NIGERIA LIBRARY ASSOCIATION AND DEVELOPMENT OF PROFESSIONALS IN UNIVERSITY LIBRARIES IN NORTH CENTRAL STATES OF NIGERIA

BY

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DECLARATION

I hereby declare that this thesis entitled ‘’Nigerian Library Association and professional Development of Library and Information Professionals in the University Libraries in North Central States of Nigeria.’’ had been written by me under the supervision of Prof. Zakari Mohammed and Dr. Ezra Shiloba Gbaje that it was never presented elsewhere, either wholly or in part, for the purpose of the award of a degree. All literature consulted and cited were fully acknowledged within the text and by means of references.

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CERTIFICATION

The thesis entitled‘’Nigerian Library Association and professional Development of Library and Information Professionals in the University Libraries in North Central States of Nigeria.’’ Meet the regulation governing the award of the degree of master Degree of Library and Information Science (MLS) of Ahmadu Bello University, Zaria- Nigeria and is approved for the contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to God Almighty for his mercies and divine protection and provision upon my life. To my parents, Mr and Mrs Stephen Shaba Goshie and my siblings for their support, encouragement and prayers.

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ABSRACT

The study was aimed at examining how the Nigerian Library Association affects Professional Development of Information Professionals in University Libraries in the North Central States of Nigeria.Survey method was used in this study.The study sought to find out among others the types of Professional Development Programmes the NLA organises for its members, the type of professional development programmes the information professionals are aware of, relevance of the Professional Development Programmes, the extent of how the members are satisfied with the programmes and the challenges faced in attending the NLA Professional programmes. The 118 Information Professionals of the (6) selected Nigerian Federal University Libraries were used as sample and population for this study. The collected questionnaire were analysed using descriptive statistical tools. The findings of the study among others revealed that the Information Professionals attend the NLA Programmes to build a Professional network and become abreast with new skills and trends in the field of information management in the libraries, among other programmes NLA organises, Workshops and Conferences along with meetings that were organised at sectional, state and National levels for the Information Professionals were the Programmes mostly the respondents were aware of.The study amongst other things recommends that the NLA should within the Institutional libraries make and create ways for the provision of regular attendance of NLA Programmes by their Information Professionals, the NLA should try to make their Professional Development known to Information Professionals, and the time and mode they organise these programmes to Information Professionals and funding should be made available for sponsorship of members to enable them attend the associations' conferences and sectional Workshops since it enhances the skills, and also motivates them to do better in their Professional development.

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LIST OF ABBREVIATIONS

NLA	-	Nigerian Library Association
PDP	-	Professional Development programmes
IT	-	Information Technology
ICT	-	Information Communication Technology
WALA	-	West Africa Library Association
PLS	-	Public Libraries Sections
ITS	-	Information Technology Sections
NALL	-	Nigerian Association of Law Libraries

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A professional association (also called a professional body, professional organization, or professional society) is usually a non-profit organization that seeks to support and promote the course of a profession, its members and affiliates. The conceptof professional associations have been variously conceived by individuals. Oji-Igbinoba (1995) defined professional association as a group of people in a learned occupation who are entrusted to organize or supervise the legitimate practice of the occupation. They may be institutions that regulate the activities of different professions in teaching, research and professional practices. Professional institutions could be born from academic society and act as learned societies for the academic disciplines underlying their professions.

Librarians are expected to work in the traditional and contemporary electronic libraries as facilitators of information access and utilization. Thus, while continuing to provide the traditional information services, librarians must develop new skills and assume new roles that are necessary to support technology-based information services. For example, performing information resources development task must be concerned with providing access to digitized resources without actually ‘owning the resources. Reference librarians must possess the knowledge and skill in accessing online resources to be able to assist their immediate and remote clients.

The professional development of librarians is a vital issue throughout the library world because immense technological developments are causing rapid shifts and changes in the library profession. The traditional ways of acquiring, processing, storing and retrieving information have

been changed by computers and telecommunication systems. Supporting this assertion, Chaudhary(2001) noted that the factors that have promoted discussions of continuing education for professional development for librarianship have been:

a. the vast growth of new knowledge;
b. introduction of new technology in libraries;
c. social needs of an increasing highly educated populace;
d. outreach programs to attract new groups of patrons; and
e. Changing trends in library services.

The ability of librarians to provide creative and innovative services in this electronic era could depend on the extent to which they expose themselves to continuing professional development programmes. Evidence abound to show that library professional association play a vital role in ensuring that its members keep in tune with changes and trends in the field through training and retraining of its members.

It has been argued that professional development facilitates acquisition and relevant knowledge and skills necessary for competent performance as well as values and attitudes necessary for the service orientation of a profession. Librarians owe it to their clients and to themselves as competent professionals, to remain abreast of trends and developments in the field. Professional development can take place through both formal and informal means. It enables a professional to perform his or her role effectively and efficiently.

Professional Development

Professional development has been described byWeingand (1997) as "Education that takes place once professional qualification is achieved, with the intent of maintaining competence and learning new skills". Supporting this assertion, Speek (2005)posited that professional

development is the skills and knowledge attained for both personal development and career advancement. Roy (2012) posited that continuing education is also referred to as professional development .More recently it is seen as updating or retooling, all of which encompasses the approaches and content tailored for information workers to advance their learning and education once they are in the workforce.

Continuing professional development programme which simply means the additional training that professionals go through in order to improve upon their skills, understand new techniques, and maintain previously learned knowledge could also be seen as an enabler to creativity and innovativeness. Continuing Professional development programme is usually driven by several factors which include an appreciation of the information challenges encountered by users in the electronic information environment and the desire to acquire relevant skills necessary for responding effectively to the information needs of users. Professional development is no longer an option. It is a requirement of professional competency and practice. Hence, it must be the top of every professional to do it.

It is evident therefore that professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. According to NPDC (2008), there are a variety of approaches to professional development, such as consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Professional development opportunities can range from a single workshop to a semester -long academic course and services offered by a medley of different professional development providers. They vary widely with respect to the philosophy, content, and format of the learning experiences.

Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increase in their own skills and knowledge.Yesufu (2000) agreed that training of personnel enhances productivity. According to him, "education and professional development training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment." the library can also become more productive with new skills and knowledge acquired through professional development programmes.By and large it could be said that professional development demonstrates the individual practitioner's personal commitment of time and effort to ensure excellence in performance throughout his or her career.

The dynamic and changing library and information environment demands that library and information professionals should maintain and continue to develop their knowledge and skills so that they can anticipate and serve the information needs of society and their individual clients Greer, Grover, and Fowler (2007) identified various categories of library and information professionals that are relevant to the provision of library and information services. They include: librarians, archive managers/archivists, information managers/information resource managers, information scientists/theorists, information systems specialists, knowledge managers, information entrepreneurs and records managers.

Gbaje (2007) opined that the knowledge and skills relevant for librarians to effectively work in the digital environment must include a certain degree of knowledge and skills in information technology. While library and information science programmes educate and train librarians in the traditional school setting, professional associations engage in retraining and updating librarians already in the workforce to be more efficient in their work place. With the

emergence of digital work environment, practicing librarians have to acquire new skills that will make them more effective in providing library and information services that are relevant to digital work environment. On the impact of information technology on the society and on the Library and Information Science field, Abubakar (2009) observed that we now live in a changing society where information technology has taken the centre stage and is accompanied by massive increase in knowledge which leads to a new paradigm in the Library and Information Science field. Similarly, Mohammed (2008) had noted that advances in the sciences and in the application of Information and Communication Technologies (ICTs), particularly the Internet, Intranet and other network technologies have continued to impact positively on the methodologies of library and information service delivery, education and training of information professionals as well as in the area of information seeking behavior and use.

In the light of the fore going, there could be a strong basis to conclude that the advent of Information Technology (IT) has profoundly changed the traditional environment for information professionals. According to Biddiscombe (2001), while requiring a new and more diversified set of skills for individuals, the Internet has also made it impossible to pinpoint a defined space where information professionals ply their trade. The results of an information professional's work may now appear on desktops around the campus, across the company, or further afield. The individual support they give may be required in a library, a person's office, a student cluster of workstations, a training suite or in the lecture room.

The universally-emerging trend in ICT applications has immense implications for professional programs concerned with education and training for library and information management. Unfortunately, many practicing librarians who had left library and information science schools a long time ago before full scale IT applications may find it difficult to work in a

digital environment presently. Such categories of librarians were certainly not prepared for the dramatic challenges and expectations thrown up to them by the emerging IT environment. In view of this, it is necessary that opportunities are provided by library associations to enable librarians acquire the necessary trainings to be able to work in both the traditional and electronic library environments. It is a necessity for libraries to train and retrain their staff to cope with technological advances in the information age.

Private school blog of Nigeria (2011) stated that the problem areas in the development of libraries in Nigeria include shortage of fund, unavailability of trained staff, lack of relevant materials, and apathy on the part of school administrators and the government. Omekwu and Ugwuanyi (2009) defined library in two dimensions; arguing that the conventional definition views the library as a storehouse of knowledge, while the contemporary definition looks at library as an ‘’ access point to global information relevant for teaching, learning and development’’. Their work further stated that there are seven types of libraries which include National, Public, Special, Private, Children, School and Academic libraries.

Professional development demonstrates the individual practitioner's personal commitment of time and effort to ensure excellence in performance throughout his or her career. The dynamic and changing library and information environment demands that library and information professionals maintain and continue to develop their knowledge and skills so that they can anticipate and serve the information needs of society and their individual clients.

