

**CONFERENCE ATTENDANCE FOR STAFF DEVELOPMENT AND ITS RELATIONSHIP WITH  
LIBRARY SERVICE DELIVERY IN ABIA STATE PUBLIC UNIVERSITY LIBRARIES**

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**ABSTRACT**

This study aimed to examine the relationship between staff development through conference attendance and the provision of library service in public university libraries in Abia State, Nigeria. A correlational research design was employed in this study. The population comprised thirty-seven (37) librarians in public university libraries in Abia State and a total enumeration sampling technique was used to select the entire sample size of thirty-seven (37) librarians. Data was collected using a structured instrument titled "Conference Attendance for Staff Development and Service Delivery Questionnaire (CASDSDQ)." Descriptive statistics and Pearson Product Moment Correlation Coefficient (PPMC) (r) were utilized to analyze research questions 1 and 2 respectively. Regression analysis was used to test the null hypotheses at a 0.05 level of significance ( $\alpha = 0.05$ ). The study found a significant relationship between conference attendance for staff development and the delivery of library services. The findings underscore the importance of staff development programs through conference attendance in enhancing librarians' skills and service delivery in public university libraries. It is recommended that university management institutionalize comprehensive staff development initiatives, prioritizing regular opportunities for librarians to attend both local and international conferences, providing them with opportunities to explore emerging trends, innovative ideas, and best practices. The knowledge gained will enable librarians to introduce innovative ideas and improvements to library service delivery.

***Keywords: Staff development, Librarians, Public university libraries, Conference attendance, Library service delivery.***

**Introduction**

Libraries remain indispensable to research, community development, and academic achievement in an increasingly information-driven society. Public university libraries, in particular, play a pivotal role in advancing the research, teaching, and learning objectives of higher institutions. In today's knowledge-based economy, libraries are not optional but fundamental to institutional effectiveness (Tahleho, 2016). As client-centered organizations, they provide information resources and services

that support the creation and dissemination of knowledge, thereby contributing to societal development (Bawack, 2019; Akinola, 2019).

Public university libraries serve as the backbone of higher institutions by facilitating academic research, intellectual growth, and lifelong learning (Bokoh et al., 2023). Their responsibilities extend beyond the collection and organization of materials to include cataloguing, reference services, interlibrary loans, reprographics, digital access, and information literacy instruction (Tom-George, 2022). According to the Librarians' Registration Council of Nigeria (2019), library services encompass technical, readers', extension, and electronic services—all essential for supporting the academic and research missions of universities (Anyaegbu & Wali, 2021).

The effectiveness of library services depends largely on the professional competence of librarians, which is sustained through continuous staff development. Staff development refers to deliberate institutional efforts to enhance employees' knowledge, skills, and attitudes toward improved organizational performance (Shiri, 2023). For librarians, such development includes workshops, seminars, collaborations, and particularly conference attendance, which offers a unique platform for learning, experience sharing, and exposure to global best practices in librarianship.

Conference participation enables librarians to acquire new knowledge, explore innovative service models, and stay abreast of technological advancements. Studies have shown that conference attendance improves professional competence, job satisfaction, and innovation in service delivery (Abba, 2018; Agbo, 2015; Anyaegbu & Wali, 2021). Ahmed (2017) found that librarians who regularly attend professional conferences adapt more effectively to modern information technologies and demonstrate improved service efficiency. Similarly, Cobblah and Jiagge (2017) in Aslam (2017) reported that such exposure boosts productivity, confidence, and problem-solving skills.

Conference attendance has become an indispensable component of librarians' professional development and a determinant of service quality in academic libraries due to the increasing demand for technology-enabled and user-centered library services,

### **Statement of the Problem**

Effective library service delivery in public university libraries depends largely on the professional competence and continuous development of librarians. One of the recognized avenues for professional development is participation in academic and professional conferences, where librarians acquire new knowledge, exchange ideas, and learn emerging trends in information service delivery. Despite these benefits, many librarians in public university libraries in Abia State have limited opportunities to attend conferences due to challenges such as inadequate funding, weak institutional support, and limited sponsorship.

The limited participation in conferences may restrict librarians' exposure to current professional practices and innovations necessary for effective library service delivery. As a result, libraries may struggle to provide modern, responsive, and user-centered services required in the contemporary information environment. Although conference attendance is widely acknowledged as an important staff development practice, there is insufficient empirical evidence on how it relates to the services delivered by librarians in public university libraries in Abia State. The problem of this study therefore, is the uncertain relationship between librarians' conference attendance and the quality of library service delivery in public university libraries in Abia State, Nigeria, which necessitates empirical investigation.

