



Talent management practices and job performance of librarians in university libraries in Nigeria



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ABSTRACT

Job performance of librarians in university libraries has been a major concern to the university community and stakeholders within the profession. This is evidenced by librarian's inability to apply professional and technical knowledge to practical issues and low productivity in research output. Studies have investigated some factors which influence librarian's job performance. However, there is a dearth of studies on talent management as it relate to job performance of librarians. This study therefore, investigated the job performance of librarians and its relationship with talent management practices of librarians in university libraries in South-West, Nigeria.

The survey research design of the correlational type was adopted for the study. Total enumeration method was used to cover all the 364 librarians in university libraries in South-West, Nigeria. The instrument used for data collection was the questionnaire titled: Talent Management and Job Performance of Librarians' Scale (TMJPLS). The instruments were validated using construct and face validity. Cronbach's alpha test was used to determine the reliability of the main constructs: Assessment of talent management practices $\alpha = 0.867$ and level of job performance $\alpha = 0.973$ respectively. A total of 277 copies of the questionnaire (76.1%) were returned and found usable. Data collected were analyzed with the use of descriptive statistics and Pearson Product Moment Correlation.

The findings showed that librarians' level of job performance was moderate (63.1%). Succession planning was the least of talent management practices employed in university libraries (46.6%). The major problems affecting talent management in university libraries were poor funding (65.3%), constant loss of best brains (60.3%) and poor communication (51.3%). The findings revealed that there was a positive significant relationship between talent management practices and job performance of librarians ($r = 0.58$, $p < 0.05$).

The study therefore, concluded that talent management practices had an effect on job performance of librarians. It is therefore recommended that library management should focus more on developing and managing the potentials of librarians in university libraries so as to increase their performance on the job and reduce brain drain in the library.

Academic library has traditionally been seen as the 'heart of the institution' with serves render to the academic community of its parent institution. Aina, 2004 asserted that the quality of teaching and research in a university is reflected in the services provided by an academic library. Presently, the roles of universities all over the world are changing in order to respond to the needs of the society. Likewise, the role of university libraries is changing to provide a competitive advantage for the university. The activators of this change in libraries are library personnel. In other words, its workforce, they contribute immensely to the overall development of the university community by advancing

learning and research. Hence, focus on performance of library personnel cannot be underestimated.

Employee performance could be regarded as one of the major determining factors in the success or failure of an organization. Every organization is established with the aim of achieving certain objectives. However, the quality of personnel employed and how the organization is able to manage them determine the overall success of such organization. Literature affirms that employers of labour have realized that for their organization to compete and be successful, the performance of their employees is very important (Dobre, 2013; Salah, 2016). Hence, several

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mechanisms to ensure that optimum job performance is achieved should be put in place. Librarians working in university libraries need to display exceptional skills through their job performance because it has a bearing on the way they carry out their professional duties.

Job performance, according to Friendlander (1991) cited in [Bamigboye and Aderibigbe \(2004\)](#), is that behavior which a certain organization condones and probably rewards. Likewise, [Villanova et al. \(2005\)](#), stated that job performance is "that aspect of work behavior domain that is of relevance to job and organizational objective". Job performance can be described as the discharge of statutory duties or functions based on a worker's field of expertise. The performance of these statutory duties is geared towards the accomplishment of the objectives of an organization. Hence, the extent to which the university achieves its basic objectives depends largely on the job performance of library staffs.

Jobs performed in the library are too extensive to fully document. However the essential job functions carried out include: acquisition, cataloguing and classification of information resource materials, provision of reference services, charging and discharging of materials to users etc. The various jobs performed in the library come with their different responsibilities which are solely the duty of librarians. These include: selection, ordering and acquisition, circulation of information resources, classification and cataloguing of information resources, providing reference services and digitization of information resources, engaging in outreach through liaison initiatives, designing of web pages among others. Considering these important roles carried out by librarians in academic libraries, the quality of services provided to a large extent is dependent on the level of job performance of the library personnel. [Ubom and Joshua \(2004\)](#) pointed out that when an individual performs his job effectively, better result is yielded for the organization. They note that mere job performance is quite distinct from effective performance. What is actually required of the employee is effective job performance. Hence, job performance of librarians should be a major concern to the management of academic libraries and other stakeholders within the profession.

Studies over the years have pointed towards the fact that the job performance of academic librarians in Nigeria has not been in an enviable position when compared to their counterparts in developed and developing countries of the world. [Utor \(2003\)](#) and [Popoola \(2005\)](#) both confirmed that employers of labour have over time complained of low quality performance of librarians in Nigeria which has been a major concern to employers and stakeholders within the profession. [Amusa et al. \(2013\)](#) and [Babalola and Nwalo \(2013\)](#) both reported of a low performance in terms of publication output among librarians. Likewise, [Akor \(2009, 2014\)](#) found that job performance of librarian's is at its low level which has subjected librarians to be tactless; making them to grapple with problem after it arises. However, other studies have observed a moderate level of job performance among library personnel in academic libraries in Nigeria in terms of their quality of publications, skills in the use of information technology, ability to anticipate problems and develop solution in advance and ability to work with minimum supervision ([Oyewole & Popoola, 2013](#); [Nwosu et al., 2013](#)). All these suggest a varying job performance among librarians to be either low or average.

The need therefore of highly competent library staff that will effectively satisfy the information needs of the university community in this digital era and information explosion cannot be over emphasized. Administrators of university libraries need to find a realistic mechanism of enhancing the behaviors that promote effective job performance among its library personnel. It is these behaviors that translate into the actual performance needed to actualize the goals and objectives of the library. Such behavior can be achieved through advocating and embracing the whole idea of talent management among library personnel.

Human capital is a key driver of any organization's success story. [Jaw et al. \(2006\)](#) affirmed that human capital is the combination of knowledge, skills, life experiences, motivation and capability of any

employee. Academic libraries in Nigeria need to leverage on the knowledge of their human capital (library personnel). This can be achieved by attracting talented employees who are skilled, qualified, effective and highly motivated, confident to work and have the ability to help users explore and exploit library resources effectively. Talents from the perspective of an organization are human capital and all their potential abilities and skills. They can also be described as giftedness for certain and specific tasks. Talent as defined by The [Chartered Institute of Personnel and Development \(2007\)](#) consisted of those individuals who can influence and make a distinction to organizational performance, which could be through their immediate contribution or in the longer term by demonstrating the highest level of potential. [Stahl et al. \(2007\)](#) stated that talent refers to a particular selected group of employees, who are ranked at the top when it comes to performance and capabilities. [Kehinde \(2012\)](#) also attested to the reality that organizations are increasingly aware that rather than being inhibited by capital, they are normally most constrained by talent. Hence, talent is a key driver of any successful organization. Conclusively, talent can be used to describe the human resources the library will like to attract, acquire, develop and retain in order to achieve its objectives and goals. The act or process of managing potential employees is called talent management.

Talent management is concerned with knowledge management, employee relationship management and workforce management. [Garraway and Hirsch \(2008\)](#) opined that talent management is about doing things for your finest people, investing in developing them, building their potential and assisting identified people within the organization to make the best use of their strength. Likewise, [Van Dijk \(2008\)](#), [Thunissen et al. \(2013\)](#) and [Moza et al. \(2020\)](#) all argued that talent management is a logical process that describes dynamic interaction between many functions and process. In other words, some practices must be in place for managing talents sequentially. This includes, creating talent by planning the future talent supply, calibrating talent by measuring it according to specifications, cultivating talent through mentor development, leveraging talent through motivation and caring for talent through personal wellness. In a nutshell, talent management within the scope of the library must entails a systematical approach meant to formalize the mechanism of sourcing (finding talent), screening (sorting of qualified and unqualified candidates), selection (evaluation/testing, interviewing), on-boarding (offer/acceptance), deploying (assigning role and responsibility) and retaining (keeping the talent that contributes to the success of the library), through motivation (increase the level of enthusiasm) career progression (series of career success) and succession planning (developing alternate).

