

## Training and Development, Work Performance, and Social Capital Constructs of Library Personnel in the South Manila Educational Consortium

Alfred E. Dalmacio, RL, MLIS

<https://orcid.org/0009-0000-0085-6288>

adalmacio11@gmail.com

Polytechnic University of the Philippines

A. Mabini Campus, Anonas Street, Sta. Mesa Manila, Philippines

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### Abstract

This study investigates the impact of professional development, work performance, and social capital on library personnel within the South Manila Educational Consortium Libraries. It highlights the gap in research regarding the integration of these factors in the library work environment. Utilizing a descriptive quantitative approach, data was collected via structured survey questionnaires, with sixty-one (61) respondents participating. The analysis, conducted using SPSS, focused on frequency distribution, percentages, and mean scores. Findings reveal that seminars, conferences, and workshops are the primary methods of professional development, though limited by funding. Library personnel exhibited above-average work performance and high levels of social capital. However, the availability of training and development interventions was deemed insufficient despite the active engagement of personnel in available programs. The results underscore the need for improved funding strategies to enhance training and development, which in turn could foster better work performance and strengthen social capital among library staff. These insights are critical for informed decision-making in human resource development and organizational strategy, aiming to optimize library personnel performance and create a supportive work environment.

*Keywords: Academic Library, Training and Development, Work Performance, Social Capital, Library Personnel*

### Introduction

Understanding the dynamics within library environments is crucial for professional progress. Training and development equip library professionals with necessary skills, promoting adaptability. Improved work performance ensures efficient and effective service delivery. While social capital fosters collaboration, information exchange, and a unified library culture, resulting in greater patron services and organizational success.

Library personnel require continuous training and development to adapt to digital transformation, user requirements, and resource development (Appleton, 2018). This training prepares them to manage technological advances, enhance services, and respond to changing employment opportunities, ensuring the library's long-term efficacy and relevance.

Work performance is crucial in modern competitive workplaces, requiring organizations to invest in positive environments, continuous development, and employee well-being for long-term success (Koopmans, 2014). Assessing work performance helps to discover skill shortages, stimulates training and development, and fosters a positive work environment, as well as encourages improvements in institutions and community relevance.

Social capital, as defined by Perras and Normandin (2019), is a characteristic that exists in individuals and groups. The library is a vital source of social capital, fostering communal well-being, resilience, and resource exchange. However, its value as a source of social capital is underexplored by academics.

In a library working environment, there is insufficient research that integrates training and development, work performance, and social capital among personnel into a cohesive framework. Within this vein, this study is being conducted to evaluate all three variables from the viewpoint of academic library personnel within an educational consortium.

The South Manila Educational Consortium is a higher education consortium in the Philippines that aims to enhance collaboration among member institutions through joint projects, activities, and staff training. Founded in 1974 by five schools in Manila, the consortium has grown over time and is now a network of Philippine public and private universities. Its main objective is to promote excellent and accessible education through internationalization in its various universities (South Manila Educational Consortium, 2017).

## **Objectives of the Study**

This study provides insight into the academic library personnel's training and development, work performance, and social capital. This research specifically aims to:

1. Determine the extent of library personnel development and training practices in terms of availability, frequency, barriers, and strategies.
2. Assess the work performance of library personnel in terms of task performance, contextual performance, and counterproductive work behavior.
3. Determine the level of structural, relational, and cognitive social capital constructs in library personnel.
4. Propose ways to strengthen library personnel training and development programs, improve their performance at work, and foster social capital.

## **Methodology**

*Research Design.* The study used the descriptive method to find patterns, make assumptions, validate relationships, and generalize conclusions. A quantitative method was used to collect and interpret numerical data, resulting in a comprehensive plan for analyzing library personnel's training, development, work performance, and social capital levels. Data was gathered via a survey questionnaire. The questionnaire is divided into three parts. The first part assessed the availability, frequency, barriers, and strategies for improving training and development, using 46 sub-items adapted from Cobblah and van der Walt (2016), Ibegbulam and Eze (2016), and Iwuchukwu and Echedom's (2016) research. The second part centered on work performance using 18 sub-items from Koopmans et al.'s (2014) study, and the third part focused on social capital aspects using 15-items from Ozgun et al.'s (2022) research.

