



Influence of Capacity Building Activities on Career Progression among Academic Librarians in Federal Universities, North-East Nigeria

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ABSTRACT

This study investigated the influence of capacity building activities on career progression among academic librarians in federal universities in North-East Nigeria. Guided by two research questions and one null hypothesis, it adopted a correlational survey design. The population comprised all academic librarians in seven federal university libraries in the zone, and census sampling was used because the population was manageable. Data were collected with a self-developed questionnaire and analysed using frequency counts, means and standard deviations for the research questions, while simple linear regression was used to test the hypothesis. The findings showed that, in order of agreement, the capacity building activities librarians engaged in were workshops, mentorship, certification programmes, conferences and on-the-job training. The extent of career progression among academic librarians was low. The study concluded that capacity building activities positively influence career progression among academic librarians. Since respondents reported the lowest agreement on access to funded training programmes and grant-writing workshops, it recommends that the management of federal university libraries in North-East Nigeria prioritise funding for staff training and professional development and organise regular grant-writing workshops for academic librarians.

Keywords: Academic Librarians; Activities; Capacity Building; Career Progression

1. Introduction

Capacity building activities are essential for enhancing the knowledge, competencies, professional skills, and overall effectiveness of academic librarians. The responsibilities of academic librarians have evolved beyond the conventional roles of acquiring, organizing, and disseminating information resources. They are now expected to engage in scholarly research and publication, deliver information literacy programmes, manage digital information resources, and support institutional research and innovation initiatives. To successfully fulfill these expanding responsibilities, academic librarians must continually enhance their knowledge and competencies through sustained participation in diverse capacity building activities.

Capacity building refers to a purposeful process of enhancing the competencies, knowledge, skills, and attitudes of individuals and organizations to improve their effectiveness and facilitate the attainment of organizational objectives. According to Imam, Muhammad, Abba, and Ijiekhuamhen (2020), capacity building in libraries primarily focuses on the professional development of library and information science personnel, as well as the strengthening of institutional structures and legal frameworks that support library operations. Previous studies revealed that capacity building activities practiced by librarians include job training, job rotation, seminar, workshop, lecture/discussion and exercises, participating in professional associations, orientation programs, e-learning, library tour, monitoring, and academic education, and help academic librarians in their career progression because they provide research skills to the librarian on how to conduct research, and progress in their career. This study therefore seeks to examine if capacity building activities influence career progression among academic librarians in federal university libraries in North-East, Nigeria.

Career progression, on the other hand, is the advancement of an individual through different stages of a professional career based on qualifications, experience, performance, research productivity, and other established promotion criteria. According to Mantai and Marrone (2023), academic career progression refers to the continuous accumulation of professional experiences, competencies, and achievements that enable academics to advance from one career stage to a higher professional level. Within federal university libraries in Nigeria, career progression is commonly reflected in promotion to higher professional ranks, increased leadership responsibilities, greater recognition within a profession, accomplishment, improved remuneration, and enhanced opportunities for professional development. Career progression is important because it motivates employees, reduces employee turnover, increases job satisfaction and staff commitment, and also contributes to institutional effectiveness.

Librarians in Nigerian universities were awarded academic status similar to their teaching counterparts in the faculties. This was achieved during a negotiation that culminated in an agreement between the federal government of Nigeria and the Academic Staff Union of Nigerian Universities in 1993. Thus, all librarians with a bachelor's degree, master's, and PhD working as staff in the library enjoy academic status by virtue of their appointments. Therefore, their criteria for promotion are similar to those of faculty members. Academic status demands librarians to have qualifications as high as those required for their counterparts in the teaching profession. Thus, it is required for librarians to have good qualifications and training and to possess vast knowledge of the library, users' problems, and their information requirements. The major problems for librarians with academic status were the requirements for higher academic qualifications, scholarly research, publications, and teaching functions. Other demands include participation in professional activities such as attending conferences, workshops, and seminars, as well as presenting papers. These requirements are vital for the appointment and promotion of librarians. Therefore, to achieve career progression, academic librarians should attend capacity building activities like seminars, workshops and conferences in order to excel in their career.

