**ASSESSMENT OF IN-SERVICE CAPACITY BUILDING ON LIBRARY PROFESSIONALS’ JOB PERFORMANCE: A CASE OF DODOMA REGION, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF LIBRARY AND INFORMATION MANAGEMENT**

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# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled, **“Assessment of in-Service Capacity Building on Library Professionals’ Job Performance: A Case of Dodoma Region, Tanzania,** in partial fulfilment of the requirements for the Degree of Master of Library and Information Management.

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………………………………..

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I, **Angel D Kidela,** do hereby declare that, this dissertation is myoriginal work,It has not been presented to any other University or Institution for a similar or any other award. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Library and Information Management

..............................................

Signature

…………………………….

Date

# DEDICATION

This dissertation is dedicated to my late parents Sophia Kapalata and Simon Kidela whom I wish were here to see and share my achievements, may their souls continue to rest in peace, Amen.

# ACKNOWLEDGMENTS

I would like to extend my sincere gratitude to all the people who assisted me while writing this dissertation.

First and foremost, I would like to thank my Almighty God for granting me good health and the ability to conduct this study.

Secondly to my employer The Open university of Tanzania for the opportunity to further my education.

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May my Almighty God bless you abundantly.

**ABSTRACT**

This study assessed the impact of in-service capacity building on the job performance of library professionals’, focusing Dodoma Region in Tanzania as a case study. The research was guided with the following objectives: in-service capacity-building training, the effect of in-service capacity-building policy and the effect of in-service capacity-building curricula. A mixed-research design approach was adopted to collect quantitative and qualitative data using interviews and closed ended questionnaires. Findings of the study showed that in-service capacity-building training significantly improved library professionals' job performance; highlighting the value of structured training programmes. The study recommends that HLI management should implement tailored in-service capacity-building curricula, policies, and training programmes to improve job performance.

***Keywords:*** *In-service capacity building, Job performance, library professionals, Higher learning Institutions, Dodoma region-Tanzania*.

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# LIST OF ABBREVIATIONS

CBE College of Business Education

HLI Higher Learning Institution

KMO Kaiser-Meyer-Olkin

LGTI Local Government Training Institute

OUT Open University of Tanzania

SJUT Saint John’s University of Tanzania

UDOM The University of Dodoma

# CHAPTER ONE

# BACKGROUND TO THE STUDY

* 1. **Introduction**

This chapter presents the background of the problem, a statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, the scope of the study as well as the chapter summary.

* 1. **The Background Information**

This research is on in-service capacity building for library professionals in public libraries in Tanzania. The research involved libraries of Higher Learning Institutions (HLI) in Dodoma namely:The University of Dodoma (UDOM), College of Business Education (CBE), Local Government Institute Training (LGIT), St. John’s University of Tanzania (SJUT), and Institute of Rural Development and Planning (IRDP)for an organization to be effective and able to deliver its intended outcomes, its workforce needs to be skilled, competent and confident (Appleton,2018). In addition, the nature of libraries, across all sectors, means that they are subject to continual change, especially in today’s digital information environment(Apleton,2018). Appleton (2018) argued further that the political and economic environments in which libraries operate mean the need to be flexible, agile, and continually evolving. As a result, for a library to embrace change, its workforce must continually develop its professional and technical skills. It could be argued that the ability of a library to sustain itself through strategically aligning itself with its parent institution is reason enough to bother with training and development (Appleton,2018). Moreover, capacity building for librarians is crucial in ensuring they can effectively meet the evolving needs of their users, adapt to technological advancements (Appleton, 2018), enhance librarians' ability to provide high-quality services (Saleh &Lasisi, 2011), and enable librarians to better assist researchers, students, and faculty (Ocholla&Bothma, 2007). Furthermore, it instills leadership and adaptability skills to ever-changing user demand (ACRL. 2018; Tenopir& King, 2007).

In-service training is concerned with activities that focus on improving the job knowledge, performance, and productivity of the library staff. It entails education, training, and re-training of staff to acquire job knowledge, skills, and abilities, increase efficiency, and improve competencies of librarians on the job to contribute to the achievement of the organizational goals (Nwuke&Nwanguma, 2024). According to United Nations Building Programme (2009) is described as the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their building objectives over time. Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. An essential ingredient in capacity-building is transformation that is generated and sustained over time from within; transformation of this kind goes beyond performing tasks to changing mindsets and attitudes. Primarily capacity building is aimed at achieving individual development, career progress, and effective service delivery, that is, achievement of organizational goals and organizational development. In-service training is concerned with activities that focus on improving the job knowledge, performance, and productivity of the library staff. It entails education, training, and re-training of staff to acquire job knowledge, skills, and abilities, increase efficiency, and improve competencies of librarians on the job to contribute to the achievement of the organizational goals.

Hanachor and Needom (2014) submitted that the development of a country is determined by the development of the citizens through education. A country that progresses educationally would influence the progress of its libraries and the information services provided. The capacities of staff are viewed as the means through which any organization delivers its services to patrons. It is, therefore, very important that capacity building be given utmost consideration both by staff as well as the organization, especially in tertiary-level institutions. Generally, it can view that the need for capacity building becomes imperative in academic libraries because their main focus is to provide the information resources needed by faculty and students to support the teaching, learning, and research purposes of the institution (Adu,2016). In such a situation, it makes librarians have an important role to play in supporting research, training, and developing the knowledge economies of nations. As discussed earlier the field of library and information science is subjected to changes due to the development of technologies. Therefore, such technological developmental change has led to the changing roles of librarians and the acquisition of new skills and knowledge is necessary.

According to Mohammed and Aliu (2012), capacity building is any action carried out to stimulate the creativity of the worker leading to equipping the employee with new work skills and increased productivity. In line with the provided definition (Mustapha, et al,2020) alluded that it is obvious that capacity building is intended to achieve developmental objectives for organizations to succeed. In the same vein, libraries across the globe are exploring viable means of developing their capacity to enhance their competitiveness, efficiency, and customer satisfaction (Mustafa *et al.*, 2020). Bhattacharjee and Bhattacharjee (2014) postulated that in the broad sense, capacity building in libraries is concerned with library and information science professional development, library development, and institutional and legal framework development. Ike-Ngozi (2023) statedfurther that library capacity building involves activities that strengthen the knowledge, abilities, and behavior of library staff and users; and improve institutional structures and processes such that the library can effectively and efficiently meet its mission and goals in a sustained way.

It is worth noting that in every organization including libraries capacity building is important to equip staff with newemerging skills and knowledge to cope with changes brought by new technologies. The survival of any organization depends much on its skilled human resources thus, the acquisition of new skills, competencies, and knowledge is paramount important for the survival of any organization and profession like librarianship.Oguche,et al(2017) argued that for library information professionals to function effectively, especially in the digital era, they must build their capacities, develop their skills, and also leverage opportunities to enhance their competencies. Mohammed (2003), on the one hand, has a view thatpersonnelin the 21-century organizations and establishments, to which libraries and informationcenters belong, need more education, training, knowledge, skills, ideas, experiences, information, and enlightenment now more than ever before to cope with the challenges of the time. Statedfurther that the personnel, who continue to improve in their knowledge, experience, education, information ideas, and skills acquisition as well as grow positively in their productivity in their work place. Ultimately, makes better employees with stronger feelings of self-satisfaction and fulfillment about their work and assurance of ensuring the achievement of the objectives, goals, and mission of their employers and themselvesare achieved.

Library in-house capacity building is training thatisprepared and offered within the library to capacitate staff and users on emerging issues or training thatis geared towards enriching them with new skills, knowledge, and abilities in improving their skills. Elaturoti(2012) maintains that training of library staff could take the form of seminars conferences, workshops, and formal institution-based courses which could be on-the-jobtraining in-house.

The foregoing discussion on library capacity building shows that it becomes importantin libraries because they are geared towards providingskills needed in the provision of improved services. As such, this could be easily acquired in an environment where information professionals can develop their capacities adequately, able to provide the required services to the satisfaction of their patrons which could lead toimprovement of service quality and customer satisfaction. Capacity building is the only way professionals and supporting staff of academic libraries can possess the abilities, skills, understandings, attitudes, values, relationships, behaviors, motivations, resources, and conditions that empower individuals and organizations to achieve their set goals (Nanfosso, 2011).Such training complements the theoretical part acquired while in colleges/universities. Thus, to cope with the ever-changing library and information science profession, the library and information science professionals in HLIs in Tanzania are required to build their capacity and be competent. However, despite the importance attached to in-service capacity building to library professionals inHLIs libraries, it is not known the extent to which they are engaged with.

## 1.3 Statement of the Problem

The rapid technological and innovative changes in the field of library and information science have significantly transformed how information is delivered and accessed by clients (Jatto, 2018; Appleton, 2018). These advancements underscore the need for internal capacity-building initiatives to ensure that library staff can improve the quality, efficiency, and speed of their services.

However, there is a gap in understanding whether libraries within Higher Learning Institutions (HLIs) in Dodoma have implemented in-service capacity-building programs to help their staff adapt to global trends in service delivery. This research aims to fill this gap by evaluating the role of in-service capacity building in enhancing job performance among library professionals in Dodoma’s HLI libraries.

**1.4 Research Objectives**

The study was guided bythe general and specific objectives of the study as provided below: -

**1.4.1 General Objective**

The general objective of this study was to assessthe in-service capacity building on library professionals’ job performance focusing on Dodoma Region as a case study.

### **1.4.2 Specific Objectives**

1. Investigate the effect of in-service capacity-building trainingon library professionals’ job performance in Dodoma, Tanzania;
2. Examine theeffect of in-service capacity-building policy on library professionals’ job performance in Dodoma, Tanzania; and
3. Evaluate the effect of in-service capacity-building curricula on library professionals’ job performance in Dodoma, Tanzania.
4. 1. **Research Questions**
5. What is the effect of in-service capacity-building training on library professionals’ job performance in Dodoma, Tanzania?
6. To what extent does in-service capacity-building policy impact the library professionals’ job performance in Dodoma, Tanzania?
7. How does the in-service capacity-building curriculum impact library professionals’ job performance in Dodoma, Tanzania?

## Significance of the Study

This study was significance in a number of ways.The investigation was viewed beneficial to librarians, students researchers, university administration, government and policymakers. The information provided would allow them to effectively and efficiently perform their duties through allowing them to utilize the acquired skills to satisfy their patrons information needs.. On the part of librarians, this study provided a number of areas that would necessitate professional knowledge and competencies in order to meet the requirements of the twenty-first century library environment. On the part of Librarians it will help them to identify the gaps with regards to skills that are needed for improvement of effective performance in their libraries.Therefore,the study would identify gaps on the possessed skills by librarians and provide a room to acquire new skills which matches with new developments in the field.

Also, the issue of curriculum for Library and information schools needs to be reviewed and keep abreast with reforms their curriculum in order to train competent librarians whether traditional or digital. Researchers would benefit greatly from this study because it would serve as a spring board for future research in this discipline. This study would provide useful insights to a researcher in terms of literature review and methodology used .For administrators this research would be useful to library administrators and managers because it would help them develop policies on staff training, particularly in relation to the acquisition of new competencies, and perform their work better .

Lastly.the research would support the university management in having librarians in all areas with a broader range of abilities to use in current information and communication technologies that would be used to develop and aid in the provision of relevant sources to the entire university community. The study would benefit the Gvernment and policymakers by assisting library staff in effectively contributing to the fulfillment of the library's mandate and objectives through the development of their skills and knowledge and to unfold the effects of in-service training development of library professionals on their job performance in the Dodoma region focusing HLI. This study was worth pursuing because once an employee is trained, is likely to gain opportunity to enhance performance especially in this ICT era where the field is inclined to digital revolution. Thus, librarians needs to reposition in acquiring newskills throughin-service training to cope with the requrements of digital world which in return has a direct impact on achieving the organizational objectives. This study will help library managers to make an informed decision to formulate and implement policies and practices that will boost or improve librarian’s work attitude, reduces job stress of any form and thereby improve their overall job performance.