*Respondents of the study.* The study involved 61 librarians and paraprofessional staff from the South Manila Educational Consortium's twelve libraries, and it used total population sampling to examine the entire group. As part of the research's ethical considerations, participants in the study only respond voluntarily and have the option to cease participation. The study employed a code for the participating institutions' data privacy. The acronym SMEC stands for the South Manila Educational Consortium, while the following number represents a particular member school. Sixty-one (61) respondents or 62.24% of the total population of 98, took part in the study. 9 or 9.18% were from SMEC 1; 2 or 2.04%, SMEC 2, 4 or 4.08%, SMEC 3; 2 or 2.04%, SMEC 4; 6 or 6.12%, SMEC 5; 3 or 3.06%, SMEC 6; 4 or 4.08%, SMEC 7; one 1 or 1.02%, SMEC 8; 1 or 1.02%, SMEC 9; and 29 or 29.59%, SMEC 10.

**Data Gathering Procedure.** The researcher used a survey questionnaire via Google forms to collect data from respondents. After approval from the Research Ethics Committee, a request letter was sent via email to university librarians or library directors. Gathering data from two institutions presented challenges. The study had to be adjusted accordingly based on the circumstances. The responses collected served as the researcher's groundwork for addressing research objectives. The data collection process takes a mere three weeks. The collected data was analyzed, with incorrect or insufficient responses excluded. Statistical analysis was then performed.

**Statistical Treatment of Data.** The researcher collected survey results, reviewed them, and used descriptive statistics to present, interpret, and analyze the data using the Statistical Package for Social Sciences (SPSS). This study utilized frequency count and percentage distribution. The simplest way to depict a distribution is to enumerate each value found in the population in one column and the number of times it appears in the population in the following column. This simple list is known as a frequency distribution (Mahbobi & Tiemann, 2015). While for percentage, according to Korb (2013), it is computed by dividing the frequency in the category by the total number of participants and then multiplying the result by 100%. These statistical treatments were used to determine the availability, frequency, barriers, and strategies to enhance library personnel training and development. Mean was also used in the study. A representative value from the distribution is used by the researcher to describe the position of a distribution. There are alternative ways for obtaining the typical value, according to Mahbobi and Tiemann (2015), but the arithmetic mean, often referred to as the mean, is by far the most used. It is computed by adding all the population's members and dividing by the number of members. It was used to assess respondents' work performance and social capital level. It was also utilized while using a five-point Likert scale.

## Results and Discussion

### 1. Extent of training and development practices of personnel in terms of availability, frequency, barriers, and strategies

#### 1.1. In terms of Availability

**Table 1**

*Available Intervention of Library Personnel*

Intervention	Agree (Available)		Disagree (Not Available)	
	Frequency	Percentage (%)	Frequency	Percentage (%)
On-the-job training	37	60.7	24	39.3
Job rotation	49	80.3	12	19.7
Mentoring/coaching	34	55.7	27	44.3
Workshops/Seminars/Conferences	59	96.7	2	3.3
Research and Publications	31	50.8	30	49.2
Professional association	46	75.4	15	24.65
Case studies	27	44.3	34	55.7
Study visits	23	37.7	38	62.3
Team building	59	96.7	2	3.3
Classroom training	7	11.5	54	88.5
Long distance learning	9	14.8	52	85.2
Consultant training	7	11.5	54	88.5
Simulation and the use of games	7	11.5	54	88.5

The frequency and percentage distribution of library personnel in terms of available training and development activities is shown in Table 1. The results indicate that the most available training and development intervention were *workshops/seminars/conferences* and team building with a total of 59 or 96.7% respondents recognizing their availability. While *classroom training, consultant training, simulation and the use of games* were the least available interventions, with the same responses of 7 or 11.5% suggesting this. Workshops, contrary to the findings of Ibegbulam and Eze (2016), were the least available intervention for library personnel. According to the results, all training and development programs were not widely available to respondents, with many others being marginally available. In contrast, Iwuchukwu and Echedom (2016) discovered that training programs for library staff were widely available.

