

**KNOWLEDGE SHARING, ORGANISATIONAL LEARNING, LEADERSHIP  
STYLES AND PERSONNEL COMPETENCE AS CORRELATES OF SERVICE  
DELIVERY IN UNIVERSITY LIBRARIES IN SOUTHWESTERN, NIGERIA**

**BY**

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## **CERTIFICATION**

This thesis titled Knowledge Sharing, Organisational Learning, Leadership Style And Personnel Competence As Correlates Of Service Delivery In University Libraries In South - West, Nigeria, was prepared and submitted by Abiola Modupeola Mopelola, OMOTOSO in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy (Library, Archival and Information Studies).

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## **DEDICATION**

This thesis is dedicated to my late dad, Ademola Michael Akinremi as well as my Mother, Mrs Moyosore Olayinka Akinremi, whose undying support financially, spiritually and morally enabled me to complete the research work.

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## ABSTRACT

University libraries render varieties of services to users with attendant effect on teaching, learning and research output. However, service delivery in many university libraries has become inadequate for meeting user information needs. Past studies focused on user needs by measuring service delivery from users' perspectives with little consideration for the impact of knowledge sharing, leadership styles, and librarians' competence. This study, therefore, was carried out to investigate Knowledge Sharing (KS), Organisational Learning (OL), Leadership Styles (LS) and Personnel Competence (PC) as correlates of Service Delivery (SD) in University Libraries (UL) in the Southwestern, Nigeria.

Personnel Competency and Resource-based View theories provided the framework, while the survey design of the correlational type was adopted. All the universities in Southwestern states - Ekiti, Lagos, Ondo, Ogun, Oyo, and Osun were enumerated, while functional university libraries in each of the state were purposely selected. The population of the study comprised 635 personnel (339 librarians and 296 library officers) from 35 (21 private, 6 federal, and 7 state) functional university libraries. Instruments used were KS ( $r = 0.83$ ), OL ( $r = 0.90$ ), LS ( $r = 0.90$ ), PC ( $r = 0.97$ ), and SD ( $r = 0.96$ ) scales. Data collected were subjected to descriptive statistics, Pearson product moment correlation and Multiple regression at 0.05 level of significance.

The majority of the respondents were female (59.1%) and male (41.9%). Library personnel qualifications comprised: Masters in Library and Information Studies (44.5%); Bachelor of Library and Information Science (29.1%) and Diploma in Library and Information Studies (5.1%). Methods adopted for KS were departmental meetings (29.1%); library blogs (11.5%); communities of practice (15.2%); and mobile phones (8.4%). Policy documents (57.9%), bulletin boards (68.4%), mentoring (60.4%), intranets (68.4%) and e-mails (68.4%) were moderately available to enhance OL, while KS (62.2%) was high. The OL (60.4%) and respondents level of PC (57.9%) were high. Transformational leadership style (70.0%) was more adopted than transactional leadership style (57.0%). The major services delivered to users in university libraries were digitised document (89.6%); telex/ telephone (87.8%); document delivery (86.8%); electronic serials (82.8%); audio/visual materials (80.8%); bibliographic compilation (72.8%); online/C.D ROM database search (74%); Photocopying (70.0%); and compilation of electronic theses and dissertation (68.3%). Knowledge sharing ( $r = 0.47$ ); OL ( $r = 0.45$ ); LS ( $r = 0.29$ ) and PC ( $r = 0.42$ ) had significant positive relationships with service delivery. Knowledge sharing, organisational learning, leadership styles and personnel competence jointly predicted service delivery in the university libraries ( $F_{(4,572)} = 60.95$ ,  $Adj.R^2 = 0.30$ ), accounting for 30.0% of its variance. The KS ( $\beta = 0.33$ ), OL ( $\beta = 0.07$ ), LS ( $\beta = 0.01$ ) and PC ( $\beta = 0.27$ ) had relative contributions to service delivery in university libraries.

Transformational leadership style, organisational learning, tacit knowledge and personnel competence positively influenced service delivery in university libraries in southwestern, Nigeria. University libraries management should promote knowledge sharing practices, regular organisational learning, and recruit competent personnel for improved service delivery of library personnel.

**Keywords:** Knowledge sharing practices, Organisational learning in universities, Leadership styles, Library personnel competence, University libraries

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Libraries are social agencies that provide the information need of individuals and groups in the society for personal and, national development. Libraries are progressive and so they develop with human civilisation. Libraries as an institution perform significant roles on conventional and informal scholarship, research and development, traditional activities, religious matters, recreation, and their influence cuts across all walks of life. The necessity in pursuance of societal, economic, academic as well as cultural growth demands for the establishment of different types of libraries. Libraries are generally categorised into special library, public library, school library, national library and academic library.

An academic library is an establishment committed to serving its parent institution, such as a college, polytechnic or university to support scholarship through the provision and preservation of information resources and services. University libraries are central to university learning and research and they are staffed by professionals who are devoted to providing free and open access to information. Globally, librarians are required to show that the parent's institution investment on the library is worthwhile. This can be proved by the level of commitment to users' satisfaction, while the library collections are expected to improve the quality of scholarship and research, which in turn gives the university a competitive advantage (Namugera, 2014).

Meanwhile, the standard of a university education can be determined by the quality of its library collections in terms of books, E-resources, academic databases subscription, information technology and the competence of its personnel in meeting the vision and goals of information provision to support knowledge production (Jeremy and Graham, 2017). This means that the core of the service of the university is to ensure that the knowledge of the community is enhanced through operational and resourceful delivery of information resources and services in the library for research, teaching and learning. The main users of university libraries services are registered students, lecturers, administrative personnel. Other stakeholders across various sectors of the community where the university is situated can also benefit from the services offered by the university libraries.

University library services are user-oriented; therefore, it is important to meet the demands and expectations of users (Bitagi and Garba 2014). Ogunsola (2011) categorised university library services into collection development, technical services and user services. However, some librarians view collection development as part of technical services in some university libraries. Collection development refers to the identification, selection and acquisition of library materials like books, e-books, and databases. Technical services are described as the processing of acquired materials to enable easy organisation, access and retrieval. This includes classification, cataloguing, labelling of library materials, binding, and so on. "User services" refers to the processes and procedures of disseminating information to users, such as current awareness services, (selective dissemination of information), electronic document delivery, OPAC and reference services, among others.

Service delivery in university libraries has undergone several changes and challenges over the years. These changes and challenges are digital preservation, mobile environments, diverse users, scholarly communication, staffing issues, user behaviours and expectations, higher education, handling research data management tools, role development, becoming familiar with a wide range of digital content and many others. Most importantly, the usage patterns of library users changed dramatically. Physical visits to the library to borrow books have sharply declined, while virtual access to the digital collections provided by the library has soared. Libraries across the world, including the renowned universities, are also affected by these changes and challenges, motivated by the present digital revolution.

The library's role in providing the university with innovative services and information serve as means of building sound students and first class researchers for the Twenty-first Century which is fundamental to the quality of training and research. In any case, the regularly rising changes in innovations demands that academic libraries create distinctive personnel in meeting the learning and research needs of considerably more extensive based library users. As a result of this, university librarians are expected to perceive, interpret and appropriately disseminate an increasingly complex body of information in a conducive environment. University library administration is relied upon to express the worth of learning and capacities of its personnel in the ever changing information system strategically.

In order to be strategically relevant and effective, librarians in university libraries are expected to be competent managers, adept to innovation, efficiency, and imbued with leadership skills and styles that enable flawless management of subordinates and being able to meet the demands of library users. This is because of the global declining trend in library usage. These challenges have adverse consequences, particularly on the nature and the diversity of information needs, the number of personnel that can attend to users, user traffic on size of the collections and the longevity of the information materials in the university libraries. The increase in students' intake has also become one of the forces that shape the service delivery of university libraries today. This development needs well managed strategies to ensure quality and innovative services; and maximise the competencies of librarians in university libraries.

Another major challenge to the library may be as a result of information explosion, increased competition from other information providers like bookshops, and internet search engines. These challenges should motivate librarians to re-examine their significance and sustainability in meeting users' service demands. Managing knowledge is one of the challenges facing organisations, including libraries, today. This problem can be solved by effective research and knowledge management. Knowledge management is a viable and effective management tool by which academic libraries can improve their operational efficiency and knowledge products and services. One of the vital areas that can support service delivery in a university library is the inclusion of knowledge management (KM) practices. This is because knowledge has become an advantageously vital resource and a very significant influence of organisational performance in workplaces (Yesil and Dereli, 2013). At present, many organisations have initiated resources for their continued existence through KM practices.

Knowledge management practice is defined as the planning, organising, motivating, and controlling of people, processes and systems in an organisation to ensure that its knowledge-related assets are improved and effectively employed for sustainability and competitive advantage (Al-Shawabkeh and Qasem, 2015). In another instance, Knowledge Management (KM) is defined as the systematic management of an organisation's cumulative knowledge and experience, i.e., its knowledge assets. This is valuable for

meeting an organisation's operational and strategic objectives, by ensuring that what the organisation already knows is applied to future actions.

When it is properly executed, KM provides the right knowledge to the right person at the right time, so it can be usefully applied (Frost, 2017). Knowledge-related assets include knowledge in the form of printed documents such as patents and manuals, knowledge stored in electronic repositories such as a "best-practices" database, employees' knowledge about the best way to do their jobs, knowledge that is held by teams who have been working on focused problems and knowledge that is embedded in the organisation's products, processes and relationships. The processes of KM practices involve knowledge acquisition, creation, refinement, storage, transfer, sharing, and utilization. The KM function in the organisation operates these processes, develops methodologies and systems to support them, and motivates people to participate in them.

Zhang (2018) discusses the best four processes in a study framework as sharing (S), learning (L), evaluation (E), and production (P). According to him, the sharing process focuses on knowledge capture and codification, learning process represents the transfer of knowledge, evaluation process denotes the assessment of knowledge quality, and production process symbolizes the application of knowledge. This analysis indicates that different orders of these KM processes result in different organisational culture fit for workers to engage in knowledge sharing. When the evaluation process is executed before learning process, there will be more culturally fit workers at the end of the period. The ability to utilise existing knowledge is critical to an organisation's success (Argote, 2013).

Paulin and Sunesson (2012) defined knowledge sharing as an exchange of knowledge among two or more persons: one who communicates knowledge and others who absorb it. In knowledge sharing, the focus is on human capital and the interface is among individuals. Knowledge sharing reduces costs, improves performance and service provision. It saves costs of finding and accessing valuable knowledge within the organisation. Knowledge sharing improves personnel competence. For university libraries to be successful in KS practices, experts with the skill to translate knowledge into suitable learning are needed. This is why a certain level of skill is required. To emphasise this statement, Absari, Shahin and Abasaltian (2014) also affirm that effective KS among organisational members leads to cost mitigation in knowledge production. This guarantee

the dissemination of the best working methods inside the organisation which enable them to resolve their problems. Knowledge sharing among personnel worldwide is perceived as one of the most convenient and effective ways to obtain knowledge.

Knowledge sharing in university libraries leads to better-informed staff which in turn leads to better service delivery,(Mayekiso, 2013). Knowledge sharing among personnel enhances the ability to seek studies-related help from one another (Akparobore, 2015).Service delivery could be significantly enhanced, if library personnel were to apply knowledge management practices to not only creating, acquiring, organising, storing, and disseminating information, but also to sharingtheirtacit knowledge that resides within them (Mayekiso, 2013). Tacit knowledge here refers to ideas, experience, and other knowledge that has been acquired over time and which has helped the staff to perform better on the job. Knowledge sharing can be achieved in various ways. These include meetings, workshops, seminars, fora, written and oral reports, brain-storming sessions and personnel rotations within the library. Other ways are through library blogs, journal articles, communities of practice and debates.

Knowledge can also be shared through colloquiums, customary show-and-tell sessions, coaching, peer preparing and input sessions from seminars and conferences (Abdillah, 2012; Jain, 2012; and Abdillah, 2013). Knowledge sharing improves working relationshipsamong personnel within the various units of the library. The promotion of the idea of KS by the university librarian as the head is very crucial in promoting KS in university libraries.Engaging leadership in KS practices will encourage innovations and highlight stakeholders on the latest developments and challenges faced by librarianship, (Witherspoon, Bergner, Cockrell and Stone 2013). Knowledge sharing is a building block for the success of any type of library; it alsoserves as a survival strategy.

Knowledge sharing activities seems rather uncommon in academic libraries (Sarrafadeh, Martin and Haseri 2010). This situation has however improved from what it used to be as reported by Sarrafadeh et al. Though librarians share knowledge, this is often done informally. In most cases, the library seems to lackthe policies,resources and infrastructure such as video conferencing, and groupware thatpromotes viable information sharing in the library. Therefore, the focus of knowledge sharing in university libraries should be geared towards exploring and harnessing the tacit knowledge of personnel.

There should be strategies to encourage knowledge sharing. One of such strategies is the involvement of the university librarian in championing KS practices in the library because its practices and integration should start at the top. Senior management play vital roles in the design, rollout, and scale up of the knowledge-sharing strategy (Janus, 2016). Mutual trust and interpersonal communication among the library personnel are some of the strategies that be engaged to facilitate KS in university libraries. Knowledge sharing and organisational learning are interrelated because both are aspects of KM and their outcome leads to creation of knowledge, better personnel performance and learning.

Knowledge sharing among library personnel essentially facilitates achieving outcomes geared towards collective learning. Learning and KS are closely related. The knowledge process is a component of sharing, thinking and learning. All employees' experiences and knowledge can be transferred as an organisational asset with the help of technologies so that it is maintained as a resource for future learning. Library staff, high in their learning goal orientation, may perceive KS as a learning opportunity. They are more likely to use knowledge sharing as an opportunity to deepen their understanding and find a better way to organise and explain knowledge before they will share it (Wang and Noe, 2010). OL is "the process through which organizations change or modify their mental models, rules, processes or knowledge, maintaining or improving their performance" (Chiva, Ghauri, and Alegre, 2014). OL is a source for the development of new organizational knowledge (Cheng, Niu, and Niu, 2014; Chiva et al., 2014).

According to Argyris and Schön (1978), organisational learning can be categorised in terms of a three-level evolutionary model consisting of single, double and triple-loop learning. Single loop learning is about making simple adaptations to changes both internal and external organisational environment and taking corrective actions or learning by improving. Double loop learning involves reframing, that is, learning to see things in a completely new way by changing the rules. It is a process of transformation that facilitates changes in the organisation's competence base by collectively reframing problems and making new policies, goals, and mind maps. Triple-loop learning stretch the depth and breadth of learning on the diversity of problems and problems encountered, linking all local learning units in a global learning infrastructure and developing skills and competencies necessary to use this infrastructure (Ngonidzashe, 2016). Organisations acquired knowledge

in one of four organisational learning units: individual, team, organisational and interorganisational.

Also, Organisational learning involves the process through which organisations (such as groups, departments, and divisions) change as a result of experience (Argote, 2013). An example of organisational learning is a team of librarians in an academic library learning to use new technology that will increase efficiency (Argote, 2011). Individual learning is grounded in the cognitive perspective, which emphasises that individual learning involves storing, retrieving, transforming, and applying information. Irrespective of the form of learning, whether it is adaptive or generative, single-loop, double-loop or triple-loop, organisational learning makes employees better problem solvers. Employees become more creative and innovative thinkers, more confident and skilled through upgrade of skills, insights and skills to perform well (Kumaraswamy and Chitale, 2012). The purpose of OL is the understanding of the dynamics through which organisations adapt to environmental complexity, uncertainty and change (Beauregard, Lemrey, and Barrette, 2015).

Furthermore, there are different types of learning, which include adaptive learning, prospective learning, action learning, learning skills, mental models, individual domination, and self-learning (Maleki, 2016). Adaptive learning uses educational technology such as computers interactive teaching devices (Costello, 2013). This learning method adapts education according to the learner's need. Prospective learning takes place when the organisation learns from the future which means defining the best future opportunities and finding ways to achieve it. Action learning is a method for accelerating the learning and effective in dealing with the problem and effective response to changes which involves the teams as a process. Learning skills is an effective learning that requires several skills which means that these skills improve capacity and potentiality of an individual to learn more efficiently and better. The most important of these skills are, systemic thinking is a method for interaction between the components that make up the overall behaviour and not a connected chain of components. Mental models include beliefs, assumptions and values which affect our understanding of the world and method of our actions (Maleki, 2016).

Organisational learning is one of the factors that sustain an organisation's innovative capability to adapt to environmental complexities and changes (Kuo, 2011). A

study by Ramires, Garcia and Rojas (2011) supports this position, noting that organisational learning creates a new approach of continuous improvement leading to an increase in organisational performance. Organisational learning takes place as individuals and groups gain fresh understanding in relation to their existing knowledge. Learning takes place at the individual, group and organisational levels. Learning is not restricted to knowledge acquisition but geared towards growth and the ultimate success of the organisation. The process of learning is more than just acquiring formal education. In the knowledge-based economy, learning-by-doing is paramount. A critical perspective of learning is the conversion of tacit into codified knowledge and the subsequent return to the praxis of skilled training where new kinds of tacit knowledge are developed in a recurrent cycle (Bratianu, 2010). Training and learning in informal settings are increasingly possible due to innovations in information technologies that are now common.

Moreso, an organisation's lack of learning will lead to high costs of duplication; inefficiency, wastage of resources, lack of knowledge and skills, loss of confidence of individuals, as well as reduced income due to lack of innovation (Maleki, 2016). Organisational learning is an active process which enables any institution to adapt to change quickly. These features and organisational learning activities are relevant to libraries because they promote a process with elements of awareness, focus, adaptability and innovation that can help librarians address rapid changes in academic and information environments. This process includes the production of new knowledge, skills and behaviors. Organisational learning is one of the main ways to create knowledge and efficiency at work, which will lead to improvements in the operations of that organisation. Organisational learning can be formal and informal.

Formal learning is a way of acquiring new knowledge in courses or programmes leading to nationally and internationally recognised qualifications like university degrees, diplomas and many others. While informal learning refers to learning that is acquired through everyday work and life. It can also be described as learning designed for developing skills and knowledge required by workplaces, communities and individuals (Singh, 2015). These do not lead to nationally or internationally accredited formal qualifications. Examples are workshops, on-the-job and off-the-job training, conference attendance, internship, mentoring, coaching, on-boarding programmes, orientation programmes, and so

on (Jenkins and Mostafa 2013). University libraries engaging in organisational learning are more likely to respond quickly and innovatively to rapid change (Kim and Abbas, 2010; Neal, 2011).

Organisational learning brings innovation into the university library. Organisational learning increases the capacity for library employees to spot new opportunities, understand new ideas, and strengthen their creativity (Hsiao and Chang, 2011; Neal, 2011). Organisations have an increasing drive to learn and change rapidly in order to keep abreast of their competitors (Santos-Vijande, López-Sánchez and Trespalacios, 2011; Bersin, 2015). As a result, more organisations focus on learning opportunities for their professionals. These learning opportunities are part of OL. Providing training is one of the ways to improve service delivery and still be able to keep up with the evolving changes experienced in librarianship. Training is the systematic process of providing an opportunity to acquire knowledge, skills, and attitudes for current or future jobs (Blanchard and Thacker, 2013).

Training provides knowledge and skills critical to employees' jobs and tasks, with the aim to change individual attitudes through diverse activities including skills training, coaching, and counselling programmes for personnel in university libraries. Organisational Learning also impacts personnel competence by improving attitude and job skills of personnel. The duty of leadership permeates through every area and cut across all units in a university library. An important task for a leader in a university library, therefore, is to create and sustain a climate that embraces continuous learning. Leadership of university libraries that has become learning organisations are those that generate learning opportunities on the job, reward this type of learning, support innovative suggestions, and foster a culture of change for personnel in the university libraries. It has been empirically confirmed that transformational leadership facilitates organisational learning and that transformational leaders pursue life-long learning since they view their own as well as other people's mistakes as learning opportunities in university libraries (García-Morales, Jiménez-Barrionuevo and Gutiérrez-Gutiérrez, 2012).

At present, there seems to be a lack of a formal programme or schedule, due to shortage of funds in most university libraries in Ghana, however, this may also be the situation in Nigeria (Asante and Alemna, 2015). University library leadership should be able to facilitate organisational structures that enhance OL through various means such as

regular training, conference attendance, communities of practice and so on. Leadership is critical to the success and survival of all forms of organisations, including university libraries (Zvavahera, 2013). Leadership has a direct cause and effect relationship on organisations and their success in meeting the challenges and changes that such organisations face. Leadership determines the standards, principles, transformations, employee motivation, performance and commitment that take place in an organisation, especially in the university libraries. Globalisation and diversity of subordinates can be challenging to global leaders; the changing world calls for leaders who will react openly to the introduction of new leadership abilities (Toporowski, 2010). Developing leadership styles in response to global awareness, diversity and ethics will give leaders an edge as they build relationships with followers from all over the world.

Leadership styles influence creativity and innovation in employees (Li, Zhao and Begley, 2015); they shape institutional strategies, including the execution and effectiveness of such strategies. Successful leaders do, however, have one thing in common: they influence those around them in order to reap maximum benefit from the organisation's resources and its work force (Germano, 2010). Leadership plays vital roles in the inclusion of KS practices; it initiates organisational learning; it develops personnel competence through performance evaluation and creation of schedules and policies for competence upgrade in the university libraries. Leadership styles affect a library's efficiency when it is channelled to motivating and inspiring the personnel for innovation, by making visible impacts on its role in the parent academic institution, and its adaptability to new roles and creativities in the university library service delivery (Sa'ari, Johare, Jali, Umar and Adenan, 2013).

The university library, like any other organised formal institution, has laid down leadership arrangements usually headed by the university librarian and other senior personnel who head each unit of the university library. To achieve maximum results, university libraries need leaders who can effectively discharge their duties through the instrumentation of an ideal leadership style. However, leaders in university libraries appear not to be liberal in their leadership styles, apparently believing in master-servant work relationships. The influence of leaders and their effectiveness in moving people towards a shared vision can directly shape a library's work force, its materials, how patrons use or

interact with them, and whether or not that experience is beneficial (Germano, 2010). With leadership potentially playing such a vital role in the success of information centres and patron experiences, it is useful to consider the different types of leaders and their potential impact on libraries as organisations.

Leading in today's libraries entail some innovative spirit to carry organisations through the changes that will need to be made to secure a sustainable future for librarianship. Demonstrating those innovations, with tangible products and services that have impact, and change processes should become the focus of an evidenced based librarian. Innovation requires leaders who are willing to invest in an open and creative culture, and who will foster new ideas and break standard or conventional thinking in executing professional responsibilities (Crumpton, 2012). The level of effectiveness of a leader can be measured by the value of output produced, however, the value of output is easily measured by the kind of leadership style being employed by that leader. Obiwuru, Okwu, and Akpa (2011) note that leadership styles are predictors to leadership effectiveness.

Leadership style is the pattern of behaviours engaged in by a leader in dealing with the subordinates to achieve organisational goals in any situation (Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, and Kazeen 2014). Leadership style in an organisation is one of the factors that play a significant role in enhancing or retarding the interest and commitment of individuals in the organisation. Leadership styles provide the behavioural pattern used by leaders to resolve organisational issues. A leader's style plays an important role in achieving performance goals of the organisation as well as the job commitment of its work force. It is important to note that there are various kinds of leadership styles that can be employed in the university library and each style has its own peculiarity (Johnson, 2012). Different leadership styles have been discussed in the literature. These leadership styles may be bureaucratic, charismatic, cross-cultural, democratic, facilitative, paternalistic, laissez-faire, strategic, transactional, transformational, or visionary. Leadership is needed to ensure competence and control, and to maintain a balance of powers within a group.

Library leaders directly affect everything, from patron experience to successfully executing stated missions, including resource allocation, services offered and the

harnessing of development strategies. This study examines two types of leadership styles, the transformational and the transactional. Basham (2012) recommends a blend of both the transactional and transformational leadership styles for higher educational institutions. Bashan argues that while transformational skills are highly recommended for their vision and sense of mission, transactional skills, with a focus on the exchange of work for various types of rewards, are critical. A transformational leader seeks for the best outcome for both the leader and his followers. Akbar, Sadegh and Chehrazi (2015) also emphasise the role of the transformational and transactional leadership styles on employees' creativity and innovation. Transactional leadership involves monitoring the performance of employees, whereby the leader makes clear what is expected (Nederveen Pieterse, van Knippenberg, Schippers, Stam, 2010).

Transformational leaders are true leaders who inspire their employees constantly with a shared vision of the future. While this leader's enthusiasm is often passed on to the team, the leader may need to be supported by "detail people" (Wilson, 2017). Transformational leader; has integrity, sets clear goals, clearly communicates a vision, sets a good example, expects the best from employees, encourages, inspires and supports, recognises good work and people, provides stimulating work and helps people see beyond their self-interests and focus more on team interests and needs. Transactional leadership starts with the idea that employees agree to obey their leader totally when they accept a job. The "transaction" is usually the organisation paying the team members in return for their effort and compliance. The leader has a right to "punish" employees if their work does not meet the pre-determined standard (Wilson, 2017). Employees could do little to improve their job satisfaction under transactional leadership

A critical analysis of the operations of the library shows that libraries and librarians are charged with the responsibility of enhancing human knowledge through the provision of information (Ogbah, 2013). In a library, enhancing human knowledge is synonymous with organisational goals which are closely related to organisational commitment. To a large extent, all these depend on the implementation of good leadership styles. A liberal leader ensures that personnel competence is regularly updated by creating policies and schedules for organisational learning (formal and informal training and development) through either on-the-job training or off-the-job training (Alnaqbi, 2011). The leader is

involved in evaluating library personnel competence through regular appraisals. One other factor that is vital to service delivery is the level of personnel competence in university libraries.

Competency affects a major part of one's job. It correlates with the level and quality of performance on the job. Competencies should bear a direct and enabling relationship to jobs. Competency can be measured against well-accepted standards (This is particularly crucial when competency-based performance is used as a basis for promotions or other personnel decisions). Competent personnel are essential to service excellence in any organisation; library and information centres are no exceptions, since the aim of all types of libraries is to satisfy user needs and expectations. Competent and suitable personnel in libraries are essential towards meeting the changing needs of users in this digital age. This is even more important in research organisations such as university libraries (Warraich and Ameen, 2011).

Personnel competence affects research productivity in universities libraries. Work competency may be defined as the underlying attribute, mental ability and specialised skills which a trained worker brings to bear on his job for optimal performance and delivery. Library directors and sectional heads are also required to possess certain competencies and skills. The Digital Age has transformed how information is acquired, processed, accessed, retrieved, and stored in the library. The library is now a part of a complex and dynamic educational, recreational, and informational infrastructure that is still evolving on a daily basis. Technological advancements and their utilisation in libraries and information centres have changed the information management skills of librarians compared to the traditional librarianship skills being employed before.

Library personnel are expected to be competent in the emerging areas like internet of things, virtual learning, artificial intelligence, blockchain, machine learning big data management, and green libraries. Professional competencies required for information professionals relate to the practitioner's knowledge of information resources, access, technology management, and ability to use this knowledge as a basis for providing the highest quality information services. The major competencies and skills required for information and knowledge professionals also include managing information organisations, information resources, information services, and application of information tools and

technologies. Thanuskodi (2015) identifies seven types of competencies required of a librarian. These competencies include: philosophical competencies, information literacy competencies, technological competencies, professional and personnel competencies, customer service competencies, and administrative and leadership competencies.

Librarians in organisations such as university libraries are specialised in learning and knowledge work processes (Shoid and Kassim, 2013); they work in three areas, users' services, administrative services and technical services. As a result of changes in operations, users' demands and the call for users' satisfaction through quality service delivery, certain competencies are expected of Twenty-first Century librarians. In Twenty-first Century librarianship, competencies for librarians cut across the following: library collection competencies, library management competencies, public services competencies, and technology competencies. Tanloet and Tuamsuk (2010) note that librarian competencies and roles can be evaluated along the lines of knowledge (cognitive), skills (functional) and personal competence (behavioural).

Soutter (2013) describes competency as a way of restructuring job responsibilities by simplifying positions or jobs or elements, and breaking it down as knowledge (cognitive), skills (functional) and attitudes (behavioural), with an eye to determine success. This success is dependent upon the ability to learn how to learn, which refers to "meta-competence". The combination of these variables (knowledge sharing, organisational learning, leadership style and personnel competence) should improve service delivery in university libraries. This study, therefore, seeks to establish the relationships and correlates of knowledge sharing, organisational learning, leadership styles, personnel competence and service delivery in university libraries in Southwestern, Nigeria.

## **1.2 Statement of the problem**

University libraries are known to support their parent institutions by providing information services and resources needed for teaching and research by the students, lecturers and the host community in general. In recent times, service delivery in university libraries seems to have become grossly inadequate in meeting users' information needs worldwide, particularly in Nigeria. This situation could have been the result of the ever emerging technologies, information explosion, and funding for university libraries in

Southwestern, Nigeria. From observation, non- formalisation of policies for knowledge sharing practices and organisational learning could have been part of the problems. It is acknowledged that formal and informal learning (internship, mentoring, on-boarding programmes, on-the-job and off-the-job training) enhance service delivery. From observation, university library operations are knowledge intensive. It appears that personnel in university libraries in Nigeria share job related knowledge only informally; formal knowledge sharing is expected to increase the librarians stock of knowledge and ultimately improve the services rendered to users. Knowledge sharing and organisational learning are an integral aspect of knowledge management, and human resource management which university libraries in advanced countries have included officially in their operations and which have enhanced their service delivery. These however may not be the situation in Nigeria as most university libraries seem to be struggling for survival.

Leaders in university libraries in Nigeria appear to be autocratic in their leadership styles. They seem not to be liberal enough, apparently believing in master-servant work relationships. In addition, more problems facing university libraries include ineffective leadership, inadequate funding and inadequately trained and skilled manpower. Although it would seem that skilled Nigerian university library personnel come to the job already equipped with requisite educational qualifications, they are sustained by irregular staff training and development programmes. Most university libraries may occasionally provide learning opportunities to enhance their staff hands-on competence but lean finances at most university libraries in Nigeria have not enabled them to continuously improve their personnel competence (job knowledge, skills and attitude) through training and development in both the technical and soft skills by becoming a learning organisation. Such neglect, if not addressed could adversely affect user service in Nigeria university libraries. It is in light of these that this study has investigated knowledge sharing, organisational learning, leadership style, and personnel competence as correlates to service delivery in university libraries in Southwestern, Nigeria.

### **1.3 Objectives of the study**

The main objective of this study was to investigate whether knowledge sharing, organisational learning, leadership style, and personnel competence correlate with service delivery in university libraries in Southwestern, Nigeria. The specific objectives were to:

- i. ascertain the level of knowledge sharing among personnel in university libraries in the Southwestern, Nigeria;
- ii. identify the methods of knowledge sharing by personnel in university libraries in the Southwestern, Nigeria;
- iii. find out the level of organisational learning that takes place in the university libraries in the Southwestern, Nigeria;
- iv. find out the resources available for enhancing organisational learning in the university libraries in the Southwestern, Nigeria;
- v. identify the leadership styles prevalent in the university libraries in the Southwestern, Nigeria;
- vi. determine the level of personnel competence in university libraries in the Southwestern, Nigeria;
- vii. identify the types of services delivered by the personnel of the university libraries in the Southwestern, Nigeria.
- viii. ascertain the relationship between knowledge sharing, organisational learning, leadership style, and personnel competence and service delivery in university libraries in the Southwestern, Nigeria;
- ix. determine the relative influence of knowledge sharing, organisational learning, leadership styles, and personnel competence on service delivery in the university libraries in Southwestern, Nigeria and
- x. identify the challenges faced by library personnel in university libraries in the Southwestern, Nigeria;

#### **1.4 Research questions**

The study provided answers to the following research questions:

1. What is the level of knowledge sharing of personnel in university libraries in South-west, Nigeria?

2. What are the methods and tools for knowledge sharing in university libraries in Southwestern, Nigeria?
3. What is the level of organisational learning among personnel in the university libraries in Southwestern, Nigeria?
4. What are the resources available to enhance organisational learning in the university libraries in Southwestern, Nigeria?
5. What are the leadership styles prevalent in university libraries in Southwestern, Nigeria?
6. What is the level of personnel competence in university libraries in Southwestern, Nigeria?
7. What are the types of services delivered by the personnel of the university libraries in Southwestern, Nigeria?
8. What is the joint/composite contribution of knowledge sharing, organisational learning, leadership styles and personnel competence to the prediction of service delivery in university libraries in Southwestern, Nigeria?
9. What are the challenges faced by library personnel in service delivery in university libraries in Southwestern, Nigeria?

### **1.5 Hypotheses**

The following null hypotheses were tested in the study at 0.05 level of significance:

- Ho1:** There is no significant relationship between knowledge sharing and service delivery in university libraries in Southwestern, Nigeria.
- Ho2:** There is no significant relationship between organisational learning and service delivery in the university libraries in Southwestern, Nigeria.
- Ho3:** There is no significant relationship between leadership styles and service delivery in the university libraries in Southwestern, Nigeria.
- Ho4:** There is no significant relationship between personnel competence and service delivery in the university libraries in Southwestern, Nigeria.
- Ho5:** There is no significant relationship between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria.

- Ho6:** There is no significant relationship between leadership styles and knowledge sharing among the personnel of the university libraries in Southwestern, Nigeria.
- Ho7:** There is no significant relationship between knowledge sharing and personnel competence in the university libraries in Southwestern, Nigeria.
- Ho8:** There is no significant relationship between leadership styles and organisational learning in the university libraries in Southwestern, Nigeria.
- Ho9:** There is no significant relationship between organisational learning and personnel competence in the university libraries in Southwestern, Nigeria.
- Ho10:** There is no significant relationship between leadership styles and personnel competence in the university libraries in Southwestern, Nigeria.
- Ho11:** Knowledge sharing, organisational learning, leadership styles, and personnel competence will not significantly predict service delivery in the university libraries in Southwestern, Nigeria.

## **1.6 Scope of the study**

The study focused on knowledge sharing, organisational learning, leadership styles, and personnel competence as correlates to service delivery in university libraries in Southwestern, Nigeria. The content scope of the study covered knowledge sharing (tacit, explicit, and method of knowledge sharing), organisational learning (formal and informal learning), leadership styles (transactional and transformational leadership styles), personnel competence (knowledge, skills and attitude) and service delivery (types of services rendered in the university libraries, problems and challenges faced by library staff in the library). The study covered all personnel (librarians and library officers) in university libraries across Southwestern (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo), Nigeria. In other words, academic librarians and library officers were the main subject and respondents of this study.

The study was carried out in university libraries in Southwestern, Nigeria. The university libraries included in the study covered public (federal and state) and private universities. All the states in Southwestern, Nigeria, such as Ekiti, Lagos, Ogun, Ondo, Osun and Oyo, were covered.

## **1.7 Significance of the study**

The study is significant in several respects. The study benefits university registry, librarians, library management, students of library and information science and other researchers who are involved in university libraries practices. The study will help to identify the process of knowledge sharing among librarians at university libraries in Southwestern, Nigeria. This will help academics in the field of library and information science to easily understand knowledge sharing concepts and mechanisms and how these influence service delivery in university libraries.

