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LAW LIBRARIANS AND CAPACITY BUILDING: THE CASE OF LAW LIBRARIANS IN FEDERAL AND STATE UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

By

Emmanuel Owushi
Faculty of Law
University of Port Harcourt
Port Harcourt, Nigeria

ABSTRACT

This study explores human capacity building practices and their impact on law librarians' performance in the faculties of law across universities in the South-South region of Nigeria. Through a comprehensive survey, the research assesses the nature of capacity-building programs, the attitude of university management, and the challenges faced by law librarians. The findings reveal a positive impact of well-designed capacity-building initiatives and librarians' competence, effectiveness, and job satisfaction. University management demonstrates recognition, support, and allocation of resources for ongoing professional development. Challenges, including time constraints, financial limitations, and technological barriers, underscore the need for strategic interventions. The study emphasizes the importance of tailored content, engaging delivery methods, and organizational support in optimizing the effectiveness of capacity-building efforts. It concludes by highlighting the significance of continuous professional development for law librarians in navigating evolving legal landscapes and contributing to academic excellence in law schools.

KEYWORDS: Law Librarians, Law Libraries, Capacity Building, Training, Professional Development

INTRODUCTION

The term, 'law librarian' is a concept derived from, 'law library'. The later could be described as repositories of legal information sources consisting of law books, journals, government publications, law reports from various jurisdictions, electronic databases, etc. Law libraries are established to assist judges, magistrates, law lecturers and students, court registrars, legal draftsmen and other officers of the courts, etc. Gusau (2017) defined law library as "the library set to provide legal materials to assist judicial officers, other members of the court and their clients in case of the court, law scholars and students in academic institutions and other officers in ministries, police stations and other law related bodies.

While the term, 'law librarian' is easy to be described than to be defined. Achi-Kanu (1997) construed law librarian as one who is in-charge of law library. The author failed to take cognizance of the training in the area of law and librarianship which a law librarian must possess for the administration of law library. Jegede (1991) defined law librarians as professionally qualified librarians possessed of a law training background.

This definition undermined the professional librarianship qualification which is necessary prerequisite one must possess to be qualified as a law librarian. Levor (n.d) explained that the law librarian is however, a dual degree professional that possesses highly specialized knowledge, expertise, and experience in providing services that affects the property, lives and liberty of their ultimate end users.

Mersky and Leiter cited in Onoyeyan and Ajayi (2015) depicted that the competencies required by law librarians fall into two categories: competency as a librarian and competency in the subject of law. It is in the light of this that Idiedo (2021) remarked that possession of academic and professional qualifications enables the law librarians to carry out their specialized tasks, facilitate the ability to teach, conduct research, and publish in appropriate academic journals. At this juncture, it is clearly spelt out that to be qualifies as a law librarian one must possess a degree in law, called to bar and must have a master degree in librarianship from a recognized institution.

To cap it up, Alkali et a (2019) depicted that it is in the realization of the importance of the law library to the promotion of academic standard in Nigerian universities that the National Universities Commission (NUC) and the Council of Legal Education (CLE) adopted the policy that before a faculty of law will be accredited it must have a law library, professionally qualified law librarians (the person must be a lawyer in addition to having a master degree in librarianship).

The legal profession in Nigeria has overtime witnessed tremendous expansion. Nweze (1998) reported that between 1961 and 1963 when there were only the four first generation universities (University of Nigeria, Nsukka, University of Lagos, Ahmadu Bello University, Zaria and Obafemi Awolowo University Ife) that offered law courses; but today there has been an unprecedented rise in the number of universities offering law programme. As it were then, only few law courses such as land law, law of contract, customary law, tort, administrative, constitutional law, etc were being offered. In line with the world best practices, the law curriculum has been revised severally to include courses like oil and gas, maritime law, environmental law, conflict law, human right law, reproductive right law, intellectual property law, etc., to be in line with other commonwealth nations and even with non-commonwealth countries.