Library Professional Association

Essentially, Providing continuing training and professional development activities can be said to be one of the key purposes for the existence of many library associations worldwide. The approaches taken by professional bodies in supporting continuing training and professional

development varies in intensity of involvement and engagement. These include policy formulation, advocacy efforts, coordination of training activities, organization of conferences, prescription of competencies and training requirements, assessment and even certification. Thus it could be said that while library and information science programmes educate and train librarians in the traditional school setting, professional associations engage in retraining and updating librarians already in the workforce to be more efficient in their work place.

Library association of a country has an important role and responsibility to ensure that its members are continuously trained and professionally updated to help users, the public, organizations and society to benefit from the information and knowledge economy. Even though Individuals assume primary responsibility for their own professional growth, continuing education is the result of shared responsibility as well as cooperation and interaction among library education institutions, employers of labour and library professional associations.

The Nigerian Library Association

The Nigeria Library Association (NLA) is the professional body for information Professionals. It started as a division of the West African Library Association (WALA). The WALA was established in 1954 as an offshoot of The UNESCO seminar on the development of public libraries in Africa held at Ibadan in 1953. The seminar resulted in the establishment of the West Africa Library Association (WALA) in 1954, with one of its divisions sited in Lagos, Nigeria. Oyinloye (1992) recorded that the National Library of Nigeria (NLN) began operation in 1964.The establishment of a national library for the country brought about the establishment of the Nigerian Library association (NLA) as a professional association to serve as a forum for library professionals in Nigeria to relate with each other. The ruling body of NLA is the Council, made up of elected national officers, all chairmen of state chapters and the federal capital

territory, eight elected councillors and all heads of the recognized special interest groups of the profession. Individual members of the association, numbering over 5000 are drawn from various types of libraries throughout Nigeria. The libraries include:

The 13 interest groups of the NLA are:

Academics and Research Libraries (ARL)

Association of Government Libraries (AGOL)

Association of News Media Librarians of Nigeria (ANLON)

Association of Women Librarians of Nigeria (AWLIN)

Cataloguing, Classification and Indexing (CAT &CLASS)

Nigerian Association of Law Libraries (NALL)

National Association of Library & Information Science Educators (NALISE)

Public Libraries Sections (PLS)

Information Technology Section (ITS)

Nigerian School Library Association (NSLA)

Association of Libraries for Visually Handicapped (ALVH)

Preservation and Conservation Section (PCS)

Medical Libraries Section (MLS)

In the last fifty years, the NLA has been in the forefront of the development of the library profession in Nigeria. The Association also played a prominent role in the enactment of the Freedom of Information Act 2011. The Association has been constantly involved in capacity building, workshops, seminars and conferences for Librarians and Information Professionals. The Association was instrumental to securing government support for the professional development and training of Library personnel. Today, the NLA has successfully mobilized its

members to be aware of the global changes in the library and information sector by encouraging training and retraining in all aspect of Librarianship.

The associations website (http://www.nla-ng.org/aboutus.html) stated that the objectives of NLA are:

1. To unite persons interested in Libraries, Librarianship and Information services;
2. To safeguard and promote the professional interests of librarians;
3. To promote the establishment and development of libraries and information centre;
4. To watch legislation affecting libraries and assist in the promotion of such legislation as may be considered necessary for the establishment, regulation and management of libraries within Nigeria;
5. To promote and encourage bibliographical study, research and library cooperation and;
6. To do all lawful things as are incidental and conducive to the attainment of the objectives. One fundamental interest of the NLA is professional development of the information professionals. The NLA organizes an annual conference intended to allow for the convergence of all Information professionals. Vega and Connel (2009) noted that "conference attendance is a requirement for career advancement of many librarians, particularly those who work in colleges or universities.

1.2 Statement of Problem

The dynamic nature of library and information environment demands that library and information professionals should maintain and continue to develop their knowledge and skills so that they can serve the information needs of society and their individual clients effectively and efficiently. For this reason, it is imperative for the Nigeria Library Association to engage in professional development of the information professionals for them

to cope with the challenges of the information society, be proactive and rise to the current challenges of providing library and information services to Nigerians. According to Ochogwu,(2009), library and information services in this era are increasingly technologically driven; thereby changing the way library provides library and information services to effectively and efficiently work in traditional and electronic environment. With the changing work environment (Gbaje & Ulalu) it becomes necessary for practicing Information professionals to acquire new skills or re-tool. The NLA as part of its objective has for the past years been responsible for the training and retraining of its members in libraries in Nigeria through its annual conferences and various workshops organized by its state chapters and sections. To this end, the researcher observed that most of the information professionals in the libraries of the north central geopolitical zones do not attend this programmes the NLA organises for its members, therefore there is need for information professionals to attend this programmes to enable them to cope with the challenges of the information society. There is also the need to examine how NLA has affect the professional development of information professionals.

1.2 Research Questions

The following are the research questions set for the study.

1. What are the reasons for attending the NLA professional development programmes by librarians?

2.What typeof professional development programmes are you aware that NLA organizes for its members?

3.How relevant are the professional development programmes the NLA provides and organises for its members?

4.To what extent are the participants of NLA professional development programmes satisfied with the programmes they attend?

5.What are the challenges faced by members with respect to the attendance of NLA conferences?

1.4 Objectives of the study

Thefollowing are the objectives of the study.

1.To know the reasons why the information professionals attend the professional development programmes**.**

2. To determine the types of professional development programmes the NLA members are aware of.

3.To determine the relevance of the professional development programmes provided by NLA are to its members.

4.To ascertain the level of satisfaction to which the participants of the NLA professional development are satisfied.

5.To determine the challenges facing the information professionals' attendance of the professional development programmes by the association.

1.5 Significance of the Study

This study aims at assessing the role the Nigerian Library Association and Professional Development of Library and Information Professionals in University Libraries in Nigeria.The study will help the stakeholders to plan and design appropriate professional development program for the members.The findings of the study will help Nigerian Library Association to take necessary steps for the promotion of professional development programs in librarianship

and it will also help the information Professionals to see the need to attend this professional development programmes put in place by NLA.

1.6 Scope and Delimitation of the study

This study is intended to cover the information professionals in Nigeria universities libraries of the North central geopolitical zones. These university libraries includes: Federal university of Technology Minna, library, Niger state; Federal University Library lafia,Nasarawa state, University of Agriculture Library Makurdi,Benue state, University of Abuja Library Gwagwalada, Abuja, Federal University lokoja library , Kogi state; University of Jos Library Plateau State. The findings of the study cannot be extended and generalized to cover university libraries outside the North central States.

1.6 **Limitation of the Study**

The study was limited to Nigerian Library Association and Professional Development of Library and Information Professionals in the University Libraries in North Central States of Nigeria.Due to the constraints of time within which to complete the study, wide spread and distance of the states and fund needed, the researcher was limited to only the Federal University Libraries in North central states of Nigeria. (Niger, Kogi,Plateau, Benue, Abuja and Nasarawa)

1.7 Operational Definition of Term

The following terms were defined operationally to ease their understanding and usage in this study.

Professional Development: Is the training needed for information Professionals to attain in order to work effectively and efficiently in their work environment.

Continues Professional Development: Means the additional training an information Professional undergoes to improve upon their knowledge and skills.

Professional Association: Is an association that does not receive funds from any governmental organization but only generates fund through its members.

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CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.0 Introduction

The objective of this chapter is to review related literature relevant to professional Development of Library and Information Professionals. This will enable the researcher put the study in the right perspective.

To do this effectively, the review is organized in the following manner

2.1 Concept and Role of Information Professional

2.2 The types of Professional development programmes available for library and information professionals

2.2.1 Types of professional development programmes organized by NLA

2.3 Relevance of professional development programmes organized by NLA

2.4 Impact of professional development programmes to information professionals

2.5 challenges of attending professional development programmes organized by professional association

2.1 Concept and Role of Information Professional

Information professionals have always played a critical role supporting knowledge workers. Today, that role is more important than ever as future- ready technology solutions are implemented.An information professional is an individual who preserves, organizes, and disseminates information. Information professionals are skilled in the organization and retrieval of recorded knowledge. Traditionally, their work has been with print materials, but these skills

are being increasingly used with electronic, visual, audio, and digital materials. Information professionals work in a variety of public, private, non-profit, and academic institutions.Information professionals have the responsibility of educating and bringing information at the door step of researchers, students, readers, as well as entrepreneurs who are in search of information that will aid them in their pursuit. are utilized for information retrieval.(Nwoji :2002).The services of these professionals will need to be supported by those of sub-professionals and non-professional. Information professionals must possess professional knowledge and be able to apply it effectively in the planning and implementation of library and information services. Greer,Grover and Fowler (2007).

The role of information professional is seen as vital to successful exploitation of mobile, social, big data and cloud technologies, and for many has become an aspirational mid-point between a technical specialist and business generalist. Currently, there is an optimistic view across all areas for employment in information management but the biggest change is a need for more information or data analysts and information architects, followed by project managers and business analysts. Taxonomy and metadata design, information architecture, standards compliance and governance were seen as the most difficult skills to find. Information professionals have always played a critical role supporting knowledge workers. Today, that role is more important than ever as future- ready technology solutions are implemented.

2.2 Types of Professional Development Programmes available for library and Information Professionals.

Everybody needs self-development professionally.By attending seminars and conferences, the librarians can improve professionally.Cossham et al. (2006) defined professional development as: the continuing education of persons within a category or type of

employment. It may consist of the upgrading of skills and learning through courses or individual learning. However, Chay (2007) defined professional development as "engaging in specific activities to update, upgrade and increase competencies and skills so as to raise the valve of professional work continuously. Bury (2010), defined continuous professional development as learning activities designed to facilitate professionals' acquiring new competencies. Examples of activities include training courses, professional reading, work exchanges and mentoring.

