

Manpower Distribution of Library Staff for Job Effectiveness in Tertiary Institutions in Imo State

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Abstract

The study investigated manpower distribution of library staff for job effectiveness in tertiary institutions in Imo State. The researcher adopted a descriptive research design. The study described the variables of manpower distribution and its impact on library staff performance in tertiary institutions in Imo State. One hundred and eighty-five (185) library staff (profession and Para-professionals) of tertiary institutions in Imo State constituted the population used for this study. This comprised all librarians in the three selected tertiary institution libraries under study. The sample for the study is 185 library staff. The entire population was used as sample because it can be conveniently studied by the researcher. Hence census sampling technique was adopted. Out of 185 copies of questionnaire distributed, 170 representing 90% were duly completed and returned. The study used the returned copies for its analysis. The instruments for this study The rating scales response options were arranged in a modified 4-point scale ranging from Very High Extent (VHE) - 4points, High Extent (HE) - 3 points, Low Extent (LE) - 2, Very Low Extent (VLE) - 1 point and the questionnaire tagged, "Manpower Distribution for Effectiveness of Library Staff Questionnaire (MDELSQ)".The reliability of the instrument was determined by Cronbach alpha and obtained .83 >.71 showed that the instrument was highly reliable. Mean and standard deviation was used in answering the research questions while T-test was used in testing the null hypotheses at .05 significance level. The study concluded that that task delivery of research is dependent on subject mastering of the Library staff. Library staff who have quality subject mastering should be distributed or posted to schools and not the other way round. It recommended among others that Library staff with adequate training in library staff and who have mastering in their subject areas should be distributed by Ministry of Education.

Keywords: Library staff, Manpower, Distribution, Tertiary Institutions, Imo State, Job effectiveness.

Introduction

Understanding the scope and scale of library staff distribution issues is a necessary step toward developing effective research solutions. When Library staff are not equitably distributed, among schools within the state, it is an indicator that policy-makers, education planners and ministries executives have not done what they are expected to do. It is focused less on the problem of inequitable library staff distribution between schools and departments in a given school, but several studies suggest that social norms and official policies can create staffing inequities within schools as well. Greater emphasis on systematic data collection have contributed to a growing national concern about inequitable distribution of effective Library staff.

This study has considered certain factors to be taken into account during library staff manpower distribution. The qualification of Library staff in each school is necessary to ensure job effectiveness of the Library staff. Students' population in terms of enrollment and graduating students should be considered in distributing Library staff. The need to recruit Library staff that will fill existing vacancies

in schools should be treated by education managers to ensure goal attainment of tertiary institutions. Urban and rural discrepancies, science and non-science dichotomy are also crucial factors in ensuring fair distribution of Library staff in public tertiary institutions in any state (Ademola, 2012).

The pattern of distribution of Library staff into tertiary institutions in Imo State, Nigeria has generated mixed feelings among many educationists (Adeyemi, 2009). Since rural schools form 57% of all tertiary institutions in Imo State while urban schools account for the remaining 43% (Imo State Ministry of Education, 2020), it seems that the distribution of Library staff to the schools has not been done satisfactorily. Common observation in the school system in the State shows that Library staff usually prefer to work in urban areas rather than in rural areas. This is perhaps due to the presence of many social amenities and infrastructural facilities in the urban areas. Thus, it seems that the distribution of qualified Library staff to tertiary institutions in the State appears to have brought about some controversy in many quarters. This controversy has been centred on whether or not there are more qualified Library staff in urban schools than in rural schools.

Ike, (2003) defended the idea of recruiting unqualified Library staff to schools and reported that during the time of acute shortage of qualified Library staff, the authorities were tempted to overlook quality and were inclined to employ anyone with minimal educational qualifications even without library studies background. Bennett (2017) seemed to agree with Ike, (2003) on the presence of unqualified Library staff in schools, but he recommended that unqualified Library staff should normally not be more than half of the total library staff force in schools. Bennett views disagreed with the findings of other researchers (Chowdbury, 2013; Happer, 2009) who reported that with the increase in the supply of qualified Library staff from the various tertiary institutions in the country, more qualified Library staff should be employed into the schools' system.