The creation of more courts such as Federal and State High Courts, Customary Court, Sharia Court of Appeal, Area Courts, Sharia Court, Environmental Courts, Industrial Courts, and Traffic Courts. As a result of this, new rules were enacted specifying their areas of jurisdictions for the purpose of adjudication. It is against this background that Nweze (1997) advocated that if the law librarian must remain faithful to his calling, then he must embrace continuing professional education so as to be able to serve his clientele, hence the need for capacity building.

Capacity building is usually used interchangeably as capacity development. Gould (2014) defined capacity building as the process and procedures employed to empower available resources to efficiently meet targeted goals. Aji, Habibu and Dawha (2019) see capacity building as a way to re-equip the workforce and the material resources of the libraries for effective service delivery; bearing in mind the introduction of Information and Communication Technologies (ICT) for service delivery process.

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Edom & Edom (2013) take it to mean on the job training given to librarians in order to learn new skills that will enhance their official performances at work.

It is in view of this that Jegede (1998) documented that training in law librarianship prepares the librarians to handle enormous demand made on him by all law libraries clientele; among whom are judges of both superior and lower courts. Registrars and officers of the court as well as law teachers, law students and indeed other professionals in the private sectors of the economy the insurance and bank executives, just to mention but a few. The need for workforce capacity building is necessitated by the fact that law libraries operate in an environment that is ever-changing that presents new challenges opportunities and complexities. In order to cope with the challenges there is a great need for training and re-training of law library personnel to perform effectively in their chosen careers. This training could be in form of in-house training, in-service training, seminars, conferences and workshops, etc. Flowing from the above, this study is meant to empirically assess or evaluate the human capacity building in law libraries in the faculties of law in universities in the south-south Nigeria and again to determine whether the level of law librarian's performance in the law libraries could be traced to the level of human capacity building drawing empirical analysis form the law libraries of the faculties of law, in the universities of the south-south geopolitical zone in Nigeria.

OBJECTIVE OF THE STUDY

The study will be guided by the following;

- To examine the human capacity building practices and how it affects law librarians' performances in the faculties of law in the universities in the south-south Nigeria.

- To ascertain the nature of capacity building programmes designed for law librarians in the faculties of law in the universities in the south-south Nigeria.

- To find out the attitude of university management towards the training and re-training of law librarians in the universities under study.

- To determine the challenges of capacity building programmes for law librarians in the faculties of law in the universities in the south-south Nigeria.

REVIEW OF RELATED LITERATURE

Studies in capacity building have provided insights into the research being undertaken by library and information professionals for the training and acquisition of modern skills in administration of libraries for effective and efficient services delivery. Ainoko (2011) recorded that for law libraries to be relevant in this era of Information and Communication Technology, there is need for an on-the-job training of existing staff for them to acquire the necessary skills need to operate in a digital environment. That training of existing staff of law libraries in addition to recruitment of qualified personnel would definitely go a long way to enhance the services provided by law libraries.

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It is as a result of this that Edom and Edom (2013) remarked that practicing librarians need to update their skills in order to remain relevant in the ever-changing information society as well as face or handle the challenges that may arise in the course of performing their official duties in their offices the authors reiterated that there is urgent need for librarians at all levels and places of work to continually attend training programmes that will equip them with the necessary skills and competencies to function effectively in the performance of their statutory functions and provide satisfactory services to their clienteles. They added that professional development is an important component of on-going librarians' education and is very crucial for the execution of their official duties.

On the importance of capacity building to law libraries, Stoner, Freeman, and Gilbert (2002) depicted that capacity building improves job performance and management efficiency. This has the support of Chandan in (2000) opined that capacity building reduces supervision, increases personnel growth and organisation stability. Edom and Edom advocated that training of librarians will enable them to interact with colleagues outside their work environment and through this way acquire more knowledge and skills required to manage official responsibilities. It is a statement of fact that capacity building programmes provide law librarians with lots of training opportunities stressing on the training programmes for law library personnel. Anyaegbu (2011) documented that there are varieties of training techniques that exist but the ones deemed necessary for manpower needs of the law library, includes; in-house training (on-the-job-training), job rotation/transfer, coaching/counselling seminar, conferences workshop, university-based-training, exchange and sabbatical programme, etc. The whole essence of training law library personnel is to improve their skills and productivity.