1.1 Statement of the Problem

Career progression is vital to academic librarians because it helps to enhance new skills and expertise, enrich their professionalism, increase financial benefits, advance their career hierarchy, build professional recognition from peers, institutions and the community, provide job security, and provide confidence, self-esteem and the quality of library services. However, the researchers observed that some academic librarians in federal university libraries in North-East, Nigeria seem not to be progressing as a result of not meeting requirements for promotion. Some lack adequate knowledge on what is required to advance from one rank to another, and most of them do not pursue additional qualifications early in their careers. The lack of career progression can lead to limited salary growth, lack of benefits, high employee turnover, lack of recognition, limited exposure, inability to deliver quality services to library users, lack of motivation and insufficient leadership.

All these problems might be as a result of a lack of attending seminars, conferences and workshops in order to enhance career progression. The majority of academic librarians have never been sponsored to attend such programmes, and financial constraints make self-sponsorship difficult. Although previous studies have discussed capacity building, professional development and career progression among library staff, there is inadequate empirical evidence on the influence of capacity building activities on career progression among academic librarians

in North-East Nigeria. Therefore, the study seeks to determine whether participation in capacity building activities contributes to career progression among academic librarians in federal universities of North-East Nigeria.

1.2 Objectives of the Study

The objectives of the study are to determine the: (i) extent of career progression among academic librarians in Federal Universities of North-East, Nigeria; and (ii) type of capacity building activities engaged in by academic librarians in Federal Universities of North-East, Nigeria.

1.3 Research Questions

The following research questions were answered: (i) What is the extent of career progression among academic librarians in Federal Universities of North-East Nigeria? (ii) What type of capacity building activities are engaged in by academic librarians in Federal Universities of North-East Nigeria?

1.4 Research Hypotheses

The null hypothesis was tested at the 0.05 level of significance:

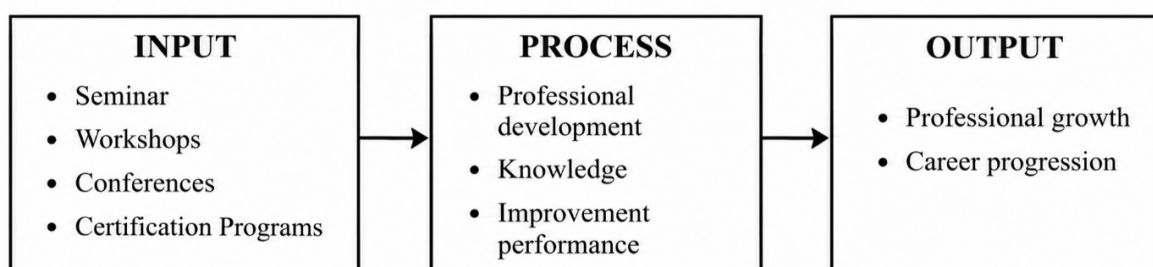
H_{01} : There is no significant relationship between the type of capacity building activities engaged in and career progression among academic librarians in Federal Universities of North-East Nigeria.

2. Literature Review

2.1 Theoretical Framework: Systems Theory

The study is anchored on Systems Theory propounded by Ludwig von Bertalanffy in 1968. A system is an interrelated and interdependent set of elements functioning as a whole. The components of the theory are input, process and output. The study adapts systems theory because a university library can be viewed as an organizational system consisting of interrelated components that interact to achieve institutional objectives. Within this system, capacity building activities such as seminars, conferences, and certification programmes constitute an important input that provides academic librarians with opportunities to acquire and improve knowledge, skills and competencies. The inputs are processed through training, professional development, knowledge application, and improved work performance. The resulting outcomes may be reflected in professional growth and career progression. That is, through attending capacity building activities like seminars, workshops and conferences, the librarian will acquire knowledge and skills which will enable him or her to progress in his or her career.

Figure 1: Application of System Theory to the Study



A career is an occupation which is undertaken for a significant period of a person's life. Onifade et al. (2019) assert that enjoying a career is one of the most important goals in life. It is therefore important for people to choose a career in which they will be fulfilled and happy.