Moreover, the study will guide librarians to initiate factors that enable the problem solving that discourage knowledge sharing among librarians in university libraries. The outcome will enable library management to take appropriate measures in terms of a strategic approach and policy development for enabling librarians to share their knowledge and achieve high quality library services in their service delivery.

Researchers in the areas of management and social sciences have recommended organisational learning as one of the effective ways of adapting to change. The outcome of the study will expose library management to how leadership styles influence organisational learning within the context of university libraries. The study also exposes librarians and library management to the best practices in organisational learning for service delivery.

The study is also significant since it listed the skills, knowledge and personal competence of librarians at universities, which are required for the ever emerging demands of users and technology. The obtained results are invaluable to university libraries, library schools, professional library associations, and other relevant authorities, so as to measure up to the demand of users in service delivery. The findings may also be helpful for library educators to develop a curriculum that meets the needs of library professionals in preparing them for future work in this period of rapid technological advancement.

## **1.8 Operational definition of terms**

The following terms are defined operationally, as used in the study:

**Knowledge:** Knowledge refers to actionable information, expertise, insights, intuition, lession learnt, experience, and best practices that library personnel acquired over a period of time.

**Knowledge sharing:** knowledge sharing are the actionable information, expertise, insights, intuition, lesson learnt, experience, and best practices that library personnel have acquired over a period of time and shared among the library personnel in the university libraries.

**Leadership style:** Leadership styles are ways which library managers' influence and motivate subordinates to achieve library goals in university libraries.

**Library service:** Information services (Collection development and users' services) that university library personnel render to their users in order to support the universities mission of teaching, learning and research activities.

**Library personnel:** These are librarians with minimum qualification of a Bachelor degree in Library and information science; while para-professionals (that is, library officers) are personnel with minimum qualification of a diploma degree in Library and information science working in university libraries in Southwestern, Nigeria.

**Organisational learning:** This is a means of acquiring knowledge (practical or workable information, expertise, insights, intuition, lesson learnt, experience, and best practices) for organisational use so as to improve service delivery in university libraries.

**Service delivery:** It is the process involved in the provision of information and resources for, teaching, learning and research in the university by university library personnel.

**Personnel Competence:** Personnel competence is defined as the skills, knowledge and personal attributes of library personnel toward performing effectively on the job.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews empirical and theoretical literature relevant to the study under the following sub-headings:

#### 2.2 Service delivery in university libraries

#### 2.3 Knowledge sharing practices in university libraries

#### 2.4 Organisational learning in university libraries

#### 2.5 Leadership styles prevalent in university libraries

#### 2.6 Personnel competence of librarians in university libraries

#### 2.7 Knowledge sharing and service delivery in university libraries

#### 2.8 Organisational learning and service delivery in university libraries

#### 2.9 Leadership styles and service delivery among personnel of university libraries

#### 2.10 Personnel competence and service delivery in university libraries

#### 2.11 Leadership styles and knowledge sharing in university libraries

#### 2.12 Knowledge sharing and personnel competence in university libraries

#### 2.13 Leadership styles and personnel competence of staff in university libraries

#### 2.14 Knowledge sharing and organisational learning for service delivery in university libraries

#### 2.15 Leadership styles and organisational learning in university libraries

#### 2.16 Organisational learning and personnel competence in university libraries

#### 2.17 Theoretical framework

#### 2.18 Conceptual model

#### 2.19 Appraisal of the literature reviewed

### **2.2 Service delivery in university libraries**

Service delivery is defined as an activity or series of activities that take place in the interactions between a client and service employees, and which provides solutions to the client's problems (Gronroos, 1990). However, the nature of service delivery has changed

dramatically over the past few years. Modern organisations are introducing various technologies that will increase the efficiency of service delivery; nonetheless, this study adopts the position that, regardless of technology, trained, skilled and competent personnel still play crucial roles in effective and efficient service delivery. Therefore, an interaction between library personnel and library users in the provision of information resources for teaching, learning and research is referred to as service delivery in university library.

The concept term “service” has gained much attention from scholars and practitioners since the first three service marketing articles were published by Regan (1963), and cited in Brown, Fisk, and Bitner (1994). A service is the non-material equivalent of a commercial good. According to Shammari (2010), the diversity of the service sector makes it difficult to make an assumption concerning the management of a service organisation. This has led to the need to develop typologies to classify the various services offered by a particular organisation. A service can be conceptualised as any act or performance that one party can offer to another which is essentially intangible and does not result in the ownership of anything.

According to the World Meteorological Organisation (2012), characteristics of a service are availability, timeliness, dependability, and reliability; they must also be useable, useful, credible, responsive, flexible, sustainable, expandable and authentic. Newlands and Hopper (2009) conclude that a qualitative service is one which is ultimately being delivered; as such, service delivery is seen as the act of transfer of a service from one person to another. A service organisation can only deliver a service after integrating (or outsourcing) investments in numerous assets, processes, people, and materials. Just like manufacturing a product which is composed of hundreds or thousands of components, services similarly consist of hundreds or thousands of components.

Lekay (2012) observed that libraries have undergone changes due to the ever-changing trend in the environment, technology and management practices of the institutions that they serve. They have to adapt to these changes in order to be able to serve their users with the application of the latest search strategies, as well as assist academic departments in their teaching, learning and research. Service delivery remains an essential part of any library. In an academic library, the librarians serve the entire community of the educational

institution; the users are students, academic personnel, administrative personnel and researchers.

LaRue (2012) confidently believes that librarians need to leave their comfort zone and assure their parents organisations that they are professional up to the task of providing access to information for the advancement of their organisations. According to Emezie and Nwaohiri (2013), a competent 21<sup>st</sup> Century reference librarian is one skilled in the use of information and communication technologies for search strategies to meet user information needs. He is one who is not satisfied until users' requests are answered. This attitude improves his own knowledge as well as the image of the library. Saito (2016) posits in his research work that service delivery is a complex and abstract concept, which involves a number of theoretical and conceptual underpinnings. Since service quality is often determined by the way employees deliver service.

Bowen and Schneider, (2014), wrote that understanding the system of employee service delivery is critical to organisations that strive to constantly deliver quality service and excellence. The nature of service delivery is notably peculiar in characteristics to an organisation and that is why service delivery process varies from one organisation to another. This notion gives an idea of how employee service delivery can be managed more effectively and efficiently. Service delivery involves engaged participants, the service provider and the recipient of the services. Therefore, a service can also be considered as a relationship established to meeting the needs or solving problems of one or more communities, individuals, households, businesses, or corporations. As a result of these, university libraries render different kinds of service to users because services are the main product of a library system (Iwhiwhu, 2012).

A library, as an institution, has a strong impact on organisational advancement. Certainly, a library improves the quality of life and preserves a nations' rich scientific and cultural heritage in various ways. Kudu(2011) defined a library's reference service as the ability of competence of a reference librarian who attempt to provide answers to queries using available resources at all cost. Reference and information services available in university libraries include: Abstracting services, Indexing services, Photocopying services, Information services, Selective Dissemination of Information (SDI) and Users Instruction services. The resources for these reference and information services may include

Dictionaries, Encyclopedias, Directories, Manuals and Handbooks, Maps, Bibliographies, Biographies, Yearbooks, Almanacs and online resources. However, the methods employed in rendering these services in academic libraries are through: Answers to queries and requests, Telephone, Fax, E-mail, Internet, Readers advisory services, verification, Referral services, Inter-library loans, holds, and Selective Dissemination of Information (SDI), Database searches and Library Instructions programmes.

Nwegbu (2015) asserts that service delivery is not limited to reference services but also extends to assisting users in their quest for knowledge. He listed different aspects of library services like book shelving, preservation of library collections for and ease of use and access, librarians instructions, research assistance and so on. Librarians in university libraries also have to understand the use of certain information technologies adapted purposely to user-searchers.

Nwalo (2012) opined that libraries provide bibliographic services for subject related publications. These services are done to save users time in search for materials relevant to their work. Mole (2014) stressed that, “access to adequate library resources is critical to scholarship. Exposure to electronic databases, availability current materials and information technologies engenders users to have the confidence and assurance that the university library supports research and learning. Mole (2014) also identified computer/online services as one of the services delivered by librarians in university libraries; he emphasised the active roles of emerging technologies in the use of information materials. The availability of information in electronic forms, like online services and CD-ROM, has presented new opportunities and challenges for users of reference sources and services.

Also, Nwalo (2012) toeing the same line, observed that utilisation of online search services provides opportunities for retrospective conversion of traditional library systems to hybrid systems. The emergence of searches engines and reference technologies has enabled libraries in their collection development management to acquire current publications and information materials. These developments have led to university libraries providing remote services to prevent low patronage. Afolabi and Abidoeye (2011) explained the importance of technologies to the numerous services provided in the libraries which should be supported by technology driven facilities. A library can perform better when facilities

are adequately provided to enhance access to the library's resources and acquisitions. In order to serve users adequately in meeting their scholarly requirements, contemporary academic libraries services in the Twenty-first Century, should focus more on the area of digital or virtual resources, or libraries without borders. (Abubakar, 2011).

Makori (2012) explained that librarians must support the technologically driven users and those with poor library and reading culture. There is need for acquisition of technologically intensive services and equipment for information services to be able to develop a hybrid library systems. However, the major challenges before academic libraries in Africa are the implementation of web systems and lack of enough resources, including human personnel and capital.

Bhatti and Hanif, (2013) maintain that university library's performance can be assessed based on users' satisfaction. However, Adeniran (2011) think that a wellorganised facilities and infrastructure can influence use of a library; an inadequate number of physical facilities such as reading chairs and tables as well as poor lighting can result in a poor level of use of libraries (Oyedum, 2011).It is more important than ever for university library management to demonstrate to their users and stakeholders the value of using the library's resources and services.

According to Macan, Fernandes, and Stojanovski (2012), a lot has changed in academic libraries with the emergence of IT and software for managing the university library database systems. Digital resources now take a large portion of a library's annual budget. It shows that librarians are interested in providing solutions to the changes they are experiencing. Dhanavandan and Tamishchelvan (2012) suggested that light management should focus on manpower development, who in turn offers users with value added services.

Teoh and Tan (2011) found in an empirical study that users who believe that the library provides a useful avenue for them to achieve their academic goals and the frequent online users are more likely to utilise the library than do their non-committed fellow students. Students in their third/fourth/final year of studies have a lower tendency for library visits than their second year counterparts. However, demographic factors, parental educational qualification, place of residence and job status did not influence library use significantly.

Ofofiele and Ifijeh (2013) in a study entitled "current trends in library patronage by faculties in Nigerian Universities: a study of Ladoke Akintola University, Ogbomoso, Nigeria" found a significant relationship between library use and level of awareness, high numbers of library use among students for academic and personal development; and finally found out that poor reference service, lack of document delivery service, none availability of current information materials were identified as barriers to library patronage. This situation could be a result of paucity of funds for library management.

Ossai (2011), in her study of information use by University of Benin law students, found that law students used library resources in the course of their academic programmes. The study also revealed that most law students had difficulty in locating and identifying suitable library information sources for case law, legislation and legal journal articles. Accessibility and inavailability of information resources are the problems causing low patronage among law students in UniBen. Nicol and O'English (2012), in their study, discovered that students and lecturers are satisfied with library services and information made available to them. They found that academics and students reported increased satisfaction with library online tools and resources. Therefore, the difference between the expectations of faculty and student users is significantly high.

Natarajan (2012) describes the role and function of digital resources and its varieties in library service delivery. Natarajan described digital resource use as dependent on its remoteness and accessibility by university scholars as a vital service delivered by personnel in university libraries. Ramesh and Sahoo (2012) assessed and evaluated the information needs and the patterns and trends of library information resources by faculty members of the ICFAI Business School, Hyderabad, India. Findings revealed that the librarians had to assist the members of faculty in order to utilise the library's resources maximally. The problem in this situation could be solved by librarian instruction and orientation of library users on a regular basis.

### **2.3 Knowledge sharing practices in university libraries**

Organisations are shifting from the culture of routine operation to an era of knowledge based economy. Organisational performance is based on continuous innovation

of product and services in the knowledge era Arsenijević, Dragan, Trivan, Podbregar and Šprajc, (2017). Knowledge management is now the focus of many organisations including the university libraries (Wu, Ming, Wang, and Wang, (2014). Human assets are an important factor as other assets managed and sustained in information provision.

Tacit knowledge as a term was coined by Polanyi (1958) but it has been used by theorists as an important aspect of knowledge management (Firestone and McElroy 2003). Tacit knowledge is knowledge that resides within the individual. It could emanates from action, experience and involvement in a specific context, ideas, and intuition according to Arsenijević, Dragan, Trivan., Podbregar and Šprajc, (2017). Tacit knowledge is stored in the individuals' mental structures and only comes into play through his positions and approaches, experiences and working practices (Paolino, Paggi, Alonso, and Lopez, 2014). With tacit knowledge, people are not often aware of the knowledge they possess or how ICT can be valuable to others. Effective use of tacit knowledge generally requires extensive personal contact, regular interaction and trust and incentives (Chugh, 2015).

Tacit knowledge is intangible based on experience. It is difficult to express (Park, Vertinsky and Becerra 2015). In light of this fact, organisations tend to organise, manage and employ what is available from the experience, skills and abilities of personnel and the implicit and explicit information they acquire from time to time, to support decisionmaking, reduce feedback timeand foster innovation. The second type of knowledge is called explicit knowledge; it is characterised by external evidence, proof and documentation and can be expressed in the form of books, the web and position statements. This type of knowledge is easy to store and circulate, through the use of technology.

Knowledge sharing practices among individuals, groups and units are vital to resource structuring and capacity development in an organisation (Rehman, Ilyas, and Asghar, 2015).Tan, Wong, Lam, Ooi, and Ng (2010) defined Knowledge Sharing (KS) as an activity of sharing information, values and ideas about the perception between two parties to agree or disagree. Knowledge sharing is a key process in translating individual learning into organisational capability. The success of knowledge sharing, especially among librarians could be based on the level interpersonal relations between librarians, as well as the willingness and ability to use the knowledge of others (Cohen and Levinthal, 1990; and Szulanski, 1996).

Nonaka and Takeuchi (2011) assert that too much reliance on explicit knowledge prevents managers from coping with change. As a remedy, they suggest that managers should take a different perspective, since all social phenomena are context-dependent and need to be considered appropriately, so that the manager can fully comprehend circumstances without losing details. Increasing pressure on the environment, such as a drop in the availability of natural resources or biodiversity, creates a need for managers to rethink their attitudes towards the society. Leaders need to be able to see what is good, right, and just for the society, to be able to confront new challenges.

The difference between tacit and explicit knowledge is that “Knowledge that is uttered, formulated in sentences, and captured in drawings and writing is explicit. Explicit knowledge is accessible through consciousness. While knowledge tied to the senses, tactile experiences, movement, skill, intuition, unarticulated mental models, or implicit rules of thumb is ‘tacit’ (Nonaka and von Krogh, 2009). Knowledge cannot be reduced to only explicit and written information, but is a part of a larger context where employees are part of the overall pool of organisational knowledge.

Okonedo and Popoola (2012) posit that knowledge sharing practices is central to librarians in higher educational institutions. Knowledge sharing enables employees (including librarians) to share their insights and experiences efficiently and effectively in the provision of information services to library users. Asogwa (2012) suggested that competence of librarians should be valued and shared through meetings, conferences and seminars the outcomes of which should be stored for future use. The stored information should be accessible to other librarians reduce duplication of efforts and form the basis for problem-solving and decision-making (Asogwa 2012).

Wang and Noe (2010) noted that knowledge sharing between employees and across teams enable the organisations to exploit knowledge-based resources. Cabrera and Cabrera (2010) suggested that, given the predicted impact of the perceived benefits of knowledge sharing, performance appraisals, incentives must be available to compensate knowledge sharing. Cabrera and Cabrera (2010) added that training in team building should increase levels of structural, cognitive and relational social capital that will also help to stimulate knowledge sharing behaviours. Jain (2012) explains that to survive in this knowledge based economy, university libraries are seen adapting and adopting business processes that work

for them because of their characteristics as knowledge based organisations. They are actively practicing knowledge management and adopting knowledge sharing strategies in order to become competitive in information acquisition, provision, and preservation for reuse (Mavodza, 2010). In this regard, university libraries became knowledge banks where scholars and researchers exchange ideas and innovations even though higher educational institutions specialise in storing, managing and dissemination of information. Ability to encourage library staff to willingly share their know-how is a major challenge facing university libraries.

## **2.4 Organisational learning in university libraries**

Organisational learning (OL) is defined as dynamic methods for knowledge creation, its acquisition, dissemination and its application in organisations. (Argote, 2013). This knowledge can be identified through self-declaration or through facts and procedural skills and routines. Argyris and Schön (1978) defined OL as either single-loop or double-loop learning. Chen (2006) identified three levels of organisational learning capacity in academic libraries based upon library employees' self-reporting of single-loop and double-loop learning. Argyris and Schön (1978) believed that double-loop learning would improve the ability of an organisation for innovations.

Derrick-Mills, Heather Sandstrom, Pettijohn, Saunji, and Jeremy (2014) observed from past researches that learning can be the main initiator for information use and recurring quality improvement if it becomes an organisational culture. Organisations that have become a learning organisation have staffs that are always eager to learn and apply what they have learned to develop their organisations, or individual performance. However, traditional compliance and accountability demands influence a nonprofit organisation's culture and how it functions. Nonprofit organisations like university libraries have to adapt their internal environments in response to external pressures and challenges. University libraries should direct their interest and resources to data mining; they should reflect and learn how to generate meaningful results from generated data thereby making informed decisions about programme and operational improvements.

Gilaninia, Rankouh, and Gilder(2013) states that, learning involves knowledge acquisition, knowledge sharing, knowledge use and a form of accomplishment to the

recipients. Organisations' learning that is provided through a team of organisational members such as management facilitate the process and outcome of organisational learning activities. In organisational learning, leaders create an avenue where all organisational members such as learners, teachers and leaders can flourish effectively. Organisational learning and a learning organisation are two different concepts. Organisational learning is only one dimension or element of a learning organisation. A learning organisation is an organisation that helps to enhance organisational learning with structures and strategies.

According to Collin, Sintonen, Paloniemi, and Auvinen (2011) who describes organisational learning as a continuous practices that takes place throughout the traditional work processes. Regular intervention of organisational learning will support organisations to achieve competitive advantage in terms of human resources, innovations, and knowledge creation.

Davoudi, Gilandeh, and Akbari (2014) assert that organisational learning is a dynamic process which enables the organisation to quickly adapt to changes. This process includes generating new knowledge, skills and behaviours. Thus, a successful organisation should be active in the propagation of learning for its personnel. Experts have looked at organisational learning from different angles and have proposed various dimensions for it with respect to their own viewpoints. For example, from Senge's point of view these dimensions are common vision, personal mastery, mental models, team learning, and systemic thinking; and from Nefee's point of view these dimensions are shared vision, organisational culture, labour and collective learning, sharing knowledge, systematic thinking, participative leadership and development of personnel competencies.

Organisational learning is the principal way by which to create knowledge and efficiency improvement in an organization for effective personnel competency. Therefore a successful organisation must be active in the propagation of learning. Research further shows that organisational learning has a significant and positive effect on organisational performance (Namada, 2013; Kuo, 2011). There are no known study to the researcher that looks at the influence of organisational learning and firm-level institutions on the relationship between knowledge sharing and organisational performance.

Lopes and Esteves (2013) have shown that knowledge sharing between and within organisations is a complex phenomenon due to the multifaceted nature of boundaries,

cultures, structures and processes involved. Easterby-Smith, Lyles and Tsang (2008) noted that there is a lack of studies about the relationship between culture and knowledge sharing. These authors called for further studies to include other concepts, to lend a holistic perspective to the subject and improve understanding of knowledge sharing.

Avis (2010) opines that an organisation is an important place for learning and development, and where knowledge can be created. Working is interconnected with learning and, consequently, through organisational learning employees skills are upgraded and knowledge is acquired and recreated at workplace, Cacciattolo (2015). It can be defined as the acquisition of knowledge or skills by formal or informal means that occurs in the workplace.

Argote, (2011) defined organisational learning as a quantum change in perception or attitude. This perspective supports Fiol and Lyles (1985) who defined learning, as the cognitive, adaptation, and behavioural level. Argote, (2011) deduced that, after the same or similar experiences, different levels of learning can be achieved, or learning might even not occur at all, depending on the prevailing context within the organisation.

Flores, Sheng, Rau, and Thomas, (2012) describe OL as an important activity in complex organisations that is pertinent to an organisation's ability for continuous change and renewal. In essence, if one does not learn, one cannot take action. Flores et al. (2012) identified five independent but interrelated sub-processes that collectively appear to capture the entire learning cycle identified by extant work. These processes are information acquisition, information distribution, information interpretation, knowledge integration, and organisational memory. Many researchers agree that organisational learning begins with some method of information acquisition. The acquired information is subsequently distributed across the organisation. Interpretation and integration of the information typically follow. The process ends when the information is stored in organisational repository and becomes institutionalised.

#### **2.4.1 Types of organisational learning**

Learning is part of the daily work in an organisation, and cannot be dismissed. There are different forms for learning that can occur in an organisation, and in this thesis there will be a focus on the formal and the informal aspects of learning, and how these function in combination for service delivery in university libraries.

Froehlich, Segers, and Van den Boscche (2014) described informal workplace learning as unstructured, in control of the learner, embedded in the daily working activities of the employee ,a by-product of some other activity, and impulsively. While, formal learning is structured, has a well-planned curriculum. Informal learning can either be organised or a daily basis form of learning. Organised informal learning includes, noncredit learning, work-based learning, service/civic learning, mentoring or coaching, and communities of practice.

Van Noy, James and Bedley (2016) define informal learning as that which happens in different settings and a daily activities and it has an impact on individuals, organisations, and the economy in many ways that can significantly promote economic success and a robust economy. LeClus (2011) discusses informal learning as allowing the learner to construct the meaning of a concept rather than have the meaning given by an expert. Noe, Clarke, and Klein (2014), likewise discussed in their study that informal learning occurs when the learning is driven by the learner rather than by the instructor.

Van Noy et al. (2016) further described organised informal learning as a wide methods of learning , though organised under a curriculum, have an instructor but does not lead to an award of degree. For the purposes of this review, the defining characteristics of organised informal learning are that it is institutionally sponsored and organised, offering both a curriculum and an instructor. It may lead to a non-degree educational award that may or may not have value in the labour market. Examples of organised informal learning include non-credit workforce education courses offered by community colleges; workplace training offered by employers; and work-based learning experiences, such as internships or job shadowing experiences.

Boyer, Edmondson, and Fleming (2014) listed, internal locus of control, motivation, performance, and self-efficacy as determinants of successful self -directed learning. Several factors, however, relate to the likelihood that workers will pursue informal learning opportunities, including the degree of self-directedness in their own career processes, the potential financial rewards from the learning, and its relationship to job retention (White, 2012).

Hann and Caputo (2012) describe non-formal learning as on-the-job training provided to workers, such as mentoring, coaching, observation by a supervisor, job

rotation, and e-learning, along with self-guided activities such as reading, researching, problem solving, and sharing resources. Misko (2008) describes non-formal learning as well laid out meant to impart knowledge that does not lead to a recognised credential; these often take the form of semi-structured workshops that convey information on skills needed for a job.

Choi and Jacobs (2011) found that personal learning orientation and participation in formal training positively influenced informal learning. Noe, Tews and Marand (2013) cited eagerness as the only determinant of informal learning in comparison with the Big Five traits and generalised self-efficacy based on positive psychology which empowers one to approach life with eagerness, energy, and anticipation (Peterson and Seligman 2004).

Radaković and Antonijević (2013) assert that informal learning as a continuous process in which information and competence are acquired. It may be deliberate or accidental. It may be triggered by the emergence of techniques and technologies. The present society is an information society that gives people endless opportunities for informal learning. It is not necessarily intentional learning, and for that reason informal learning may go unnoticed by individuals in its capacity as a source of knowledge and skills. Informal learning is acquired through life and work experience, from many sources and through different channels. The following are the various means by which informal learning takes place.

#### **2.4.2 Non-credit learning**

Noncredit learning takes place in a traditional schoolroom setting, but no academic credit is given upon the completion of the coursework. Much of this learning is work related, and the goal is to start or advance one's career or technical knowledge base. The most frequently reviewed forms of noncredit learning are courses in noncredit programmes offered by schools, often community and technical colleges (D'Amico, Morgan, Robertson, and Houchins, 2014), and classes offered by employers on or off site for their employees (Hann, 2012).

#### **2.4.3 Apprenticeship**

Steinberg and Gurwits, (2014) states that an apprenticeship is formalised paid worker training in which a novice employee acquires knowledge through a hierarchical relationship with a master This formalised training is supplemented by classroom

instruction leading to a certification of industry-recognised skills. Lerman, (2014 )explains that by the time apprentices have completed their training, their ability to learn and awareness of what learning requires will have grown substantially; despite the benefits of apprenticeships, apprentices make up only 0.2 percent of the workforce (Lerman, 2014).

#### **2.4.4 Cooperative education**

Segwaard and Coll (2011) broadly defined cooperative education as anything with some form of experiential or work-based learning. Co-operative education are composed of school learning (i.e., receiving course credit) with work experience related to the student's career goals at his place of work. While in practice, apprenticeships, internships, and co-ops can look very similar, students usually are not enrolled in school when participating in a co-op. Zegwaard and Coll (2011), further explained that to foster career clarification, the learner needs to spend a significant amount of time in the workplace alongside a practicing expert, to allow for acculturation into the community of practice. In addition to improved career decision-making, some evidence reveals that students who participate in co-ops exhibit better problem-solving skills(Linn, Howard, and Miller, 2004) and increased confidence in their ability to work (Zegwaard and Coll, 2011). Co-op students seem to benefit as well from higher employment rates and salaries.

#### **2.4.5 Job rotation**

Job rotation is an active method for job enhancement. Job rotation results increased employee competence and reduce fatigue. Job rotation also enhances intellectual development. Bei (2009) describes the advantages of job rotation as an improvement on management and supervision in an organisation. It can also effectively stem or prevent organisational corruption. Job rotation can help form an interactive control mechanism in the organisation. Moreover, members of these special networks can rely on and support one another under certain circumstances. Improving employees' professional levels, this approach enables them to acquire practical and scientific skills on different situations and become familiar with the interconnectedness that governs the nature of their work, all of which helps improve general quality.

Delpasand, Raiisi, Begdely, and Shahabi (2010) described job rotation as service training in a review of literature. Regular rotation system support decisions and reduces operational errors. Therefore decisions are made based on rich information with a minimum margin for errors. Furthermore, performing regular job rotation creates mutual trust between the personnel and helps them improve their job performance.

#### **2.4.6 Job shadowing**

Job shadowing is a short time professional experience and study whereby an employee reflect and observes a number of staff at work. Bragg (2014) argued that the concept can also be used to gain expertise in certain specific areas. Job shadowing has a short duration, lasting until the requisite knowledge has been transferred. Job shadowing is efficient in assisting an employees to acquire knowledge, in a short time, to prevent redundancy (Bragg 2014).

#### **2.4.7 Training**

Training is an organised method of learning and development which improves the efficiency of the individual, group, and organisation. According to Nassasi, (2013), globally, organisations are striving for competitive advantage. However, human assets have also become valuable for organisational investment. Managers need to pay special attention to all the core functions of human resource management as these plays an important role in different organisational, social and economically related areas, because they are crucial to the attainment of organisational goals and organisations' successful lease in the ever-competitive peer market.

Heathfield (2012) asserts that regular training, and development leads to positive result for organisations in increasing their productivity, knowledge, loyalty, and contribution of their employees. Training schemes maximises an employees' potential. Management investment and commitment to employees development increases job performance and reduces turnover (Elnaga and Imran, 2013). According to Farooq and Aslam (2011), conducive working environment, capacity building through training equip employees with required competence to achieve organisational goals. The commitment of top management not only improves employees' performance but also creates a positive image for the firm globally (Jia-Fang, Tjosvold and Shi, 2010). Training prepares employees for any changes on their job. It focuses on the acquisition of knowledge, skills

and attitudes needed to perform effectively on the job (Alipour, Salehi and Shahnava, 2009).

Mulin and Reen (2010) stated that provision of training and development, directed at team leaders directs them to effectively deal with any form of challenges. Organisations who offer career progression and provides incentive will retain talent. Latif (2012) submitted that an organisation who fails to provide adequate employee development initiatives will fail to attain an optimum level of employee satisfaction and will face turnover issues. Ese (2012), opines that training is a public or private education programme directly applicable to a work situation. Training is necessary to face the realities at work on a daily basis. It enhances personnel to be well equipped for challenges that could otherwise overwhelm them.

#### **2.4.8 Mentoring**

DeGrandpre (2009) defined mentoring as an interpersonal learning relationship between someone who wants to improve his job or career skills and someone who can assist her in doing that. The mentee could be a newly hired person or a skilled employee; the mentor is not merely someone who provides answers. In addition, Abbajay (2013) said mentoring is one of the oldest forms of influence and knowledge sharing. It started with the ancient Greeks; the philosopher Plato was taught and mentored by Socrates.

Mentorship is committed relationships of structured guidance with the advisory processes of transferring information that may help an individual navigate a curriculum. A mentor should serve a deeper purpose, and has been aptly described as one who observes, calls out and cultivates unrealised potential in others (Griffin and Toldson, 2012). A mentor must invest time in getting to know each mentee's strengths and weaknesses in order to identify potential to move the student from average to excellent (Harold Cheatham, as quoted in Griffin and Toldson, 2012). Mentoring usually takes place when people first enter an organisation and are most in need of guidance and support.

#### **2.4.9 Coaching**

Whitmore (2009) defined coaching as business coaching. Business coaching is the process of engaging in regular, structured conversation with a "client": an individual or team who is within a business, profit or nonprofit organisation, institution or government

and who is the recipient of business coaching. Coaching is generally described as non-directive, Cox, Bachkirova and Clutterbuck (2010). However as managers are used to providing solutions, they can find it hard to hold back from offering answers or advice, sometimes before an employee has even finished outlining an issue. This can result in solving the wrong problem, not understanding the detail, or in the employee not having ownership of the solution. Moreover, an existing solution may not be as strong as one that emerges through collaboration or consensus. The goal is to enhance the client's awareness and behaviour so as to achieve business objectives for both the client and the organisation.

McCarthy and Ahrens (2011) state that through effective listening and questioning the coachee is prompted to articulate his or her own thoughts and challenge those same assumptions. As they get used to coaching conversations, employees learn to find their own answers, rather than continually coming back to the manager for solutions. Although it may take long initially, a coaching approach will thus save the manager time in the long run.

#### **2.4.10 Internship**

Narayanan, Olk, and Fukami (2010) defined internship as a term-length placement of a trainee employee with an organisation, accompanied by both faculty and company supervisors, and a course in which the trainee will earn academic credit for level of aptitude and quality of work done. Compared to the 15 percent of companies that propose co-ops, about 60 percent of companies surveyed offer internships. Obviously, social differences are generated between those who participate in paid and unpaid internships. Internship is one of the ways in which students in Library schools are encouraged to acquire practical experience or on-the-job experience.

Toumen, Leroux and Beney (2012) state that learning through internships commences as soon as the student begins the experience that centres on roles, informal rules, developing an understanding of professionalism, and the culture of the workplace. Students also learn the importance of communication and teamwork along with how to build relationships (Barnett, 2012).

#### **2.4.11 Communities of Practice (CoPs)**

Learning communities can serve many goals, including the creation of a professional culture in the workplace and a unified worker identity (Servage, 2009). Another goal is to make professional norms more explicit (Servage, 2009). Professional

learning communities and communities of practice might empower employees, help them reflect on the power structure of their workplaces, and enable them to work together to change that structure to their benefit (Fenwick, 2008).

CoPs working on company projects and initiatives share both tacit and explicit knowledge by taking information and materials and refining them to a point where they can become corporate positions on topics (Peterson 2012). In order to pursue their interests, members of the CoP engage in joint activities and discussions, and share information. Their relationship aids a mutual learning process; because members of a community of practice are practitioners, they develop a shared practice. Communities of practice are found everywhere and come in different forms and sizes (Peterson 2012).

#### **2.4.12 Formal learning**

Formal learning involves careful planning, has set outcomes or learning objectives, and the person engaged in it is conscious of their learning experience (Steptoe-Warren, 2013).

##### **2.4.12.1 On-boarding Programme**

Bauer and Erdogan (2011) defined on-boarding as the process of organisational socialisation that helps new employees learn the knowledge, skills and behaviours they need to succeed in their new assignment. Graybill, Hudson Carpenter, Offord, Piorun, and Shaffer (2013), report that the goal of all on-boarding programmes is to familiarise the new employee with an organisation's strategies and to assist the new employee with understanding how his or her work will contribute to the organisation's mission and vision. They go on to state that onboarding begins when a new employee is offered a position and ends when the employee is considered fully functional. It covers an employee's first year, incorporates various offices and functions, addresses the whole range of employee needs (equipment, accounts, training, networking), and is strategic in focus.

According to Pike (2014), on-boarding programmes are designed to drive a faster time to productivity and reduce the various shock factors among new hires, reduce turnover rates and in turn, turnover costs, and drive assimilation of the organisational culture and values. Organisational socialisation is key in the assimilation process because it helps

companies retain top performing talent and eliminate those that are not fit for the organisation.

## **2.5 Leadership styles prevalent in university libraries**

There are as many definitions of leadership as there are persons who have attempted to define the concept in various ways. Leadership is defined as the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common goal. Smolders (2010) suggest that each organisation must, among other things, help employees to achieve maximum production in their work; in this, leadership plays a crucial role. It is viewed that leadership is a key variable in coordinating every single hierarchical part towards the successful achievement of the corporate set goals and objectives.

According to Stern and Anderson (2013) leadership is defined as “a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent”. These are accomplished through the application of leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Leadership is the integrated sharing of vision, resources, and value to induce positive change. It is the ability to build up confidence and zeal among people and to create an urge in them to be led. Nanjundeswaraswamy and Swammy (2014) see leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisation goals and, therefore, a leader is a person who delegates or influences others to act so as to carry out specified objectives. Leaders help to direct, guide and persuade their followers (employees) towards achieving their personal and organisational goals and objectives. Thus, leadership styles cover all aspects of dealing within and outside of an organisation, handling or dealing with conflicts, helping and guiding the workforce to achieve and accomplish their tasks and appearing as a role model to all.