The various professional development programmes includes; seminar, peer coaching, workshops,conferences, mentorship, courses,symposia,real-time webcasts, and distance learning programs with interactive capabilities. Supporting this assertion, Koontz (2001), also listed the following as approaches that can be utilized for professional development;(i) in-house training conducted by in-house staff; (ii) regionally provided training; (iii) training offered by professional organization; (iv) university based courses and (v) web-based distance learning courses.

Workshop:Workshopis generally organized by an institution or association in order to develop certain instructional materials, book, resources material, supportive material, work book etc. Workshops can be organized to develop certain skills of librarians. Librarians could be trained in certain new information technology skills. A workshopcomprises a small selected group of teachers or experts drawn from actual working situations or related experts with theories on the activities.

Seminar: Seminars are basically arranged to discuss current issues and problems or to share ideas. A seminar is a small group discussion in a formal setting with clear agenda. In a seminar a speaker present a theme or a set of papers and it is discussed by all those who participate. The

chairperson of the seminar guides, directs, coordinates and organizes the discussion in a systematic manner in order to optimize time, resources and get more benefits.

Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. However, true mentoring is more than just answering occasional questions or providing ad hoc help. It is about an ongoing relationship of learning, dialogue, and challenge.Mentoring according to Bozeman & Feeney (2007) is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have (the protégé)"

Peer coaching: Is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.Peer coaching is another means to provide opportunities for staff to learn from each other. Peer coaching can be utilized to share new ideas; to teach one another; to conduct classroom observations; or to solve problems in the workplace. It is non-judgemental, no-evaluative and focuses on the collaborative development, refinement and sharing of professional knowledge and skills.

Online training: They areprogrammesthat is an increasingly popular type of professional development for educators. These programs can be completed at the convenience of the educator

from the comfort of home using the computer and the internet, he or she can access course materials listen to recorded lectures, and post assignments. A significant amount of professional development involves sharing of ideas, old and new and discussing the way to implement these ideas to benefit modern participants. Online professional development can offer a wealth of opportunity, both personally and professionally.Holley (2013)

In-house training: In In-service training Staff can be introduced to an automated library system and to the varieties of software that can be used for the development and management of an automated library. The training will help staff to update their knowledge for professional competence. Akinpelu (2002) defined an in- house training as an in-house programme for staff in many government and business enterprises. It is widely used for continuing education for teachers as well as librarians, bankers and industrial workers.

Conference: It **is** a formal meeting or gathering where different people or like minds converge to share ideas and make policies that will be beneficial to their field of study. A conference can also be a gathering where a group number of people from different walks of life having the same common interest converge to share ideas; present problems in their common field and proffer solutions to same. Conference is a participatory meeting designed for discussion, fact finding, problem solving and consultation. Conference is normally smaller in scale and more select character- features which tend to facilitate the exchange of information. Eke, (2013) opines that conferences are filled with presentations which are followed by discussions. She added that the difference between a conference and a workshop is the number of attendees involved. A large meeting is usually called a conference while a smaller one is termed a workshop. Evenues.com (2013) asserts that a conference is generally understood as a meeting of several people to discuss a particular topic.

Courses

In higher education in Canada and the United States, a "course" is a unit of teaching that typically lasts one academic term, is led by one or more instructors (teachers or professors), and has a fixed roster of students. It usually describes an individual subject taken. Students may receive a grade and academic credit after completion of the course.In the United Kingdom, Australia and Singapore, "course" refers to the entire programme of studies required to complete a university degree, and the word "unit" or "module" would be used to refer to an academic course in the North American sense.A course is usually specific to the students' major and is instructed by a professor. For example, if a person is taking a library course, then the professor would teach the students librarianship and how it applies to their life and or major.

Symposia: This symposium brings together researchers from complementary fields to enhance our understanding of the communication between the librarians and their environment.Symposium will cover a broad range of topic.

2.3 Relevance of professional Development Program to Library and Information Professionals

Professional development is a perennial concern in every profession. It is a common theme in speeches and exhortations of library associations officials and luminaries since time immemorial. Indeed, professional development of staff in any organization is design to help in human resources reserve, faster decision, improvement in employee morale, availability for future personnel needs of the organization, improvement in health and safety, reduced supervision, personal growth and organizational stability (Silver, 1981 and Chandan, 2000). Continuing professional development programme is important because it is generally seen as the

process by which professionals improve and broaden their knowledge and skills and also developthe personal qualities required in their professional practice.Professional development programmes in addition enables a professional to; update knowledge and skills in existing and new areas of practice, keep professional qualifications up-to-date;raise one's profile through certifications and networking, making oneself more marketable to future employers;and obtain new improved skills- making challenging tasks easier. Studies have shown that staff training is the key to enhancing library services being provided by library staff. As Ajidahum (2007) puts it, training is an integral part of vocational or career development and it is fast becoming a global and pervasive phenomenon in any establishment, the absence of which spells doom for such an institution and the presence of which determines the success of any enterprise. The library no doubt cannot do without adequate training of their workers to be dynamic enough to cope with the changing needs of the public who make up their user population.Yesufu (2000) further opined that training of personnel enhances productivity, serve as a useful means of upgrading the human intellect and skills for productive employment.Tmaszewski and MacDonald (2006) observe that librarians attend library conferences for professional development and continuing education, to learn about new trends, new technologies, and to build a professional network.

The importance of training and re-training through professional development was also emphasized by Varalakshmi (2006), who opined that the 21st century librarians and information professional must continue to acquire new skills in selection, content management, knowledge management, organization of information, and work effectively in an information age.

Conferences (both national and international), seminars and workshops have bemoaned and catalogued the multifaceted consequences of refusing to acquire the relevant skills necessary

for innovativeness and creativity in Library and information services delivery. In Nigeria specifically, the NLA, has emulated the IFLA in creating specialized subject oriented sections such as cataloguing and classification section, information technology sections, medical libraries section. Workshops and training are intermittently organized for the sections with the theme and subthemes covering new trends in the specific area of concerned sections.

Speek(2005) describes professional development as the skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. According to(NPDC :2008),there are a variety of approaches to professional development, such as consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Professional development opportunities can range from a single workshop to a semester -long academic course, to services offered by a medley of different professional development providers vary widely with respect to the philosophy, content, and format of the learning experiences. Professional development is a broad term, encompasses a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

2. 3. 1. Professional Development Programmes Provided by Nigerian Library Association.

The Nigeria Library Association like all other professional association plays a vital role in the professional development of its members. Information professionals hold annual workshops at National level to re-train their members. The NLA has successfully mobilized its members to be aware of the wind of change blowing around the world of information profession and encourages them to organize training and re-training of its members to meet the challenges resulting from the changesProfessional development for librarians fulfils a need for the continuing acquisition of knowledge and competences that has been met by either formal education or no-the job training. This need is driven by both the '' technological imperative'' (the rapid technological change that characterizes contemporary academic libraries), and by the element that librarians share with other professionals, that they are compensated for what they know as well as for what they do.Professional development programs work well to foster both specific skill- sets and more diffuse aspect of process.While professional development is frequently practice, or task-oriented, it is an equally effective forum for imparting discipline-specific theory, and institutional culture and goals.The core of professional development consists of two elements; the process, and what is achieved via the process, the knowledge and skills pertaining to a given profession.

Turning from skill- based proficiencies to the acquisition of corporate culture,particularly as it's relates to such matter as publication, evaluation and tenure, involves the establishment of mechanism to facilitates interpersonal communication. Academic librarians frequently '' lack an understanding of the rules and conduct which govern and assure success in the academic arena''

In addition to the annual conference organized by the National Executive of Nigerian Library Association, the association through its states branches and special

sections also organizes workshops for its members. These sections are some of the themes covered during their various workshops are discussed below;

1. Information Technology Section: The Information Technology section (ITS) serves to promote and advance the application of information technologies (IT) to library and information services in all societies, through activities related to standards, education and training, research, and the marketplace. According to Gbaje(2013) this section has over the past five years organized training and workshops tagged Library and Information Technology Today (LITT) to retrain its members with information technology skills for digital work environment. Some of the themes and subthemes covered during their workshops include:
    a. Basics of web publishing for libraries and information centres
    b. Practical use of the internet for library and information services
    c. Creating state of the art digital libraries with greenstone software
    d. Library automation
    e. Networking and consortia
    f. Professional development skills for libraries in the digital age
    g. The place of libraries in the information society
    h. User expectations in knowledge society
    i. Strategizing for effective information delivery services
    j. Equipping future libraries for knowledge society
    k. Exploring digital libraries
    l. Leadership and technology
    m. Webinar

2. Nigerian Association of Law Libraries (NALL) as a section of the Nigerian Library Association; [NALL] is an organization of law librarians and libraries concerned with the acquisition, bibliographic processing in manual and automated form and administration of legal materials.
3. Association of women in Nigeria (AWIN) is to unifyProfessional development programmes which include many learning experiences - within and outside the workplace which aim to increase knowledge, develop library and information skills and attributes and broaden the range of vocational competencies. Learning activities may relate to an extension of general or specialist areas of library and information management education, development of the body of knowledge underlying professional practice, development of the reflective practitioner, development of research expertise, or studies from another discipline which lead to personal and professional development.The following are the themes of the various workshops and conferences organized by women librarians section of the NLA.