Career progression refers to the advancement and development of an individual's journey within an academic field, involving moving from one career stage to another, often with an increasing number of responsibilities, recognition, and accomplishments. Features of academic career progression include obtaining higher degrees such as a Master's or PhD, publishing research in reputable journals, gaining teaching experience, securing research funding, and attaining tenure in academia, among other milestones. It showcases a person's growth, expertise, and contributions to their field. Career progression of academic librarians involves moving from one level to another, from the

entry-level position of graduate assistant/assistant librarian to professor/university librarian. Career progression of librarians as identified by Balarabe, Anunobi, Nkiko and Idiodi (2016) is: graduate librarian, assistant librarian, librarian II, librarian I, senior librarian, deputy university librarian and university librarian.

Career progression of academic librarians is the growth, advancement and overall professional success of librarians in their chosen field (Ekeruche and Echedom, 2023). Adjah and Van der Walt (2019) affirmed that career advancement prospects are very important to any person who enters a profession. Career progression of academic librarians occurs in different phases. According to Mantai and Marrone (2023), the initial phase begins with obtaining a Master's degree or a PhD and securing a position at a university or research institution, publishing research articles in reputable journals, presenting at conferences, and teaching or assisting in teaching courses. At this stage, it is essential to focus on building a strong research portfolio and establishing a network within the academic community. The intermediate phase involves obtaining tenure, which grants job security and academic freedom, as well as being promoted to higher academic ranks such as associate professor. This phase also includes securing research grants and funding to support research projects, mentoring postgraduate students and junior faculty members, and contributing to the academic community through service roles such as serving on committees or editorial boards. The final phase includes achieving full professorship, receiving prestigious awards and recognitions, assuming leadership positions within the institution or academic community, such as department chair or dean, publishing high-impact research articles and books, and contributing to shaping the field through influential work and collaborations.

Capacity building activities play a vital role in strengthening the knowledge, skills, competencies, and professional capabilities of academic librarians. Academic librarians are expected to perform responsibilities that extend beyond the traditional functions of acquiring, organizing, and disseminating information; they are also required to support research, manage digital resources, provide information literacy instruction, engage in scholarly communication, and contribute to institutional research and innovation. To effectively perform these responsibilities, academic librarians must continuously update their knowledge and skills through various capacity building activities.

Capacity building is a form of manpower or professional development. It is a deliberate process of developing the competencies, knowledge, attitudes and skills of individuals and organizations to improve their performance and achieve organizational goals. Fasola and Mamudu (2020) reported that capacity building helps workers in organisations to develop and build on skills and knowledge that will enhance their work and, by extension, build the reputation, image and knowledge base of the organisation.

Imam et al. (2020) examined the capacity building initiatives available to library and information professionals in Nigerian university libraries. The study found that the major capacity building needs of these professionals included troubleshooting emerging technologies, conducting academic research, developing internet searching competencies, managing electronic libraries, and implementing library automation. The findings further indicated that the major capacity building activities were on-the-job training, in-house training programmes, participation in professional associations, lectures and discussion sessions, practical exercises, and job rotation. Based on these findings, the authors recommended that university libraries should receive adequate funding to facilitate the planning and implementation of capacity building activities for library and information professionals in order to enhance their career progression.

Capacity building is therefore indispensable for library personnel because it equips them with the competencies required to provide effective library services, particularly in an era characterized by rapid technological advancements (Imam et al., 2020); it enables librarians to acquire the skills necessary to meet the evolving demands of information service delivery. Akintola (2021) identified two major dimensions of capacity: human capacity and institutional capacity. Human capacity refers to the knowledge, skills, and abilities of individuals needed to achieve a nation's developmental aspirations, while institutional capacity encompasses the organizational structures, systems, and procedures that facilitate the attainment of development goals. Strengthening these capacities enhances the confidence of library personnel to make informed decisions, formulate sustainable policies, deliver quality services, and contribute meaningfully to the advancement of the university community and society at large. Capacity building therefore boosts the knowledge of librarians on how to progress in their career.