**1.7 Scope of the Study**

This study focused on job motivation and job performance of library personnel in HLI in Dodoma. The components of job performancestudied were librarians and management team members inHLIs libraries who were selected because of their professionalism required in providing library services to university communities. Also, all the library personnel such as librarians, library officers, and library assistants are considered in this study because they are all important in achieving the overall objectives of the library.

**1.8 Limitation of the Study**

The study faces the following limitations. The first limitation faced during data collection was the lengthy time used to gain access to expertise well as well the authorization of research clearance letters from the respective libraries. Besides that, students who are pursuing their studies through open and distance learning they are not priveledged to have study leave as well tuition from the loans board,They are treated as part time students To address some of these constraints, the researcher asked foe banl loans and re-schedule my time table to save reading and learning for learning.

**1.9 Delimitation of the Study**

The research was limited to fiveHLI libraries inDodoma. This was due to the fact that Dodoma had reasonable few academic libraries. Similarly, Dodoma had only one private university with a library andfour public academic libraries. However, the study only looked at-libraries ofThe University of Dodoma, ST. John’s University of Tanzania, Institute of Rural Development Planning, College of Business Education and Local Government Training Institute and made up of five HLIs libraries The researcher limited this investigation to five-libraries for this study. The justification for choosing these libraries was the availability of qualified librarians and had been in operation for many years. It is expected that the findings of this study are likely to be replicated because all of them fall under the TCU where issues related to libraries are accredited

## 1.10 Structure of the Study

The study is organized into three chapters. Each chapter carries issues connecting parts of the study. Chapter one provides an introductory part about the study problem covering background information, statement of the problem, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, and structure of the study. Chapter two introducesa literature review in which theoretical and empirical literature reviews are reviewed followed by identification of research gap and conceptual framework establishment. Chapter three provides the research methodology which gives the explanations on how the study will be conducted.

# CHAPTER TWO

# LITERATURE REVIEW

* 1. **Introduction**

This study builds on previous studieson theassessment of in-service capacity building on library professionals’ job performance.The impact of in-service capacity-building policy, capacity-building curricula, and capacity-building training, in public libraries across the world, particularly in the following areas: effects of training and development on job performanceincrease job satisfaction to in-service capacity-building as well as alignment with organizational goals.

* 1. **Definitions of Key Concepts and Theory**
     1. **Library**

A "library" is broadly defined as an organized collection of resources and services that facilitate access to information, learning, and community engagement. Libraries house both physical and digital resources, including books, periodicals, multimedia, and access to databases, curated to support research, education, and personal development (American Library Association, 2023; IFLA, 2023). A library is an assortment of sources, assets, and administrations, and the construction wherein it is housed; is coordinated for use and kept up by a public body, an establishment, or a private individual (Ternenge and Agipu, 2019). In this study a library is defined as an assortment of sources, assets, and administrations, and the construction wherein it is housed; is coordinated for use and kept up by a public body, an establishment, or a private individual.

* + 1. **In-service Training**

[In-service training](https://www.lawinsider.com/dictionary/in-service-training) means the formal and/or informal work-related learning activities undertaken by an employee through opportunities provided by the employing agency, which contribute to an employee’s professional development and efficiency. For this study, in-service training is defined as a workshop for employed professionals, paraprofessionals, and other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient, and competent rendering of service in various fields and to diverse groups of people (Garnar and Tonyan, 2021). The researcher considers the in-service training as a structured form of professional development designed to enhance the knowledge, skills, and competencies of employees while they are actively working within an organization.

* + 1. **Concept of Capacity Building**

Capacity building is a method used by organizations including libraries to manipulate and increase the ability and performance of staff (Jiagbogu, 2024). It is interrelated with “training” and “development”, most often; it is referred to as 'staff training', 'human resource development', 'personnel or manpower development respectively. In this study, the Capacity building refers to the provision of abilities, skills, knowledge, attitudes, values, relationships, behaviors, motivations, resources, and conditions that empower individuals, organizations, networks, sectors, and wider social systems to perform functions effectively and accomplish their developmental goals over time.

* + 1. **Library Professionals**

[Library professionals](https://www.igi-global.com/dictionary/library-professionals/69091) are the people who have studied how to offer services to library users to meet their information needs (Muhammad *et al*., 2017). They can be librarians, archivists, or records managers. The study considered the library Professional as a person with a profession or practitioner, who undertakes and undergoes specialized training and studies to practice their librarian skills in the service of society concerning training and studying.

### **Job Performance**

Job performance is attained when an employee achieves organizational goals in a highly effective and efficient manner. This goal is closely aligned with achieving the overall goals of the organization (Teran-Bustamante*et al*., 2021). Job performance is the aspect of management that explains how the staff achieves the organization job goals efficiently and effectively (Igbokwe, 2023). The major scope of staff accomplishment (Ekeruche and Echedom, 2023). Training effectiveness refers to the benefit that organizations and trainees receive from training.

The major scope of staff performance in the workplace includes job productivity, job quality and job accomplishment (Ubogu, 2021). However, there are factors within and outside the organization that affect the performance of the employees (Jiagbogu, 2024)). Nevertheless, the researcher confined to the definition of provided throughout this study.which perceive that job performance is the aspect of management that explains how the staff achieves the organization job goals efficiently and effectively

## 2.3 Theoretical Literature Review

Human capital theory posits that individuals can enhance their productivity and efficiency through investments in education and training. Initially formulated by Becker (1962) and Rosen (1976), the theory argues that workers possess a unique set of skills and abilities that can be developed to improve both their productivity and potential earnings. In essence, the theory views education and training as investments in human resources, where initial costs are justified by the anticipated future benefits, such as increased productivity and improved organizational performance (Jolaade and Adelani, 2020). For organizations, investing in human capital through education and training can enhance employee knowledge, skills, talents, and competencies, ultimately driving higher productivity, profitability, and competitiveness.

According to Schultz and Theodore (1961), human capital comprises three key components: early ability (whether inherent or acquired), knowledge and qualifications obtained through formal education, and practical skills and expertise gained from on-the-job training. Human capital investments thus involve upfront costs such as training fees, foregone earnings, and temporary reductions in productivity that individuals expect to offset through future gains, including higher earnings or enhanced productivity. This theory is directly relevant to the current study, as it underscores the importance of capacity building for library staff in the Dodoma region. Investing in in-service training is anticipated to enhance librarians’ job performance by equipping them with the skills, competencies, and knowledge needed to adapt to technological advancements and evolving professional demands. This aligns with the study’s objective of evaluating how in-service capacity building impacts the job performance of library professionals in Dodoma, as increased skills and adaptability are expected to drive better service delivery and overall organizational outcomes.

* 1. **Empirical Literature Review**

An empirical literature reviewis the part of the research process that deals with the analysis of previous empirical studies to provide an answer to a specific research topic (Jamoghaet al. 2021). This aspect enlightens the topic of what is known to date and what is still not understood. Thus, it provides crucial information rather than depending on information from theories or beliefs, empirical research relies on observations and measurements to arrive at conclusions (Ahmad et al., 2019). The rationale for incorporating empirical literature in this study because it analyses research to determine its strengths and weaknesses to ensure that all published research works are reliable or scientifically sound by providing sound justification of the study (Ambreen*et al*.,2018). Moreover, a well-conceptualized and executed review provides a summary of the research that has already been done on a specific topic and identifies questions that remain to be answered, thus illustrating the current research project’s potential contribution to the field and the reasoning behind the methodological approach selected for the study (Olsson*et al*., 2022). The discussion of empirical kinds of literature was done based on the specific objectives as follows:

* + 1. **The effect** **of In-Service Capacity-Building Training on Library Professionals’ Job Performance**

According to the United Nations (2009), in service capacity building refers to training that develops and strengthens skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. For a University library to be successful in performing its expected roles, it does not depend only on its information resources, facilities, and training but also on the quality of its staff as manifested in their job performance (Nwuke&Nwanguma, 2024). In-service training is concerned with activities that focus on improving the job knowledge, performance, and productivity of the library staff. It entails education, training, and re-training of staff to acquire job knowledge, skills, and abilities, increase efficiency, and improve the competencies of librarians on the job to contribute to the achievement of the organizational goals. In the words of Saha and Chand (2017), in-service training is described as a process of raising productive potentialities of human resources in terms of knowledge, skills, and capabilities through appropriate mechanisms. Such mechanisms include education and training, counseling, career planning, performance or self-appraisals, awards or rewards. Oyovwe-Tinuoye and Ogbomo (2022).

Amaefule (2019) on the one hand hasdescribed in-house capacity building as the approach and process through which individuals; institutions and society develop their capability to perform functions, solve problems, and set and attain expected goals and objectives. It exerts a significant effect on efficiency in both the short run and long run (Amaefule, 2019.).The purpose of capacity building is to capacitate an institution and organization to achieve its developmental goals (Patrick Chijioke Igbokwe, 2023).While Niranjan Barik PuspanjaliJena (2019) underscored that the main goal of capacity building is to enhance the ability to address the day-to-day demands of the library and enable the library and its staff to develop competencies and skills that can make them more effective and sustainable in the changing library scenario. The strong influence of ICT has also transformed this profession into a divergent subject of practice. The shifting of library services from manual systems to automated library systems, implementation of RFID systems, networked library systems, consortia-based services, etc. have resulted in the development of several skills and competencies of LIS professionals to work in the new environment(NilaranjanBarikPuspanjali Jena, 2019).

Capacity building provides the ability for organizations to learn new methods, practices, and policies within the existing organizational processes and is seen as a key capacity that can enhance organizational performance. (Teran-Bustamante et al., 2021). Imam et al. (2020) in discussing the importance of capacity building in libraries argued that the need for capacity building in revitalizing libraries becomes essential because some libraries if not all, offer very little opportunity for in-service and on-the-job training of librarians after their basic school education which is theoretical. As a result, this has made it necessary for learning capacity building to be one of the ways through which staff of libraries can possess the abilities, skills, attitudes, values, relationships, understandings, behaviors, motivations, and resources, that help them to achieve their set goals (Imam etal., 2020).

Pedramnia, Modiramani&Ghanbarabadi (2012) argued that academic Libraries in this technological age are engaged in complex activities such as providing services on social media platforms, -and campus access to library resources among others. Due to these developmental changes, the adoption of more sophisticated gadgets in providing information in academic libraries calls for new levels of skills andcompetence other than the traditional library skills applied some years back.Such skills could be developed through in-service capacity building.Ekeruche and Echedom, (2023) opined that some university librarians are not well equipped with the requisite technical knowledge needed for the present library service thus, become a hindrance to a better and more effective library service, and this calls for a need to capacitate them through organized trainings within the institution. The study conducted byIgbo (2023) on capacity-building practices for librarians’ effective service delivery in federal university libraries in Nigeria the results established that capacity-building practices contribute to a large extent job performance to librarians’ effective service delivery. (Matus*et al*. 2018.)

Similarly, Ike (2023) assessed the effect of capacity-building programs as a way of repositioning public library staff for effective library services.Utete (2023) in South Africa investigated the relationship between capacity building and employee performance at a leading organization. The findings indicated that capacity building is a prime contributor to the accomplishment of designated employees’ performance as the mere appointment of them without competence improvement compromises performance. Mercy EkenmaEchem(2022), study onLibrarians’ capacity development programs and job performance in state university libraries in SouthernNigeriarevealed that there were weak but positive relationships between on-the-job, in-service, off-the-job, and mentoring capacity development and librarians’ job performance in State university libraries. As a way forward, the study recommended that management should encourage more practice of internal rotation of librarians within the system in addition to proper orientation and delegation of responsibilities. The study also recommended that effective mentor and mentee relationship practice in academic libraries should be strengthened to give room for the active development of successful successors, amongst others. Imam et al. (2020)assessed the capacity-building efforts of library and information professionals in university libraries in Nigeria. The findings revealed that capacity is needed to improve staff efficiency, enhance staff productivity, and help cope with changes in the library as a result of modern technologies.