However, findings have shown that Library staff' turnover is always high because many Library staff tend to leave the library staff profession if and when more attractive jobs become available in government, politics or private enterprise.

Statement of the Problem

Library staff manpower is obviously one of the most important manpower aspects in tertiary institutions. It is the Library staff that collaborate with researchers in various area of interest and equally guide them, the researchers in areas of research need or gaps. In doing this quality of the Library staff to be so distributed have to be put into consideration. It appears that qualification of library staff manpower is in short supply. There seems to be low supply of Library staff that are certified and trained to be career Library staff in public tertiary institutions in Imo State. There is also the concern of coping with students population into the libraries, in which case more qualified Library staff have be employed to cope with the teeming students number and other knowledge seekers. The study therefore stems to investigate the library staff manpower distribution and how it influences job effectiveness of Library staff in public tertiary institutions in Imo State.

Aim and Objectives of the Study

The aim of the study was to investigate manpower distribution of library staff for job effectiveness in tertiary institutions in Imo State; with the following specific objectives:

1. To determine how qualification enhances subject mastering of Library staff in tertiary institutions in Imo State.
2. To find out how population of students enhances task delivery of Library staff in tertiary institutions in Imo State.
3. To find out how recruitment of library staff enhances researchers assessment of materials in tertiary institutions in Imo State

Research Questions

The following research questions guided the study:

1. To what extent does qualification enhance subject mastering of Library staff in tertiary institutions in Imo State?
2. To what extent does population of students/library users enhance task delivery of Library staff in tertiary institutions in Imo State?
3. How does recruitment of library staff enhance researcher's assessment of materials in tertiary institutions in Imo State?

Null Hypotheses

The following null hypotheses guided the study:

1. There is no significant difference between the mean rating of male Library staff and female Library staff' opinions on how qualification enhances subject mastering of Library staff in tertiary institutions in Imo State.
2. There is no significant difference between the mean rating of male Library staff and female Library staff' opinions on how population of Library staff/other library users enhances task delivery of Library staff in tertiary institutions in Imo State.
3. There is no significant difference between the mean rating of male Library staff and female Library staff' opinions on recruitment of library staff enhances material assessment by users in tertiary institutions in Imo State

Theoretical Review

The study is anchored on two theories of human capital theory Manpower distribution in public tertiary institutions is expected to be carried out based on library staff needs for knowledge and skill capacity.

Human Capital Theory by Adam Smith

The human capital theory was propounded by Adams Smith (1776) and cited in Onwondah (2018), holds that man's capacity to perform various tasks is based on the skills and knowledge inbuilt in man and external forces such as education and training given to the man to develop these built in him from creation. Human capital theory refers to the aggregate stock of competencies, knowledge, social and personal attributes embodied in an intrinsic measure of economic value. Human capital theory views individuals as economic units who are important in an economy. The basic concept of human capital theory is that investments in individual can be measured based on the economic value that they are able to contribute to the society.

The theory is hinged on the assumption that skills and competences achieved by people is a factor of production comparable to other factors of production such as machine and land. This proposal of human capital theory notes that human resources are invaluable assets to a society that tends to enhance her productive capacity, which follows that human capital forms the tools that enable all other resources to survive.