Several empirical studies have established a positive relationship between staff development and career progression. Faulkner and Reiter (2025) examined career advancement in academic libraries and found that professional development opportunities, leadership training, networking, institutional support, and mentorship are key factors that consistently promote career advancement. The study revealed that librarians who actively participated in structured capacity building activities were more likely to assume leadership roles and attain higher levels of career progression than their counterparts with limited access to professional development opportunities. In a related study, Yakubu and Bizi (2026) investigated capacity building within the Nigerian library and information profession and observed that the rapid pace of technological advancement has intensified the need for continuous professional development among librarians. The authors further noted that strengthening capacity building initiatives enhances librarians' professional competence, increases research productivity, and facilitates career progression.

Similarly, Akintola, Adetomiwa, and Onifade (2022) investigated staff training and career development among library personnel in federal universities in South-West Nigeria. The findings indicated that regular participation in training programmes significantly enhances job performance, professional competence, and career progression. Consequently, capacity building activities are essential for promoting individual professional development, facilitating career progression, improving service delivery, and supporting the achievement of organizational goals and overall institutional development.

3. Research Methodology

The study adopted a correlational survey research design. The population of the study was one hundred and thirty-eight (138) academic librarians drawn from seven federal university libraries of North-East Nigeria, with a breakdown of 36 from Abubakar Tafawa Balewa Library (ATBU), Bauchi; seven from Federal University Library, Kashere, Gombe State; five from Federal University Library, Wukari, Taraba State; 14 from Federal University Library, Gashua, Yobe State; seven from Ibrahim Babangida Library of Modibbo Adama University (MAU), Yola; six from Lt. Gen. Faruk Yahaya Library, Nigerian Army University, Bui (NAUB); as well as 63 academic librarians from Ramat Library, University of Maiduguri. Due to the manageable size of the population, the researchers decided to embark on census, or total enumeration. A self-developed questionnaire was used for data collection. The questionnaire was used as an instrument for data collection because of its advantages, which include efficiency, reach and respondent's privacy (Clark, Foster, Sloan, & Bryman, 2021). The questionnaire was made up of three (3) sections, A, B, and C: section A is on career progression among academic librarians, section B is on the type of capacity building activities engaged in by academic librarians, while section C is on the influence of capacity building activities on career progression among academic librarians. The questionnaire was made up of 30 items. The questionnaire underwent validation and reliability testing before it was administered to the respondents. The face and content validity was established by experts in the Department of Library and Information Science and other lecturers in the measurement and evaluation unit in the Faculty of Education, University of Maiduguri. Furthermore, the researchers pilot tested the instrument at Bayero University (BUK) Library, Kano, which was not part of the study area. The instrument was administered to 30 academic librarians who were selected randomly. Cronbach's alpha method was used to calculate the reliability index. The reliability index found was 0.941, which was found suitable for the study. A total of 138 copies of the questionnaire were administered, out of which 119 copies, representing 86 percent, were retrieved and used for data analysis. Descriptive statistics of frequency counts, percentages, mean score and standard deviation were used to analyse the research questions, while inferential statistics of simple linear regression were used to test the null hypothesis, which was tested at the 0.05 level of significance. A five-point Likert scale was used for research question 1, for which the decision rule is 3.0, while a four-point Likert scale was used for research question 2, for which the decision rule is 2.50.

4. Data Analysis, Results and Discussion

This section provides the response rate of questionnaires achieved, and the analyses and discussions of the results of the study.

Table 1: Response Rate

SN.	Name of Library	Sample Size	Administered Questionnaire	Retrieved Questionnaire
1.	ATBU Library, Bauchi	36	36	30
2.	Federal University Library, Gashua	14	14	13
3.	Federal University Library, Kashere	7	7	7
4.	Federal University Library, Wukari	5	5	5
5.	Ibrahim Babangida Library, Modibbo Adama University (MAU), Yola	7	7	7
6.	Lt. Gen. Faruk Yahaya Library, Nigerian Army University, Biu	6	6	6
7.	Ramat Library, University of Maiduguri	63	63	51
Total		138	138 (100%)	119 (86%)

Source: Field Survey, 2026.