In Sundi (2013) a leader is possessed of the ability to convince and mobilize others to work together as a team under his leadership to achieve a certain goal. Leadership styles are seen as approaches that leaders use when leading organisations, departments, or groups (Mehmood and Arif, 2011). Leaders who search for the most effective leadership style may

find that a combination of styles is effective because no one leadership style is best (Darling and Leffel, 2010). Leadership styles are very vital for achieving a high level of employee performance within an organisation (Ekaterini, 2010). Therefore, the application of an appropriate leadership style brings about high employee performance and organisational growth. Employee performance is measured through increase in productivity, revenue generation, profit maximization and customer satisfaction (Menz, 2012). Leadership style is a key determinant of the success or failure of any organisation. A leader is a person who motivates, directs and influences others to perform specific tasks and also inspires his subordinates for efficient performance towards the accomplishment of the stated corporate objectives. Leadership style is the manner and approach of providing direction, implementing plans and motivating people. If a leadership style applied is good and can give good direction to subordinates, it creates confidence and work motivation in employees, thus increasing employee morale and boosting performance.

Leadership is critical to the success and survival of all forms of organisation. Hughes, Williams, and Ren (2012) argue that the role of leadership in organisations is to put structure and order in place and maintain both. Leadership in organisations has to direct and coordinate the work of group members and build interpersonal relationships with others. Influence can be used positively by showing subordinates that the leaders seriously think that it is critical to achieve excellent results. Leaders who are visionary can actually steer the organisation towards great success. Leadership effectiveness is shown in quality results. The coordination of the human element in achieving set goals and objectives is critical. Getting results through others and the ability to build cohesive, goal-oriented teams is the essence of a good leader.

Basham (2012) further explains that traits that define leadership can be found in two categories, group and individual. Group traits include collaboration, shared purpose, disagreements with respect, division of labour and a learning environment. The role the leader plays is very important in every organisation. For instance, it is the role of the leader that determines the growth or decline of a library (Ogbah, 2013). The leader is the dynamic, life-giving element in every organisation. The quality and performance of the managers determine the success of a business -- indeed, they determine its survival. There are various leadership styles which exist but the predominant ones are autocratic,

democratic and free-rein. Leadership effectiveness can be measured in a variety of ways. Leaders are considered effective when their groups match or even exceed set standards.

### **2.5.1 Types of leadership styles**

Leadership style is the behaviour pattern used by a leader to resolve organisational issues. The leader's leadership style plays an important role in attaining the organisation's performance levels as well as ensuring employee job commitment. It is important to note that there are various kinds of leadership styles that can be employed in the university library and each leadership style has its own peculiarity (Johnson, 2015). Different leadership styles have been discussed in the literature. These leadership styles are autocratic, mentoring, charismatic, cross-cultural, democratic, facilitative, paternalistic, laissez-faire, strategic team, transactional, transformational, and visionary. Leadership is needed to ensure competence and control and to keep a balance between powers within a group. Library leaders directly affect everything from patron experience to successfully executing stated missions, including resource allocation, services offered and the harnessing of development strategies.

For the purpose of this study, two types of leadership styles will be examined. These are the transformational and transactional leadership styles. Basham (2012) recommended a blend of both for higher educational institutions.

### **2.5.2 Transactional leadership style**

Transactional leaders try to motivate their followers through extrinsic rewards. The roots of the transactional leadership style are grounded in social learning and social exchange theories, which recognise the equal nature of leadership (Chandan and Devi, 2014). The only disadvantage of this type of leadership style is that the leader may fail to understand followers' motives and needs; the focus ought to shift from the needs of the leader to those of the followers.

The transactional style of leadership was first described by Max Weber in 1947 and then later described by Bernard Bass in 1981. Mainly used by management, transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, Contingent Reward and Management-by-Exception. Contingent reward provides rewards, materialistic

or psychological, for effort and recognises good performance. Management-by-Exception allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the workload of managers since such leaders are only called in when workers deviate from course.

This type of leader identifies the needs of his followers and gives rewards to satisfy those needs in tacit exchange for a higher or greater level of performance. Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organisation. A transactional leader establishes and standardises practices that will help the organisation reach maturity, goal-setting efficiency of operation and increased productivity.

Transactional leaders give clarifications about the limits and boundaries within which an employee can attain a set goal. However, deviating from this goal is not appreciated. Transactional leaders clarify to each team member their responsibilities, the tasks that must be accomplished, the performance objectives, etc.; they pinpoint performance problems, direct poorly performing members and advise on the benefits that can accrue to employees when they remain in compliance with the policy and the mission of the organisation, Morgeson, DeRue, and Karam (2010). In its more corrective form, the transactional leader specifies the standards for compliance, and may punish followers for being out of compliance with those standards (Bass and Avolio, 2000). Zhang, Tsui and Wang (2011) portrayed transactional leaders to be self-focused because of their demand for employees to obey their laid-down objectives without deviation. However, it is a considered possibility that transactional leaders actually have the best interest of the team at heart.

Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objectives. Transactional leadership has two components namely, contingent rewards and active management-by-exception. Transactional leaders display behaviours associated with constructive and corrective transactions. The constructive style is labeled contingent reward and the corrective style is labeled management-by-exception (Amirul and Daud 2012).

Sadeghi and Pihie (2012) state that transactional leadership allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organisational objectives such as increased quality, customer service, reduced costs, and increased production. Transactional leadership is based on contractual obligations of an individual in exchange for instrumental rewards (such as financial payment), and constant monitoring of performance in terms of compliance with organisational standards (Bodla and Nawaz, 2010; Odumeru and Ifeanyi, 2013).

### **2.5.3 Transformational leadership style**

According to Bass (1985), four factors that are characteristic of transformational leadership are proposed, commonly referred to as the four 'I's: Idealised influence; Inspirational motivation; Intellectual stimulation; Individualised consideration (i.e. followers' needs are addressed both individually and equitably) (Bass and Avolio, 1997). Transformational leadership involves proactive behavior of a leader which focuses on collective interests and inspires followers to achieve more than is initially expected (Bodla and Nawaz, 2010; Kroes, 2015).

Transformational leaders are dedicated to achieving an understanding of followers by comprehending followers' motives beyond reward and punishment (DuBrin, 2012; Mawanda 2012). Transformational leaders structure the work environment in a way as to facilitate job satisfaction, in which the individual and the team as a whole are fully engaged, and from which all benefit. Transformational leaders need to show followers some good qualities such as trust and honesty, for followers to follow them willingly and benefit from their experience.

The Transformational leadership style is coextensive with motivation, innovation, effectiveness and efficiency and the capacity to adapt and manage increasing change (Antonakis, 2012). With rapid growth in organisational and business change, effective leadership in coping with change is ever important. Mahdinezhad, Suandi, Silong, and Omar (2013) stated that with the high competition amongst higher learning institutions it is imperative that leaders embrace the transformational leadership style as it encompasses not only the performance level of the organisation but also focuses on transforming individuals, and this strengthens an institution of higher learning. In essence, with the wealth of focus on transformational leadership amongst scholastic researchers and writers from around the

world, it is crucial to encourage leaders with a transformative vision, to provide the type of leadership necessary in higher and distance education today (Power, 2013).

## **2.6 Personnel competence of librarians in university libraries**

Personnel competencies are described as the individual characteristics of an employee that enable him or her to guide his or her functional and learning competencies in the right direction. As a result of a change in operations, users' demands and the need for user satisfaction from quality service delivery, certain competencies are expected of 21st century librarians.

Maaleki (2018) defined competency as a series of knowledge, abilities, skills, experiences and behaviours, which leads to the effective performance of individual's activities on their jobs. Competency is measurable in terms of the behaviour that defines a particular competence and could be developed through training. In order to become a common employee ethic and a bedrock of organisational culture an organisation's core competency, in principle or strategy, need not be similar to the presumed core competency of another organisation

Foundation skills are what the Institute of Museum and Library Services refers to as '21st century skills' (IMLS, 2013), that is, the range of skills that enable people to function in and contribute to the workplace and the community. These skills have been described as encompassing the diverse literacies required for effective communication and collaboration in an increasingly online world (UNESCO, 2013). Drawing on the premise that these skills are integral to modern life, it is apparent that library personnel will require an appropriate level of skill to ensure that public libraries play a meaningful role in supporting the skills development of their users in the wider community. These foundation skills are literacy, numeracy, digital literacy, cultural, literacy, political/civic/citizen literacy, entrepreneurial literacy, health literacy, environmental literacy, local awareness, and global awareness.

## **2.7 Knowledge sharing and service delivery in university libraries**

Knowledge sharing is of central importance to librarians in universities (Okonedo, and Popoola, 2012). Knowledge sharing enables employees (including librarians) to share their insight and experiences in order to allow for fast, efficient and effective provision of information services to their users. They do this by using diverse combinations of signs

(e.g. language, gestures, and illustrations) and tools (e.g. physical objects, communication technologies, mental models).

Awodoyin, Osisanwo, Adetoro, and Adeyemo (2016) found out the high level of knowledge sharing activity in Nigerian libraries is in several areas, which include scholarly communication, staff issues, library use and user issues, as well as cataloguing and classification of materials. It is important to note that the librarians share ideas and information regarding technology use, readers and reference services as well as access and information delivery issues. These areas of knowledge sharing are worthwhile. This shared knowledge should result in improved service delivery and productivity. In sharing these ideas, the librarians primarily use face-to-face interaction, mobile phones, emails and newsletters. They also communicate their knowledge to others through office memos, web-forums, bulletin boards and discussion groups. Social media sites also featured in sharing knowledge. The librarians have shown that they are capable of using modern tools of communication to share knowledge.

Akparobore (2015) in a study of knowledge sharing found out that, although librarians shared knowledge in Nigerian university libraries, the rate of knowledge sharing satisfaction is quite low. The finding of the study has also revealed that librarians preferred the area of ICT or Networking as the subject of knowledge sharing. This is followed by database management and cataloguing, among others. For any university library to perform its functions effectively, its work areas must include cataloguing, indexing, ICT, knowledge management, marketing, circulation.

A study by Charnigo and Barnett-Ellis (2013) on Facebook among university librarians in the U.S.A provides useful insights into how librarians have been using Facebook as a knowledge sharing tool in delivering library and information services to patrons. A study by Makori (2011) at the Catholic University of Eastern Africa in Kenya found that few libraries have embraced the use of and the application of Web 2.0 as knowledge sharing tools in Africa. Consequently, many libraries in Africa are still struggling to engage themselves with such kinds of tools. Familiarity with Web 2.0 as a knowledge sharing strategy has been very slow and unplanned in many parts of Africa.

Balubaid, (2013) recognised social networks as one of the most common tools of Web 2.0 technologies that support collaboration, knowledge sharing, interaction and

communication among users in different places who come together with a common interest or goal (Balubaid, 2013 ).The literature revealed that the use of social networks has gained impetus in many organisations, particularly university libraries. ICTs like Web 2.0 are playing an important role in the dissemination of knowledge and in communication. The term Web 2.0 refers to a new generation of web applications which provide for online participation, collaboration and interaction. Facebook has become popular as one of the social networking tools in university libraries where staff and students get to know each other and exchange information and share ideas about library services, university policies, events and many other things. Twitter is described as a social networking and micro blogging service that users like to use for short messages. In university libraries Twitter allows informal collaboration that provides relief from rising email volumes (Balubaid, 2013)

Mayekiso's study (2013) found that the benefits of knowledge sharing in academic libraries include better informed staff, which in turn leads to better service delivery. In a related study, Anna and Puspitasari's study (2013) found out that the benefits of knowledge sharing include less duplication of tasks, improvement in productivity and working methods, and encouragement to staff to learn more. Expertise and knowledge from staff who either resign or retire may also be retained, and there is continuous learning by everyone in the organisation as no knowledge gets lost; the library becomes an environment for more and better knowledge, promoting innovative ideas which translate into better service to the users.

In another study, Semertzaki (2012) posited that knowledge sharing facilitates better decision making, utilises the existing computer systems, encourages the free flow of ideas and knowledge, improves customer service satisfaction, and boosts revenues. It also enhances the value of existing products, reduces costs in human labour and hours, streamlines operations, helps to make better use of employees' working time, and improves the collective-organisation memory. There are a large number of electronic tools to facilitate knowledge sharing in an organisation; they include electronic mail, Internet, Intranet, web portals, e-mail mailing lists, social network media such as Facebook, as well as collaboration technology tools such as audio visual tools, wikis, bulletin boards, and news groups (Mushi, 2009; Anna and Puspitasari, 2013).

Jia, Song-Gen and Shi (2012) in China used the SECI Model to investigate knowledge sharing practices in libraries and found that, through communication, tacit knowledge in everybody's brain was shared and transmitted. According to Edmonson (2010), the biggest part of knowledge in an organisation is tacit knowledge, but it is visceral; for this reason, tacit knowledge must be shared and transmitted.

Wijetunge in a study (2012) of organisational storytelling of tacit knowledge sharing in university libraries in Sri Lanka found that the use of stories as a strategy for sharing tacit knowledge was absent. Employees did not value storytelling as a knowledge sharing strategy, in the assumption that stories related by individuals are told from the perspective of one individual; such a single point of view may not be particularly relevant to others (Wijetunge, 2012).

Muchaonyerwa (2015) in his research study found that enabling knowledge sharing strategies were not in place to promote knowledge sharing. This was exacerbated by lack of awareness of vision and goals, lack of top management support, lack of a knowledge sharing culture, lack of policies, poor ICT infrastructure, mistrust among staff, cultural differences and fear of retrenchment. Knowledge sharing among staff can be improved by implementing knowledge sharing strategies that can motivate staff to contribute and share their tacit knowledge. The outcome of the study recommended that top management should clearly communicate the vision and goals of the organisation to staff. This will create an environment of shared values and trust that could assist in promoting knowledge sharing within the organisation. A shared vision also makes it possible for staff in university libraries to understand the culture its leaders want to create. The vision and goals of the organisation create a rallying point for all employees in the organisation.

The researchers, Nove and Dyah (2013), conducted a study on "knowledge sharing in libraries: a case study of knowledge sharing strategies in Indonesian university libraries" where they describe the strategy of sharing knowledge in five university libraries in Indonesia. The study recommended that libraries have to develop a strategic plan for the sharing of knowledge, and use leaders who have experience in the sharing of knowledge and provide incentive to employees. The study also pointed to the need to use the Internet in order to reach all segments of society, so as to establish a "knowledge society" and use

some of the easiest ways to access the knowledge of the future (Anna, and Puspitasari, 2013).

Muchaonyerwa (2015) also found that lack of written policies was reported to be responsible for limited knowledge sharing practices among library personnel in the university libraries surveyed. Existing documented processes, policies, work manuals and procedures were not explicit in regard to what needed to be done to promote knowledge sharing. Clearly documented KM processes, policies, work manuals and procedures promote knowledge sharing (Chigada, 2014). The SECI Model of Knowledge Creation (Nonaka and Takeuchi, 1995) emphasises the implementation of a policy framework which includes processes and procedures that guide staff on what needs to be done. Findings from the interviews and documents reviewed from the websites in the current study indicate that progress is being made in one of the university libraries, where a policy concerning the use of the SharePoint tool for knowledge sharing was developed.

In South Africa, Buckley and Giannakopoulos (2011), in their study of sharing knowledge and Community of Practice (CoP) ways among academics at the University of Johannesburg, revealed that sharing knowledge among CoPs was very complex. Empirical evidence shows that time constraints, unwillingness among academics to share knowledge and a lack of support or participation from management were the major obstacles to CoPs as a strategy for KS. Volumes of literature have been written about communities of practice, but the greatest majority deals with the issue of KS within communities of practice in the business sector and academia. There is little empirical research on KS within CoPs among personnel in university libraries.

Nasim and Mukherjee (2012) introduced the study for “managing and sharing knowledge in academic libraries” in which they explained implementation of knowledge strategies in academic libraries in India. They found that internal networks (Intranet) greatly help in the exchange of knowledge and create gateways to information and resources. Through the survey, they observed most academic libraries use content storage and property documents, which makes it easier for information retrieval. Also, the appearance of Web 2.0 has made a significant change in the relationship between users and the library in the sharing of information and communications. The study indicated that the

use of codification and personalisation affects the implementation of knowledge management in the strategies of academic libraries (Mukherjee, Nasim and Hindu 2012).

According to Anna and Puspitasari (2013), the global economic and information age urges libraries to adopt knowledge sharing in order to enhance knowledge creation. A library is the same as other organisations; through knowledge sharing, it can accelerate the process of knowledge creation and the re-use of knowledge, so the library's services and products are constantly evolving. Lopes and Esteves (2013) have shown that knowledge sharing between and within organisations is a complex phenomenon due to the multifaceted nature of boundaries, cultures, structures and processes involved. Ahmad (2011) conducted a research at 17 Malaysian public university libraries, and found that knowledge sharing was still very low and that the personnel in these libraries were more interested in their day-to-day work activities.

A study conducted by Mpofu (2011) on KM practices in Malawi revealed that although organisations regarded knowledge capturing and acquisition highly, very few of these organisations had introduced formal knowledge management systems as tools for knowledge sharing. Rah, Gul and Wani (2010) investigated how libraries can manage the creation and sharing of knowledge among their personnel; they emphasized the development of expert systems that could facilitate the creation and acquisition of knowledge among library personnel. Also, the development of knowledge expert systems would facilitate knowledge production and sharing in university libraries.

According to Okonedo and Popoola (2012), knowledge sharing is defined as an activity of disseminating information, values and ideas about the perception between two parties to agree or disagree. Knowledge sharing enables employees to share their insight and experiences in order to allow for fast, efficient and effective provision of information services to their users. Although knowledge can be acquired at an individual level, it must be shared by a community (often described as a community of practice) to be useful, Tahleho (2016). For instance, if there is only one person who knows organisational rules and procedures, such rules and procedures would be useless and meaningless unless shared and imbibed by the rest of the work force. In essence knowledge sharing occurs "when those with more knowledge help those with less to acquire and master it" (Dickinson:

2012). Dube and Ngulube (2012) argued that the value of knowledge increases when it is shared.

In Africa, many studies have revealed knowledge management and knowledge sharing practices by some business organisations and academic institutions (Maponya, 2004; Dewah, 2011; Chigada, 2014; Mavodsa, 2010). However, an analysis of the review of the literature revealed that university libraries in Africa did not have KM policies, ICT infrastructure and strategies that support knowledge sharing (Mushi, 2009; Wamundila and Ngulube, 2011; Maponya, 2004 and Adomi, 2006). Despite the growing literature on knowledge sharing and knowledge management practices, little attention has been paid to knowledge sharing strategies in university libraries. Much of the research that has been conducted in developing countries revealed that university libraries did not capture knowledge of talented individuals. Specific concerns regarding knowledge sharing and its applications in university libraries have not been clearly addressed. There has, however, been little empirical research specifically into knowledge sharing strategies that might affect library personnel. This study intends to find out the awareness and opinions of university library personnel on knowledge sharing and existing KS methods in their university libraries.

Asogwa (2012) added that knowledge sharing is based on the experiences gained internally and externally in an organisation. Internally, it should be shared during staff meetings, seminars, workshops, orientations committees and board meetings. Jain (2012) further explains that “university libraries are perceived as systems which integrate activities and business processes that work together to accomplish tasks”. In actual fact, university libraries are viewed as knowledge-based organisations which collect, create, organise and distribute knowledge to students and academics. Mavodsa (2010) explained that as one of the ways of responding and surviving in the knowledge era and in a knowledge-based economy (KBE), university libraries are significantly being transformed through adopting knowledge management (KM) practices and knowledge sharing strategies (KSS) in order to become competitive in the provision of services.

The researchers Nove and Dyah (2013) conducted a study on "knowledge sharing in libraries: a case study of knowledge sharing strategies in Indonesian university libraries" to describe the strategy of sharing knowledge in five university libraries in Indonesia. The

study recommended the libraries have to develop a strategic plan for the sharing of knowledge, and in the meanwhile use the leaders who have long experience in the sharing of knowledge to motivate employees. The study also pointed to the need to use the Internet in order to reach all segments of society and establish a knowledge society and use some of the easiest ways to get to the knowledge in the future (Anna, and Puspitasari, 2013).

In South Africa, Buckley and Giannakopoulos (2011), in their study of sharing knowledge the community of practice way among academics at the University of Johannesburg, revealed that sharing knowledge within CoPs was very complex. Empirical evidence shows that time constraints, unwillingness among academics to share knowledge and a lack of support or participation from management were the major obstacles to CoPs as a strategy for KS. Volumes of literature have been written about communities of practice, but the greatest majority deals with the issue of KS within communities of practice in the business sector and academics. There is little empirical research on KS within CoPs among personnel in university libraries.

Mosha, Holmner, and Penzhorn, (2015) state that, the utilisation of social media tools, has become part of everyday activities within higher learning institutions. It is therefore vital for higher learning institutions to utilise social media tools to enhance and to improve the quality of their services (Davis, Canche, Deil-Amen, and Rios-Agular, 2012). Knowledge sharing is among the services which are highly facilitated by social media tools. Thus, higher learning institutions and their libraries have been incorporating social media tools in order to enhance knowledge sharing practices (Veletsianos, 2013). Knowledge management is an umbrella which covers various components such as knowledge creation, knowledge generation, knowledge acquisition and knowledge sharing (Raja, Ahmad and Sinha, 2009).

Ahmad, (2011) also conducted a research at 17 Malaysian public university libraries, and found that knowledge sharing was still very low and that personnel in these libraries were more interested in their day-to-day work activities. Lopes and Esteves (2013) have shown that knowledge sharing between and within organisations is a complex phenomenon due to the multifaceted nature of boundaries, cultures, structures and processes involved.

## **2.8 Organisational learning and service delivery in university libraries**

A number of knowledge gaps have been identified in the literature in areas that deal with differences in conceptualisation, methodology, context and operationalisation. Hashim and Mokhtar (2012) stated that we live in an information society where developments of information technology and telecommunication networks are accompanied by a corresponding increase in knowledge, with a rapidly growing flow of information. This new information environment requires new skills in seeking, processing, and using information. The base for individual ability to understand and use information is a qualitative, ongoing learning process. Learning and education are important topics in the information society and the educational situation is changing for several reasons, which develop from the social, cultural, political, and economic changes in society. The role of librarians and information professionals in this new environment has been strongly influenced by these changes.

Emasealu and Umeozor (2017) found that training and re-training of personnel are an essential part of every organisation and have become paramount in all aspects of operations in the modern world. The emergence of technologies has made the concept of training and re-training a necessity for all concerned. Hence, to be operationally effective, every organisation has to embrace this concept. The library is becoming inundated with information and communication technologies. Training and retraining are very crucial in librarianship especially in this era of the open repository system.

A study by Ramirez, Garcia and Rojas (2011) supports the view that organisational learning is one of the factors that sustain an organisation's innovative capability, noting that organisational learning creates a new approach of continuous improvement, leading to a rise in organisational performance. Further, there is extensive literature that indicates the benefits reaped by organisations that have embraced organisational learning (Namada, 2013).

Namada (2017) performed a study which established a relationship between organisational learning and non-financial performance. According to Namada, learning is critical in business performance. The findings of the study reveal that learning at the individual, group and institutional levels are critical to overall firm performance. Bustinza, Molina and Aranda's (2011) study also established that development of dynamic

capabilities in service companies in Spain resulted in improved firm performance. From the dynamic capabilities viewpoint, organisational learning is seen as a means of developing dynamic capabilities which are valued by customers and difficult to imitate, hence contributing to competitive advantage (Nasir and Sisnuhadi, 2013).

Sitzmann (2011) states that learners' self-efficacy and knowledge were higher for those trained using simulation games, compared with those trained using other methods. Simulation games were most effective when the learners were actively engaged with the content; they could access the simulation as many times as they wanted, and the simulation was supplemental, rather than the primary instruction method.

In a research conducted by Brenya (2014) on the effect of learning on employee commitment in Ghana, it was indicated that activities undertaken by organisations to increase the effectiveness of an employee should be given adequate attention. Brenya stressed that organisations believe they do not own human assets, therefore they stand a high risk of investing in them; they prefer to invest in capital assets instead. However, if organisations continue to dwell on this notion, they will not be able to realize the exceptionality of the human asset, since it is people who co-ordinate the other factors of production to yield maximum output and attain and sustain a competitive advantage (Brenya, 2014).

Dabbagh and Kitsantas (2012) state that the social media, including Twitter, Facebook, and LinkedIn, have merged online context with a social element, providing a potential catalyst for learning through opportunities to network, meet new people, and interact with consumers or library users. Individuals who have grown up in the social media revolution may actually learn in a different way, different from those from previous generations. The heightened interest in how learning can occur through social media has been augmented by the increased availability of smartphones and tablet computers.

Dabbagh and Kitsantas (2012) suggest that people may be able to gain insight about self-regulation of learning in both formal and informal contexts through the integration of social media and personal learning environments; that is, online media, where information can be created, organised, or shared and learners can regulate the content and speed of learning.

According to Farooq and Aslam (2011), library managers will put in their best to develop the employees' capabilities, ultimately creating a good working environment within the organisation. For the sake of capacity building, managers should be involved in developing effective training programmes for their employees so as to equip them with the desired knowledge, skills, and abilities to achieve organisational goals (Farooq and Aslam, 2011). Singh and Mohanty (2012) stated that frequently training employees resulted in employees making fewer mistakes, getting more work done in a given time period and managers spending less time on the supervision of employees.

According to Eric (2012), training and development interventions must aim at providing library personnel with the required technical, managerial and personal competencies for them to achieve and sustain a high level of performance. Rahman and Nas (2013) claimed that when an organisation provides training to its employees, it helps them in their career development which they want and need. Employees' sense of career advancement and skills will stimulate increased productivity in them and their team (Rahman and Nas, 2013). They will have more fulfilling work and are less likely to leave the company. This provides an immediate benefit to an organisation's bottom-line set objectives. Development in an employee's career is linked to a better future. It is a composite approach that encompasses mastery of a body of knowledge as well as a code of behaviour and sense of social obligation (Rahman and Nas, 2013).

Devins, Johnson and Sutherland (2012) found that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are more confident in their performance and decision-making skills. In addition, the employees who receive regular training are more likely to accept change and come up with new ideas. The employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain, and use information (Yamoah, 2013).

ALA (2013) specifically outlines areas in which training can be given to a library technician and which are also related to those performed by library assistants including (but are not limited to) directing library users to standard references, organising and maintaining periodicals, preparing volumes for binding, handling interlibrary loan requests, preparing invoices, performing routine cataloguing and coding of library materials, and retrieving

information from computer databases. According to Insala (2013), professional training and learning are required to be built on the existing foundation in order that new librarians can develop the depth of knowledge required over time. Mentoring a new and prospective professional provides an opportunity for both the new and the seasoned professionals to develop and refine the necessary skills, so as to be successful in the diverse and rapidly evolving library and information profession.

Hawkins (2011) describes team coaching as a relatively new area for coaching research. Mathieu, Maynard et al. (2008) suggest that coaching teams can have a positive effect on self-management, team empowerment and other factors which contribute to team effectiveness. In one of the few longitudinal studies of managers coaching teams, Shipper and Weer (2011) found that coaching enhanced commitment and reduced tensions, leading to increased team effectiveness. A study of coaching a group of managers helped reduce their stress, increased their networks, and improved their communication and other soft skills (Scamardo and Harnden 2008), while another explored the use of coaching to help teams make better decisions (Ben-Hur, Kinley and Jonsen, 2012).

The evolution of Information and Communication Technologies (ICTs) and specifically the technological advances within academia such as online courses, virtual classrooms, and distance learning, have changed the traditional role of the academic library and, therefore, the traditional role of academic librarians and academic library managers (Bernsmann and Croll, 2013). The internal information can be integrated in the daily library work life in order to contribute to organisational learning. It can be used in order to expand learning through facilitation of information sharing and knowledge creation, and also through an integrated approach to Information Management (Mirijamdotter and Somerville, 2014b).

Studies in library science literature suggest that academic libraries engaging in organisational learning are more likely to respond quickly and innovatively to rapid change (Kim and Abbas, 2010; Neal, 2011). Most of these studies indicate that organisational learning injects new ideas into the organisation. Organisational learning increases the capacity for library employees to spot new opportunities, understand new ideas, and strengthen their creativity (Hsiao and Chang, 2011; Neal, 2011). Argyris and Schön (1978) held that organisational learning would enhance the innovative capacity of an organisation.

Sivadas (2012) mentioned that training and education is one of the most critical ingredients in providing quality services. Quality training enables personnel to perform at optimal levels and personnel who deliver quality service tend to satisfy users. Training and education is intended to bring about change, that is, an increase in knowledge, acquisition of a skill or the development of a new perspective. Reis (2010), in Johnson (2012), affirmed that all activities of any enterprise are initiated and determined by the persons that make up the institutions. He said further that the plants, computers, automated equipment and all other machines that a modern organisation uses are unproductive except for human effort and direction. He therefore concluded that every aspect of a firm's activity is determined by the competence and effectiveness of its human resources.

Khan and Bhatti (2012) emphasised that due to changing needs of library users, the libraries also need to be changed. A dynamic environment like an academic library requires librarians and library assistants to have strong abilities in library service delivery for all types of print and electronic information retrieval. Kukenberger, Mathieu, and Ruddy (2012) have illustrated that informal learning can occur through employees' voluntary participation in formal training activities and through being a team member. Libraries and other cultural institutions were encouraged to rethink the way they deliver services to the community, and to focus on becoming learning institutions. Oakleaf (2011) provides an overview of organisational learning and justifies its relevance to academic library operations. She cites Garvin's succinct characterisation: learning organisations are "skilled at creating, acquiring, and transferring knowledge and at modifying [their] behaviour to reflect new knowledge and insights" and they rely on systematic problem-solving strategies and data for decision-making, and experimentation.

Studies conducted by Evans (2012) on the development of human resources indicated that it may occur through formal education and training; on the job training; self-development programmes which provide opportunities for people to advance their learning and skills through their own efforts. A study by Makori (2011) at the Catholic University of Eastern Africa in Kenya found that few libraries have embraced the use of and the application of Web 2.0 as knowledge sharing tools in Africa. Consequently, many libraries in Africa are still struggling to engage themselves with such kinds of tools. The

development of Web 2.0 as a knowledge sharing strategy has been very slow and unplanned in Africa

A study by Mpofu (2011) on KM practices in Malawi revealed that, although organisations regarded knowledge capturing and acquisition highly, very few of these organisations had introduced formal knowledge management systems as tools for knowledge sharing. The findings from a study by Mohammad, Hamdeh and Sabri (2010), in developing a framework for knowledge-based organisations, revealed that many organisations are finding it difficult to retain knowledge, since many experts are frequently leaving for greener pastures. As a result, organisations do not keep knowledge within the organisation since it is not easy to extract this type of knowledge from subject matter experts (SME) and this type of knowledge is not articulated. A weblog, shortened to blog, is a type of electronic communications that is widely used in university libraries to capture information, publish stories, release news, express opinions, and commentaries and create journals and provide links to other sites of interest (Dewah, 2011).

In a study carried out at Omani Library by Al-Kharousi, Jabur, Bouazza and Al-Harrasi (2014), it was found out that collaboration is essential for organisational learning. The authors further stated that collaboration is not only changing the procedures for providing information and services but also communication, training and professional development, and management procedures. The decision-making process within the organisations, which was usually controlled by directors of libraries, was handed over to a group of decision makers who were given the responsibility to represent their libraries. It became clear during the action workshop, and based on the learning processes of current research, that staff had reached the accommodation stage on deciding the feasible and desirable collaboration activities that could be implemented in the situation of the Omani academic library collaboration. The application of organisational learning theory as an approach for learning rather than problem solving led to concentration not only on the resources available to support the collaboration system, but also on the development of the mental processes of the actors and their perceptions of the reality on the ground. The shift in organisational learning led to changes in attitude and, consequently, to changes in the situation of Omani academic libraries.

Balubaid, (2013) described social media as an effective means of fostering teamwork, knowledge sharing, interpersonal relations among users with common goal .The literature revealed that the use of social media has been accepted in many organisations, more importantly the university libraries. (Howe and Kekwaletswe, 2010); Jiménez-Jiménez and Sanz-Valle (2011) in an empirical study found knowledge acquisition, distribution, interpretation and organisational memory had a positive and significant association to company image, market share, and profitability. Sampe (2012) found out in another empirical study that Organisational learning affects organisational performance by promoting trust amongst employees in acquiring, disseminating, exploiting and storing knowledge.

Namada (2017) performed a study which established a relationship between organisational learning and non-financial performance. According to Namada, learning is critical in business performance. The findings of the study reveal that learning at the individual, group and institutional levels is critical to overall firm performance. From the viewpoint of dynamic capabilities, organisational learning is seen as a means of developing dynamic capabilities which are valued by customers and difficult to imitate, hence contributing to competitive advantage (Nasir and Sisnuhadi, 2013). Studies in the library science literature suggest that academic libraries engaging in organisational learning are more likely to respond quickly and innovatively to rapid change (Kim and Abbas, 2010; Neal, 2011) Most of these studies indicate that organisational learning injects new ideas into the organisation. Organisational learning increases the capacity for library employees to spot new opportunities, understand new ideas, and strengthen their creativity (Hsiao and Chang, 2011; Neal, 2011).

Studies conducted by Evans (2012) on the development of human resources indicated that human resource development may occur through formal education and training; on the job training; self-development programmes which provide opportunities for people to advance their learning and skills through their own efforts. A study by Charnigo and Barnett-Ellis (2013) revealed Facebook as popular among university librarians in the U.S.A. The study provides useful insights into how librarians have been using Facebook as a knowledge sharing tool to diverse users.

## **2.9 Leadership styles and service delivery among personnel of university libraries**

Rassol, Arfeen, Mothi, and Aslam (2015) studied leadership styles and their impact on employee's performance in the health sector of Pakistan and concluded that transformational leadership styles have more positive effect on employee performance than transactional leadership. They found that transformational leadership can perform better in a highly organic environment where the focus is on competitive advantages. Results of their study also explored that the impact of transactional leadership was not much stronger on job performance, compared to transformational leadership.

Tahir (2015) investigated the various leadership characteristics of Transformational and Transactional Leadership and then tried to empirically analyse the effect of each type of leadership on organisational performance. The study considered a sample of 800 respondents who were interviewed. In regard to Transformational Leadership the study concluded that the Individual consideration act of Transformational Leadership does not have a significant effect on employee performance. A final conclusion based on the empirical analysis is that Transformational Leadership has a significant positive effect on employee performance and, thus, on organisational performance.

According to Pradeep and Prabhu (2011), leadership is positively linked with employee performance for both transformational leadership behaviors and transactional contingent reward leadership behaviours. The managers, who are perceived to demonstrate strong leadership behaviors, whether transformational or transactional, are seen to be engaging in optimising employees' performance. Riaz (2009), cited in Khan, Aslam and Riaz, 2012, investigated the role of leadership style in the prediction of decision making, and the results indicated that, particularly, transformational and transactional leaders were the most effective decision makers. Therefore, it is not surprising that transformational and transactional leadership styles continue to remain the prevailing theories in the field of leadership.

Some studies of transformational leadership have proposed that it has a positive influence on employee performance outcomes (creativity and innovation) in contrast to transactional leadership (Shang et al, 2011). Transformational leaders think long-term and do not make short-sighted decisions. They gather input from others in the organisation and look for solutions that create "revolutionary" innovations. Transformational leaders are

good in times of crisis because they do not panic, and they inspire action and instill confidence in organisational members. A transformational leader influences his or her followers to look beyond their self-interest for the good of the group. From a transformational leadership perspective, leadership is considered to be about doing what has never been done, and it includes visionary and charismatic leadership (Chandan and Devi, 2014).

