delivery, therefore, goes beyond resource availability; it involves the ability of librarians to anticipate, understand, and meet the evolving information needs of their users in ways that enhance academic performance, research productivity, and institutional reputation. At its core, effective service delivery in libraries involves the provision of accurate, accessible, and quality information resources in both print and electronic formats, supported by professional guidance that helps users maximize these resources. According to Rowley (2018), a library's effectiveness is measured not only by the size of its collection but also by the quality of services provided, including reference support, cataloguing, circulation, information literacy instruction, and digital access. In this sense, effective service delivery represents a holistic process that integrates resources, technology, and human expertise to ensure optimal user satisfaction.



Theoretical Review

This study is anchored on the human capital theory as propounded by Gray and Herr (1998) is based on the assertion that education leads to increase in productivity and efficiency of workers by increasing the level of their cognitive skills. The theory is premised on the fact that productivity and proficiency can only be enhanced when employees' skill, knowledge, ability are treated as renewable sources of productivity and these can only be achieved through education and training (Wuttaphan, 2017). Furthermore, it asserts that business problems sometimes require more than just new machines or more money but investment in the human capital to ensure success and sustainability. At its core, Human Capital Theory emphasizes that individuals are not only passive recipients of education and training but also active agents who make rational decisions to invest in their own development based on expected returns in the form of increased earnings, improved job opportunities, and enhanced effective service delivery. From an organizational perspective, Human Capital Theory highlights the importance of cultivating a skilled and knowledgeable workforce to drive innovation, productivity, and competitive advantage.

Human Capital Theory posits that investments in education, training, and skill development enhance individuals' human capital, leading to improved effective service delivery and productivity (Mellander & Florida, 2021). This theory is highly relevant to the study on librarians' professional development and effective service delivery in university libraries as it provides a comprehensive framework for understanding the relationship between investments in librarians and effective service delivery. The theory suggests that knowledge, competencies, and expertise are forms of capital, just like physical or financial assets, and that deliberate investment in them generates measurable returns in the form of higher productivity, innovation, and better service outcomes. In the context of university libraries, this theoretical framework provides a foundation for understanding how continuous professional development of librarians directly influences their capacity to deliver effective and sustainable information services. Within federal university libraries in South-South Nigeria, the relevance of Human Capital Theory is particularly profound. These libraries operate in a rapidly changing information environment characterized by the integration of digital technologies, open access publishing, and increasing demands from students, faculty, and researchers. The reason for the adoption of this theory is that it focused on human capital development which is synonymous with professional development being the man crux of the study. By emphasizing on the importance of professional development on effective service delivery this theory is found very suitable.

Empirical Review

Echem (2022) studied capacity development of librarians and effective service delivery in university libraries in Nigeria. The study adopted a correlational design. The population of the study consists of one hundred and twenty-five (125) professional librarians across the ten state owned university libraries, of which Ninety-eight (98) librarians participated in response to the instrument of the study indicating 78.4% return rate. Census sampling technique was adopted. Questionnaire was used as instrument for data collection. The instrument was validated by experts in the required fields. Cronbach Alpha formula was



used to determine the reliability co-efficient (r) of 0.88 for capacity development programmes and 0.94 for effective service delivery respectively. Data collected were analysed by descriptive statistics utilising frequency distribution, percentage, mean and standard deviation. Pearson Product Moment Correlation (PPMC) was utilised to determine the relationship between the dependent and independent variables. The result revealed that, there were weak but positive relationships between mentoring, on-the-job, in-service, off-the-job capacity development and librarians' effective service delivery in State university libraries. It was recommended that management should encourage more practice of internal rotation of librarians within the system in addition to proper orientation and delegation of responsibilities and that effective mentor and mentee relationship practice in academic libraries should be strengthened. This will give room for the active development of successful successors, amongst others.

Zubairu (2021) examined mentoring and employee motivation as a determinant of job productivity of library personnel. A survey design was adopted for this study. The total number of library personnel in the ten university libraries was one hundred and fourteen, which constitutes the population for the study. A total enumeration was adopted in the study as eighty-six library personnel were used as the sample size. A questionnaire was used as an instrument for data collection. The data collected was analyzed using descriptive statistics of frequency counts, simple percentages, and inferential statistics of regression with the use of the Software Package for Service Solution (SPSS) tested at a 0.05 level of significance. The finding showed that the job productivity level of the library personnel is of a significant rate, which implies that they are productive and also mentoring determines their job productivity. Mentoring and motivation had relative influence on job productivity. The study concluded that mentoring and motivation are essential for the development of productive library personnel. This study recommends that universities should embolden motivational practices. Also, libraries should improve on their mentoring activities by encouraging the transfer of novel and long-standing skills to younger library personnel in the profession as a means of increasing their loyalty and increasing job productivity.