Research Question One: What is the extent of career progression among academic librarians in Federal Universities of North-East Nigeria?

Table 2: Career Progression (n=119)

S N	Career Progression	VLE F(%)	LE F(%)	ME F(%)	HE F(%)	VHE F(%)	$\bar{X}$	Std.
1	I have attained higher academic qualifications and certifications that mark significant progress in my career as a librarian.	31 (26.1)	49 (41.2)	24 (20.2)	8 (6.7)	7 (5.9)	2.25	1.099
2	I have successfully completed professional training programs that demonstrate my advancement in librarianship.	27 (22.7)	50 (42.0)	28 (23.5)	8 (6.7)	6 (5.0)	2.29	1.052
3	I have published scholarly works that stand as evidence of my career growth and recognition in the profession.	33 (27.7)	39 (32.8)	27 (22.7)	13 (10.9)	7 (5.9)	2.34	1.168
4	I have built mentorship and professional networks that have contributed to my career advancement.	35 (29.4)	42 (35.3)	22 (18.5)	13 (10.9)	7 (5.9)	2.29	1.173
5	I have taken up leadership and management roles which reflect my progression in the library profession.	29 (24.4)	40 (33.6)	30 (25.2)	15 (12.6)	5 (4.2)	2.39	1.113
6	I have acquired technological skills that signify advancement in my professional career.	26 (21.8)	50 (42.0)	25 (21.0)	14 (11.8)	4 (3.4)	2.33	1.050
7	I have actively participated in professional associations, which confirms my development and progress as a librarian.	26 (21.8)	51 (42.9)	27 (22.7)	11 (9.2)	4 (3.4)	2.29	1.020
8	I have gained work experience and demonstrated performance that indicate my advancement in librarianship.	30 (25.2)	49 (41.2)	22 (18.5)	15 (12.6)	3 (2.5)	2.26	1.053
9	I have developed specialization in a particular field of librarianship that marks an achievement in my career progression.	24 (20.2)	49 (41.2)	27 (22.7)	16 (13.4)	3 (2.5)	2.37	1.032
10	I have received promotions and recognition that clearly demonstrate my career advancement as a librarian.	29 (24.4)	43 (36.1)	30 (25.2)	8 (6.7)	9 (7.6)	2.37	1.149
11	I have successfully obtained grants or research funding that signify my career growth as a professional librarian.	25 (21.0)	52 (43.7)	27 (22.7)	10 (8.4)	5 (4.2)	2.31	1.031
12	I have introduced innovative or creative practices in librarianship that highlight my professional advancement.	30 (25.2)	50 (42.0)	20 (16.8)	14 (11.8)	5 (4.2)	2.28	1.096
13	I have taught, trained, or transferred knowledge to others as evidence of my career progression.	30 (25.2)	41 (34.5)	36 (30.3)	9 (7.6)	3 (2.5)	2.28	1.008
14	I have participated in international collaborations, conferences, or partnerships that signify my advancement as a librarian.	29 (24.4)	51 (42.9)	24 (20.2)	10 (8.4)	5 (4.2)	2.25	1.051

S N	Career Progression	VLE F(%)	LE F(%)	ME F(%)	HE F(%)	VHE F(%)	$\bar{X}$	Std.
15	I have received awards or honours that reflect my career achievements and progression in librarianship.	30 (25.2)	51 (42.9)	28 (23.5)	4 (3.4)	6 (5.0)	2.20	1.022
Grand $\bar{X}$							2.30	1.07

Source: Field Survey, 2025. Scale: 1.00–1.99 = Very Low Extent (VLE), 2.00–2.99 = Low Extent (LE), 3.00–3.99 = Moderate Extent (ME), 4.00–4.99 = High Extent (HE), 5.00 = Very High Extent (VHE).

Table 2 presents the responses about career progression among academic librarians in Federal Universities of North-Eastern Nigeria. It reveals a low extent of career advancement, as reflected in the Grand mean of 2.30, and SD = 1.07 ($\bar{X}$ = 2.30, SD = 1.07). This indicates that, on average, respondents rated their career progression between "low extent" and "moderate extent," suggesting that while some strides have been made, significant gaps remain in achieving higher levels of professional growth.