### 1.2. In terms of Frequency

**Table 2**  
*Frequency of the Available Training and Development of Library Personnel*

Intervention	5		4		3		2		1		Total Usage	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
On-the-job training	7	18.92	1	2.70	8	21.62	15	40.54	6	16.22	31	83.78
Job rotation	4	8.16	2	4.08	7	14.29	22	44.90	14	28.57	35	71.43
Mentoring/coaching	13	38.23	6	17.65	5	14.70	6	17.65	4	11.76	30	88.23
Workshops/ Seminars/ Conferences	30	50.85	8	13.56	12	20.34	9	15.25	-	-	59	100
Research & Publications	1	3.22	-	-	3	9.68	18	58.06	9	29.03	22	70.97
Professional association	6	13.04	5	10.87	11	23.91	23	50	1	2.17	45	97.83
Case studies	1	3.70	-	-	1	3.70	15	55.55	10	37.04	17	62.96
Study visits	2	8.69	1	4.35	4	17.39	11	47.82	5	27.74	18	78.26
Team building	1	1.69	1	1.69	4	6.78	52	88.13	1	1.69	58	98.31
Classroom training	1	14.28	1	14.28	1	14.28	3	42.86	1	14.29	6	85.71
Long distance learning	1	11.11	-	-	1	11.11	5	55.55	2	22.22	7	77.78
Consultant training	1	14.28	-	-	1	14.28	2	28.57	3	42.86	4	57.14
Simulation and the use of games	1	14.28	-	-	1	14.28	2	28.57	3	42.86	4	57.14

The frequency and percentage distribution of library personnel in terms of the extent to which they use training and development interventions is shown in Table 2. It is crucial to understand how available interventions are used. The availability of an intervention does not automatically imply its use. Only those respondents who asserted that they had access to various training and development interventions were asked to complete this part of the survey questionnaire. The findings show that *workshops/seminars/conferences* were the most used available training and development intervention, with 59 or 100% of respondents using this intervention between one and more than four times each year. *Job rotation* was the least used intervention, representing 14 or 28.57% of the respondents. The study contradicts Cobblah and van der Walt's (2016) research, which found job rotation as the most used intervention for library personnel. The data shows that most available interventions are used by respondents one to four times per year, but a small percentage never use them, consistent with previous studies by Ibegbulam and Eze (2016) and Cobblah and van der Walt (2016). This percentage is attributed to paraprofessionals, who are often not the primary focus of professional development.

### 1.3. In terms of Barriers

The frequency and percentage distribution of respondents in terms of the extent to which the listed items are barriers to library personnel training and development is shown in Table 3. Among the barriers, a large percentage of respondents identified the *inadequate fund* as a high-extent barrier with 32 or 52.5% indicating this.

**Table 3**  
*Barriers to Training and Development of Library Personnel*

Barrier	High extent		Low extent	
	F	(%)	F	(%)
Inadequate fund	32	52.5	29	47.5
Unsupportive attitude of the management	10	16.4	51	83.6
Inadequate staff to cover work during training periods	25	41	36	59
Inadequate training facilities	23	37.7	38	62.3
Low motivation on part of the staff	15	24.6	46	75.4
Training topics not addressing actual need	22	36.1	39	63.9
Lack of opportunities to practice learnt skills at work	18	29.5	43	70.5
Lack of awareness/information about training opportunities	17	27.9	44	72.1
Poor staff relationship with management	12	19.7	49	80.3

While *unsupportive attitude of the management* was identified as a low-extent barrier, representing 51 or 83.6% of the respondent. According to the results, many respondents believed that all the following barriers to library personnel training and development are low extent. This contrasts with the findings of Ibegbulam and Eze (2016), who observed that a substantial number of respondents in their survey agreed that all were high extent barriers to training and development.