a. Professional development programmes for the association of women librarianship in Nigeria
b. Information and indigenous knowledge
c. The role of workers in women and management of information for national development
d. Food scarcity
e. Culture transfer
f. Medical practice
g. Population control
h. Childcare education

i. Peace and conflict resolution

j. Globalisation

4.The cataloguing section of NLA has also involved in training of its members through workshop in various part of the country. Some of the themes covered by the section at various years includes;

a. Cataloguing and preservation

b. Cataloguing for digital resources

c .Cataloguing for special collections and archives

d .Classification and subject analysis descriptive cataloguing

e . Education and training for cataloguing and classification

f . Management of cataloguing and related functions

g,Maps and other cartographic and spatial materials

h Online retrieval

I.Usability issues related to the cataloq

J.Use of cataloq records ICT issues in cataloguing and classification

K.Professional development programme for Medical Libraries section of the NLA

5.The medical Library section of the NLA also organises workshops under the following theme:

a. HIFA 2015 Healthcare information for all

b. HIFA conferences and webinars

c. 2008-2015 challenge: Nurses and midwives

d. 2010-15 challenge: community health workers

e. 2011-2015 challenge: mothers and family care givers

f. 2012-2015 challenge: citizens, parents and children

g. 2013-2015 challenge: prescribers and users of medicines

6. The college Library section of the NLA also organizes workshops and seminars under the following themes and subthemes
   a. Professional development programmes for the committee of college librarians in Nigeria
   b. Society and academic libraries
   c. Confluence of knowledge
7. The Nigerian academic librarian section of then NLA also organizes conferences and training under the following sub-themes and themes.
   a. Nigerian academic libraries and citizens empowerment
   b. Nigerian academic libraries and access to the world's knowledge
   c. Nigerian academic librarians and information literacy
   d. Nigeria academic libraries in national policy framework
   e. Nigeria academic libraries, stakeholders of the society
   f. Nigeria academic libraries and National transformation

2.4 Importance of Professional development programmes to Information professionals.

Tmaszewski and MacDonald (2006) observe that librarians attend library conferences for professional development and continuing education, to learn about new trends, new technologies, and to build a professional network. They further remark that the American Library Association (ALA), Special Libraries Association (SLA), and the Association of College and Research Libraries (ACRL) conferences provide essential tools for growth in the profession.

Yesufu (2000) also agrees that training of personnel enhances productivity. According to him, "education and training are generally indicated as the most important direct means of

upgrading the human intellect and skills for productive employment." the library can also become more productive with new skills and knowledge acquired through professional developmentprogrammes. Other advantages of training include reduction in cost, reduced turnover, human resources reserve, faster decision, continuity of effort, improvement in employee morale, availability for future personnel needs of the organization, improvement in health and safety, reduced supervision, personal growth and organizational stability Silver(1981), Chandan, (2000). The benefits of personnel development cannot therefore be easily over–emphasized.

One potential pitfall of many professional training and development programs is the lack of follow up after the training is complete. When a course introduces a new technique that an employee is reluctant to try but does not require follow-up action or assessment, the training may prove to be ineffective. It may be beneficial to instead allow employees to determine their own needs for professional development and training, and then monitor the results. Sending teams of individuals to training may also be an effective strategy, as these individuals may then support one another when applying the new skills.

Professional training and development does not have to be an official class or organized event. When an employee learns and implements a new skill, even something as simple as figuring out how to use a feature on a piece of equipment, that is a form of professional development. When documenting activities for a professional training and development log, it is a good idea to include any such self-taught accomplishments. Varalakshmi (2006) opined that the 21st century information professional must possess skills in selection, content management, knowledge management, organization of information on intranets and the Internet, research services, developing and maintaining digital libraries, and bringing information resources to the

desktop which requires educators to assess the skills needed so as to prepare the students for employment challenges.

Among the most important events that professional event association organize are conferences. There are a variety of gatherings, from researchers who meet to discuss scientific results to sales people who are training. Conferences are filled with presentations which are followed by discussion. The difference between a conference and a workshop is the number of attendees involved. A large meeting is usually called a conference, while a smaller one is termed a workshop. Conferences may be called seminars, which are usually smaller groups of delegates, or symposiums a conference or meeting to discuss a particular subject. One thing is instrumental to them all: communication. Professional development benefits both the individual and the institutions. For the individual, the on-going process of acquiring new information and skills to promote job competencies for performance upgrades and promotion. Block (2001).

At this conference, issues are raised and discussed during the paper presentations and the Annual General Meeting, which occurs at least twice during the conference. Vega and Connel (2009) note that "conference attendances a requirement for the career advancement of many librarians, particularly those who work in colleges or universities."There are different ways to attend conferences. Not only do people attend physically, there is also virtual conferencing, especially in this age where the computer is used to facilitate events. Tomaszewski and MacDonald (2009) give examples of discussions relevant to this trend, which include Bell and Shank (2006), Farkas (2006), and Cakir (2002). All these forms of conference attendances are in a bid to achieve a purpose some of which are:

Collaboration: Collaboration opportunities come primarily through networking and secondarily through attending specific events (Tysick, 2002). People meet at conferences in order to locate

researchers they can work with. Conference centres offer grounds for researchers of like interest to meet and agree on topics about which to write. As stated by Tysick (2002) in Tomaszweski and MacDonald (2009), "conferences are a fertile ground for socializing, which in turn leads to building friendships based on common interests. One thing leads to another and you find yourself discussing a collaboration project with a scholar or fellow librarians."

Networking: Another great benefit of attending conferences is to meet with colleagues in the same profession. Networking is human-to-human interactions that spur action. Olubola (2007) states that "the themes of the conferences and workshops more often than not provide a platform for delegates to exchange views, share experiences, learn from best practices, and develop sustainable network with colleagues outside the country".

Motivation: Motivation comes from listening and interacting with senior colleagues in same field. When the moreexperienced librarians are presenting papers or giving a talk, the newer ones listen. The years of experience of senior colleagues help motivate newer librarians to strive to reach farther. Tysick (2002) wrote that, "immersing yourself in a discipline that you have a connection to, either through academic or work-related experience, is energizingWithout renewed motivation you may become stagnant and even alienated from the discipline you support".

Collection development: Conferences give librarians a chance to interact with vendors. Lyons (2007) ponders the question of librarians attending conferences not oriented to the collection subject areas. According to Tysick (2002), "when (faculty and students) learn that the library has thought it important to send a librarian to 'their' conference, they begin to realize the library is genuinely interested in their needs.

Mode of Delivery of Professional Development

1. In-house training: In service training staff can be introduced to an automated library system and to the varieties of software that can be used for the development and management of an automated library. The training will help staff to update their knowledge for professional competence. Akinpelu (2002) defined an in-house training as a programme design for staff in many government and business enterprise within their environment. It is widely used for continuing education for teachers as well as librarians, bankers and industrial workers.
2. **Online training: This is** a training given to staff via the internet. The participant of this training need not to be physically where the training is done put they can view it through the internet. Example of the on-line training mode of delivery is the use of the social media such as Skype, blog and twitter. These programs are an increasingly popular type of professional development for educators. These programs can be completed at the convenience of the educator from the comfort of home using the computer and the internet, he or she can access course materials listen to recorded lectures, and post assignments. A significant amount of professional development involves sharing of ideas, old and new and discussing the way to implement these ideas to benefit modern students.

2.5 Problems associated with attending NLA professional Development programmes

Cost of participation: According to Ramirez, Laing and Weiler (nd.), cost is important to the convention attendance decision (Mair & Thompson, 2009; Oppermann & Chon, 1997;

Rittichainuwa (2001), Yoo&Chon (2008), Yoo & Zhao(2010), Zhang (2007). Rittichainuwat (2001) suggests that both affordability and availability of time are considered under the cost factor. Cost of participation in a conference includes cost of registration, transportation, accommodation, and food.

Lack of sponsorship: If a librarian is not sponsored to the national conference, which might be expensive, it discourages the person from attending. Sponsorship could come from the institution where the librarian serves or from NLA as a means of encouraging people to be active members of the association. Ramirez, et al. (n.d.), say that, "in some cases, a company offers a limited number of places for their employees to attend a convention and many may apply for this support which can often become competitive between colleagues."

Lack of interest: Lack of interest in a conference might be due to stale programme, poor quality, unattractive conference venue, poor quality of invited keynote speakers, lack of rapport among association members, poor quality of food and accommodation provided, lack of social activities, unavailability of conference resources for purchase.

Unacceptance of Submitted Papers: Papers for NLA are accepted primarily because of quality. When some papers are rejected and others are accepted, those whose papers were rejected may not wish to attend the conference.

Lack of awareness: Some librarians say that they do not hear about the NLA annual conference/AGM and the call for papers. They do not have an opportunity to submit a paper and this may negatively affect their decision to attend the conference.

Summary of Review

From the review, it can be summarized that the NLA has various professional development programmes for information professionals which are organized quarterly, annually

and biannually through conferences and workshops. It also reveals that the professional development organized by NLA will be of importance to the information professionals because the skills they will acquire in these programmes will help them to work in both the traditional and electronic environment. However, it was deduced that there are challenges faced in attending this professional developments programmes which includes; lack of sponsorship, lack of awareness and cost of participation

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and procedures to employed in carrying out the study. It covers the following sub-headings:

Research method

Population of the study

Sample size

Instruments for data collection

Reliability and Validity of the instrument

Procedurefor data collection and procedure for data collection analysis.

3.1 Research Methodology adopted for the study

The survey research method was adopted for the study. Surveys permits the researcher to summarize the characteristics of different groups and or measure their attitudes or opinions toward some issue. Its appropriateness for this study lies in the fact that it permits the researcher to gather information from a wide range of stakeholders and then use the findings to make inferences about the population.The anonymity of surveys allows people to feel more candid with their response making for more accurate data, thus its appropriateness for this study.

3.2 Population of the study

The population constituted 118 Information Professionals in the Federal university Libraries in North central states of Nigeria.In that case the researcher used a theoretical population as noted by Baiyewu (2003) that a researcher can use to generalize the study since the researcher may not have access to the population; the researcher selected six (6) Federal Universities in the North central states of Nigeria. The selected Libraries were; Federal University of Technology Library Minna, Niger state, Federal University Library Lafia, Nasarawa state, University of Agriculture MakurdiLibrary, Benue state, University of Abuja Library Gwagwalada Abuja, Federal University Library Lokoja, Kogi State, and University of Jos Library, Plateau state respectively.