Akinyemi and Ifijeh (2013) recommended that management should improve the skills, knowledge and competencies among library personnel by giving them the opportunity to effectively direct their own activities towards the achievement of organisational goals and objectives. Library managers have a considerable impact on library change; however, different stakeholders, such as university authorities and library staff, also have a strong influence on these changes (López and Vargas, 2012; Stavridis and Tsimpoglou, 2012). In fact, the internal culture, structure and decision-making of the academic libraries are also influenced by the ‘mother’ organisational culture (vanDuinkerken and Mosley, 2012).

Akinyemi and Ifijeh’s study (2013) revealed that respondents’ level of job commitment has something to do with leadership style. This shows that there is need for leadership training, to enhance leadership styles and qualities in organisations and instill individual leadership awareness; this way leaders and subordinates will become better aware of challenges that are common to their respective jobs. Improving leadership styles will create a powerful engine for inspiring others to understand the nature of occupational drawbacks and how to turn them into opportunities. Leadership style must be collaborative and emotionally open, so that each member of the organisation becomes energized and engaged in maintaining efficiency and productivity even under pressure.

Jantz (2012) in his study concludes that transformational styles empower librarians to create a more innovative environment. Therefore, organisation leaders should have insight into their employees’ experiences and the environment in which they work to ensure that there is alignment between the required organisational climate and organisational objectives. The critical role of leadership style in knowledge-sharing behaviour is consistent in the review of literature.

The success or failure of an organisation depends largely on the leader. With demands and challenges facing librarianship in meeting the needs of its diverse users, a good leader who can channel the drive towards effective service delivery is essential. Leadership is required in every organisation at every level, and the success or failure of an organisation depends on the quality of leadership, particularly on the part of top management. In this competitive era where the world has become a global village, firms are considered to be competitive on the basis of the competence of their human resources (Chandan and Devi 2014). A longstanding approach is to focus on the effects of leadership. Contrary to this statement is the fact that librarians do not seek to outperform another library but complement one another in providing quality services. The concept of managerial leadership permeates and structures the theory and practice of work organisations. In management concepts, leadership has been defined in terms of traits, behaviour, contingency, power and occupation of an administrative position (Fatokun, Salaam, and Ajegbomogun 2010). Most of the definitions reflect the assumption that leadership involves a process whereby an individual exerts influence on others in an organisation context (Fatokun, et al. 2010). A general opinion that is supported by research results is that: leadership style in a firm exerts a major influence on the structure, strategy and the wellbeing of the firm.

## **2.10 Personnel competence and service delivery in university libraries**

It has been observed that formal education systems of several institutions in the world do not provide specific skills for specific positions in the job environment (Malaolu and Ogbuabor, 2013). Essentially, it is mandatory for all organisations to train their employees according to the specific duties that are performed because only a limited number of individuals in an organisation may possess the required skills, competencies and knowledge to undertake specific jobs or functions, whilst a greater number may require extensive staff training in order to equip them with the needed skills to be able to fit into their job functions (Malaolu and Ogbuabor 2013).

Otiango (2016) established that information retrieval skills, technological knowledge, basic computer skills and Internet skills were the most valuable skills after the introduction of ICTs in libraries. The extent of changes in the type of skills and

competencies has been remarkable. As opposed to the traditional skills (e.g. critical analysis of information, communication skills, and managerial skills), the contemporary scenario largely requires computer and Internet related competencies and skills on the part of librarians. The implication of this finding, therefore, is that librarians have had to learn and acquire new skills and obtain new competencies that will enable them to function effectively in the information age.

Ojedokun and Okafor (2015) concluded that, based on the results of their study, many librarians in Nigeria are lacking IT skills. As shown in the introduction, the review of the literature and the above discussion, it is also clear that IT skills of librarians will determine the future of academic and research libraries. According to them, librarians should be required to have more breadth and depth of IT knowledge and skills, so as to function effectively in the digital and electronic age.

Emezie and Nwaohiri (2013) submitted that patrons no longer depend on the academic library as an essential part of their learning and research; rather, they are beginning to see the library as simply one of those facilities that might pass for window dressing on a university or college campus. Libraries must of a necessity strive to retain their patrons and be at the peak of providing information sources that suit the demands of present day information seekers. Effective information service delivery ensures that the academic library continues to soar high in information generation, provision and dissemination. The library cannot function effectively without the librarians who are the human resources that determine effectiveness in its service delivery.

These skills have been described as encompassing the diverse literacies required for effective communication and collaboration in an increasingly online world (UNESCO, 2013). Drawing on the premise that these skills are integral to modern life, it is apparent that library personnel will require an appropriate level of skill to ensure that public libraries play a meaningful role in supporting the skills development of their users in the wider community. These foundation skills are literacy, numeracy, digital literacy, cultural literacy, political/civic/citizen literacy, entrepreneurial literacy, health literacy, environmental literacy, local awareness, and global awareness.

Taking a look at librarianship in the twenty-first century, competencies for librarians cut across the following: Library collection competencies, Library management

competencies, Public services competencies, and Technology competencies (ALA Web 2014). The same author also found six competencies of library services, namely, emphasis on quality, information management, information seeking, accuracy of work, professional ethics, and understanding of others. Haddock (2010) opines that librarians' attitude should include behaving in a non-racist, non-sexist and professional manner; creating a library environment conducive to learning; ensuring that students know what they are doing, and contributing to professional development programmes.

Patridge, Lee and Munro (2010) investigated attitudes of LIS professionals in a Web 2.0 world in Australia. Focus groups and interviews were used for data collection. Participants were drawn from public institutions, including state and national, academic, school, government and special libraries, LIS education, and LIS employment services. Eighty-one subjects participated in the study; among their results, personality traits such as having vision, being creative, adaptable, flexible, persistent and resilient emerged critical to being a Web 2.0 librarian.

Librarian competencies and roles can be evaluated under knowledge, skills and personal attributes (Tanloet, and Tuamsuk, 2010); that is, knowledge and the understanding of information professionals which are derived from their own accumulated experiences, or from self-learning and development. It consists of information, knowledge and experiences related to the work in academic libraries. The basic competencies identified under knowledge attributes are as follows: foundation of professional knowledge, information resources, information and knowledge management, information technology, library and information services, organisational management, research and user studies, and continuing education and lifelong learning (Tanloet, and Tuamsuk, 2010).

Idrus's (2013) overall findings in a study indicated that personnel competence is significant in service delivery. The result of the study indicates that librarians should adopt an entrepreneurial approach to be more innovative and creative about promoting resources and services as well as developing library products for revenue generating opportunities and maximising working competitiveness for service delivery.

According to Agyen-Gyasi, Lamptey, and Frimpong (2010) university libraries may need to restructure their functions, expand their roles and responsibilities to effectively contribute to and meet the needs of a large and diverse academic community. The changing

role of university librarians as knowledge managers emphasises the need to constantly update or acquire new skills and knowledge to remain relevant in today's library environment. As stated by Davis (2011) "libraries face a host of new challenges, among them finding ways to stay relevant in the Information Age. Libraries are required to do more with less, and the skills library professionals need continue to evolve." This problem is compounded by the closure of many library schools in South Africa over the last few years; such closures have put additional pressure on personnel development in libraries.

According to Rana (2011), in most libraries in sub-Saharan Africa, the use of ICT is largely restricted to traditional library automation – that is, replacing manual operations by computerised methods. The use of Information and Communication Technologies (ICT) in libraries is not widespread and it is made difficult, if not impossible. Several challenges or constraints, including the lack of funds to sustain the ICT infrastructure, inability of librarians or libraries to keep up with the pace of development in ICT, inadequate ICT facilities in the libraries, lack of personnel with appropriate skills to manage them both at the strategic and operational levels, and lack of adequate knowledge and skills to manage digital information resources and to deal with issues relating to copyright and intellectual property rights in a digital information environment are still hobbling library operations in Africa.

Matthew (2010) in a write up states that in an academic library environment, the librarian must be alert to the importance of the library in the context of higher education (its purpose and goals). Also with the needs of students, faculty and researchers seek to provide services that will enhance these endeavors. Librarians must be familiar with the structure, organisation, creation, management, dissemination, use, and preservation of information resources; new and existing, in all formats. The subject knowledge to support collection development within the library and research and teaching within the university will come under the competencies of technical services. Now the collection and development of e-resources has assumed much prominence in the world of information. Academic institutions and librarians will continue to allocate more resources towards technology.

### **2.11 Leadership styles and knowledge sharing**

The critical role of leadership style in knowledge sharing behaviour is consistent in the review of literature. A recent study by Mirheidari and Samiee (2016) evaluated the relationship between leadership style and knowledge management regarding mediating role of organisational structure. The study revealed that there was a significant correlation between leadership style and knowledge management, and that there was also strong relationship between leadership style and organisational structure. Effective leadership is a significant requirement in any organisation where the knowledge worker is essential in developing, as well as unlocking the sources and potentials for sustainable competitive advantage in the knowledge economy.

Islam, Hasan, and Zain (2012) investigated organisational culture and structure on knowledge sharing in Malaysian MNCs which involved some key factors i.e., support and collaboration, learning and development, leadership and commitment, formalisation and centralisation. The research findings indicate that out of the five independent variables, learning and development, leadership commitment and formalisation are positively related to knowledge sharing. Leadership support plays active roles employee willingness to share their knowledge (Wang and Noe, 2010).

### **2.12 Knowledge sharing and personnel competence in university libraries**

The library as an institution has the objective of meeting the information needs of its patrons and that must be met through the instrumentation of human resources. Human resources can be referred to as the drivers of any organisation (Shafie, Baghersalimi and Barghi, 2013). Similarly, Akinyemi and Ifijeh (2012) reiterated that for libraries to achieve their objectives they require the diligent inputs (competence) of human resources made up of individuals occupying various cadres. These human resources, in turn, need to be properly managed by competent individuals who make use of the instrumentality of good leadership styles.

According to Ghisi (2014), organisations are now in the knowledge era which requires a knowledge economy. Knowledge-based companies originate profits from the commercialisation of the knowledge created by their employees (Royal, Evans, and Windsor, 2014). Namely, a great part of the investments of an organisation goes into the growth of knowledge and competencies, that is, into the increase of human capital. The

stock of competencies, knowledge, social and personality attributes, including creativity, embodied in the ability to perform work to produce economic value, is generally termed human capital (Royal, Evans, and Windsor, 2014).

The change in the role of human capital (i.e. knowledge, skills and experience of employees) requires a new type of leader, who is able to keep up with the rapid changes in an organisation. It is important for managers in organisations to actively leverage subordinates' human capital and to specifically focus their attention on the processes of converting their tacit knowledge into explicit knowledge. This becomes a critical activity in the performance management domain (Lakshman, 2014).

Madge (2012) states that the expertise and know-how of organisational members should be valued and shared. However, it is important for organisations to understand why knowledge is being shared. The importance of knowledge sharing should be based on the capability of academic librarians to identify, integrate and acquire external knowledge. This should include knowledge denoting library practices, users and operational capabilities (Maponya, 2004). Probst, Raub and Romhardt (2000) have pointed out that it is vital that knowledge should be shared and distributed within an organisation, so that isolated information or experience can be used by the whole company. In reality, distributing and sharing knowledge is not an easy task.

Librarians capture knowledge (or data) directly or indirectly from library users and then such harvested information is accessed and shared by the librarians in order to be analysed and used for enhancing existing services and developing new ones (Daneshgar and Parirokh, 2012).

In a study conducted by Muchaonyerwa (2015), he found out that about seventy-eight (76.5%) of the respondents were very positive that KS could be encouraged if staff were capacitated and provided with adequate resources, including ICT infrastructure and human capital. Sixty-nine (69.0%) emphasised linking knowledge sharing with performance appraisal/evaluation of staff as an enabling strategy to encourage staff to share tacit knowledge. The values of the average mean scores were 4.03 and 3.92. These values were more than the required norms of 3, meaning that library personnel were confident that putting in place a performance management system (that includes appraisal and evaluation) would encourage staff to share knowledge.

Muchaonyerwa (2015) ascertained in his study that those who claimed to be practicing knowledge sharing using online platforms had the highest percentage (43.5%), with a mean score of 2.93. While forty percent (40.0%) pointed out that they shared newly acquired competencies with colleagues, while another 40.0% refuted to have shared working skills with colleagues. Only 33.3% revealed that they shared classification and cataloguing skills with colleagues. The majority 32(34.4%) vigorously dissented that they shared technical skills about library resources with colleagues, while 28(28.0%) were neutral concerning sharing tacit skills in library practices with colleagues. Overall, library personnel in university libraries in KwaZulu-Natal, South Africa, seemed to be disinclined to apportion their skills with colleagues. The findings showed that university libraries in KwaZulu-Natal did not have knowledge sharing methods in place to adequately address the desideratum for employees to apportion their competencies. Items quantifying skills and expertise were found to be very reliable and consistent with measures of knowledge sharing, reflected in the internal consistency quantified by the Cronbach's Alpha coefficient (Cronbach's Alpha=0.900). This highly reliable index accounted for the total variability of 77.25% in the four items that represent general knowledge sharing skills.

### **2.13 Leadership styles and personnel competence in university libraries**

The U.S. Bureau of Labor Statistics (2011) released a statement that the academic library profession is facing a potential leadership crisis, and that the next decade will see a significant number of librarians retiring from the profession. Wilder (1995) had earlier predicted that between 2000 and 2010, 40% of professional academic librarians would have retired; looking ahead at the next decade, beginning 2010, about 45% of current working librarians would reach the age of 65 (Lynch, Tordello, and Thomas, 2005), and the number of academic librarians leaving the profession would be approximately 27% (Wilder, 1995). In a more recent study by Neyer and Yelinek,(2011), 36% of “baby boomer” academic librarians surveyed never had a mentor. The research indicates that mentoring is an option for the future as librarians in academic libraries face a dynamic but tenuous future (Neyer and Yelinek, 2011). Librarian and leadership positions within academic libraries will need to be filled by currently employed librarians or recent graduates of nationally accredited library and information science schools.

Furthermore, to understand the responsibilities and complexities that librarians face in dynamic academic libraries in the twenty-first century, mentoring, with its corresponding benefits, is one viable option that academic library leaders can institute within their organisations. The objective here is to address the leadership vacuum that is on the horizon in academic libraries (Henrich and Attebury, 2010).

#### **2.14 Knowledge sharing and organisational learning in university libraries**

Sarlak and Eslami, (2011) defined knowledge sharing as a set of behaviours among workers in the same employ that involve the exchange of information with one another. When it is stated that someone is sharing his knowledge, it means that he guides another person using his own knowledge, insights and thoughts to strengthen the position of the said person. Besides, it is ideal for the individual who shares his knowledge to be aware of the purpose of the shared knowledge and its application and also the needs and information gaps of the person receiving the knowledge. This interaction leads to learning on the part of the recipient.

Fjell Dahl (2016) explained in an empirical study that proficiency of management to exploit knowledge is through knowledge communion and sharing mechanisms, i.e. the sharing of thoughts and feelings of an intimate fashion. It can be argued that through the use of architecture, such sharing is enhanced. In other words, we can argue that strengthening organisations' absorptive capacity is aided by architecture and nourishes the ecology of learning. Having a strong and fruitful ecology of learning will strengthen the position of employees of the organisation as they become integrated into the chain of command. The more they know as individuals and as a group, the more empowered they become.

Mosha, Holmner, and Penzhorn (2015) explained that social media tools facilitate new methods of running universities, including a readiness to support electronic and mobile learning, to enhance virtual communities, to facilitate scholarly communication, social scholarship and communities of practice (Panahi, Watson and Partridge, 2013; Makori, 2011). In these, higher learning can easily be a component of knowledge sharing practices because it neutralises limitations of geographical boundaries and enhances more effective collaborative activities (Panahi, Watson and Partridge, 2013). Therefore, the following

section discusses various categories of social media tools and how they can enhance knowledge sharing practice within higher learning institutions.

Milway and Saxton (2011) state that strategic clarity around the “why” of organisational learning can bridge the first gap in the learning cycle. But creating a culture that motivates each person in an organisation to capture and share knowledge actively requires a reward system beyond the clarity of a compelling goal – and this is where about half of the nonprofits we surveyed experienced a problem. Leaders reported that they fail to clarify incentives for individuals, for teams, and even for their organisation as a whole. Yet incentives at multiple levels are often exactly what it takes to transform a goal into a priority that rises above competing demands. About half of the nonprofits we surveyed do not evaluate or reward some of the behaviors that support learning. Specifically, four out of 10 nonprofit leaders said they don’t incorporate knowledge capture and sharing into how staff members are evaluated. Lack of learning can prevent effective capture of tacit knowledge (Wamundila and Ngulube, 2011).

Milway and Saxton (2011) state that developing organisational knowledge and integrating that knowledge into everyday practice can be a powerful tool for increasing an organisation’s impact, especially as it grows. But a nonprofit doesn’t have to be a multisite, multimillion-dollar agency, or even have a dedicated knowledge management function, to benefit from clear goals, incentives, and well-developed processes for organisational learning. If staff is trained, minutes of meetings are circulated, programmatic best practices are shared across sites, the impacts of programmes are measured, metrics are discussed with the board of directors to inform decisions, or results are presented at professional conferences, it is knowledge management all the way! Indeed, one of the tricky aspects of this topic is that learning-related activities are varied and can sit in many different parts of an organisation. In some organisations the locus of activity is in staff training; for others it may be in impact assessment or performance management. Wherever learning sits, the key is that it be closely connected to the organisation’s mission and impact. In South Africa, Shepherd (2010) found that there was a lack of IT competencies in using it for knowledge sharing purposes among librarians in universities. The findings revealed that human capital development is limited in university libraries and management do not address the need to improve library personnel competence for library operations.

## **2.15 Leadership styles and organisational learning in university libraries**

Rahmisyari (2015) in his study on the effect of leadership styles, organisational culture and employee development on performance found that leadership style has a significant and positive effect on employee development and learning. He also concluded that leadership style encourages the employees' development. Employee development has a positive and significant effect on employee performance. Lumempow and Rumokoy, (2015) proffer a possible reason. This is that both self-directed employee learning and employee attitude provide an optimal contribution to corporate growth; this shows that employee development effectively improves employee performance in the greater interest of the organisation. Encouraging employees to grow helps them learn new things and leads to positive emotions, which is salutary for the organisation.

Lan (2010) states that in order to ensure that his or her organisation captures enough information for learning towards corporate credibility and industry competitiveness, the knowledge-centric manager will often draw from both localised learning and globalised learning. As some note, localised learning and globalised learning play different roles in the innovation and knowledge creation of university libraries; especially for high-tech industries, cutting-edge knowledge is changing, improved products and their processes are evolving and being upgraded. According to Fjell Dahl (2016) Soft power management and leaders with exceptional relational skills enhance learning effectiveness and build genuine relationships between colleagues; this enhances collective creativity

García-Morales, Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez (2011) investigated the influence of transformational leadership on organisational performance through the dynamic capabilities of the organisational learning and innovation of 168 Spanish firms. They also found that transformational leadership positively influenced organisational performance through organisational learning and innovation; that organisational learning influenced organisational performance positively, both directly and indirectly through organisational innovation; and that organisational innovation positively influenced organisational performance.

Also, Sareian (2013) carried out a study entitled "evaluation of relation between organisational learning culture and organisational capacity; does transformational leadership have an important moderating effect?" Study population consisted of 450

employees, managers and professors of the Faculty of Management, Shahid Beheshti and Tehran Universities. The findings of the research show that transformational leadership moderates the relationship between organisational learning culture and organisational capacity.

Several studies suggest a positive relationship between organisational learning and transformational leadership (Amityay, Popper, and Lipshitz, 2009; Aragon-Correa, Garcia-Morales, and Cordon-Poso, 2007; Jimenes-Jimenes and Sans-Valle, 2011; and Norusy et al., 2013). Norusy et al.'s (2013) study suggested a shared vision along with participatory management positively influenced organisational learning. Aragon-Correa et al. (2007) found that shared vision, personal mastery, and team learning were the main transformational leadership factors influencing organisational learning in their study of 408 large firms in Spain.

Abbasi and Samani-Miandashti (2013) discovered a positive relationship between transformational leadership, including intellectual stimulation and inspirational motivation, and organisational learning at an agricultural faculty in Iran. They suggested that employees who were engaged in organisational learning expected their managers to be transformational leaders. The studies of knowledge management and leadership have been aligned by Von Krough, where he found a correlation between the style of leadership necessary to facilitate knowledge management and learning (Von Krough 2012).

An earlier study in 2010 by Lee showed how leadership, trust, knowledge-sharing and team performance were all closely linked. In agreement with Von Krough, knowledge management heightened team performance and also made reference to the role of a knowledge manager who effectively manages the new approved knowledge which has been abstracted (Lee 2010). Organisational learning requires leadership not only from top management but also from senior personnel, throughout the organisation. While library management may create vision and strategy, no learning is possible without a commitment from unit managers or senior librarians to encouraging and supporting professional personnel in their practical experiments and learning efforts on a daily basis.

Hsien (2010) remarked that in Eastern countries trust is more related to benevolence, whereas in Western countries, trust is related to dependability. There is a need for a leader to be aware of cultural differences in order to create the maximum

possible benefit for society. A leader should be able to generate trust, as he needs to keep an overview in a situation which may be confusing and unclear, and nevertheless still make decisions that need to be followed by others. Trust is one of the factors in successfully creating inter-organisational relationships, as it enables cooperation between different entities. In addition, in an environment where wise leaders aim to act for the benefit of society in general, relevant stakeholders will not be contractually committed to the leader's organisation, so trust can be the only link that maintains cohesion.

Hannah and Lester (2009) assert that to maintain viability and flourish in the new knowledge economy, organisations must have effective learning processes. One of the greatest challenges to leadership in organisations is how to create the proper conditions that encourage, develop, and sustain organisational learning and innovation. Aragon-Correa, Garcia-Morales, and Cordon-Pozo (2005) used data from 408 large Spanish firms and found that transformational leadership facilitates the organisational members' ability to create and use knowledge. Similarly, a study of 202 Spanish companies established a strong and positive impact of support leadership on learning in organisations (Llorens Montes, Ruiz-Moreno, and Garcia-Morales, 2005).

Milway and Saxton (2011) posit that leaders must champion organisational learning. They need to demonstrate their commitment by setting a vision and goals for learning connected to furthering the corporate mission. And they must act as role models by participating in learning activities. Second, leaders need to foster a culture of continuous improvement that values organisational learning. The culture reinforces learning by providing incentives for learning behaviors and by measuring and communicating such results. Third, the organisation needs to define a learning structure that specifies the people who are accountable for capturing, distilling, applying, and sharing knowledge. The structure also should include networks and coordinating tactics that help information flow among the people who need it, when they need it.

In a study, Giannopoulou (2011) found out that transactional leadership has strong positive relationships to organisational learning and effectiveness, and that transformational leadership is positively related only to organisational effectiveness. Winkler and Fyffe (2016) posited that leaders can help endorse and cultivate a learning culture by using various communication formats (e.g., e-mail, newsletters, staff meetings, one-on-one

conversations) to share examples of data-driven decisions at the organisational and individual levels. When the individuals and groups that are asked to change the way they do things or implement new practices are informed about the ways leaders are making data-driven decisions and changes, they may be more willing to accept and engage in similar compliant behaviors.

Choupani, Siadat, Kasempour, Rahimi, and Maleki, (2013) showed that there is a positive significant relationship between the transformational leadership and all dimensions of organisational learning. Gholipour (2012) showed that there is a positive significant relationship between the dimensions of the transformational leadership of managers (ideal penetration, inspirational motivation, intelligence stimulation and personal considerations) and schools' organisational learning dimensions (personal skill, mental model, common purpose, team learning and systemic thinking). Among these, only the intelligence stimulation element does not have a significant relationship to the two elements of common purpose and personal ability; however, managers' transformational leadership has the ability of predicting the direction of organisational learning. Mirkamali, Narenji Sani, Elaiee (2011) in a study showed that there is a positive significant relationship between the elements of transformational leadership and organisational learning; purpose penetration (behaviour) is considered as one of the transformational leadership dimensions predicting organisational learning efficiently.

## **2.16 Organisational learning and personnel competence in university libraries**

According to Yende (2011), in order for a company to survive in the face of global competition, the employees should be competent, able to compete and have good performance. The same conclusion was reached by Emmanuel (2010) who examined professors at a college on their readiness to compete globally. Emmanuel concluded that the personal drive and ambition of professors has a significant effect on their aspiration and desire for global renown. In order to survive in this period of evolving change, there is need for university library and information professionals to develop an organisational learning culture. Regular learning will help university librarians to adapt to any form of change in the profession and to compete globally.

Learning enhances knowledge and skills of academic librarians. It can also lead to important individual and organisational outcomes by enhancing motivation, engagement,

and commitment through enhanced job confidence and the desire to reciprocate for the investment and opportunities provided. Several studies have demonstrated that positive associations between learning opportunities and work learning initiatives that build efficacy and/or increase perceived control can have a positive impact on employee well-being.

## **2.17 Theoretical framework**

This study is aimed to examine how knowledge sharing, organisational learning, leadership style and personnel competence all aid service delivery in university libraries. The function of theories in research is predicated on perceived needs, with the view to establishing a cause and effect relationship between variables, with the aim of predicting and explaining the phenomenon. In view of this, theories that are of practical application to this research work will be considered. That is why Theory of performance (competency) by Campbell (1990) and systems theory are adapted for this study.

### **2.17.1 Theory of Competency by Campbell (1990)**

Campbell's (1990) model makes clear distinctions among performance components, performance determinants, and the antecedents of performance determinants. Performance components refer to the performance dimensions that constitute various parts of overall job performance. Campbell posited that the performance components are a function of three performance determinants which are declarative knowledge, procedural and skills knowledge and motivation (Campbell, 1990; Campbell et al., 1993). In his model, declarative knowledge includes knowledge about facts, principles, goals, and the self. It is assumed to be a function of a person's abilities, personality, interests, education, training, experience, and aptitude-treatment interactions. Procedural knowledge and skills include cognitive and psychomotor skills, physical skill, self-management skill, and interpersonal skill. Predictors of procedural knowledge and skills are again abilities, personality, interests, education, training, experience, and aptitude-treatment interactions and additionally practice. Motivation comprises choice to perform, level of effort, and persistence of effort. Campbell does not make specific assumption about the predictors of motivation. These are the direct determinants of performance, which are adopted for this study.

Campbell et al. (1996) concluded from their research that there were at least two general factors or major types of job performance: aspects which are 'job-specific' and reflect technical and specific competencies, and 'non-job-specific' aspects which are considered to be broadly similar for every job. Each category was conceived as being multi-dimensional, with the latter category including things such as team-work, self-development, compliance with organisational norms and customs, perseverance etc. (Campbell et al., 1990). In order to ensure adequate service delivery in university libraries, the components of knowledge, interpersonal competence, administrative competence quality, communication competence; and leadership are directly related to this study. The variables of concern in this study are knowledge sharing, organisational learning, leadership styles, personnel competence and service delivery. Thus, service delivery is a direct construct of job performance. In the same way, team-work, self-development, compliance with organisational norms and customs, perseverance, among others (Campbell et al., 1990) are relevant to effective service delivery in university libraries.

### **2.17.2 The resource-based view (RBV)**

The main focus of RBV is to leverage organisational resources, especially the internal sources (Kraaijenbrink et al., 2010), and core competencies to generate a sustainable competitive advantage which, in turn, translates into better performance. RBV emphasises the unique assets and capabilities that make the difference in creating competitive advantage for an organisation. Therefore, it indicates that management efforts should be focused toward collecting (Wernerfelt, 1984; Barney, 1991), developing and exploiting these strategic resources (Hafeez et al., 2002) for the sustainability of competitive advantage. The RBV focuses managerial attention on the firm's internal resources in an effort to identify those assets, capabilities and competencies with the potential to deliver superior competitive advantages.

A firm's resources consist of all assets both tangible and intangible, human and nonhuman that are possessed or controlled by the firm and that permit it to devise and apply value-enhancing strategies (Barney, 1991; Wernerfelt, 1984). Unique resources and capabilities are discussed under a variety of names, e.g. distinctive competences, core

competences, invisible assets, core capabilities, internal capabilities, embedded knowledge, corporate culture, and unique combinations of business experience (von Krogh and Roos, 1995). Resources and capabilities that are valuable, uncommon, poorly imitable and nonsubstitutable (Barney, 1991) comprise the firm's unique or core competencies (Prahalad and Hamel, 1990) and therefore present a lasting competitive advantage. Intangible resources are more likely than tangible resources to generate competitive advantage (Hitt, Bierman, Shimizu and Kochhar, 2001).

Specifically, intangible firm-specific resources such as knowledge permit firms to add up value to incoming factors of production (Hitt et al., 2001). It represents competitive advantage for a firm (Prahalad and Hamel, 1990; Collis and Montgomery, 1995; Post, 1997; Markides, 1997; Bogner, Thomas and McGee, 1999). Such advantage is developed over time and cannot easily be imitated. Barney (1991) regards resources as those controlled by a firm that allow the firm to formulate and implement strategies that expand its efficiency and effectiveness. He developed the VRIO framework for assessing what kinds of resources would present sustainable competitive advantage. These were value creation for the customers, rarity compared to the competition, inimitability, and organisation.

The resource-based view emphasises performance differences based on an organisational heterogeneity. Firms vary in their resources and in the capabilities derived from those resources. Resources that are valuable, unique and difficult to imitate can provide the basis for firms' competitive advantages (Amit and Schoemaker, 1993; Peteraf, 1993). According to this theory, However, intangible resources are more likely to produce a competitive advantage because they are often rare and socially complex, making them difficult to imitate (Black and Boal, 1994; Rao, 1994).

Organisational learning and the resource-based view are particularly relevant as they account for the history of a firm and address the process of adaptation to a dynamic environment in which competitive advantage has become critical for firm performance (Fey and Denison, 1999; Makadok, 2001; Spicer et al., 2000). Work on organisational learning complements the resource-based view. Often, organisational learning is considered a requirement for effective development of firm resources (Eisenhardt and Martin, 2000; Mahoney, 1995; Penrose, 1959). A key aspect of organisational learning is knowledge acquisition, which includes drawing on existing knowledge within the firm, gaining

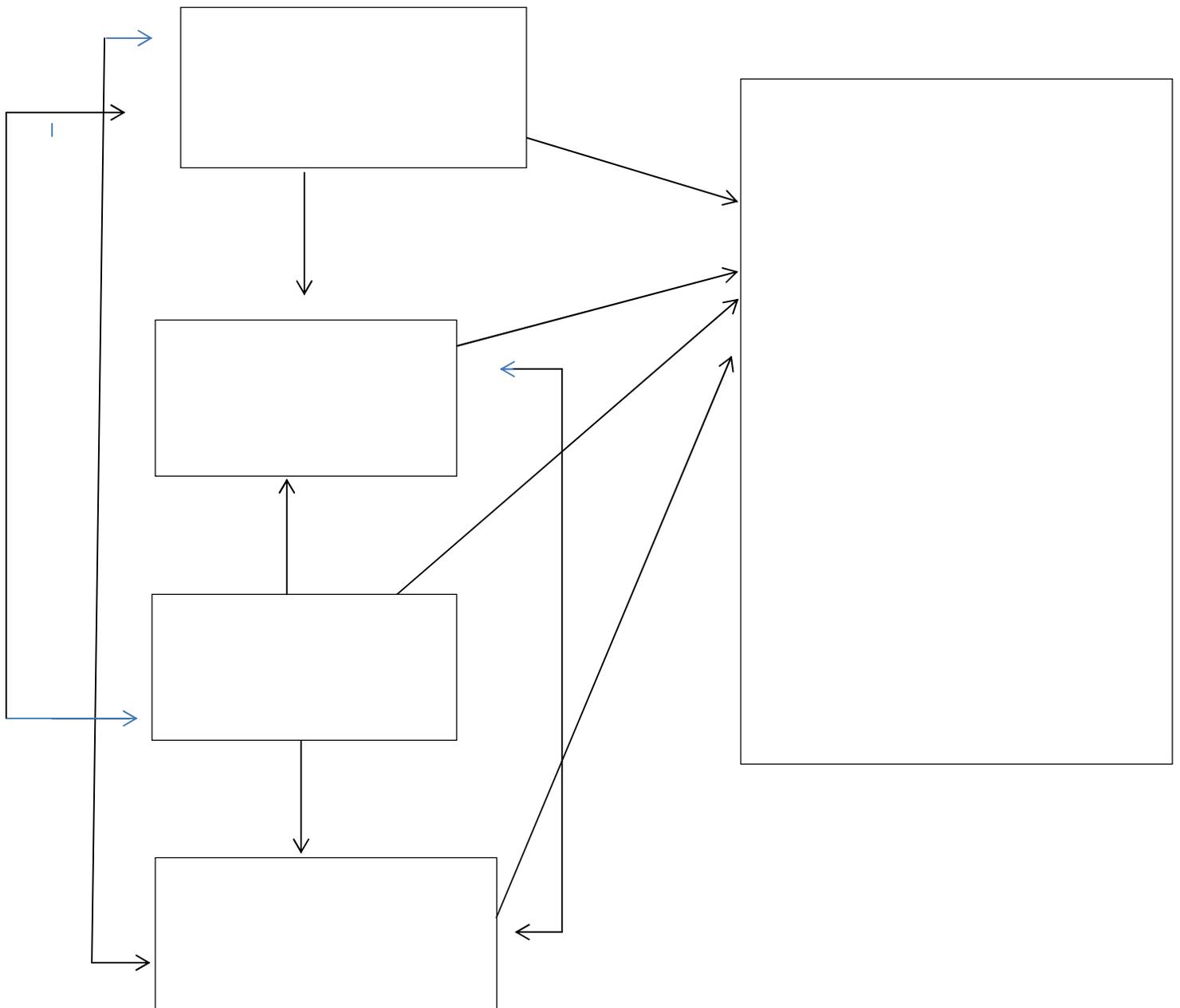
understanding from experience or observation, and environmental scanning. Organisational learning and the resource-based view are interrelated because the former provides the basis for the firm to recognise and develop needed resources and capabilities. Organisational learning enhances intangible resources that in turn increase the possible strategies the firm can employ (Hitt et al., 1999a; Huber, 1991).

This theory is applicable to this study because resource-based view researchers choose to “look within the enterprise and down to the factor market conditions that the enterprise must contend with, to search for some possible causes of sustainable competitive advantages” holding constant all external environmental factors (Peteraf and Barney, 2003, p.2 312). This inward-looking approach has proven to be both influential and useful for the analysis of many strategic issues (Foss and Knudsen, 2003), among which the conditions for sustained competitive advantage and diversification.