#### 1.4. In terms of Strategies

**Table 4**  
*Strategies to Enhance Training and Development of Library Personnel*

Strategy	High extent		Low extent	
	F	(%)	F	(%)
Improved funding of the library in general	55	90.2	6	9.8
Prioritization of training by the management	52	85.2	9	14.8
Recruitment of adequate number of workers to take turns in training	38	62.3	23	37.7
Provision of adequate facilities for trainings	48	78.7	13	21.3
Implementation of policies on benefits derived from training to improve morale	52	85.2	9	14.8
Conducting needs analysis surveys before trainings	51	83.6	10	16.4
Provision of opportunities to practice learnt skills	53	86.9	8	13.1
Creation of awareness/provision of information about training opportunities	53	86.9	8	13.1
Cordial relationship should be maintained between library staff and the management to promote sustainable training and development interventions in library	53	86.9	8	13.1

The frequency and percentage distribution of respondents in terms of the strategies that can enhance library personnel training and development are shown in Table 4. Among the strategies, 55 or 90.2% indicated that *improved funding of the library, in general*, can enhance the training and development of library personnel to a high extent. While *recruitment of an adequate number of workers to take turns in training* was identified as low low-intention strategy, representing 23 or 37.7% of the respondents. According to the data, all strategies were regarded by the majority of the respondents as being capable of significantly improving library personnel training and development. This result is also similar to the findings of Ibegbulam and Eze (2016) and Iwuchukwu and Echedom (2016), who asserted that the identified strategies could improve training and development interventions.

## 2. Work performance of library personnel in terms of task, contextual, and counterproductive work behavior

### 2.1. In terms of Task

**Table 5**

*Task Performance of Library Personnel*

Task Performance	Mean	Verbal Interpretation
I manage to plan my work so that it was done on time	4.18	Performed most of the time
My planning was optimal	3.70	Performed most of the time
I kept in mind the results that I had to achieve in my work	4.49	Performed every time
I was able to separate main issues from side issues at work	4.25	Performed every time
I was able to perform my work well with minimal time and effort	4.00	Performed most of the time
<b>Grand Mean</b>	<b>4.12</b>	<b>Performed most of the time</b>

*Legend: “Performed rarely (1.00-1.80)”, “Performed occasionally (1.81-2.60)”, “Performed regularly (2.61-3.40)”, “Performed most of the time (3.41-4.20)”, “Performed every time (4.21-5.00).”*

Table 5 shows how respondents perceive their task performance. The findings show that among the listed actions, *I kept in mind the results that I had to achieve in my work* and attained the highest mean of 4.49 or performed every time. While *my planning was optimal* attained the lowest mean of 3.70 or performed every time. The results demonstrate that library personnel can accomplish most of their essential duties at work with a 4.12 grand mean. This is consistent with the findings of Nwokike and Unegbu (2019), who evaluated library staff work performance and found competency in several duties such as cataloging, collection administration, and reference, among others.

### 2.2. In terms of Contextual

**Table 6**

*Contextual Performance of Library Personnel*

Contextual Performance	Mean	Verbal Interpretation
I took on extra responsibilities	3.57	Performed most of the time
I started new tasks myself when my old ones were finished	3.85	Performed most of the time
I took on challenging work tasks, when available	3.79	Performed most of the time
I worked at keeping my job knowledge up-to-date	4.26	Performed every time
I worked at keeping my job skills up-to-date	4.20	Performed most of the time
I came up with creative solutions to new problems	4.00	Performed most of the time
I kept looking for new challenges in my job	3.84	Performed most of the time
I actively participated in work meetings	4.11	Performed most of the time
<b>Grand Mean</b>	<b>3.95</b>	<b>Performed most of the time</b>

Table 6 displays how respondents perceive their contextual performance. The findings show that among the listed actions, *I worked at keeping my job knowledge up-to-date* and attained the highest mean of 4.26 or performed every time. While *I took on extra responsibilities* attained the lowest mean of 3.57 or performed most of the time. With a grand mean of 3.95, the results demonstrate that library workers can perform most of the time actions that can contribute to the social and psychological core of an organization. This study's findings contradicted Nwokike and Unegbu's (2016) observation that librarians were bad at anticipating difficulties and proposing solutions.

### 2.3. In terms of Counterproductive Work Behavior

Table 7 presents how respondents perceive their counterproductive work behavior. The findings show that among the listed actions, *I complained about unimportant matters at work behavior of the respondents* has the highest mean of 2.00 or performed rarely.