Conceptual Framework

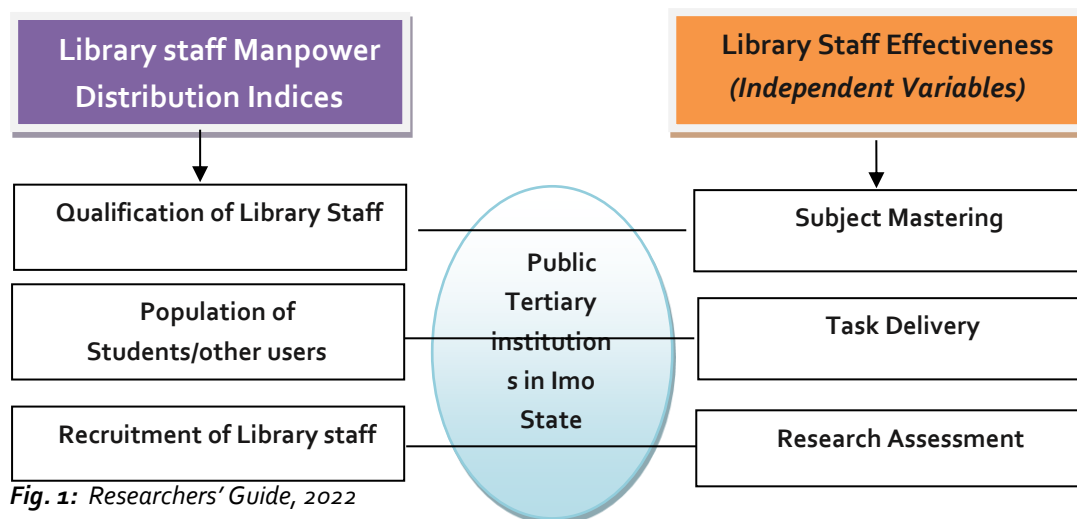


Fig. 1: Researchers' Guide, 2022

Concept of Manpower Distribution

Library staff manpower distribution refers to the fair share of Library staff in every school in recognition of student number, library staff qualification, location, skills, attitude of the library staff workforce in every school system (Balog, 2016). Education is important for morale; Social, political, economic, psychological and technological reawakening of any given country. Education does not only affect the socioeconomic and political development of a nation, it further ensured individuals' all-round development. Education frees the mind of citizens and the nation from the bondage of ignorance and from the abyss of barbarity and the backwardness. To achieve the laudable educational statements above, the role of a library staff cannot but be recognized.

A library staff shows the line of knowledge to be toed by the student(s), and this is the more reason why Library staff are trained in different areas of knowledge. These areas range from the arts, sciences and the social sciences. It should further be recognized that all these different knowledge areas put together makes what is called living. When talking about economic activity, the social sciences have a big role to play because it studies human behaviour and reactions to different situations (Antoneli, 2009).

The library staff has lots of role to play in ensuring that the students of economics understand what is taught to them. Though, it should be realized that there are different factors on the library staff manpower side that influence students' performance in economics. Among such factors are qualification of the library staff, the workload of such a library staff and the methodology of library staff of the library staff. It is generally known that the Library staff' qualification and knowledge of a particular subject are important determinants of student performance in a given subject. Ichniowski, (2018) in his study discovered that most Library staff of the tertiary institutions lack the essential professional qualification, knowledge, skills and attitudes that is required for effective & effective library staff. He stated further that the professional library staff certificates of those in the tertiary institutions have also not really helped the situation because of the quality of their knowledge for the subject.

Library Staff Effectiveness

Library staff effectiveness refers to implies a combination of doing a job effectively and efficiently, with a minimum degree of employee created disruptions (Happer, 2009). By performance therefore the researcher's operational definition implied: library staff's overall library management, effective library staff, motivation to organize, assess materials, punctuality as well good team work. Ichniowski (2009) looked at Library staff performance as the process by which the library staff is able to attain a maximum requirements level of their job in an effort to fulfill the school objectives. Library staff performance must be geared towards promoting the process of research for the benefit of the pupils through proper use of lesson plan and lesson notes during the lesson. In this study, library staff performance is conceptualized as the extent to which the library staff achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom library staff, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counselling and guidance, are all means by which Library staff performance can also be achieved.

Library staff Qualification and Subject Mastering

Library staff distribution by qualification is seen in public primary, secondary and tertiary institutions as well as the private schools. These set of employees (Library staff) do not know how to use the available materials; the reason being that some are either inadequately trained or untrained. As a result of unqualified Library staff in the library staff profession, library staff application is seen as boring and difficult to apply in their appropriate manner (Ademola, 2012). The issue of staffing and selection by qualification, placement, maintenance, development and supervision becomes very important.