## 2.18 Conceptual Model

### Independent Variables

### Dependent Variable



**Fig 2.1: Self developed conceptual model of service delivery of library personnel in university libraries.**

This model comprised of five variables. The conceptual model is self-developed by the researcher whose study is focused on the impact that knowledge sharing, leadership style, and personnel competence have on service delivery in university libraries. The

achievement of the goals and objectives of the university libraries is dependent on the type of human resources in its pool. The ability of librarians in university libraries to share tacit and explicit knowledge acquired over a period of time fosters effective service delivery. This also helps in filling the gaps where there are lapses in the university libraries. Also, the level of personnel competence determines organisational performance and how willing such personnel in sharing their knowledge.

The conceptual model revealed the connection of each independent variable to the dependent variable (service delivery). Knowledge sharing, organisational learning, leadership style, and personnel competence has direct influence on service delivery in university libraries. The model also reveals how individual independent variable relates and influences one another. Knowledge sharing and Organisational learning positively influence each other; Leadership styles have great impact on the entire variables. The roles of leadership styles determine whether library personnel will willingly share their knowledge, determines policies, and resources for organisational learning; leadership styles also determine the level of personnel competence through regular update on skill acquisition. Personnel competence positively influences knowledge sharing. Organisational learning improves the skill, ability and knowledge of library personnel by filling the vacuum created by emerging technologies. On the other hand, personnel competence has relationships with organisational learning. The need to develop the knowledge, skills and abilities of library personnel is usually determined during performance appraisal. The shortcoming in performance of library personnel duty is what will determine the particular organisational learning method that will be recommended for each library personnel.

## **2.19 Appraisal of the literature reviewed**

The literature reviewed focused on service delivery, its indicators and the indicators of knowledge sharing, organisational learning, leadership style, and personnel competence. All literature reviewed assert the individual and composite effect of utilisation of knowledge sharing, organisational learning leadership styles and personnel competence as vital to service delivery in university libraries. The literature reviewed shows that the success of university libraries depends on their ability to utilise the competence and

knowledge of their personnel to meet the needs of the academic community through knowledge sharing.

There were several studies on knowledge sharing, organisational learning and leadership styles in the field of library and information science. However, studies on personnel competence were scanty. It was also observed that much literature on organisational learning used were studies conducted by librarians in Nigeria, especially from the Eastern and Southern parts of the country.

Related theoretical framework and findings from empirical research on knowledge sharing, organisational learning, leadership styles, personnel competence and service delivery was explored. From the literature, the researcher identified a number of theories that were directly relevant to the study. The variables were linked to Theory of Competency by Campbell (1996) and Systems theory. Though there have been studies on knowledge sharing, organisational learning, leadership style, personnel competence and service delivery, no particular study has addressed service delivery using the combination of all these variables. Also, empirical work on organisational learning and personnel competence is very rare. These are the gaps in literature that this study filled.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedures adopted in investigating the study. The methodological issues discussed in this chapter are as follows:

Research design

Population of the study

Sampling technique and sample size

Research instruments

Data collection procedure

Validity and reliability of research instruments

Methods of data analysis

#### **3.2 Research design**

This study adopted the survey research of the correlational type. The design described the relationship that exists between the identified variables in the study. This design is considered appropriate, since the variables have all existed and been studied as they are. The researcher did not manipulate any of the variables but studied the dependent variable in terms of the retrospective association of the independent variables. The following: knowledge sharing, organisational learning, leadership styles, and personnel competence are the independent variables in the study; the dependent variable is service delivery.

#### **3.3 Population of the study**

The populations of the study, was drawn from 35 university libraries in Southwestern, Nigeria. 635 library personnel (librarians and library officers) were purposively selected because they are actively involved in the day to day service delivery in the university libraries.

**Table 3.1: Population of the study**

S/N	List of Universities in Southwestern, Nigeria	No of Librarians	No of Library officers	Total
1	Achievers University, Owo	2	7	9
2	Adekunle Ajasin University, Akungba	10	12	22
3	Adeleke University, Ede	4	4	8
4	Afe Babalola University, Ado-Ekiti	5	6	11
5	Ajayi Crother University ,Oyo	7	5	12
6	Augustine University,Epe	3	2	5
7	Babcock University, Ilishan-Remo	15	24	39
8	Bells University,Ota	5	4	9
9	Bowen University, Iwo	8	11	19
10	Caleb University, Lagos	2	2	4
11	*Chrisland University,Abeokuta	2	0	2
12	*Christopher University,Mowe	1	0	1
13	Covenant University Ota	15	13	28
14	Crawford University Igbesa	6	5	11
15	Crescent University,Abeokuta	5	6	11
16	*Dominican University,Ibadan	0	0	0
17	Ekiti State University,Ado Ekiti	18	7	25
18	Elizade University, Ilara-Moki	4	0	4
19	Federal university of Agriculture, Abeokuta	23	13	36
20	Federal University of Technology, Akure	14	12	26
21	*Federal University, Oye-Ekiti, Ekiti State	2	1	3
22	Fountain Univeristy, Osogbo	4	1	5
23	*Hallmark University,Ijebu Itele	3	2	5
24	Joseph Ayo Babalola University, Ikeji-Arakeji	5	5	10
25	*Kings University,Ode Omu	2	0	2
26	*KolaDaisi University ,Ibadan	0	0	0
27	Ladoke Akintola University of Technology, Ogbomoso	17	7	24
28	Lagos State University, Ojo	11	16	27
29	Lead City University, Ibadan	5	5	10
30	McPherson University, Seriki Sotayo	2	0	2
31	*Mountain Top University,Mowe	1	0	1
32	National Open University of Nigeria, Lagos	14	3	17
33	Obafemi Awolowo University, Ile-Ife	22	10	32
34	Oduduwa University, Ipetumodu - Osun State	3	8	11
35	Olabisi Onabanjo University, Ago Iwoye	15	14	29
36	*Ondo State University of Science and Technology Okitipupa	3	1	4
37	Osun State University Osogbo	10	7	17
38	Pan-Atlantic University, Lekki –Ibeju	2	2	4
39	Redeemer's University, Ede	6	4	10
40	Southwesternern NigeriaUniversity, Okun Owa	2	2	4
41	Tai Solarin University of Education , Ijebu Ode	9	16	25
42	*Technical University, Ibadan	0	0	0
43	University of Ibadan, Ibadan.	32	38	70
44	University of Lagos,Akoka	19	16	35
45	*University of medical science, Ondo	4	1	5
46	Wesley University of Science and Technology, Ondo	3	6	9
	TOTAL	339	296	635

Source: Personal contacts, mobile phone calls and short messages(SMS)

### **3.4 Sampling technique and sample size**

Total enumeration was used to select librarians and library officers in the selected universities. The asterisk on table 3.1 indicates university libraries that do not have personnel that could be useful for the study.

### **3.5 Research instrument**

The research instrument used for collecting the data for this study was the questionnaire. The option for the questionnaire was considered appropriate because of the literacy level of the respondents. The questionnaire was tagged Service Delivery in University Libraries (SDUL). There were structured questions with seven sections. The questionnaire was in 6 sub scales, collapsed into one questionnaire.

**Section 1:** Demographic information

**Section 2:** Knowledge sharing in university libraries

**Section 3:** Organisational learning in university libraries

**Section 4:** Leadership style in university libraries

**Section 5:** Personnel competence on service delivery in university libraries

**Section 6:** Types of services rendered in a university library

**Section 7:** Challenges of meeting the needs of users in university libraries

**Section 1:** This has to do with the demographic information of library personnel. It consists of nine items, spanning age, gender, educational status and work experience.

**Section 2:** This section was adapted from Tombul's 2011 essay entitled, "The Impact of Leadership Styles and Knowledge Sharing on Police Officers" Willingness To Exert Extra Effort To Provide Better Security: A Study In The Riot Unit Of The Turkish National Police. The questionnaire assesses the opinion of library personnel on knowledge sharing and the methods of knowledge sharing among library personnel in the university libraries and the roles of the university librarian in fostering knowledge sharing. This section consists of 26 items. The rating scale for this section utilised these options: Strongly Disagree = 1; Disagree = 2; Agree = 3; Strongly Agree = 4. Respondents selected options that are relevant to their library. For example, Knowledge sharing is the activity in which

knowledge is exchanged among employees. Also, a scale of four questions with Decided, undecided and Nil were asked to find out the methods used for sharing knowledge in university libraries.

**Section 3:** This section measures organisational learning that takes place in the university libraries and the resources available to enhance organisational learning in the university libraries. There are 31 Items in this section. The respondents ticked options relevant to them. For example, my organisation is willing to invest in employees. The rating scale is Strongly Disagree = 1; Disagree = 2; Disagree = 3; Strongly Agree = 4.

**Section 4:** This section measures the leadership styles used among library personnel in the university libraries, and how it affects service delivery in terms of performance, motivation, and personnel commitment. The Multifactor Leadership Questionnaire, developed by Bass and Avolio (1995), is adapted in this section; there were 41 Items in the section. The rating scale for this section is: 1=strongly disagree; 2=Disagree; 3= Strongly Agree; 4= Agree. For example, “My leader spends time teaching and coaching me”.

**Section 5:** This section is based on personnel competence. The questionnaire was developed using the article of Tanloet and Tuamsuk (2011). There were 46 Items in this section measuring different aspect of competence of librarians. The rating scale for this section uses the following options: (Not Applicable =1; Low Competence =2; Averagely Competent =3; Very Highly Competent =4).

**Section 6:** This section asks questions on service delivery rendered in university libraries. There are 35 Items in this section. The thirty five (35) Items were adapted from Kumar (2014), Marketing of information products and services in Kurukshetra University Library in the disciplines of Social Science: A study. Respondents selected the best option applicable to their university library. The rating scale for this section used Very Highly Delivered = 4; Highly Delivered = 3; Rarely Delivered = 2; Not Delivered = 1. Some of the Items include: Does your library support virtual reference services?; Does your Library use reference service by e-mail or Web Technology to assist patrons with disabilities, Do you have documents digitised by your library personnel?, etc.

**Section 7:** This section is based on the challenges faced by library personnel in providing library services. There were 19 items in this section. This was adapted from Khan and Bhatti (2012) Application of social media in marketing of library and information services: a case study from Pakistan. Respondents selected the best option applicable to their university library, for example, Inadequate ICT infrastructure in libraries. The rating scale for this section is utilises these options: Strongly Disagree = 1; Disagree = 2; Agree = 3; Strongly Agree =4.

### **3.6 Data collection procedure**

Copies of the questionnaire were administered to librarians and library officers by the researcher and six (6) research assistants. For effective distribution of the questionnaire, the research assistants were trained and closely monitored. A letter of introduction was written on behalf of the researcher by the Head of Department, Library, Archival and information Studies, University of Ibadan, and Ibadan, Nigeria. The questionnaire was made available in several copies. A total number of 635 copies of the questionnaire were distributed to library personnel in the selected university libraries while the questionnaire was administered over a period of six weeks.

### **3.7 Validity and reliability of the instrument**

To ensure face validity of the instrument, the questionnaire was submitted to the thesis supervisor, and three other lecturers in the Department of Library, Archival and Information Studies, University of Ibadan, who read through and made necessary corrections. This correction and suggestions of the experts lead to the improvement of the questionnaire before administering it to the respondents. In the same vein, the reliability coefficient of the instrument was tested on 30 participants (library personnel) from the library at the University of Benin (whose location is outside the study area) using the Cronbatch Alpha method.

The result showed the following Cronbatch Alpha reliability coefficients for: Section B (knowledge sharing among library personnel)  $r = 0.83$ ; methods for knowledge sharing  $r = 0.64$ ; Section C (organisational learning)  $r = 0.90$ ; Section D (leadership styles)  $r = 0.90$ , (transformational leadership)  $r = 0.78$ , (inspirational motivation)  $r = 0.95$ , (intellectual stimulation)  $r = 0.97$ , (transactional leadership (tsl) contingent reward (cr))  $r =$

0.67, (management-by-expectation (active))  $r = 0.67$ , (management by expectation (passive))  $r = 0.94$ ; and Section E (personnel competence)  $r = 0.97$ ; (services delivery)  $r = 0.96$ ; (challenges faced by librarians)  $r = 0.92$ . The measuring instrument is valid for the study.

### **3.8 Method of data analysis**

The analysis of data collected was based on the use of simple descriptive statistical analysis of frequency counts and percentages to analyse the respondents' demographic information. Similarly, simple frequency count, percentage, mean and standard deviation were used to answer research questions 1 to 9. In the same way, Pearson Product Moment Correlation Coefficient statistical method was used to test the null hypotheses 1 to 9, while a multiple regression analysis was used to test the null hypotheses 10 and 11. The null hypotheses that were formulated for this study were also tested at 0.05 level of significance.

### **3.9 Ethical considerations for the study**

**(a) Plagiarism:** The study was subjected to turnitin software to check the percentage of originality of the study. The report of plagiarism is 22%. The report can be found at Appendix. All works used in the study were referenced in line with University of Ibadan manual of style.

**(b) Confidentiality:** All respondents (librarians and library officers) were informed in the instrument used that their information would be kept in confidence, and used solely for research purpose. In compliance with these requirements, the instrument for the study had no provision for the name of the respondents. All personal information of the participants was treated as confidential, remained confidential throughout the study and, after the study has been completed, and will be destroyed to avoid future leakage of information.

**(c) Informed consent:** Participants were briefed fully on the purpose and conduct of the research. It was made very clear to them that participation was voluntary and they could withdraw from the research work at any stage. The rationale behind the study was explained. Data collection and analysis were described clearly to them so that they knew what they were doing. Thus, the librarians and library officers used as respondents were

informed that their participation in the survey was voluntary. This information can be found in the Appendix.

**(d) Falsification and Fabrication of data:** The researcher ensured that only the findings emanated from the study were reported, and no manipulations were done to the data collected for the study.

**(e) Risk concern:** This study deals with library officers, librarians, and university management in university libraries in Southwestern, Nigeria. They worked with the researcher individually. Furthermore, there was no sensitive information or questions that bother on religious biasness of the researcher in the instrument, which could cause any distraction to the participants. Basically, there should be no risks involved. Thus, the possible benefits of this study apparently outweigh the risks.

**(f) Beneficence:** The observable benefits of the study were immediate as the participants stated that they liked the variables of the study and enjoyed the statements in the questionnaire. The respondents all appeared to engage freely in the conversations and this indicates that that the questionnaire allowed the participants to share their stories in a safe environment and without being judged. As outlined in Chapter 2, the researcher hope that this study will add to the body of literature on a discerned positive impact of all the variables assessed in the study, either in Nigeria or elsewhere. It is assumed that the findings, which they may not be generalised, will add value to society in general by providing insights on the challenges faced by university libraries in this era of ever emerging technologies so as to continue to be relevant in the world of academic.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter consists of the results of the study. It is divided into six parts, including:

- 4.2 Questionnaire administration and response rate
- 4.3 Demographic profile of the respondents
- 4.4 Answers to the research questions
- 4.5 Testing the hypotheses
- 4.6 Discussion of findings

#### **4.2 Questionnaire administration and response rate**

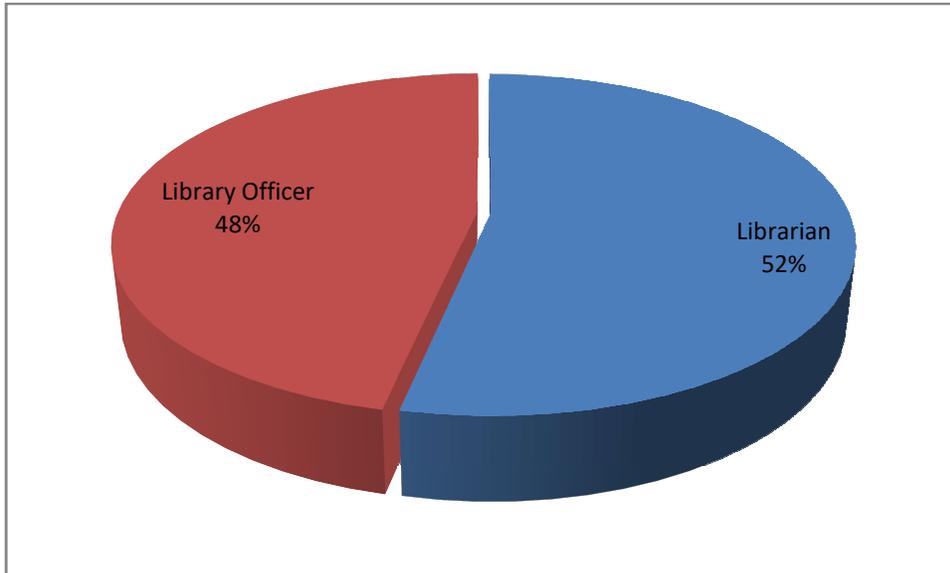
This part presents the questionnaire administration and response rate by personnel in university libraries in Southwestern, Nigeria. 635 copies of the questionnaire were distributed and five hundred and seventy three (573) copies were returned, with useful responses, giving a percentage response rate of 90.7% (Table 4.1).

**Table 4.1: Library Personnel Response Rate**

S/ N	List of Universities in the Southwestern,Nigeria	No of Librarians	No of Library officers	Total
1	Achievers University, Owo	2	6	8
2	Adekunle Ajasin University, Akungba	8	12	20
3	Adeleke University, Ede	4	4	8
4	Afe Babalola University, Ado-Ekiti	5	5	10
5	Ajayi Crother University ,Oyo	5	5	10
6	Augustine University, Epe	3	2	5
7	Babcock University, Ilishan-Remo	15	24	39
8	Bells University,Ota	5	4	9
9	Bowen University, Iwo	5	10	15
10	Caleb University, Lagos	2	2	4
11	Covenant University Ota	12	10	22
12	Crawford University Igbesa	6	5	11
13	Crescent University,Abeokuta	5	6	11
14	Ekiti State University, Ado Ekiti	14	7	21
15	Elizade University, Ilara-Mokin	4	0	4
16	Federal university of Agriculture, Abeokuta	23	13	36
17	Federal University of Technology, Akure	14	12	26
18	Fountain Univeristy, Osogbo	4	1	5
19	Joseph Ayo Babalola University, Ikeji-Arakeji	3	5	8
20	Ladoke Akintola University of Technology, Ogbomosho	14	7	21
21	Lagos State University, Ojo	9	12	21
22	Lead City University, Ibadan	4	5	9
23	McPherson University, Seriki Sotayo	2	0	2
24	National Open University of Nigeria, Lagos	14	3	17
25	Obafemi Awolowo University, Ile-Ife	23	10	33
26	Oduduwa University, Ipetumodu - Osun State	3	8	11
27	Olabisi Onabanjo University, Ago Iwoye	15	14	29
28	Osun State University Osogbo	6	5	11
29	Pan-Atlantic University, Lekki –Ibeju	2	2	4
30	Redeemer's University, Ede	6	4	10
31	Southwestern, Nigeriaern University, Oku Owa	2	2	4
32	Tai Solarin University of Education Ijebu Ode	7	13	20
33	University of Ibadan, Ibadan	24	32	56
34	University of Lagos,Akoka	15	14	29
35	Wesley University of Science and Technology, Ondo	3	6	9
	Total	300	273	573

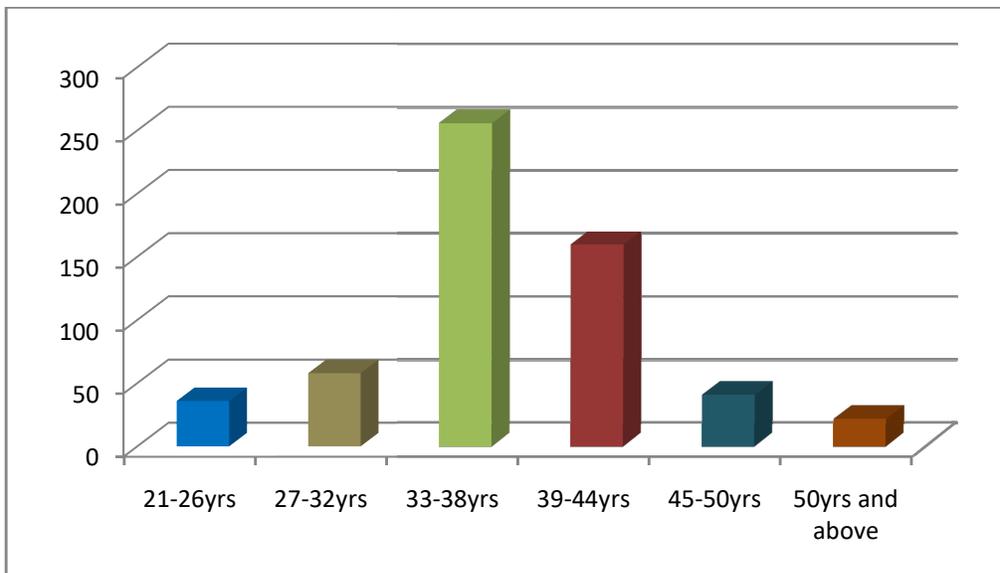
### 4.3 Demographic profile of the respondents

The demographic profile of respondents is presented in figures. Figure 4.1 presents information on Position/Rank of library personnel.



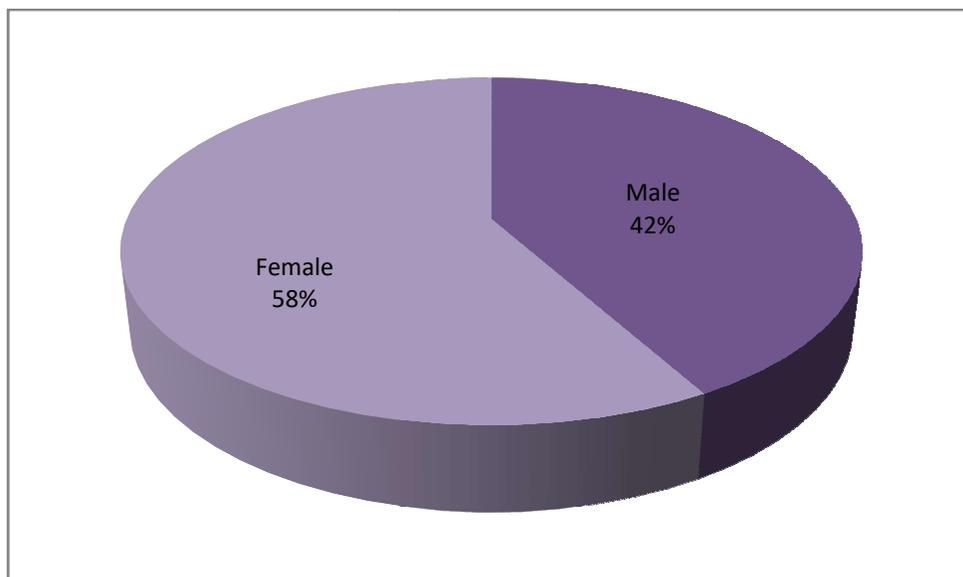
**Figure 4.1: Position/Rank of Library Personnel**

Fig. 4.1 shows that majority (300 or 52%) of the respondents were librarian, while 273 (or 48%) were library officers. The result of the study revealed that there were more professional staff in university libraries in Southwestern, Nigeria than para-professional.



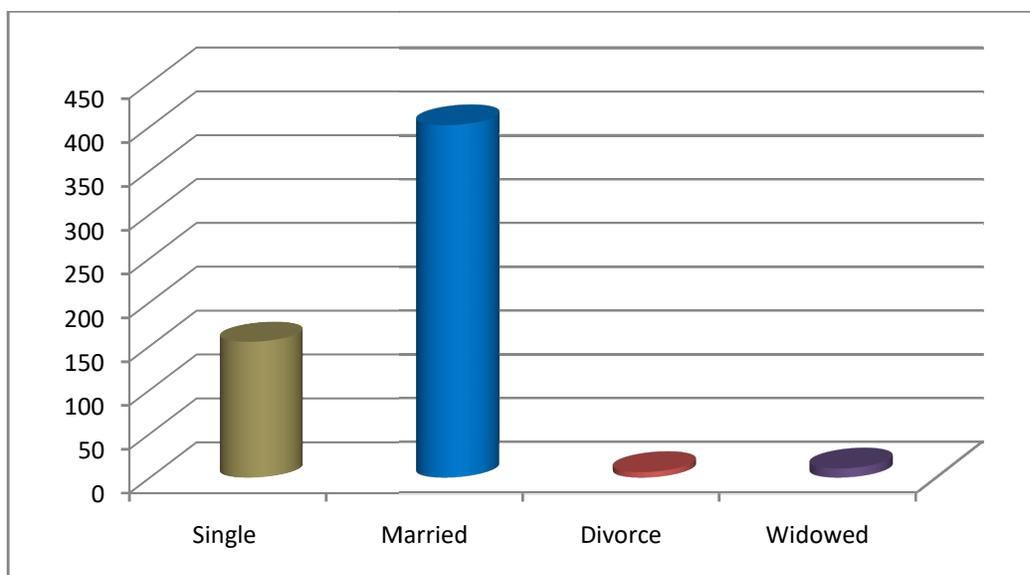
**Figure 4.2: Age of the Respondents**

Results in fig. 4.2 shows that 256(44.7%) of the respondents were between ages 33-38years, 160(27.9%) were between ages 39-44years, while 22(3.8%) were between ages 50 years and above. The result revealed that the active age of library personnel in university libraries falls between 33-44years of age.



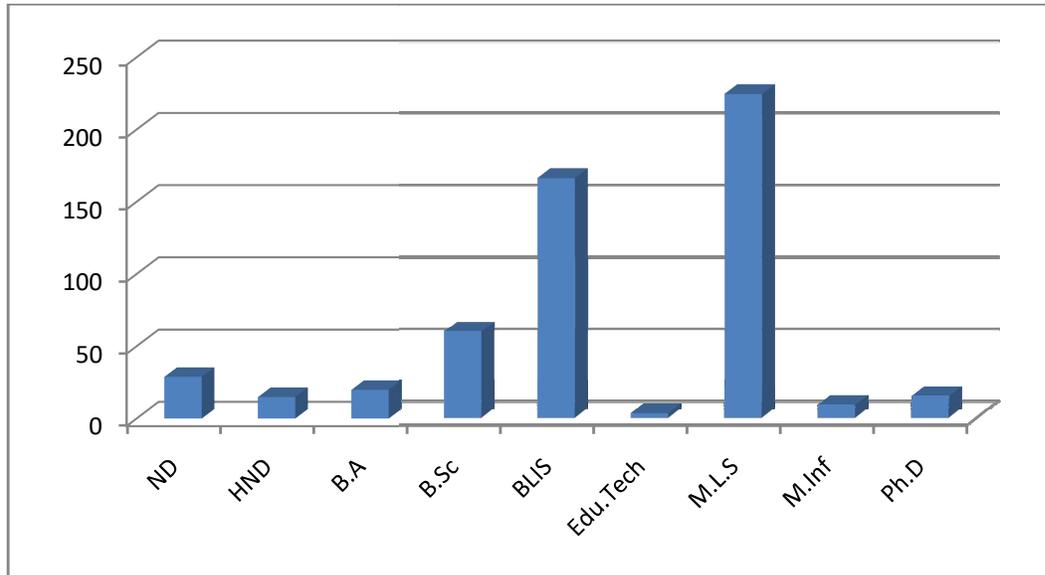
**Figure 4.3: Gender of the respondents**

Result in Fig. 4.3 shows that 333(59.1%) of the respondents were females while, 240(41.9%) were males. The result reveals that the female gender dominates university libraries in Southwestern, Nigeria.



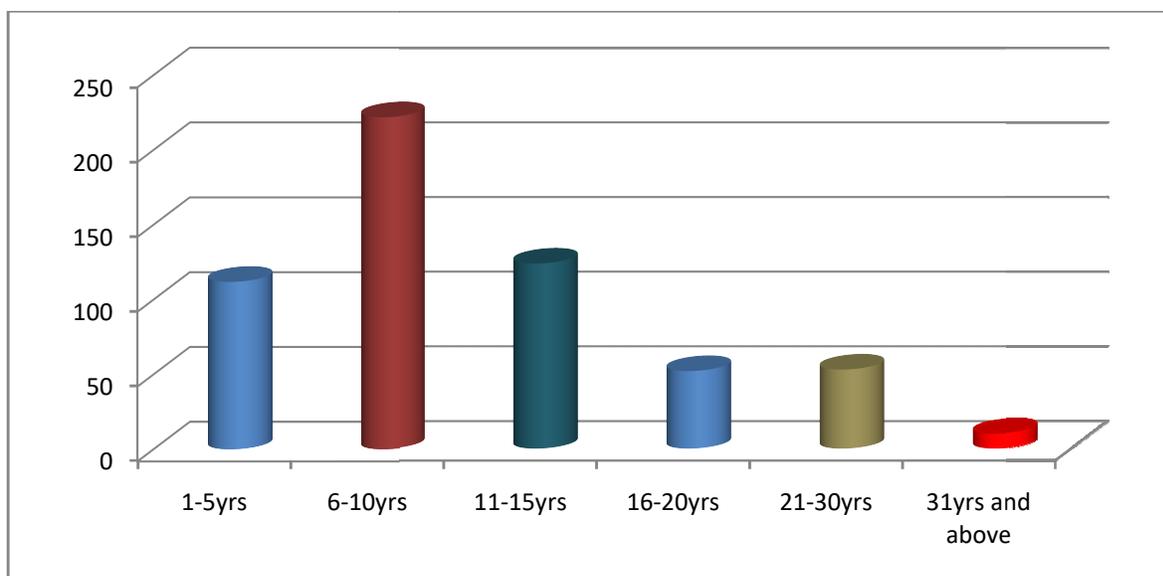
**Figure 4.4: Marital Status of the Respondents**

Majority of the respondents 402(70.2%) were married, 155(27.1%) were singles while 10(1.7%) were widowed (fig. 4.4). This implies that the majority of the respondents were married in university libraries in Southwestern, Nigeria, than any other category.



**Figure 4.5: Highest Academic Qualification by personnel in the University Libraries**

Fig. 4.5 shows that 255(44.5%) of the respondents had M.L.S, 167(29.1%) had B.LIS while 29(5.1%) had an ND certificate. This implies that most of the respondents were professional who possessed a minimum qualification of a Bachelor degree in Library and Information Science, a certification that is recognised by the Librarians’ Registration Council of Nigeria (LRCN).



**Figure 4.6: Length of Service in the University Libraries**

Results in fig. 4.6 show that 222(38.7%) have been working in libraries for a period between 6-10 years; 124(21.6%) have been working for 11-15 years; and 10(1.7%) have been working for 31-35 years. This implies that the majority of the respondents were experienced library personnel. The result here shows that the service delivery of library personnel has been based on years of experience, ranging from 6-15 years; this implies that they are likely to be equipped with competencies that can meet the changes and challenges facing librarianship. There may also be need for the university libraries to become a learning organisation.

#### **4.4 Answers to the research questions**

##### **Research question 1: What is the level of knowledge sharing of personnel in university libraries in Southwestern, Nigeria?**

Information on status of knowledge sharing of university library personnel in the Southwestern, Nigeria is presented in Table 4.2.

**Table 4.2a: Level of knowledge sharing among library personnel**

S/ N	Item	SA		A		D		SD		%	Mean	Std. Dev
		F	%	F	%	F	%	F	%			
1	I gain new ideas through social events in the library	180	31.4	354	61.8	20	3.5	19	3.3	93.2	3.21	.661
2	Staff improve their knowledge and ideas by learning from other organisations and institutions	198	34.6	346	60.4	14	2.4	15	2.6	94.4	3.27	.635
3	Individuals are committed to professional development	191	33.3	353	61.6	21	3.7	8	1.4	94.9	3.27	.595
4	Conferences, workshops ,training and development are held from time to time to help gain new knowledge	205	35.8	330	57.6	30	5.2	8	1.4	93.4	3.28	.624
5	Staff gain new ideas through social gatherings	182	31.8	338	59.0	24	4.2	29	5.1	90.8	3.17	.730
6	Whenever I want to share knowledge, I prefer to use social networks such as Facebook, Twitter, wikis and books in my library	133	23.2	343	59.9	78	13.6	19	3.3	83.1	3.03	.708
7	I use videoconferencing to share knowledge with my co-workers	121	21.1	274	47.8	163	28.4	15	2.6	68.9	2.87	.765
8	I use intranet and knowledge repositories to share knowledge with my colleagues	114	19.9	340	59.3	87	15.2	32	5.6	78.8	2.94	.756
9	I prefer to share knowledge through storytelling	112	19.5	159	27.7	262	45.7	40	7.0	47.2	2.60	.879
10	There are guidelines that encourage knowledge sharing in the library	156	27.2	213	37.2	159	27.7	45	7.9	64.4	2.84	.916
11	Knowledge sharing supports staff development in my library	137	23.9	261	45.5	167	29.1	8	1.4	69.4	2.92	.762
12	Knowledge sharing improves quality of staff	151	26.4	381	66.5	36	6.3	5	.9	92.9	3.18	.573
13	knowledge sharing keeps staff up to date with current trends	143	25.0	291	50.8	130	22.7	9	1.6	75.8	2.99	.735
14	Knowledge sharing retains individual knowledge through codification of tacit knowledge	162	28.3	318	55.5	53	9.2	40	7.0	83.8	3.05	.808
15	There is KS culture in my organisation	116	20.2	345	60.2	104	18.2	8	1.4	80.4	2.99	.664
16	My colleagues share their working experience and knowledge in my library	118	20.6	361	63.0	70	12.2	24	4.2	83.6	3.00	.705
17	I communicate/and share knowledge with my colleagues in teams or groups	149	26.0	303	52.9	112	19.5	9	1.6	78.9	3.03	.720

**Table 4.2b: Level of knowledge sharing among library personnel**

S/N	Item	SA		A		D		SD		%	Mea n	Std. Dev
		F	%	F	%	F	%	F	%			
18	I share knowledge with other library staff	227	39.6	230	40.1	97	16.9	19	3.3	79.7	3.16	.821
19	My UL encourages everyone to speak their mind.	129	22.5	313	54.6	64	11.2	67	11.7	77.1	2.88	.890
20	My UL analyses relevant data before coming to a decision	186	32.5	255	44.5	51	8.9	81	14.1	77.0	2.95	.989
21	My UL considers different perspectives before making decisions	122	21.3	323	56.4	61	10.6	67	11.7	77.7	2.87	.879
22	My UL seeks feedback to improve interaction with others.	114	19.9	328	57.2	64	11.2	67	11.7	77.1	2.85	.871
23	My UL precisely depicts how personnel act their parts in cultivating collaboration to share thoughts	135	23.6	306	53.4	65	11.3	67	11.7	77.0	2.89	.898
24	My UL involves personnel to proffer ideas to work-related problems	157	27.4	326	56.9	61	10.6	29	5.1	84.3	3.07	.761
25	Through knowledge sharing; innovation and discovery increases.	175	30.5	281	49.0	103	18.0	14	2.4	79.5	3.08	.760
26	Knowledge sharing is important to service delivery	179	31.2	256	44.7	118	20.6	20	3.5	75.9	3.04	.811
<b>N = 573; Grand Mean = 78.44</b>										<b>78.35%</b>		

In order to determine the level of knowledge sharing among personnel in university libraries in Southwestern, Nigeria, a test of norm was carried out. The overall mean for knowledge sharing yielded mean = 78.44, It is therefore concluded that the level of knowledge sharing among personnel in university libraries in Southwestern, Nigeria is high. Many respondents indicated that they shared knowledge through seminars, workshops and training. Also, development programmes are regularly facilitated aptly to help library staff gain new knowledge (mean = 3.28). Most of the respondents equally indicated that: individuals are committed to professional development (mean = 3.27); the minimum response rate indicated that most of the respondents prefer to share knowledge through storytelling (mean = 2.60). The next set of respondents indicated that there were policies that encourage knowledge sharing in their university library (mean = 2.84). The least response indicated that a majority of respondents affirmed that their UL does request that they inform him/her about only things unplanned (mean = 2.57). This was followed by the

fact that most of the respondents indicated that it was not necessary to inform their UL of all details of their work (mean = 2.59).

