

Human Resource Management as a Correlate of Job Performance of Academic Librarians in Tertiary Institutions in Rivers State

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Article History	Abstract
Original Research Article	<i>The paper examined human resources management and job performance of Academic Librarians in Tertiary Institutions in Rivers State. It adopted the qualitative approach in which academic materials were sought from the journals, internet, books and physical interactions. It based its discussion on three dimensions of human resources management including manpower planning, professional ethics and pedagogy skills of library academics which indicates a sine-qaanon to employee job performance in tertiary institutions in Rivers State. The paper adopted Knowledge Resource Strategy theory by Grant which philosophy aligns with the knowledge generation and transmission of the paper. It concluded that human resource management remains a veritable means of ensuring library academics perform in their roles through the effective implementation of manpower planning, pedagogy skills and professional ethics. The paper hinged that management has the responsibility of planning library academics in order to ensure effective job performance in their jobs. It is summed that any half-way planned library academics would breed poor outcome. The paper suggested that there is need for management to engage in intermittent training and retraining of library academics in contemporary pedagogy skills, library academics should imbibe professional ethics in their teaching, attitude and conducts and that Management should ensure adequate and prompt manpower planning of library academics to encourage continuous job performance of library academics in tertiary institutions in Rivers State.</i> Keywords: Library Academics, Job performance, Tertiary Institutions, Ethics, Pedagogy, Manpower-planning, Human Resource Management.
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Introduction

Library academics involves expert professionals who teach Library Science in tertiary institutions. Most tertiary institutions in Rivers State have Library departments either as a servicing academic department or as a full-fledged academic unit. The need to ensure human resources management of these academics is the fulcrum of this paper. Rivers State has full academic Library departments at both Diploma and Degree levels at its tertiary institutions including Captain Elechi Amadi Polytechnic, Rumuola, Rivers State University and as service units at the Ken Saro Wiwa Polytechnic, Bori.

The paper refers to Tertiary institutions in Rivers State as educational tertiary institutions that are run or managed by

Rivers State Government. Employee job performance refers to the ability of Management to provide library academics the required human resources platform to deliver in line with expected standards. It is expected that any library student who has passed through a well-groomed library academic should practice within educational and societal expectations. The job performance of library lecturers is therefore measured within the skill of the library academic to interpret the library curriculum and impact adequate or complete knowledge or attitude to library students. The remote assessment of Employee job performance of library academics may be the quality of graduates and professional and societal impact of the

would-be library graduate forms a baseline measure or target of any library academic (Okorie, 2021).

Human Resources management of Library academics, according Adiele (2021) includes pedagogy skills, ethical standards and manpower planning and this article adopts this position as its guide and dimensions. Pedagogy incorporates teaching techniques which the Library academic should imbibe to be able to transmit expect knowledge to learners. Ethical standards are the professional benchmarks, the dos and don'ts associated with the profession itself. Akpan, (2011) argues that library ethics are basic to the fundamentals of standard expectations transmittable to learners. It seems an eloquent public opinion that ethical standard and enculturation to Library students has become very important in Rivers State, in particular and Nigeria in general owing to the suspicious aspersions around judicial officers. There is need for strong ethical background for would-be judicial officers.

Manpower planning is a very crucial aspect of human resources management. Ebong (2011) illustrates that human resource planning implies the workforce that is required in terms of number, right people that would cover expected attitude to job, competence and knowledge

wherewithal within a specified period. Library academics or academics are expected to be planned in line with Ebong position so that library academics do not run into shortage or incompetent staff hired to teach in areas that are not familiar to them.

Manpower planning according to Nwifo (2019) is moderated by Management. It is the Management of any institution that ensures staff and in this case, Library Academics are properly planned. It is the planning of library academics that would determine the level or pedigree of the products from such institutions. Lau Tzu in one of rhetoric emphasized that *when the academic is ready, the student would appear*. Manpower planning therefore borrows that academics under any category has to be prepared before teaching takes place. There have been several articles on manpower planning. For instance, Adiele (2021) did a paper on manpower planning and Employee job performance of education officers in Rivers State. Ojo (2023) equally carried out a study on the Human Resources approach to improving teaching in Nigeria. However, there has not been any paper on human resources planning of library academics in Rivers State. The present paper seeks to close this gap and to set the pace for further academic engagement.