The study conducted by Ngozi(2023) in Nigeria revealed that through in-house capacity training job performance of library staff has shown that their service delivery is becoming effective, more obvious, and with an increasing ability to serve the users.Furthermore, Jatto(2018) asserts that in an era of flexible information resources and use libraries continue to evolve into a global collection of digital content in which users demand the information at the command of their fingertips delivered to them, so, librarians’ capacity to facilitate resources location and delivery becomes imperative. Chima et al.(2018) found that capacity building helps to improve and increase job performance, motivates librarians to work, reduces the frequency of supervision, eliminates obsolete skills, and decreases wasting of resources([Samuel Adeyoyin](https://journals.co.za/doi/epdf/10.10520/EJC-1487c219d2),2018).

[Chiemenem](https://journals.co.za/doi/epdf/10.10520/EJC-1487c219d2)and [Achigbue](https://journals.co.za/doi/epdf/10.10520/EJC-1487c219d2" \o "Esther Achigbue) (2019) in Ghana notedinan era of digital transformation and evolving user needs, capacity-building programs are essential for equipping public library staff with the skills and knowledge necessary to provide efficient and effective services. Additionally, the study of Obiamalu and Aghauche (2020) in Nigeria also showed that there are challenges that militate against the capacity building in Nwako's library which include; insufficient administrative commitment, financial problems, lack of trainers, lack of policy, lack of facilities and lack of electricity. The study is in line with Ajibero (2010) who revealed that, capacity building policies, lack of adequate trainers, the attitude of library personnel toward change, inadequate library facilities, and electricity are the major challenges. Others are lack of university management team’s commitment towards the development of library personnel **(**Mustapha,et al, 2020)

Overall, these studies have underscored the profound impact of in-service capacity- building on Library Professionals’ Job Performance. However, it is unknown whether capacity building on library professional job performance in HLIs in Tanzania has an impact on job performance is worth investigating.

### **2.4.2 The Impact of in-service Capacity-Building Policy on Library Professionals’ Job Performance**

Generally, capacity building is related to the enhancement, improvement, or strengthening of individuals' or organizations’ capacity to do core tasks, solve immediate problems, and deal with current and developmental needs to attain their goals (Lusthaus et. al., 1999, UNESCO, 2006). Besides, it increases the abilities of individuals at the community level and resources at the organization level to manage change and share their experiences (co-learning), supported by those people who have expertise in the concerned area (McKenzie, 2007.Coutts et. al., 2005). While(Mabawonku, 2001) viewin service Capacity building as a way used to acquiring skills and knowledge which enables individuals to be aware of new possibilities, be empowered by gaining new skills, upgrade their old skills and have continuous access to information resources, materials, and equipment. For capacity building for library staff to succeed, it is important to be guided by a clear trainingpolicy.

According to UNESCO(2006), training policy is a set of guidelines and procedures that govern employee training and development within an organization. It outlines the goals, objectives, and strategies for employee development, as well as the roles and responsibilities of those involved in the training process. The importance of training policy ensures that employees acquire the necessary knowledge, skills, and attitudes to perform their jobs effectively (Champathes, 2006). Thus, delivering effective capacity-building initiatives requires policy capacity on the part of HLIlibraries. The need to improve on the development of various services and the methods of acquiring and managing the resources has made it imperative to develop capacity-building programs for library staff in public libraries.This in turn will result in employee motivation, job satisfaction, and retention, as employees are more likely to feel valued and supported when their organization invests in their development (Beateman&Snell 2011).On – the –job or in-service capacity building methods (OJCBMs) involve programs organized within the workers’ job location).

Meggision (2016) asserts that the impact of capacity building for library staff is that it improves job performance and therefore; promotes management’s efficiency and service delivery. WhileMabawonku (2011) thinks that without capacity building policy for library staff, library users may not be able to access the needed information they want. Ajibero (2010) agrees that capacity-building programsare directed toward improving the efficiency and job performance of library staff. There is no doubt that staff trained in ICTs are likely to be more efficient in using these facilities in workplace operations and services than those who never had such training experiences (Ajibero,2010). Other important influences offered by capacity building for library staffarethe improvement of service delivery, reduction in cost, reduction in staff turnover, human resources reserve, faster decision-making potentials, continuity of effort, improvement in employee morale, eligibility for future personnel needs of the organization, reduced supervision, personal growth, and organizational stability (Akpokurerie, 2006).Okoye (2016), explains that libraries that spend money, time, and effort to develop and sponsor training are rewarded with quality personnel who are capable of greater achievements and are eligible for greater responsibilities.

Nwoforet al, (2023) argued thatwith effective and inclusive capacity building, library staff are getting active and involved, helping to identify key issues, and taking action that improves their service delivery. Results from the performance of library staff have shown that their service delivery is becoming effective, more obvious, and with an increasing ability to serve the users. The review ofthe literature has shown the impact of in-service capacity-building policy on library professionals’ job performance. Whether such impact exists in selected HLIin Dodomais a subject worth investigating.

* + 1. **The Impact of In-service Capacity-Building Curricula on Library Professionals’ Job Performance**

The curriculum is a standards-based sequence of intentional experiences where students practice and achieve proficiency in content and applied learning skills (Kurz, Elliott, Wehby, & Smithson, 2010). Therefore, curriculum is considered the central guide for all instructors on what is vital for teaching and learning, so that every scholar has access to academic experiences. The importance of curriculum in capacity building spells out the scope, series context, and technology level of what learners are required to understand and internalize (Mulenga &Mukaba, 2018).

**Expectations Proposed In-service Capacity Building Curricula in selected HLIs**

Despite the presence of in-service capacity-building curricula, Al-Esmael& Faisal (2021) propose that the best curricula were supposed to possess relevance and practicalityattributes. Impliedly, training programs should be job-specific and practical. Research highlights that customized, relevant training significantly enhances employee performance (Al-Esmael& Faisal, 2021). The curriculum is supposed to empower staff practicality in terms of skills and competencies imparted to the librarians.

Likewise, Jena & Nayak (2022) emphases on the customization and flexibility of the curricula attributes. The tailored training programs for the librarians which consider personal and organizational needs, as well as flexible learning options, are crucial. It has been underscored that such approaches lead to better engagement and effectiveness (Jena & Nayak, 2022). In this regard, HLIs are required to have the curricula that have relevance, practicality, customization, and flexibility. It is not known whether this kind of curriculum in the context of HLI exists.

Moreover,Feldman (2021) asserts that a better curriculum for capacity building for the in-service staff should impart to learner’s skills development in terms of both technical and soft skills. A survey found that soft skills training, in particular, has a substantial positive and significant effect on productivity and employee satisfaction (Lee & Lee, 2022). Therefore, the HLIs are required to use the curriculum with the capacity to impart new skills development in technical and soft skills. Feldman (2021) was supplemented by Smith (2023) who linked good curricula with continuous learning in adapting to changing job requirements and technologies. Thus, ongoing professional development opportunities are necessary for sustained job performance improvement. Therefore, HLIs in collaboration with the Ministry of Education should develop curricula with the capacity to deliver such skills for enhancing librarian staff performance.

Furthermore, various studies have suggested attributes for good curricula for - capacity building like the ability to provide evaluations and feedback (Lee & Lee, 2022). This aids in refining training content and improving outcomes; supportive environment for supportive learning environments significantly improve training outcomes (Kim & Park, 2022); provision of alignment with strategic objectives and managerial support are critical for training success (Johnson & Brown, 2021); and should provide measurable outcomes help in demonstrating the value and effectiveness of training initiatives (Miller & Davis, 2022). Failure to attain a nexus between the current realities and expected situations concerning the in-service capacity building and associated job performance of the librarians shows a research gap. Therefore, this study was intended to establish the researched facts and figures concerning the curricula about job performance because so far in the context of Tanzania evidenced through the literature review there are no such studies conducted

## 2.5 Research Gap

Capacity building is essential for enhancing the skills, knowledge, and abilities of librarians tomeet the evolving demands of their profession. It plays a crucial role in improving job performance, which is vital for the efficient functioning of libraries. Despite the recognized importance of capacity building, there are several gaps in the existing research on its impact on jobs. The notable gap is that there are no decisive and conclusive studies conducted in the Tanzanian context. Similarly, most of the previous research concentrated much on the attitude of librarians and other library staff towards library development and the effect of library development on the advert of science and technology (Oche et al., 2021; Asante *et al*., 2014). None of them focused on assessing the impact of in-service staff training on library development concerning the job performance in the capacity of the researcher.

Additionally, Human capital has assumed the investment in human resources to impact their productivity.However, this claim has not been thoroughly confirmed scientifically. Thus, the researcher intends to conduct a study on the investigation of the impact of in-service library professional development on job performance in Tanzania.

## 2.6 Conceptual Framework

A conceptual framework serves as an analytical structure that helps researchers organize and understand the elements of their study. It provides a foundation for linking theoretical insights and empirical findings to the variables in question, offering a clear perspective on how different aspects of a phenomenon interact and affect each other. According to Saunders et al. (2019), a conceptual framework can vary based on context and researcher approach but always aims to elucidate the natural progression of the study's key issues.

In this study, the conceptual framework distinguishes between independent and dependent variables. Independent variables are those factors that may influence the outcomes or behaviours observed in the research. Here, the independent variables include in-service training of library professionals, in-service capacity-building policy, and in-service capacity-building curricula.

In-service training of library professionals encompasses training programs provided to enhance the skills and knowledge of library staff, enabling them to stay updated on the latest practices, tools, and technologies. In-service capacity-building policy refers to organizational policies focused on continuous professional development, outlining how training opportunities are provided, funded, and supported within the organization. In-service capacity-building curricula capture the content, structure, and scope of the training programs, including the areas covered and the methodologies used. The dependent variable in this study is job performance, which reflects the effectiveness and efficiency with which library professionals carry out their tasks following in-service training and capacity-building efforts.

The conceptual framework, as illustrated in Figure 2.1, maps out the relationships between these variables, showing how the independent variables (training, policies, and curricula) are hypothesized to impact the dependent variable (job performance). By organizing these elements into a structured framework, the study can systematically explore how targeted interventions in capacity building might lead to improvements in library professionals' job performance, thereby enhancing service quality and operational outcomes.

**Independent Variable Dependent Variables**

**Job Performance**

* Punctuality
* Attendance
* Attainment of goals

**In-Service Capacity Building of library Professionals**

* Capacity building training
* Capacity-building policy,
* Capacity-building curricula

Figure 2.1: Conceptual Framework

**Source:** Developed by Researcher (2024)

## 2.7 Summary

This chapter presented concepts and theory related to the study, analysis and discussion of previous research on the assessment of in-service capacity building training on library development. In this chapter various relevant studied were discussed based on the impact of the in-service capacity building training on the library professional job performance ([Chiemenem](https://journals.co.za/doi/epdf/10.10520/EJC-1487c219d2" \o "Chioma Chiemenem)and [Achigbue](https://journals.co.za/doi/epdf/10.10520/EJC-1487c219d2" \o "Esther Achigbue), 2019; Obiamalu and Aghauche, 2020; Chima et al.(2018) and Imam *et al*., 2020). Moreover, UNESCO (2006), Lusthaus et. al. (1999 and Meggision (2016) related policy and performance of job among librarians. Furthermore, curricula dictate subject matter to be trained hence it was highlighted that it was vital for performance of job.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter will cover the research approach, research design area of the study, the study population, sample size, and sampling techniques, methods of data collection and data analysis, validity and reliability, and ethical considerations.

