



## **Continuous Professional Development and Work Engagement of Librarians in Federal Universities in North West, Nigeria**

**Madukoma, Ezinwanyi PhD**

madukomae@babcock.edu.ng

Department of Information Resources Management,  
Babcock University, Ilishan –Remo, Ogun State

**Ali Garba**

ali0421@pg.babcock.edu.ng

Department of Information Resources Management,  
Babcock University, Ilishan –Remo, Ogun State

### **Abstract**

*This study investigated the influence of continuous professional development on work engagement of librarians in federal universities in North West, Nigeria. Survey research design was used for the study. The target population comprised 332 librarians in federal universities in North West, Nigeria. Total enumeration was used to encompass the librarians. Questionnaire was used for data collection. Out of 332 copies of the questionnaire distributed to the respondents, 305 were retrieved and found useful for the study. Data collected were analyzed using both descriptive and inferential statistics via SPSS. The results revealed that librarian's level of work engagement was high (grand mean=2.79, SD=.845), while their level of continuous professional development was low (Grand mean=2.34, SD=.899) and the findings further revealed that continuous professional development ( $R^2=.410$ ,  $\beta=.633$ ,  $F(2,302) = 104.843$ ,  $p<0.05$ ) had significant influence on work engagement of librarians. The study concluded that continuous professional development of librarians could influence their work engagement in federal universities in North West, Nigeria. The study recommended that, the management of federal universities in collaboration with the federal university libraries in North-West, Nigeria should try to maintain and continue to satisfy the job demands of librarians as well as to provide adequate job resources to sustain work engagement of librarians in their domain. They should uplift the level of continuous professional development of librarians by sponsoring them to further their education, attend seminars, workshops and conferences regularly. In addition, librarians in federal university libraries in North-West, Nigeria should actively participate in web-based CPD programmes via webinars, zoom, massive open online courses, social media platforms among others.*

**Keywords:** Work engagement, Continuous professional development, federal universities, university libraries and librarians

### **Introduction**

Universities comprise learners, scholars as well as researchers interacting and working together for the advancement of teaching - learning, research and community services. It is a warehouse of knowledge, a knowledge generation centre and a facilitator of learning. Knowledge-generation, knowledge-dissemination, teaching and learning, advancement of knowledge through community service, leadership training are the basic functions of universities. The University library is expected to assist in achieving these goals. University libraries are the types of libraries found in universities. They are repositories of wisdom of great intellectuals of the past and the present. Their materials and services are intended to support the academic programmes of the parent institutions as well as provide community services. That the library is the cornerstone of the tertiary institutions, the pivot around which all teaching evolves is



widely recognised by scholars (Kasa, Allahde & Ladipo, 2021). Therefore, it is apt to say that no university can exist without a good library since their main objectives are teaching, learning as well as research and community services. A librarian is a professionally trained individual who oversees the library or information centre, acquiring, processing, conserving and giving access to information resources of various formats both physically and virtually to the patrons. Librarians hold graduate or postgraduate certificates in library and information studies and are professionals in the field of librarianship. According to Ezema, Ugwu and Ugwuanyi (2014) librarians are professionally trained persons accountable for the upkeep of a library and its activities, comprising the processing, selection, acquisition and organisation as well as information provision, teaching, and charging and discharging services to satisfy the diverse information needs of its patrons. Additionally librarians are intermediaries between various information resources and the diverse library patrons.

The complication and enlarged rivalry in the 21st century establishments have led to an urgent need for planned work engagement in the global labour scheme (Satata, 2021). Work engagement approach is central to the incessant survival and supportable expansion of University libraries in the face of gradually viable academic environment. Highly engaged employees are essential resources of each organisation. Akinola (2020) described work engagement as a condition of cognizance in which employees regard their day-to-day work schedules to be generally significant, feeling optimistic about their job, and are involved in, dedicated and excited as well as passionate about their job. It give workers the required working capabilities to labour for the organisation with clear job characteristics for preferred organisational outcome while being engaged on the job. In recent years, the Nigerian university system has been going through a fundamental transformation, there has been an increase of demands in universities due to decrease in government financing of public universities, increase in students population, increased focus on quality research and teaching, competition and technological advancement (Ohghenekaro, 2017). Many researchers have established that, there is a correlation between continuous professional development (CPD) and work engagement (Johnson, Park & Bartlett and Singh & Shukla, 2018).