### **Objectives of the study**

The main objective of this study is to examine the relationship between conference attendance for staff development and library service delivery in public university libraries in Abia State, Nigeria. Specifically, the study seeks to:

1. Identify the conference activities attended by librarians that contribute to staff development in public university libraries in Abia State, Nigeria.

2. Determine the types of services delivered by librarians in public university libraries in Abia State, Nigeria.
3. Examine the relationship between conference attendance by librarians in public university libraries in Abia State, Nigeria, and their service delivery.

### Research Questions

The following research questions were formulated to guide the study:

1. What are the conference activities attended by librarians that contribute to staff development in public university libraries in Abia State, Nigeria?
2. What are the services delivered by librarians in public university libraries in Abia State, Nigeria?
3. What is the relationship between conference attendance by librarians in public university libraries in Abia State, Nigeria, and their service delivery?

### Hypotheses

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

**H<sub>0</sub>1:** There is no significant relationship between librarians' attendance at conferences and library service delivery in public university libraries in Abia State.

### Literature Review

Conferences serve as platforms for knowledge exchange that promote collaboration, professional development, and enhanced service delivery. This literature review explores this theme by integrating conceptual understandings, theoretical perspectives, and empirical findings.

### Conceptual Review

Conferences constitute one of the most vital avenues for professional development, fostering collaboration, knowledge exchange, and research dissemination among professionals across disciplines. The *Oxford Advanced Learner's Dictionary* (2020) defines a conference as "a formal meeting for discussion," typically organized around a central theme and lasting several days, while *Encyclopaedia Britannica* (n.d.) describes it as a meeting convened to exchange ideas among individuals or organizations with shared interests. Ahuja (2009) further conceptualizes a conference as a structured forum for deepening understanding on specific professional issues, and Ollor (2021) highlights its nature as a sustained gathering of individuals with common goals, designed to promote education and reflection through thematic sessions. The themes and content of such gatherings are generally aligned with the objectives of the organizing body, ensuring relevance and meaningful outcomes through the guidance of facilitators.

Conferences may differ in scale, purpose, and mode of delivery. Julie (2023) classifies them as in-person, virtual or hybrid events. In-person conferences foster direct, face-to-face interaction and collaboration; virtual conferences expand accessibility across geographical boundaries through digital platforms; while hybrid formats combine both, allowing flexibility for participation. Typically lasting from one to five days, conferences may be organized annually, biennially, or periodically, depending on the needs and goals of the profession. Regardless of format, they serve to enhance professional competence, encourage collaboration, and promote innovation across disciplines.

Conference attendance offers numerous developmental and institutional benefits. Participants gain new insights, broaden their exposure to innovative practices, and build networks that enhance professional productivity. Bigabenkya and Binta (2024, as cited in Doyle, 2005) note that conferences strengthen teamwork, communication, and creativity attributes crucial for organizational growth. For librarians and other professionals, attending conferences is indispensable for career progression and skill advancement. De Niar (2023) asserts that participation in conferences plays a significant role in professional growth and development, while Carucci (2018) emphasizes its positive influence on motivation, job satisfaction, and commitment to service.

Similarly, Chukwu (2017), Elujekwute et al. (2023), and Owolabi and Salaam (2010) affirm that conferences expose professionals to global trends, emerging technologies, and best practices that inspire innovation and transform service delivery. As Lutz (2015) observes, the transformative power of conference participation lies in its ability to influence participants' attitudes, knowledge, and performance. Consequently, conference attendance is both a strategic and developmental investment that benefits individuals and institutions alike.

In the field of library and information science, conferences serve as critical platforms for professional learning and knowledge sharing. They enable librarians to stay abreast of technological advances, digital resource management, and evolving user needs. According to Chukwu (2017, as cited in Eke, 2011), professional gatherings of this kind provide librarians opportunities to exchange ideas, share experiences, and build partnerships that strengthen institutional collaboration. Library-related conferences usually feature activities such as keynote addresses, case studies, hands-on digital training, roundtable discussions, poster presentations, and technology showcases. These sessions equip participants with skills in cataloguing, digitization, collection development and information literacy instruction, thereby enhancing their technical and managerial competencies.

