Impact of Human Resource Development Programs (HRDP) on Library Staff Productivity in University Libraries in Sokoto State, Nigeria

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Abstract

This study investigated the impact of human resource development programmes on library staff productivity in academic libraries in Sokoto State. The survey research design was adopted for this research work and structured questionnaire was used as the instrument for data collection. Out of the total copies of questionnaire administered, 111 were completed and returned and the total numbers of valid questionnaire were 105. Frequencies and percentages were used for analysis. The result of the study showed that human resource development programmes have significantly impacted on the productivity of staff in academic libraries in Sokoto State. The findings also established that the factors that facilitate human resource development makes staff performance, development and productivity process more effective. This study therefore recommends that library management should put in place ways to enforce human resource development policy to strengthen human resource development programmes practice among library staff for optimal performance. Furthermore, the research recommends that library staff should constantly be encouraged to participate and engage in developmental programmes organized within and outside their institutions to ensure increased productivity.

Keywords: Human Resource Development Program, Productivity, Librarians, Academic Libraries

Introduction

Human resource development programmes are dynamic and continuous process encompassing individuals and organizations including the university library and library staff. Human resource development programmes helps to acquire or sharpen capabilities required to perform various functions associated with their present expected and future roles. However, most university libraries have not effectively employed human resource development programmes that

could aid work performance and performance of library staff. The goal of every organization is to consistently improve its performance and ensure effective delivery of services. However, these services can be attained basically through the human resource of the organization. Human resources are the work force of an organization. In every organization and institution in which library is not an exemption, people form the most significant human assert required to carry out the day-to-day activities of the establishment (Saka & Haruna, 2017).

Organizations require human resource for the growth and development of the libraries day-to-day activities in providing services to users. The human resource assimilates other functional areas of the library. Human resource development is the process of optimizing the production and utilization of the workforce and human resource development professionals advocate for individual, group, work processes and organizational integrity (Faeq, 2018). The goals of human resource development include: access to organization proficiency, increasing quality and efficiency, promotion in growth and individual development and integrating people into business (Chand, 2017). Human resource development is also considered as a key to higher productivity, better relations and greater profitability for any organization (Vasantham, 2015). The various types of human resource development programmes are: on-the-job training, job shadowing, professional development, online education and compliance training (Martin, 2017).

Human capital is the backbone to the success of all organizations including libraries. As a result, libraries have shifted their attention to developing human capital as a key to addressing the information needs of their clients especially in this era of information overload and technological advancements (Satope, 2016). Karekar (2016) indicated that human capital is a necessary input for all organizations that want to achieve and maintain competitive advantage. Donohoe (2019) listed some common methods for achieving human resource development in the library. These methods include: making appropriate trainings and coaching available to employees, developing career plans for the employees of the library, use of effective employee rewards systems and employee wellness programs. Employee's development can be achieved through attending job specific seminars and trainings which may be mobilized by organizations such as the library.

ALA (2019) defines a library as a collection of resources in a variety of formats that is organized by information professionals or other experts who provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programmes with the mission of educating, informing and entertaining a variety of audiences and the goal of stimulating

individual learning and advancing society as a whole. Academic library is a library that is attached to a higher education institution and serves two complementary purposes: to support the curriculum and to support the research of the university faculty and students (Malaolu & Ogbuabor, 2016). Verma and Arora (2016) noted that the primary purpose of the university library is to support teaching, learning, and research activities in ways consistent with, and supportive of, the institution's missions and goals.

Human resource development in libraries is an aspect of library administration that involves planning for human resource needs such as recruitment, selection, motivation, performance appraisal (Martin, 2017). Gaikwad and Wadje (2016) also noted that human resource development is important and academic librarians are expected to ensure the effective co-ordination and organization of staff members in order to achieve the organizational goals. The human resource development programmes in academic libraries are tools naturally used to seek the improvement of individual performance of staff members (Akintunde, 2016). Stone (2016) posit that human resources development programmes is a multidimensional and multifaceted management process that cuts across all disciplines. Human resource development often incorporate initiating opportunities that may include formal and informal employee training, career development, key employee identification, mentoring, coaching, tuition assistance and organization development (Stone, 2018).