However the subject of the study was librarians and the information professionals in the libraries.This choice was because it is the librarians and the information professionals that attend the NLA professional development programmes. The breakdown of the number of professional librarians (respondent) in the North central zone of the Nigerian Federal universities was as follows.

Table 3.1: Population of librarians and information professionals (respondent) in the selected university libraries in the north central states of Nigerians

S/NO	Universities Libraries	Number of librarians
1	Federal university of Technology Library Minna, Niger State	29
2	Federal University Library Lafia, Nasarawa State	6
3	Francis Ndachaba Suleimanu University Library makurdi Benue State.	18
4	University of Abuja Library Gwagwalada, Abuja	14
5	Federal University Library Lokoja, Kogi State	14
6	University of Jos Library, Plateau State	37
Total		118

Source: through phone calls, text messages and e-mails to colleagues from the University. December (2013-2014)

3.3 Sample and Sample techniques

The 118 professional librarians and information professionals of the (6) selected were adopted for the study. This is due to the fact that the population of the study is not too large, thereby allowing the researcher to provide treatment to each of the members.Esan & Okafor (1995) as cited by Olayiwola (2007) define a sample as a sub-set of the population selected to meet

specific objective and have the essential characteristics of the target population where it is not feasible to use the entire population due to logistic and economic factors, Federal University libraries was used as sample for this study.

3.4 Instruments for data collection

The research instruments used was questionnaire, interview and observation. The questionnaire was designed for collection of data on the Nigeria Library Association and professional development of Library and Information professionals in the university libraries in North central states of Nigeria.Osuala (1995) and Sambo (2005) suggested that questionnaire is more economical for reasons of time or funds are directly associated to survey research design.Ekeh (2003) opined that questionnaire is the most suitable instrument for collecting data in a survey. The researcher felt that questionnaire, interview and observation was adequate to provide the data required for the study. The questionnaire was used to collect the data that provided answers to the research questions in the study.The questionnaire contained seven (7) sections: Section A was on demographic information about the respondents; section B was on types of professional development programmes organised by NLA. Section C was on the types of professional development programme put in place for library and information professionals by NLA. Section D was on the level of the importance of professional development programmes to the participants Section E was on the importance of professional bodies and professionalism in the library and information profession. Section F looked at the challenges faced in the pursuit of professional development programme organized by NLA. Section G was on the challenges for a NLA attendance.

The interview and observation method was usedand utilized to fill gap the questionnaire may not give. The added advantage in using the method was the face to face interaction between the researcher and the correspondence. Phonecalls were used through the research assistants to verify issues not clear in the questionnaires.

3.5 Procedure forValidation of the Instruments

In order to ensure that the questionnaire is capable of eliciting the required information from the respondents, the instrument was subjected to face validation. This means that the draft instrument was made available to experts to peruse andraise necessary observation, correction and amendment to strengthen the instrument. This team of experts consists of the two supervisors.

3.6 Procedure for data collection

The researcher solicited the cooperation of the authority of the university Librarians and heads of divisions of the selected university libraries for the administration of questionnaire to their respective staff. The questionnaire wasadministeredhand in hand by the researcher and the research assistants. Each respondent was made to understand the purpose of the exercise and was given enough time to complete the questionnaire. The researcher called back after 2-3 weeks and collected them.

3.7. Procedure for data analysis

The study made used of simple statistical tools for presentation and analysis.Thestatistical technique that was used included; Frequency distribution table.Frequency distribution was to determine the pattern of response on each of the independent and dependent variable.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0Introduction

The analysis of the data was discussed in line with the research objectives and questions.The responses to each of the items were presented in tables of frequencies and percentages.

4.1 Response rate

The response rates obtained along with the total and the percentage of return from the selected Universities libraries,

Table 4.1: Response rate of the librarians

S/No	University Libraries	Total Administered	Total Returned	%
1	Federal .University of Technology Library Minna, Niger State	29	23	19.5
2	Federal University Library Lafia, Nasarawa State	6	4	3.4
3	Francis Ndachaba Suleimanu University Library Makurdi Benue State	18	12	10.1
4	University of Abuja Library Gwagwalada, Abuja	14	14	11.9
5	Federal University Library Lokoja, kogi State	14	12	10.2
6	University of Jos Library, Plateau State	35	28	23.7
Total		118	93	78.8

The table shows that of the 29 copies of questionnaire administered to the respondents in Federal university of Technology Library Minna, Niger State 23 (19.5%) were returned while out of the 6 given to staff of the Federal University Library Lafia, Nasarawa State 4 (3.4%) were retrieved. A total of 18 copies of questionnaire were administered to the staff of Francis Ndachaba Suleimanu University Library Makurdi Benue State and 12 (10.1%) were returned while out of the 14 copies of questionnaire issued to the staff of the University of Abuja Library Gwagwalada, Abuja 14 (11.9) were all completely filled and returned. Fourteen copies of questionnaire were issued to the Federal University Library Lokoja, Kogi State and 12 (85.7%) were successfully filled and returned and out of the 37 copies of the questionnaire issued to the staff of University of Jos Library, Plateau State, 28 (23.7%) were received back. Thus out of a total numbers of 118 copies of the questionnaire that were administered to the respondents, 93 (78.8%) were successfully filled and returned and were thus used for the study. Overall, the response rate can be considered high as shown in table 4.1

4.2 Demographic characteristics of the respondents

A total of 93 Information professionals selected from the six university libraries in North Central states of Nigeria (Niger, Nasarawa, Abuja, Plateau, Benue and Kogi) were involved in the study. Their personal data selected along their opinion on the subject of investigation were gender, highest educational qualification and duration of membership of the Nigerian Library Association (NLA), professional designation and years of experience on the job. These variables were considered to be directly associated with the perception of the respondents on the NLA and professional development of library and information professionals in the university libraries. Each of the variables were classified in frequencies and percentages with graphical illustration were possible

Gender of the respondents

Table 4.2 shows the classification of the Information professionals by their gender. The table shows the gender of the respondents in the Federal University Libraries in the North central states of Nigeria.

Table 4.2: Distributionsof therespondentsby gender.

Gender	Institutional Libraries						
	Univ. Jos Library	F.U. Lokoja Library	U.M. Library	F.U.T. Minna Library	Uni. Abuja Library	Fed. Uni. Library Lafia	Total
	F %	F %	F %	F %	F %	F %	F %
Male	20 (31.7)	8 (12.7)	8 (12.7)	14 (22.2)	9 (14.3)	4 (6.3)	63 (67.3)
Female	8 (26.7)	4 (13.3)	4 (13.3)	9 (30.0)	3 (10.0)	2 (6.7)	30 (32.3)

Of the total number of Information professionals involved in the study, 63 (67.7%) were male while 30 (32.3%) were females. This shows that male and female respondents were adequately represented in the study.

Qualification of the Respondents

Table 4.3 shows the qualification of the respondents in the Federal University Libraries of the North central states of Nigeria.

Table 4.3: Distribution of the respondents bytheir highesteducational qualification.

Qualifications	Institutional Libraries						
	Univ.of Jos Library	Univ.of Lokoja Library	Uni. of Makurdi Library	F.U.T. Minna Library	Uni.Abuja Library	Fed.Univ. Lafia Library	Total
	F %	F %	F %	F %	F %	F %	F %
Ph.d	1 (33.3)	0 (0.0)	0 (0.0)	1 (33.3)	1 (33.3)	0 (0.0)	3 (100)
BLIS	6 (31.6)	1 (5.3)	1 (5.3)	4 (21.1)	5 (26.3)	2 (10.5)	19 (100)
MIM	0 (0.0)	I (25.0)	0 (0.0)	0 (0.0)	2 (50.0)	1 (25.0)	4 (100)
DLIS	5 (45.5)	0 (0.0)	3 (27.3)	1 (9.1)	2 (18.2)	0 (0.0)	11 (100)
PGDIM	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)	0 (0.0)	2 (100)
HND	8 (72.7)	0 (0.0)	3 (27.3)	0 (0.0)	0 (0.0)	0 (0.0)	11 (100)
MLS	8 (20.5)	7 (17.9)	7 (17.9)	13 (33.3)	3 (7.7)	1 (2.6)	39 (100)
B.Tech	0 (0.0)	1 (25.0)	0 (0.0)	3 (75.0)	0 (0.0)	0 (0.0)	4 (100)

The highest educational qualification of the respondents as revealed in the table shows that 1 (33.3%) have Ph.D, in each of the university libraries,while 6 (31.6%) of the respondent from Univ. of Jos have the highest no of BLIS , 2 (50%) have MIM, those who have PGDIM were 1(50%) from each of the university libraries in the study.8 (72.7%) which have the highest

number in the libraries were those who have HND certificates.8 (20.5%) have MLS certificates, while 3(75%) of the respondents have B.Tech certificate. This shows that most of the respondents do not have enough higher qualifications which hinders them from attending the NLA professional development programmes.

Respondents' of NLA membership age

Table 4.4 shows the respondents' duration of membership in the federal university libraries in the North central States of Nigeria.The percentages are shown in Figure 2.