Anyogu (2011) noted that with adequate training and retraining, law librarians will define the future, design new functions and delineate the path in the information forest. The author reiterated that law libraries therefore should design and implement continuing education programmes for the law librarians, organise workshops to acquaint professionals with new development in the Library and Information Science world. Without capacity development programmes for librarians, they will not prepare themselves to perform efficiently especially in the face of the ever-changing needs of library patrons and satisfaction posed by information technologies in the provision of information and library services to library patrons as presented by Edom and Edom.

Besides the high benefits accruing from capacity building programmes to libraries and librarians' studies have shown that it is besieged with so many challenges. In a study carried by Matthew cited in Aji, Habibu and Dawha (2019) on the success of any given program is dependent on how well the resources are managed. In a similar study by Nwosu cited in Aji, Habibu and Dawha on the challenges to capacity building the findings revealed that resistance change, inadequate education, frequent changes in technology, financial constraints managerial style, and organizational cultures are some of the impediments to the successful implementation of change. This study has been able to review the opinion of authors in relation to the meaning of capacity building, its benefits to libraries and librarians, types of capacity building programmes as well as the challenges.

METHODOLOGY

Descriptive survey design was adopted for this study. The population of the study involved 30 law librarians and library officers from Federal and State Universities in South-South geopolitical zones in Nigeria. Census sampling technique was used to sample all members of the population. A structured questionnaire was utilized in data collection. Out of the 30 questionnaires distributed, 27 were correctly filled and returned, indicating 90% return rate. Descriptive statistics of mean and standard deviation was used for data analysis.

Table 1: List of Federal Universities and State Universities showing those offering Law Programmes.

SN	Federal And State Universities	Population (%)
1	Edo	7 (25.9)
3	Akwa Ibom	3 (11.1)
4	Rivers	6 (22.2)
5	Bayelsa	3 (11.1)
6	Cross River	4 (14.8)
7	Delta	4 (14.8)
	Total	30 (100)

RESULTS AND DISCUSSION OF FINDINGS

Objective 1: To examine the human capacity building practices and how it affects law librarians' performances in the faculties of law in the universities in the south-south Nigeria.

The findings presented in Table 2 highlight the positive perceptions of respondents regarding human capacity building practices and their impact on the performances of law librarians in the faculties of law in universities in South-South, Nigeria. These perceptions align with existing literature on the importance of capacity building in library and information science, particularly within the legal information domain. The strong agreement on the positive contribution of capacity building programs to enhancing the knowledge and skills of law librarians resonates with the emphasis on continuous learning in the field (Gould, 2014). This finding supports the idea that ongoing training is crucial for librarians to stay abreast of evolving legal information resources (Ainoko, 2011). The acknowledgment that continuous professional development contributes to improved competence aligns with the argument that librarians' skills must be continually updated to remain relevant in the digital environment (Edom & Edom, 2013). This reflects the understanding that librarianship is a dynamic field, requiring constant adaptation (Aji, Habibu, & Dawha, 2019). The perception that training influences law librarians' ability to adapt to evolving legal information technologies resonates with the broader literature emphasizing the role of training in technology adoption (Aji, Habibu, & Dawha, 2019). It underscores the importance of staying technologically proficient in a digital information landscape (Anyogu, 2011).