It is generally known that the Library staff' qualification and knowledge of a particular subject are important determinants of student performance in a given subject requested by a library user. Happer (2009) in his study discovered that most Library staff of the tertiary institutions lack the essential professional qualification, knowledge, skills and attitudes that is required for effective & effective library staff. He stated further that the professional library staff certificates of those in the tertiary institutions have also not really helped the situation because of the quality of their knowledge for the subject. It was then found out that majority of the aspects of the curriculum for economics needs a good knowledge of learner's culture and experience for its effective research. The findings also revealed that majority of the Library staff have no required potentials for the effective library staff of majority of the aspects of the economics curriculum in tertiary institutions. This invariably then affects the academic performance of these students in economics.

Student/Other Users' Population and Task Delivery

Miller (2000) quoted in Newton (2015), stated that the growth in human population around the world affects all people through its impact on the economic and environment. The author opined that over-population is not just geometrical increase in number of people but also a burden to humanity itself. Miller noted that over population results when there is geometric increase in number of people and arithmetic increase food supply. Newton (2015), opined that over-population is the greatest threat to the world. Tasks delivery will not fair well in situations of over population. Library staff may find it difficult to cope with over populated class, thereby slowing down their task delivering which borders on class room management, students assessment, discipline and character control (Antonelli, 2021).

Ofori, (2011) sees over-crowding (population) of classrooms in terms of overpopulation of student /pupils in academic environment called classroom. This explains the presence of more students /pupils in a classroom than the available resources, library staff, infrastructure and instructional materials. Ike, (2003) opined that overcrowding is over population of the classroom and that the demand for western education far exceeds the capacity of the schools plants as well as the instructional materials.

The distribution of Library staff to school based on class-size is stipulated in the 6th education of the National Policy on education. The library staff-student ratio should be thus, primary schools 35 pupils in a class, tertiary institutions 40 students in a class, technical schools 20 students. The library staff ratio is the average number of students per library staff at a specific level of education in a given year (Uche, 2014).

Happer (2009) remarked that library staff requirement depends primarily on the number of learners coming forward to be educated. The school classrooms in recent times is overcrowded and flooded with students. The normal ratio of one library staff to third or forty students in a class is not observed. This is as a result of the school age children growing more than the available qualified Library staff in the school system.

Library staff Recruitment and Students Assessment

Library staff are very important set of people that will translate policies and programmes in the school system. They are so essential in the fact that if they are not there will not be qualified persons to translate the programmes. Therefore, it is very pertinent that efforts should be made to recruit the right type of persons for the task of students' assessment and performance. Students assessment is the aspect of library staff which as to do with knowing the student, impartation which results to questioning. Such questioning comes after effective library staff. If a library staff is not taught properly, it is expected that assessment outcome of the students will be poor and to that extent shows the level of effectiveness of the library staff (Antonelli, 2020). If poorly recruited Library staff are distributed to schools, there is likely to be poor students' assessment.

The way and manner staffs like Library staff are recruited contribute their distribution to very great extent in the schools. It is alarming to see a library staff not capable of preparing lesson notes, incapable of managing class, let alone library staff efficiently. Most Library staff nowadays lack the knack in the mastering of their subject area. All of this boils down to the point that they were not properly scrutinized to ascertain their suitability at the point of recruitment.

Recruitment procedures refers to list of the policies and guidelines that define, regulate and inform how you and your organization operate on how to develop a policy on employment matters. For any organization to be successful in the achievement of its corporate objectives and its operational activities, it requires good employees. This therefore, makes the employee recruitment selection process one of the most critical aspects for an organization's success.

Library staff effectiveness is the ability of the Library staff to use all resources available to it to achieve sets goals of the school.

The quality of the library staff should be determined from the recruitment process. Library staff quality in terms of skills, education, aptitude and interest in library staff should be assessed before releasing the theatre of learning, which is the class-room (Atton, 2019) maintained that "the ultimate goal of formal organizations is effectiveness. That the effectiveness of any educational institution is the extent to which students are achieving, the Library staff are satisfied, the staff morale is high, the student drop-out is low, etc".