The responses of the academic librarians further show that librarians' ability to take up leadership and management roles ($\bar{X}$ = 2.39, SD = 1.113), specialization in a particular field of librarianship ($\bar{X}$ = 2.37, SD = 1.032) and receiving promotions and recognition ($\bar{X}$ = 2.37, SD = 1.149) all show a low level of career progression. These findings suggest that while many librarians are attaining some professional recognition and developing niche expertise, the pace of advancement remains modest overall. Other important areas of career development, such as publishing scholarly works ($\bar{X}$ = 2.34, SD = 1.168) and acquiring technological skills ($\bar{X}$ = 2.33, SD = 1.050), were also rated moderately. This reflects the growing importance of research contributions and technology adoption in the field of librarianship, although the extent of achievement in these areas remains uneven.

Furthermore, awards and honours ($\bar{X}$ = 2.20, SD = 1.022), international collaborations and partnerships ($\bar{X}$ = 2.25, SD = 1.051), and introducing innovative practices ($\bar{X}$ = 2.28, SD = 1.096) show a low level of career progression. Activities such as participation in professional associations ($\bar{X}$ = 2.29), mentorship and networking ($\bar{X}$ = 2.29), and grant or research funding acquisition ($\bar{X}$ = 2.31) also recorded low-to-moderate ratings, suggesting that professional networking and research funding avenues are not yet fully optimized. The analysis shows that the academic librarians in North-East Nigeria had a low extent of career progression (Grand $\bar{X}$ = 2.30, Std. = 1.07).

Research Question Two: What type of capacity building activities are engaged in by academic librarians in Federal Universities of North-East Nigeria?

Table 3: Capacity Building Activities (n=119)

S N	Capacity Building Activities	SD f(%)	D f(%)	A f(%)	SA f(%)	$\bar{X}$	Std.
1	Participating in capacity-building workshops has improved my technical skills.	25 (21)	28 (24)	44 (37)	22 (19)	2.53	1.024
2	Training in modern library management tools has enhanced my efficiency.	8 (7)	36 (30)	53 (45)	22 (19)	2.75	0.836
3	Leadership training programmes have strengthened my ability to take on managerial roles.	12 (10)	35 (29)	54 (45)	18 (15)	2.66	0.858
4	Continuous professional development initiatives have kept me updated with emerging trends.	20 (17)	21 (18)	58 (49)	20 (17)	2.66	0.952
5	Capacity-building activities on digital technologies have improved my expertise in e-resource management.	20 (17)	27 (23)	49 (41)	23 (19)	2.63	0.982
6	Participation in cross-functional training has broadened my knowledge.	21 (18)	26 (22)	48 (40)	24 (20)	2.63	0.999
7	Mentorship programmes under capacity-building initiatives have enhanced my professional expertise.	20 (17)	29 (24)	47 (40)	23 (19)	2.61	0.984
8	Training on data analytics and visualization tools has enhanced my research capacity and career opportunities.	9 (8)	38 (32)	49 (41)	23 (19)	2.72	0.863
9	Access to funded training programmes has increased my exposure to global best practices.	23 (19)	35 (29)	42 (35)	19 (16)	2.48	0.982
10	Capacity-building seminars on information literacy have strengthened my teaching abilities.	17 (14)	34 (29)	46 (39)	22 (19)	2.61	0.949
11	Practical sessions on cataloguing and classification have improved my operational efficiency.	22 (19)	26 (22)	43 (36)	28 (24)	2.65	1.038
12	Training in communication and interpersonal skills has enhanced my ability to work in teams.	19 (16)	35 (29)	37 (31)	28 (24)	2.62	1.017
13	Workshops on grant writing and funding applications have enabled me to secure research funds.	21 (18)	41 (35)	36 (30)	21 (18)	2.48	0.982
14	Certification programmes achieved through conferences and other capacity-building initiatives have strengthened my professional credentials for career growth.	14 (12)	38 (32)	47 (40)	19 (16)	2.62	0.920
15	Hands-on training with emerging library software has improved my technical expertise.	15 (13)	37 (31)	44 (37)	22 (19)	2.64	0.954
Grand $\bar{X}$						2.62	0.96

Source: Field Survey, 2025. Scale: 1.00–1.24 = Strongly Disagree (SD), 1.25–2.49 = Disagree (D), 2.5–2.74 = Agree (A), 2.75–4.00 = Strongly Agree (SA). Remark: mean values below 2.5 indicate disagreement and mean values above 2.5 indicate agreement.