Table 4.4: Distribution of the respondents by NLA membership age

Age of Members	Institutional Libraries						
	Univ. of Jos Library	Univ. of Lokoja Library	Fed.Univ. Makurdi Library	F.U.T. Minna Library	Univ. of Abuja Library	Fed. Univ. Lafia Library	Total
	F %	F %	F %	F %	F %	F %	F %
0-4	0 (0.0)	0 (0.0)	1 (7.7)	3 (23.1)	6 (46.2)	3 (23.1)	13 (100)
5-9	14 (34.1)	6 (14.6)	6 (14.6)	10 (24.4)	4 (9.8)	1 (2.4)	41 (100)
10-14	7 (38.9)	2 (11.1)	2 (11.1)	4 (22.2)	3 (16.7)	0 (0.0)	18 (100)
15-19	6 (42.9)	2 (14.3)	3 (21.4)	2 (14.3)	1 (7.1)	0 (0.0)	14 (100)
20 above	1 (14.3)	2 (28.6)	0 (0.0)	4 (57.1)	0 (0.0)	0 (0.0)	7 (100)

The Table 4.4. revealed that 6 (46.2%) of the respondents' with the highest number of the Information professional have been members and have been attending the Professional Development Programmes of the NLA forbetween 0 and 4years of their work experience in the library, while 10 (24.4%) of them have been attending the NLA professional development programme between 5 and 9 years of their years of work experience. The respondents' who have

been NLA programmes between 10 and 14 years of their work experience were 7 (38.9%) and 6 (42.9%) of them have been attending between 15 and 19 years of their working experience, However,only 4 (57.1%) of them have been attending the NLA programmes. This shows that most of the respondents'are not aware of the NLA professional development programmes.

Respondents' years of working experience

Table 4.5 show the respondents' years of working experience of the information professionals in the Federal university libraries in the North central statesof Nigeria.

Table 4.5: Distribution of the respondents by years of work experience

Years of working Experience	Institutional Libraries						
	University of Jos	University of Lokoja	University of Makurdi	F.U.T. Minna	University of Abuja	Federal. University. Lafia	Total
	F %	F %	F %	F %	F %	F %	F %
0-4	4 (26.7)	2 (13.3)	2 (13.3)	5 (33.3)	1 (6.7)	1 (6.7)	15 (100)
5-9	13 (30.0)	3 (6.8)	7 (15.9)	10 (22.7)	8 (18.2)	3 (6.8)	44 (100)
10-14	2 (22.2)	1 (11.1)	2 (22.2)	2 (22.2)	1 (11.1)	1 (11.1)	9 (100)
15-19	8 (40.0)	4 (20.0)	1 (5.0)	3 (15.0)	4 (20.0)	0 (0.0)	20 (100)
20 above	1 (16.7)	2 (33.3)	0 (0.0)	3 (50.0)	0 (0.0)	0 (0.0) -	6 (100)

The table revealed that 5 (33.3%) of the respondents' have been working in the library between 0-4 years while 10 (22.7%)have been working in the library between the ages of 5-9 years.The respondents' who have been working between 15-19 years were 8 (40.0%). However,3 (50.0%) of them have been working for 20 years and above. Thisshows that majority of the information professionals have been working with the libraries for some period of time.

Reasons for attending the NLAProfessionalDevelopmentProgrammes (PDP)

Table 4.6 shows the respondents' reasons for attending the NLA Professional Development programmes in the Federal University Libraries of the North central states of Nigeria.

Table 4.6: Distribution of Reasons for attending the NLA Professional Development Programmes.

Reasons For attending NLA Professional Development Programmes	Institutional Libraries																		
	University of Jos			University of Lokoja			University of Makurdi			F.U.T. Minna			Federal. University of Abuja			Federal. University of Lafia			T
	NC	SW	SC	NC	SW	SC	NC	SW	SC	NC	SW	SC	NC	SW	SC	NC	SW	SC	
	F %	F %	F %	F %	F %	F %	F &	F &	F &	F %	F &	F %	F %	F %	F %	F %	F %	F %	F %
Learn New Skills	7 (6.9)	9 (8.9)	4 (4.0)	3 (3.0)	7 (6.9)	8 (7.9)	1 (1.0)	4 (4.0)	6 (5.9)	10 (10.0)	8 (7.9)	9 (8.9)	5 (5.0)	7 (6.9)	3 (3.0)	3 (3.0)	2 (2.0)	5 (5.0)	101 (100)
Learn New Trends	13 (11.7)	10 (9.0)	4 (3.6)	6 (5.4)	7 (6.3)	6 (5.4)	5 (4.5)	4 (3.6)	4 (3.6)	10 (9.0)	5 (4.5)	7 (6.3)	2 (1.8)	5 (4.5)	8 (7.2)	5 (4.5)	6 (5.4)	4 (3.6)	111 (100)
To Build Networking	15 (12.5)	9 (7.5)	4 (3.3)	9 (7.5)	7 (5.8)	3 (2.5)	6 (5.0)	7 (5.8)	3 (2.5)	12 (10.0)	11 (9.2)	5 (4.2)	4 (3.3)	9 (7.5)	2 (16.7)	4 (3.3)	7 (5.8)	3 (2.5)	120 (100)
Learn New Technology	10 (10.1)	6 (6.1)	4 (4.10	3 (3.1)	5 (5.1)	6 (6.1)	3 (3.1)	5 (5.1)	3 (3.1)	10 (10.1)	6 (6.1)	11 (11.1)	2 (2.1)	10 (10.1)	5 (5.1)	2 (2.1)	6 (6.1)	2 (2.1)	99 (100)
Networking	8 (8.4)	4 (4.2)	3 (3.2)	3 (3.2)	6 (6.3)	5 (5.3)	4 (4.2)	6 (6.3)	4 (4.2)	8 (8.4)	6 (6.3)	7 (7.4)	3 (3.2)	4 (4.2)	7 (7.4)	6 (6.3)	4 (4.2)	7 (7.4)	95 (100)
Motivation	9 (8.3)	8 (7.3)	6 (5.5)	5 (4.6)	8 (7.3)	4 (3.7)	3 (2.8)	7 (6.4)	4 (3.7)	11 (10.1)	9 (8.3)	7 (6.4)	3 (2.8)	5 (4.6)	4 (3.7)	7 (6.4)	3 (2.8)	6 (5.5)	109 (100)

NC=National Conference
SW=Sectional Workshop
SC=State Chapter

The table 4.6 shows that some of the respondents' information have been attending the NLA programmes in order to build Professional networkand become abreast with the new skills and trendsin the field of information management in the libraries. However, each of the levels of the Associations' programmes were associated with some of these reasons. The percentage of the respondents who responded that NLA programmes help them in building of professional network at the national, sectional and state chapter meetings were 15 (12.5%) and 7 (5.8%) respectively. However those who indicated that it helps them to learn new skills were 10 (10%), 7 (6.9%), 3 (3.0%) respectively. Those who acknowledge that they have been attending the NLA programmes for networking were 8(8.4%), 6(6.3%) and only 11 (10.1%) and 9 (8.3%) respectively.This finding agrees with that of Tmaszewski and MacDonald (2006) who observed that librarians attend library conferences for professional development and continuing education, to learn about new trends, new technologies, and to build a professional network.

From the observation of the expressed opinions of the information professionals in table 4.7, it could be said that the attendance of programmes organised by the Nigeria Library Association is motivated by a number of positive advantages to the information professionals and therefore enhanced their professional development.

4.4 Awareness of NLA Professional Development Programmes.

The objective here was to identify the types of NLA Professional Development Programmes the Nigerian Library Association organised and which the respondents were aware of. The assessment here takes into consideration the types of special interest programmes organized by the association and the attendance of the respondents in the last five years. The types of training given and the mode of the programmes were considered as well. In Table 4.8, the programmes

were listed with the percentage rating of the respondents' awareness; the estimated percentages of awareness for the respective programmes are graphically illustrated in table 4.7

Table 4.7:Distribution of theawareness and attendanceof the NLA Professional Development Programmes.

NLA Professional Development Programmes	Institutional Libraries												
	University of Jos		University of Lokoja		University of Makurdi		F.U.T. Minna		University of Abuja		Federal University of Lafia		Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %
Workshop	21 (22.6)	7 (7.5)	12 (12.9)	- (0.0)	11 (11.8)	1 (10.6)	17 (18.3)	6 (6.5)	6 (6.5)	8 (8.6)	3 (3.2)	1 (1.1)	93 (100)
Conference	17 (18.2)	11 (11.8)	9 (9.7)	3 (3.2)	9 (9.7)	3 (3.2)	17 (18.2)	6 (6.5)	6 (6.5)	8 (8.6)	2 (2.2)	2 (2.2)	93 (100)
Meetings	13 (14.0)	15 (16.1)	4 (4.3)	8 (8.6)	8 (8.6)	4 (4.3)	10 (10.6)	13 (14.0)	2 (2.2)	12 (12.9)	1 (10.6)	3 (3.2)	93 (100)
Peer Coaching	- (0.0)	28 (87.5)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	4 (12.5)	32 (100)
Mentorship	- (0.0)	28 (50.0)	11 (19.6)	1 (1.8)	1 (1.8)	11 (19.6)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	4 (7.1)	56 (100)
Webinar	1 (1.8)	27 (48.2)	- (0.0)	12 (21.4)	- (0.0)	12 (21.4)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	4 (7.1)	56 (100)

Conferences and meetings were most attended by the respondents and the attendance rates were 17 (18.2%) and 21 (22.6%) respectively.The observation from thetable was that the attendance rate of the respondents for the development programmes organized by the Nigerian Library Association could therefore be considered to be very low especially in workshop and conferences which is mostly the type of professional development programmes the NLA organizes more often and it is the most interactive session of the programmes.

Attendance of the information professionals on special interest groups

Table 4.8 shows the attendance of the information professionals on the special interest groups attended in the Federal university libraries in the north central states of Nigeria.