Methodology

The researcher adopted a descriptive research design. The study described the variables of manpower distribution and its impact on library staff performance in tertiary institutions in Imo State. The area of the study was tertiary institutions in Imo States. The tertiary institutions in Imo State owned by the federal government are: Federal University of Technology, Owerri; Federal Polytechnic, Nekede, Owerri; Alvan Ikoku Federal College of Education, Owerri; and Federal College of Land Resources Technology, Oforola. The tertiary institutions owned by the state government are: Imo State University, Owerri; Imo state Polytechnic, Umuagwo; and College of Nursing and Health Sciences, Amaigbo/Orlu. Others are K. O. Mbadiwe University, Ogboko, Claretian University, Nekede, Imo State College of Education, Etiti and Hezekiah University, Umudi, Nkwere. For the purpose of this study, Federal University of Technology, Owerri, Imo State University, Owerri; Federal Polytechnic, Nekede, Owerri are used.

One hundred and eighty-five (185) library staff (profession and Para-professionals) constituted the population used for this study. This comprised all librarians in the three selected tertiary institution libraries under study. The sample for the study is 185 library staff. The entire population was used as sample because it can be conveniently studied by the researcher. Hence census sampling technique was adopted. Out of 185 copies of questionnaire distributed, 170 representing 90% were duly completed and returned. The study used the returned copies for its analysis.

The instruments for this study The rating scales response options were arranged in a modified 4-point scale ranging from Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points, Low Extent (LE) - 2, Very Low Extent (VLE) - 1 point and the questionnaire tagged, "Manpower Distribution for Effectiveness of Library Staff Questionnaire (MDELSQ)".

The reliability of the instrument was determined by Cronbach alpha (SPSS version 23) to compute the scores from a single test administration of the same instrument to obtain the internal consistency of the instrument. The reliability coefficient indices yielded by Cronbach alpha of .83 > .71 showed that the instrument was highly reliable. Mean and standard deviation was used in answering the research questions while T-test was used in testing the null hypotheses at .05 significance level.

Results and Discussion

Research Question 1: To what extent does qualification enhance subject mastering of Library staff in tertiary institutions in Imo State

Table 1: Extent qualification enhance subject mastering of Library staff in tertiary institutions in Imo State

Descriptive Statistics				
S/N	Items	N=170	Mean	Std. Deviation Remark
1.	I have minimal knowledge in all subjects areas		1.3826	.48617 VLE
2.	I'm able to direct users to any form of material		2.3084	1.32479 LE
3.	I have library staff certifications as a library staff		1.8200	1.13025 VLE
4.	Library terms are familiar to me		2.1761	1.13314 LE
Grand Mean			1.81	.829 VLE

Table 1 above showed in item 1 mean score of 1.3826 and SD .48617 which implied very low extent that respondents have minimal knowledge in all subjects areas. In item 2 mean score of 2.3084 and SD 1.32479 showed low extent that able to direct users to any form of material. In item 3 mean score

of 1.8200 and SD 1.13025 showed very low extent that respondents have library staff certifications as a library staff. In item 4 mean score of 2.1761 and SD 2.1761 equally showed low extent that respondents Library terms are familiar to me.

Thus, aggregate mean score of 1.81<2.5 showed very low extent that qualification enhances subject mastering of Library staff in tertiary institutions in Imo State.

Research Question 2: To what extent does population of students/other users enhance task delivery of Library staff in tertiary institutions in Imo State?

Table 2: Extent population of students/other users enhance task delivery of Library staff in tertiary institutions in Imo State

Descriptive Statistics				
S/N Items	N=170	Mean	Std. Deviation	Remark
5. There are more 40 users per troop		2.6839	.38750	HE
6. I have other colleagues in the same shift to cope with any number of visitors		2.4245	1.24647	LE
7. Students control is easy because of their number		1.8852	1.14409	VLE
8. Students or users are grouped to avoid over crowding		2.0600	1.19484	LE
9. School management calls for additional enrollment after closing date		1.3490	.47682	VLE
Grand Mean		2.08	.889	LE

Table 2 above showed mean score of 2.6839 and SD .38750 high extent that There are more 40 users per troop. In item 7 mean score of 2.4245 and SD 1.24647 showed low extent have other colleagues in the same shift to cope with any number of visitors. In item 8 mean score of 1.8852 and SD 1.19484 showed Students control is easy because of their number. In item 9 mean score of 2.0600 and SD 1.19484 showed Students or users are grouped to avoid over-crowding. In item 10 mean score of 1.3490 and SD .47682 showed very low extent that School management calls for additional enrollment after closing date

Thus, aggregate mean score of 2.08<2.5 implied low extent that population of students/other users enhance task delivery of Library staff in tertiary institutions in Imo State.