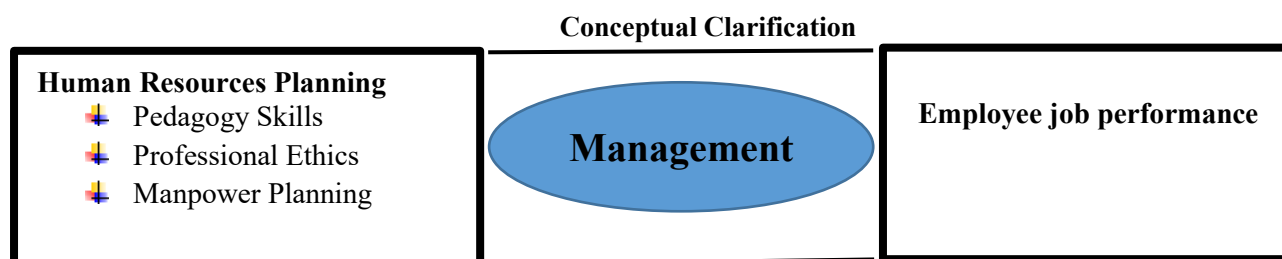


Fig. 1: Researchers' Guide, 2026

Literature Review

Theoretical Foundation

The theoretical background to the research is a concept of Knowledge-Based View (KBV) of the firm advocated by Grant (1996), as noted in the article by Adiele (2021). From this point of view, special attention should be paid to knowledge creation, transfer, implementation, and integration processes. It is argued that the theoretical basis of knowledge resources and competencies is particularly important in modern studies related to teaching and practice in libraries. The information obtained through these processes can be classified as a specific type of organizational knowledge and thus acquire the status of a "firm-specific" resource. In this vein, the KBV theory posits that such knowledge will be difficult to imitate and will provide the company with sustainable competitive advantages based on superior understanding and application of social complexity in business processes

(Felin & Hesterly, 2007). It should be noted, however, that the presence of knowledge peculiar to a firm does not guarantee its ability to innovate and secure long-term competitive advantages. While such advantages as knowledge uniqueness may be imitated, the skills and areas of experience of individual employees, as well as their competencies and accumulated professional knowledge, are much more difficult to imitate (Spender, 1996).

Human Resources Management

Generally, human resource planning can be defined as a process of systematically making decisions on human resource practices in order to ensure that goals and objectives of the organization are met (Adesina as cited in Azunwena & Uchenna, 2011). It includes forecasting the human resource needs and making the right plans to ensure human resources and their skills are able to be matched with the needs of the organization.

In the Library and Educational Environment, HRM can help academic library staff to define the goals they want to achieve, decide on the methods to be used to attain the goals, and decide on when the expected results should be achieved. Consequently, HRM involves the determination of training and educational requirements of the employees of the library, strategic planning of training directions and relevant plans, and the consideration of the effectiveness in implementing them. This view is in line with the UNESCO (2004) guidelines which state that although a holistic educational plan is an important step for achieving success, it is also important that it is implemented effectively. Hence, library training and development programmes must be planned, implemented and regularly assessed in the planning process to facilitate the realization of the library education goals at various levels.

Manpower Planning and Employee job performance

Manpower planning is primarily concerned with ensuring that a library department has adequate and appropriately qualified personnel on a continuous basis. Nweke (2026) explains that it entails assessing the level and distribution of skills in the organization as well as identifying present and anticipated staffing gaps due to retirements, terminations, transfers, promotions, illnesses, leaves of absence, and other factors. It also involves considering increases and decreases in the activities of the department and the resultant changes in staffing needs. Management and staff could then develop strategies for addressing the gaps, which include reorganizing existing staff, reducing or increasing the workforce, training and developing the skills of existing staff, advertising vacant positions, and recruiting qualified applicants to fill vacant positions in the library department (Ezeugwa, 2016).

Manpower planning, is a factor of employee job performance, is a part of general organizational planning. Employee job performance depends on the personnel planning. Okorie (2018) argues that if a staff is not properly planned in terms of attitude, qualification and competence, the employee job performance of such staff has been ab initio preempted and would not yield to organizational productivity. There is therefore need to ensure library academics are adequately planned in order to allow for effective Employee job performance of library academics.

It is important to note that the role of Manpower planning in the performance of an organization can be strengthened by ensuring that manpower needs of an organization are matched with overall activities and direction of an institution (Nwaka, 2020). This involves long-term projections of workforce needs and optimising the return from investments in human resources by effective use of existing staff. Manpower planning, thus, involves ongoing decision-making and the formulation of programmes to

forecast and respond to staffing needs based on institutional objectives and goals. In the library environment, good manpower planning can help in developing the vital skill, required competencies and professional attitudes of the library graduates and staff members, which can improve job performance. It also enables personal education, training and professional development to be aligned to the specific needs of occupational, professional, technical and administrative roles.

Professional Ethics

Teaching within a society characterized by continuous social, technological, and informational change has become increasingly demanding. Contemporary educators operate in an environment where social structures are evolving, knowledge is expanding rapidly, and technological innovations are continually transforming educational practices. Consequently, lifelong learning has become an essential requirement for adapting to changing circumstances rather than merely an educational aspiration. Changes in learning are naturally accompanied by corresponding changes in teaching. Traditionally, library academics have occupied an important position in society because they acquire, organize, and transmit knowledge and skills in ways that promote justice and social freedom (Nwufo, 2019). Professional ethics in the library and teaching profession refers to the performance of professional responsibilities in accordance with established standards, principles, conventions, and codes of conduct (Omebe, 2010). Library academics are therefore expected to demonstrate ethical behaviour in their professional activities and to instil these values in their learners.