Emuchay (2018) also observed that Nigerian government is good at employing workers without basic training, provision of tools in the midst of poor work conditions, and the worst form of unfair labour practices, as against the right to decent and productive life. Human resource development programmes in academic libraries aims to assist employees of that library to develop their knowledge, skills and abilities for both personal growth and organizational effectiveness. It is believed that libraries, like any other organization, can no longer afford to ignore the psychological, technical, technological, sociological, economic and political changes taking place, both in the external and internal environment (Narender & Sudhir, 2017). One of the pressures which intensify the need for personnel development in libraries is the influence of modern concepts to adopt to contemporary realities, hence, the need to investigate the impact of human resource development programmes on library staff productivity in university libraries in Sokoto State.

Problem Statement

Despite the fact that human resource remains an important asset in the library and other organizations; it appears that these assets have been neglected. The human resource in university libraries may face challenges such as: new technologies, inadequate physical facilities, lack of knowledge and training, lack of traditional skills and sufficient background knowledge to meet the changing needs of users. Most university libraries have not effectively employed the workability of human resource development programmes and as a result have been experiencing a decline in staff efficiency and productivity as well as failure to achieve the library organization goals and objectives. Ineffective human resource development programmes practice can bring a lot of problems such as reduced employee productivity, low morale and higher employee turnover. Hence the need to access the availability of human resource development programmes in university libraries in Sokoto State and its influence on library and information service provision.

Research Objectives

The paper explored the impact of human resource development programmes on library staff productivity in university libraries in Sokoto State. Specifically, the paper is designed to achieve the following objectives:

1. Find out the various human resource development programmes available for library staff in university libraries in Sokoto State.

2. Examine the factors that facilitate human resource development programmes in university libraries in Sokoto State.

3. Determine the impact of human resource development programmes on staff productivity in university libraries in Sokoto State.

4. Identify the challenges associated with human resources development programmes in university libraries in Sokoto State.

Literature Review

Productivity refers to a measure of the quantity and quality of work done, bearing in mind the cost of capital used (Mathis & John, 2013). This is to say, the greater level of organizational productivity, the greater level of competitive edge. The human resources in the library are the activators of functions and services in any given library as they possess skills in collection development, technical processing of information sources, user education and services. According to Egungwu (2017) members of staff in a typical Nigerian university library falls into three

categories: professional librarians, who are academics, library officers, who are middle level managers; and others who are library support staff and technical staff. Hence, it is important to provide for them a conducive and stress-free environment which enhances the productivity of employees. Managing the well-being of the individuals who work in the library services is as important, if not more important, as managing the financial, technical and information resources (Hiller, 2018).

Brenya (2018) pointed out that in order to provide the best possible service to the community it is necessary to maintain well trained and highly motivated staff to make effective use of the resources of the library and to meet the demands of the community and staff should be available in sufficient numbers during all hours to carry out these responsibilities. Boateng (2017) explained that skillful, competent and suitable personnel in information centres are essential to meeting the changing needs of customers in this digital environment. According to Owolabi and Azonwu (2016) libraries implement various human resource development programmes for the following reasons: motivation and morale, reward and recognition, career development and advancement and team development. That is why, human resource development programme in the library is of paramount importance especially in this era of information technology since most personnel employed in the library do not have the basic professional qualifications; it becomes vital that they should be trained in line with the organization needs (Igun, 2016).

Leo (2018) explained that for an organization to be effective and able to achieve its proposed outcomes there is a need for its human resources to be skilled, competent and confident. By default, the nature of university libraries is one that is subject to progressive change, especially in today's digital information environment. In the same light, the political and economic environments in which libraries operate mean that it needs to be flexible, agile and continually evolving. For a library to embrace change, its human resources must continually develop its professional and technical skills (Hiller, 2018). Neuman (2016) found that human resource development programmes increases the return on investments of organizations. He also examined the extent by which human resource development programmes provides to new and existing employees and found that building employee skills improves organizations performance. Libraries adopt various types of human resource development programmes, some of which includes: formal/semi-formal training course, informal employee training, on-the-job training, off-the-job

training, mentoring and coaching, tuition assistance, organizational development (Straw, 2009; Martin, 2017; Stone, 2018; and Donohoe, 2019).

Castelyn (2016) stated that the success of an organization in achieving its goals is determined to a great extent, on the competence, motivation and performance of its human resources. Hence, it is the responsibility of all heads of libraries (university, polytechnic or college librarian) to directly deal with the issue of appropriate library staffing and select competent personnel to work for the realization of the vision and mission of the organization. Al-Sayyed (2014) has shown that several factors guide human resource development programmes in the university library. These are identified as: motivation, reward, leadership style, organizational commitment, career advancement, health and safety dimensions, creativity and innovation, study leave, competitiveness, demographic trends, labor unions and governmental laws and regulations.