Fabunmi et al. (2023) carried out a study on staff training as determinant of effective service delivery of librarians in public universities in Southern Nigeria. The survey research design was adopted for this study. The 571 academic librarians in public universities in Southern Nigeria formed the population of the study. Total enumeration sampling technique was used for the study. A total of 571 questionnaires were distributed across the universities with a retrieval success of 464 copies, representing 81.3% return rate. Data were analysed using percentages and linear regression analysis. Findings further showed that staff training such as workshop training significantly influenced the effective service delivery of librarians in universities in Southern, Nigeria. The findings of also revealed that there is a high level of staff training in public universities in Southern Nigeria. It was equally revealed that the level of effective service delivery of librarians in Southern Nigeria was high. It was recommended that the university management should prioritize the training and development of their librarians by providing regular staff training programs,



workshops, and seminars. This will enable librarians to acquire the necessary skills and knowledge to improve their effective service delivery by the university management.

Anyaegebu and Wali (2021) investigated the influence of staff training and development on librarians' effective service delivery in federal university libraries in South- South Nigeria. The research design was a survey. The population of the study comprised 102 librarians from the six federal university libraries in South-South Nigeria. The entire population was studied hence total enumeration sampling was used. Questionnaire was the instrument used for data collection. Data collected was analyzed using descriptive statistics of mean scores. Analysis of Variance (ANOVA) was used to test the two null hypotheses at 0.05 level of significance. The study found that staff training programmes that exist in the university libraries studied include workshop, orientation, computer literacy simulation exercise among others. Whereas the staff development programmes that exist in these libraries were job rotation, seminar, consultancy, publication and research, institutional education, study leave, mentorship/coaching and professional association. The result of the analysis showed that training and development programmes have a positive influence on librarian's effective service delivery. Based on the findings, the study recommended among others that university libraries in South-South Nigeria should make training and development of their librarians a regular exercise.

Adewale and Ibrahim (2021) explored the role of conferences in improving librarians' effective service delivery in Nigerian public universities. The study used a correlational survey design, with a population of 260 librarians selected through total enumeration. Data were collected using a validated questionnaire, while reliability testing produced Cronbach's alpha values of $\alpha = 0.886$ for conference participation and $\alpha = 0.932$ for service delivery. Out of 260 questionnaires distributed, 229 (88.1%) were retrieved and analyzed with descriptive statistics and regression analysis. Findings revealed that librarians who regularly attended conferences exhibited higher levels of professional knowledge, motivation, and innovation in delivering services to users. The study concluded that conferences provide a platform for librarians to learn, network, and adopt new technologies that directly enhance service quality. The study recommended that library administrators and professional bodies such as the Nigerian Library Association (NLA) should organize frequent conferences and encourage active librarian participation to improve service delivery in university libraries.

Chukwu (2017) carried out a study on the impact of conference attendance on effective service delivery of professional librarians of tertiary institutions in Imo State, Nigeria. The main objective of the study was to ascertain if conference attendance impacts effective service delivery of librarians. The survey research design was adopted for the study. The population of the study was 86 professional librarians of the five tertiary institutions in Imo State. The questionnaire was used in the collection of data. The data collected were analysed using Mean values and standard deviation. The finding showed that librarians agreed that conference attendance impacts their effective service delivery as well as helping them maintain greater focus on their jobs. The study concluded that conference attendance was a motivational force for effective



service delivery for professional librarians in tertiary institutions in Imo State Nigeria. Consequently, it was recommended that professional librarians should strive to attend conferences to boost their knowledge level in the profession.

METHODOLOGY

The correlational survey research design was used for the study. The population of the study is one hundred and ten (110) librarians in seven (7) Federal University Libraries in South-South Geo-Political Zone of Nigeria. The sample size of the study is 110 librarians from federal university libraries in South-South, Nigeria, which is the entire population of the study. Thus, the sampling technique is total enumeration sampling technique. A structured questionnaire was used for data collection. The instrument was validated using face and content validity by ensuring that items in the questionnaire match with the research questions. A trial testing technique was adopted to ensure the reliability of the instrument. The instrument was administered to 30 respondents in Rivers State University library who were not part of the main study. Cronbach Alpha was used for the analysis to determine reliability of the instrument with a reliability index of 0.85. The data was analyzed using Pearson Product Moment Correlation for hypotheses. When the probability value is less than ($P < 0.05$), the null hypothesis is rejected but accepted when the probability value more than ($P > 0.05$).