Conferences also provide a foundation for collaboration between libraries, educational institutions, and other information stakeholders. Such partnerships often lead to cooperative projects, literacy programs, and outreach initiatives that extend the impact of libraries within their communities. Khanna (2001) emphasizes that conference participation fulfills a library's institutional responsibility for staff development, promoting both formal and informal learning opportunities that contribute to professional growth and improved service quality.

The outcomes of conference attendance for librarians are both personal and institutional. Librarians who attend conferences regularly tend to acquire current knowledge, improve their technical and managerial skills, and demonstrate greater adaptability to digital technologies. These professionals often exhibit heightened innovation, stronger collaboration with colleagues and departments, and improved service efficiency. The knowledge and enthusiasm gained through participation often translate into increased morale, commitment, and professional confidence. Halawi and Itaydar (2018) highlight that such engagement leads to measurable improvements in work performance, contributing to better decision-making in information management and service delivery. Consequently, library users benefit from more efficient access to digital resources, enhanced information literacy programs, and improved user support services. Conference attendance thus contributes directly to institutional goals and strengthens the reputation of academic libraries.

In synthesis, conference attendance remains a cornerstone of professional development and staff capacity building in academic libraries. It provides librarians with exposure to global innovations, networking opportunities, and the exchange of best practices that are critical for effective service delivery. Regular participation in conferences enhances librarians' competencies and ensures that library services remain responsive, relevant, and aligned with technological and educational advancements. Therefore, integrating conference participation into the staff development programs of public university libraries in Abia State is indispensable for sustaining efficient, innovative, and technology-driven library services in a dynamic academic environment.

### **Theoretical Framework**

This study is anchored on the Knowledge Creation Theory (SECI Model) developed by Ikujiro Nonaka and Hirotaka Takeuchi (1995). The theory explains how knowledge is created, shared, and utilized within organizations through four processes: Socialization, Externalization, Combination, and Internalization. These processes describe how tacit and explicit knowledge interact to promote learning and organizational development.

In this study, conference attendance serves as a platform for these knowledge conversion processes. Through socialization, librarians share experiences and professional insights during conference interactions and networking. Externalization occurs when participants express their ideas through presentations, papers, and discussions. Combination takes place when librarians integrate new

information obtained from conference proceedings, workshops, and research outputs. Internalization occurs when the acquired knowledge and skills are applied in their respective libraries.

Thus, the SECI model explains how conference participation enhances knowledge sharing, strengthens librarians' professional competencies, and improves library service delivery in public university libraries in Abia State, Nigeria.

### **Empirical Review**

The relationship between librarians' attendance at conferences and library service delivery has continued to attract scholarly attention, particularly within the broader context of professional development and institutional performance. Several empirical studies have contributed to understanding this linkage, though they differ in geographical scope, population focus, and methodological approach.

Wagwu and Echedom (2021) explored the correlation between librarians' attendance at conferences and job performance in university libraries within South-South Nigeria. Their study established a positive, though weak, correlation, emphasizing the potential yet limited influence of conferences on librarians' work outcomes. The authors recommended strategic investment in conference participation, particularly in programs aligned with librarians' core responsibilities. The study's contribution lies in highlighting the nuanced effects of professional gatherings on performance and offering practical policy implications for library administrators.

Similarly, Elujekwute et al. (2023) investigated the relationship between job performance and librarians' professional development in polytechnic libraries in North-Central Nigeria. Their findings revealed a statistically significant relationship between conference attendance and job performance, reinforcing the argument that conferences serve as critical platforms for skill enhancement and knowledge acquisition. The study advanced the discourse by employing both descriptive and inferential statistical analyses, providing a more robust evidentiary basis for the role of conferences in improving library services.

Chukwu (2017) also examined the effect of conference attendance on librarians' job performance in university libraries in Imo State. The study reported a positive impact across several performance indicators, including staying updated with current practices and fostering inter-institutional collaboration. However, it also identified areas where conference participation had little or no significant effect, thus offering a balanced perspective. This contribution is valuable in understanding the differentiated impact of professional gatherings on various facets of librarianship.

Extending the investigation beyond the library context, Akpam et al. (2022) examined the influence of conference attendance and ICT exposure on teachers' productivity in Cross River State. Although focused on the education sector, their findings underscored the broader relevance of conferences as vehicles for professional growth. This comparative insight enriches the current discourse on librarianship and professional development.