[Davis et al. \(2007\)](#) stated that talent management is considered necessary when the organization likes to build winning teams which will be formed by talented people. In other words, such organization will use this individual or teams of employee to tackle issues that seem difficult and complex to handle within the organization. For instance, if there is a technical problem within any department in the library, there is a team or individuals to solve such problem just because they are competent and experienced or familiar with that field. In that way, the goal of talent management is achieved.

Considering the above key issues in this study; job performance and talent management, it could be envisaged that a properly planned talent management strategy could result into an effective job performance. In other words, when an employee is given an opportunity to be mentored, trained, rewarded, recognized, motivated and empowered to carry out some leadership role it could help enhance and improve the pattern in which librarians believe in their ability to attain and achieve a specific result or goal. Based on this assumption, the researcher intends to examine the existing relationship between talent management and job performance of librarians in university libraries in South-West, Nigeria. The outcome of this undertaking could among other things result in the development of programmes that could inspire talent management practices in academic libraries with the aim of enhancing job performance among librarians.

Theoretical framework

This study focuses on talent management and job performance among a defined set of workforce which are professional librarians in university libraries in Nigeria. A number of frameworks have been developed with regard to the issue of translating talent into improved performance among employees and workplaces. Emerging theories in talent management with focuses on performance of employee within a workforce was considered in this study. Three theories formed a pathway to the key variables (talent management and job performance) in this study. Namely, resource based theory, talent based theory and talent DNA. In pursuance of the literature on talent management and job performance of librarians in university libraries in Nigeria, this study identified the following gaps: the first areas of concern are that most available literature focused on talent management in organizations while little or no detailed study has been done to address the talent management and job performance of librarians in university libraries in Nigeria and sub Sahara Africa. Another area of complaint in the literature is that there exists a replete of studies on talent management in relation to other variables; however, there is a research gap with regards to job performance in the librarianship profession and geographical scopes.

Resource-based view theory

The concept of resource-based was introduced by [Barney \(1991\)](#). His view was to address the limitations of environmental models of competitive advantage and also to provide a link between diverse resources controlled by an organization, interaction of the resources within an organization. Barney classifies these resources into three categories; physical capital resources, human capital resources and organization capital resources.

The resource-based view theory is related to organization through strengthening the often-repeated statement from the field of strategic human resource management that people are highly important assets to the success of the organization. In order words, this school of thought believes that talent is a vital resource that any organization should invest to achieve its competitive advantage. The implication of this is that talent must be identified, attracted, developed and managed in university libraries and at the same time considered critical in achieving a competitive advantage. [Collins and Porras \(1994\)](#) urge the development and nurture of employees within a supportive strong culture. Effective job performance of librarians' remains germane to the goals and objectives of libraries in this era of information explosion. There is the need for university libraries to invest in talent development to continuously increase value in librarians' performance. The scope of competitive advantage has taken a shift whereby, literature has acknowledged that the internal resources have a crucial role to play in the performance of the organization ([Rabii, 2015](#)).

The resources based view theory sustains organization resources in the form of knowledge and skills that people bring to the organization. According [Peteraf and Bergen \(2003\)](#) the resource-based view entails rival, competitors or related organizations competing on the basis of the heterogeneity and immobility of their resources and capabilities. In other words, there is a continuous competition among university libraries across the globe and environment to remain relevant and at the same time able to meet the information seeking pattern of its diverse users. Resources can be physical, human and organizational in nature, and they can be used to implement value-creating strategies. However, the human resources remain topmost in the success of an organization. The resource based view theory has a distinctive way of integrating resources to attain success for an organization. This is obtainable through building a unique, hard to imitate and valuable resources. Competitive advantage depends on the valuable, uncommon and scarce resources that are inherent in the organization and talent is one of those rare resources. It's essential therefore, that university libraries in Nigeria

should give importance to developing and enhancing the competency of librarians through a systematic process of talent acquisition, talent transfer and talent sharing to gain competitive advantage and improve their job performance.

Barney is of the thought that sustainable competitive advantage is within reach when organizations have a human resource pool which cannot be imitated or substituted by rivals. In other words, in the context of this study, the management of university libraries in Nigeria should persistently appraise their workforce to guarantee that they have the right people with the right skills, attitudes, competitiveness and competencies in the right places to ensure sustained competitive advantage. Anything short of this should propel the managers and stakeholders in university libraries to make-up for the shortfall by acquiring talent needed from the competitiveness and success in the library. The caliber of people employed and attracted determines the library's strength or weakness.

Talent based theory

Talent-based theory postulates that talent is the only resources that provides and enable sustainable competitive advantage in an organization and therefore, its attention and decision making should focus primarily on talent and the competitive capabilities derived from it ([Roberts, 2008](#)). Talent resides in and with individual persons; an organization merely integrates the individually owned talent by providing structural arrangements of co-ordination and co-operation of specialized talent workers. That is, the organization focuses on the organizational processes flowing through these structural arrangements, through which individuals engage in talent creation, storage, and deployment ([Roberts, 2008](#)). Base on this simple premise, the talent based theory is considered a useful explanatory tool for investigating the talent management practices and job performance of librarians in university libraries. Mechanism put in place to facilitate effective talent sorting of librarians will be under study within this study. To attain an efficient job performance among librarians, university libraries must support the processes of branding, attracting, recruiting, engaging, developing and rewarding identified individuals who possess the needed talent and job skills to achieve the goals and objective of the library. According to [Mulului and Muathe \(2017\)](#) the talent based view theory, gives importance to developing and enhancing the competency of the employees of an organization through a systematic talent management process. In other words, university libraries must adopt a systematic functional talent management system within the library, which has the ability to capture, sort and identify essential and potential librarians who are talent and have rare ability that can influence positively the overall performance of other librarians in the library.

Talent DNA

[Shravanthi and Sumanth \(2008\)](#) proposed a talent management model that seeks to create a roadmap to realize the organizational objectives. The model is based on the concept of "DNA" that has three components: identification of key roles, identification of competencies required for key roles and talent. This cycle can be achieved through the creation of a database of competencies. It provides a mechanism to make accurate decision on talent need. Talent DNA is the building block that serves as a link among various talent management processes such as career planning, training, retention, development and performance management, etc. the implication of this for university libraries in Nigeria is that managers/stakeholders of libraries must consider adopting a comprehensive knowledge based system that has the ability to identify and sort for talents within and out of its workforce and the position and roles where those identified talent will be needed are captured in this system. Talent management is a continuous process that plans talents needs, attracts the very best talent, speeds time to productivity, retains the highest performers, and enables talents mobility

across the organization. In order to successfully balance the notion of talent supply with its demand, there must be notion of talent supply with demand; there must be a match between capabilities and needs (Shravanthi & Sumanth, 2008). Talent management focuses on enhancing the potential of people by developing capacities. Capacities are the basic DNA of an organization and also of individual potential. Consequently, this study seeks to determine the various capacity programmes or mechanisms that university libraries in Nigeria have been able to put in place over the years to promote talent management, among them human capital (librarians). The point of departure for the DNA model is to translate the organization's vision into goals and mapping the competencies to achieve goals. University libraries in the context of Nigeria have to assess talent so as to profile the level of capabilities. They must invest on librarians' growth to meet and accept varied incremental and transformational roles in an overall scenario of acknowledged need for change which translate to high job performance. Hence, talent DNA theory is suitable for this study because of its focus on how talents are identified, competencies needed for different roles within the libraries are identified and a compact talent based system with an enhance database that captures the totally of identified talent and roles is established for the common purpose of achieving the goals and objectives of libraries. Consequently, talent DNA consists of three component which is the lifecycle of this model (capability, role and talent). Thus, University libraries in Nigeria require a skillful and capable talent pool which is essential for its organizational development. The library has different roles and it's the responsibility of managers of library to search for talent who are fit to take up such position. Finally, the identified talents must fulfill and possess all educational, skill, experience and competences need as related to their work responsibilities.