Continuing professional development (CPD) is the process of making sure that individual worker has the opportunity to stay current with developments, knowledge, skills and constantly learn and advance their potentials and professional understanding. CPD can also be defined as the action we take to sustain, update and develop the knowledge and skills essential for our professional job. As the name implies, it is an on-going obligation as long as we remain in our various professions. CPD is an obligation for each librarian to participate in it, so as to update their skills, knowledge and learn new ideas and skills for higher quality service delivery. Adamu, Udoudoh, Babalola and Yusuf (2021) stated that some of the benefits derived from continuing professional development by the information managers of which librarians are one are: job enhancement, higher performance and modernized skills and knowledge leading to the enhancement of essential competencies. CPD is very important in the working career of academic librarians; it permits a professional to perform his responsibilities effectually and proficiently.

### **Statement of the Problem**

Work engagement is one of the main priorities of personnel managers and administrators in the contemporary era because it is a good predictor of work outcomes, organisational success, profitability, efficiency, effectiveness and performance. When workers are fully engaged they are more creative, advanced and facilitate development that allows establishments to progress positively over time with innovations in services and products. Adekoya, Jimoh, Okorie and



Olajide (2019) emphasised that highly engaged workforce in organisations stimulates retaining of talents, facilitates patron trustworthiness and improves organisational performance and interested party importance. Despite its numerous advantages, observation and literature revealed that there is low level of work engagement among librarians in federal university libraries in North-West, Nigeria, (Demisse, 2019, Oladejo & Kareem 2019, & Ajibola, Mukulu & Simiyu, 2019). Gallup (2017) reported that 85% of the global workforce is not engaged and in Sub-Saharan Africa the report further reveals that only 17% of their workforce is engaged to their work. This will affect their creativity, innovations, competitive advantage, productivity and efficiency.

It appears that librarians in federal universities in North-West, Nigeria do not frequently participate in continuous professional development, which might improve upon their work engagement. However, the researcher is of the view that continuous professional development of librarians in federal universities may improve their work engagement through education and training which will allow them to learn and update new skill and knowledge. Hence, the researcher is set to find out the influence of continuous professional development and professional competencies on work engagement of librarians in federal universities in North-West, Nigeria.

### **Objective of the Study**

The overall objective of the study is to find out if continuous professional development will influence work engagement of librarians in federal universities in North-West, Nigeria, while the specific objectives of the study are as follows to:

1. determine the level of work engagement of librarians in federal universities in North-West, Nigeria.
2. find out the level of continuous professional development of librarians in federal universities in North-West, Nigeria.
3. determine the influence of continuous professional development on work engagement of librarians in federal universities in North-West, Nigeria.

### **Literature Review**

Work or job engagement means the degree to which workers devote themselves with their complete energies to work related activities. Work engagement is further described as a self-assured conduct or an optimistic state of mind at labour, which delivers to successful job-interconnected outcomes (Taha & Shinwoo, 2019). An engaged staff is the one who is physically, mentally and ardently involved and keen around his/her labour and always defends the interests and ideals of his/her organisation (Nyen & Phan, 2020). Several studies have been conducted on the level of work engagement in organizations, some, which were reviewed:

Oladejo and Kareem (2019) surveyed Job concern factors and academic staff engagement in public universities in Lagos state, Nigeria. Respondents were 250 randomly selected academic staff from two purposively selected public universities in Lagos State. A self-constructed questionnaire was used for data collection Five null-hypotheses, tested at .05 level of significance, guided the study. Data collected were analyzed via inferential statistics, specifically one Sample t-test, Pearson Product-Moment Correlation, Pearson Chi Square, and Independent t-test respectively. Findings revealed that, the level of academic staff engagement in Lagos State public universities, Nigeria, was low. The study concluded that engaged academic staff would be able to give excellent teaching, community service, and research to the community, which will translate into quality output in terms of competent graduates. It was recommended that Government and institutional administrators should ensure that the working



environment is made more conducive for scholarly works, employ more qualified staff, and avoid interpersonal discrimination among academic staff.