RESULT AND DISCUSSION

Presentation of Results

Research Question 1: What is the relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria?

Hypothesis One: There is no significant relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria.

Table 1: Summary of Pearson Product Moment Correlation on the relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria.

Variables	Mentoring of Librarians		Effective Service Delivery
Mentoring of Librarians	Pearson		
	1		.814**
	Correlation		
	Sig. (2-tailed)		.000
	N	93	93
Effective Service Delivery	Pearson	.814**	
	Correlation		
	Sig. (2-tailed)		1
	.000		
	N	93	93

**Correlation is significant

Table 1 presents the summary of Pearson Product Moment Correlation on the relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria. The result



indicates a positive and strong relationship between the two variables with a correlation coefficient value of ($r=.814$) and statistically significant at [$(p=.000)$ ($p<0.05$)]. The null hypothesis which states that there is no significant relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria was rejected and the reverse hypothesis upheld. It can therefore be stated that there is positive, strong and significant relationship between mentoring and effective service delivery in university libraries in South-South, Nigeria.

Research Question 2: What is the relationship between workshop participation and effective service delivery in South-South, Nigeria?

Hypothesis Two: There is no significant relationship between workshop participation and effective service delivery in university libraries in South-South, Nigeria.

Table 2: Summary of Pearson Product Moment Correlation on the relationship between workshop participation and effective service delivery in university libraries in South-South, Nigeria.

Variables	Workshop Participation		Effective Service Delivery
Workshop Participation	Pearson		
	1		.885**
	Correlation		
	Sig. (2-tailed)		.000
	N	93	93
Effective Service Delivery	Pearson	.885**	
	Correlation		
	Sig. (2-tailed)		1
	.000		
	N	93	93

**Correlation is significant

Table 2 presents the summary of Pearson Product Moment Correlation on the relationship between workshop participation and effective service delivery in university libraries in South-South, Nigeria. The result indicates a positive and strong relationship between the two variables with a correlation coefficient value of ($r=.885$) and statistically significant at [$(p=.000)$ ($p<0.05$)]. The null hypothesis which states that there is no significant relationship between workshop participation and effective service delivery in university libraries in South-South, Nigeria was rejected and the reverse hypothesis upheld. It can therefore be stated that there is positive, strong and significant relationship between workshop participation of librarians and effective service delivery in university libraries in South-South, Nigeria.



Research Question 3: What is the relationship between conference attendance and effective service delivery in South-South, Nigeria?

Hypothesis Three: There is no significant relationship between conference attendance and effective service delivery in university libraries in South-South, Nigeria.

Table 3: Summary of Pearson Product Moment Correlation on the relationship between Conference Attendance and effective service delivery in university libraries in South-South, Nigeria.

Variables	Conference Attendance		Effective Service Delivery
Conference Attendance	Pearson		
	1		.507**
	Correlation		
	Sig. (2-tailed)		.000
	N	93	93
Effective Service Delivery	Pearson	.507**	
	Correlation		
	Sig. (2-tailed)		1
	.000		
	N	93	93

**Correlation is significant

Table 3 presents the summary of Pearson Product Moment Correlation on the relationship between conference attendance and effective service delivery in university libraries in South-South, Nigeria. The result indicates a positive and moderate relationship between the two variables with a correlation coefficient value of ($r=.507$) and statistically significant at [$(p=.000)$ ($p<0.05$)]. The null hypothesis which states that there is no significant relationship between Conference attendance and effective service delivery in university libraries in South-South, Nigeria was rejected and the reverse hypothesis upheld. It can therefore be stated that there is positive, moderate and significant relationship between conference attendance and effective service delivery in university libraries in South-South, Nigeria.