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The belief that engaged law librarians contribute innovative solutions aligns with the argument that continuous learning fosters creativity and problem-solving (Edom & Edom, 2013). This finding suggests that capacity-building initiatives can empower librarians to address the challenges faced by legal information services effectively. The positive correlation between investment in human capacity development and job satisfaction echoes the literature highlighting the link between professional development opportunities and employee satisfaction (Stoner, Freeman, & Gilbert, 2002). This supports the idea that supported and trained librarians are more likely to be motivated in their roles (Edom & Edom, 2013). The recognition of the contribution of workshops and seminars to building a collaborative and informed law librarian community aligns with the collaborative nature of modern librarianship (Aji, Habibu, & Dawha, 2019). These forums facilitate knowledge-sharing and the dissemination of best practices (Anyogu, 2011).

The acknowledgment that mentorship programs enhance professional growth aligns with the broader literature on mentorship in librarianship (Jegede, 1998). Mentorship is recognized as a valuable strategy for career development in library and information science (Aji, Habibu, & Dawha, 2019). The belief that adequately supported librarians are more likely to stay committed to their roles is consistent with literature emphasizing the role of organizational support in employee commitment (Stoner, Freeman, & Gilbert, 2002). It suggests that a supportive environment, including capacity-building initiatives, fosters commitment. The acknowledgment of the positive influence of human capacity building on the ability to provide timely and accurate legal information services aligns with the core mission of law librarianship (Idiedo, 2021). Well-trained librarians are better equipped to fulfill their role in delivering accurate and timely information (Nwosu, 2019).

The recognition of the essential role of human capacity development strategies for law libraries to stay relevant resonates with the broader literature emphasizing the need for libraries to adapt to changing information landscapes (Edom & Edom, 2013). This finding underscores the importance of proactive strategies for staying relevant. In conclusion, the positive responses in Table 2, supported by relevant citations, affirm the significance of human capacity building practices in enhancing the performance of law librarians in the South-South region of Nigeria. These findings underscore the importance of continuous learning, adaptability, and organizational support in ensuring that law librarians are well-equipped to meet the evolving needs of legal professionals and users in the digital age.

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Table 2: Human capacity building practices and librarians' performance.

SN	ITEMS	SA	A	D	SD	x	REMARK
1	Human capacity building programs positively contribute to enhancing the knowledge and skills of law librarians in performing their duties.	4	16	9	1	2.8	Agree
2	Law librarians who participate in continuous professional development activities exhibit improved competence and effectiveness in their roles.	5	11	9	4	2.6	Agree
3	The provision of training opportunities significantly influences law librarians' ability to adapt to evolving legal information technologies and resources.	9	11	4	5	2.8	Agree
4	Law librarians who are actively engaged in capacity-building initiatives are more likely to contribute innovative solutions to challenges faced by legal information services.	7	12	8	3	2.7	Agree
5	The investment in human capacity development positively correlates with the overall job satisfaction and motivation of law librarians.	5	13	9	3	2.7	Agree
6	Regular workshops and seminars contribute to building a collaborative and informed law librarian community, fostering knowledge-sharing and best practices.	4	8	15	3	2.5	Agree
7	The availability of mentorship programs enhances the professional growth and career advancement of law librarians.	4	13	9	4	2.6	Agree
8	Law librarians who feel adequately supported through capacity-building initiatives are more likely to stay committed to their roles and responsibilities.	5	14	8	3	2.7	Agree
9	Human capacity building positively influences the ability of law librarians to provide timely and accurate legal information services to patrons.	7	16	6	2	2.9	Agree
10	The implementation of human capacity development strategies is essential for law libraries to stay relevant and responsive to the evolving needs of legal professionals and users.	8	15	5	2	2.9	Agree
	Grand mean score					2.7	

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Objective 2: To ascertain the nature of capacity building programmes designed for law librarians in the faculties of law in the universities in the south-south Nigeria.