Literature review

Training and development

One of the distinctions of a successful talent management programme is the creation of "talent pools" within an organization, which provides a reliable and consistent internal source of talent. The development of talent pools make it easier to train and develop desirable skills and traits in a broader group of employees which results in improvement of performance across functions and levels (McGarry, 2007). Training can be treated as an investment in organizational human assets. But development activities can be agreed and targeted; participants must have a firm grasp of the areas in which they have strengths and those they need to develop (Atkins et al., 2004). However, the biggest concern with development seems to be attrition and the way this organization deals with the attrition problem is getting employees to share development cost (Cappelli, 2009).

Employees invest in human capital after the start of employment, and normally this investment is called training, provided either by the firm itself on the job, or acquired by the worker (and the firm) through vocational training (Garibaldi, 2006). It can be expected that the investments of libraries in both technical and non technical training will have a positive impact on the extent to which it actually succeeds in developing the skills/knowledge of its employees. Successful organization around the world are aware that the provisions they make for training and development activities is in the ability to attract and retain the best employees for their organization (Bassi & Buren, 1999). It is therefore imperative that libraries as an employer provide opportunities for their workforce to learn. A proactive development schemes will not only improve the capabilities of a team but will also motivate staff and subsequently engender a more loyal employee set (Kyndt et al., 2009). Uwem (2003) opined that the primary objective of any professional training is not just head knowledge of management skills, but rather how this theoretical concept can be translated to meet users' needs in a practical way. Simmons-Welburn and William (2003) investigated the organizational entry and sense-making of new librarians in academic

libraries. Result revealed that nearly all libraries surveyed had a formal orientation for newcomers. Edoka (2000) in a similar study submitted that orientation enables new employees to start work smoothly in the library. Furthermore, Olorunsola (2000) conducted a study of staff opinion on job rotation at the University of Ilorin library. The reaction to job rotation was generally positive. The study recommended that managers should consider the introduction of job rotation in the library which is an effective means of staff development. Further, Jain (1999) reported the findings of the study of on the job training in Botswana National Library Service. The study found out that information technology was one of the main needs identified. Agaja, 1999 revealed that continuing education for librarians in Nigerian university libraries often takes place through conferences, workshops, seminars, or in-service training. He further reported that seminars provide opportunities to a group of academic libraries who meet to discuss problems or contemporary issues on recent developments in the Nigerian library.

Aguolu and Aguolu, 2002 articulated the issue of professional education and training required of practitioners is contentious in every profession. They stated that Libraries are embedded in the cultural process and are part of the foundation of a civilized life. Providing access to the records of civilization and culture requires well-educated librarians with appropriate knowledge. They emphasize the idea that modern technology has improved information handling, facilitated learning and research, and brought new perspectives on the librarian's role. Smith (2002) investigated the pattern of staff development activity within Australian libraries, findings revealed a commitment to staff development that is strategic. Many of the libraries studied have formal policies and organized staff development programmes. Conclusively, a finding from a study on assessment of personnel training needs in the Ibrahim Babangida Library, federal University of Technology (IBL, FUT), Yola, Nigeria by Abba and Dawha (2009) revealed that on-job-training programmes are needed by a large majority (81.2%) of library personnel in the study. Majority (80%) of the respondents needed informal training programmes. Finally, funding (100%) was found to be a major factor inhibiting training.

Recruitment and selection

Any process for which the library seeks applicants and attracts potential employees is called recruitment; and the process of selection in the library should entail identifying those applicants with the knowledge, skills, abilities, and other characteristics that will help it achieve its goals. The overall aim of the recruitment and selection process is to obtain at minimum cost of the number and quality of employees required to satisfy the human resource needs of the organization (Armstrong, 2003). Hiring capable people is an attractive point of departure in the process, but building and sustaining a committed workforce is more likely to be facilitated by the employment of a range of sophisticated human resource management infrastructures (Chew, 2005). Often, talent management processes assume that most, if not all of an organization's talent needs will be recruited from the outside. Critical talent needs can be met by utilizing or redeploying current staff or by using part time staff, contractors, consultants and other contingent workers (Bechet, 2008). The choice of recruitment method depends on the vacancy to be filled, but the elements of studying the job and the applicants, comparing what each has to offer against the demands of the job and subsequently following up the selection, are common to all methods (Ungerson, 1983 cited in Arthur, 2006).

Coaching/mentoring

Michaels et al. (2002) attributed great importance to coaching as a part of the new paradigms of development and they are supported by Thach (2002) who found coaching to be a great improver of effectiveness. Employees need knowledge of their strengths and consequently the areas where they can improve to be able to develop in the best possible

manner. Further, there is also a chance of derailment of highly talented people if no feedback is given, and then the lack of these practices becomes directly harmful to a business. Michaels et al. (2002) noted that, a manager builds self esteem in the high-potential employee by offering praise, encouragement and support and by believing in the employee's ability to achieve above everyone's expectations. However, the mentor's role also requires the communication of painful feedback, but from the mentor position a bigger picture should be visible so that further encouragement and advise on how to develop from the source of the feedback can be initiated.

Mentoring should be viewed as an important supplement to on-the-job training. It provides new librarians with a nurturing, ongoing relationship which helps overcome the anxiety that nowadays accompanies the tenure and promotion process. A new librarian should be informed of the availability of mentoring when he/she is hired, and is paired with a mentor soon thereafter. Mentoring is a developmental training process on the job that enables sharing of knowledge, skill and experience. Different mentoring programmes exist. Some organizations adopt the formal while others adopt the informal mentoring systems. On whether Nigerian university libraries practice mentoring among librarians (i.e. the state of mentoring in Nigerian universities libraries). The findings of a study conducted by Bello and Mansor (2013) showed that mentoring practices (programmes) exist in all libraries and mentoring practices in the libraries have existed for six years or more. The study revealed that majority of the libraries used one model of mentoring while a few preferred the combination of two or three models. It further revealed that the use of mentoring in the libraries may be attributed to the demographic profile of the respondents. 35% of the respondents were in lower cadre, which means that perhaps they have less professional experience. Besides, 50% of the respondents were of middle-age (less than 46 years of age) compared to the 24% at 46 years of age or more. On the types of mentoring programme practices obtained in Nigerian university libraries (i.e. what mentoring programmes are practiced by the librarians of Nigerian university libraries), the findings of the study of Bello and Mansor (2013) cited above showed that five main models of mentoring programmes were in use and mentoring activities span an average of two years. The supervisory model of mentoring was the most popular even though some of the respondents indicated that their libraries combined two or three models. The supervisory mentoring provides unlimited frequency of contact and interaction between mentors that tend to augment continuous communication. Learners could easily overcome doubts and gain faster mastery of process as well as demystify cataloguing entirely. Effective mentoring is observed to assist librarians with diverse backgrounds growing in the profession (Zhang et al., 2007).

Talent management and job performance in libraries

Employees are well thought-out as the most valuable capital for every organization and the performance of each one of them is efficient for the organization's performance as a whole (Kazemi & Hojatolah, 2010). There is no hesitation that different organizations aim to achieve high level of job performance, where efficiency and effectiveness of the organization's performance depends on the human element effectiveness. This requires the development, maintaining, achieving the integration and balance with the organization where they work to achieve satisfaction and commitment on permanent basis, and growing their ingenious energies are some of the factors that help workers to achieve the organization's objectives in an integrated manner (Al-Sherif, 1995).

High employees' performance depends on number of factors but once no value is placed on the factor, it will not affect employees' performance. Each organization will constantly strive to have the right number and kinds of people at the right place and right time who are capable of effectively and efficiently completing the work required so that the organization can achieve its overall objectives. However the employees are to be trained from time to time, for competent employees

will not remain competent forever. The training will empower the employees with up to date skills and knowledge. The high performance depends on both ability and motivation and retains the employees who are performing at high levels within an organization.