Table 3 provides the findings on capacity building among librarians, revealing a moderate impact, with a grand mean of 2.62 and a standard deviation of 0.96. This shows that while respondents benefit from capacity-building initiatives, the effects are not consistently strong across all areas, pointing to the need for more intensive and

sustained interventions.

Respondents also agreed that they had engaged in, and benefited from, training in modern library management tools ($\bar{X} = 2.75$, Std. = 0.836) and training on data analytics and visualization tools ($\bar{X} = 2.72$, Std. = 0.863). Similar agreement was recorded for leadership training programmes ($\bar{X} = 2.66$, Std. = 0.858), continuous professional development initiatives through conferences ($\bar{X} = 2.66$, Std. = 0.952), and practical sessions on cataloguing and classification ($\bar{X} = 2.65$, SD = 1.038). Other capacity building activities include capacity-building on digital technologies ($\bar{X} = 2.63$, Std. = 0.982), cross-functional training ($\bar{X} = 2.63$, Std. = 0.999), mentorship programmes ($\bar{X} = 2.61$, Std. = 0.984), information literacy seminars ($\bar{X} = 2.61$, Std. = 0.949) and technical skills ($\bar{X} = 2.53$, Std. = 1.024).

Furthermore, academic librarians disagreed that they had access to funded training programmes ($\bar{X} = 2.48$, Std. = 0.982), and workshops on grant writing and funding applications ($\bar{X} = 2.48$, Std. = 0.982). These results might be due to gaps in access to financial support, practical technical strengthening, and the ability to secure research funding, which are crucial for career advancement and global competitiveness.

Based on librarians' level of agreement with statements describing specific capacity building activities and their perceived benefits, the analysis indicates that the capacity building activities most engaged in and valued by academic librarians in Federal Universities of North-East Nigeria are: workshops, training in modern library management tools, leadership training, mentorship, certification programmes achieved through conferences, and on-the-job practical training.

Table 4: Regression of Career Progression on Capacity Building Activities

Hypot thesis	Regressio n Weights	Beta (Unstd.)	Beta (Std.)	R	R ²	df	F	t	p	Decisio n
Ho	CB → CP	.338	.367	.367	.134	118	18.160	4.261	.000	Reject

Source: Field Survey, 2025. Key: CB = Capacity building; CP = Career progression.

Table 4 provides further understanding regarding the predictive strength of capacity building. The constant value ($B = 1.415$, $t = 6.561$, $p = 0.000$) is statistically significant, representing the baseline level of career progression when capacity building is absent. More importantly, the unstandardized coefficient for capacity building ($B = 0.338$, $t = 4.261$, $p = 0.000$) is positive and highly significant. The standardized Beta (0.367) indicates a moderate effect size, implying that as librarians' capacity building increases by one unit, career progression is predicted to increase by 0.338 units.

The results of the regression analysis yielded a statistically significant model, $F(1, 118) = 18.160$, $p < .001$. The model accounted for approximately 13.4% of the variance in the career progression ($R^2 = .134$) of academic librarians in Federal Universities of North-East Nigeria. The observed correlation coefficient was $R = .367$, indicating a moderate positive association between the capacity building activities and career progression. The standardized regression coefficient was significant ($\beta = .367$), suggesting that a one standard deviation increase in the capacity building activities corresponds to a .367 standard deviation increase in career progression. Therefore, the null hypothesis is rejected, and it is concluded that capacity building activities significantly influence career progression.