Research methodology is a way of explaining how a researcher intends to carry out their research (Jenkins-Smith*et al*., 2017). It is a logical and systematic plan to resolve a research problem in society (Prion & Adamson, 2023). A methodology provided details onthe researcher's approach to be used in research to ensure reliable, valid results that address their aims and objectives. It encompasses what data researchers are expecting to collect and the place and the manner it is being collected and analyzed. (Kumar, 2019). A research methodology gives research legitimacy and provides scientifically sound findings (Al Zefeiti& Mohamad,2015). It also provides a detailed plan that helps to keep researchers on track, making the process smooth, effective, and manageable. A researcher's methodology allows the reader to understand the approach and methods used to reach conclusions (Dawson, 2019).

## 3.2 Research Design

A research design is a procedure for collecting, analyzing, interpreting, and reporting data in research studies (Cresswell, 2014). It is the overall plan for connecting the conceptual research problems with the pertinent empirical research. Similarly, based on Creswell and Creswell (2018) the research design refers to the overall strategy and analytical approach that you have chosen to integrate, coherently and logically, the different components of the study, thus ensuring that the research problem will be thoroughly investigated. It constitutes the blueprint for the collection, measurement, and interpretation of information and data. The researcher employed a survey design. The rationale for the consideration of survey research design relies on the usefulness of the design when a researcher aims at describing or explaining features of a very large group; thereby enabling quick gain of general details about the population of interest to secure more focused, in-depth study using time-intensive methods (Creswell and Poth, 2018).

## 3.3 The Research Approach

The research approachrefers to the general techniques or strategies that researchers follow when conducting a study (Pandey, 2015).Based on Kothari (2014), a research design approach is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to research purposes with economic procedures. It encompasses the overall framework and methodology used to collect, analyze, and interpret data to address the research problem (Kothari, 2014). The rationale for consideration of the research approach in this study emanates from the fact that the research approach considers the techniques and methods employed to effectively address the research problem (Creswell, 2017)

The study useda mixed research approach as suggested by Kothari (2014). Mixed method research unites aspects of quantitative research and qualitative research to answer research questions (Saunders et al., 2019). In this regard, a mixed researchapproach provides a complete and more concise picture than a separate quantitative or qualitative studyby integratingthe benefits of both approaches to yield study triangulation (Kothari, 2014).

## 3.4 Area of the Study

The study was conducted in the Dodoma region specifically in the public higher learning institutions. The choice of this region was based on the fact that there are many HLIs, as such the studies on public libraries of higher learning institutions in Dodoma citymade it easy for the researchers to conveniently and cheaply access vital information for the study. Specific institutions have been illustrated in section 3.4 hereunder: -

## 3.5 Study Population

Kumar (2019) defines a research population as a large collection of individuals or objects that is the main focus of a scientific query. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait (Saunders et al., 2019).

In statistics, a population is the pool of individuals from which a statistical sample is drowned (Kothari, 2014). Thus, any selection of individuals grouped by a common feature can be said to be a population. Despite the usefulness of the population, it cannot be used directly, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming source. By considering the nature of this study, the study population was library staff and human resource management officers in their respective institutions at theUniversity of Dodoma (UDOM), College of Business Education (CBE), Local Government Institute Training (LGIT), St. John’s University of Tanzania (SJUT) and Institute of Rural Development and Planning (IRDP). The librarians were considered as they are directly involved in job performing whereas human resources officers are engaged in assessing the job performance of workers including librarians and they also involved in preparing in house capacity building to various cadres including librarians.

## 3.6 The Sampling Techniques and Procedures

A sampling technique is a name or other identification of the specific process by which the Entities of the sample have been selected (Kothari, 2014). Alternatively, sampling techniqueis the process of studying the population by gathering information and analyzing that data. It is the basis of the data where the[sample space](https://byjus.com/maths/sample-space/) is enormous. In this study, the research purposive sampling technique was used as sampling technique of the choice. The choice of this kind of the respondents was based on their capacity to provide vital information due to their workingposition (Creswell and Poth, 2018). The detail of sampling procedures has been shown in

## 3.7 Sample Size

The sample is a collection consisting of a part or subset of the objects or individuals of the population which is selected for the purpose, representing a population sample obtained by collecting information about some members of a population (Kothari, 2014). Therefore, in this study, the sample was73 respondents in which 50were librarians from institutions of choice and 23 management team members from respective institutions as shown in the Table 1 below. To determine the sample size, Krejcie and Morgan (1970) formula will be adopted to achieve asamplesize of 110as shown below:

Table 3.1: Sample Size Composition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SN** | **Institutions** | **Respondents** | | **Total** |
| **Librarians** | **Management** |  |
| 1 | The University of Dodoma (UDOM) | 20 | 10 | 30 |
| 2 | St. John’s University of Tanzania (SJUT) | 8 | 7 | 15 |
| 3 | College of Business Education (CBE) | 8 | 5 | 13 |
| 4 | Local Government Istitute Training (LGIT) | 10 | 5 | 15 |
| 5 | Instute of Rural Development and Planning (IRDP) | 10 | 7 | 17 |
| TOTAL | | **56** | **34** | **90** |

**Source:** Field Data (2024)

S=X2NP (1-P) /d2 (N-1) +X2 P (1–P)

S=requiredsample size

X2=the table valuesofchi-squarefor1degreeatthe desiredconfidencelevel (3.841) N =the population size

P=thepopulationproportion(assumedtobe50sincethiswouldprovidethemaximumsamplesize) d=thedegreeofaccuracyexpressedas aproportion (.50)

**Samplesize=3.841\*90\*.50(1-.50)/ {(.052 (90-1) + 3.841\*.50(1-.50)}**

= 73 respondents

Table 3.2: Composition of Respondents from the HLIs of Choice in Dodoma Region

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Institutions** | **Respondents** | | **Total** |
| **Librarians** | **Management** |
| 1 | The university of Dodoma (UDOM) | 12 | 13 | 25 |
| 2 | St. John’s University of Tanzania (SJUT), | 7 | 6 | 13 |
| 3 | College of Business Education (CBE) | 6 | 3 | 9 |
| 4 | Local Government Institute Training (LGIT) | 8 | 3 | 11 |
| 5 | Institute of Rural Development and Planning (IRDP) | 8 | 7 | 15 |
| **Total** | | **41** | **32** | **73** |

**Source:** Field Data (2024)

# 

# 3.8 Sources and Types of Data

# 3.8.1 Data Sources

Data gathered wereobtained from higher learning institutions selected for the study from Dodoma region. The questionnaire was administered to 73 employees (librarians and members of the management) from selected higher learning institutions. Furthermore, interview was conducted to management members and librarians of higher learning institutions to solicit their views, opinions and perceptions on influence of capacity building on the HLIs library staff performance in Dodoma Tanzania. In order to supplement primary data collected, documentary review of relevant documents was made.

### **3.8.2 Type of Data**

### **3.8.2.1 Primary Data**

Kothari (2014) define the primary data as those which are collected afresh and for the first time, and thus, happen to be original in character. These are original sources from which the researcher directly collects data that have not been previously collected. Primary data sources are first-hand information collected through methods such as observation, interviewing, mail and questionnaires (Creswell, 2014). Due to the nature of this study and the kind of respondents, the researcher opted questionnaire and interview as the tools to be used for collecting a primary data. The reason of this choice was that questionnaires have capacity to collect large information quickly and cheaply while interview encourages the participants to give detailed information (Saunders et al, 2009) The questionnaires with both open and closed ended questions were administered to respondents-by the researcher while interview was conducted to key informants who are information rich cases on how capacity building can influence the university library staff performance in Dodoma in Tanzania

### **3.8.2.2 Secondary Data**

Kothari (2014) define the secondary data as those which have already been collected by someone else and which have already been passed through the statistical process. Secondary data was collected based on previous literature and information available (Kabir, 2016). Alternatively, Secondary data is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when primary data cannot be obtained at all. This kind of data is preferred because of the following benefits such as: -they are economical in nature which implies that they cheap; saves efforts and expenses; reduces time consumption in that they are ready made; It simplifies primary data collection more specific since with the help of secondary data, we are able to make out what are the gaps and deficiencies and what additional information needs to be collected. Furthermore, helps to improve the understanding of the problem; and it provides a basis for comparison for the data that is collected by the researcher.

Secondly, secondary data consists of readily available documents and already compiled statistical statements and reports whose data may be used by researchers for their studies. In this case such data were extracted from the relevant document based to librarian meeting minutes with regard to job’sperformance in their respective duty stations.

**3.9 Data Collection Methods**

Generally, data collection methods are divided to two main categories of Primary Data Collection Methods and Secondary Data Collection Methods

Data collection methods refer to the approaches and techniques used to gather information for research purposes(Creswell, J. W., & Creswell, J. D. 2018). These methods help to ensure the reliability, accuracy, and validity of the data collected, which is essential for effective data processing, analysis, and interpretation. This section discusses the three methods used in data collection for this study: These were questionnaires, interviews, and documentary reviews.

**3.9.1 Interview Method**

An interview guide was employed to collect qualitative data through in-depth interviews. An interview guide is a structured list of questions that the interviewer uses to explore specific topics with the respondent (Kothari, 2014). This method allows for both structured and unstructured conversations, giving respondents the flexibility to provide more detailed responses and allowing for clarification when necessary. The interview involved management members who provided insights into the effect of capacity building on employee performance. Key informants, including human resource officers and heads of libraries, were selected for their expertise and understanding of the topic.

Interview guides helped outline the primary areas of interest for the researcher, with questions adapted based on participant responses. The open-ended nature of these interviews allowed each conversation to flow differently, shaped by the information shared by each respondent. The researcher was aided by trained assistants at the interview sites to facilitate the process. Interviews offer several advantages, such as the ability to obtain comprehensive data, ensure accurate responses, and gather a large sample efficiently. They are especially valuable for yielding reliable data and are often quicker than other methods.

**3.9.2 Documentary Review**

The documentary review method involves the systematic examination of existing documents relevant to the research topic. Documents can include hard copies or digital formats such as performance reports, meeting minutes, newsletters, funding proposals, and marketing materials (Kumar, 2019). Documentary analysis involves coding the content into themes, similar to the analysis of interview transcripts (Kothari, 2014). For this study, a review of various documents from higher learning institutions was conducted to gather secondary data on the impact of in-service capacity building on library staff performance in Tanzania.

Documentary reviews provided secondary data aligned with the study’s objectives. Relevant documents were identified, processed, and analyzed to extract pertinent information on in-service capacity building and its effects on library professionals. These documents served as a valuable source of both published and unpublished data, which was essential for understanding the broader context and supporting the study’s findings.

**3.10 Data Collection Tools/Instrumets**

The questionnaire method was utilized to collect quantitative primary data. A questionnaire is a structured survey tool designed with a list of pre-set questions that address the information needs of the study, helping to answer the research questions (Saunders et al., 2016). In this study, a questionnaire was administered to human resource management officers to gather their views, insights, and perceptions about the impact of in-service capacity-building on the job performance of library professionals in Dodoma, Tanzania.

Additionally, the questionnaire included printed questions that allowed respondents to express their opinions and views on the subject. This method is particularly effective for collecting quantitative data in a standardized format, ensuring consistency across responses and facilitating clear data analysis. Questionnaires were selected due to their suitability in situations with limited financial and time resources. Furthermore, they enable participants to respond anonymously, enhancing privacy and encouraging honest feedback. They also serve as effective tools for cross-verifying findings when used in conjunction with other data collection methods (Creswell, 2014). Responses were recorded using a five-point Likert scale, where participants indicated their level of agreement or disagreement: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree.

## Data Analysis

Data analysis entails that process of inspecting, cleaning, transforming, and interpreting data to discover valuable and meaningful insights, draw conclusions, and support social or business decision-making (Creswell and Creswell, 2017). It encompasses using various methods and tools to analyze large groups of data and extract meaningful designs, tendencies, correlations, and relationships within the data (Kumar, 2019). Data analysis is vital across various businesses and disciplines, as it aidsexposevital information that can be used to enhance processes, solve problems, and make well-versed decisions.