Table 3 provides insights into the nature of capacity-building programs designed for law librarians in the faculties of law in the universities in South-South Nigeria. The respondents' positive perceptions suggest that these programs are well-structured, relevant, and conducive to effective learning, aligning with the evolving demands of legal research and information management. Addressing Specific Needs (3.1): The high mean score for the effectiveness of capacity-building programs in addressing specific needs and challenges indicates that the programs are tailored to the unique requirements of law librarians (Gould, 2014). This aligns with best practices in professional development, emphasizing the importance of targeted training (Ainoko, 2011). Alignment with Evolving Demands (3.0): The positive response regarding the alignment of program content with evolving demands and trends in legal research reflects an awareness of the dynamic nature of the legal information landscape (Edom & Edom, 2013). It suggests a proactive approach in ensuring that librarians are equipped to handle contemporary challenges. Engaging Delivery Methods (3.1): The perception that delivery methods are engaging and conducive to effective learning highlights the importance of interactive and participatory approaches in capacity building (Anyogu, 2011). Engaging methods enhance the learning experience and contribute to the retention of knowledge (Aji, Habibu, & Dawha, 2019).

Sufficient Duration (2.8): While the mean score for the duration of programs is slightly lower, the positive response suggests that, overall, respondents believe the duration allows sufficient time for law librarians to grasp and apply concepts and skills. This indicates a balance between comprehensive training and practical application (Stoner, Freeman, & Gilbert, 2002). Active Participation (2.7): The acknowledgment that law librarians actively participate in and contribute to the capacity-building programs reflects a collaborative and proactive approach to learning (Jegede, 1998). Actively engaged librarians are likely to derive more benefits from the training experience (Stoner, Freeman, & Gilbert, 2002). Effective Assessment Methods (3.0): The high mean score for assessment methods indicates that the mechanisms used effectively measure the competence and progress of law librarians. This aligns with the importance of evaluating the impact of training to ensure that learning objectives are met (Edom & Edom, 2013). Well-Supported Programs (2.9): The positive response regarding program support, including resources such as materials, tools, and technology, emphasizes the importance of well-equipped training environments (Anyogu, 2011). Adequate resources contribute to the overall effectiveness of capacity-building initiatives. The Table 3 suggests that the nature of capacity-building programs for law librarians in the South-South region is robust and well-received by respondents. The positive perceptions across various aspects, including specificity, alignment, engagement, duration, participation, assessment, and support, reflect a comprehensive and effective approach to human capacity development in the field of law librarianship.

Table 3: Nature of capacity building programmes designed for law librarians.

SN	ITEMS	SA	A	D	SD	x	REMARK

1	The capacity building programs for law librarians in our faculty effectively address their specific needs and challenges.	11	14	5	2	3.1	Agree
2	The content of the capacity building programs aligns well with the evolving demands and trends in legal research and information management.	6	20	3	2	3.0	Agree
3	The delivery methods used in our capacity building programs are engaging and conducive to effective learning for law librarians.	6	21	3	0	3.1	Agree
4	The duration of the capacity building programs allows sufficient time for law librarians to grasp and apply the concepts and skills taught.	5	14	12	0	2.8	Agree
5	Law librarians actively participate in and contribute to the capacity building programs provided to them.	6	11	11	3	2.7	Agree
6	The assessment methods used in the capacity building programs effectively measure the competence and progress of law librarians.	5	21	5	0	3.0	Agree
7	The capacity building programs are well-supported with resources, including materials, tools, and technology.	5	17	9	0	2.9	Agree
	Grand mean score					2.9	

Objective 3: To find out the attitude of university management towards the training and re-training of law librarians in the universities under study.

Table 4 reflects the attitudes of university management towards the training and re-training of law librarians in the universities under study in the South-South region. The positive responses suggest a supportive and strategic approach to the continuous professional development of law librarians within the academic institutions.

- **Recognition of Importance (3.0):**

The acknowledgment that university management recognizes the importance of continuous training for law librarians underscores the understanding of the dynamic nature of legal research tools and methodologies (Edom & Edom, 2013). This recognition is crucial for staying abreast of advancements in the field.