Heryati (2021) noted that motivated employees can lead to increased productivity and allow an organization to achieve higher levels of output. Increased employee commitment, improved employee satisfaction, ongoing employee development and improved employee efficiency. HRDP help in acquiring staff competence by providing help to workers in a continuous and systematic way (Ragini, 2019). Good staff competencies include: ability to influence others, critical and analytical thinking, goal setting, high personal confidence, high level integrity and problem-solving skills (Leonard, 2019). In contrast, Daramola (2016) pointed out that lack of funds hinders the implementation of human resources development programmes in many organizations. Other challenges, found in his study include; the ability of most manufacturing companies to manage their resources effectively, many constraints impending the implementation of such programs, high rate of absenteeism and high labor turnover which is a factor of poor service conditions and poor management development programmes, inadequate supply of materials and spare parts for the servicing and maintenance of equipment most of which are old, obsolete and even need changing, lack of motivation.

Leo (2018) noted that lack of enthusiasm and institutional culture are factors that can hinder proactive training and development. In the study of Andries (2016), lack of commitment and motivation from employee to participate in training intervention, poor working relationship among management and subordinate, low morale and negative attitude towards the organization and fear of failure syndrome during the training intervention, resistance to new procedures and changes in the organization among employee were identified a challenge of human resources development

programs in organization. The challenges of human asset administration incorporate destitute working conditions, issues of staffing, subsidizing, ceaseless exchange of educator among others (Soe, 2020).

The challenges of HRDP in academic libraries may include: lack of funds, inability to manage resources effectively, high rate of absenteeism, lack of enthusiasm among staff, poor human resource management of the library as well as low morale and negative attitude towards the organization (Daramola, 2016; Andries, 2016; & Leo, 2018). Wiley (2019) maintained that the rapid digitization of information has impacted operations and systems in libraries within a very short span of time, resulting in gaps in the skills needed to operate a digital library. Obor (2017) carried out a research on human resource development on organizational performance; this researcher focused more on organizational performance through human resource development programmes and not on staff of the library. There is a scarce study of human resource development programmes on staff productivity in Nigerian university libraries. This gap identified sets the study on motion to investigate the influence of human resource development programmes on library staff productivity in university libraries in Sokoto State.

Research Methodology

Survey research design was adopted. The target population consisted library staff (Professional and Para-professionals) in university libraries in Sokoto State, Nigeria. The University libraries are Abdullahi Fodiyo Library, Usmanu Danfodiyo University, Sokoto (UDUS) and Sokoto State University (SSU) Library. Total enumeration sampling technique was used in survey research by undertaking the study on all the population of the study as a result of the well-defined or small size of the population. Therefore, the total numbers of library staff in the two (2) University libraries that consented to and participated in the study are 124. This implies that one hundred and twenty-four (124) copies of questionnaire were administered to the respondents out of which one hundred and eleven (105) valid copies were returned, resulting to an approximated value of 84% response rate as shown in table 1.1. A self-designed questionnaire was employed for the collection of data and was based on four point likert-scale model. Data was analyzed using descriptive statistics with Statistical Package for Social Sciences (SPSS) version 23.

Results and Discussion

Table 1: Demographic Characteristics of Respondents

Demographics of the respondents were measured based on institution, gender, age group, academic qualifications, years of working experience and unit/departments in the library. The results in the demographic information of respondents are presented in Table 1.

Table 1:   Demographic Characteristics of the Respondents

Demographic Variables		Freq. N=105	Perc. %
Institution	UDUS	86	82.7
	SSU	19	17.3
	Total	**105**	**100**
Gender	Male	58	55.8
	Female	47	44.2
	Total	**105**	**100**
Age group	20-29 Years	31	29.8
	30-39 Years	34	32.7
	40-49 Years	28	26.9
	50-59 Years	7	6.7
	60 and Above	5	3.9
	Total	**105**	**100**
Academic qualifications	OND	12	11.5
	HND	24	23.1
	B.Sc.	43	41.3
	MLIS	17	16.3
	PhD.	9	7.8
	Total	**105**	**100**
Years of work Experience	1-5 years	43	41.3
	6-10	28	26.6
	11-15	23	22.6
	16 and above	11	9.5
	Total	**105**	**100**
Unit/Division	Technical section	20	19.2
	Circulation	23	22.1
	Serials	14	13.5
	Systems/ICT	12	11.5
	UL's Office	15	14.4
	Reference	9	8.7
	Documents	7	6.7
	Theses & Dissertation	5	3.9
	Total	**105**	**100**