Saunders *et al.* (2009) reveal that the purpose of data analysis is to provide meaningful understandings from raw data to enhance decision-making, recognize patterns, and extract vital information. Some of the key objectives of data analysis include: Identifying trends and patterns, making data-driven decisions, finding correlations and relations, detecting anomalies, improving performance, and predictive modeling. The data collected in this study was summarized and coded prior data analysis. In this study, data which was collected through questionnaire was analyzed using descriptive statistics as the method for displaying the demographic characteristics in tabular or frequency form (Kothari, 2014). Besides, the content analysis was used to analyze qualitative data gathered through interview. Qualitative content analysis methodwas used to analyze and interpret the content of textual data, such as written documents, interview transcripts, or other forms of communication. The choice of this analytical method was based on the fact that the content analysis provides a systematic way to identify patterns, concepts, and larger themes within the data to gain insight into the meaning and context of the content. Meanwhile, quantitative data was analyzed using multiple linear regression method as this method has capacity to establish the correlation of the independent variable and dependent variable suitably (Creswell and Poth, 2018).

Additionally, the choice of the method was based on the fact that it applies in the situation with complex connections between data, where the relationship might be explained by more than one variable. In this case, an analyst uses multiple regression which attempts to explain a dependent variable using more than one independent variable (Creswell, 2018). The below equation of multiple regressionswas used to analyze data: -

Y = β0 + β1X1 + β2X2 + β3X3 + Ɛ

**Where:**

Y= Job performance; β0, β1, β2, and β3 are coefficients or constants;

X1 = in-servicetraining, X2 = human development policy, X3 = Organizational issues and Ɛ= error income level.

## Reliability and Validity

The researcher worked out with reliability and validity prior data analysis. The results have been presented in in sections 3 and 4.

### **Reliability**

The researcher calculated Cronbach alpha with the purpose to measure the reliability of questionnaire. This was done by administering the five (5) set of questionnaires to subjectively select my university colleagues. This pre-test acted as the pilot of the data collection process. The observation noted were by my colleagues were incorporated into the data collection tools so as to control data quality. Upon analysis the conclusion reached using mini-analysis of the micro analysis supported the dependence on that questionnaire as cronbach alpha measure ready above 0.7 which is the agreed hurdle rate of reliability for the common studies. Table 3 summarizes the reliability results.

Table 3.3: Reliability Results

|  |  |  |
| --- | --- | --- |
| **Variable** | **Α=Alpha** | **Comment** |
| In-Service Capacity-Building Training | 0.7543 | Reliable |
| In-Service Capacity-Building Policy | 0.7987 | Reliable |
| In-Service Capacity-Building Curricula | 0.7112 | Reliable |
| Library Professionals’ Job Performance | 0.7342 | Reliable |

### 

### **Validity Results**

Kaiser-Meyer-Olkin (KMO) test was done to test for validity. Interpretive adjectives for the KMO Measure of Sampling Adequacy scale shows that when KMO is in the 0.90’s implies marvelous, in the 0.80's as meritorious, in the 0.70's as middling, in the 0.60's as mediocre, in the 0.50's as miserable, and below 0.50 as unacceptable. The value of the KMO Measure of Sampling Adequacy for this set of variables in this study was 0.772, which belongs to the class of middle. Since the KMO Measure of Sampling Adequacy qualified to the minimum criteria, omitted the need to examine the Anti-Image Correlation Matrix (see Table 4): -

Table 3.4:Kaiser-Meyer-Olkin Measure of Sampling Adequacy

|  |  |  |
| --- | --- | --- |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | 0.772 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 21.93 |
| Df | | 6 |
| Sig. | | 0.001 |

## Ethical Considerations

Research ethics gives guidelines for the responsible conduct in performing the research so as to ensure all research activities are conducted at a high ethical standard. It educates and monitors as well as enables responsible scientists to confirm a high ethical standard in conducting research (Kumar, 2019). In view of the above, a research clearance letter was secured from the Open University of Tanzania. During the administration of questionnaires, the researcher assured the respondents that privacy, confidentiality and anonymity wereguaranteed as described.

**Privacy and Confidentiality**

Data from the investigation was stored securely, and the researcher ensured privacy all the time during and after the data collection processes. Printed versions were locked in a cabinet and soft copies were stored utilizing a computer-ensured secret word.

**Anonymity**

In order to qualify for the ethical consideration, nowhere in the report were participants were identifiable by name. The researcherhad used pseudonyms. The researcher also kept personal information concerning research participants confidential.

**Plagiarism**

Plagiarism is presenting words, data, or ideas as if they are the authors' own when they are not. To avoid this all materials used in this research were well-referenced and cited. At the same time, the final thesis report was subjected to an electronic anti-plagiarism check.

**Data Protection**

The integrity of the data collected was protected against falsification, omission, and distortion of the truth. To ensure data protection a key was applied without any alteration. At the same time, the data remained under the custody of the University.

**Authorship and Publication Issues**

The final research results will be published as a way of communicating to the scholarly world about the findings. The reported data were sufficiently detailed in such a way that no one can easily replicate the data. Publications also gave credit to all authors and state the role of each in the research.

# CHAPTER FOUR

# FINDINGS AND DISCUSSION

## 4.1 Introduction

Theobjectiveofthestudywas to assess the in-service capacity building on library professionals’ job performance focusing on Dodoma Region as a case. Specifically, the study was intended to investigate the impact of in-service capacity-building training on library professionals’ job performance in Dodoma Tanzania; investigate the impact of in-service capacity-building policy on library professionals’ job performance in Dodoma, Tanzania; and investigate the impact of in-service capacity-building curricula on library professionals’ job performance in Dodoma Tanzania.In addressing these objectives, the researcherused both primary and secondary data. Primary data was collected from the respondents who are they and how many whereas secondary data were collected from relevant documents with regard toassessment of in-service capacity building on library professionals’ job performancevary in higher learning institutions in Dodoma Tanzania. Demographic characteristics of respondents were analyzed using descriptive statistics where frequencies, figure and tables were generated. Meanwhile, multiple linear regressionswere used to establish variables correlation based on study objectives. Furthermore, content analysis was used to analyze the qualitative data gathered through the interviews.

## 4.2 Response Return Rate

Seventy-three (73) questionnaires were administered to sampled librarians and HLIs management members. A total of sixty-five (65) questionnaires were correctly completed and timely returned. This makes eighty-nine (89%) response rates. Details are provided in Table 4. Kothari (2014) argued that when the response rate exceeds fifty percent (50%) it is normally considered to be adequate for a study. Meanwhile, Babbie (2004) held that rate of responses greater that fifty percent (50%) is considered acceptable for analysis and publication, whereas sixty percent (60%) is considered good while seventy percent (70%) is regarded very good. Based on these declarations from famous scholars, eighty-nine percent (89%) response rate falls under the category of very good for the study. Table 5 presents response rates

Table 4.1: Response Rate of Return of Questionnaires

|  |  |  |
| --- | --- | --- |
| Response Rate | Frequency | Percent |
| Returned | 65 | 89% |
| Unreturned | 8 | 11% |
| Total | **73** | **100%** |

**Source:** Field Data (2024)

## 

## 4.3 Demographic Characteristics of Respondents

The study determined the demographic characteristics of respondents in sex, educational level, age, and work experience was considered. Each demographic data result was collected and summarized and analyzed. This was followed by the specific characteristics analysis as provided in Table 4.1.

Results from Table 6showsthat, 58% of respondents were male while 42% were female. This implies that, most of the library activities in HLIs are performed by male respondents as they are mechanical in nature. This scattering was due to fact that men were slightly larger in number compared to female respondents. The study findings agree with work of Creswell (2014) on the importance of getting rid of any sort of sample biasness.

Regarding to the age of respondents, it was established that 25(42%) respondents aged48 years and above whereas 15 (25%) respondents age ranges between 38-47 years. Meanwhile, 13 (21.7%) between 28-37 years of age. 7(11.7%) between 18-27 years. This implies that 40 (77%) of the respondents had attained the age of 38 and above which means that they are mature enough to provide vital information as contended by Saunders et al. (2016). Furthermore, this group constituted prudent and sound mind and are able to react to various questions posed to them through both interview and questionnaire as they were matured enough to understand and make analysis on issues. The study finding are in line with those of Creswell and Poth (2018) who affirmed that biasness in terms of age, level of education, income level and experience be avoided in favor of valid and reliable study findings.

Furthermore, the study revealed that 27(45.8%) respondents had bachelor degree meanwhile 15 (25%) had attained diploma level of education. Besides, 13(21.7%) respondents held master degree and 5 (8.3%) had a certificate level of education. The study findings imply that, the level of education of the majority (67%) of respondents sufficed to give them confidence and exposure to sufficiently respond to the questionnaire and interviews. This is important to ensure that biasness or wrong information is avoided. The study findings were consistent to the proposition of Kumar (2019) who proposed that biasness in research should be avoided. Moreover, it was noted that25 (41.7%) respondents had work experience of between 5-10 years followed by 15 (25%) respondents who had work experience of between of 15 years and above. Additionally, the results revealed that 12(20%) respondents work experience is of between 11-15 years whereas8 (13.3%) respondents had work experience of between 0-4 years. The study findings show that 52 (86.7%) of the respondents had working experience of five (5) years and above. These findings imply that respondents had sufficient work experience hence they were able to furnish the researcher with required information on the study by responding clearly to both questionnaire and face to face interview. This was important to ensure that biasness or wrong information is avoided. The study findings were in line with suggestion of Kumar (2019) on avoidance of biasness in study.

Table 4.2: Demographic Data (n = 65)

|  |  |  |  |
| --- | --- | --- | --- |
| **Details** | **Frequency** |  |  |
|  | **Librarians** | **Management members** | **Percentage** |
| **Sex** |  |  |  |
| Male | 21 | 17 | 58% |
| Female | 19 | 8 | 42% |
| **Age Category** | | | |
| 18-27 | 5 | 3 | 11.70% |
| 28-37 | 7 | 7 | 21.70% |
| 38-47 | 10 | 6 | 25% |
| 48 + | 18 | 8 | 42% |
| **Educational levels** | | | |
| Certificate | 3 | 2 | 8.30% |
| Diploma | 10 | 6 | 25.00% |
| Bachelor | 20 | 8 | 45.80% |
| Master | 7 | 7 | 21.70% |
| **Work experience (in years)** | | | |
| 0 – 4 | 6 | 2 | 13.30% |
| 05 to 10 | 18 | 8 | 41.70% |
| 11 to 15 | 6 | 7 | 20% |
| 15 and above | 10 | 6 | 25% |

**Source:** Research data (2024)

**4.3.1 Codification**

Prior data analysis, the participants were coded so as to simplify the task and also comply with the requirement of the ethical consideration. The participants were coded as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12 and P13 and their details were tabulated in Table 4.2 of the demographic characteristics of the participants for interview.

Table 4.3: The Demographic Characteristics of the Participants for Interview

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Participant** | **Sex** | **Education** | **Experience** | **Institution** |
| 1 | P1 | Male | Bachelor Degree | 6 | X1 |
| 2 | P2 | Male | Master Degree | 7 | X2 |
| 3 | P3 | Female | Bachelor Degree | 3 | X4 |
| 4 | P4 | Male | Bachelor Degree | 12 | X3 |
| 5 | P5 | Male | Bachelor Degree | 14 | X2 |
| 8 | P8 | Male | Bachelor Degree | 12 | X1 |
| 9 | P9 | Female | Bachelor Degree | 9 | X3 |
| 10 | P10 | Male | Bachelor Degree | 12 | X2 |
| 11 | P11 | Female | Master Degree | 11 | X3 |
| 12 | P12 | Male | Bachelor Degree | 20 | X5 |
| 13 | P13 | Male | Master Degree | 12 | X4 |

## 

## 4.4 Assumption of Multiple Regressions

Though numerous expectations do apply in the course of employing multiple regressions yet, there are most prominent assumptions which area normality testing, linearity testing and correlation testing as shown in Table 4.3.