Based on the results in Table 4.2, there were regular and periodic seminars, workshops and trainings in the university libraries surveyed; similarly, library personnel communicate and gain new ideas through social and professional gatherings, from colleagues and allied institutions. These in no doubt promote adequate knowledge sharing among library personnel in the various universities surveyed.

**Research question 2: What are the methods of knowledge sharing in the university libraries?**

Table 4.3 presents the response rate on the methods and tools for knowledge sharing in the university libraries in Southwestern, Nigeria.

**Table 4.3: Knowledge sharing methods**

S/N	Item	Used		Nil		Undecided		%	Mean	Std. Deviation
		F	%	F	%	F	%			
1	Departmental meetings	167	29.1	11	1.9	395	68.9	29.1	1.94	.241
2	Library blogs	66	11.5	11	1.9	496	86.6	11.5	1.86	.352
3	Communities of practice	87	15.2	23	4.0	110	19.2	15.2	1.79	.409
4	Mobile phones	48	8.4	23	4.0	502	87.6	8.4	1.68	.471
<b>Mean = 573</b>								<b>16.05</b>	<b>1.81</b>	

Results in Table 4.3 show that the majority of respondents indicated that they shared knowledge during departmental meetings (mean = 1.94); through library blogs (mean = 1.86); through communities of practice (mean = 1.79); and through mobile phones (mean = 1.68).

**Research question 3: What is the level of organisational learning among personnel in the university libraries? Table 4.4 presents information on the level of organisational learning among personnel in the university libraries.**

**Table 4.4A: Organisational learning of library personnel**

S/N	Item	SA		A		D		SD		%	Mean	Std. Dev
		F	%	F	%	F	%	F	%			
1	The University librarian (UL) encourage initiative towards creativity	167	29.1	205	35.8	184	32.1	17	3.0	64.9	2.91	.851
2	UL does not ask for anything aside from what I should know to achieve my work	133	23.2	179	31.2	225	39.3	36	6.3	54.4	2.71	.892
3	The UL is not interested in my work details	113	19.7	149	26.0	276	48.2	35	6.1	45.7	2.59	.871
4	I am expected to inform the UL of impromptu schedule	80	14.0	194	33.9	272	47.5	27	4.7	47.9	2.57	.787
5	UL worries about staff who exhibit negligence on duty	92	16.1	197	34.4	257	44.9	27	4.7	50.5	2.62	.808
6	UL is highly supportive in achieving personal professional goals	102	17.8	255	44.5	170	29.7	46	8.0	62.3	2.72	.848
7	UL is keen to give impressive appraisal staff with good achievement	98	17.1	258	45.0	170	29.7	47	8.2	62.1	2.71	.844
8	UL is a role model for all personnel in the library	109	19.0	311	54.3	117	20.4	36	6.3	73.3	2.86	.792

**Table 4.4b: Organisational learning of library personnel**

S/N	Item	SA		A		D		SD		%	Mean	Std. Dev
9	UL instructions help me with critical logical reasoning in executing my job responsibilities.	114	19.9	245	42.8	182	31.8	32	5.6	62.7	2.77	.830
10	UL understands individual difference among library personnn	127	22.2	263	45.9	117	20.4	66	11.5	68.1	2.79	.918
11	UL delegates power for staff development	121	21.1	251	43.8	150	26.2	51	8.9	64.9	2.77	.882
12	UL encourages every personnel to perform tasks assigned to them.	125	21.8	259	45.2	168	29.3	21	3.7	67.0	2.85	.798
13	UL is highly competentsecuring the loyalty of library personnel	183	31.9	188	32.8	180	31.4	22	3.8	64.7	2.93	.885
14	UL has unwavering support and loyalty of the staff	159	27.7	208	36.3	179	31.2	27	4.7	64.0	2.87	.874
15	UL inspires innovation of ideas	151	26.4	281	49.0	118	20.6	23	4.0	75.4	2.98	.794
16	UL gives me better approaches to build up my point of view on things.	139	24.3	189	33.0	133	23.2	112	19.5	57.3	2.62	.055
17	UL encourages employees to provide new ideas.	139	24.3	209	36.5	133	23.2	92	16.1	60.8	2.69	.011
18	Library personnel take responsibility for their own learning.	169	29.5	223	38.9	89	15.5	92	16.1	68.4	2.82	.030
19	Library personnel share information and skills (librarianship) and participate in 'knowledge networks' or communities of learning within	161	28.1	221	38.6	83	14.5	108	18.8	66.7	2.76	.060
20	UL encourages others to share their information and skills.	168	29.3	223	38.9	74	12.9	108	18.8	68.2	2.79	.064
21	UL actively and regularly seeks feedback on personnel performance and development needs	132	23.0	230	40.1	103	18.0	108	18.8	63.1	2.67	.029
22	Library personnel participate in any kinds of learning at least 2 times a year	147	25.7	226	39.4	81	14.1	119	20.8	65.1	2.70	.068
23	There is job rotation exercise in the university library	141	24.6	235	41.0	175	30.5	22	3.8	65.6	2.86	.829
24	Personnel engage in Community of Practice	127	22.2	313	54.6	111	19.4	22	3.8	76.8	2.95	.753
25	Organisational learning is important to service delivery	142	24.8	292	51.0	128	22.3	11	1.9	75.8	2.99	.741
<b>N = 573; Grand Mean = 69.51</b>										<b>62.18</b>		

Majority of respondents indicated that organisational learning is important to service delivery (mean = 2.99). Most of the respondents equally indicated that their University Librarian (UL) does give them freedom to solve old problems in new ways (mean = 2.98). Respondents also affirmed that library personnel engage in Community of Practice (mean = 2.95). The least response indicated that a majority of respondents affirmed that their UL does request that they inform him/her about only things unplanned (mean = 2.57). This is followed by the fact that most of the respondents indicated that there is no need to inform their UL of all details of their work (mean = 2.59).

Based on the results in Table 4.4, it can be inferred that library personnel in the universities surveyed see organisational learning as very important to service delivery. In the same vein, most of the library personnel have taken time to study and learn things required for effective service delivery in their libraries especially from their university librarians. It is therefore concluded that the level of organisational learning among personnel in the university libraries in the Southwestern, Nigeria is high.

#### **Research question 4: What are the resources available to enhance organisational learning in the university libraries?**

Table 4.5 presents response rates on resources available to enhance organisational learning in the university libraries in the Southwestern, Nigeria.

**Table 4.5: Resources available to enhance organisational learning in the university libraries**

S/N	Item	SA		A		D		SD		%	Mean	Std. Dev
		F	%	F	%	F	%	F	%			
1	Library personnel use technology such as bulletin boards, intranet, and email.	161	28.1	231	40.3	73	12.7	108	18.8	68.4	2.78	.056
2	There is a policy on training and development.	110	19.2	222	38.7	219	38.2	22	3.8	57.9	2.73	.811
3	Regulations on training and development are religiously executed.	127	22.2	229	40.0	195	34.0	22	3.8	62.2	2.80	.824
4	Newly employed staff are assigned to a mentor	122	21.3	224	39.1	191	33.3	36	6.3	60.4	2.75	.859
<b>N = 573; Grand Mean = 11.06</b>										<b>62.22</b>		

The response rates in Table 4.5 show that the majority of respondents indicated that library personnel use technology such as bulletin boards, intranet, email (mean = 2.78). Most of the respondents also indicated that there is a policy on training and development (mean = 2.73), and that the policy on training and development is religiously executed (mean = 2.80). In addition, most of the respondents affirmed that newly employed staff are assigned to a mentor (mean = 2.75). The least response indicated that a majority of respondents affirmed that their UL does request that they inform him/her about only things unplanned (mean = 2.57). This is followed by the fact that most of the respondents indicated that there is no need to inform their UL of all details of their work (mean = 2.59). Therefore, it can be inferred that the resources available for organisational learning in the university libraries in the Southwestern, Nigeria include human resource persons who serve as mentors to library personnel, the policy that guide organisational learning, and technologies such as bulletin boards, intranet, and email.

**Research question 5: What are the leadership styles prevalent in university libraries?**

The response rates on the leadership styles prevalent in university libraries in Southwestern, Nigeria are presented in Table 4.6.

**Table 4.6A: Leadership styles in university libraries in Southwestern, Nigeria**

S/ N	Item (Transactional)	SA		A		D		SD		%	Mean	Std. Dev
		F	%	F	%	F	%	F	%			
1	I don't give up half way to complete a difficult task.	113	19.7	139	24.3	186	32.5	135	23.6	44.0	2.40	.053
2	I perceive that my accomplishment is far greater than other colleagues	113	19.7	124	21.6	139	24.3	197	34.4	41.3	2.27	.131
3	I deliver a top notch standard of work.	100	17.5	121	21.1	188	32.8	164	28.6	38.6	2.27	.059
4	My organisation provides assistance to team members.	83	14.5	196	34.2	133	23.2	161	28.1	48.7	2.35	.040
5	I adapt easily to technological changes in my organisation.	77	13.4	83	14.5	151	26.4	262	45.7	27.9	1.96	.068
6	My organisation gives me good technology to increase my job performance.	94	16.4	111	19.4	207	36.1	161	28.1	35.8	2.24	.037
7	The UL every staff is well informed about new development in the library	102	17.8	122	21.3	111	19.4	238	41.5	39.1	2.15	.148
8	The UL has an open door policy to discuss work issues	108	18.8	130	22.7	79	13.8	256	44.7	41.5	2.16	.185
9	I feel my work experiences are adequate for the work I do.	88	15.4	184	32.1	115	20.1	186	32.5	47.5	2.30	.082
10	I feel my work experience could make me more competent	104	18.2	72	12.6	108	18.8	289	50.4	30.8	1.98	.165
11	I do not have turnover intention on this job.	9	1.6	157	27.4	211	36.8	196	34.2	29.0	1.96	.824
12	There is orientation and on-boarding programme for every staff.	83	14.5	124	21.6	187	32.6	179	31.2	36.1	2.19	.036
13	I participate in professional conferences, seminars and workshops.	83	14.5	141	24.6	85	14.8	264	46.1	39.1	2.08	.133

**Table 4.6b: Leadership styles in university libraries in Southwestern, Nigeria**

S/N	Item (Transformational)	SA		A		D		SD		Mean		Std. Dev
		F	%	F	%	F	%	F	%			
14	There is job coaching, mentoring, and an internship programme for all staff.	56	9.8	177	30.9			158	27.6	40.7	2.23	.962
15	My organisation has best practices ,so I will be here for long	22	3.8	209	36.5	144	25.1	198	34.6	40.3	2.10	.925
16	The skills that I have obtained till now would be useful at other organisations.	69	12.0	158	27.6	182	31.8	164	28.6	39.6	2.23	.996
17	I remain here because I have nowhere else to go.	57	9.9	205	35.8	130	22.7	181	31.6	45.7	2.24	.008
18	No organisation can replace the status of this organisation now in my opinion.	52	9.1	196	34.2	114	19.9	211	36.8	43.3	2.16	.025
19	My organisation rewards every completed task.	21	3.7	189	33.0	207	36.1	156	27.2	36.7	2.13	.856
20	Staff members are permitted to acquire formal degrees to acquire more knowledge.	18	3.1	173	30.2	214	37.3	168	29.3	33.3	2.07	.847
21	I have a sense of self-confidence when my organisation invests in me.	49	8.6	166	29.0	125	21.8	233	40.7	37.6	2.05	.018
22	My organisation regularly invests in me, and aims to update my value.	-	-	189	33.0	198	34.6	186	32.5	33.0	2.01	.810
23	I make friends easily in this work environment and identify with my friends' socialization behavior.	15	2.6	161	28.1	117	20.4	280	48.9	30.7	1.84	.923
24	I learn a lot from my colleagues in this organisation.	12	2.1	175	30.5	178	31.1	208	36.3	32.6	1.98	.868
25	The UL shares his or her values and beliefs.	23	4.0	209	36.5	73	12.7	268	46.8	40.5	1.98	.997
26	The UL is a role model to me.	49	8.6	188	32.8	142	24.8	194	33.9	41.4	2.16	.992
27	I trust the UL.	29	5.1	248	43.3	81	14.1	215	37.5	48.4	2.16	.993
28	The UL is optimistic about the future.	47	8.2	261	45.5	145	25.3	120	20.9	53.7	2.41	.909
29	The UL clarifies a definite vision without bounds to me.	53	9.2	315	55.0	45	7.9	160	27.9	64.2	2.46	.997

**Table 4.6C: Leadership styles in university libraries in Southwestern, Nigeria**

S/N	Item (Transactional)	SA		A		D		SD		%	Mean	Std. Dev
		F	%	F	%	F	%	F	%			
30	The UL inspires me to achieve my shared vision.	78	13.6	263	45.9	125	21.8	107	18.7	59.5	2.54	.946
31	The UL uses different perspectives to problems solving.	82	14.3	261	45.5	134	23.4	96	16.8	59.8	2.57	.931
32	The UL challenges my ideas to get new ways to solving old problems.	46	8.0	267	46.6	151	26.4	109	19.0	54.6	2.44	.888
33	The UL spends time teaching and coaching me.	49	8.6	272	47.5	143	25.0	109	19.0	56.1	2.71	.459
34	The UL acts as a mentor to enabling my self-actualization	50	8.7	260	45.4	167	29.1	96	16.8	54.1	2.46	.871
35	The UL motivates me to achieve target goals	62	10.8	238	41.5	131	22.9	142	24.8	52.3	2.38	.975
36	The UL spell out expectation and gives acknowledgment when objectives are accomplished	87	15.2	232	40.5	111	19.4	143	25.0	55.7	2.46	.026
37	The UL makes particular guidelines for consistence and what constitutes inadequate execution.	44	7.7	336	58.6	75	13.1	118	20.6	66.3	2.53	.903
38	The UL keenly observes employee's performance.	41	7.2	344	60.0	96	16.8	92	16.1	67.2	2.58	.842
39	The UL keeps track of all mistakes.	6	1.0	318	55.5	151	26.4	98	17.1	56.5	2.40	.778
40	The UL dependably sits tight for things to turn out badly before making a move.	33	5.8	262	45.7	181	31.6	97	16.9	51.5	2.40	.834
41	The UL fails to step in until a problem becomes serious.	21	3.7	348	60.7	131	22.9	73	12.7	64.4	2.55	.759
									TGM	<b>49.02</b>		

In their responses to the transactional leadership style, most of the respondents indicated that they are resilient at overcoming obstacles to complete tasks (mean 2.40). Some of the respondents also indicated that their organisation provides assistance to team members (mean = 2.35). Furthermore, some of the respondents indicated that they feel their work experiences are adequate for the work they do. However, most of the respondents disclosed that they adapt easily to technological changes in their organisation (mean = 1.96). In response to the transformational leadership style, most of the respondents affirmed that their UL spends time teaching and coaching them (mean = 2.71). A majority of the respondents also indicated that their UL keenly observes employees' performance (mean = 2.58). Similarly, most of the respondents indicated that the UL uses different perspectives

to problem solving (mean = 2.57). The least response rate suggests that most of the respondents disclosed that they make friends easily in their work environment and identify with their friends' socialisation behaviour (mean = 1.84).

Based on the results in Table 4.6, it was found that the university librarian (UL) spent time teaching and coaching the library personnel. It was also revealed that the university librarians were very keen in observing personnel performance. It can, therefore, be inferred that the leaders of the university libraries in Southwestern, Nigeria are interested in transforming the library personnel to become well respected library professionals. Therefore, the transformational leadership style seems to be more prevalent than the transactional leadership style in university libraries in Southwestern, Nigeria.

**Table 4.7: Summary of mean and standard deviation for leadership style**

The summary of mean and standard deviation for leadership style is presented in Table 4.7.

<b>Leadership style</b>	<b>Mean</b>	<b>Standard Deviation</b>
Transactional leadership	28.31	1.961
Transformational leadership	64.23	21.338

As shown in Table 4.7, the overall mean score of transactional leadership style of the library management in the universities in the Southwestern, Nigeria mean=28.31, SD=1.961 and that of the transformational leadership style, mean =64.23, SD=21.338. It was observed that the mean score for transformational leadership style is far greater than that of transactional leadership style. It means that transformational style of leadership is more popular and more preferable among the library personnel in university libraries. One can therefore deduce that transformational leadership style is more prevalent in the university libraries in Southwestern, Nigeria.

**Research question 6: What is the level of personnel competence in university libraries? Information on level of personnel competence in university libraries in the Southwestern, Nigeria is presented in Table 4.8.**

**Table 4.8a. : Personnel competence in university libraries in Southwestern, Nigeria**

S/N	Item	Very True of Me		True of Me		Occasionally True of Me		Not True of Me		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
1	I know basic principles of library and information sciences.	292	51.0	222	38.7	39	6.8	20	3.5	96.5	3.37	.762
2	I know the codes of conduct and professional values.	375	65.4	118	20.6	48	8.4	32	5.6	94.4	3.46	.867
3	I am conversant with intellectual properties protection as a library staff	235	41.0	246	42.9	81	14.1	11	1.9	98.0	3.23	.759
4	I have deep knowledge and understand the sources of information, resources and types.	242	42.2	173	30.2	139	24.3	19	3.3	96.7	3.11	.887
5	I am highly skilled with the use of information technology	237	41.4	172	30.0	101	17.6	63	11.0	89.0	3.02	.015
6	I can apply information technology to the administration of libraries and information centres.	217	37.9	254	44.3	91	15.9	11	1.9	98.1	3.18	.763
7	I update my knowledge of information technology innovations	239	41.7	176	30.7	148	25.8	10	1.7	98.2	3.12	.855
8	I offer hands on services flawlessly to library users.	233	40.7	173	30.2	145	25.3	22	3.8	96.2	3.08	.899

**Table 4.8b: Personnel competence in university libraries in Southwestern, Nigeria**

S/N	Item	Very True of Me		True of Me		Occasionally True of Me		Not True of Me		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
9	I use theories of librarianship to improve service delivery.	227	39.6	199	34.7	147	25.7	-	-	100.0	3.14	.796
10	I can conduct research on users studies	179	31.2	220	38.4	129	22.5	45	7.9	92.1	2.93	.921
11	I have the abilities to conduct analysis for various operations of libraries for quality, dissemination and creation of information for publications and exchange.	173	30.2	221	38.6	157	27.4	22	3.8	96.2	2.95	.853
12	I know the importance of continual professional development in librarianship	208	36.3	254	44.3	61	10.6	50	8.7	91.2	3.08	.902
13	I am familiar with learning theories, teaching assessment, application of instructional facts in libraries and information.	196	34.2	274	47.8	81	14.1	22	3.8	96.1	3.12	.789
14	I know the procedure of teaching methods unique to diverse users discipline	202	35.3	183	31.9	143	25.0	45	7.9	92.2	2.95	.957

**Table 4.8c: Personnel competence in university libraries in Southwestern, Nigeria**

S/N	Item	Very True of Me		True of Me		Occasionally True of Me		Not True of Me		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
15	I have ability to manage information resources in the provision, selection, analysis, categorisation of information resources, referencing, indexing, and abstract writing accurately.	233	40.7	168	29.3	127	22.2	45	7.9	92.2	3.03	.971
16	I have very good communications skills	191	33.3	193	33.7	139	24.3	50	8.7	91.3	2.92	.959
17	I possess the capacity to negotiate, listen attentively, and language usage in communication.	204	35.6	149	26.0	135	23.6	85	14.8	85.2	2.82	.075
18	I am a good team player.	206	36.0	160	27.9	148	25.8	59	10.3	89.7	2.90	.010
19	I have problem-solving skills.	191	33.3	159	27.7	159	27.7	64	11.2	88.7	2.83	.016
20	I have the ability to plan and manage with existing resources.	177	30.9	166	29.0	166	29.0	64	11.2	88.9	2.80	.003
21	I think positively, innovative, different, systematic, perceive holistically and differentiate details.	173	30.2	175	30.5	151	26.4	74	12.9	87.1	2.78	.018
22	I know what it takes to be a reference librarian	200	34.9	225	39.3	84	14.7	64	11.2	88.9	2.98	.971

**Table 4.8d: Personnel competence in university libraries in Southwestern, Nigeria**

S/N	Item	Very True of Me		True of Me		Occasionally True of Me		Not True of Me		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
23	I have leadership skills; I think thoughtfully. I make decisions, and set aims and objective for achieving success.	216	37.7	219	38.2	74	12.9	64	11.2	88.8	3.02	.977
24	I have good human relations.	190	33.2	267	46.6	52	9.1	64	11.2	88.9	3.02	.933
25	I exhibit principle and orderliness during operation, personally and to others in pursuance of the growth of the library.	206	36.0	245	4.8	58	10.1	64	11.2	50.9	3.03	.953
26	I am self motivated to achieve success as planned.	194	33.9	251	43.8	53	9.2	75	13.1	86.9	2.98	.978
27	I efficiently execute work that can be accounted for.	200	34.9	262	45.7	47	8.2	64	11.2	88.8	3.04	.937
28	I can work under pressure.	195	34.0	258	45.0	67	11.7	53	9.2	90.7	3.04	.910
29	I am resilient to changing situations and accept new challenges.	204	35.6	233	40.7	83	14.5	53	9.2	90.8	3.03	.934
									<b>TGM</b>	<b>90.79</b>		

Most of the respondents indicated that they knew the codes of conduct and professional values (mean = 3.46). This is followed by a highest number of respondents who showed that they have good knowledge and understanding of library and information sciences, and foundation theories of the profession (mean = 3.37). The least response rate shows that most of the respondents affirmed that they have the ability to think positively, creatively, differently, non-conformingly, systematically; perceive things holistically and distinguish details (mean = 2.78). This is followed by the fact that majority of the respondents indicated that they have the ability to aptly plan and manage existing resources (mean = 2.80). In order to determine the level of personnel competence in the university libraries in South - west, Nigeria, a test of norm was carried out. Results showed that the scale between 1 – 37 was low, 38 – 76 was moderate, and 77 – 116 was high. Hence, the overall mean for personnel competence yielded mean = 87.97 which falls between the scale “77 – 116”. It is therefore, concluded that the level of personnel competence in the university libraries in Southwestern, Nigeria is high.

**Research question 7: What are the types of services delivered by the personnel of the university libraries?**

The response rates on the types of services delivered by the personnel of the university libraries in Southwestern, Nigeria are presented in Table 4.9.

**Table 4.9A: Service delivery by personnel in university libraries**

S/N	Item	Very Highly Delivered		Highly Delivered		Rarely Delivered		Not Delivered		%	Mean	Std. Dev
		F	%	F	%	F	%	F	%			
1	Virtual reference services	197	34.4	184	32.1	146	25.5	46	8.0	66.5	2.93	.957
2	Reference service by e-mail or Web Technology to assist patrons with disabilities	168	29.3	230	40.1	170	29.7	5	.9	69.4	2.98	.791
3	Documents digitized by library personnel	268	46.8	46.8	42.8	60	10.5	-	-	89.6	3.36	.664
4	Electronic theses and dissertations produced by students and made available for consultation by library personnel	311	54.3	80	14.0	182	31.8	-	-	68.3	3.23	.901
5	Virtual reference utilities	250	43.6	119	20.8	182	31.8	22	3.8	64.4	3.04	.953
6	E-mail reference	282	49.2	86	15.0	205	35.8			64.2	3.13	.913
7	Chat reference, commercial service	140	24.4	99	17.3	233	40.7	101	17.6	41.7	2.49	.045
8	Instant messaging applications	116	20.2	133	23.2	256	44.7	68	11.9	49.7	2.52	.945
9	Short message service (SMS) or text messaging	136	23.7	149	26.0	220	38.4	68	11.9	49.7	2.62	.975
10	Serial back files and other paper materials (including government documents)	137	23.9	154	26.9	182	31.8	100	17.5	50.8	2.57	.036
11	Information literacy	177	30.9	186	32.5	142	24.8	68	11.9	63.4	2.82	.001
12	Inter-library loans and documents to other libraries	208	36.3	225	39.3	72	12.6	68	11.9	75.6	3.00	.982
13	Electronic collection	308	53.8	117	20.4	80	14.0	68	11.9	74.2	3.16	.062
14	Hybrid collection	6	1.0	318	55.5	151	26.4	98	17.1	56.5	2.40	.778
15	Subscription to electronic serials	276	48.2	198	34.6	89	15.5	10	1.7	82.8	3.29	.789

**Table 4.9b: Service delivery by personnel in university libraries**

S/ N	Item	Very Highly Delivered		Highly Delivered		Rarely Delivered		Not Delivered		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
16	Document delivery service	231	40.9	263	45.9	51	8.9	28	4.9	86.8	3.42	2.608
17	Photocopying	251	43.8	156	27.2	125	21.8	41	7.2	71.0	3.08	.969
18	Current Awareness	235	41.0	113	19.7	179	31.2	46	8.0	60.7	2.94	.021
19	Usage statistics	231	40.3	224	39.1	83	14.5	35	6.1	79.4	3.14	.880
20	Telex/ Telephone service	378	66.0	125	21.8	37	6.5	33	5.8	87.8	3.48	.852
21	Bibliographic and Compilation service	346	60.4	71	12.4	134	23.4	22	3.8	72.8	3.29	.952
22	Translation service	235	41.0	120	20.9	177	30.9	41	7.2	61.9	2.96	.003
23	Technical Writing service	261	45.5	166	29.0	88	15.4	58	10.1	74.5	3.10	.003
24	Bindery	263	45.9	90	15.7	145	25.3	75	13.1	61.6	2.94	.111
25	Facsimile service	15	2.6	161	28.1	117	20.4	280	48.9	30.7	1.84	.923
26	Online/C.D ROM Database searching	292	51.0	132	23.0	138	24.1	11	1.9	74.0	3.23	.881
27	Internet / E-mail service	295	51.5	114	19.9	112	19.5	52	9.1	71.4	3.14	.028
28	Audio/visual materials provision	279	48.7	184	32.1	74	12.9	36	6.3	80.8	3.23	.903
29	Section where patrons can sit, listen and view audio/visual material	299	52.2	103	18.0	96	16.8	75	13.1	70.2	3.09	.098
30	Microforms material provision	255	44.5	198	34.6	56	9.8	64	11.2	79.1	3.12	.988
31	Subscription to databases and maintenance of the access	251	43.8	98	17.1	193	33.7	31	5.4	60.9	2.99	.996
32	Campus wide data communication network	228	39.8	187	32.6	136	23.7	22	3.8	72.4	3.08	.885
33	Web-based services	222	38.7	266	46.4	58	10.1	27	4.7	85.1	3.19	.801
34	Instructions and trainings to users for better use of Web Services	241	42.1	145	25.3	154	26.9	33	5.8	67.4	3.04	.959
35	Collaborative Services	294	51.3	95	16.6	140	24.4	44	7.7	67.9	3.12	.026
									<b>TGM</b>	<b>67.63</b>		

Results in Table 4.9 show that most of the respondents indicated that to a very high extent, they delivered Document delivery service (mean = 3.42). The least response rate shows that very few respondents indicated that they delivered Facsimile service (mean = 1.84). This is followed by Hybrid collection (mean = 2.40). It can therefore be inferred that the majority of the respondents delivered Document delivery service, Documents digitised by the library personnel, Bibliographic and Compilation service, Subscription to Electronic serials, Audio/visual materials provision, Online/C.D ROM Database searching, Electronic theses and dissertations produced by students and made available for consultation by library personnel, Web-Based Services, Internet / E-mail service, E-mail reference, among others, to a very high extent.

**Research question 8: What are the challenges faced by library personnel on service delivery in university libraries?**

Table 4.10 presents the response rates on challenges faced by library personnel on service delivery in university libraries.

**Table 4.10a: Challenges faced by library personnel on services delivery**

S/N	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
1	Lack of financial support to buy library materials as a result of low budgetary allocations to the development of libraries	292	51.0	175	30.5	49	8.6	57	9.9	81.5	3.23	.972
2	Low pay scale and limited opportunities for promotion	148	25.8	247	43.1	148	25.8	30	5.2	68.9	2.90	.846
3	Lack of awareness programmes	171	29.8	219	38.2	142	24.8	41	7.2	68.0	2.91	.908
4	Inadequate space for holding library materials	106	18.5	106	18.5	233	40.7	91	15.9	37.0	2.53	.033
5	Inadequate library materials	137	23.9	146	25.5	185	32.3	105	18.3	49.4	2.55	.046
6	Lack of trained and skilled manpower	120	20.9	218	38.0	142	24.8	93	16.2	58.9	2.64	.988
7	Lack of appropriate government policy on information materials	153	26.7	171	29.8	169	29.5	80	14.0	56.5	2.69	.014
8	Users poor information literacy skills	137	23.9	199	34.7	168	29.3	69	12.0	58.6	2.71	.964
9	Inadequate promotional activities	96	16.8	236	41.2	172	30.0	69	12.0	58.0	2.63	.901

**Table 4.10b: Challenges faced by library personnel on services delivery**

S/N	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		%	Mean	Std. Dev.
		F	%	F	%	F	%	F	%			
10	Low information literacy rate among library personnel	46	8.0	195	34.0	263	45.9	69	12.0	42.0	2.38	.799
11	Lack of incentives for job well done	153	26.7	188	32.8	169	29.5	63	11.0	59.5	2.75	.971
12	Inactive role of LIS professional associations to fight for the interest of library personnel	191	33.3	138	24.1	187	32.6	57	9.9	57.4	2.81	.011
13	Insufficient communication skills among library personnel	177	30.9	97	16.9	242	42.2	57	9.9	47.8	2.69	.017
14	Poor information on literacy skills and digital literacy	168	29.3	154	26.9	200	34.9	51	8.9	56.2	2.77	.972
15	Lack of library accreditation	87	15.2	232	40.5	111	19.4	143	25.0	55.7	2.46	.026
16	Inadequate ICT infrastructure in libraries	176	30.7	185	32.3	150	26.2	62	10.8	63.0	2.83	.987
17	Ineffective leadership	167	29.1	227	39.6	123	21.5	56	9.8	68.7	2.88	.940
18	Low professional status	130	22.7	225	39.3	159	27.7	59	10.3	62.0	2.74	.923
19	Lack of exposure to international standards and experience	129	22.5	211	36.8	183	31.9	50	8.7	59.3	2.73	.907
									<b>TGM</b>	<b>58.4</b>		

Most of the respondents in Table 4.10 indicated that they face challenges such as: Lack of financial support to buy library materials as a result of low budgetary allocations to the development of libraries (mean = 3.23). This is followed by lack of awareness programmes (mean = 2.91). The least response rate shows that some of the respondents indicated low information on literacy rate among library personnel (mean = 2.38), and lack of library accreditation (mean = 2.46). This is followed by those who indicated Inadequate space for holding library materials (mean = 2.53); Inadequate library materials (mean = 2.55), among others.

**Research question 9:** What is the joint contribution of knowledge sharing, organisational learning, leadership styles and personnel competence to the prediction of service delivery in university libraries in Southwestern, Nigeria?

**Table 4.11: Composite Influence of Knowledge Sharing, Organisational Learning, Leadership Styles and Personnel Competence to the Service Delivery in University Libraries**

Model		Sum of squares	df	Mean Square	F	Sig.p
1	Regression	64215.924	4	16053.981	60.945	0.000 <sup>b</sup>
	Residual	149622.289	568	263.420		
	Total	213838.213	572			
<b>Model Summary</b>						
Model	1					
R	.548 <sup>d a</sup>					
R Square	.300					
Adjusted R Square	.295					
Std. Error of the Estimate	16.230					

Table 4.11 shows that knowledge sharing, organisational learning leadership styles, personnel competence adds 2.7% to the variation. However, knowledge sharing, organisational learning, leadership styles and personnel competences relatively contribute to the prediction of service delivery by 30.0%. Any other variable not included in the model could account for the remaining variance.

Table 4.11 presents the result of the analysis on the influence knowledge sharing, organisational learning leadership styles, and personnel competence to effective service delivery in university libraries Southwestern, Nigeria. The result shows the value of R, R<sup>2</sup> (model summary) and ANOVA Table. It further revealed from Table 4.11 the multiple correlation of 0.548 between independent and dependent variables, this implies that independent variables (knowledge sharing, organisational learning leadership styles, personnel competence) could influence universities library service delivery to some

extent, and  $R^2$  of 0.300 which is an indication that independent variables (knowledge sharing, organisational learning leadership styles, personnel competence) accounted for 30.0% of the total variance observed in dependent variable (service delivery) leaving the remaining 70.0% to other factors that was not considered in the study. Table 4.11 equally showed that the combination of all the independent variables also allowed reliable prediction composite influence of all the independent variables on service delivery ( $f_{(4,572)} = 60.945, p < 0.05$ ). Hence, knowledge sharing, organisational learning leadership styles, personnel competence are the major predictors of effective library service delivery.

#### 4.5 Testing the research hypotheses

The null hypotheses formulated for the study were tested at 0.05 level of significance and the results were presented in tables.

**Ho1: There is no significant relationship between knowledge sharing and service delivery in university libraries in Southwestern, Nigeria.**

**Table 4.12: Test of relationship between knowledge sharing and service delivery of the respondents**

Variable	N	Mean	Std. Deviation	R	Sig.p
Knowledge sharing	573	78.44	13.051	0.474**	<b>0.006</b>
Service delivery	573	107.39	19.335		<0.05

Table 4.12 shows that a significant positive and strong relationship ( $r = .474^{**}; p < 0.05$ ) exists between knowledge sharing and service delivery in university libraries in Southwestern, Nigeria. This implies that as knowledge sharing improves among library personnel there will be improvement in service delivery. Therefore, the null hypothesis 1 is rejected.

**Ho2: There is no significant relationship between organisational learning and service delivery in the university libraries.**

Table 4.13 presents information on the relationship between organisational learning and service delivery in the university libraries in Southwestern, Nigeria.