Influence of work engagement on job burnout among librarians in university libraries in Southern Nigeria was a study conducted by Akinola (2020). The goals of the research were to find out the level of work engagement amongst librarians working in university libraries in Southern part of Nigeria. The study used survey and the population for the study comprised of six hundred and twenty-four (624) librarians from 38 public universities in Southern Nigeria, total enumeration was used. Mean and standard deviation were used to analyse the research questions and SPSS, 22.0 version was used in analysing the hypothesis. The findings of the study revealed that, the level of work engagement among librarians studied was at very high level and also the findings further reveals that they are passionate, excited, punctual, committed and exhibited reduced turnover intention. The study has provided a standpoint that will help universities workers and other tertiary institutions to identify their level of work engagement and take preventive measures against job burnout. The study recommended that librarians in university libraries in Nigeria should be allowed to sustain high work engagement among their staff. More so, training on how to enhance work engagement should be organised by the library administration. This testifies the role of training on work engagement of librarians.

Another study in Saudi Arabia by Alif, Mahrani and Alabdullah (2019) investigated the factors and levels influencing work engagement amongst nurses in Najran Hospitals, Saudi Arabia. The study was carried out in two (2) public hospitals. The nurses in the two public hospitals in Najran Hospitals, Saudi Arabia make up the population of the survey. A convenience sampling was used to select two hundred and eighty-nine (289) staff, head nurses as sample size for the study. UWES and a self-developed questionnaire were used to determine factors influencing nurse engagement. Finding indicated that forty-nine (49) % of the nurses were engaged on average level. The study concluded that, managerial factors, leadership issues and personal traits were positively and significantly associated with work engagement. The study recommended further study on burnout and turnover intention of nurses to ensure high-quality health care system.

Continuous professional development is crucial in the survival of every establishment by preparing employees to meet the dynamic trends of knowledge economy. Many scholars conducted numerous studies on continuous professional development; some of these studies are reviewed as follows:

A survey was conducted by Iwuchukwu and Echedom (2020) on staff training and development programmes in academic libraries in Imo State, Nigeria. All academic librarians in five institutions of higher learning in the state, numbering eighty-one (81) make up the population of the study. Questionnaire was applied to collect data for the survey. Frequency count and arithmetic mean were applied in analysing the data gathered. Finding reveals that, currently available training and development programmes in academic libraries in Imo state available to a high extent; librarians request/staff need, library needs and institutional objectives, are the standards applied in selecting librarians who will participate in personnel training and development activities. Constraints to personnel a training and development activity in the academic libraries studied are lack of management policy on training and development activities and poor funding. The study concluded that academic libraries studied have improvement in the availability of staff training and development activities which pave way to remain relevant in the contemporary information society. The following recommendations are made based on the findings of this study: Government and/or management of tertiary institutions in Imo state should provide adequate resources for staff training and development



activities in academic libraries. National Library Association and Librarians' Registration Council of Nigeria should constantly inspire librarians to participate in seminars, workshops, conferences and other training programmes.

Posigha and Seimode (2015) surveyed professional development of library professionals in Nigeria. The study used questionnaire to collect data from the 246 librarians in the various libraries. The data collected were analyzed using simple count and percentage. Finding reveals that librarians in Nigeria libraries are actively engaged in professional development activities. In addition, scholars such as Anene and Idiedo (2021) discovered that librarians' participation in professional development workshops via Zoom in Nigeria during Covid 19 pandemic was low. This attitude of librarians will affect their knowledge, skills, competence as well as work engagement.

### **Methodology**

Survey research design was adopted. The survey design is chosen because it is relatively convenient and affordable, data collection is easier, sources of data are easy to use, easy to read, it can be gathered and studied as desired for research needs using questionnaire as an instrument. The population for the survey consists of librarians in federal university libraries in North-West, Nigeria. The choice of federal universities in North-West is based on the fact that federal universities have more resources, facilities, services and experienced staff. Hence, this study's population is three hundred and thirty-two (332) librarians across the entire federal university libraries in North-West, Nigeria. Total enumeration was used for the study since the size of the population is not large and it is homogeneous. Questionnaire was used for data collection. The questionnaire was titled: continuous professional development, professional competencies and work engagement. The instrument was sub-divided into 5 sections: A, B, C, D and E. Out of three hundred and thirty-two (332) copies of the questionnaires distributed to the respondents three hundred and five (305) were returned within a period of three weeks respond period. A total of 91.9% respond rate was recorded. Data collected for the study was analysed via Statistical Product and Service Solutions software (SPSS Version 25) Descriptive and inferential statistics were used to analyse the data collected.