(Source: Field Survey, 2023)

As shown in Table 1, respondents from UDUS Library were 86(82.7%) and SSU Library was 19(17.3%). Based on gender, 58(55.8%) are Male(s) and 47(44.2%) are Female(s). Regarding age of the respondents, 31(29.8%) were between 20 to 29 years old, 34(32.7%) were between 30-

39 years old; 28(26.9%) were between 40-49 years old, 7(6.7%) were between 50-59 years old while 5(3.9%) were 60 years old and above. In term of academic qualifications, 12(11.5%) OND, 24(23.1%) HND, 43(41.3%) B.Sc., 17(16.3%) M.LIS and 9(7.8%) Ph.D. Also, 43(41.3%) have between 1-5 years' work experience, 28(26.6%) have 6-10 years' work experience, 23(22.6%) 11-15 years' work experience while 11(9.5%) have spent 16 years and above. Lastly, 20(19.2%) were in technical section, 23(22.1%) Circulation, 14(13.5%) Serials, 12(11.5%) Systems/ICT, 15(14.4%) University Librarian's Office, 9(8.7%) Reference, 7(6.7%) Documents and 5(3.9%) Theses and Dissertation.

Results in Table 1 also reveal that most of the respondents have the highest level of educational background as B.Sc. while a few (7.7%) have bagged their Ph.D. This observation implies the academic qualification most common among staff of university libraries in Sokoto is the B.Sc. degree. With regards to the years of work experience of respondents, Table 1 further revealed that majority of the respondents (41.3%) were employees who have only worked for a period of 1-5 years, this means that university library keeps recruiting new employees to the library system. In conclusion, the service unit that had the highest respondents that participated is the circulation with 23(22.1%) and the units with the lowest respondents are documents unit and thesis and dissertation unit with (10.5%). This implies that the circulation unit has more respondents in this research.

Table 2: Results on Available Human Resource Development Programmes in University Libraries in Sokoto

Table 2 presents results on available human resource development programmes for staff in university libraries in Sokoto.

NA = Not available, **PA** = Partially Available, **A** = Available, **VA** = Very Available

Available HRD Programmes	NA	PA	A	VA	Mean
1. Formal employee training (library schools, seminars, conferences, workshops, etc.)	3 (2.9%)	45 (43.3%)	29 (27.9%)	27 (26.0%)	2.77
2. Semi-formal employee training (including E-learning courses, visit to other libraries to learn new skills etc.).	13 (12.5%)	8 (7.7%)	7 (6.7%)	76 (73.1%)	3.40
3. Informal employee training (social media engagement, self-study, viewing videos, reading articles, participating in forums and chat rooms, performance support, and games).	7 (6.7%)	21 (20.2%)	47 (45.2%)	29 (27.9%)	2.94
4. On-the-job training (Orientations, Job rotation, Job instructions, Committee assignments, Internship trainings etc.).	2 (1.9%)	35 (33.7%)	38 (36.5%)	29 (27.9%)	2.90
5. Off-the-job training (Management education, Case study method, Role play etc.).	12 (11.5%)	24 (23.1%)	25 (24.0%)	43 (41.3%)	2.95
6. Mentoring and Coaching.	15 (14.4%)	22 (21.2%)	47 (45.2%)	20 (19.2%)	2.69
7. Tuition assistance.	12 (11.5%)	24 (23.1%)	34 (32.7%)	34 (32.7%)	2.87
8. Reward and Recognition programs.	2 (1.9%)	12 (11.5%)	53 (51.0%)	37 (35.6%)	3.20
9. Organizational Development.	8 (7.7%)	19 (18.3%)	43 (41.3%)	34 (32.7%)	2.99
Total grand Mean= 2.96					

N=105 (Source: Field Survey, 2023)

Table 2 show results on the available human resources development programmes in the surveyed university libraries under study. The mean value of each response reveals the level of availability of each of the questionnaire items compares to the grand total mean ($\overline{x}$= 4.36). Specifically, respondents agreed that the available programs include: Formal Training (M = 2.77), Semi Formal Training (M = 3.40), Informal Training (M = 2.94), On the Job Training (M=2.90), off the Job Training (M=2.95), Mentoring and Coaching (M=2.69), Tuition Assistance (M=2.87), Reward and Recognition Programs (M=3.20) and Organizational Development (M=2.99).