Furthermore, retaining top talent remains a primary concern for many organizations today. Critical analysis of workforce trends, points to an imminent shortage of highly-skilled employees who possess the requisite knowledge and ability to perform at high levels. In consequence, those organizations failing to retain high performers will be left with an understaffed, less qualified workforce that ultimately hinders their ability to remain competitive (Rappaport et al., 2003). Employers seek to retain high performers and replace low performers with workers who bring greater skills and abilities to the organization.

In addition, staff development is a significant factor for achieving a high level of job performance among librarians. It can be regarded as series of activities an organization put in place in order to assist its staff members acquire the skills and knowledge necessary for efficient and effective performance of jobs and responsibilities in the organization (Banta, 2008). Therefore, staff development is the provision of skills to enable staff members effectively performs their jobs. The types of staff development programme include; simple orientation programme, organized visit, seminars and conferences, participatory management, internal training programmes, formal professional library education and short courses (Ifidon and Ifidon, 2007). Mohammed (2010) posited that all these training programmes can help both professional and para-professional staff to be current with new knowledge and development in the field. It then follows that, the more staff undergoes staff development programmes, the more committed they are to job performance. To collaborate this, Okozor (2007) reported that poor implementation of the in-service training programme affected workers' productivity in Anambra, Ebonyi and Enugu states public libraries in Nigeria.

Saka (2008) studied staff development in relation to job performance in selected academic libraries, University of Maiduguri, using 30 staff as sample size and found a significant relationship between educational qualification and job performance as well as a high correlation between training programme and job performance. There was no significant relation between job satisfaction and job performance in selected academic libraries. In another study, Mbagwu and Nwachukwu (2010) examined the training, development programmes and its effects on professional and Para-professional staff in FUTO library using descriptive statistics. It found that induction and orientation, on-the-job training, workshop, seminars and conferences; simulation and extension training are the kinds of training and development available in FUTO library. The study revealed that training and development enhance job performance as majority of the respondents affirmed that job performance is above average after they had undergone training. Adomi and Famola, 2012 investigated training and development of 50 cataloguers in National Library of Nigeria, Abuja. Questionnaire was used to collects data. The study found that staff development and training improve quality of library staff service delivery and it enhances job satisfaction and staff competence.

In a study conducted by Saka and Huruna (2013) on the relationship between staff development and job performance of staff in branch libraries, University of Maiduguri out of four null hypotheses of no significant relationship between formal education; Seminars/Conferences, workshop and job performance of library staff; only formal education tends not to have significant relationship with job performance of staff in branch libraries. The fourth hypothesis shows that the four variables of staff development were highly correlated with job performance.

Research methodology

Research design

The survey research design of a correlational type was adopted for this study. Correlational survey design involves collecting data to

determine whether a significant relationship exists between two or more variables. The exploration of relationship between Talent management and job performance of librarians in university libraries in South-West, Nigeria will provide insight into the nature of the variables themselves as well as an understanding of their relationships. The main aim of using a correlational research design for this study was that it determined the nature, degree and direction of relationship between Talent Management and job performance of librarians. Academic librarians in university libraries in South-West, Nigeria constitute the population for this study. During the commencement of this study, the number of accredited universities is forty-four as last approved by Nigeria University Commission. This was obtained on its official website ([NUC, 2018](#)). However, only 36 out of the actual 44 universities in South-west, Nigeria are fully operating on their mandate to provide teaching, conduct research and provide services to the society at large.

The total population of academic librarians in university libraries in South-West Nigeria is 364. This figure was retrieved from the human resources department of all the listed university in this study and reconfirmed when the questionnaires were administrated. The totality of librarians in South-West, Nigeria formed the population of this study. Hence, the total enumeration technique was used to cover all the 364 librarians basically because of the homogeneity of the population and sufficient resources are available to carry out this study. This means the totality of the identified librarians in the universities was included in the study.

Instrument of data collection

The instrument that was used in collecting data for this study was a structured questionnaire titled "Talent Management and Job Performance of Librarians" (TMJPL). The questionnaire was constructed in a simplified way with questions targeted towards obtaining facts on Talent Management practices in the library and the level of job performance among librarians. The questionnaire was used in order to have common and structured questions in achieving the set objectives and to afford the respondents convenient time to respond to the question. The questionnaire was divided into five sections; A, B, C and D. These sections of the questionnaire as well as the measurement scales are outlined below:

Section A: Demographic information of the librarians such as age, gender, working experience, highest academic qualification, name of institution, Department. This section was developed by the researcher

Section B: 32 items Talent Management Scale was self developed by the researcher which was based on reviewed literature consulted in the field of knowledge management, people's management and Human resources management. The option of choices followed a 4-point Likert like Scale of Strongly Agree = 4, Agree = 3, Disagree = 2, strongly Disagree = 1. Typical examples of the items are: "Available training match with my job", "My salary package is adequate for my level", etc. The reliability coefficient of the scale was 0.830

Section C contains 20 items on Job Performance rating scale developed by [Oyewole and Popoola \(2013\)](#). It is a 5-point scale instrument designed to measure the level of job performance of library personnel. This instrument was administered among two groups namely; all professional librarians working in library and librarians who occupy managerial positions in the library such as the university librarians and heads of section/department. The first group which was made up of all professional librarians was required to personally assess their job performance individually based on the items in this section. Also, the second group was librarians in the managerial cadres (University Librarian and heads of sections/departments and others) who occupy managerial position in the library. They appraised the actual level of job performance among librarians

working under their leadership and supervision. The questionnaire measured the job performance of librarians in university libraries in South-West Nigeria. Examples of the items include "skills in the use of information technology", "ability to provide leadership", punctuality and regularity to work etc. the respondents are to assess library personnel on a 5 scale levels of assessment viz.: Excellent = 5, Very good = 4, Good = 3, Fair = 2 and Poor = 1. The reliability coefficient of the job performance was 0.973

Section D: Contains 11 items on factors affecting talent management practices in libraries. It was self developed by the researcher and was generated by detail observation and review from literature. Respondents are to tick as appropriate.

Validity and reliability of the instrument

The validity of an instrument is tested to ensure that it accurately measures the constructs it is designed to measure. Reliability test on its part was conducted to ensure consistency in the instruments developed for this study. Standardized questionnaire was adapted for items on job performance. Job performance rating scale by [Oyewole and Popoola \(2013\)](#) was the choice of the researcher. Also, a self-developed questionnaire by the researcher was used for other constructs of this study while the content of the self-designed instrument was scrutinized to ensure that it measures and achieves the stated objectives.

The questionnaires were vetted for construct and face validity using expert review and. Thereafter, a pre-test of the questionnaire was conducted among thirty library personnel from Kogi State University, Anyigba, Nigeria which were not included in the study. The research instrument was validated using the Cronbach Alpha test to determine the reliability of the two main constructs (talent management practice and job performance) in the correlation instrument. The reliability result for the constructs was accepted if its reliability coefficient is greater than or equal 0.60 by the rule of thumb but if otherwise, it will be rejected for further improvement of the items of the main construct. The results of the Cronbach Alpha test for the two constructs are talent management (0.83) and job performance (0.97).

Data collection procedure

The researcher and five (5) well trained research assistants were used to administer the questionnaire for a period of two and half months. The questionnaire was distributed individually to each respondent physically. A period of two weeks was given to the respondents for the retrieve of the questionnaire obtained. The researcher trained the research assistants to ensure proper administration of the questionnaire. The purpose of the study was duly explained to the respondents and participants were assured of the confidentiality of the information they provide.

In total three hundred and sixty four copies of the questionnaire were administered on all university librarians from seven federal universities, eight state universities and twenty-one private universities. Two hundred and seventy seven of the three hundred and sixty four copies of the questionnaires administered were retrieved. They were correctly filled and found useful, thereby giving a response rate of 76.1%. Also, a total of one hundred and thirty copies of the questionnaire were administered to librarians who hold managerial position in the library such as the university librarians and head of department/sections. A total of one hundred and five copies of the questionnaires (representing 80.8% response rate) were returned and found usable for data analysis.