**Table 7**  
*Counterproductive Work Behavior of Library Personnel*

Counterproductive Work Behavior	Mean	Verbal Interpretation
I complained about unimportant matters at work	2.00	Performed rarely
I made problems greater than they were at work	1.43	Not ever performed
I focused on the negative aspects of a work situation, instead of on the positive aspects	1.34	Not ever performed
I spoke with colleagues about the negative aspects of my work	1.95	Performed rarely
I spoke with people from outside the organization about the negative aspects of my work	1.59	Not ever performed
<b>Grand Mean</b>	<b>1.66</b>	<b>Not ever performed</b>

Legend: “Not ever performed (1.00-1.80)”, “Performed rarely (1.81-2.60)”, “Performed occasionally (2.61-3.40)”, “Performed regularly (3.41-4.20)”, “Performed most of the time (4.21-5.00).”

While *I focused on the negative aspects of a work situation, instead of on the positive aspects* with a mean of 1.34 or not ever performed. With a grand mean of 1.66, the results show that library personnel did not engage in counterproductive work behavior or behaviors that were damaging to the organization's well-being. This may be ascribed to their dedication to their organization and its mission. According to Wilken's (2022) research, employees are more focused and behave better when they have goals to work toward. Furthermore, this is consistent with Onwubiko's (2019) study, which indicated that good staff attitudes are required if the library is to meet its defined goals. The positive attitudes of library personnel toward the duties they must accomplish continue to be the library's principal tool for marketing library services to the public, as failing to do so compromises the library's and management's effective operation.

### 3. Social capital constructs of library personnel in terms of structural, relational, and cognitive social capital

#### 3.1 In terms of Structural Social Capital

**Table 8**  
*Structural Social Capital of Library Personnel*

Structural Social Capital	Mean	Verbal Interpretation
We can directly contact any employee concerning important matters	4.18	High level of social capital
We know whom to contact to get things accomplished	4.43	Very high level of social capital
We are able to work together to solve the problems in our library	4.34	Very high level of social capital
There is two-way communication among our employees rather than one-way communication	4.43	Very high level of social capital
Our employees are frequently in contact with each other	4.34	Very high level of social capital
<b>Grand Mean</b>	<b>4.34</b>	<b>Very high level of social capital</b>

Legend: “Very low level of social capital (1.00-1.80)”, “Low level of social capital (1.81-2.60)”, “Moderate level of social capital (2.61-3.40)”, “High level of social capital (3.41-4.20)”, “Very high level of social capital (4.21-5.00).”

Table 8 displays the respondents' structural social capital level. The data show that among the listed actions *we know whom to contact to get things accomplished* and *there is two-way communication among our employees rather than one-way communication*, both of which obtained the highest mean of 4.43 or very high level of social capital. While *we can directly contact any employee concerning important matters* obtained the lowest mean of 4.18 or high level of social capital. The findings demonstrate that library personnel have a very high level of

structural social capital, with a grand mean of 4.34. This supports the findings of Douglas et al. (2013), who discovered that social capital is a relevant interdisciplinary model for explaining why people with self-interest engage in collective activities and preserve the social structure. They established network relationships with people they knew to gain benefits such as information and assistance.

### 3.2 In terms of Relational Social Capital

**Table 9**

*Relational Social Capital of Library Personnel*

Relational Social Capital	Mean	Verbal Interpretation
Social relationships in our library can be characterized as close, personal interaction	4.07	High level of social capital
Social relationships in our library are based on mutual respect	4.31	Very high level of social capital
Social relationships in our library are based on mutual trust	4.28	Very high level of social capital
Social relationships in our library can be characterized as personal friendship	4.07	High level of social capital
We respect each other's professional competencies	4.48	Very high level of social capital
<b>Grand Mean</b>	<b>4.24</b>	<b>Very high level of social capital</b>

Table 9 illustrates the respondents' relational social capital level. The data show that among the actions *we respect each other's professional competencies* obtained the highest mean of 4.48 or very high level of social capital. While *social relationships in our library can be characterized as close, personal interaction*, and *social relationships in our library can be characterized as personal friendship*, both of which obtained the lowest mean of 4.07 or high level of social capital. The results indicate a very high level of relational social capital with a grand mean of 4.24. This supports Perras and Normandin's (2019) claim that social capital exists in individuals and groups. Individually, it comprises one's personal network, which includes constant and reliable links to close relatives and friends, and a larger network of colleagues.