Table 2 also shows result on the available human resource development programmes in the surveyed libraries to respondents and their level of agreement with each type of human resource development programmes that are made available. The result shows that the total grand mean of

available human resource development programs is (Grand $\overline{x}$= 2.96). The result implied that the most of the respondents stated that formal employee training is partially available with 45 (43.3%) respondents. While there was a positive response of more than 73% rating for semi-formal employee training availability in the libraries in Sokoto. The respondents agreed that human resource development practices such as e-learning courses, visit to other libraries to learn new skills are available. This implies that semi-formal trainings are very available while formal trainings are partially available in academic libraries. The respondents strongly agreed that off the job trainings help their library to increase productivity with the staff. Most of the respondents agreed that informal employee training is available in their library.

However, some respondents stated the non-availability of mentoring and coaching as it had the highest rating (though still positive) for programmes not available for library staff development with 15 respondents. This result implies that mentoring and coaching programmes should be developed on for the development of library staff. Finally, the respondents agreed that there are reward and recognition practices made available in their library. This analysis thus showed that the items listed are human resource development programmes that are available in the university libraries in Sokoto.

Table 3: Results on Factors Facilitating Human Resource Development Programs in University Libraries in Sokoto State

Table 3 presents results on the factors facilitating human resource development in university libraries in Sokoto.
SD = Strongly Disagree, **D** = Disagree, **A** = Agree, **SA** = Strongly Agree

Factors Facilitating HRD	SD	D	A	SA	Mean
1. Motivation.	0 (0.0%)	15 (14.4%)	48 (46.2%)	41 (39.4%)	3.25
2. Reward and Recognition.	8 (7.7%)	17 (16.3%)	48 (46.2%)	31 (29.8%)	2.98
3. Leadership Style.	12 (11.5%)	12 (11.5%)	52 (50.0%)	28 (26.9%)	2.92
4. Career advancement.	15 (14.4%)	15 (14.4%)	51 (49.0%)	23 (22.1%)	2.79
5. Tuition Fees Assistance.	24 (23.1%)	35 (33.7%)	33 (31.7%)	12 (11.5%)	2.32
6. Study Leave.	3 (2.9%)	14 (13.5%)	49 (47.1%)	38 (36.5%)	3.17
Total Grand Mean=2.90					

N=105 (Source: Field Survey, 2023)

Table 3 show results on the factors facilitating human resources development in the university libraries in Sokoto State. The result showed that respondents agreed with motivation as a factor to facilitate human resource development with a percentage of (46.2%) while (39.4%) strongly agreed, (14.4%) disagreed with the item and 0.0% of the population strongly disagreed with the statement. The implication of this is that the respondents agree that motivation is an important tool in human resource development. The respondents agreed with a percentage of (76%) that reward and recognition is an important factor that facilitates human resource development. The respondents also agreed that leadership style is an important factor that facilitates human resource development with a percentage of (76.9%).

The level of agreement of the respondents was shown in career advancement with a percentage of 71%. A factor that has a high rate in the respondent's disagreement is tuition assistance with a percentage of 56.8%. This implies that tuition fees assistance is not a factor that facilitates human resource development by the respondents. Finally, the respondents agreed with study leave as an important tool to facilitate human resource development with a percentage of 83.5%. The respondents agreed with five factors as facilitators for human resource development in university libraries in Sokoto State.

Table 4: Results on the Impact of Human Resource Development Programmes on Library Staff Productivity in University Libraries in Sokoto State (N=105)

Table 4.4 presents results on the impact of human resource development programs on library staff productivity in university libraries in Sokoto State.
SD = Strongly Disagree, **D** = Disagree, **A** = Agree, **SA** = Strongly Agree

Impact of HRD Programmes on Staff Productivity	SD	D	A	SA	Mean
1. Improves staff productivity and efficiency.	7 (6.7%)	14 (13.5%)	58 (55.8%)	25 (24.0%)	2.97
2. Increases organizational productivity.	13 (12.5%)	6 (5.8%)	53 (51.0%)	32 (30.8%)	3.00
3. Facilitates training and work experience to fill knowledge and skill gaps.	11 (10.6%)	6 (5.8%)	48 (46.2%)	39 (37.5%)	3.11
4. Improves staff motivation to work.	25 (24.0%)	10 (9.6%)	39 (37.5%)	30 (28.8%)	2.71
5. Enable staff competence.	8 (7.7%)	17 (16.3%)	47 (45.2%)	32 (30.8%)	2.99
Total Grand Mean=2.95					