Table 4.8: Distribution of the attendance of the information professionals of the Special Interest Group Workshops

Special Interest Group	Institutional Libraries												
	University of Jos		University of Lokoja		University of Makurdi		F.U.T. Minna		University of Abuja		Federal University of. Lafia		Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %
IT Section	21 (22.6)	7 (7.5)	7 (7.5)	5 (5.4)	6 (6.5)	6 (6.5)	3 (3.2)	20 (21.5)	3 (3.2)	11 (11.8)	3 (3.2)	1 (1.1)	93 (100)
Cat. and Class.	7 (7.5)	21 (22.6)	5 (5.4)	7 (7.5)	5 (5.4)	7 (7.5)	11 (11.8)	12 (12.9)	2 (2.2)	12 (12.9)	1 (1.1)	3 (3.2)	93 (100)
Medical Libraries Section	13 (16.0)	15 (18.5)	1 (1.2)	11 (13.6)	- (0.0)	- (0.0)	1 (1.2)	22 (27.2)	2 (2.5)	12 (14.8)	- (0.0)	4 (4.9)	81 (100)
Nigeria School Library Association.	2 (2.2)	26 (28.0)	6 (6.5)	6 (6.5)	3 (3.2)	9 (9.7)	4 (4.3)	19 (20.4)	3 (3.2)	11 (11.8)	- (0.0)	4 (4.3)	93 (100)
AWLIN	3 (4.3)	25 (36.2)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	1 (1.4)	22 (31.9)	3 (4.3)	11 (15.9)	- (0.0)	4 (5.8)	69 (100)
PLS	2 (2.2)	26 (28.0)	1 (1.1)	11 (11.8)	1 (1.1)	11 (11.8)	3 (3.2)	20 (21.5)	6 (6.5)	8 (8.6)	- (0.0)	4 (4.3)	93 (100)
ALVH	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	23 (59.0)	6 (15.4)	6 (15.4)	- (0.0)	4 (10.3)	39 (100)

The table shows that programs on Information Technology was attended by 21 (21.6%) while 12 (12.9%)of the total respondents attended programmes on Cataloguing, Classification and indexing (cat and class) organized by the association. On specificity, 22 (27.2%) of the respondents indicated they attended programmes on medical libraries section while 26 (28.0%)o information professionals attended programmes on Nigeria School library association. Only 3 (4.3%) indicated they attended programmes on Association of women librarians of Nigeria (AWLIN). This would imply that most of the respondents were mostly aware of Nigeria School Library Association, Medical Libraries Association and IT Sections.Most of the respondents are not aware of such special interest groups as Association of women Librarians of Nigeria and Public Library association.

Frequency of Attending NLA Programmes

Table 4.9 shows how frequent the NLA organizes its professional development programmes.

Table 4.9 shows the opinions of the respondents on how frequent the NLA organizes its professional development programmes. The rated percentages are illustrated in table 4.9.

Table 4.9: Frequency of Professional Development Programmes organised by NLA

Frequency of NLA P.D.P.	Institutional Libraries																								Total
	University of Jos				University of Lokoja				University. of Makurdi				F.U.T. Minna				University. of Abuja				Federal University. Lafia				
	VF	F	NF	UD	VF	F	NF	UD	VF	F	NF	UD	VF	F	NF	UD	VF	F	NF	UD	VF	F	VF	UD	
	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %
On-Line Train	-	4 (6.5)	11 (17.7)	-	1 (1.6)	3 (4.8)	6 9.7	-	2 3.2	3 4.8	6 9.7	1 1.6	-	12 19.4	6 9.7	-	1 1.6	1 1.6	2 3.2	-	-	1 1.6	2 3.2	-	6 2 (100)
Workshop	2 (2.6)	13 (17.1)	11 (14.5)	1 1.3	4 5.3	5 6.6	2 2.6	-	-	1 1.3	9 11.8	1 1.3	4 5.3	7 9.2	8 10.5	-	1 1.3	3	1 3.9	-	-	1 3.9	2 2.6	-	76 (100)
Conference	1	13 16.5	10 12.7	-	1 1.3	7 8.9	5 6.3	-	-	3 3.8	7 8.9	1 1.3	4 5.1	10 12.7	6 7.6	-	1 1.3	3 3.8	2 2.5	1 1.3	2 2.5	2 2.5	-	-	79 100
Meetings		-	4 6.3	10 15.9	4 6.3	-	3 4.8	8 12.7	-	7 11.1	1 1.6	1 1.6	4 6.3	7 11.1	8 12.7	-	-	-	2 3.2	1 1.6	-	1 1.6	2 3.2	-	63 100
Mentorship	-	-	1 1.6	8 12.7	7 11.1	-	2 3.2	5 7.9	2 3.2	1 1.6	4 6.3	3 4.8	1 1.6	4 6.3	10 15.9	4 6.3	-	3 4.8	1 1.6	2 3.2	1 1.6	2 3.2	2 3.2	-	63 100
Peer coaching	-	-	-	-	-	5 10.9	3 6.5	-	--	5 10.9	3 6.5	-	1 2.2	7 15.2	7 15.2	-	1 2.2	-	2 4.3	2 4.3	2 4.3	2 4.3	4 8.7	2 4.3	46 100

From table 4.9conferences and meetings are the most frequently organized programmes by the NLA. These are clearly indicated with percentage scores for ‘very frequent’ and ‘frequent’ in the table. Others like on - line training and mentorship were also frequently attended but not as frequent as conferences,Workshops and meetings as indicated in the table. This means that most of the programmes organized will not give room for members to learn new skills and knowledge needed to work in both traditional and electronic environments. This finding agrees with that of Gbaje (2007) who reported that the knowledge and skills relevant for librarians to effectively work in the digital environment must include a certain degree of knowledge and skills in information technology.

Importance of NLA professional development programmes to information professionals

Table 4.10 shows the importance of the NLA professional development programmes to the information professionals.

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Table 4.10: Distribution of the importance of the NLA programmes.

Importance of NLA	Institutional Libraries																								
	University of Jos				University of Lokoja				University of Makurdi				F.U.T. Minna				University of Abuja				Federal.University of .Lafia				Total
	SA F %	A F %	DA F %	SDA F %	SA F %	A F %	DA	SDA F %	SA F %	A F %	DA F %	SDA F %	SA F %	A F %	DA F %	SD F %	SA F %	A F %	D F %	SD F %	SA F %	A F %	DA F %	SDA F %	F %
I hv been able to implmt	6 8.3	17 24.0	1 1.4	-	5 6.9	5 6.9	-	1 1.4	2 2.8	9 12.5	1 1.4	-	4 5.6	11 15.3	1 1.4	-	2 2.8	3 4.2	1 1.4	-	3 4.2	1 1.4	-	-	72 100
I hv been able to atrc gnt	-	7 10.4	8 11.9	3 4.5	-	3 4.5	5 7.5	2 3.0	-	4 6.0	6 9.0	1 1.5	2 3.0	10 15.0	5 7.5	1 1.5	1 1.5	1 1.5	3 4.5	-	3 4.5	-	-	2 3.0	67 100
I hv been able to attract collab frm colleaques	4 6.2	11 17.0	4 6.2	2 3.1	1 1.5	7 10.8	-	-	1 1.5	11 17.0	-	-	2 3.1	10 15.4	2 3.1	1 1.5	1 1.5	3 4.6	1 1.5	1 1.5	2 3.1	1 1.5	-	-	65 100
I hv been able to learn ICT skills	1 1.2	14 16.9	4 4.8	1 1.2	3 3.6	8 9.6	2 2.4	-	6 7.2	5 6.0	-	-	5 6.0	14 16.9	1 1.2	-	1 1.2	3 3.6	11 13.3	-	3 3.6	1 1.2	-	-	83 100
I hv been able to aquire current trends	7 9.2	18 23.7	1 1.3	-	2 2.6	8 10.5	1 1.3	-	6 7.9	5 6.6	-	-	5 6.6	12 15.8	-	1 1.3	1 1.3	5 6.6	-	-	2 2.6	2 2.6	-	-	76 100
I hv been able to learn new skills	4 5.4	18 24.3	-	-	2 2.7	8 10.8	-	1 1.4	2 2.7	9 12.2	-	-	5 6.8	14 18.9	-	1 1.4	2 2.7	3 4.1	2 2.7	-	3 4.1	-	-	-	74 100
I hv been able to attend workshop	4 8.2	14 28.6	5 10.2	-	-	9 18.4	-	-	3 6.1	8 16.3	-	-	-	-	-	-	-	-	2 4.1	2 4.1	-	-	-	-	49 100

The tableshowed that 11 (17.0%) of the respondents indicatedthat the programmes are important because it help them to attract collaborationfrom colleagues. From these observations, it could be concluded that the programmes organized by the Nigerian Library Association could be considered not very important and not very relevant to the professional development of the information professionals involved in the study,because most of the respondents do not acquire much skills and are not most usually motivated. The finding here are in line with Mohammed (2008) who noted that the advances in the application of Information and Communication Technologies (ICTs), particularly the Internet, Intranet and other network technologies have continued to impact positively on the methodologies of library and information service delivery, education and training of information professionals as well as in the area of information seeking behaviour and used in their professional development.

4.9. The challenges faced by attending the Library and Information professional programmes organized by NLA.

The objective here was to identify the challenges facing the library and information professionals' attendance of the professional development programmes of the association. The challenges were assessed on the basis of attendance at the different levels of the programmes organized by the associations. Table 4.11 shows the challenges faced by the members in attending the association's programmes.