Despite these contributions, a notable research gap persists. Existing studies have primarily concentrated on general job performance rather than directly linking conference attendance to library service delivery—a more sector-specific measure of institutional effectiveness. Moreover, many of the studies are situated in broader or different educational contexts, such as polytechnics or secondary schools, or within other geopolitical zones, thereby limiting their applicability to public university libraries in Abia State. Additionally, variations in analytical techniques across studies point to the need for methodological consistency and comparative evaluation through correlation and regression analyses to enhance understanding.

The present study seeks to address this gap by specifically investigating the relationship between librarians' conference attendance and library service delivery in public university libraries in Abia State, Nigeria. By adopting a more focused geographical scope and integrating robust analytical methods, the study aims to generate actionable insights to inform policy and strengthen professional development practices within academic librarianship.

### Methodology

This study adopted a correlational research design because it seeks to determine the relationship between conference attendance and library service delivery. The population consisted of 37 librarians in public university libraries in Abia State; therefore, total enumeration was used as the sample size was manageable.

Data were collected using a structured questionnaire titled *Conference Attendance for Staff Development and Service Delivery Questionnaire (CASDSDQ)*. The instrument was validated by experts in Library and Information Science and Measurement and Evaluation at Michael Okpara University of Agriculture, Umudike and Ignatius Ajuru University of Education to ensure alignment with the study objectives. Reliability was established using Cronbach's alpha, which yielded a coefficient of 0.981, indicating high internal consistency.

Thirty-five out of thirty-seven surveys were accurately returned, resulting in a 95% response rate. Descriptive and inferential statistics were utilized to analyze the data. Research questions one and two were addressed utilizing descriptive statistics, specifically mean scores and standard deviations, with a criterion mean of 2.50. The correlation between attendance in office meetings and service delivery was examined using Pearson Product Moment Correlation, with the null hypothesis evaluated at a significance level of 0.05 by regression analysis.

Creswell's correlation coefficient scale was employed to analyze relationships, and the p-value was evaluated against 0.05 to test hypotheses (Creswell and Creswell, 2018; Frey, 2018).

### Results and Findings

The results are presented in line with the research objectives.

#### Research Question 1

What conference activities are attended by librarians contribute to staff development in public university libraries in Abia State, Nigeria?

The mean and standard deviation of librarians' responses on conference activities that contribute to staff development are presented in Table 1.

**Table 1:** Mean and Standard Deviation of Librarians' Responses on Conference Activities that Contribute to Staff Development in Public University Libraries in Abia State, Nigeria (N = 35)

S/N	Item Statement	M	SD	Decision
1	Keynote address on industry trends and futurism	3.37	0.81	Agreed
2	Hands-on training on digital resources	3.43	0.82	Agreed
3	Case study presentations	3.37	0.81	Agreed
4	Interactive sessions on collection development	3.31	0.90	Agreed
5	Roundtable discussions on service delivery	3.46	0.70	Agreed
6	Poster sessions on innovative services	3.46	0.78	Agreed
7	Showcase of new library technologies	3.40	0.81	Agreed
8	Panel discussions on services for diverse populations	3.34	0.91	Agreed
9	Protocols for handling emergencies in the library	3.37	0.81	Agreed
10	Experts sharing insights on current issues in library service delivery	3.43	0.70	Agreed
<b>Cluster Mean</b>		<b>3.39</b>	<b>0.80</b>	<b>Agreed</b>

Note. Criterion mean = 2.50.

The results in Table 1 show that all the listed conference activities recorded mean scores above the criterion mean of 2.50, indicating agreement among librarians that these activities contribute to staff development. Activities such as roundtable discussions, poster sessions, hands-on training, and expert-led sessions are particularly valued, highlighting the role of interactive and knowledge-sharing forums in enhancing professional competencies. Overall, the findings suggest that participation in diverse conference activities contributes meaningfully to librarians' skill enhancement and supports improved service delivery in their libraries.

### Research Question 2

What services are delivered by librarians in public university libraries in Abia State, Nigeria?

The responses on the services delivered by librarians in public university libraries in Abia State are presented in Table 2.