### **4.4.1 Testing the Linearity**

The researcher was supposed to use multiple regressions only if there is a possibility of accurate estimation between dependent variable (DV) and independent variables (iv). This becomes possible to use the model if the nature of relationship is linear. Absence of the linearity implies that multiple regression results are likely to underestimate the relations among variables. This consequently increased the chance for the researcher to commit the Type II error for independent variable (underestimation). Similarly, laxity observant to this linearity nature among variables may increase the chance of committing Type I errors (over-estimation). A desirable method of discovery of linearity is done through examining residual plots using information in the software.

**Normal P-P Plot of Regression Standardized Residual: Dependent Variable: Librarian Professional Performance**

|  |
| --- |
| Normal P-P plot of regression standardized residual dependent variable: Total knowledge score. |

# Figure 4.1: Scatter Plots of Residuals of Curvilinear and Linear Relationships

**Source:** SPSS Data analysis (2023)

### **4.4.2Normality Testing**

Prior using multiple regressions is of paramount importance to test if the residuals follow the normal distribution. This assures that the analysis will not result into multico linearity. Therefore, with regard to the multiple regressions, it is assumed that the independent variables are not exceedingly correlated with each other. Variance Inflation Factor (VIF) values is used to test this assumption. Some authors (Hair *et.al.* 2010:27) have recommended alternative an official detection which is tolerance or the variance inflation factor (VIF). All these are able to test the study variable multi-co linearity: given thatR j 2 {\displaystyle R\_{j}^{2}} R2 is the regression of explanatory coefficient of determination *j* on all other predictors. Therefore, when the tolerance is less than 0.20 or 0.10 which also implies that VIF is equal to 5 or 10 and above proves the existence of a multi-co linearity problem.

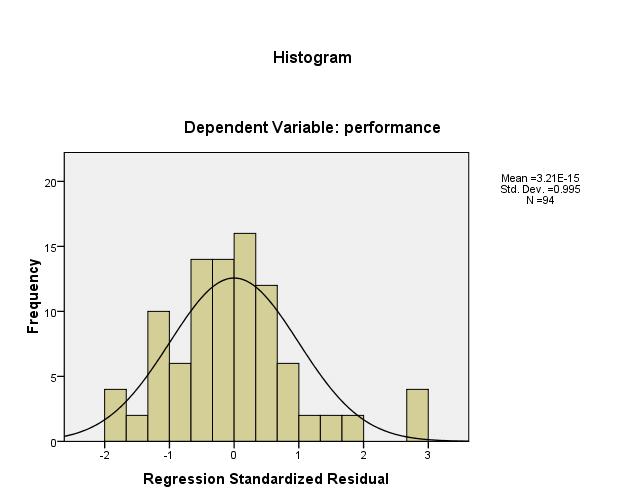


Figure 4.2: Histogram of linearity of Data of Variables

From this result it was learnt that no multi-co linearity existed among independent variables as shown by the Figure4.2. It also learned that tolerance indexes ranged from 0.771 and 0.701 VIF found to be low (which means it was less than 1.428). It was further asserted that tolerance entailed the variability amount of selected independent variables which were not thoroughly explained by alternative independent variables. VIF is determined from the inverse of the value of tolerance (Hair *et.al.*2010). Correspondingly, tolerance is obtained by subtracting correction determination from 1, thus, tolerance is equal to 1 - R2. When the tolerance value ranges between is 0 to 1 then the multi-co linearity is said to occur (Hair *et.al.* 2010:). Consequently, for prudent researcher, it is recommended that tolerance value should have a shared cut-off threshold of 10 which implies that VIF should become 10 (Hair et.al. 2010).

### **4.4.3 Correlation Testing**

The fourth assumption pertaining the multiple regressions is correlating testing. It is required that independent variables should have little or no autocorrelation in the data. Autocorrelation is the function of absence of independence of residuals from each other (Hair *et.al.* 2010). The autocorrelation is tested by employing the Durbin-Watson (d) test so as to check if residuals are free from linear auto-correlation. It has been noted that d ranges from 0 and 4.

However, it has been developed that (d) of (2) shows the absence of autocorrelation. Generally, the value of 2 of Durbin-Watson is taken as the rule of thumb. But in this particular study the value of d was found to 1.73 which is approximately close to 2 which indicates that autocorrelation was missing. In this regard, the consideration of multiple regressions as an analytical method was consistent with required assumptions.

* 1. **Multiple Regression Results and their Interpretation**

The data from three objectives of this study which were namely: - (i) to investigate the impact of in-service capacity-building training on library professionals’ job performance in Dodoma Tanzania; (ii) to investigate the impact of in-service capacity-building policy on library professionals’ job performance in Dodoma Tanzania; and (iii) to investigate the impact of in-service capacity-building curricula on library professionals’ job performance in Dodoma Tanzania.

* + 1. **The Impact of In-Service Capacity-Building Training on Library Professionals’ Job Performance in Dodoma Tanzania**

Table 8 of multiple regression summary shows that adjusted R square is 84.9% which implies that independent variables (in-service capacity building training, in-service capacity building policy and in-service capacity building curricula) predict the dependent variable (librarian professional job performance) by 84.9%. Therefore, in-service capacity building training, in-service capacity building policy and in-service capacity building curricula are significant predictors of the librarian professional job performance (see Table 4.4).

Table 4.4:Multiple Linear Regression Summary of Impact of In-Service Capacity-Building Training on Library Professionals’ Job Performance in Dodoma Tanzania

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | R | R square | Adjusted R square | St. Error of Estimate | Durbin-Watson |
| 1 | .922a | 0.851 | 0.849 | 0.459 | 1.96 |
| 1. Predictors: (constant), In-service Capacity Building Curricula, In-service Capacity Building Policy, In-service Capacity Building training | | | | | |

Likewise, Table 9 of beta coefficients shows that in-service capacity building training had significant effect on the librarian professional job performance. Specifically, both beta and probabilities were provided such that in-service capacity building training (*B* = 0.403, P = 0.000). This implies that a unit a change of in-service capacity building training causes increases of librarian professional job performance by 40.3%. From this study findings HLIs management members are advised to ensure that libraries are well equipped with all necessary skills to enhance librarian professional job performance. These study results are consistent with the findings of Imam et al. (2020) in Nigeria, who emphasized the importance of in-service capacity-building training as a key factor in enhancing the professional job performance of librarians.

Imam et al. highlighted that continuous professional development programs are critical for librarians to stay updated with the evolving trends in information technology, library management, and digital services. Their research underscored that such training programs provide librarians with the tools, techniques, and skills necessary to adapt to technological advancements, streamline library operations, and meet the growing demands of library users. According to Imam et al., in-service capacity-building initiatives help librarians improve their problem-solving abilities, increase their efficiency in handling library systems, and enable them to offer better services to library patrons. The findings of this study align with Imam et al.'s assertion that ongoing professional training and development are essential to the overall effectiveness of library staff, making them more capable of fulfilling their roles in today's dynamic information landscape.

Similarly, the study findings resonate with the research conducted by Ahanya et al. (2021) in India, who discovered that in-service capacity-building training played a significant role in the professional development of library professionals at the University of Calicut. Ahanya et al. pointed out that the institution's investment in continuous training and capacity-building programs for its library staff led to enhanced job performance and a stronger professional skill set. Their study revealed that training programs offered by the university helped librarians to acquire new competencies, improve their technical skills, and better manage library resources. These training initiatives not only facilitated librarians' adaptation to emerging library technologies but also fostered a deeper understanding of the evolving needs of the academic community.

Ahanya et al. argued that by prioritizing in-service training, universities could improve the quality of library services and ensure that librarians were equipped to contribute meaningfully to the academic mission of their institutions. This finding aligns with the results of the current study, which also underscores the importance of in-service capacity-building training in improving the job performance and professional development of library staff, especially in the context of academic institutions.

In both cases, these studies demonstrate the crucial role of in-service capacity-building training in empowering library professionals to enhance their job performance. By equipping them with relevant skills, knowledge, and competencies, such training enables librarians to perform their duties more effectively and efficiently, leading to better outcomes for both library staff and the users they serve. Therefore, these findings reinforce the argument that institutions must prioritize the continuous professional development of their library staff through well-structured in-service capacity-building programs to ensure sustained improvement in their performance and service delivery.

Table 4.5: Beta Coefficients of Impact of In-Service Capacity-Building Training on Library Professionals’ Job Performance in Dodoma Tanzania

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Model** | **Unstdsed.**  **Coef.** | | **Stdzd Coef.** | **t** | **Sig** | **Collinearity** | |
| 1 | B | Std Error | Beta | Tolerance | VIF |
| (Constant) | 0.046 | 0.05 |  | 0.918 | 0.36 |  |  |
| In-Service Capacity Building Training | 0.403 | 0.053 | 0.415 | 7.66 | 0.000 | 0.168 | 5.969 |
| In-Service Capacity Building Policy | 0.453 | 0.051 | 0.472 | 8.915 | 0.000 | 0.176 | 5.692 |
| In-Service Capacity Building Curricula | 0.105 | 0.043 | 0.097 | 2.454 | 0.000 | 0.312 | 3.208 |

Moreover, these study results are in line with human capital theory postulations which holds that human capital is the results of early ability (whether acquired or inherit), qualifications and knowledge acquired through formal learning, skills, competencies and expertise acquired through on job training. This can only be effective when in-service capacity building trainings are availed in adequate.

The study findings are consistent to the declaration of participants. The participant 4 opined that:-

“........Librarians professional job performance is prerequisite for the higher learning institutions trainings. But the proximity of in-service capacity building training is important..........modern skills have power to connect the librarians from their higher learning institutions to the external world and access similar knowledge as if they physically attend to those training institutions outside their work.......” **(Participant 4/ interview/HLIs X3/2023).**

This implies that in-service capacity building training is vital for ensuring the librarian professional job performance among the chosen higher learning institutions in Tanzania. Therefore, training is of paramount importance to the in-service employees of higher learning institutions in Tanzania.

Likewise, these study findings are in harmony with the narration of the participant (P7) who supported the P4 by stating that: -

*“..........I am strongly convinced that there is a very strong linkage between in-service capacity building training and higher learning institutions’ librarian professional job performance. Thus,HLIs should ensure that an in-service capacity building training are in place for effective in-service training in Tanzanian HLIs higher learning institutions......”*(Participant 7/ interview/HLIs X1/2023).

This narration signifies that participant (P7) was in the opinion that public higher learning institutions are required to be well equipped with respect to the in-service capacity training towards equipping the librarians so that they can well perform in their routine duties. Furthermore, P2 cemented the sentiment of P7 by stating that: -

*“........Computers and other electronic devices are important in the in-service capacity building/training of librarians of the higher learning institutions due to impact of the information and technology (ICT) in education.... Thus, ICT has brought revolution in the manner capacity building is conducted and its effectiveness and efficiency especially in in-service training like librarianship professional courses.......”* (Participant 2/ interview/HLIs X4/2023).

Sufficing to say that in-service capacity building training offered by higher learning institutions is a significant predicator of the librarian professional job performance. Therefore, the in-service capacity building training is required to be paid attention for librarian profession development and performance improvement in Tanzania.

* + 1. **The Impact of In-Service Capacity-Building Policy on Library Professionals’ Job Performance in Dodoma Tanzania**

With regard to this objective, the study findings show that both beta and probabilities were provided such that in-service capacity building policy (*B* = 0.453, P = 0.000). This implies that a unit a change of in-service capacity building policy causes increase of librarian professional job performance by 40.3%. From this study findings HLIs management members are advised to ensure that in-service capacity building policy is well tailored so that it emphasizes the role of the in-service capacity building in order to foster the librarian professional job performance.