Methods of data analysis

The data collected was analyzed using percentages mean and standard deviation and Pearson Product Moment Correlation. Responses from the questionnaire were coded and analyzed using the Statistical packages for the Social Science Software (SPSS. V21).

Data analysis, results and discussion of findings

Results in [Table 1](#) shows that 51% of respondents were male, while 48% were female. All these indicated that both gender were fairly represented in the study except that in each case, majority of the respondents were male.

Analysis of the respondents by age indicated that majority of the respondents were between the age range of 40–49 (43.5%). This was closely followed by those within the age range of 30–39 (29.5%). The other respondents fall within the age range of 50–59 (20.7%), 20–29 (5.2%) and 60 years and above (1.1%). Further, analysis of the respondents by years of working experience indicated that majority of the respondents (25.7%) fall within 6–10 years of experience while 22.6% of the respondents said they had worked for between 11 and 15 years. This was followed by 20.6% of the respondents who have been on the job for 1–5 years, 13.6% of them have worked for between 16 and 20 years, 10.1% of the respondents had worked for between 21 and 25 years, 5.8% of the respondents had worked for between 26 and 30 years and 1.6% of the respondents had worked for 31–35 years. This result implies that majority of the respondents had moderate working experience.

In addition, [Table 1](#) also shows that 25.5% of the respondents that participated in this study are within the status of Librarian II; 20.4% are within the status of Librarian I, 15.3% are Assistant Librarians, 14.5% are Senior Librarians, 7.3% are Deputy Librarians and 6.5% are University Librarians. This result revealed that the staff structure of the universities is bottom heavy as majority of their personnel falls between Librarian II and I, cadres meant for new entrants into the profession. The qualification for cadres of librarian I, II require a minimum of a bachelor degree in Library and information science or related study while a minimum of Masters Degree in Library and information science with years of experiences qualifies for the position of senior, deputy and university librarian.

Analysis of the academic qualification of the respondents revealed that 46.9% of them possessed either a MLIS/MLS/MIRM and this was followed by those who possessed an MPhil (22.5%). The percentage of respondents with PhD amounted to 12.4% while those who possessed BLIS/BLS and others were 10.5% and 7.6% respectively. This result implies that majority of librarians working in the university libraries in

Table 1
Demographic information on the distribution of respondents.

Demographics	Classification (n = 277)	(%)
Gender	Male	142 (51.3)
	Female	135 (48.7)
Age	20–29	14 (5.2)
	30–39	80 (29.5)
	40–49	118 (43.5)
	50–59	56 (20.7)
	60+	3 (1.1)
Work experience	1–5	53 (20.6)
	6–10	66 (25.7)
	11–15	58 (22.6)
	16–20	35 (13.6)
	21–25	26 (10.1)
	26–30	15 (5.8)
	31–35	4 (1.6)
Job status	University Librarian	18 (6.5)
	Deputy Librarian	20 (7.3)
	Principal Librarian	29 (10.5)
	Senior Librarian	40 (14.5)
	Librarian I	56 (20.4)
	Librarian II	70 (25.5)
Qualification	Assistant Librarian	42 (15.3)
	BIRM/BLS	29 (10.5)
	MLIS, MLS, MIRM	129 (46.9)
	MPhil	62 (22.5)
	PhD	34 (12.4)
	Others	21 (7.6)

Bold data represent the frequency of the respondents.

South-West, Nigeria are well educated with at least, an additional higher degree. This can suggest that librarians working in university libraries are competent and skillful on their job based on their educational background and wealth of experience in library and information management.

Research Question One: What is the level of job performance of librarians in university libraries in South-West, Nigeria?

[Table 2](#) shows the level of job performance of librarians in university libraries in South-West, Nigeria. Considering the result obtained, the rating of the level of job performance of librarians based on individual self assessment is as follows; almost all the librarians believe they have the ability to perform library routines (mean = 3.6); majority of them feel they contribute to the overall development of the library (mean = 3.5); a good number of the respondents believe they meet the approved goals of the section where they work in the library (mean = 3.4). again, majority of them feel they have the ability to work with Co-workers (mean = 3.3); attend promptly to requests from clients (mean = 3.3); contribute to the overall development of the university (mean = 3.3); rated their assessment of the quality of work they perform high (mean = 3.3); performing work schedule on time (mean = 3.3); ability to work with minimum supervisor (mean = 3.3). Furthermore, a good number of the respondents believe they have good communication skills (mean = 3.2); coordinating ability (mean = 3.2); creativity and diligence at work (mean = 3.2), ability to provide leadership (mean = 3.2) and able to assess the quantity of work performed (mean = 3.2). Also, a large number of the respondents belief they are punctual and regular at work (mean = 3.1), perform administrative duties (mean = 3.1) and are able to perform competently under pressure (mean = 3.1). A slightly above average number of respondents admitted to meeting minimum requirement for promotion (mean = 3.0). However majority of the respondents feel they have a fair skill in the use of information technology (mean = 2.7).

In order to further ascertain the level of job performance of librarians based on their individual rating an indepth analysis was conducted. The total or maximum scoring of the scale obtainable is 5×20 (number of items) = 100. Therefore, the score of 1–30 indicates low job performance, 31–60 is moderate job performance and 61–100 indicates high job performance. Hence, the result reveals that about 36.9% of the respondents rated their job performance high, 63.1% rated moderate while none of them rated low their job performance. This implies that most of the librarians believe they have a moderate level of job performance.

Managerial librarian rating of librarians' job performance

Librarians at the managerial cadre in the library consisting of the university librarians, heads of department/section and other supervising librarians were asked to rate the general job performance of librarians. The rating of the managerial cadre librarians on the level of job performance among librarians working in their respective university libraries is as follows: majority of the respondents believe that librarians have a good ability to perform library routine (mean = 3.6); contribute to the overall development of the library (mean = 3.6); meet approved goals in their sections/department (mean = 3.3); contribute to the overall development of the university (mean = 3.2); performing of work schedule on time (mean = 3.1); assessment of quality of work performed (mean = 3.1); ability to provide leadership (mean = 2.9); coordinating ability (mean = 2.8); ability to attend promptly to requests from clients (mean = 2.8). Ability to work with minimum supervisor (mean = 2.8); ability to work with Co-workers (mean = 2.7) and lastly, ability to work with minimum supervision (mean = 2.7). However, majority of the managerial cadre librarians feels that most librarians in university libraries have a fair level of job performance on their ability to perform competently under pressure (mean = 2.6); creativity and diligence at

Table 2

Job performance of librarians based on individual librarian rating.