**Table 2:** Mean and Standard Deviation of Librarians' Responses on Library Services Delivered in Public University Libraries in Abia State, Nigeria (N = 35)

S/N	Library Services Delivered	M	SD	Decision
1	Collection development	3.89	0.32	Agreed
2	Loan (book lending) services	3.71	0.46	Agreed
3	Reference and information services	3.80	0.41	Agreed
4	Current awareness services	3.74	0.44	Agreed
5	Indexing and abstracting services	3.80	0.41	Agreed
6	Institutional repository services	3.74	0.44	Agreed
7	Bindery and reprographic services	3.77	0.43	Agreed
8	Interlibrary loan services	2.14	0.55	Disagreed
9	Cataloguing and classification services	3.91	0.28	Agreed
10	Scholarly database search and retrieval services	3.69	0.47	Agreed
11	Book reservation services	3.74	0.44	Agreed
12	Library orientation and user education	3.66	0.48	Agreed
13	Provision of library spaces and facilities	3.74	0.44	Agreed
14	Community outreach and engagement programmes	3.63	0.49	Agreed
15	E-services (e.g., wireless internet access and electronic services)	3.63	0.55	Agreed
16	Bibliographic services	3.60	0.55	Agreed
<b>Cluster Mean</b>		<b>3.64</b>	<b>0.45</b>	<b>Agreed</b>

Note. Criterion mean = 2.50.

The results in Table 2 indicate that most library services are actively delivered in public university libraries in Abia State. Fifteen out of the sixteen services recorded mean scores above the criterion mean of 2.50, indicating agreement among respondents. Core functions such as cataloguing, classification, collection development, and reference services are particularly well-established, reflecting the libraries' commitment to supporting teaching, learning, and research. Conversely, interlibrary loan services appear less prevalent, suggesting an area for improvement. Overall, the findings suggest that library service delivery is generally strong, with a few gaps that could benefit from targeted interventions.

### Research Question 3

What is the relationship between conference attendance by librarians in public university libraries in Abia State, Nigeria, and their service delivery?

The relationship between conference attendance and library service delivery is presented in Table 3.

**Table 3:** *Correlation between Librarians' Conference Attendance and Library Service Delivery (N = 35)*

Variable	N	Conference Attendance	Library Service Delivery	Remark
Conference Attendance	35	1	0.604*	strong positive relationship
Library Service Delivery	35	0.604*	1	

**Note.** \*. Correlation is significant at the 0.05 level (2-tailed), **N** = Number of respondents. The results in Table 3 indicate a strong positive relationship between librarians' conference attendance and library service delivery ( $r = 0.604$ ,  $p < 0.05$ ). This positive correlation suggests that increased participation in conferences is associated with higher levels of service delivery in public university libraries. In other words, librarians who attend conferences more frequently tend to deliver library services more effectively, highlighting the importance of conference participation as a staff development strategy.

### Testing of Hypothesis

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

**H01:** There is no significant relationship between librarians' attendance at conferences and library service delivery in public university libraries in Abia State, Nigeria.

The hypothesis was tested using regression analysis, comparing the calculated probability value ( $p$ -value) with the alpha level ( $\alpha = 0.05$ ). The results are presented in Table 4.

**Table 4**

*Regression Analysis of the Relationship between Conference Attendance and Library Service Delivery (N = 35)*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig. (p-value)
Regression	174.207	1	174.207	18.977	0.000 <sup>b</sup>
Residual	302.936	33	9.180	–	–
Total	477.143	34	–	–	–

*Note.* <sup>b</sup>Dependent variable = Library Service Delivery; <sup>a</sup>Predictor = Conference Attendance; df= degree of freedom, F = F-calculated  $p < 0.05$  indicates statistical significance. (2-tailed)

The results show a  $p$ -value of 0.000, which is less than the alpha level of 0.05 ( $p < 0.05$ ). This indicates a significant relationship between librarians' conference attendance and library service delivery. This suggests that librarians who actively participate in conferences are better equipped to improve the quality and efficiency of the services they provide. The finding highlights the importance of supporting and encouraging professional development through conference participation as a strategy for enhancing service delivery in public university libraries in Abia State.

### Discussion of Findings

The findings from Table 1 reveal that librarians in public university libraries in Abia State, Nigeria, perceive conference activities as vital contributors to staff development and service improvement. All ten items recorded mean scores above the 2.50 criterion, with a cluster mean of 3.39, indicating

strong agreement on the developmental value of such activities. Roundtable discussions and poster sessions on innovative services received the highest mean scores (3.46 each), reflecting librarians' preference for participatory and practice-oriented engagements that promote peer learning and innovation.