These study findings align with the research conducted by Yan and Saguin (2021) in China, who emphasized the critical role that in-service capacity-building policies play in enhancing the job performance of library professionals. According to their study, a well-structured policy for in-service training not only equips librarians with updated knowledge and skills but also ensures they can meet the demands of an increasingly technology-driven and information-heavy society. By investing in continuous professional development through such policies, libraries can improve service delivery and increase the efficiency of their staff. The importance of in-service training policies, as highlighted by Yan and Saguin, underpins the argument that professional growth is a key factor in improving overall library performance, which echoes the findings of this study.

Moreover, these study results are in agreement with the research findings of Daramola and Daramola (2020) in Nigeria, who found that well-designed in-service capacity-building policies significantly favored the professional training and development of library staff at the university level. In their study, Daramola and Daramola argued that policies that support ongoing professional development for library staff contribute significantly to their ability to adapt to new technological advancements, enhance their management skills, and improve their general job performance. Such policies, according to their findings, not only support the professional growth of librarians but also ensure that these professionals remain competitive and capable of handling the evolving demands within academic institutions. These findings further support the notion that capacity-building policies at universities play a vital role in shaping the job performance of library staff and helping institutions meet their educational objectives. Furthermore, these results are congruent with the theoretical framework of Human Capital Theory, which asserts that human capital is developed through the combination of innate abilities and acquired knowledge, qualifications, skills, and competencies. According to this theory, the acquisition of human capital is critical for individual and organizational growth, and can be enhanced through formal education as well as on-the-job training. Human Capital Theory highlights the importance of investing in human resources as a means to improve productivity and job performance over time.

This study supports the theory by suggesting that the successful application of in-service capacity-building policies is directly linked to the professional development of library staff. The ability of librarians to enhance their skills, competencies, and knowledge through tailored in-service training programs can only be effective if the policies governing such training are designed to meet the specific demands of the higher learning institutions. For in-service training policies to have a lasting impact, they must be adequately structured to support continuous learning and development in a way that aligns with both institutional and individual goals, ensuring that the library professionals are fully prepared to meet the evolving challenges of their profession. Therefore, the alignment of in-service capacity-building policies with the principles of Human Capital Theory ensures that investments in professional development translate into improved librarian performance and institutional success.

Besides, upon interviews with participants related views and opinions were gathered. The participant 11 opined that: -

*“........Librarian professional job performance is the output of in-service capacity building policy which spells out the laws, regulations and rules on how* *in-service capacity building should be done in higher learning institutions........Therefore, available in-service capacity building policies are important provides the mannerism of conducting the in-service capacity building in the higher learning institutions*.......”(Participant 11/ interview/HLIs X3/2023).

This implies that in-service capacity building policy is vital for ensuring the librarian professional job performance among the Tanzanian higher learning institutions of choice. Consequently, strategy of implementation of the policy is of paramount importance to the in in-service training of higher learning institutions in Tanzania. Similarly, these study findings agree with the narration of participant (P7) who supported the P4 by stating that: -

*“..........I am strongly supporting that there is a very close association between in-service capacity building policy and higher learning institutions’ librarian professional job performance. Thus, higher learning institutions’ policies are crucial in empowering the librarians to participate in in-service capacity building processes through the laws, procedure, regulations and principles and rules which govern in-service capacity building training are in place for effective in-service training in Tanzanian higher learning institutions......”* (Participant 7/ interview/HLIs X1/2023).

This narration signifies that participant (P9) was of opinion that policies of the *in-service capacity building* among higher learning institutions are required to be executed with respect to the in-service capacity training offering towards equipping the librarians so that they can well perform in their routine duties. Additionally, P12 complemented the sentiment of P9 by stating that: -

*“........The in-service capacity building policies of librarians of higher learning institutions are important aspects for ensuring that in-service capacity building is conducted with regard to the present laws, rules, procedures and regulation to ensure quality and professionalism of the librarians in the higher learning institutions in Tanzania.......”* (Participant 12/ interview/HLIs X5/2023).

This indicates that in-service capacity building policy offered by higher learning institutions is a significant predicator of the *librarian professional job performance. Therefore, the* in-service capacity building policy is required to be well formulated by management of higher learning institutions so that the performance is enhanced through in-service capacity building for librarian professionals in Tanzania.

* + 1. **The Impact of In-Service Capacity-Building Curricula on Library Professionals’ Job Performance in Dodoma Tanzania**

Regarding the third objective of the study Table 9 shows that both beta and probabilities were provided such that in-service capacity building curricula (*B* = 0.105, P = 0.015). This implies that a unit a change of in-service capacity building curricula causes increase of librarian professional job performance by 40.3%. From this study findings HLIs management members are advised to ensure that in-service capacity building curricula is well tailored so that it specifies themes to be covered in the in-service capacity building in order to foster the librarian professional job performance.

The results of this study align closely with the findings of Yan and Saguin (2021) in China, who emphasized the importance of in-service capacity-building curricula for enhancing professional skills among librarians. Their research highlighted that a well-structured in-service curriculum is essential for developing the competencies of library professionals, which ultimately boosts their job performance. Yan and Saguin argued that such curricula provide targeted knowledge and skills, ensuring that librarians are better equipped to meet the evolving demands of their roles.

Additionally, these findings are consistent with those of Shonhe (2020) in Nigeria, who observed that in-service capacity-building curricula significantly benefit the training and professional growth of library professionals. Shonhe found that effective curricula offer structured training modules in the form of schemes, syllabi, lessons, and course outlines. This structured approach allows for a clear understanding of training requirements and facilitates the synchronization of in-service training with the library professionals’ career levels and training periods. Such prior knowledge supports the effective harmonization of training, ensuring that it is appropriate and relevant to the specific needs of the professionals and the institution.

Moreover, the results of this study agree with the principles of Human Capital Theory, which proposes that human capital is developed through a combination of inherent abilities and acquired qualifications, knowledge, skills, competencies, and expertise obtained through formal education and on-the-job training. According to this theory, the quality and comprehensiveness of in-service capacity-building curricula are crucial for fostering effective skill development. A well-designed curriculum ensures that capacity-building programs are smoothly implemented in higher learning institutions, providing librarians with the necessary tools to improve their performance and contribute to institutional success. This theoretical alignment suggests that investment in robust capacity-building curricula enhances the human capital of library professionals, leading to improved job performance and adaptability in a rapidly changing information landscape.

Besides, upon interviews with participants related views and opinions were gathered. The P3 opined that: -

*“.......In-service capacity building curricula are important for the librarian professional job performance training becomes well planned with known composition. This helps facilitators to plan in-service beforehand (in advance) ......Curricula as they are vital in specification of what is capacitated and corresponding to their details. This is likely to foster acquisition of right knowledge and trigger the librarian professional job performance........Therefore, available in-service capacity building curricula are important provides the mannerism of conducting the in-service capacity building in the higher learning institutions*.......” (Participant 3/ interview/HLIs X2/2023).

This implies that in-service capacity building curriculum is vital for ensuring the librarian professional job performance among the Tanzanian higher learning institutions of choice. Consequently, curriculum is imperative to the in in-service training of higher learning institutions in Tanzania due to its role in provides all necessary aspects to be covered in the in-service capacity building. Similarly, these study findings are in harmony with the declaration of the participant (P1) who supported the P3 by stating that: -

*“..........I strongly believe that in-service capacity building curricula in higher learning institutions’ has a positive association with librarian professional job performance. Thus, higher learning institutions’ curricula are valuable in the empowering librarians to participate in in-service capacity building processes based on the stipulated aspects lead into acquisition of skills and competencies targeted by the higher learning institutions in Tanzanian......”*(Participant 3/ interview/HLIs X1/2023).

This narration means that participant (P3) was of opinion that curricula of the *in-service capacity building* among higher learning institutions are required to be executed with respect to the in-service capacity training offering towards equipping the librarians so that they can well perform in their routine duties. Additionally, P12 complemented the sentiment of P3 by stating that: -

*“........The in-service capacity building curricula of librarians of the higher learning institutions are important aspects for ensuring that in-service capacity building is conducted with regard to the present coverage of subject matter to guarantee quality and professionalism of the librarians in the higher learning institutions in Tanzania.......”* (Participant 12/ interview/HLIs X5/2023).

This indicates that in-service capacity building curriculum offered by higher learning institutions has a positive effect on the *librarian professional job performance.* Therefore, thein-service capacity building curriculum is required to be comprehensively developed by the curriculum development expertise from higher learning institutions so that the performance is enhanced through in-service capacity building based on such curriculum. This will assure the performance of the librarian professionals in Tanzania and propagate the quality education among tertiary institutions including universities and colleges. Therefore, this study analysis has established that in-service capacity building trainings, in-service capacity building curriculum and in-service capacity building policy are endogenous variables which have both positive and significance impact on the librarian professional job performance in Tanzania.

* 1. **Multiple Linear Regression Equation**

Table 9 of multiple regression summary shows that adjusted R square is 84.9% which implies that independent variables have impacted the librarian professional job performance by 84.9%. Meanwhile probabilities and beta coefficients were as follows in-service capacity building training (β= 0.453, P = 0.000), in-service capacity building policy (β= 0.405, P = 0.000) and in-service capacity building curricula (β = 105, P = 0.015). This implies that a unit change of in-service capacity building training raised the librarian professional job performance by 45.3% while a unit change of in-service capacity building policy led to increment of librarian professional job performance by 40.5% and lastly, a unit change of in-service capacity building curricula caused an increase of the librarian professional job performance by 10.5%. Therefore, the greatest effect was brought in-service capacity building trainings (45.3) followed by in-service capacity building policy (40.5%) and in-service capacity building curricula (10.5%). In this regard the multiple linear regression equation will be: -

*Y = 0.046 + 0.453 (ICB Training) + 0.405 (ICB Policy) + 0.105 (ICB curricula......(ii)*

* 1. **Summary of Results**

From the data analysis it is evident that in-service capacity-building training, in-service capacity-building policy and in-service capacity-building curricula have a positive and significance on library professionals’ job performance in Dodoma, Tanzania. These observations tallied with findings of Daramola and Daramola (2020). From the multiple linear regressions equation (ii) which shows that capacity-building training and in-service capacity-building policy have greater effect on library professionals’ job performance in Dodoma in Tanzania. These two variables (capacity-building training and in-service capacity-building policy) are four-times effective compared to in-service capacity-building curricula congruent to the observations of Yan and Saguin (2021). Therefore, the management of HLIs should intensify their investment on the capacity-building training and in-service capacity-building policy. These results were not only supported by theory (human capital theory).

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

The chapter provides the summary, conclusion and recommendations regarding study findings. The purpose of this study wasto assess the in-service capacity building on library professionals’ job performance focusing on Dodoma Region as a case. Specifically, to investigate the impact of in-service capacity-building training on library professionals’ job performance in Dodoma Tanzania; to investigate the impact of in-service capacity-building policy on library professionals’ job performance in Dodoma Tanzania; and to investigate the impact of in-service capacity-building curricula on library professionals’ job performance in Dodoma Tanzania.

The study employed mixed approach while probability sampling based on purposive sampling technique was used where 65 respondents were secured from HLIs of choice which are the University of Dodoma (UDOM), College of Business Education (CBE), Local Government Institute Training (LGIT), St. John’s University of Tanzania (SJUT), Institute of Rural Development and Planning (IRDP). The study employed both primary and secondary data where survey, interview and documentary review methods were used to collect data. The descriptive data analysis was used to analyses the demographic characteristics such as sex, age, educational level and work experience. Similarly, multiple regressions were used to analyses data and the conclusion was drawn as follows: -

# 5.2 Conclusions

Based on the findings discussed in the chapter four, the researcher concluded this study by basing on the specific objectives.