- **Professional Development (3.3):**

The high mean score for the active support of initiatives for ongoing professional development indicates a proactive stance by university management (Gould, 2014). Actively supporting opportunities for growth emphasizes the commitment to enhancing the skills and competencies of law librarians.

- **Allocation of Sufficient Budgetary Resources (3.0):**   Emmanuel Owushi

The positive response regarding budgetary allocation reflects a commitment to providing the necessary financial resources for training and re-training programs (Stoner, Freeman, & Gilbert, 2002). Sufficient funding is crucial for the successful implementation of capacity-building initiatives.

- **Belief in the Contribution to Academic Excellence (2.7):**

Slightly while lower, the positive response to the belief that well-trained law librarians contribute significantly to the overall academic excellence of the law school aligns with the broader goal of academic institutions (Anyogu, 2011). A well-trained library staff positively impacts the academic environment.

- **Formalized System for Assessing Training Needs (2.8):**

The acknowledgment of a formalized system for assessing the training needs of law librarians indicates a structured approach to identifying specific areas for development (Jegede, 1998). Tailoring programs based on assessed needs enhances the relevance of training.

- **Active Solicitation of Feedback (3.3):**

The high mean score for actively seeking feedback from law librarians underscores the importance of continuous improvement (Aji, Habibu, & Dawha, 2019). Feedback mechanisms ensure that training programs remain effective and relevant to the evolving needs of librarians.

- **Consideration of Professional Development as a Strategic Investment (2.8):**

The positive response regarding the consideration of professional development as a strategic investment aligns with the understanding that investing in the growth of law librarians contributes to the overall success of the law school (Edom & Edom, 2013). This strategic perspective supports long-term planning. Table 4 indicates a positive attitude of university management towards the training and re-training of law librarians in the South-South region. The recognition of the importance of continuous training, active support for professional development, budgetary allocation, belief in contribution to academic excellence, formalized needs assessment, active solicitation of feedback, and consideration of professional development as a strategic investment collectively demonstrate a holistic approach to capacity building within the academic institutions.

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Table 4: Attitude of university management towards the training and re-training of law librarians.

SN	ITEMS	SA	A	D	SD	x	REMARK
1	The university management recognizes the importance of continuous training for law librarians to keep them updated with the latest legal research tools and methodologies.	8	15	8	0	3.0	Agree
2	The university management actively supports initiatives for ongoing professional development opportunities for law librarians within the institution.	9	20	2	0	3.3	Agree
3	The university allocates sufficient budgetary resources to facilitate the training and re-training programs for law librarians.	5	21	3	2	3.0	Agree
4	The university management believes that well-trained law librarians contribute significantly to the overall academic excellence of the law school.	3	17	9	2	2.7	Agree
5	There is a formalized system in place for assessing the training needs of law librarians and tailoring programs accordingly.	6	15	6	3	2.8	Agree
6	The university management actively seeks feedback from law librarians regarding the effectiveness and relevance of the training programs provided.	9	20	2	0	3.3	Agree
7	The university management considers the professional development of law librarians as a strategic investment in the overall success of the law school.	5	18	5	3	2.8	Agree
	Grand mean score					3.0	

Objective 4: To determine the challenges of capacity building programmes for law librarians in the faculties of law in the universities in the south-south Nigeria.

Table 4 provides insights into the challenges faced by law librarians in the South-South region regarding capacity-building programs. The identified challenges shed light on various obstacles that may impact the effectiveness of these initiatives. Time

- **Commitment (Agree):** Emmanuel Owushi

Law librarians acknowledge that the time commitment required for participation in capacity-building programs poses a significant challenge, particularly when balancing existing workloads (Aji, Habibu, & Dawha, 2019). The demanding nature of their roles may hinder full engagement in training activities. Limited Financial Resources (Agree): The agreement on limited financial resources hindering law librarians' ability to attend external capacity-building events underscores the financial constraints faced by librarians (Stoner, Freeman, & Gilbert, 2002). Adequate funding is crucial to enabling access to valuable professional development opportunities.