Hands-on training on digital resources ( $M = 3.43$ ) and expert-led sessions on emerging issues ( $M = 3.43$ ) were also highly valued, underscoring the importance of staying current with digital trends and professional best practices findings consistent with Akpakwu (2012) and Nnadozie et al. (2017). Even the lowest-rated activity, interactive sessions on collection development ( $M = 3.31$ ), exceeded the criterion mean, confirming the broad developmental benefits of conference participation.

Overall, the findings affirm that conferences are effective tools for continuous professional development, equipping librarians with up-to-date knowledge, practical skills, and strategic insights that enhance innovation and service quality. Institutional support for regular conference participation is therefore essential for sustaining high-performing library services in Abia State universities.

Regarding library services provided, the findings indicate that librarians generally deliver satisfactory services across key areas such as reference and information provision, circulation, and collection development. However, the mean score for interlibrary loan services ( $M = 2.14$ ) indicates dissatisfaction, highlighting a critical area for improvement. Services such as database searching, indexing, and abstracting recorded moderate agreement levels, suggesting opportunities for enhanced technological integration and user engagement. The overall cluster mean of 3.64 reflects a favorable perception of service delivery, although variability across service areas indicates the need for targeted interventions.

These results are consistent with the findings of Omotoso (2019), Aliyu and Kabir (2022), Izu (2020), Ilori and Owolabi (2022), and Bamigboye et al. (2020), who identified diverse library services, including e-reference, user education, circulation, bibliographic, and document delivery services, as critical to supporting teaching, learning, and research. The observed weakness in interlibrary loan services aligns with the reports of Izu (2020), who noted that such services are often inadequate or unavailable in Nigerian academic libraries. Strengthening this aspect would improve access equity and user satisfaction.

The study revealed a positive correlation between librarians' conference attendance and library service delivery in public universities. Conference participation enhances librarians' access to new information, professional expertise, networking, and collaborative opportunities, which collectively promote innovative solutions and improved service quality. Exposure to emerging technologies and trends in library science empowers librarians to implement modern practices that enhance user experience, operational efficiency, and academic support. The findings of this study align with conceptual insights from Obi (2019), who discusses how well-organized conferences in the education sector can enhance performance and productivity.

These findings align with those of Chukwu (2017), Elujekwute et al. (2023), and Uzua et al. (2021), who reported that conference participation strengthens librarians' job effectiveness by broadening their professional knowledge, fostering teamwork, and enhancing goal achievement. Conversely, Wagwu and Echedom (2021) found only weak or non-significant correlations between conference attendance and work performance in South-South Nigerian universities. Despite this variation, the current study reinforces the importance of regular, well-structured conference participation as a catalyst for professional growth and improved library service delivery.

## Conclusion

This study demonstrated that conference attendance is a critical staff development strategy that significantly enhances library service delivery in public university libraries in Abia State, Nigeria. The findings indicate that librarians who actively participate in conferences gain new knowledge, engage with emerging technologies, adopt innovative practices, and expand professional networks, resulting in higher competence, creativity, and adaptability. These gains translate into more efficient, user-

centred, and innovative library services. Conversely, limited conference participation constrains professional growth and may negatively impact service quality. The study underscores that regular, structured, and purposeful conference engagement should be institutionalized as a key professional development strategy to strengthen librarians' skills, foster continuous learning, and improve the overall performance of public university libraries in Abia State.

### Implications of the Study

The findings underscore conference attendance as a vital catalyst for improving library service delivery. By integrating conference participation into institutional development strategies, university libraries can enhance staff competence, innovation, and overall service quality. Consistent support for conference attendance through funding, policy inclusion, and structured post-conference knowledge sharing will ensure that librarians remain current with emerging trends and best practices. Librarians who regularly attend conferences are better equipped to apply new knowledge, adopt innovative technologies, and deliver user-centered services. Consequently, institutionalizing conference attendance as a core professional development strategy will strengthen librarians' performance, increase user satisfaction, and advance the mission of university libraries in a knowledge-driven academic environment.

### Recommendations

Based on the findings, the following recommendations are made:

1. University management should allocate specific budget lines for librarians' conference participation to ensure consistent professional exposure and learning.
2. Librarians who attend conferences should be required to organize in-house seminars or presentations to disseminate newly acquired knowledge and practices to colleagues.
3. Conference attendance should be recognized as a key performance and promotion criterion in university library policy to motivate continuous participation and professional growth.

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