# 5.2.1 To investigate the effect of In-service Capacity-Building Training on Library Professionals’Job Performance in Dodoma, Tanzania

This objective aimed at relating the in-service capacity-building training on library professionals’ job performance in Dodoma, Tanzania. The in-service capacity-building training was found to have positive and significant effect on library professionals’ job performance in Dodoma, Tanzania. This implies that in-service capacity-building training is crucial in enhancing the library professionals’ job performance in Dodoma, Tanzania. The most important thing to note is in-service capacity-building training is important and well assisted by sophisticated skills. Therefore, training is really important in the enhancing the in-service capacity building of librarians and hence foster library professionals’ job performance in Dodoma, Tanzania. Therefore, in-service capacity-building training is the significant predictor which positively and significantly affects the library professionals’ job performance in Dodoma, Tanzania.

# 5.2.2 The Effect of In-Service Capacity-Building Policy on Library Professionals’ Job Performance in Dodoma Tanzania

This objective intended to relate the in-service capacity-building policy and library professionals’ job performance in Dodoma Tanzania. The in-service capacity-building policy had positive and significant effect on library professionals’ job performance in Dodoma Tanzania. This implies that in-service capacity-building policy is crucial in enhancing the library professionals’ job performance in Dodoma, Tanzania. The most imperative matter to note is that in-service capacity-building policy is important factor as it provides laws, regulations, and procedures regarding policy of librarian in-service capacity-building and thereby fosters the library professionals’ job performance in Dodoma, Tanzania. The study results have established that in-service capacity-building policy had positive and significant effect on library professionals’ job performance in Dodoma Tanzania. Therefore, the in-service capacity-building policy has positive and significant effect on library professionals’ job performance in Dodoma, Tanzania.

**5.2.3 The Effect of In-Service Capacity-Building Curricula on Library Professionals’ Job Performance in Dodoma Tanzania.**

This objective intended to relate the in-service capacity-building curricula on library professionals’ job performance in Dodoma, Tanzania. In-service capacity-building curricula on library professionals’ job performance in Dodoma,Tanzania had positive and significant effect on library professionals’ job performance in Dodoma, Tanzania. This implies that in-service capacity-building curricula are crucial in enhancing the library professionals’ job performance in Dodoma, Tanzania. The most important matter to understand is that in-service capacity-building curricula provide the outlines of the in-service capacity building subject matter. As such, the curricula become really important in guiding capacity building programmes. Therefore, the in-service capacity-building curricula boost the library professionals’ job performance in Dodoma, Tanzania. The study has established that in-service capacity-building curricula had positive and significant effect on the library professionals’ job performance in Dodoma, Tanzania. Therefore, the in-service capacity-building curriculum is the positive and significant predictor of the library professionals’ job performance in Dodoma, Tanzania.

## 5.3 Recommendations

The researcher organized this section based on the specific objective where recommendations were provided with regard to the variables as described in sections 5.3.1, 5.3.2 and 5.3.3.

### **5.3.1 To Investigate the Effect of In-Service Capacity-Building Training on Library Professionals’Job Performance in Dodoma, Tanzania**

Based on the findings of the study of the influence of impact of in-service capacity-building training on the library professionals’ job performance in Dodoma, Tanzania. The researcher recommends that industry should intensify on the in-service capacity-building training so as to ensure that in-service capacity-building training is really important in enabling the capacity building in library industry in Tanzania. This can be done by having the appropriate budget for the in-service capacity-building training. Therefore, management of HLIs must ensure that in-service capacity-buildingtrainingis well managed for valued library professionals’ job performance in Dodoma, Tanzania.

# 5.3.2 The Effect of In-Service Capacity-Building Policy on Library Professionals’ Job Performance in Dodoma Tanzania

Upon data analysis it was noted that in-service capacity-building policy on library

professionals’ job performance in Dodoma, Tanzania. Therefore, the management of the HLIsis supposed to ensure that in-service capacity-building policy is in place so as to guide the capacity building programme with regard to librarianship. It is suggested that in-service capacity-building policy is well executed so as to guide the training of librarian employees in the HLIs in Dodoma, Tanzania.

### **5.3.3 The effect** **of In-Service Capacity-Building Curricula on Library Professionals’ Job Performance in Dodoma Tanzania.**

Based on the findings of the study of the influence of in-service capacity-building curricula on library professionals’ job performance in Dodoma Tanzania. The researcher recommends that HLIs should intensity on the in-service capacity-building curricula so as to ensure that suitable training based on the curriculum so as to harmonize uniformity and coverage of capacity building programmes. The researcher recommends that in-service capacity-building curricula should be well tailored so as to ensure that library professionals’ job performance in Dodoma, Tanzania is engaged. Therefore, considering the in-service capacity-building curricula is of paramount importance, with this regard, it should thus be capitalized.

## Limitations of the Study

During the course of conducting the study, it was noted that there were several limitations. The notable ones emerged during the data collection, process and analysis the data. Similarly, the limitations were also embedded in the tools, methods and study timing. Firstly, it was also found to ignore the tertiary colleges like Dodoma Regional Vocational Service Centre (Dodoma RVSC) and Don Bosco Technical Training Institute. Secondly, the study relied on one region whilst there are over 30 regions in Tanzania. Pharmaceutical manufacturing industry, this decision might have affected the findings of the study. Thirdly, the study used survey research design, in such decision, some data were not collected as survey employed largely questionnaire which has limitation in data collection. Fourthly, only three variables were studied with regard to this topic. As such other factors were not considered. Therefore, the study did not include other factors.

## 5.5 Suggestions for Further Research

Based on the above stated limitations, gives the avenues to have future research. This study, thus, proposes several potentials areasfor future researches. The fact that only one region was considered gives the opportunity for future study to consider other regions of Tanzania.

Secondly, the study relied on only three variables namely in-service capacity-building curricula; in-service capacity-building training and in-service capacity-building policy. This decision might have affected the findings of the study as other variables were ignored. The researcher suggests that similar study can be done in future based on the other variables.

Thirdly, the study used survey research design, in such decision, some data were not collected as survey employed largely questionnaire which has limitation in data collection. The researcher proposes the related study should be conducted in future other research designs such as cross-sectional design, correlation design and longitudinal research design apart from survey research.

## Implications of the Study

In recent research findings are implicative to various stakeholders. The results of this study imply that the government should execute and formulate in-service capacity-building curricula and in-service capacity-building policy. But also, the in-service capacity-building training for library professionals’ job performance in Dodoma, Tanzania. This will enhance the library professionals’ job performance in Dodoma, Tanzania. Secondly, study findings imply management of the HLIs should operate using the standardized in-service capacity-building curricula and in-service capacity-building policy which ensure library professionals’ job performance in Dodoma, Tanzania.

With regard to policy, these study findings are crucial in enticing government authority to consider the execution of policy related to capacity building of library staff on to enhance performance. Thus, these study findings are imperative to base for government officials when contemplating on how national capacity building policy and strategy execution can be done for improvement of manpower productivity in the public university libraries in Tanzania.

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## APPENDICES

Appendix 1: Questionnaire form,

**The Open University of Tanzania**

**Introduction**

My name is **ANGEL D KIDELA.** I am a student at the Open University of Tanzania (OUT). I am conducting a study about; **“Assessment of In-Service Capacity Building on Library Professionals’ Job Performance: The Case of Dodoma Region, Tanzania”** The aim of my study is to contribute to the existing body of knowledge and literature related to the role of in-service capacity building on library professionals’ job performance; the main beneficiaries of which are the researchers, academicians and policy makers. I request you to respond to questions that outlined below. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study. No harm of any kind will come to you from your involvement. I would be grateful if you could take some of your time to respond to this questionnaire. Your participation is most highly valued.

**PART I BACKGROUND INFORMATION**

Name of the HLI............................................................................................................

Sex…………………………………………………………………………………….

Age……………………………………………………………………………………..

Education level…………………………………………………....................................

Work experience ............................................................................................................

**Part II. Assessment of In-Service Capacity Building on Library Professionals’ Job Performance: The Case of Dodoma Region, Tanzania**

1. **In-Service Capacity Building Training**

This section will examine the effects of in-service capacity building training on library professionals’ job performance: The Case of Dodoma Region, Tanzania. Please, chooseappropriatestatementby ticking **(√ )** your response.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO.** | **Statement** | **1** | **2** | **3** | **4** | **5** |
| **In-Service Capacity Building Training** | | | | | | |
| 1 | In-servicecapacitybuilding training alters the librarian performance |  |  |  |  |  |
| 2 | The librarian performance is predicted by In-servicecapacitybuilding training |  |  |  |  |  |
| 3 | Projector assists the in-service capacity building and alter performance of the librarians |  |  |  |  |  |
| 4 | Computers affect in-service capacity building and change librarian’sperformance |  |  |  |  |  |
| 5 | Electronic devices affect the librarian performance in HLIs |  |  |  |  |  |

1. **In-Service Capacity Building Policy**

This section will examine the effects of in-service capacity building policy on library professionals’ job performance: The Case of Dodoma Region, Tanzania. Please, chooseappropriatestatementby ticking **(√ )** your response.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Statement** | **1** | **2** | **3** | **4** | **5** |
| **In-Service Capacity Building Policy** | | | | | | |
| 1 | In-service capacity building policy change affects library professionals’ job performance |  |  |  |  |  |
| 2 | In-service capacity building rules alter the library professionals’ job performance |  |  |  |  |  |
| 3 | In-service capacity building regulations alter the library professionals’ job performance |  |  |  |  |  |
| 4 | In-service capacity building procedures alter the library professionals’ job performance |  |  |  |  |  |
| 5 | In-service capacity building laws alter the library professionals’ job performance |  |  |  |  |  |

1. **In-Service Capacity Building Curricula**

This section will examine the effects of in-service capacity building curricula on library professionals’ job performance: The Case of Dodoma Region, Tanzania. Please, chooseappropriatestatementby ticking **(√ )** your response.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Statement** | **1** | **2** | **3** | **4** | **5** |
| **In-Service Capacity Building Curricula** | | | | | | |
| 1 | In-service capacity building curricula change affects library professionals’ job performance |  |  |  |  |  |
| 2 | In-service capacity building syllabuses alter the library professionals’ job performance |  |  |  |  |  |
| 3 | In-service capacity building scheme alter the library professionals’ job performance |  |  |  |  |  |
| 4 | In-service capacity building composition alter the library professionals’ job performance |  |  |  |  |  |
| 5 | In-service capacity building contents alter the library professionals’ job performance |  |  |  |  |  |

1. **Library Professionals’ Job Performance**

This section will examine the effects of in-service capacity building on library professionals’ job performance: The Case of Dodoma Region, Tanzania. Please, chooseappropriatestatementby ticking **(√ )** your response.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Statement** | **1** | **2** | **3** | **4** | **5** |
| **Library Professionals’ Job Performance** | | | | | | |
| 1 | Understanding of policy affects library professionals’ job performance |  |  |  |  |  |
| 2 | the library professionals’ job performance is fostered by training policy |  |  |  |  |  |
| 3 | The library professionals’ job performance is affected by curricula |  |  |  |  |  |
| 4 | The library professionals’ job performance is affected by skills |  |  |  |  |  |
| 5 | The library professionals’ job performance is the function of the competencies |  |  |  |  |  |

**Appendix II: INTERVIEW GUIDE**

1. How do In-service capacity building curricula affect the library professionals’ job performance?
2. How does in-service capacity building policy affect the library professionals’ job performance?
3. How does in-service capacity building training affect the library professionals’ job performance?
4. Comment on the relationship between the in-service capacity building training and the library professionals’ job performance.

**APPENDIX: III Document Checklist**

1. Library Department annual meeting minutes
2. Employees Performance Appraisal annual reports
3. In-service capacity building annual reports
4. Policy, rules and regulations regarding in-service capacity building programmes
5. HLIs’ in-service capacity building of library master plan for the programmes

***Thank you for your participation.***