**Table 4.13: Test of relationship between organisational learning and service delivery**

Variable	N	Mean	Std. Deviation	r	Sig.	P
Organisational learning	573	80.57	19.561	.450**	<b>0.000</b>	<0.05
Service delivery	573	107.39	19.335			

Table 4.13 shows that a significant positive relationship ( $r = .450^{**}$ ;  $p < 0.05$ ) exists between organisational learning and service delivery in university libraries in the Southwestern, Nigeria of Nigeria. This implies that as organisational learning improves, service delivery will also improve in the university libraries. Therefore, the null hypothesis 2 was rejected.

**Ho3: There is no significant relationship between leadership styles and service delivery in the university libraries.**

The result of the relationship between leadership styles and service delivery in the university libraries is presented in Table 4.14.

**Table 4.14: Test of significant relationship between leadership styles and service delivery of the respondents**

Variable	N	Mean	Std. Deviation	r	Sig.P
Leadership styles	573	92.57	22.598	.293**	<b>0.001&lt;0.05</b>
Service delivery	573	107.39	19.335		

Table 4.14 shows that a significant positive relationship ( $r = .293^{**}$ ;  $p < 0.05$ ) exists between leadership styles and service delivery in university libraries in Southwestern, Nigeria. This implies that as leadership styles improve, there will be improvement in service delivery in the university libraries. Therefore, the null hypothesis 3 is rejected.

**Ho4: There is no significant relationship between personnel competence and service delivery in the university libraries.**

Table 4.15 shows the results of the relationship between personnel competence and service delivery in the university libraries.

**Table 4.15: Relationship between personnel competence and service delivery**

Variable	N	Mean	Std. Deviation	r	Sig.P
Personnel competence	573	87.97	20.796	.417**	<b>0.000&lt;0.05</b>
Service delivery	573	107.39	19.335		

Table 4.15 shows that a significant positive relationship ( $r = .417^{**}$ ;  $p < 0.05$ ) exists between personnel competence and service delivery in university libraries in Southwestern, Nigeria. This implies that if library personnel are more competent, there will be improvement in service delivery in the university libraries. Therefore, the null hypothesis 4 is rejected.

**Ho5: There is no significant relationship between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria.**

Table 4.16 presents information on the relationship between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria.

**Table 4.16: Relationship between knowledge sharing and organisational learning**

Variable	N	Mean	Std. Deviation	r	Sig.P
Knowledge sharing	573	78.44	13.051	.755**	<b>0.000</b> <0.05
Organisational learning	573	107.39	19.335		

\*\* . Significant at 0.05 levels

Table 4.16 shows that a significant positive and strong relationship ( $r = .755^{**}$ ;  $p < 0.05$ ) exists between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria. This implies that as knowledge sharing improves among the library personnel, there will be improvement in organisational learning. Therefore, the null hypothesis 5 was rejected.

**Ho6:** There is no significant relationship between leadership styles and knowledge sharing among the personnel of the university libraries. Information on relationship between leadership styles and knowledge sharing among the personnel of the university libraries is presented in Table 4.17.

**Table 4.17: Relationship between leadership styles and knowledge sharing**

Variable	N	Mean	Std. Deviation	r	Sig.P
Leadership styles	573	92.57	22.598	.375**	<b>0.000</b> <0.05
knowledge sharing	573	78.44	13.051		

\*\* . Significant at 0.05 level

Table 4.17 shows that a significant positive relationship ( $r = .375^{**}$ ;  $p < 0.05$ ) exists between leadership styles and knowledge sharing among the personnel of the university libraries in Southwestern, Nigeria. This implies that as leadership styles improve, knowledge sharing among the library personnel will equally improve. Therefore, the null hypothesis 6 is rejected.

**Ho7: There is no significant relationship between knowledge sharing and personnel competence in the university libraries.**

Table 4.18 shows the relationship between knowledge sharing and personnel competence in the university libraries in Southwestern, Nigeria.

**Table 4.18: Relationship between knowledge sharing and personnel competence**

Variable	N	Mean	Std. Deviation	r	Sig.P
Knowledge sharing	573	78.44	13.051	.340**	<b>0.000</b> <0.05
Personnel competence	573	87.97	20.796		

\*\* . Significant at 0.05 level

Table 4.18 shows that a significant positive relationship ( $r = .340^{**}$ ;  $p < 0.05$ ) exists between knowledge sharing and personnel competence in university libraries in Southwestern, Nigeria. This implied that as knowledge sharing improves, it makes the library personnel to be more competent. Therefore, the null hypothesis 7 was rejected.

**H<sub>0</sub>8: There is no significant relationship between leadership styles and organisational learning in the university libraries.**

Information on the relationship between leadership styles and organisational learning in the university libraries is presented in Table 4.19.

**Table 4.19 : Relationship between leadership styles and organisational learning**

Variable	N	Mean	Std. Deviation	R	Sig. P
Leadership styles	573	92.57	22.598	.398 <sup>**</sup>	<b>0.000</b> <0.05
Organisational learning	573	80.57	19.561		

Table 4.19 shows that a significant positive relationship ( $r = .398^{**}$ ;  $p < 0.05$ ) exists between leadership styles and organisational learning in university libraries in Southwestern, Nigeria. This implied that as leadership styles improve, organisational learning will also improve in the university libraries. Therefore, the null hypothesis 8 was rejected.

**Ho<sub>9</sub>: There is no significant relationship between organisational learning and personnel competence in the university libraries.**

Table 4.20 presents information on the relationship between organisational learning and personnel competence in the university libraries.

**Table 4.20: Relationship between organisational learning and Personnel competence**

Variable	N	Mean	Std. Deviation	r	Sig.P
Organisational Learning	573	80.57	19.561	.493**	<b>0.000</b> <0.05
Personnel Competence	573	87.97	20.796		

Table 4.19 shows that a significant positive relationship ( $r = .493^{**}$ ;  $p < 0.05$ ) exists between organisational learning and personnel competence in university libraries in Southwestern, Nigeria. This implied that as organisational learning improves, the personnel in the university libraries will become more competent. Therefore, the null hypothesis 9 was rejected.

**Ho10: There is no significant relationship between leadership styles and personnel competence in the university libraries.**

Information on the relationship between leadership styles and personnel competence in the university libraries is presented in Table 4.21.

**Table 4.21: Relationship between leadership styles and personnel competence**

Variable	N	Mean	Std. Deviation	r	Sig.P
Leadership styles	573	92.57	22.598	.498**	<b>0.001</b> <0.05
Personnel competence	573	87.97	20.796		

Table 4.21 shows that a significant positive relationship ( $r = .498^{**}$ ;  $p < 0.05$ ) exists between leadership styles and personnel competence in university libraries in Southwestern, Nigeria. This implies that as leadership styles improve, library personnel will become more competent. Therefore, null hypothesis 10 was rejected.

**Ho11: Knowledge sharing, organisational learning, leadership styles, and personnel competence will not significantly predict service delivery in the university libraries.**

Table 4.22 shows the results of the prediction of knowledge sharing, organisational learning, leadership styles, and personnel competence to service delivery in the university libraries.

**Table 4.22: Prediction of Knowledge sharing, organisational learning, leadership styles, and personnel competence to service delivery**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.p
		B	Std. Error	Beta		
1	(Constant)	41.147	4.632		8.883	.000
	knowledge sharing	.490	.080	.331	6.095	.000
	Organisational learning	.063	.057	.064	2.103	.027
	Leadership styles	.008	.036	.010	3.235	.014
	Personnel competence	.249	.041	.268	6.114	.000

a. Dependent Variable: service delivery

Table 4.22 shows that knowledge sharing ( $\beta = .50$ ;  $t = 6.10$ ;  $p < 0.05$ ); organisational learning ( $\beta = .060$ ;  $t = 2.1$ ;  $p < 0.05$ ); leadership styles ( $\beta = .01$ ;  $t = 3.24$ ;  $p < 0.05$ ) and personnel competence ( $\beta = .25$ ;  $t = 6.11$ ;  $p < 0.05$ ) jointly and significantly predict service delivery in university libraries in Southwestern, Nigeria. However, knowledge sharing has the highest prediction value. Therefore, the null hypothesis 11 was rejected.

#### **4.6 Discussion of the findings**

**This section discussed the findings of the study drawing inferences from authors' views in the literature review and relating them to the researcher's point of view.**

##### **Level of knowledge sharing of personnel in university libraries in Southwestern, Nigeria**

The percentage of positive response to the level of knowledge sharing was 80.4%, it is therefore concluded that the level of knowledge sharing among personnel in university libraries in Southwestern, Nigeria is high. Also, there were regular and periodic seminars, workshops and trainings in the university libraries surveyed; similarly, library personnel communicate and gain new ideas through social and professional gatherings, and from colleagues and allied institutions. These in no doubt promote adequate knowledge sharing among library personnel in the various universities surveyed.

This result correlates with the study of Awodoyin, Osisanwo, Adetoro, and Adeyemo (2016) who found out that there was a high level of knowledge sharing activities among Nigerian university librarians. It also corroborates Okonedo and Popoola's (2012) study that Nigerian librarians share knowledge and that the extent to which librarians in the selected libraries share knowledge is high in spite of the myriads of challenges prevalent in African and Nigerian university libraries. The result of this study agrees with the findings of Akparobore (2015) that, although librarians shared knowledge in Nigerian university libraries, the rate of knowledge sharing satisfaction was quite low. This implies that librarians need to explore more knowledge to share knowledge at a high and consistent level.

The result of the study corroborates those of Semertzaki (2012) assertion at IFLA conference in Helsinki, Finland and Mayekiso's (2013) study at UNISA library Cape Town who discussed the impact of knowledge sharing to facilitate better decision making, by utilising the existing computer systems, encourage the free flow of ideas and knowledge, improve customer service satisfaction, and boost revenues. It also enhances the value of existing products, reduces costs in human labour and hours, streamlines operations, helps to make better use of employees' working time, and improves the collective e-organisation memory; and builds better informed staff, which in turn leads to better service delivery. The outcome of this study which was also supported by Jivan and Zarandi, (2012) findings

at AHP technique reiterated the advantages of knowledge sharing as increasing the competitive advantage of an organisation. The findings of this study partially negates Maponya's (2004) study at the University of KwaZulu-Natal library which found out that there were some forms of informal sharing of knowledge among staff, but that there was an absence of a system that promoted knowledge sharing in the library. The result of the study also negates Muchaonyerwa (2015) in his research study that found that enabling knowledge sharing is not practiced in the library. The study is at variance with Ahmad's (2011) findings at 17 Malaysian public university libraries, which found that knowledge sharing was still at very low level and that the personnel in these libraries were more interested in their day-to-day work activities only.

### **Methods of knowledge sharing in the university libraries**

Methods of KS vary from the use of Facebook, Twitter, wikis, storytelling, and many others. The age range (33- 44years) of respondents in the study accounted for the use of these methods. The response rate is also 83.8%. Also, Findings from the study showed that the methods of knowledge sharing across the universities surveyed in Southwestern, Nigeria, include departmental meetings, library blogs, communities of practice, other socialmedia platforms and mobile phones. The result of this study agree with those of Anna and Puspitasari(2013) conducted in Indonesian who found that a large number of electronic tools were used as methods of knowledge sharing in an organisation;they include email, internet, intranet, web portal, e-mail mailing list, social media such as Facebook, google; collaboration technology tools such as audio -visual tools, wikis, bulletin boards, and news groups.Charnigo and Barnett-Ellis (2013) posit that social media, especially Facebook is popular among librarians in the U.S.A. According to him,they use Facebook as a knowledge sharing tool to reach out to diverse users.

The study supports Balubaid, (2013) who identifiedsocial media as a means of enhancing teamwork and knowledge sharing. The result indicated that certain methods were being used. It is worth noting that the use of certain strategic methods was not as significant as it ought to be. The result concurs with Hislop, (2013) who described blogs as the central focus for discussion forums among knowledge workers. This study also confirms the result of a study by Chai and Kim (2010) who reported that blogs were as

useful knowledge sharing platforms for use within a collaborative work environment. It was deduced from the study that the methods of sharing knowledge explored were not so many.

### **Organisational learning among personnel in the university libraries**

The response rate of those who believe that organisational learning is very important to service delivery is 75.8 %. In the same vein, most of the library personnel had taken time to study and learn things required for effective service delivery in their libraries especially from their university Librarians. Hence, the level of organisational learning among personnel in the university libraries in Southwestern, Nigeria, is high as derived from the result of this study. This result corroborates the empirical study carried out by Oakleaf (2011) who provides an overview of organisational learning and justifies its relevance to academic library service delivery as very important. The result also correlates with the study of Sivadas (2012) which explained that training and education is one of the most critical ingredients in providing quality services. Also, this finding concurs to the study of Sivadas (2012), who asserted that regular training leads to high staff performance at optimum levels. The result of this study is also confirmed another empirical study, by Jiménez-Jiménez and Sanz-Valle (2011), that knowledge acquisition, distribution, interpretation and organisational memory had a positive significant association with company image, market share, and profitability. Also, the result of this study aligns with Sampe (2012) who found out in an empirical study that organisational learning affects organisational (performance) service delivery by promoting trust amongst employees in acquiring, disseminating, exploiting and storing knowledge in Indonesian Small and Medium Scales enterprises.

Findings of this study corroborates with Hashim and Mokhtar (2012) on how important organisational learning is in an information society where developments of information technology and telecommunication networks are accompanied by a corresponding increase in knowledge, with a rapidly growing flow of information. This new information environment requires new skills in seeking, processing, and using information. The base for individual ability to understand and use information is a qualitative, ongoing learning process. The result of the study also concurs with Namada (2017) who performed a study which established a relationship between organisational

learning and non-financial performance. University libraries are non-financial performance organisations, so it shows the efficacy of organisational learning. According to Insala (2013), organisational learning is mandatory for the existing foundations to allow new library employees topgrade competencies necessary over time.

### **Resources available to enhance organisational learning in the university libraries**

The overall percentage of responses who stated that there are resources for OL in their university libraries is high at 68.4%, 60.4%, and an average of 57.9%. Findings showed that the resources available for organisational learning in the university libraries in the Southwestern, Nigeria include human resource persons who serve as mentors to library personnel, the policy that guides organisational learning, and facilities such as bulletin boards, intranet and email. The result of this study confirms that there is mentoring in university libraries in Southwestern, Nigeria. An earlier study by Nassali (2009) confirmed the importance of organisational learning in university libraries in support of Kim and Abbas (2010) and Neal (2011) whose findings in studies in the library science literature suggest that academic libraries engaging in organisational learning are more likely to respond quickly and innovatively to rapid change. Therefore, all the studies cited above agree with the result of this study on available resources available for organisational learning in university libraries. Most of those studies (Nassali, 2009); Abbas 2010 and Neal (2011) indicate that organisational learning injects new ideas into university libraries and other organisations that deal in knowledge, information and learning. The result of this study on the use of technology for OL is also supported by Evans (2012) on the growth of library staff.

Results from the study align with those of Dabbagh and Kitsantas (2012) who state that the social media, including Twitter, Facebook, and LinkedIn, have merged online context with a social element, providing a potential catalyst for learning through opportunities to network, meet new people, and interact with consumers or library users. Individuals who have grown up in the social media revolution may actually learn in a different way, different from those from previous generations. The heightened interest in how learning can occur through the social media has been augmented by the increased availability of smartphones and tablet computers. This study has emphasised the importance of organisational learning as earlier stated by ALA (2013) where the

association specifically outlines areas in which training can be given to library technicians and which are also related to those performed by library assistants including (but not limited to) directing library users to standard references, organising and maintaining periodicals, preparing volumes for binding, handling interlibrary loan requests, preparing invoices, performing routine cataloguing and coding of library materials, and retrieving information from computer databases.

### **Leadership styles prevalent in university libraries**

The overall mean score of transactional leadership style of the library management in the universities in Southwestern, Nigeria mean = 28.31, SD = 1.961 and that of the transformational leadership style mean = 64.23, SD = 21.338. It was observed that the mean score for transformational leadership style is far greater than that of transactional leadership style. This implies that transformational leadership style is more popular and more prevalent in university libraries. One can therefore deduce that transformational leadership style is more prevalent in the university libraries in Southwestern, Nigeria. It was found that the university librarian at the institutions surveyed spent time teaching and coaching library personnel. It was also found that the university librarians were very keen in keeping track of personnel performance. It can therefore be inferred that the leaders of the university libraries in Southwestern, Nigeria, are interested in transforming their personnel into well respected library professionals. Thus, the transformational leadership style seems to be more prevalent than the transactional one in university libraries in Southwestern, Nigeria.

The results of this study correlate with the study of Rassol, Arfeen, Mothi, and Aslam (2015) that investigated leadership styles and their impact on employees' performance in the health sector of Pakistan and concluded that transformational leadership styles have a more positive effect on employee performance than transactional leadership. Another study by Shang et al., (2011) outside the field of librarianship also agrees with the result of this study. Their studies on transformational leadership proposed that transformational leadership has a positive influence on employee performance outcomes (creativity and innovation) in contrast to the transactional leadership style.

The study confirms Tahir's (2015) conclusion based on the empirical analysis that

the transformational leadership style has significant positive effect on both employee performance and organisational performance. The result also confirms Jantz (2012) in his PhD study which concludes that transformational styles empower librarians to create a more innovative environment in six libraries from the Association of Research Libraries (ARL) in United States. Riaz (2009), cited in Khan, Aslam and Riaz, 2012, investigated the role of leadership styles in the prediction of decision making, and the results indicated that particularly transformational and transactional leaders were the most effective decision makers.

### **Level of personnel competence in university libraries**

The result of the analysis on competence level of library personnel in this study is 89.7%. Findings revealed that most of the respondents understand the basic codes of conduct and professional values; good knowledge and understanding of library and information sciences, and foundation theories of the profession; patent laws and intellectual properties related to library and information; application of information technology on the administration of libraries and information organisations; application of theories or innovations for best achievements and evaluation of efficiency and effectiveness of services in order to improve delivery, among others. Therefore, the level of personnel competence in the university libraries in Southwestern, Nigeria is high.

The result of this study buttresses the findings of Otiango (2016), who recognised that information retrieval skills, ICT competencies are the most demanded competencies after the introduction of ICTs in libraries. The degree of changes in competencies that came with the advent of ICT technology has been noted and acknowledged in this study. The implication of this finding, therefore, is that librarians have had to learn and acquire new skills and obtain new competencies that will enable them to function effectively in the information age.

The result of this study contradicts the suggestion of Rana (2011), who concluded in a study that the use of Information and Communication Technologies (ICT) in libraries was not common and impossible. He list several constraints among which are shortage of funds for ICT sustenance; inability of librarians or libraries to keep up with the pace of development in ICT; inadequate ICT facilities in the libraries; and inadequate competencies of personnel at the strategic, operational levels to manage digital information resources and

to deal with issues relating to copyright and intellectual property rights in a digital information environment.

The result of this study also tallies with Matthew's suggestion (2010) in a write up which posits that, in an academic library environment, the librarian must be alert to the roles of a library in higher education. Also with the needs of students, faculty and researchers, library personnel should seek to provide services that will enhance these endeavours. Librarians must be familiar with all formats of information. The subject knowledge to support collection development for research and teaching within the university should be under the competencies of technical services. Now the collection and development of e-resources has assumed much prominence in the world of information. As a result of these, academic institutions and librarians will continue to allocate more resources towards technology.

Stojanovski, (2010) has also listed competencies necessary for university librarians pertaining to the a knowledge and skills base such as drafting regulations and manuals; organisation and team management; marketing and promotional activities; strategic and operational planning; periodic reporting; a knowledge of the theory of science and the application of research methods; the understanding of intellectual property and copyright, and application of the quality system. Most recent requirements include teaching and scientific research participation; knowledge, skills required for applying and managing a project; establishing and maintaining institutional repositories; active involvement in the work of an institution through governing bodies; digitisation of materials; building and management of digital collections; metadata creation; creating and maintaining Web sites, etc.

A related view that this study also anchored is the Kaltimani and Naik (2013) research which evaluated the competence in librarianship and ICT skills between different designations of library professionals, who worked in the engineering college libraries affiliated with Visvesvaraya Technological University (VTU), in Belgaum, Karnataka, India. Results revealed a significant difference between the different descriptions in competence in the operation of Information and communication technologies. The study further revealed that the majority of the professionals are facing low budget allocation, work overload and negative response from the management in acquiring ICT skills.

The result of this study is at variance with the findings of Ojedokun and Okafor, (2015) who conducted an empirical research in Southern Nigerian university libraries and concluded, that many librarians in Nigeria are lacking IT skills. It was observed that average personnel in university libraries have acquired basic ICT skill required for their job performance. Idrus's (2013) overall findings in a study revealed that personnel competence is important to service delivery. The result of the study indicates that librarians should adopt business approach for service delivery.

### **Types of services delivered by the personnel of the university libraries**

The result of the analysis was high in terms of services delivered. Findings revealed that services delivered at the various university libraries in Southwestern, Nigeria include digitised document (89.6%); telex/ telephone (87.8%); document delivery (86.8); electronic serials (82.8%); audio/visual materials (80.8%); bibliographic compilation (72.8%); online/C.D ROM database search (74%); Photocopying (70.0%); and compilation of electronic theses and dissertation (68.3%) among others, and at a level of consistent standard practice. Most services rendered in university libraries in south-west, Nigeria are standard global practice. According to Afolabi and Abidoye (2011) the various services provided in the libraries are complimented by available facilities, some of which are technology driven. In a modern library, technology application in the provision and performance of library services are provided by libraries to patrons. The utilisation of emerging technologies in recent times in libraries worldwide has proved beyond reasonable doubt, that a library whatever its services, can perform better when facilities are adequately provided to enhance access to the content of the library.

The result on service delivery bears out Nwalo's (2012) opinion that libraries provide bibliographic services which give a list of publications that are related to each other. Another study that corroborates the result of this study is the result from Mole (2014) who identified computer/online services as services delivered by librarians in university libraries. The research of Bhatti and Hanif, (2013) which maintains that effective library services is based on library personnel attitudes, ability to satisfy diverse users requests, relevant library collections, and user-centric library services aligns with the result of this study. It was revealed that university libraries in Southwestern, Nigeria provide services that strive to be consistent with global practice, but there is always room for

improvement.

Findings from Macan, Fernandes, and Stojanovski (2012) corroborated the findings of the study when they pointed out that with the development of IT, the structure of the academic and research library collections has fundamentally changed, and digital resources now account for the bulk of library budget and usage. From the foregoing, it was revealed in this study that university libraries in Southwestern, Nigeria have embraced digitised libraries, while a good number of university libraries have adopted a hybrid system for service delivery. Another study that supports the result of this study is Nwegbu (2015) who affirms that “delivery of library services goes beyond the actual use of reference books and (sic) daily routine of responding to users (sic) queries”. The result of the study disagrees with Makori (2012) who declared that the difficulties confronting university libraries in Africa has to do with poor implementation and maintenance of systems and insufficient resources including human capital and inadequate finances.

#### **Challenges of library personnel on service delivery in university libraries**

The fact about the challenges facing university libraries in this study was found from the response rate of 81.5% of the respondents who indicated that inadequate finances was their major problem. Other challenges faced by the majority of the Nigerian university libraries under study include: lack of awareness programmes; low pay scales and limited opportunities for promotion; inadequate ICT infrastructure in libraries; inactive role of LIS professional associations to fight for the interest of their affiliate library personnel; poor information literacy skills and digital literacy; lack of rewards and incentives for a job well done, among others. Makori (2012) also established that major problems facing university libraries in Africa has to do with poor implementation and maintenance of systems and insufficient resources including human capital and inadequate finances.

#### **Relative contribution of knowledge sharing, organisational learning, leadership styles and personnel competence to the prediction of service delivery in university libraries in Southwestern, Nigeria**

The result of the analysis revealed that the multiple correlation of 0.548 between independent and dependent variables, this implies that independent variables (knowledge sharing, organisational learning leadership styles, personnel competence) could influence universities library service delivery to some extent, and R<sup>2</sup> of 0.300 which is an indication

that independent variables (knowledge sharing, organisational learning leadership styles, personnel competence) accounted for 30.0% of the total variance observed in dependent variable (service delivery) leaving the remaining 70.0% to other factors that was not considered in the study. Also, the result equally showed that the combination of all the independent variables also allowed reliable prediction of proficiency in composition writing ( $f(4,572) = 60.945, p < 0.05$ ). Hence, knowledge sharing, organisational learning leadership styles, personnel competence are the major predictors of effective library service delivery. The findings of this study have demonstrated the importance and relative contribution of each variable, which is high. When the variables are combined, the result on service delivery will be very significant. The following past empirical work confirms how these variables relate to one another. Fjell Dahl (2016) explained in an empirical study that proficiency of management to exploit knowledge is through knowledge communion and sharing mechanisms, that is, the sharing of thoughts and feelings of an intimate kind. It can be argued that through the use of architecture, such sharing is enhanced while personnel learn from it. Other empirical works confirm the result of this study in their submissions on the role of leadership styles and leadership on learning. Lan (2010) states that in order to ensure that his or her organisation captures enough information for learning towards corporate credibility and industry competitiveness, the knowledge-centric manager will often draw from both localised learning and globalised learning. As some note, localised learning and globalised learning play different roles in the innovation and knowledge creation of university libraries; especially for high-tech industries, cutting-edge knowledge is changing, improved products and process are evolving and being upgraded.

Findings from Choupani, Siadat, Kasempour, Rahimi, and Maleki, (2013) showed that there is a positive significant relationship between transformational leadership and all dimensions of organisational learning in Isfahan Islamic Azad University. Findings from Rahmisyari (2015) study on the effect of leadership styles, organisational culture and employee development on performance found that leadership style has a significant and positive effect on employee development and learning in PT. PG. Gorontalo of Tolangohula Unit. He also concluded that leadership style encourages the employees' development to improve employee ability in an organisation. Employee development has positive significant effect on employee performance (service delivery). García-Morales,

Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez (2011) investigated the influence of transformational leadership on organisational performance through the dynamic capabilities of organisational learning and innovation of 168 Spanish firms. They also found that transformational leadership positively influenced organisational performance through organisational learning and innovation, that organisational learning influenced organisational performance positively, both directly and indirectly through organisational innovation and that organisational innovation positively influenced organisational performance (service delivery).

Fjellidahl (2016) observed that in the knowledge centric management framework, it is demonstrated that managerial efforts and organisational strategies interconnect the firm both internally and externally. Internally, through soft power and relational leadership, effective knowledge skills and interaction enhance competence through co-work and learning, resulting in collective creativity. Moreover, the architecture of office landscapes and managerial factors facilitate collaboration and learning. Externally, the firm connects with distant and resourceful assets in spatial networks, which sustains a flow of knowledge into the firm.

### **Testing of the hypotheses**

#### **Relationship between knowledge sharing and service delivery**

The findings of the study shows that a positive significant and strong relationship ( $r = .474^{**}$ ;  $p < 0.05$ ) exists between knowledge sharing and service delivery in university libraries in Southwestern, Nigeria. This implies that as knowledge sharing improves among library personnel there will be improvement in service delivery. Findings showed that a significant positive relationship exists between knowledge sharing and service delivery in university libraries in Southwestern, Nigeria. This result aligns with the findings of Tahleo (2016) who found in a study that knowledge sharing practices help staff with problem solving. The result of this study aligns with Ajegbomogun and Diyaolu (2018) who stated that knowledge sharing serves as a means for accelerated development, performances, and activities.

### **Relationship between organisational learning and service delivery in the university libraries**

Findings shows that a significant positive relationship ( $r = .450^{**}$ ;  $p < 0.05$ ) exists between organisational learning and service delivery in university libraries in the Southwestern, Nigeria of Nigeria. This implies that as organisational learning improves, service delivery will also improve in the university libraries. Findings from Emasealu and Umeozor (2017) found training and re-training of personnel an essential part of every organisation and has become paramount in all aspects of operations in the modern world. A study by Ramirez, Garcia and Rojas (2011) supports organisational learning as one of the factors that sustain an organisation's innovative capability, noting that organisational learning creates a new approach of continuous improvement leading to arise in organisational performance in Spain.

### **Relationship between leadership styles and service delivery in the university libraries**

A significant positive relationship ( $r = .293^{**}$ ;  $p < 0.05$ ) exists between leadership styles and service delivery in university libraries in Southwestern, Nigeria. This implies that as leadership styles improve, there will be improvement in service delivery in the university libraries. The following studies corroborate some of this study's own conclusions, especially in the area of the significant relationship between leadership styles and service delivery. Tahir(2015) concluded, based on empirical analysis, that transformational leadership has significant positive effect on employee performance and, thus, also on organisational performance (service delivery).

Akinyemi and Ifijeh (2013) in a literature review offer that, management should create opportunity for library personnel to choose their own learning trends and area of interest for self development. This opportunity will help them to be more committed towards the achievement of organisational goals and objectives through. Host institutions, library management and personnel all have impact on how changes and challenges in service delivery that meet users needs can be tackled. (López and Vargas, 2012; Stavridis and Tsimpoglou, 2012). (López and Vargas, 2012; Stavridis and Tsimpoglou, 2012). In fact, the internal culture, structure and decision-making of academic libraries are also influenced by the 'mother' organisational culture (vanDuinkerken and Mosley, 2012).

### **Relationship between personnel competence and service delivery in the university libraries**

Findings shows that a significant positive relationship ( $r = .417^{**}$ ;  $p < 0.05$ ) exists between personnel competence and service delivery in university libraries in Southwestern, Nigeria. This implies that if library personnel are more competent, there will be improvement in service delivery in the university libraries. The result corroborates an earlier result of a research conducted by Ferreira et al. (2007), in a survey using sixty graduates who were employed as information professionals. They found that knowledge acquired by their respondents through academic education were cataloguing, classification, indexing, reference services and a host of other courses which emphasised traditional librarianship. They also listed skills which their respondents considered necessary but were not acquired during academic work as: skills relating to information and communication technologies, interpersonal relations, management of information units, technical knowledge, research methodology and leadership and management skills.

Other studies also confirm a positive significant relationship between personnel competence and service delivery in university libraries. Kwasik (2002) studied the technological change in connecting with serial librarians. She discovered that the traditional skills were the most frequently mentioned as a requirement, followed by communication skills. Additionally, she indicated that those skills that could be considered fitting for a digital environment, for instance knowledge of metadata standards, markup languages, experience in cataloguing electronic publications and web design etc. were normally rated as knowledge desired for the information professional.

These skills have been described as encompassing the diverse literacies required for effective communication and collaboration in an increasingly online world (UNESCO, 2013). Drawing on the premise that these skills are integral to modern life, it is apparent that library personnel will require an appropriate level of skill to ensure that public libraries play a meaningful role in supporting the skills development of their users in the wider community. These foundation skills are literacy, numeracy, digital literacy, cultural literacy, political, or citizen literacy, entrepreneurial literacy, health literacy, environmental literacy, local awareness, and global awareness (Idrus, 2013). Overall findings are

significant, indicating that librarians should adopt an entrepreneurial approach to be more innovative and creative about promoting resources and services as well as developing library products for revenue generating opportunities and maximising working competitiveness for service delivery.

### **Relationship between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria**

Findings shows that a significant positive and strong relationship ( $r = .755^{**}$ ;  $p < 0.05$ ) exists between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria. This suggests that as knowledge sharing improves among the library personnel, there will be improvement in organisational learning. Findings showed that a significant positive and strong relationship exists between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria. The positive significant relationship established in the study aligns with a study by Wamundila and Ngulube (2011) who explained that different forms of learning is necessary for facilitating knowledge sharing. In addition, Shepherd (2010) confirmed this positive relationship when it was stated in a study that lack of training of library personnel will result to failure of knowledge sharing practices in South Africa. Shepherd's findings (2010) which found that there was a lack of IT competencies in using ICTs for knowledge sharing purposes among librarians in universities are contrary to the report of this study. In the same work Shepherd (2010) revealed that human capital development as a means for knowledge sharing are inadequate in university libraries; management do not give attention to improving competencies of personnel involved in library operations. That position contradicts the result of this present study.

Sarлак and Eslami (2011) buttressed the finding of this study when he analysed the exchange process that takes place when knowledge is shared. According to him, when knowledge is shared, the recipients learn something new because it is a two way interaction. One tool that is common to how knowledge is shared and which also enhances learning is technology. Mosha, Holmner, and Penzhorn (2015); Panahi, Watson and Partridge, 2013; and Makori, 2011, all point to virtual communities, social media tools, electronic and mobile learning, and communities of practice as effective tools for

knowledge sharing and organisational learning. Wamundila and Ngulube (2011) found that Regular learning is important to knowledge sharing. Inadequate and irregular forms of learning can lead to failure of knowledge sharing practices in the library. All the literature above affirms the positive significant relationship between knowledge sharing and organisational learning.

### **Relationship between leadership styles and knowledge sharing among the personnel of the university libraries**

Findings shows that a significant positive relationship ( $r = .375^{**}$ ;  $p < 0.05$ ) exists between leadership styles and knowledge sharing among the library personnel. This implies that as leadership styles improve, knowledge sharing among the library personnel will equally improve. The positive significant relationship is confirmed by an earlier study by Fjell Dahl (2016) who described soft power management and leaders with exceptional relational skills as enhancers of learning effectiveness and builders of genuine relationships between colleagues; this enhances collective creativity.

Wang and Noe, (2010) also uphold the view that leadership plays key roles in knowledge sharing practices and obligation to it. This literature supports the positive relative significant relationship between knowledge sharing and leadership styles.

### **There is no significant relationship between knowledge sharing and personnel competence in the university libraries**

Findings revealed that a significant positive relationship ( $r = .340^{**}$ ;  $p < 0.05$ ) exists between knowledge sharing and personnel competence in university libraries in Southwestern, Nigeria. This implies that as knowledge sharing improves, it makes the library personnel to be more competent. The following previous researches sustained the positive and significant relationship that was established by the result of this study. Akinyemi and Ifijeh (2012) reiterated that for libraries to achieve their objectives, they require the diligent inputs (competence) of human resources made up of individuals occupying various cadres.

According to Ghisi (2014) organisations are now in the knowledge era which requires a certain knowledge economy. The result of this study was confirmed by the

findings from Royal, Evans, and Windsor (2014) study when they found a great part of the investments of an organisation goes to the growth of knowledge and competences, that is, to the increase of human capital. The stock of competencies, knowledge, social and personality attributes, including creativity, embodied in the ability to perform work to produce economic value, is generally termed human capital (Royal, Evans, and Windsor, 2014). Madge (2012) states that the expertise and know-how of organisational members should be valued and shared. However, it is important for organisations to understand why knowledge is being shared. The importance of knowledge sharing should be based on the capability of academic librarians to identify, integrate and acquire external knowledge.