(Source: Field Survey, 2023)

Table 4 show results on the impact of human resources development programmes on productivity of library staff in university in Sokoto State. The result showed that most respondents agreed with human resource development programme as improving staff productivity and efficiency with 79.8%. Also, a good number of the respondents agreed with a percentage of 81.8% that human resource development programmes increases organizational productivity. The respondents also agreed that human resource development programmes facilitate training and work experience to fill knowledge and skill gap with a percentage of 83.7%. This implies that human resource development programmes significantly affect the productivity of library personnel through training and work experience to fill knowledge and skill gap in university libraries in Sokoto. Also, respondents agreed that human resource development programmes improve staff motivation to work with 66.3%. Finally, respondents agreed with the enabling of staff competence through human resource development programmes with 76%. This result implies that the most respondents agreed with the items listed in the influence of human resource development programmes.

Table 5: Results on the Challenges of Human Resources Development Programmes in University Libraries in Sokoto State (N=105)

Table 5 presents results on the challenges of human resource development programmes in university libraries in Sokoto State.

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Challenges of HRD Programmes	SD	D	A	SA	Mean
1. Lack of funds.	9 (8.7%)	17 (16.3%)	48 (46.2%)	30 (28.8%)	2.95
2. Inability to manage resources effectively.	10 (9.6%)	15 (14.4%)	47 (45.2%)	32 (30.8%)	2.97
3. High rate of absenteeism.	11 (10.6%)	18 (17.3%)	45 (43.3%)	30 (28.8%)	2.90
4. Lack of enthusiasm among the staff.	3 (2.9%)	19 (18.3%)	54 (51.9%)	28 (26.9%)	3.03
5. Poor Human Resource Management of the Library.	3 (2.9%)	14 (13.5%)	49 (47.1%)	38 (36.5%)	3.17
6. Resistance to new procedures and changes in the organization among employee.	6 (5.8%)	12 (11.5%)	59 (56.7%)	27 (26.0%)	3.03
7. Low morale and negative attitude towards the organization.	19 (18.3%)	19 (18.3%)	34 (32.7%)	32 (30.8%)	2.76
8. Poor work relationship among management and subordinate.	15 (14.4%)	13 (12.5%)	39 (37.5%)	37 (35.6%)	2.94
Total Grand Mean=2.96					

(Source: Field Survey, 2023)

Table 5 show the result of the challenges of human resources development programmes in the academic libraries in Sokoto. The level of agreement of the respondents was shown in lack of funds as a challenge of human resource development with a percentage of 75%. The respondents also agreed with the issue of inability to manage resource effectively as a challenge of human resource development programmes in university libraries in Sokoto State with 76%. The respondents agreed with high rate of absenteeism as a challenge encountered by human resource development programmes with a percentage of 72.1%. Other items agreed with by the respondents as challenges faced by human resource development programmes in university libraries are lack of enthusiasm among staff, poor human resource management of the library, resistance to new procedures and changes in the organization, low morale and negative attitude towards the organization and poor work relationship among management and subordinate. However, the prominent challenge revealed in this study is resistance to new procedures and changes in the library.

Conclusion and Recommendations

Human resource development is important and university librarians are expected to ensure the effective co-ordination and organization of staff members in order to aid their productivity. This study reveals that there are available human resources development programmes in university libraries in Sokoto State. It also reveals the basic factors that aid human resource development in the university libraries under study. It was also discovered that human resource development programmes have significant influence on productivity of staff in the selected university libraries because it improves both staff and organizational productivity. However, there are a lot of challenges faced by libraries in the implementation of human resource development programmes of the library staff. Despite that, this study concludes that human resources development programmes have positive impact of productivity of library staff in the selected university libraries. Based on the findings and identified gaps, the following recommendations were proffered;

1. Library management should put in place mechanisms for monitoring and enforcing human resource development policy and implementation of control measures to strengthen human resource development programme practices among library staff for optimal performance and productivity.

2. University library staff should constantly be encouraged to participate in developmental programmes organized within and outside their institutions to ensure increased productivity in their work.

3. Library staff should be updated on new procedures and changes that may have occurred for the achievement of organizational goals.

4. Equal opportunity such as funds should be provided for librarian's workshops, seminars and conferences sponsorship in order to gain more knowledge for productivity.

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