### **Results and Discussion**

This section presents the analysis and interpretation of the responses from the questionnaire.

**Table 1: Demographic characteristics of the respondents**

<b>Characteristics</b>	<b>Names of Universities</b>	<b>Frequency</b>	<b>Percentage</b>
<b>University</b>	Ahmadu Bello University, Zaria	123	40.3
	Air Force Institute of Technology, Kaduna	16	5.2
	Bayero University, Kano	33	10.8
	Federal University, Birnin Kebbi	14	4.6
	Federal University, Dutsin-Ma, Katsina	34	11.1
	Federal University, Gusau Zamfara	18	5.9
	Federal University, Dutse, Jigawa	15	4.9
	Nigerian Defence Academy Kaduna	10	3.3
	Nigeria Police Academy Wudil	12	3.9
	Usumanu Danfodiyo University	30	9.8
<b>Gender</b>	Male	231	75.7
	Female	74	24.3
<b>Marital Status</b>	Single	37	12.1



	Married	265	86.9
	Divorced	3	1.0
<b>Age</b>	below 30 years	50	16.4
	31-40 years	121	39.7
	41-50 years	77	25.2
	51-60 years	52	17.0
	above 60 years	5	1.6
<b>Educational Qualification</b>	BSc/BA	128	42.0
	MLS/MSc	154	50.5
	PhD	23	7.5
<b>Designation</b>	Assistant Librarian	83	27.2
	Librarian II	57	18.7
	Lecturer I	56	18.4
	Senior Librarian	85	27.9
	Principal Librarian	24	7.9
<b>Years of Service</b>	Below 6	91	29.8
	6-10 years	114	37.4
	11-15 years	31	10.2
	16-20 years	26	8.5
	21-25 years	21	6.9
	26-30 years	3	1.0
	above 30 years	19	6.2

Source: Researcher's fieldwork, 2022.

The result presented in Table 4.1 reveals the demographic characteristics of the participants of the study. The result showed that the institutions represented in the study, Ahmadu Bello University is have the highest percentage of librarians' respondents (40.3%) while respondents from Nigerian Defence Academy Kaduna are had the lowest percentage of librarians' respondents (3.3%). It also showed that there were 231 (75.7%) male and 74 (24.3%) female in the study. Also, 265 (86.9%) of the respondents were married, 121 (39.7%) were 31-40 years old. While 128 (42%) of the respondents had Bachelor's Degree, 154 (50.5%) of the respondents had Master degree. On designation, the result revealed that 85 (27.9%) of the respondents were Senior Librarians, 83 (27.2%) were Assistant Librarians, while 57 (18.7%) and 56 (18.4%) were Librarian II and Librarian I respectively. Finally, the result also revealed that 114 (37.4%) of the respondents had work experience of 6-10 years, and 91 (29.8%) had served for below 6 years, this implies that majority of the librarians in this study have just begun their careers in the library profession.

**Table 2 Level of work engagement of librarians in federal universities in North-West, Nigeria.**

Level of Work Engagement	Very High Level (%)	High Level (%)	Low Level (%)	Very Low Level (%)	Mean	SD
<b>Job demands</b>					<b>2.87</b>	<b>.861</b>
<b>Quantitative demands</b>					<b>2.64</b>	<b>.905</b>
The degree which the quantity of library work assigned to you has intruded into your private life is	102(33.4)	118(38.7)	61(20)	24(7.9)	2.98	.923