### 3.3. In terms of Social Capital

**Table 10**

*Cognitive Social Capital of Library Personnel*

Cognitive Social Capital	Mean	Verbal Interpretation
We share common professional/business values	4.25	Very high level of social capital
We interpret work-related phenomena similarly	4.02	High level of social capital
We share a common jargon	3.93	High level of social capital
We share a common vision	4.30	Very high level of social capital
We share a common understanding of doing things	4.18	High level of social capital
<b>Grand Mean</b>	<b>4.14</b>	<b>High level of social capital</b>

Table 10 displays the respondents' cognitive social capital level. The data show that among the actions *we share a common vision* has the highest mean of 4.30 or very high level of social capital. While *we interpret work-related phenomena similarly* obtained the lowest mean of 4.02 indicating high level of social capital. The results indicate the presence of a high level of cognitive social capital, with a grand mean of 4.14. It supports Wojciechowska's (2021) claim that social capital can be defined as intangible communal values accessible via a network of relationships that serve as the foundation for effective communication.



#### **4. Proposals to improve training and development programs, enhance work performance, and foster social capital among library personnel**

The study found that training and development interventions were not widely available, prompting the idea of creating online programs for easy access. It suggests promoting professional growth opportunities and providing incentives to library personnel. Insufficient funding was a significant barrier, suggesting exploring external financing options and collaborating with interested parties.

In terms of work performance, the study revealed that library personnel perform essential tasks and contribute to the organization's social and psychological core without unproductive conduct. To maintain these positive results, libraries should invest in programs that improve task performance, monitor, and assess personnel regularly, provide autonomy, encourage cooperation, foster a welcoming environment, and provide clear guidelines for their actions.

In terms of social capital, to sustain high levels of social capital, libraries should foster collaboration, combine workers with similar interests, develop mentoring programs, allow casual talks, use knowledge management systems, and establish communities of practice. This will create a supportive environment, increase informal social connections, and result in a more knowledgeable workforce.

#### **Conclusions**

Based on the notable findings, the researcher drew the following conclusions:

1. The respondents needed access to all training and development interventions. Furthermore, respondents only partially utilized all the listed available interventions due to a need for more funding, which respondents considered a key barrier to training and development. It reinforces their response to the question of what approach is necessary to promote training and development, in which they selected improved library funding in general as the most effective strategy.
2. The study found that respondents exhibited positive work performance, with above-average task and contextual performance. And they had an excellent rating for counterproductive work behavior. These findings can be attributed to their high levels of social capital, including structural social capital, relational social capital, and cognitive social capital, which enable high communication, strong relationships, and knowledge comprehension.
3. The study revealed that respondents exhibited high levels of social capital, with a very high level rating from structural and relational dimensions. However, cognitive and social capital was lower. These findings can be associated with the influence of a few training and development interventions on social capital, including team building and workshops/ seminars/conferences, which respondents ranked as the most accessible and widely used interventions. These interventions may form bonds or relationships with those involved by conversing, interacting, or working with them. This is also attributed to the fact that the respondents refrain from engaging in actions damaging to the unit's or institution's overall success.

#### **Recommendations**

Following the outcomes of the study, the following recommendations have been proposed:

1. The library should provide diverse training options, including online courses and self-paced modules, based on staff schedules and preferences. A thorough training needs assessment and consultation with staff, managers, and clients can improve the quality of training programs. Regular communication and the use of

electronic newsletters, meetings, and signage can encourage staff participation in training and development programs.

2. The study suggests partnering with organizations to enhance professional development, potentially extending training opportunities despite financial constraints. It also suggests cross-training programs, allowing personnel from different divisions to perform essential tasks, and exploring off-site or external training sites. Libraries should also improve their staff training policies to ensure equal opportunities.
3. Task prioritization based on relevance and deadlines can boost efficiency and resource usage. Volunteering regularly by library personnel can also display proactive initiative and motivate colleagues.
4. Library staff should foster open dialogue, discriminate between disputes, and promote team bonding through open-door policies. Social events, equal access to training, and shared knowledge can foster trust and understanding of work-related challenges.
5. It is advised that a guide be created to improve library personnel training and development programs, promote work performance, and foster social capital.

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