Ogbonnaya (2015) describes ethics as a collection of moral standards derived from values that are commonly recognized and accepted by members of a society. Ethics provides guidance for distinguishing right from wrong and assists individuals in determining appropriate ways of conducting themselves. Morality, on the other hand, relates to generally accepted standards, customs, and principles concerning proper conduct and responsible living within a society, including the manner in which individuals apply such principles in their personal behaviour. Understanding the relationship among ethics, morality, and virtue is therefore important for appreciating responsible professional and social conduct. These concepts emphasize values such as integrity, respect for human dignity, responsible behaviour, honesty, and commitment to the welfare of others.

"Our moral sense dictates a clearcut preference for these societies which share with us an abiding respect for individual human rights" (Jimmy Carter). "Ours is a world of nuclear giants and ethical infants" (Omar N. Bradley).

"The life of the nation is secure only while the nation is honest, truthful, and virtuous" (Frederick Douglass)".

This paper is of the opinion that library academics are expected to be carriers of professional ethics. Both in knowledge, conduct and attitude to be able to transfer same to potential library officers.

Pedagogy Skills

Typical methods of teaching library studies usually combine theory, research, and application, but these may not meet the evolving needs of the library studies discipline. Hence, there is a need to integrate modern learning styles, which are suitable for the learning subject and can facilitate the learning process. Library academics should carefully design instructional approaches that are both effective and efficient in meeting pre-determined learning goals, while providing context-specific teaching during the programme, and following best practices in selecting and using instructional approaches. Therefore, the theme of this discussion is innovative ways of teaching library studies, along with suitable practice and technique in teaching it effectively. According to Nwugo (2019), the use of new teaching models like collaborative learning, clinical teaching methods, and field-action learning projects in modern libraries should be integrated along with suitable assessment models that are able to evaluate the quality and effectiveness of such teaching models. Instructional technologies such as ICT and flipped-classroom can be used to further improve modern library teaching.

The organization, management, content and modes of delivery in higher education, and especially library education, are changing continuously. The study of the library, therefore, has become more complex, and demands an approach that is multidimensional with adequate subject knowledge. Recognizing and analysing the connections between course content and how this content is conveyed is important. The creation of pedagogical strategies specifically tailored for library education is not an easy task, since a faculty of educators has to always question the best way to present a specific topic in order to reach the desired learning goals. It is important to recognize that this situation demonstrates the need for pedagogies that are specific to the subject that can make a meaningful link between what to teach and how to teach it.

It is sometimes claimed that the effectiveness of an academic is mostly impacted by the instructional approach used but Ogbonnaya (2015) stated that strong interpersonal relationship between the academic and the students is one of the most effective factors of teaching. The process of teaching and learning is inherently one that involves the communication, engagement and co-construction of understanding, concepts and factual information between

academics and students. Communication can therefore be clearer and students' understanding of what is being taught can be enhanced through effective interaction. The academics should also be aware of difference between research methods adopted in library research and pedagogical methods in the instruction of library related courses, although they may be related to the same body of knowledge, they are used for different purposes.

Okeke (2022) also notes the need for academics to be well informed and knowledgeable about research methodologies and their uses to enable them to identify, organize, evaluate and analyse relevant information to effectively communicate it to their students in the classroom. An academic should relate to each course on an all-encompassing and holistic basis in order to enable a student to maximize the benefit from the lecturer's knowledge and professional skills. In the meantime, good teaching has strong connection with the way students learn, so good teaching methods should be designed by taking into account students' learning styles, studying habits and other factors. Library education is therefore responsible for encouraging the use of different approaches and strategies in teaching, which would foster critical thinking, understanding of divergent viewpoints and logical argumentation (Nwaka, 2010). All these factors highlight the importance of alternative and innovative methods to deliver library courses in today's learning context.

Conclusion

The paper examined human resources management of library academics and employee job performance in tertiary institutions in Rivers State. The study therefore concludes that human resource management remains a veritable means of ensuring library academics perform in their roles through the effective implementation of manpower planning, pedagogy skills and professional ethics. The paper hinged that management has the responsibility of planning library academics in order to ensure effective employee job performance in their jobs. It summed that any half-way planned library academics would breed poor outcome. Poor outcome meaning poor performing library graduates in the society.

Suggestions/way forward

Based on the analyzed texts, the paper suggests that:

1. There is need for management to engage in intermittent training and retraining of library academics in contemporary pedagogy skills
2. Library academics should imbibe professional ethics in their teaching, attitude and conducts
3. Management should ensure adequate and prompt manpower planning of library academics to encourage continuous Employee job performance

of library academics in tertiary institutions in Rivers State.

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