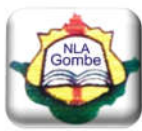


To what magnitude the quantity of library job assigned has not made you meet the job demand target	67(22)	162(53.1)	55(18)	21(6.9)	2.90	.817
Relaxation is affected by the quantity of the job carried out in the library to a	88(28.9)	61(20)	129(42.3)	27(8.9)	2.69	.986
To what extent the quantity of library work assigned has lowered your self- esteem	36(11.8)	99(32.5)	130(42.6)	40(13.1)	2.43	.864
state the extent of responsibilities assigned to you	34(11.1)	68(22.3)	129(42.3)	74(24.3)	2.20	.934
<b>Cognitive demands</b>					<b>2.88</b>	<b>.924</b>
To what grade cognitive demands of the job requires the understanding of the job expectation	102(33.4)	140(45.9)	36(11.6)	27(8.9)	3.04	.899
Describe the degree you think critically to bring solutions to office matters	87(28.5)	158(51.8)	29(9.5)	31(10.2)	2.99	.888
Rate the extent at which cognitive demands are critical to solution of office problems	80(26.2)	151(49.5)	46(15.1)	28(9.2)	2.93	.882
The cognitive demands of the job is open to new approaches to improve the job	74(24.3)	157(51.5)	36(11.8)	38(12.5)	2.88	.920
When some apparatus does not operate well in the library, rate the amount of solution offered	66(21.6)	103(33.8)	78(25.6)	58(19)	2.58	1.030
<b>Emotional demands</b>					<b>3.05</b>	<b>.743</b>
Rate the degree of your self-control when interacting with the library patrons	99(32.5)	157(51.5)	49(16.1)		3.16	.678
Describe the extent of supportive feedback given to library patrons	102(33.4)	146(47.9)	54(17.7)	3(1)	3.14	.730
What is the extent of attempt to convince	90(29.5)	156(51.1)	50(16.4)	9(3)	3.07	.757



patrons to support library system and services?						
Rate the level of politeness when dealing with colleagues and library patrons	77(25.2)	144(47.2)	79(25.9)	5(1.6)	2.96	.760
Describe the intensity of kindness and gentleness when dealing with patrons	79(25.9)	143(46.9)	73(23.9)	10(3.3)	2.95	.793
<b>Physical demands</b>					<b>2.89</b>	<b>.870</b>
The demands for standing to carry out library work is	74(24.3)	170(55.7)	48(15.7)	13(4.3)	3.00	.757
Rate the demands for sitting down to carry out library work	98(32.1)	109(35.7)	87(28.5)	11(3.6)	2.96	.867
Rate the demands for carrying books and other information resources from one location to another	89(29.2)	123(40.3)	76(24.9)	17(5.6)	2.93	.873
What is extent of demands for standing to carry out my library work	80(26.2)	114(37.4)	84(27.5)	27(8.9)	2.81	.927
Describe the extent of demands for operating computer in carrying out library job	71(23.3)	123(40.3)	79(25.9)	32(10.5)	2.76	.927
<b>Job Resources</b>					<b>2.68</b>	<b>.825</b>
<b>Physical job resources</b>					<b>2.58</b>	<b>.864</b>
Describe the availability of tools, facilities and equipment used to carryout library work	51(16.7)	131(43)	96(31.5)	27(8.9)	2.68	.856
Rate the degree of suitability of the tools, facilities and equipment used to carryout library job	40(13.1)	141(46.2)	91(29.8)	33(10.8)	2.62	.847
What is the extent of maintaining these tools, equipment and facilities	39(12.8)	141(46.2)	92(30.2)	33(10.8)	2.61	.844
To what extent is the lightening and office accommodation	27(8.9)	132(43.3)	116(38)	30(9.8)	2.51	.791
The extent of silence and ventilation in my working environment is	55(18)	93(30.5)	103(33.8)	54(17.7)	2.49	.984