Research Question 3: To what extent does recruitment enhance students/users' assessment by Library staff in tertiary institutions in Imo State?

Table 3: Extent recruitment enhance students/other users' assessment by Library staff in tertiary institutions in Imo State

Descriptive Statistics				
S/N Items	N=170	Mean	Std. Deviation	Remark
10. Recruitment process is done by library staff experts.		1.8535	1.18135	VLE
11. Sufficient number of qualified Library staff are recruited as at when due		1.2239	.41697	VLE
12. Library staff that retire or dismissed are replaced as quickly as possible		2.4245	1.24647	LE

13. There is always a replacement when transfers are done	1.855	1.1799	VLE
14. There is no shortfall of Library staff in all subject areas.	2.6600	1.19484	HE
Grand Mean	2.003	1.04	LE

Table 3 above showed very low extent with mean score of 1.8535 and SD 1.18135 that recruitment process is done by library staff experts. In item 12 mean score of 1.2239 and SD .41697 showed very low extent that sufficient number of qualified Library staff are recruited as at when due. In item 13 mean score of 2.4245 and SD 1.24647 implied low extent that Library staff that retire or dismissed are replaced as quickly as possible. In item 14 mean score of 1.855 and SD 1.1799 showed very low extent that there is always a replacement when transfers are done. In item 15 mean score of 2.6600 and SD 1.19484 showed high extent that there is no shortfall of Library staff in all subject areas. Thus, aggregate mean score of 2.003<2.5 showed low extent how recruitment enhance students' assessment by Library staff in tertiary institutions in Imo State.

Test of Hypotheses

Ho1: There is no significance difference between the mean rating of male Library staff and female Library staff' opinions on subject mastering of Library staff in tertiary institutions in Imo State

Table 4: T-test analysis of significance difference between the mean rating of male Library staff and female Library staff' opinions on subject mastering of Library staff in tertiary institutions in Imo State

Table 4 above shows a mean difference of .60000 male and female principals, t-value difference of

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	Female Library staff.	2.481	169	.000	3.98999	1.58386	.81343	7.04655
	Male Library staff.	2.445	163.813	.000	3.92999	1.60735	.76566	7.09432
Total				.000				

0.936 and p-value of .000<.05 which showed that there is a significance difference between the mean rating of male Library staff and female Library staff' opinions on subject mastering of Library staff in tertiary institutions in Imo State. The null hypothesis is therefore rejected.

Ho. 2: There is no significance difference between the mean rating of male Library staff and female Library staff' opinions on task delivery of Library staff in tertiary institutions in Imo State.

Table 5: T-test analysis of significant difference between the mean rating of male Library staff and female Library staff' opinions on task delivery of Library staff in tertiary institutions in Imo State

		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	Female Library staff	2.481	169	.014	3.92999	1.58386	.81343	7.04655

	Male Library staff	2.445	160.813	.015	3.92999	1.60735	.76566	7.09432
Total				.029				

Table 5 above showed a t-value difference of 0.036, similar mean difference of 3.92999, p-value of .029<.05 which implied that there is a significance difference between the mean rating of male Library staff and female Library staff' opinions on task delivery of Library staff in tertiary institutions in Imo State. The null hypothesis is therefore rejected.

H03: There is no significant difference between the mean rating of male Library staff and female Library staff' opinions on students/users' accessing of materials by Library staff in tertiary institutions in Imo State.