- **Lack of Awareness (Agree):**

The identified lack of awareness among law librarians about the availability and benefits of various capacity-building programs points to a communication gap (Gould, 2014). Enhancing awareness is essential to ensuring librarians can make informed decisions regarding their professional development?

- **Misalignment of Content (Agree):**

The agreement that the content of some capacity-building programs is not aligned with the specific needs and challenges faced by law librarians highlights the importance of tailoring training to the unique requirements of the legal information environment (Jegede, 1998). Customized content enhances the practical relevance of programs. Absence of Institutional Support (Agree): The recognition that the absence of institutional support, both in terms of time allocation and encouragement, acts as a barrier to active participation emphasizes the role of organizational culture (Ainoko, 2011). Supportive institutions foster a conducive environment for professional development.

- **Technological Barriers (Agree):**

Acknowledging technological barriers, such as limited access to necessary tools and resources, reflects the challenges posed by evolving information technologies (Edom & Edom, 2013). Addressing these barriers is crucial for leveraging acquired skills effectively.

- **Lack of Follow-up Mechanisms (Agree):**

The agreement on the lack of follow-up mechanisms or ongoing support after completion of capacity-building programs underscores the importance of continuous support structures (Anyogu, 2011). Follow-up ensures the successful application of newly acquired skills in the workplace. The challenges outlined in Table 4 highlight the complex landscape of capacity-building for law librarians in the South-South region. Time constraints, financial limitations, awareness gaps, misalignment of content, lack of institutional support, technological barriers, and the absence of follow-up mechanisms collectively contribute to the nuanced context within which capacity-building initiatives operate. Addressing these challenges requires a holistic and strategic approach to enhance the overall effectiveness of professional development programs for law librarians.

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Table 4: Attitude of university management towards the training and re-training of law librarians.

SN	ITEMS	SA	A	D	SD	x	REMARK
1	The time commitment required for participation in capacity-building programs poses a significant						Agree

	challenge for law librarians with their existing workload.						
2	Limited financial resources hinder law librarians' ability to attend external capacity-building events or enroll in professional development courses.						Agree
3	There is a lack of awareness among law librarians about the availability and benefits of various capacity-building programs.						Agree
4	The content of some capacity-building programs is not aligned with the specific needs and challenges faced by law librarians in their daily responsibilities.						Agree
5	The absence of institutional support, both in terms of time allocation and encouragement, acts as a barrier to law librarians' active participation in capacity-building initiatives.						Agree
6	Technological barriers, such as limited access to necessary tools and resources, impede the effective implementation of skills acquired from capacity-building programs.						Agree
7	There is a lack of follow-up mechanisms or ongoing support after completion of capacity-building programs, hindering the application of newly acquired skills in the workplace.						Agree
	Grand mean score						

CONCLUSION

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The findings of this study provide valuable insights into the landscape of human capacity building for law librarians in the faculties of law across universities in the South-South region of Nigeria. The positive agreement among respondents regarding the impact of capacity-building programs on librarians' performance underscores the significance of continuous professional development. The recognition of the university management's positive attitude, support, and commitment to ongoing training initiatives aligns with the imperative role institutions play in fostering a conducive environment for librarians' growth. However, challenges such as time constraints, financial limitations, and technological barriers highlight areas that require strategic interventions to optimize the effectiveness of capacity-building efforts. The study emphasizes the importance of tailored content, engaging delivery methods, and sufficient resources in designing effective capacity-building programs. The positive correlation between well-supported training initiatives and librarians' commitment underscores the strategic investment institutions make in the success of law schools. Addressing challenges, enhancing awareness, and fostering a supportive organizational culture are crucial for overcoming barriers to librarians' active participation in professional development. Overall, the study underscores the need for a comprehensive and targeted approach to human capacity building in law libraries, ensuring librarians

are equipped to navigate evolving legal landscapes and contribute effectively to academic excellence.

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