<b>Cognitive resources</b>	<b>Job</b>					<b>2.80</b>	<b>.799</b>
Rate the degree of consulting manuals, handbooks and other resources for information about library work		67(22)	145(47.5)	67(22)	26(8.5)	2.83	.868
Rate the level of use of the information retrieved from manual, handbooks and other resources for library job		57(18.7)	160(52.5)	64(21)	24(7.9)	2.82	.825
Describe the amount of assistance received from colleagues in relation to library work		65(21.3)	146(47.9)	69(22.6)	25(8.2)	2.82	.859
I learn more about my job from my supervisor in office to a		38(12.5)	173(56.7)	85(27.9)	9(3)	2.79	.691
Rate the extent of navigating online to find resources for library patrons		42(13.8)	157(51.5)	91(29.8)	15(4.9)	2.74	.753
<b>Emotional Job resources</b>						<b>2.67</b>	<b>.812</b>
My degree of interaction with difficult patrons at work is		63(20.7)	154(50.5)	60(19.7)	28(9.2)	2.83	.862
Rate the degree at which library work put you in emotional upsetting conditions		52(17)	157(51.5)	83(27.2)	13(4.3)	2.81	.762
The extent of control of my emotions when dealing with my colleagues in working place is		41(13.4)	163(53.4)	67(22)	34(11.1)	2.69	.841
Describe the amount of control of emotions when dealing with library patrons		38(12.5)	118(38.7)	139(45.6)	10(3.3)	2.60	.746
To what extent do you contact co-workers when in trouble with library work		30(9.8)	112(36.7)	121(39.7)	42(13.8)	2.43	.848
<b>Grand Mean</b>						<b>2.79</b>	<b>.845</b>

Source: Researcher's fieldwork, 2022

**Decision rule: 1.5-2.0=Very low level, 2.1-2.49, low level, 2.5-3.49= high level, 3.5-4.0=very high level**



The result on the level of work engagement of the respondents as presented in table 4.2 reveals that their work engagement level is high (grand mean=2.79, SD=.845). Furthermore, level of job demand was high (mean=2.87) as well as the level of job resources (mean=2.68). Under job demands, the result revealed that quantitative demands was high (mean=2.64), also, cognitive demands (mean=2.88), emotional demands (mean=3.05), and physical demands (mean=2.89), were all high. Similarly, under job resources, level of physical job resources was high (mean=2.58). Cognitive job resources (2.80), and emotional job resources (mean=2.67) were also high.

**Table 3 level of continuous professional development of librarians in federal universities in North-West, Nigeria**

Level of Continuous Professional Development	Very high level (%)	High level (%)	Low level (%)	Very Low level (%)	Mean	SD
<b>Education</b>					<b>2.25</b>	<b>.921</b>
State the level at which your organization release you for work study	21(6.9)	132(43.3)	107(35.1)	45(14.8)	2.42	.824
The extent to which my organisation sponsored staff to further education is	30(9.8)	85(27.9)	120(39.3)	70(23)	2.25	.919
The available grants to further our education in our organisation is	26(8.5)	93(30.5)	118(38.7)	68(22.3)	2.25	.899
The extent i further my education through the distance learning system is	18(5.9)	89(29.2)	124(40.7)	74(24.3)	2.17	.863
I further my education via the online platforms to a	20(6.6)	86(28.2)	121(39.7)	78(25.6)	2.16	.882
<b>Training</b>					<b>2.43</b>	<b>.921</b>
My level of attending webinars and other online trainings is	54(17.7)	125(41)	74(24.3)	52(17)	2.59	.969
The extent i attended seminars, conferences and workshops is	29(9.5)	128(42)	106(34.8)	42(13.8)	2.47	.847
The amount of attending in-house training with external resource persons is	48(15.7)	84(27.5)	117(38.4)	56(18.4)	2.41	.962
The amount of training I receive informally from my supervisors and colleagues in office is	47(15.4)	87(28.5)	108(35.4)	63(20.7)	2.39	.981
The magnitude at which I attended on the job training programme is	28(9.2)	88(28.9)	141(46.2)	48(15.7)	2.31	.846
<b>Grand Mean</b>					<b>2.34</b>	<b>.899</b>