Statement on job performance	Excellent F (%)	Very Good F (%)	Good F (%)	Fair F (%)	Poor F (%)	Mean	Std dev
Ability to perform library routine.	48 (17.8)	80 (29.6)	118 (43.7)	24 (8.9)	0	3.6	0.9
Contribution to the overall development of the library	43 (15.9)	94 (34.7)	100 (36.9)	32 (11.8)	2 (0.7)	3.5	0.9
Meeting of approved goals of his/her section (e.g. cataloguing, reference, circulation, etc.)	41 (15.0)	84 (30.8)	106 (38.8)	38 (13.9)	4 (1.5)	3.4	1.0
Ability to work with co-workers.	40 (14.8)	62 (23.0)	105 (38.9)	61 (22.6)	20 (0.7)	3.3	1.0
Ability to attend promptly to requests from clients.	38 (14.0)	55 (20.3)	12.5 (46.1)	46 (17.0)	7 (2.6)	3.3	1.0
Contribution to the overall development of the university.	42 (15.4)	46 (16.9)	142 (52.2)	41 (15.1)	1 (0.4)	3.3	0.9
Assessment of quality of work performed.	39 (13.2)	47 (20.6)	129 (48.9)	50 (15.8)	5 (1.5)	3.3	0.9
Performing work schedule on time.	36 (13.1)	61 (22.3)	124 (45.3)	46 (16.8)	7 (2.6)	3.3	1.0
Ability to work with minimum supervision.	40 (14.6)	60 (21.9)	112 (40.9)	59 (21.5)	3 (1.1)	3.3	1.0
Communication skills.	40 (14.7)	48 (17.6)	106 (38.8)	76 (27.8)	3 (1.1)	3.2	1.0
Coordinating ability.	31 (11.4)	58 (21.2)	109 (39.9)	73 (26.7)	2 (0.7)	3.2	1.0
Creativity and diligence of work	33 (12.1)	63 (23.1)	108 (39.6)	64 (23.4)	5 (1.8)	3.2	1.0
Ability to provide leadership.	29 (10.6)	69 (25.3)	104 (38.1)	67 (24.5)	4 (1.5)	3.2	1.0
Assessment of quantity of work performed.	36 (14.4)	56 (17.4)	133 (47.8)	43 (18.5)	4 (1.9)	3.2	1.0
Punctuality and regularity to work.	40 (14.7)	45 (16.5)	97 (35.5)	89 (32.6)	2 (0.7)	3.1	1.0
Ability to perform administrative duties.	38 (14.0)	45 (16.6)	95 (35.1)	89 (32.8)	4 (1.5)	3.1	1.1
Ability to perform competently under pressure.	28 (10.3)	55 (20.1)	120 (44.0)	63 (23.1)	7 (2.6)	3.1	1.0
Ability to anticipate problems and develop solution	28 (10.2)	51 (18.6)	107 (39.1)	84 (30.7)	4 (1.5)	3.1	1.0
Meeting minimum requirement for promotion.	36 (13.1)	41 (15.0)	93 (33.9)	102 (37.2)	2 (0.7)	3.0	1.0
Skills in the use of information technology	26 (9.5)	37 (13.6)	67 (24.5)	127 (46.5)	16 (5.9)	2.7	1.1

F = frequency, % = percentage, std. dev = standard deviation.

work (mean = 2.5); communication skills (mean = 2.4); punctuality and regularity to work (mean = 2.4); meeting minimum requirement for promotion (mean = 2.3); ability to anticipate problems and develop solution (mean = 2.3); skill in the use of information technology (mean = 2.2) and ability to perform administrative duties (mean = 2.2).

In order to further ascertain the level of job performance of librarians based on managerial librarians rating an indepth analysis was conducted. The total or maximum scoring of the scale obtainable is 5×20 (number of items) = 100. Therefore, the score of 1–30 indicates low job performance, 31–60 is moderate job performance and 61–100 indicates high job performance; about 46.7% of the respondents believe librarians' job performance was high, 53.3% were rated moderate while none was rated low. This means that majority of the managerial librarians believe that librarians in university libraries have a moderate level of job performance. This result further supports the earlier findings on level of job performance of librarian based on individual rating. Hence, it can be concluded that librarians job performance in university libraries in south west, Nigeria is a moderate level (Table 3).

Research Question Two: What is the talent management practices employed in university libraries and its level of involvement in South-West, Nigeria?

Librarians were asked to indicate the talent management practices employed in the library where they work. Results in Table 4 show that all the listed talent management practices were employed in university libraries in South-West, Nigeria. However, training/retraining (96.8%) was the highest talent management practice employed in university libraries in South-West, Nigeria. This was closely followed by mentoring programmes (96.06%), then recognition/promotion (94.6%), coaching (91.3%), Deploying/Redeploying (89.5%), assessment of work duties (83.4%), staff engagement (76.5%), feedback on performance (76.2%), leadership development (69.3%), workforce planning (67.1%), compensation (62.5%), library linkage (61.0%), branding of library job (60.3%), career planning (53.1%) and succession planning (46.6%). This result implies that to a large extent, talent management practices are employed in managing librarians in university libraries in South-West, Nigeria. However, the least talent management practice employed was succession planning.

Table 3

Managerial librarian rating of librarians' job performance.

Statement of job performance	Excellent F (%)	Very good F (%)	Good F (%)	Fair F (%)	Poor F (%)	Mean	Std. deviation
Ability to perform library routine	8 (7.6)	47 (44.8)	47 (44.8)	3 (2.9)	0	3.6	0.7
Contribution to the overall development of the library	5 (4.8)	57 (54.3)	42 (40.0)	1 (1.0)	0	3.6	0.6
Meeting of approved goals of his/her section	1 (1.0)	38 (36.2)	56 (53.3)	10 (9.5)	0	3.3	0.7
Ability to work with co-workers	1 (1.0)	11 (10.5)	47 (44.8)	46 (43.8)	0	2.7	0.7
Punctuality and regularity to work	0	6 (5.7)	29 (27.6)	69 (65.7)	0	2.4	0.6
Ability to attend promptly to requests from clients	1 (1.0)	17 (16.2)	49 (46.7)	38 (36.2)	0	2.8	0.7
Meeting minimum requirement for promotion	0	3 (2.9)	28 (26.7)	73 (69.5)	0	2.3	0.5
Communication skills	0	6 (5.7)	31 (29.5)	67 (63.8)	0	2.4	0.6
Contribution to the overall development of the university	1 (1.0)	28 (26.7)	64 (61.0)	11 (10.5)	0	3.2	0.6
Coordinating ability	0	18 (17.1)	53 (50.5)	34 (32.4)	0	2.8	0.7
Creativity and diligence of work	0	10 (9.5)	37 (35.2)	56 (53.3)	0	2.6	0.7
Ability to provide leadership	0	20 (19.0)	54 (51.4)	31 (29.5)	0	2.9	0.7
Assessment of quality of work performed	1 (1.0)	26 (24.8)	59 (56.2)	19 (18.1)	0	3.1	0.7
Performing work schedule on time	0	24 (22.9)	70 (66.7)	11 (10.5)	0	3.1	0.6
Ability to work with minimum supervision	1 (1.0)	17 (16.2)	43 (41.0)	44 (41.9)	0	2.8	0.8
Ability to perform administrative duties	0	1 (1.0)	20 (19.0)	82 (78.1)	0	2.2	0.4
Assessment of quantity of work performed	0	27 (25.7)	61 (58.1)	16 (15.2)	0	3.1	0.6
Ability to perform competently under pressure	0	12 (11.4)	39 (37.1)	53 (50.5)	1 (1.0)	2.6	0.7
Ability to anticipate problems and develop solution	0	4 (3.8)	28 (26.7)	69 (65.7)	4 (3.8)	2.3	0.6
Skill in the use of information technology	0	3 (2.9)	24 (22.9)	73 (69.5)	5 (4.8)	2.2	0.6

Table 4

Talent management practices employed and level of involvement in university libraries in South-West, Nigeria.

Practices	Used (%)	Level of involvement				
		High (%)	Moderate (%)	Low (%)	Mean	Std dev
Staff engagement	211 (76.5)	52 (24.9)	140 (67.0)	17 (8.1)	2.2	0.6
training/retraining	268 (96.8)	66 (24.5)	174 (64.7)	29 (10.8)	2.1	0.6
Deploying/redeploying	248 (89.5)	37 (15.0)	164 (66.4)	46 (18.6)	2.0	0.6
Workforce planning	186 (67.1)	49 (26.3)	72 (38.7)	65 (34.9)	1.9	0.8
Recruitment/selection of talent	246 (88.8)	43 (17.5)	146 (59.3)	57 (23.2)	1.9	0.6
Recognition/promotion	262 (94.6)	45 (17.2)	145 (55.6)	71 (27.2)	1.9	0.7
Assessment of work duties	231 (83.4)	36 (15.6)	132 (57.1)	63 (27.3)	1.9	0.6
Coaching of identified talented librarians	253 (91.3)	37 (14.6)	133 (52.6)	83 (32.8)	1.8	0.7
Mentoring of librarians	266 (96.0)	26 (9.8)	149 (56.0)	91 (34.2)	1.8	0.6
Career planning for librarians	147 (53.1)	33 (23.1)	54 (37.8)	56 (39.2)	1.8	0.8
Feedback on performance	211 (76.2)	30 (14.2)	109 (51.7)	72 (34.1)	1.8	0.7
Branding of library job	167 (60.3)	27 (15.9)	59 (34.7)	84 (49.4)	1.7	0.7
Leadership development	192 (69.3)	29 (15.0)	77 (39.9)	87 (45.1)	1.7	0.7
Succession planning for staff	129 (46.6)	21 (16.3)	50 (38.8)	58 (45.0)	1.7	0.7
Library linkage	169 (61.0)	20 (11.7)	55 (32.2)	96 (56.1)	1.6	0.7
Compensation	173 (62.5)	16 (9.2)	67 (38.5)	91 (52.3)	1.6	0.7

F = frequency, % = percentage, std. dev = standard deviation.