DISCUSSION OF THE FINDINGS

The study revealed a positive, strong, and significant relationship between mentoring and effective service delivery in federal university libraries in South-South Nigeria ($r = .814$; $p < 0.05$). The fact that the relationship is positive means that as mentoring increases, librarians' effectiveness in service delivery also increases. In other words, when librarians are guided, supported, and coached by more experienced colleagues, the quality of services provided to users improves. The strength of the correlation, which is classified as strong, indicates that mentoring exerts a powerful influence on service delivery outcomes in libraries. Furthermore, the relationship is significant because the p-value ($p = .000$) is less than 0.05, which statistically confirms that the result is not due to chance but is a reliable finding that can be generalized within the study context. This finding is supported by several scholars. Echem (2022) emphasized that mentoring fosters the transfer of tacit knowledge, enhances confidence, and prepares less-experienced librarians to meet the growing demands of users. Zubairu (2021) also highlighted that mentorship



contributes to motivation, improved problem-solving abilities, and organizational learning, all of which enhance service delivery.

The study found a positive, strong, and significant relationship between workshop participation and effective service delivery ($r = .885$; $p < 0.05$). The positive nature of the relationship indicates that the more librarians participate in workshops, the more effective they become in delivering library services. Workshops often focus on skill development, hands-on training, and problem solving, which librarians can apply directly to their daily activities. The relationship is described as strong, which means that workshop participation has a substantial influence on librarians' ability to deliver quality services. This is not a weak or incidental connection but one that shows workshops play a major role in professional development. The relationship is also significant, since the probability value ($p = .000$) falls below the 0.05 threshold, which confirms that workshop participation genuinely improves service delivery rather than being a random occurrence. This finding aligns with the view of Fabunmi et al. (2023), who emphasized that workshops expose librarians to modern ICT tools, new service models, and innovative methods that enhance information provision. Anyaegbu and Wali (2021) added that workshops provide interactive platforms where librarians exchange ideas, solve real-world problems, and develop resilience in service delivery. Similarly, Saleh and Yusuf (2023) maintained that workshop attendance equips librarians with practical skills and competencies that directly improve user satisfaction. Thus, the strong correlation between workshop participation and service delivery shows that workshops are indispensable for sustaining and improving library services in federal university libraries.

The study established a positive, moderate, and significant relationship between conference attendance and effective service delivery ($r = .507$; $p < 0.05$). A positive relationship implies that attending conferences enhances librarians' service delivery, but the effect is not as direct or as strong as other professional development strategies such as workshops or in-service training. The moderate strength of the correlation indicates that while conference attendance is beneficial, its impact is not very high because conferences are often occasional and may focus more on academic presentations and policy discussions than on hands-on skills. However, the finding is still significant, since the p-value ($p = .000$) is less than 0.05, which statistically validates the result and affirms that conference attendance contributes meaningfully to service delivery. According to Chukwu (2017), conferences allow librarians to engage with colleagues from different regions and institutions, thereby broadening their knowledge and professional perspectives. However, Chukwu also observed that the knowledge gained from conferences must be applied at the local library level to have practical impact.



CONCLUSION

The quality of service delivery in university libraries depends largely on the professional development of librarians. In an era marked by rapid technological changes, increasing user expectations, and the need for libraries to remain relevant as knowledge hubs, librarians must continually upgrade their skills and competencies. The study therefore, sought to examine how different professional development strategies such as mentoring, workshops and conferences relate to effective service delivery. The findings of the study revealed that all the professional development strategies examined had a positive and significant relationship with effective service delivery, though with varying degrees of strength. Mentoring showed a strong and significant effect, underscoring the role of guidance and knowledge transfer in shaping competent librarians. Workshop participation equally demonstrated a strong positive relationship, highlighting its importance in exposing librarians to practical skills and innovations. Conference attendance revealed a moderate but significant influence, showing that while conferences provide exposure and networking opportunities, their impact on everyday service delivery is less direct. The study therefore, establishes that professional development in all its forms is a crucial driver of service delivery in federal university libraries in South-South Nigeria.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. Federal university libraries in South-South Nigeria should institutionalize structured mentoring programs. Senior and experienced librarians should be deliberately paired with younger or less experienced colleagues to ensure the transfer of tacit knowledge, work ethics, and problem-solving skills.
2. Management of federal university libraries should collaborate with professional bodies such as the Nigerian Library Association (NLA) and international partners to organize workshops tailored to emerging trends in digital librarianship, research support services, and user engagement. Adequate funding should be allocated to enable librarians to attend and benefit from both local and international workshops.
3. Librarians should not only attend conferences but also be encouraged to present papers, participate in panel discussions, and network actively. To increase the impact, library management should support post-conference knowledge-sharing sessions where attendees disseminate new insights to colleagues. This will bridge the gap between conference exposure and practical application in the library environment.



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