### **Relationship between leadership styles and organisational learning in the university libraries**

Findings revealed that a significant positive relationship ( $r = .398$ ) exists between leadership styles and organisational learning in university libraries in Southwestern, Nigeria. This implies that as leadership styles improve, organisational learning will also improve in the university libraries. Therefore, the null hypothesis 8 was rejected. Findings revealed that a significant positive relationship exists between leadership styles and organisational learning in university libraries in Southwestern, Nigeria. Findings from Lumempow and Rumokoy, (2015) study proffer a possible reason that both self-directed employee learning and employee attitude provides an optimal contribution to corporate growth; this shows that employee development effectively improves employee performance in the greater interest of the organisation. Encouraging employees to grow helps employees learn new things and leads to positive emotions, which is salutary for the organisation. According to Fjelldahl (2016) soft power management and leaders with exceptional relational skills enhance learning effectiveness and build genuine relationships between colleagues, and this enhances collective creativity. Abbasi and Samani-Miandashti (2013) discovered a positive relationship between transformational leadership, including intellectual stimulation and inspirational motivation, and the organisational learning of an agricultural faculty in Iran. They found that employees who were engaged in organisational learning expected their managers to be transformational leaders. The studies of knowledge management and leadership have been aligned by Von Krogh in 2012, when he found a correlation between the style of leadership necessary to facilitate knowledge management

and learning (Von Krough 2012).

### **Relationship between organisational learning and personnel competence in the university libraries**

Findings shows that a significant positive relationship ( $r = .493$ ) exists between organisational learning and personnel competence in university libraries in Southwestern, Nigeria. This implies that as organisational learning improves, the personnel in the university libraries will become more competent. Therefore, the null hypothesis 9 is rejected. The study established that a significant positive relationship exists between organisational learning and personnel competence in university libraries in Southwestern, Nigeria. The result of this study corroborates Daland (2016) who states in a paper titled 'Managing Knowledge in Academic Libraries. Are we? Should we?' that career progression will sometimes require that one learn on demand so as to be able to perform efficiently. Summarily, OL helps each librarian to learn about his personal strengths, weaknesses and interests, so that his decision-making capability is improved along with his job behavior, for service delivery in university libraries. OL helps in ensuring greater job satisfaction and enhancing job performance effectiveness.

### **Relationship between leadership styles and personnel competence in the university libraries**

Findings shows that a significant positive relationship ( $r = .498$ ) exists between leadership styles and personnel competence in university libraries in Southwestern, Nigeria. This implies that as leadership styles improve, library personnel will become more competent. The result of this study is at variance to an earlier research by the U.S. Bureau of Labour Statistics, (2011) which published findings that showed that the academic library profession is facing a potential leadership crisis; the report also predicted that the next decade would see a significant number of librarians retiring from the profession. The conclusions drawn from the present study also negate an earlier study by Wilder (1995), who predicted that between 2000 and 2010, 40% of professional academic librarians would have retired. Looking ahead at the next decade, starting from the year 2010, about 45% of current working librarians will reach the age of 65 (Lynch, Tordello, and Thomas, 2005), and the number of academic librarians leaving the profession will be approximately 27% (Wilder, 1995). From the result of this study, it was found that many librarians are willing

to continue in the profession in spite of the challenges facing them. In a more recent study by Neyer and Yelinek (2011), 36% of “baby boomer” academic librarians surveyed had never had a mentor.

The present research indicates that mentoring is an option for the future as librarians in academic libraries face a dynamic but tenuous future (Neyer and Yelinek, 2011). Librarian and leadership positions within academic libraries will need to be filled by currently employed librarians or recent graduates of nationally accredited library and information science schools. Furthermore, to understand the responsibilities and complexities that librarians face in dynamic academic libraries in the twenty-first century, mentoring, with its corresponding benefits, is one viable option that academic library leaders can institute within their organisation.

### **Prediction of Knowledge sharing, organisational learning, leadership styles, and personnel competence to service delivery in university libraries**

The findings shows that there is a positive multiple combined relationship between knowledge sharing ( $\beta = .33$ ;  $t = 6.10$ ;  $p < 0.05$ ); personnel competence ( $\beta = .27$ ;  $t = 6.11$ ;  $p < 0.05$ ); organisational learning ( $\beta = .064$ ;  $t = 1.10$ ;  $p < 0.05$ ); and leadership styles ( $\beta = .01$ ;  $t = 0.24$ ;  $p < 0.05$ ) jointly and significantly predict service delivery in university libraries in Southwestern, Nigeria. The study established that knowledge sharing, organisational learning, leadership styles, and personnel competence jointly and significantly predict service delivery in university libraries in Southwestern, Nigeria. Results from this study showed that there was a significant joint effect among the independent variables: knowledge sharing, organisational learning, leadership styles, and personnel competence as correlates of service delivery in university libraries. This implies that the relationship of both the independent variables and the dependent variables are of mutual benefit to one another. Anna and Puspitasari (2013) opined that adoption of knowledge sharing in academic libraries enhances knowledge creation.

Argyris and Schön (1978) submitted that organisational learning enhances the innovative capacity of an organisation. Tahir (2015) concluded based on empirical analysis that the transformational leadership style has significant positive effect on employee

performance and, thus, on organisational performance also. Mahesh and Mittal (2009) state that the professionals of today need to be skilled in many ways in order to optimise the use of the library's resources for service delivery. In another study which affirmed that relationship, Milway and Saxton (2011) in a survey found out that more than 90 percent of the nonprofit leaders surveyed reported that they care deeply about learning and actively strive to model knowledge capture and sharing within their organisations. And the majority appeared to be devoting significant resources to this work. The challenge, these leaders report, is defining clear goals for organisational learning, creating adequate incentives to invest the time it takes to capture and share knowledge, and designing intuitive processes that capture and disseminate knowledge. In the nonprofit sector, however, 97 percent of survey respondents said their leaders value knowledge sharing as a means to achieving their missions. Still, many of them struggle to do it well.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of findings from the study, implications for research, contribution to knowledge, conclusion, recommendations, limitations of the study, and suggestions for further research.

#### 5.2 Summary of findings

This study investigated knowledge sharing, organisational learning, leadership styles, and personnel competence as correlates of service delivery in university libraries in Southwestern, Nigeria. Arising from the analysis of the data, answering research questions and hypotheses, the following findings were made.

1. The level of knowledge sharing among personnel in university libraries in Southwestern, Nigeria is high.
2. The methods of knowledge sharing across the universities surveyed in Southwestern, Nigeria include departmental meetings, library blog, communities of practice, and mobile phones.
3. The level of organisational learning among personnel in the university libraries in Southwestern, Nigeria is high.
4. There is mentoring in university libraries in Southwestern, Nigeria.
5. The transformational leadership style seems to be more prevalent than transactional leadership style in university libraries in Southwestern, Nigeria.
6. The level of personnel competence in the university libraries in Southwestern, Nigeria is high.
7. Services delivered at the various university libraries in Southwestern, Nigeria include: Document delivery service, Documents digitized by the library personnel, Bibliographic and Compilation service, Subscription to Electronic serials. Also, Audio/visual materials provision, Online/C.D ROM Database searching, Electronic theses and dissertations produced by students and made available for consultation by library personnel, Web-Based Services, Internet/E-mail service, E-mail reference, among others and to a very high extent.

8. The main challenges faced by the majority of the libraries include: insufficient financial support to buy library materials as a result of low budgetary allocations to the development of libraries. Other challenges are lack of awareness programmes; a below-par salary scale and limited opportunities for promotion, inadequate ICT infrastructure in libraries, and inactive role of LIS professional associations to fight for the interest of library personnel. Also, Poor information on literacy skills and digital literacy; lack of rewards and incentives for a job well done, among others.
9. Knowledge sharing, organisational learning, leadership styles and personnel competence relatively correlate with the prediction of service delivery in the university libraries.
10. There is a significant positive relationship between knowledge sharing and service delivery in university libraries.
11. There is a significant positive and strong relationship between knowledge sharing and organisational learning in university libraries in Southwestern, Nigeria.
12. Leadership style and knowledge sharing have a significant positive relationship among the personnel of the university libraries in Southwestern, Nigeria.
13. Knowledge sharing and personnel competence have a significant positive relationship in university libraries in Southwestern, Nigeria.
14. Organisational learning and service delivery have a significant positive relationship in university libraries in Southwestern, Nigeria.
15. Leadership style and organisational learning have a significant positive relationship in university libraries in Southwestern, Nigeria.
16. Organisational learning and personnel competence have a significant positive relationship in university libraries in Southwestern, Nigeria.
17. Leadership style and service delivery have a significant positive relationship in university libraries in Southwestern, Nigeria.
18. Leadership style and personnel competence have a significant positive relationship in university libraries in Southwestern, Nigeria.
19. Personnel competence and service delivery have a significant positive relationship in university libraries in Southwestern, Nigeria.

20. Knowledge sharing, organisational learning, leadership styles, and personnel competence jointly and significantly correlate with service delivery in university libraries in Southwestern, Nigeria.

### **5.3 Conclusion**

The outcome of this study indicated that knowledge sharing, organisational learning, leadership styles and personnel competence have significant effects on service delivery in university libraries. Organisational learning which, involves knowledge acquisition, knowledge sharing, and knowledge utilisation correlates to service delivery in the study. From all indication, regular learning leads to all round competency in all areas of specialisation.

Use of proper leadership styles or a combination of leadership styles as the situation arises leads to efficient and effective management of the university libraries. The result of the study shows that there is a significant relationship between knowledge sharing and the transformational leadership style in university libraries in the Southwestern, Nigeria; the transformational leadership style is more prevalent in university libraries. The study shows that leadership involvement is highly critical in every aspects of service delivery in university libraries.

Many organisations are willing to train free of charge or at a subsidized rate. Also, the risk of travelling over a long distance can be prevented. Ease of access to knowledge is the main role of library personnel to users. Effective service delivery in university libraries constitutes the very best practices around the world

The role of leadership styles in university libraries was found to be high and multidimensional in service delivery. Leadership styles are required in every aspect of librarianship for guidance, mentorship, and for a transfer and possible handover of ideas from the echelons of leaderships down to the rank and file. Leadership styles promote teamwork and quality service; leadership styles play multiple roles in service delivery. Ultimately, it is not only the leadership styles that produces positive results in university libraries, but the ability of library personnel to collectively work towards the attainment of predetermined goals to achieve service delivery.

At individual level, each library personnel should do everything to upgrade their skills, ability and knowledge to practice librarianship so as to face the challenges on

services delivery. The results of this study revealed positive impact and vital roles that knowledge sharing practices, organisational learning, leadership styles and personnel competence plays across the various units or departments in each university libraries in Southwestern, Nigeria.

#### **5.4 Recommendations**

Based on the findings of the study, the following recommendations are hereby proffered.

1. University Libraries can do better in their practice of knowledge sharing by utilising every available means, tool and opportunity to maintain the culture of knowledge sharing by instituting policies, provision of rewards, recognition and so on.
2. University library personnel should constantly update their skills, ability and knowledge in order to meet up with the demands of the knowledge economy, the ever emerging trends in technologies and other competitive situations that challenge the existence and the operations of university libraries. These can be achieved through regular training, mentoring, conference attendance, e-learning platforms and so on.
3. University librarians should ensure that library personnel undergo training and retraining programmes so as to increase and enhance competence and become more efficient on the job. Furthermore, university librarians should encourage library personnel to embrace e-learning to enhance their professional knowledge base. It is easily accessible and can reduce the cost of investing heavily on training, travelling and accommodation.
5. Library managers should ensure adequate provision of ICT facilities for library service delivery.

#### **5.5 Contribution to knowledge**

This study has contributed to knowledge as follows:

1. It has provided empirical evidence to justify the importance of knowledge sharing and its practice in university libraries. Knowledge sharing is considered pertinent to service delivery.

2. The study has also provided empirical evidence on the importance of organisational learning and its usefulness to service delivery.
3. It has provided empirical evidence on the need to sustain the skills, ability and knowledge of library personnel to enable them to meet the demands of users, the information and knowledge economy, and emerging its technologies.
4. This study has contributed to empirical literature in the field of library and information science, knowledge management, human capital development and library service delivery.
5. The conceptual model of the study which was developed by the researcher has contributed to the body of Knowledge for future research.
6. The scale used to collect data is based on the researcher's creativity with the help of previously validated scale is a contribution to knowledge.

## **5.6 Implications of the study**

The results of this study have implications for potential positive social change on the individual librarian, university libraries, university registry, library schools, researchers, and students of library and information science. The implication of this study to students of librarianship and library schools is the consciousness of the demands of the knowledge economy, the need for innovative changes in university libraries and the types of skills to acquire in readiness to practice librarianship.

Organisational learning was found to have a high level of impact on service delivery. This implies that organisational learning has become pertinent and indispensable in university libraries, the better to tackle the ever emerging trends in users' demand and technologies and the incorporation of knowledge management strategies into the operations of libraries. Training, seminars, conferences, communities of practice and other forms of learning all exert a positive impact on library personnel towards efficient and effective service delivery. Surely such excellent delivery will go a long way if library management and personnel are willing and ready to adapt to changes and innovations that constantly redefine the operational protocols of their jobs.

Finally, the implication of the study to university libraries in Southwestern, Nigeria,

is that university libraries are expected to be committed to meeting the needs of their users. This will enable them to be able to respond to the new requirements of the higher educational institutions by raising the level of required competencies through continuous education and lifelong learning for their personnel.

### **5.7 Suggestions for further research**

The study cannot claim to be exhaustive as its coverage was limited to university libraries in Southwestern, Nigeria. Nonetheless, the following areas are suggested for further research.

1. Evaluation of demographic studies of library personnel and service delivery in university libraries.
2. Comparative studies of organisational learning between public and private university libraries.
3. Communities of practice as a method of instituting knowledge sharing and organisational learning for service delivery.

### **5.8 Limitation of the study**

The following limitations to this study are discussed below.

1. The study was limited to the university libraries in terms of coverage, whereas a similar study can be carried out on other academic libraries, such as Colleges of Education and Polytechnic libraries, even in corporate organisations.
2. The study coverage was limited to university libraries Southwestern Nigeria. The research coverage could extend to other university libraries in other parts of the country like Southeastern or Northeastern of Nigeria.
3. The study could have included all cadres of staff in the university libraries.
4. The research coverage could have included all types of libraries for comparative study.

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## APPENDIX I

Table 4.23 presents information on average distribution of variables by institutions in order to affirm a degree of contributions of the variables across the universities in Southwestern, Nigeria.

**Table 4.23A: Mean distribution of variables by institutions**

Universities	N	knowledge sharing		Leadership styles		organisational learning		Personnel competence		service delivery	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Achievers University, Owo	9	78.56	12.381	94.56	22.097	78.78	11.267	92.56	12.074	105.44	22.199
AdekunleAjasin University, Akungba	11	73.73	9.540	78.91	22.753	76.00	13.054	77.82	21.646	104.82	12.139
Adeleke University, Ede	8	79.88	10.302	92.63	23.176	76.75	16.968	69.75	18.242	111.63	17.920
AfeBabalola University, Ado-Ekiti- Ekiti State	11	83.73	7.185	96.36	8.936	93.36	12.118	100.73	15.350	130.55	10.755
AjayiCrother University ,Oyo	12	83.08	17.850	105.58	20.939	82.75	29.708	95.42	21.237	103.92	18.043
Augustine University	5	90.20	17.527	109.80	23.552	92.40	32.316	98.80	23.552	105.60	16.979
Babcock University, Ilishan-Remo	24	75.46	12.032	91.50	26.165	74.88	19.182	89.33	20.136	100.58	21.597
Bells University,Ota	9	63.89	8.477	81.22	20.801	79.11	16.796	90.00	17.692	98.33	20.457
Bowen University, Iwo	18	76.61	13.035	93.11	21.949	79.33	16.399	90.50	16.614	106.22	17.695
Caleb University, Lagos	7	76.71	5.407	70.86	21.169	75.57	18.210	71.00	24.973	102.86	8.630
Covenant University Ota	25	83.68	13.783	101.52	17.161	87.72	23.776	97.68	18.737	115.52	20.058
Crawford University, Igbesa	15	82.33	15.651	101.13	25.170	81.87	26.527	93.87	21.788	105.07	19.473
Crescent University,Abeokuta	10	70.80	7.376	81.00	25.626	72.40	11.520	85.20	17.986	94.00	21.536
Ekiti State University,Ekiti	33	73.12	12.051	86.94	23.041	79.15	15.520	88.27	19.325	103.88	18.086
Federal university of Agriculture,Abeokuta	22	81.36	10.843	97.27	16.870	85.68	17.985	90.09	22.249	121.32	17.423

**Table 4.23B: Mean distribution of variables by institutions**

Universities	N	knowledge sharing		Leadership styles		organisational learning		Personnel competence		service delivery	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Elizade University, Ilara-Mokin	6	81.67	16.525	98.33	22.205	76.67	30.467	87.33	22.205	97.33	16.008
Fountain Univeristy, Osogbo	5	90.20	17.527	109.80	23.552	92.40	32.316	98.80	23.552	105.60	16.979
Federal University of Technology, Akure	25	79.12	14.310	93.24	25.034	79.96	19.773	90.68	18.571	105.20	16.872
Joseph Ayo Babalola University, Ikeji-Arakeji	10	80.40	9.155	88.90	22.869	79.30	16.289	66.30	17.695	109.80	17.002
LadokeAkintola University of Technology, Ogbomosho	21	83.05	13.197	100.76	16.037	87.95	22.449	98.29	18.067	118.00	19.860
Lagos State University, Ojo	24	80.25	15.624	96.58	24.831	79.42	25.565	90.00	21.040	100.17	18.800
Lead City University, Ibadan	10	66.60	8.695	81.10	25.640	76.20	12.908	88.80	18.855	95.50	21.516
Mcperson University, SerikiSotayo, Ajebo	2	63.00	14.142	66.00	18.385	76.00	14.142	79.00	12.728	83.00	7.071
National Open University of Nigeria, Lagos	17	74.53	14.222	96.53	18.585	81.71	17.410	90.53	16.367	106.82	17.497
ObafemiAwolowo University, Ile-Ife	32	80.81	10.269	90.63	21.522	83.50	18.194	87.97	22.844	115.53	18.561
Oduduwa University, Ipetumodu - Osun State	20	85.20	16.732	105.05	22.154	85.00	29.137	94.35	22.222	104.35	17.500
Onabanjo University, Ago IwoyeOlabisi	27	70.59	10.142	85.11	24.327	77.67	16.457	90.37	18.211	100.11	21.315

**Table 4.23C: Mean distribution of variables by institutions**

Universities	N	knowledge sharing		Leadership styles		organisational learning		Personnel competence		service delivery	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Osun State University ,Osogbo	12	74.25	13.772	98.00	18.878	75.42	12.965	85.92	15.594	103.17	18.265
Pan-Atlantic University, Lagos	10	77.40	4.551	70.60	20.079	74.60	15.911	78.30	25.113	104.60	12.518
Redeemer's University, Ede	10	85.50	9.536	98.20	16.518	90.70	13.047	84.60	23.585	121.10	17.078
Southwestern, Nigeriaern, University, Oku Owa	13	82.38	13.074	102.08	16.646	86.08	23.634	97.15	17.752	116.23	21.626
Tai Solarin University of Education Ijebu Ode	25	82.28	15.850	102.08	21.368	83.12	23.999	91.56	19.545	104.56	17.484
University of Ibadan, Ibadan	65	77.86	10.071	84.94	21.754	76.88	13.372	77.71	20.530	108.35	17.565
University of Lagos,Akoka	11	75.09	12.103	92.45	18.960	69.09	13.642	89.55	19.531	104.45	21.579
Wesley University of Science and Technology, Ondo	9	77.22	10.305	86.22	19.639	74.11	17.878	65.22	16.836	104.22	19.886
<b>Total</b>	<b>573</b>	<b>78.44</b>	<b>13.051</b>	<b>92.57</b>	<b>22.598</b>	<b>80.57</b>	<b>19.561</b>	<b>87.97</b>	<b>20.796</b>	<b>107.39</b>	<b>19.335</b>

Results in Table 4.23 show that service delivery was high at Afe Babalola University, Ado-Ekiti- Ekiti State (mean = 130.55), followed by Federal University of Agriculture, Abeokuta (mean = 121.32), and Redeemer's University, Ede (mean = 121.10). In the same vein, Afe Babalola University had the highest level of personnel competence (mean = 100.73). This was followed by Covenant University, Ota (mean = 97.68), and Southwesternern, Nigeria University, Okun Owa (mean = 97.15). Similarly, organisational learning is more prevalent at Afe Babalola University (mean = 93.36). This was followed by Fountain University, Oshogbo (mean = 92.40), and Augustine University (mean = 92.40). In addition, Augustine university has the best leadership styles (mean = 109.80). This was followed by Fountain university, (mean = 109.80), and Ajayi Crowther university, Oyo (mean = 105.58). Finally, the highest level of knowledge sharing was recorded at Fountain University, (mean = 90.20). This was followed by Redeemer's university, (mean = 85.50), and Oduduwa university, Ipetumodu - Osun State (mean = 85.20).

## APPENDIX II

**DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES,  
FACULTY OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN, NIGERIA**

Dear Respondent,

This questionnaire is designed to elicit information for a PhD research on Knowledge sharing, Organisational learning, Leadership style and Personnel competence in university libraries as correlates of Service delivery. The questionnaire is titled “Service Delivery in University Library”, (SDUL). I solicit your cooperation in completing this questionnaire for a successful study. All information provided will be treated with the utmost confidentiality.

Thank You.

**Omotoso, A.M.M.**

Research Student (07031591175)

**SECTION A: DEMOGRAPHIC INFORMATION**

1. Name of University: .....
2. Department: .....
3. Status in the library: Professional ( ) Para-professional ( )
4. Position/Rank: .....
5. Age: (a) 21-26years ( ) (b) 27-32 years ( ) (c) 33-38years ( ) (d) 39-44years ( ) (e) 45-50years ( ) (f) 50years and above ( )
6. Sex: Male ( ) Female ( )
7. Marital status: Single ( ) Married ( ) Divorced ( ) Widowed ( ) Others (please specify).....
8. Highest Academic Qualification (a) N.D ( ) (b) H.N.D ( ) (c) B.A ( ) (d) B.Sc. ( ) (e) BLIS ( ) (f) Edu.Tech ( ) (g) M.L.S ( ) (h) M.Inf. ( ) (i) Ph.D ( ) (j) Others (Please specify).....
9. Length of service in the university library system: (a) 1-5yrs ( ) (b) 6-10yrs ( ) (c) 11-15yrs ( ) (d) 16-20yrs ( ) (e) 21-30yrs ( ) (f) 31-35yrs ( )

**SECTION 2: KNOWLEDGE SHARING AMONG LIBRARY PERSONNEL**

Please indicate your opinion on knowledge sharing in the university libraries the 4-point scale below

(Strongly Agree = 4; Agree = 3; Disagree = 2 Strongly Disagree = 1)

S/N	ITEM	SA 4	A 3	D 2	SD 1
1	Staff gain new ideas through social gatherings				
2	Staff improve their knowledge by learning from other organisations and institutions				
3	Individuals are committed to professional development				
4	Seminars, workshops and training and development are held periodically and adequately to help gain new knowledge				
5	Staff gain new ideas through social gatherings				
6	Whenever I want to share knowledge, I prefer using social networks such as Facebook, Twitter, wikis and blogs in my library				
7	I use videoconferencing to share knowledge with my co-workers				
8	I use intranet and knowledge repositories to share knowledge with my co-workers				
9	I prefer to share knowledge through storytelling				
10	There are policies that encourage knowledge sharing in the university library.				
11	Knowledge sharing supports staff development in my library				
12	Knowledge sharing improves quality of staff				
13	knowledge sharing keeps staff up to date with current trends				
14	Knowledge sharing retains individual knowledge through codification of tacit knowledge				
15	There is KS culture in my organisation				
16	My colleagues share their working experience and knowledge in my library				
17	I communicate/share knowledge with my colleagues in teams or group				
18	I am willing to share knowledge with my Colleagues				
19	My UL encourages everyone to speak their mind.				
20	My UL analyses relevant data before coming to a decision				
21	My UL listens carefully to different points of view before coming to conclusions				
22	My UL seeks feedback to improve interactions with others.				
23	My UL accurately describes how others view his or her roles in fostering cooperation to share ideas				
24	My UL encourages me to come up with innovative solutions to work-related problems				
25	Through knowledge sharing; innovation and discovery increase.				
26	Knowledge sharing is important to service delivery				

Please indicate knowledge sharing facilities and tools provided by your library?

- a) Departmental meetings [ ] b) Library blog [ ] c) Communities of Practice ( e) Mobile Phones [ ] (f) Others (please specify):

### SECTION 3:ORGANISATIONAL LEARNING

Please indicate your opinion on the following statements using a 4-point scale

(Strongly Agree = 4 ; Disagree = 3; Disagree = 2 Strongly Disagree = 1)

S/N	ITEM	SA 4	A 3	D 2	SD 1
1	I am encouraged by my UL (The University Librarian) to have initiative towards the development of the library.				
2	UL does not request except what I should know to accomplish my work.				
3	There is no need to inform the UL with all details of my work				
4	UL requests that I inform him/her about only things unplanned.				
5	UL is interested in employees believed to neglect their work.				
6	UL in the library knows what I want and helps me to get it.				
7	UL is interested in assessment of employees when they do good work.				
8	UL plays a role which is a model of respect for all employees.				
9	UL gives directives that force me to rethink some of my own work.				
10	UL is aware of the existence of differences in individual needs and wishes of employees.				
11	UL works mainly on the development of employees by delegating powers				
12	UL encourages everyone around him to carry out the tasks entrusted to them.				
13	UL is highly skillful in acquisition and loyalty of library personnel				
14	UL has major potential to increase personnel motivation and loyalty to the organisation.				
15	UL gives me a major opportunity to think about old problems in new ways.				
16	UL provides me with new ways to develop my perspective on things.				
17	UL encourages employees to provide new ideas.				
18	Library personnel take responsibility for their own learning.				
19	Library personnel share information and skills (librarianship) and participate in 'knowledge networks' or communities of learning within own area.				
20	Library personnel use technology such as bulletin boards, intranet, email				
21	UL encourages others to share their information and skills				
22	UL actively and regularly seeks feedback on personnel performance and development needs				
23	Library personnel participate in any kinds of learning at least 2 times a year				
25	There is policy on training and development				

26	The policy on training and development is religiously executed	SA 4	A 3	D 2	SD 1
27	Whenever new employees are hired at the university library, they are allocated a mentor				
28	There is job rotation exercise in the university library				
29	Personnel engage in Community of Practice				
30	Organisational learning is important to service delivery				

**SECTION4: LEADERSHIP STYLES.** This section measures the effects of leadership styles of the university librarians on personnel motivation, performance and commitment in university libraries. Please indicate the response that best fits your agreement or disagreement with each statement by ticking ( ) a number from 1 to 4 below in the following scale: 4=Strongly disagree; 3=Disagree; 2= Strongly Agree; 1= Agree

S/N	ITEM	SD 4	D 3	SA 2	A 1
1	I persist in overcoming obstacles to complete a task.				
2	I think the level of my achievement is higher than that of my co-workers.				
3	I am producing a high quality standard of work.				
4	My organisation provides assistance to team members.				
5	I adapt easily to technological changes in my organisation.				
6	My organisation gives me good technology to increase my job performance.				
7	The UL always gives detailed information about proposed changes in my tasks for me.				
8	The UL encourages me to speak up on things related to my work.				
9	I feel my work experiences are adequate for the work I do.				
10	I feel my work experience could make me more competent				
11	I am willing to continue to work in this organisation as long as possible.				
12	There is orientation and on-boarding programme for every staff.				
13	I participate in professional conferences, seminars and workshops.				
14	There is job coaching, mentoring, and internship programme for all staff.				
15	Since there are no other better ones, I choose to stay in this organisation.				
16	The skills that I have obtained till now would be useful at other organisations.				
17	I remain here because I have nowhere else to go.				
18	No organisation can replace the status of this organisation now in my opinion.				
19	My organisation rewards every completed task.				
20	Staff members are permitted to acquire formal degrees to acquire more knowledge.				
21	I feel my self-worth soaring when my organisation invests in me.				
22	My organisation regularly invests in me, and aims to update my value.				
23	I make friends easily in this work environment and identify with my friends' socialisation behaviour.				
24	I learn a lot of things from my friends in this organisation.				
25	The UL shares his or her values and beliefs.				

26	The UL is a role model for me.	<b>SD</b> 4	<b>D</b> 3	<b>SA</b> 2	<b>A</b> 1
27	I trust the UL.				
28	The UL is optimistic about the future.				
29	The UL expounds a compelling vision of the future to me.				
30	The UL inspires me to achieve my shared vision.				
31	The UL uses different perspectives to problems solving.				
32	The UL challenges my ideas to get new ways to solving old problems.				
33	The UL spends time teaching and coaching me.				
34	The UL acts as a mentor to enabling my self-actualisation				
35	The UL motivates me to achieve target goals				
36	The UL clarifies expectations and provides recognition when goals are achieved				
37	The UL creates specific standards for compliance and what constitutes ineffective performance.				
38	The UL keenly observes employee's performance.				
39	The UL keeps track of all mistakes.				
40	The UL always waits for things to go wrong before taking action.				
41	The UL fails to steps in until problem becomes serious.				

**SECTION 5: PERSONNEL COMPETENCE** .Please indicate how competent you are based on the following Items using a 4 point scale **Not True of Me (NTM) =1; Occasionally True of Me (OTM) = 2; True of Me (TM) =3; Very True of Me (VTM) = 4.**

S/N	ITEM	NTM	OTM	TM	VTM
1	I have good knowledge and understanding of library and information sciences, foundation theories of the profession.				
2	I know the codes of conduct and professional values.				
3	I know patent laws and intellectual properties related to library and information.				
4	I have knowledge and understanding of sources of information resources and types.				
5	I have knowledge and understanding of information technology and its overall impact on the profession, society, and my country.				
6	I can apply information technology on administration of libraries and information organisations.				
7	I keep track of information technology innovations that are rapidly developed.				
8	I know proactive services and roles of libraries in providing services to users; efficient library and information services; selection of appropriate services for users' needs.				
9	I know the application of theories or innovations in services for best achievements and evaluation of efficiency and effectiveness of services in order to improve service delivery.				

		<b>NTM</b>	<b>OTM</b>	<b>TM</b>	<b>VTM</b>
10	I can conduct research on user studies, analysis of information use behaviours and user information requirements.				
11	I can conduct research for analysis and evaluation of different operations of libraries for quality improvement of libraries, dissemination and creation of research work for publications and exchange of research results.				
12	I have knowledge and understanding of the necessity of continual professional development in libraries and information operations.				
13	I have good knowledge of learning theories, teaching approaches, evaluation, application of instructional knowledge in libraries and information operations,				
14	I know the arrangement of teaching activities appropriate to different groups of users with different backgrounds.				
15	I have ability to manage information resources in provision, selection, analyses, categorisation of information resources, referencing, indexing, and abstract writing accurately and appropriately.				
16	I am able to communicate and exchange information, and correctly perceive and understand users, by using communication techniques appropriate for each individual.				
17	I possess the ability to negotiate, be a good listener, and use language correctly.				
18	I am a good team player.				
19	I have problem-solving skills.				
20	I have the ability to appropriately plan and manage with existing resources.				
21	I have the ability to think positively, creatively, differently, non-conformingly, systematically; perceive things holistically and distinguish details.				
22	I have the ability to build, exchange, store, disseminate, and gain access to knowledge sources in order to carry out work appropriately.				
23	I have leadership skills; I am a deep thinker. I make decisions, set directions and goals for my subordinates or team members accurately and appropriately.				
24	I have good human relations.				
25	I exhibit virtue and correctness in the course of operation, both to myself and to others for the growth of the organisation.				
26	I have motivation that will drive one to attain success as intended.				
27	I have the ability to efficiently carry out work that can be accounted for.				
28	I work under pressure.				
29	I have the ability to adapt myself to meet with the changing situations and accept new challenges.				

## SECTION 6: SERVICE DELIVERY IN UNIVERSITY LIBRARIES

1. Please indicate the types of services that are being delivered in your library using  
**Very Highly Delivered = 4; Highly Delivered = 3; Rarely Delivered = 2; Not Delivered = 1.**

S/N	ITEM	4	3	2	1
1	Virtual reference services				
2	Reference service by e-mail or the Web Technology to assist patrons with disabilities				
3	Documents digitized by the library personnel				
4	Electronic theses and dissertations produced by students and made available for consultation by library personnel				
5	Virtual reference utilities				
6	E-mail reference				
7	Chat reference, commercial service				
8	Instant messaging applications				
9	Short message service (SMS) or text messaging				
10	Serial back files and other paper materials (include government documents)				
11	Information literacy				
12	Inter-library loans and documents to other libraries				
13	Electronic collection				
14	Hybrid collection				
15	Subscription to Electronic serials				
16	Document delivery service				
17	Photocopying				
18	Current Awareness				
19	Usage statistics				
20	Telex/ Telephone service				
21	Bibliographic and Compilation service				
22	Translation service				
23	Technical Writing service				
24	Bindery				
25	Facsimile service				
26	Online/C.D ROM Database searching				
27	Internet / E-mail service				
28	Audio/visual materials provision				
29	Section where patrons can sit, listen and view audio/visual material				
30	Microforms material provision				
31	Subscription to databases and maintenance of the access				
32	Campus wide data communication network				
33	Web-Based Services				
34	Instructions and trainings to users for better use of Web Services				
35	Collaborative Services				

**SECTION G: CHALLENGES FACED BY LIBRARY PERSONNEL ON SERVICES DELIVERY**

Rate the following challenges as may be peculiar to you in your library using the scale: *SA* (Strongly Agree), *A* (Agree), *D* (Disagree), *SD* (Strongly Disagree)

S/N	CHALLENGES	SA	A	D	SD
1	Lack of financial support to buy library materials as a result of low budgetary allocations to the development of libraries				
2	Low pay scale and limited opportunities for promotion				
3	Lack of awareness programmes				
4	Inadequate space for holding library materials				
5	Inadequate library materials				
6	Lack of trained and skilled manpower				
7	Lack of appropriate government policy on information materials				
8	Lack of information literacy on the part of the library users				
9	Inadequate promotional activities				
10	Low information literacy rate among library personnel				
11	Lack of incentives for job well done				
12	Inactive role of LIS professional associations to fight for the interest of the library personnel				
13	Insufficient communication skills among library personnel				
14	Poor information literary skills and digital literacy				
15	Lack of library accreditation				
16	Inadequate ICT infrastructure in libraries				
17	Ineffective leadership				
18	Low professional status				
19	Lack of exposure to international standards and experience				

## APPENDIX III

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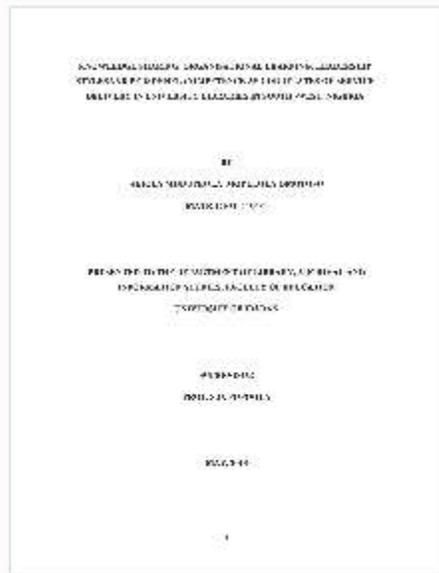


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