Source: Researcher’s field work, 2022

**Decision rule: 1.5-2.0=Very low level, 2.1-2.49, low level, 2.5-3.49= high level, 3.5-4.0=very high level**

As presented in table 4.3, the level of continuous professional development was low (Grand mean=2.34, SD=.899). This implies that the librarians may not be embarking on further studies to improve their knowledge and skills. The study also revealed that their level of education (mean=2.25) as well as their level of training (Mean=2.43) were low. Furthermore, the result revealed that on education, the respondents indicated on the average that the intensity of work



to further their education in their organizations was low (mean=2.42). In the same vein, the extent to which their organizations sponsored them to further their education was low (mean=2.25), as well as the availability of grants in their organization to further their education (mean=2.25) was also low. Similarly, on training, the respondents indicated that the extent they attend seminars, conferences, and workshops (mean=2.47) was low, as well as the amount of attending in-house training with external persons (mean=2.41). However, their magnitude of attending webinars and other online trainings was on the average (mean=2.59). The implication of these findings is that librarians studied may not possess the relevant knowledge and expertise to effectively perform their work. In addition, they may not be current and up-to-date in their profession and this will subsequently affect their level of work engagement as well as the attainment of organizational aims and objectives.

**Table 4: Influence of continuous professional development on work engagement**

Variables	B	T	Sig.	R <sup>2</sup>	F(df)	ANOVA (Sig.)
(Constant)	64.254	26.239	.000	.410	104.843 (2,302)	.000
Education	.463	7.506	.000			
Training	.224	3.628	.000			

Dependent Variable: Work Engagement

Predictor: Continuous Professional Development

DF (F Statistic) = 2, 302

T Statistic (DF) = (304) 14.242

Source: Field Survey Results (2022)

The result presented in table 4.7 revealed that continuous professional development ( $R^2=.410$ ,  $\beta=.633$ ,  $F(2,302) = 104.843$ ,  $p<0.05$ ) had significant influence on work engagement of librarians. The result further exposed that continuous professional development was responsible for 41% ( $R^2=.410$ ) of the variation in librarians work engagement, while the other 59% can be accounted for by other variables that can influence work engagement but are not included in this model. On relative contribution, the result revealed that Education ( $\beta=.463$ ,  $t=7.506$ ,  $p<0.05$ ), and training ( $\beta=.224$ ,  $t=3.628$ ,  $p<0.05$ ), were found to have significant influence on their work engagement, which implies that librarians education was responsible for 46.3% of the variation in work engagement, and training was responsible for 22.4% of the variations in work engagement as well. Hence, the null hypothesis is rejected and restated: Continuous professional development of librarians in federal universities in North-West, Nigeria will significantly influence their work engagement.

### Conclusion and Recommendations

The study investigated the influence of continuous professional development on work engagement of librarians in federal universities in North-West, Nigeria. The study established that continuous professional development is essential component for higher work engagement of librarians in federal universities in North-West, Nigeria the variable was responsible for the changes in work engagement of librarians. Despite the fact that, the level of librarians' work engagement was high, their level of continuous professional development was low, hence it needs to be improved for higher work engagement. The study therefore concluded that continuous professional development is vital components for higher work engagement of librarians in federal universities in North-West, Nigeria. The study further indicated that there is an association between the empirical, theoretical and statistical evidences among the variables studied. Based on the findings of this study it can be deduced that continuous professional development and professional competencies are the basic factors necessary for high work engagement of librarians in federal universities in North-West, Nigeria which can



also lead to performance, creativity and innovations, competitive advantage, productivity and efficiency in organizations.

In line with the findings of this study, the following recommendations were made:

1. The management of federal universities in collaboration with the federal university libraries in North-West, Nigeria should try to maintain and continue to satisfy the job demands of librarians as well as to provide adequate job resources so as to sustain work engagement of librarians in their domain.
2. The management of federal universities in conjunction with the federal university libraries in North-West, Nigeria should uplift the level of continuous professional development of librarians in federal universities in North-West, Nigeria by sponsoring them to further their education, attend seminars, workshops and conferences regularly. In addition, librarians in federal university libraries in North-West, Nigeria should try to actively participate in web-based CPD programmes via webinars, zoom, massive open online courses, social media platforms among others.
3. The Nigerian Library Association (NLA) and the Librarian Registration Council of Nigeria should try to organise, enlighten and encourage librarians in federal university libraries in North-West, Nigeria to attend CPD programmes particularly online CPD so as to upgrade the level of their CPD as well as the status of work engagement in federal university libraries in North-West, Nigeria.
4. The federal ministry of education, Nigeria University commission and other non-governmental agencies should provide more funds to federal university libraries for the improvement of the library system, services as well as for training and development of librarians.

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