Table 4.11: Distribution of Challenges faced by the attending Professional Development Programmes

Challenges of NLA Professional Development Programmes	Institutional Libraries																		
	University of Jos			University of Lokoja			University of Makurdi			F.U.T. Minna			University of Abuja			Federal.University lafia			Total
	N.C.	S.W.S.	S.C.	N.C.	S.W.S.	S.C.	N.C.	S.W.S.	N.C.	N.C.	S.W.S.	S.C.	N.C.	S.W.C.	S.C.	NC	SWS	SC	
	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %
Lack of Sponsorship	18 (16.7)	5 (4.6)	4 (3.7)	9 (8.3)	5 (4.6)	5 (4.6)	7 6.5	5 4.6	3 2.8	23 21.3	11 10.2	6 5.6	3 2.8	1 1.0	1 1.0	1 1.0	1 1.0	-	108 100
Lack of Interest	3 5.9	7 13.7	1 2.0	3 5.9	4 7.8	-	3 5.9	3 5.9	4 7.8	3 5.9	9 17.6	6 11.8	3 5.9	2 3.9	1 2.0	1 2.0	-	-	5 1 100
Lack of Aawareness	5 7.6	7 10.6	3 4.5	1 1.5	3 4.5	4 6.1	4 6.1	2 3.0	6 9.1	8 12.1	8 21.1	8 4.5	3 4.5	1 1.5	1 1.5	1 1.5	-	-	66 100
Lack of awareness of possible conferences	6 8.4	4 5.6	4 5.6	5 7.0	8 11.3	3 4.2	3 4.2	5 7.0	3 4.2	7 9.9	8 11.3	9 12.7	4 5.6	1 1.4	1 1.4	-	-	-	71 100

From the expressed opinion ofinformation professionals in table 4.11 the major challenge they faced in attending the development programmes of the association was lack of sponsorship. This challenge cut across the attendance of porgrammes organized by the association from sectional workshops through state chapters to the National conference level. In The table, 23 (21.3%) of the information professionals were of the opinion that lack of sponsorship affect their attendance of the State chapter, Lack of interest, lack of awareness or lack of awareness of possible conference of professional development programmes were not seen as major challenges by the respondents. It could therefore be said that lack of sponsorship is the major constraint confronting information professionals from attending the Professional development Programmes organized by the Nigerian Library Association. The finding here is in agreement with Ramirez, Laing and Weiler (nd.), Mair & Thompson, 2009; Oppermann & Chon, 1997; Rittichainuwa (2001), Yoo& Chon (2008), Yoo & Zhao (2010), Zhang (2007). Rittichainuwat (2001) who respectively stated that cost is important to conference attendance and went further to suggests that both affordability and availability of time are considered under the cost factor and that the cost of participation in a conference includes cost of registration, transportation, accommodation, and food. These therefore calls for sponsorship which in most cases was lacking as observed in this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of major findings and recommendations.

5.1 Summary of the study

The study was structured into five chapters. Chapter one gave the background to the study, the theoretical framework, statement of the problem,research questions, objectives of the study, scope and delimitations of the study, limitation of the study and operational definition of terms.Chapter two consisted of the review of the related literatures to the study. Chapter three gave the research methods used, population of the study, sample and sampling techniques, procedure for validation of the instruments, procedure for data collection and procedure for data analysis .instruments. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the description of the demographic variables of the respondents and their opinions on the investigated variables along with discussionsof findings for the respective variable.

5.1.2 Summary of findings

The major summary findings of the study include:

1. The informational professionals attend NLA programmes to achieve among others to build a professional network and become abreast with new skills and trends in the field of information management in the libraries
2. Among other programmes the NLA organises, workshops and conferences along with meetings that were organized at sectional, State and national levels for the

information professionals were the programmes mostly the respondents were aware of.

3. The information professional were of the opinion that the programmes by NLA were important and relevant for the professional development of the libraries and the members of the association especially in the areas of establishing collaboration and mentoringwith professional colleagues.
4. The members were not highly satisfied with the programmes especially with Workshops and conferences organized by the association
5. The information professionals were constrained with the issue of sponsorship in terms of funding and time for attending the programmes.

5.2 Conclusion

From the analysis of the findings, the researcher concludes that:

The Nigerian Library Association has positive impact on the professional development of library and informational professionals in the Federal University libraries in North Central States of Nigeria.

The programmes organized by the associations especially Sectional Workshops and conferences constitute a major advantage to the professional development of the information professional.

The programs by the NLA help to keep the information professionals abreast with the modern skills and trend in information management

The sectional workshops are not as regular as would be expected. One of the major problems to attendance of the NLA programmes is lack of sponsorship in terms of funding and the time for attending the library and information professional development programmes.

5.4 **Recommendations**

Based on the findings from the analyzed data, the researcher would want to recommend as follows:

1. NLA should within the institutional libraries make and create ways for librarians to interact with intellectuals which will help them to aquire current information that will enable them work effectively in their work environment.
2. The NLA should try to put more effort to organize workshops at sectional levels.The NLA should try to make their professional programmes relevant to various fields in librarianship.
3. The NLA should see to how to make their professional development programmes more satisfiable to their members so that they can always be ready and willing to attend their programmes.
4. Members should see to the need of the professional development programmes and help to fund themselves to the conferences and workshops the NLA organizes.

5.5 **suggestions for further studies**

It was observed from this study that sponsorship and irregular organization of programmes especially sectional workshops were the major constraint to the development programmes of NLA. It would therefore be of importance to carry out further study on:

How members of NLA can assist themselves in the funding of conferences and workshop NLA organises and to also see to the needs of the Professional Development Programmes in the field of librarianship.

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APPENDIX I

RESEARCH QUESTIONNAIRE

Department of Library and Information Science

Faculty of Education

Ahmadu Bello University, Zaria

1st August, 2014

Dear Sir / Madam

I am a postgraduate student in the above named department carrying out a research on the '' Nigerian Library Association and professional Development of Library and Information Professionals in the Federal University Libraries in the North Central States.

Your Library has been selected for study. I therefore urge you to kindly assist to respond according to the questions raised in the questionnaire. Your responses will strictly be used for research purpose only.

Thank you in anticipation for your cooperation.

Goshie Rhoda Wusa

SECTION A: Demographic Information

Instruction: Kindly tick the appropriate box [ ]

1) Gender Male [ ] Female [ ]

2) Name of Institution: ----------

3) Which section of the Library do you work?

   a) Resources Development Division (collection dev.)

   b) Resource Processing Division (cat & class)

   c) Customer services Division (circulation)

   d) ICT division

   e) Others (s) (please specify)

4) What is your highest educational Qualification?

   a) O'Level [ ]

   b) OND [ ]

   c) HND [ ]

   d) DLS [ ]

   e) BLS [ ]

   f) MLS [ ]

   g) PhD [ ]

   h) B.Tech [ ]

   i) Others (please Specify)

5) How long have you been an NLA member?

a) 1-9 years [ ]

b) 10-19 years [ ]

c) 10-15 [ ]

d) 15-20 [ ]

e) 20 years and above [ ]

6) What is your designation?

a) Professional Librarian [ ]

b) Paraprofessional [ ]

SECTION B: Types of professional development programmes organised by NLA

7) Please tick ( ) to indicate the types of professional development programmes you knowthat are put in place by NLA

a) Workshop [ ]

b) Webinar [ ]

c) Conferences [ ]

d) Meetings [ ]

e) Peer coaching [ ]

f) Mentorship [ ]

(9) which of the following professional development program put in place by NLA do you attend

National conference [ ]

Sectional workshop [ ]

State chapter meetings[ ]

(10) which of the following best describe the reasons for attending NLA workshop

Reasons	National Conference	State chapter	Sectional workshop
Learn new skills			
Learn new trends			
To build a professional network			
Learn new technology			
Networking			
Motivation			

(11) Which of the following special interest group workshop have you attended within the last 5 years?

IT section [ ]

Cataloguing, Classification and Indexing (cat and Class) [ ]

Medical Libraries section [ ]

Nigeria school library association [ ]

Association of women librarians of Nigeria (AWLIN) [ ]

Public library sections (PLS) [ ]

Association of libraries for visually handicapped (ALVH) [ ]

(12)How Frequent are the professional development programmes organized by NLA

S/N	Item	Very Frequent	Frequent	Not Very Frequent	Not Frequent	Undecided
1	On-line training					
2	Workshop					
3	conference					
4	Meetings					
5	Mentorship					
6	Peer coaching					

SECTION C: How has the professional development programmes organised by NLA important.

12) Please tick [ ] to know how NLA has helped you in your professional development skills

Establish Collaboration [ ]

Mentoring [ ]

Mentoring with professional colleagues [ ]

Renewed Motivation [ ]

SECTION D: How are the professional development programmes organised by NLA beneficiary to its members.

13) Please indicate how you have benefited from the professional development Programmes organized by NLA. SA= Strongly Agree A= Agree D= Disagree SD= strongly disagree

S/N	Items	SA	A	D	SD	UD
1	Establish Collaboration					
2	Network of Professional Colleagues					
3	Acquired new skills					
4	Get Motivated					

14)How has NLA professional development programmes impacted on the Library and Informationprofessionals? SA=Strongly Agree A= Agree D= Disagree SD= Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1	I have been able to implement what I have learnt				
2	I have been able to attract grants for my library				
3	I have been able to attract collaboration from colleagues				
4	I have been able to learn ICT skills from IT Professionals outside				

	Librarianship				
5	I have been able to acquire current trends in professional development				
6	I have been able to learn new skills from colleagues				
7	I have been able to attend workshops within the profession				

SECTION E: What are the challenges faced in attending professional development programmes Pursuit?

15) Please tick [ ] to indicate the challenges you faced in professional development pursuits

S/NO	ITEMS	SA	A	D	SD
1	Unwillingness of colleagues to share ideas and network				
2	Lack of sponsorship to attend conferences/ workshop				
3	Lack of internet facilities to keep abreast with trends				
4	Lack of good professional mentors				
5	Limited exposure to relevant and timely information				
6	Being in the wrong profession; not doing the right job				
7	Lack of resources like computers and smart phones				

16) Please tick [ ] to indicate the challenges you encounter from attending NLA professional development programmes.

S/No	ITEM	National conference	Sectional workshop	State chapters
1	Lack of sponsorship			
2	Lack of interest			
3	Lack of awareness			
4	Lack of awareness of possible conferences of professional development programme			

Thank you and God bless