Similarly, analysis of the level of involvement of the talent management practices employed in university libraries reveal that the level of involvement in the following talent management practices were at a moderate level in university libraries, staff engagement (67.0%) followed by training/retraining (64.7%), deploying/redeploying (66.4%), recruitment/selection of talent (59.3%), assessment of work duties (57.1%), mentoring of librarians (56.0%), recognition/promotion (55.6%) and feedback on performance (51.7%). However, Library linkage (56.1%) was rated at a low level of involvement in university libraries, followed by branding of library job (49.4%) and succession planning (45.1%).

This result implies that none of the listed talent management practices was ranked high in the level of involvement among librarians in South-West, Nigeria. However, staff engagement, training/retraining, deploying/redeploying, recruitment/selection of talent, assessment of work duties, mentoring, recognition/promotion and feedback on performance were all at a moderate level of involvement while library linkage, succession planning, leadership development and branding of library job were at a low level of involvement among other talent management practices employed in university libraries in South-West, Nigeria.

Research Question Three: What factors affect talent management practices in university libraries in South-West, Nigeria?

Table 5 shows the major factor affecting talent management practices in university libraries in South-West, Nigeria. These are: poor funding of the library to enable proper management of library personnel

Table 5

Factors affecting talent management practices in university libraries.

Factors affecting talent management practices	F	Percentage
Library management in my place of work doesn't have enough high quality time in analyzing the talent needs of the library.	93	33.6
The library where I work does not encourage constructive collaboration, sharing resources with other libraries.	143	52.2
Library management is not sufficiently committed to development of staff capabilities& careers.	86	31.0
The headship in the library is unwilling to differentiate his staff as top, average and under performers.	27	9.7
Senior librarians in the library are not sufficiently involved in mentoring of junior colleagues.	42	15.2
The management team of my library does not address underperformance of employee effectively even when chronic.	72	26.0
Recruiting of employee in my university library is solely controlled by the university management without the involvement of the library administrators.	30	10.8
Library is poorly funded to enable proper management of library personnel.	181	65.3
There is a constant loss of the best brains in my university library.	167	60.3
Talent management practice in my university library is not well communicated to librarian.	142	51.3
The best hand/brain in the library where I work have either retired or left the job.	39	14.1

F = frequency, % = percentage.

(65.3%), this is closely followed by the constant loss of the best brains in the library (60.3%); libraries not encouraging constructive collaboration, sharing resources with other libraries (52.2%) and poor communication (51.3%). However, the least factors affecting talent management practices in university libraries include, library headship not willing to differentiate his staff as top, average and under performers (9.7%). This is closely followed by the fact that recruitment of employees in university library is solely controlled by the university library without the involvement of the library administrators (10.8%). Others are; best brain in the library have either retired or left the job (14.1%); senior librarians are not sufficiently involved in mentoring of junior colleagues (15.2%); library management does not address underperformance of employee effectively even when chronic (26.0%); library management is not sufficiently committed to development of staff capabilities and careers (31.0%) and lastly, library management not having enough quality time to analyzing the talent needs of the library (33.6%).

The findings revealed that poor funding, constant loss of the best brains, not encouraging constructive collaboration and sharing of resources with other libraries and lastly, poor communication were the major factors affecting talent management in university libraries in South-West, Nigeria. All the above listed factors would definitely have negative effects on the management of librarians in university libraries.

Testing of hypotheses

Hypothesis 1. There is no significant relationship between each talent management practices and librarians' job performance in university libraries in South-West, Nigeria.

This hypothesis stated that there is no significant relationship between talent management practices and job performance of librarians in university libraries in South-West, Nigeria. To test this hypothesis, the data collected on talent management and job performance of librarians were subjected to Pearson Product Moment Correlation analysis. **Table 6** shows the summary of test of significant relationship between talent management practices and job performance. The table revealed that job performance had significant relationship with attraction of talent ($r = 0.390$, $p < 0.05$); training and development of talent ($r = 0.396$, $p < 0.05$); retention ($r = 0.403$, $p < 0.05$); career management ($r = 0.524$, $p < 0.05$).

Table 6

Summary of correlations matrix of analysis relationship between talent management practices and job performance of librarians.

Talent management practices (n = 277)	Mean	Std. deviation	R	Sig	Remark
Attraction of talent	14.8	2.9	0.390	0.000*	Sig
training and development of talent	14.4	2.4	0.396	0.000	Sig
Retention	20.6	3.5	0.403	0.000	Sig
career management	19.0	2.7	0.524	0.000	Sig
organizational culture	15.5	3.1	0.551	0.000	Sig
Job performance	63.2	17.2			

* Significance at 0.05.

< 0.05) and organizational culture ($r = 0.551$, $p < 0.05$). This implies that attraction, training and development, retention, career management and organizational culture are significantly associated with job performance of librarians. Furthermore, there exists a positive moderate correlation between attraction of talent ($r = 0.390$); training and development of talent ($r = 0.396$); retention ($r = 0.403$); career management ($r = 0.524$) and organizational culture ($r = 0.551$) and job performance. It can therefore be inferred that talent management practices has a moderate positive relationship with job performance of librarians in South-West, Nigeria.

Hypothesis 2. There is no significant relationship between combined talent management practices and librarians' job performance in university libraries in South-West, Nigeria.

Relationship between combined talent management practices and job performance of librarians' in university libraries in South-West, Nigeria

Results in Table 7 shows that there was a positive significant relationship between talent management practices ($r = 0.582$) and job performance of librarians in university librarians in South-West, Nigeria. This shows that the combination of all the talent management practices (attraction, training and development, retention, career management and organization culture) considered in this study influenced the job performance of librarians. The implication of this finding is that the more university libraries in South-West, Nigeria manage the potentials talents of their employees, the higher the job performance of librarians. Thus, the act of talent management affects the job performance of librarians in university libraries. This was so because the Pearson Correlation Coefficient (r) tabulated was less than the (r) calculated. Therefore, the null hypothesis which states that there is no significant relationship between talent management practices and job performance of librarians was rejected while the alternate hypothesis that states that significant relationship existed between the two variables was accepted.

Discussion of findings

The result of the findings showed that based on both individual librarians rating and managerial cadre rating of job performance of librarians in university libraries in South-West, Nigeria, the job

Table 7

Results showing the relationship between combined talent management practices and job performance of librarians' in university libraries in South-West, Nigeria.

	Mean	Std. deviation	R	Sig p.	Remark
Job performance and talent management practices	63.2491	17.17090	0.582	0.000*	Sig
	84.3357	11.38932			

$n = 277$.

* Significance at 0.05.

performance of librarians is at a moderate level. In other words, the job performance of librarians in university libraries in South-West, Nigeria is neither high nor low but at a moderate level. This result is in line with those of Amusa et al. (2013), Oyewole and Popoola (2013) and Nwosu et al. (2013) who all asserted that the level of job performance among librarians is at a moderate level. In describing further the result of the findings of the level of job performance of librarians, result shows that librarians are not at their best when it comes to creativity and diligence at work, ability to perform competently under pressure, punctuality at work, ability to anticipate problems and develop solution using ICT and lastly in meeting up the minimum requirement for promotion. This finding perhaps is not strange because some studies have reported a similar result. Babalola and Nwalo (2013) conducted a study on the productivity of librarians in Nigeria and found that a good number of librarians are not productive in terms of publication output which has also affected their promotion. Also, Akor (2009, 2014) reported that librarians are tactless; making them to grapple with problems after they arise.