5. Discussion

The findings on research question one revealed that the extent of career progression among academic librarians in Federal Universities of North-East Nigeria is low, as indicated by a mean score of 2.30 and standard deviation of 1.07 ($\bar{X} = 2.30$, $SD = 1.07$). This implies that academic librarians in federal universities of North-East Nigeria achieved a low extent of advancement in their career. This finding corroborates the findings of Adjah and Van der Walt (2019), who reported that female librarians in the study area were unable to meet requirements for promotion in their various public university libraries, which resulted in very slow progress in their careers. The finding is also in line with the submission of Trisliatanto et al. (2018), who reported that librarians lack the capabilities and skills in the library sector, which results in delay in their progression.

However, this finding is in contrast with the findings of Ekeruche and Echedom (2023), who studied interpersonal skills as a correlate of career progression among academic librarians in South-South Nigeria and found that the level of career progression has improved due to a high possession of interpersonal skills. Based on the discussion of the finding of research question one, the low extent of career progression among academic librarians could be due to a lack of necessary qualifications, a lack of skills to publish in reputable journals, a lack of attending capacity building activities, insufficient mentorship, or changes in the policies of the library that affect the career progression of librarians in the study area.

The findings of research question 2 revealed that the type of capacity building activities engaged in by academic librarians in federal university libraries of North-East Nigeria were: seminars, workshops, training, mentorship, certification programmes and on-the-job training. This result agrees with that of Imam et al. (2020), who found that the types of capacity building activities engaged in by academic librarians include in-house training, lecture/discussion exercises, e-learning and mentoring. In addition, these findings are also in line with the findings of Akintola (2021), who reported that the major capacity building activities engaged in by librarians in universities were workshops and seminars, regular certified programmes, staff training and online development courses. In essence, most research findings recognise capacity building activities as an important factor in career progression among academic librarians; this is because, through attending capacity building activities, librarians acquire knowledge and skills on how to progress in their career.

The findings of the test of hypothesis one, on capacity building activities and career progression of academic librarians, revealed that capacity building has a moderate, positive, significant influence on career progression of academic librarians in federal universities of North-East Nigeria. This finding is in line with the findings of studies conducted by Yakubu and Bizi (2026) and Faulkner and Reiter (2025), who found that regular training of librarians improves their competencies, job performance and career progression. The authors provide evidence that capacity building activities engaged in by librarians influence their career progression.

6. Conclusion and Recommendations

The study therefore concludes that the extent of career progression among academic librarians in North-East Nigeria was low; the type of capacity building activities engaged in by academic librarians were seminars, workshops, on-the-job training, mentorship, e-learning and certification programmes. It was also concluded that capacity building activities have a moderate, positive, significant influence on career progression of academic librarians. Therefore, capacity building activities influence career progression among academic librarians in federal universities of North-East, Nigeria. This study contributes to the literature by providing empirical evidence, previously lacking, on this relationship specifically within federal university libraries in North-East Nigeria, a region underrepresented in existing Nigerian and West African library and information science research on career progression.

Based on the findings of the study, three recommendations are made. First, academic librarians should pursue higher qualifications, such as master's and doctorate degrees, to enable them to progress in their career path. Second, the management of federal university libraries in North-East Nigeria should provide adequate funds for staff training and professional development, and should also organize regular grant-writing workshops for academic librarians. Third, as capacity building significantly predicts career progression, management should invest more in

professional development programs such as workshops, conferences, and certifications.

7. Limitations and Direction for Future Research

The study was limited to academic librarians in seven federal university libraries in North-East, Nigeria. Similar studies can be carried out in other regions of the country, and similar studies can also be conducted in state, polytechnic and private universities in North-East Nigeria. Since this study considered capacity building activities as a predictor of career progression, other predictors of career progression can also be studied. In addition, the cross-sectional, correlational design used in this study establishes association rather than causation between capacity building activities and career progression; longitudinal designs are recommended to examine this relationship over time. It should also be noted that capacity building activities accounted for only 13.4 percent of the variance in career progression ($R^2 = .134$), indicating that other factors not examined in this study substantially shape librarians' career progression.

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