Table 6: T-test analysis of significance difference between the mean rating of male Library staff and female Library staff' opinions on students' assessment by Library staff in tertiary institutions in Imo State

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	Female Library staff	2.281	168	.011	3.22999	1.58386	.81343	7.04655
	Male Library staff	2.145	163.113	.015	3.22999	1.60735	.76566	7.09432
Total				.026				

Table 13 above shows t-value difference of 0.136, no mean difference value of 3.22999 and p-value of .026<.05 which showed that significant difference between the mean rating of male Library staff and female Library staff' opinions on students'/users material accessing by Library staff in tertiary institutions in Imo State. The null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are hereunder itemized:

1. There is a significant difference between the mean rating of male Library staff and female Library staff' opinions on subject mastering of Library staff in tertiary institutions in Imo State.
2. Responses showed very low extent on how qualification of Library staff enhances subject mastering enhances in tertiary institutions in Imo State.
3. There is a significant difference between the mean rating of male Library staff and female Library staff' opinions on task delivery of Library staff in tertiary institutions in Imo State.
4. Responses showed low extent how population of students/users enhances task delivery in tertiary institutions in Imo State.
5. There is a significant difference between the mean rating of male Library staff and female Library staff' opinions on research accessing by Library staff in tertiary institutions in Imo State.
6. Responses showed very low extent how recruitment enhances users' accessing by Library staff in tertiary institutions in Imo State.

Discussion of Findings

The findings of the study are hereunder discussed:

Qualification of Library staff and Subject Mastering of Library Staff

The study revealed that qualification of Library staff influences subject mastering. It means that qualification of Library staff has a link with subject mastering. Happer (2009) agreed that the issue of staffing and selection by qualification, placement, maintenance, development and supervision becomes very important. The national policy on education recommends that the minimum qualification for all secondary school Library staff should be qualified with university degree with professional qualification (in library science) The same policy recommends that to be qualified as a library staff in the senior secondary school, a graduate who has a single honour, should go for one year post graduate diploma to duly qualify such a one.

Population of Students and Task Delivery of Library staff

The study revealed that population of students is necessary in determining library staff manpower distribution. Task delivery is hinged on the fact that there has to be matching number of Library staff with the ratio of the students. Adeyemi (2009) quoted in Newton (2002), stated that the growth in human population around the world affects all people through its impact on the economic and environment. The author opined that over-population is not just geometrical increase in number of people but also a burden to humanity itself. Miller noted that over population results when there is geometric increase in number of people and arithmetic increase food supply. Balog (2016), opined that over-population is the greatest threat to the world. Tasks delivery will not fair well in situations of over population. Library staff may find it difficult to cope with over populated library visitor, thereby slowing down their task delivering which impacts on their service delivery.

Recruitment and Students' Assessment by Library staff

The findings of the study showed that recruitment of Library staff go a long way in quality of staff distribution or posting. Antonelli, (2018) affirmed that Library staff are very important set of people that will translate policies and programmes in the school system. They are so essential in the fact that if they are not there will not be qualified persons to translate the programmes. Therefore, it is very pertinent that efforts should be made to recruit the right type of persons for the task of students' assessment and performance. Students' assessment is the aspect of library staff which as to do with knowing the student, impartation which results to questioning. Such questioning comes after effective library staff. If a library staff is not taught properly, it is expected that assessment outcome of the students will be poor and to that extent shows the level of effectiveness of the library staff. If poorly recruited Library staff are distributed to schools, there is likely to be poor students' assessment.

Conclusion

The study revealed that task delivery of research is dependent on subject mastering of the Library staff. Library staff who have quality subject mastering in research areas should be distributed or posted to tertiary institutions and not the other way round. The recruitment of Library staff to be distributed to tertiary institutions should be based on quality, competence, qualification of such Library staff. Library staff who lack library staff competence should not be distributed to schools. Library staff should be distributed to schools in match with students' number or population or catchment areas of the population of other library users. If a school admits more than required number of students, equivalent ratio of Library staff should also be distributed or posted to such schools for effective research.

Recommendations

Based on the findings of the study the following recommendations have been made:

1. Library staff with adequate training in library staff to be versatile in all areas of study.
2. School administrators should ensure those engaged in the recruitment of Library staff are trained library staff experts themselves.
3. Library staff with library staff qualifications should be distributed to schools by ministry of education and other concerned agencies.

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