The result of the finding further revealed that all the identified talent management practices considered in this study were all employed in managing librarians in university libraries. This finding was in accordance with the submission of Kehinde (2012) who reported that 95% of organizations considered in his study were either fully applying talent management or partially applying talent management. This is a strong indication that the level of application of talent management is recent time has increased tremendously among organization including university libraries in South-West, Nigeria. In the same study, Kehinde, also found out that most organizations realize the importance of talent management on the effective and efficient performance of their employees and senior staff. In a similar study also conducted by Chartered Institute of Personnel and Development (2007) the survey shows that at least 75% of chief executive officers acknowledge that talent management is on top of their agendas. This result confirms the vital role and importance of talent management practices in organization today and affirms a high presence of talent management practices in organization including university libraries in South-West, Nigeria.

Furthermore, result on the talent management practices used in libraries in South-West, Nigeria revealed that training/retraining, mentoring, recognition/promotion, coaching and deploying/redeploying were the commonly used talent management practices in university libraries while succession planning in university libraries was the least talent management practices employed in university libraries in South-West, Nigeria. Hence, the important role of succession planning among librarians is down played and given limited attention in university libraries in South-West, Nigeria. This contradicts the assertion of Stone (2002) that an organization needs to have an effective succession management programme in place including a particular focus on the continuity of key specialists and leaders. Also, Bernthal and Wellins (2006) reported that employing the use of succession management planning helps to improve organizational performance. It is necessary therefore, that university libraries in South-West, Nigeria give more value and attention to succession planning for leadership position in the library because this will guaranty a high level of performance among librarians. The lack of succession planning for librarians deduced from these results need urgent attention by the management of university libraries otherwise it will impact negatively on retention of employees working in the university libraries in Nigeria.

The result of the finding in this study further revealed the level of involvement in the use of talent management practices in university libraries. It was revealed that none of the talent management practices identified in this study was rated high based on the level of involvement while majority of the talent management practices was at a moderate level of involvement. Library linkage, compensation, branding of library job, leadership development and succession planning was ranked low in the level of involvement of talent management practices in university libraries. Based on this result, it is considered necessary for university

libraries to give more attention to branding/rebranding the face of library profession, implementing talent management practices in the daily activities of the library and in managing its human capital. *Kehinde (2012)* carried out a study on talent management implementation and found out that all the respondents from the organization surveyed agreed that talent management implementation positively influence work performance in their organization. Similarly, *Mecer (2010)* reported that respondents were asked to identify their organizations top two talent management priorities over the next three to five years. The top response, from among fourteen choices, was succession planning followed by leadership development. Also *Ana (2009)* in his view asserted that in order to attract the best, organizational branding is a useful strategy. The organization that manages its corporate brands effectively, gains advantage in the highly competitive global market place. Hence, without a good brand image, it will be difficult from the library to attract the right talents. Also, a study conducted by *Yaqub and Khan (2011)* reported the role of employer branding and talent management for organizational attractiveness, the research outcomes showed a positive relationship between employer branding and organizational attractiveness. Similarly in the views of *Wilden et al. (2006)*, employer branding actually tells the attitude of potential and current employees towards job and organizational attributes which builds the employer brand image.

The result of the finding shows that there are four major factors affecting talent management practices in university libraries in South-West, Nigeria. These include; poor funding of the library to enable proper management of librarians, constant loss of best brains, not encouraging constructive collaboration, sharing resources with other libraries and poor communication. This finding is in line with the assertion of *Rothwell (2011)* that increasing turnover in recent years due to burnout and retirements along with salaries and bonuses are requiring institutions to find solution to remain competitive with other counterparts for key talents.

Results of correlation analysis on the relationship between talent management practices and job performance of librarians in university librarians in South-West, Nigeria reveal that all the talent management practices (attraction, training and development, retention, career management and organizational culture) had significant relationship with job performance of librarians. This result corroborates that of *Saka (2008)* who studied staff development in relation to job performance in selected academic libraries, university of Maiduguri using 30 staff as sample size and found a high correlation between training programmes and job performance. Similarly, *Adomi and Famola, 2012* investigated training and development of 50 cataloguers in national library of Nigeria, Abuja and found that staff development and training improve quality of library staff service delivery and it enhances job performance. Also, *Sturges et al. (2002)* found that organizational career management enhances employee job performance. *Onwuka and Ugwu (2015)* in their study found that there is an existence of strong relationship between talent management and employees performances in selected public sector organization in Nigeria. Similarly, *Osman et al. (2011)* and *Popescu et al. (2012)* reported that talent practices such as skills training, competence development, career development plans and sound performance appraisal systems are key to the enhancement of service quality. The implication of this findings is that talent management practices is critical and importance to the overall job performance of librarians in university libraries in Nigeria.

Conclusion

University libraries are established to support learning, teaching, research and services by providing high quality information service delivery for academic staff members as well as acquisition of knowledge by the student. Thus, strategy on how well to attract, train, develop and retain librarians with the right skills, knowledge, life experience, motivation and capability should be considered necessary in managing

librarians' performance in university libraries in Nigeria. A structured model for talent management practices with a high level of implementation and involvement should be integrated in university libraries in Nigeria so as to effectively manage potential librarians.

Talent management is vital in achieving high job performance among librarians in university libraries as revealed in this study. It is of value that libraries take cognizance of the importance of talent management and the fact that for the library to build winning team, it must invest in its human capital because it will determine the quality and efficiency of librarians' job performance. Finally, understanding the factors that impinge on improving job performance of library personnel in university libraries in Nigeria will enable university administrators and library managers to formulate and execute good human effort planning strategy that centers on attraction potential librarians who have the skills, experience, capability and knowledge in achieving the desired goals and objective of the library. Hence, considering the key issues in this study, job performance and talent management the result reveals that a properly planned talent management strategy will help promote an effective job performance among librarians.

Recommendations

Based on the results of the study, the following recommendations were offered:

1. Librarian effective job performance is a function of competence, skills and experiences. The headship in university libraries should provide a stable environment which promotes attracting the best hand in the library, training and development, job security, regular feedback of performance, proper promotion and compensations, incentives and perks on regular basis so as to increase librarians' level of job performance.
2. The level of involvement in the use of talent management practices should be intensified in order to improve the job performance of librarians in university libraries. Hence, a well planned and structured strategy on how well to attract, rebrand, develop, compensate, engage, recognize and prepare for succession in the leadership position should be considered important among managers of library and university administrators.
3. University libraries in Nigeria must start to channel more energy than ever before into building a brand for the library profession because the strength of the employer brand is the most important factor in attracting talents.
4. Library administrators must focus on creating a positive culture that promotes quality workplace and a good employee experience among the different cadres of workers in the library because it has a great influence on librarian's intention to stay and work better.
5. Proper funding of the library is considered imperative in managing library personnel. Hence, the university community should invest and allocate more funds to developing the human capital in the library in order to support the library objective which is to promote learning, teaching, research and service to the society. Likewise, properly planned succession management strategy, must be in place in the library so as to guide against the increasing turnover and constant loss of best brains in the library.
6. Managers of university library and heads of department & sections should imbibe a culture of engaging and conducting regular conversation with younger librarians, especially around their career aspirations and developmental needs so as to ensure the right allocation of work assignments are assigned to high potential employees to increase their retention within the library.

CRediT authorship contribution statement

Oluwatobi I Omotunde: Conceptualization, Methodology, Data curation, Writing - Original draft, Visualization, Writing – Review &

editing, Project administration. Gabriel O. Alegbeleye: Supervision.

Declaration of competing interest

None.

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