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An Investigation of Quality Management Approaches in University Libraries in South Western Nigeria

By

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Abstract

In the face of rapidly increasing technological changes to the educational and information environment, the academic library has continued to play a significant role as a social organisation in support of knowledge creation and research within the higher education system. Academic libraries are thus expected to comply with rapid global developments in education through efficient delivery of services in order to contribute to the growth of the institution it serves.

In Nigeria, quality management models have been identified as the appropriate management structures that can provide libraries with the necessary techniques to improve their value through efficient services to their user communities. Even though a few studies have identified the benefits of quality management adoption and implementation in higher education institutions (HEIs), there are no studies reporting on quality management adoption and implementation in Nigerian university libraries.

A sequential mixed methods approach was used to explore quality management practices in academic libraries in south-western (SW) Nigeria in a two-phased study in which the second phase was dominant. The choice of the approach was because it was found appropriate for answering the research questions of the study. The approach afforded the opportunity of gaining a better insight into the investigation, with the two methods complementing each other as opposed to a single method.

The first (quantitative) phase involved an exploratory online survey which was conducted to assess management practices and quality service delivery in 24 university libraries studied. The study found a wide range of views on management practices and service delivery. The findings suggest that the respondents were aware of QM practices, service delivery and its impact on the mission and vision, learning outcomes, employee satisfaction, staff development and performance. They were therefore able to give informed views on the issues being investigated in the study. It was also revealed that despite the fact that participating universities fell into different categories, the majority of the university librarians agreed on the need for QM practices as a means of improving academic library services.

In the second phase, semi-structured, in depth interviews with 15 heads of libraries and 10 focus group discussions with non-management staffs (73) of the libraries were conducted to build on and confirm the findings from the quantitative phase of study.

The study found that the application of QM principles in the university libraries was not in line with any best practice to shape QM and as such could not lead to consistent QM implementation. The study found that most of the university libraries adhered to the external quality assurance system prescribed by the National Universities Commission (NUC) for the university for the purpose of accreditation of academic programmes. There were no quality management tools in place for use in Nigerian university libraries, but rather libraries employed the principles to guide their procedures without any systematic procedures. A QM maturity assessment was conducted to ascertain the positioning of the libraries in QM practices. The findings from analysis of data from the survey, interviews and focus groups are discussed in relation to the key objectives of the study, explaining the key observations and findings. The findings were also triangulated for a better understanding of the situation of libraries investigated, while factors perceived as vital to the actualisation of QM were also highlighted.

An exploratory model of QM implementation programme for university libraries is proposed which seeks government intervention in formulating and implementing effective quality improvement in university library operations. A maturity model to help in post-implementation assessment of QM maturity levels of libraries is also developed. This study makes a contribution to knowledge by developing an empirically supported model that seeks the intervention of major stakeholders in the HEIs for QM implementation in university libraries. The model acknowledges the roles of both internal and external actors of the library in actualisation of a library quality improvement programme. Though the model was developed on the basis of evidence gathered from libraries in SW Nigeria, it may be transferable to other university libraries in other zones in Nigeria and possibly within the West African region. Furthermore, this thesis presents the contributions and limitations of the study and suggests areas of future research.

Dissemination of research

In the course of this study, the researcher disseminated information about this project by producing a conference paper.

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Dedication

This work is dedicated to my late husband, friend and mentor, Professor Abdul Fatai Abimbola Olukayode Egberongbe with whose inspiration I have survived this academic journey!

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List of abbreviations and acronyms

| | |
|-------|--|
| ABU | Ahmadu Bello university |
| ACRL | Association of college and research libraries |
| AUQA | Australian universities quality agency |
| BSC | Balanced scorecard |
| BEM | Business excellence model |
| BQA | British quality association |
| BQF | British quality foundation |
| CAF | Common assessment framework |
| CHE | Council for higher education |
| CLIR | Council on library and information resources |
| CQI | Chartered quality institute |
| EQA | European quality award |
| EFQM | European foundation for quality management |
| FCT | Federal capital territory |
| HEI | Higher education institution |
| HEQC | Higher education quality council |
| CLIR | Council on library and information resources |
| ISO | International organisation for standardisation |
| IQA | Institute of quality assurance |
| LISU | Library and information statistics unit |
| LRCN | Librarians' registration council of Nigeria |
| MBNQA | Malcolm Baldrige national quality award |
| MIS | Management information systems |
| NBTE | National board for technical education |
| NCCE | National commission for colleges of education |
| NLA | Nigerian library association |
| NUC | National universities commission |
| NUNet | Nigerian universities network |
| NUS | Nigerian university system |
| QA | Quality assurance |
| QC | Quality control |

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| QAA | Quality assurance and accreditation |
| QMS | Quality management System |
| RFID | Radio frequency identification |
| RADAR | Results, Approach, Deployment, Assess and Refine |
| TQM | Total quality management |
| UNESCO | United nations educational scientific and cultural organisation |
| UVa | University of Virginia |
| UNN | University of Nigeria Nsukka |
| VLP | Virtual library project |
| WAN | Wide area network |

Glossary of terms

A number of words and terms have been used within the thesis at various points which are defined within the context of the study, based on readings from different sources in order to convey accurately the meanings to the readers of the thesis. They are provided in alphabetical order as follows:

| | |
|---------------------------------|---|
| Customer focus and satisfaction | Addressing customers' needs and expectations by an organisation, while anticipating and responding to their evolving interests and thereby maintaining a competitive edge over its rivals (Sureshchandar, Rajendran & Anantharaman, 2001). The customer in this study is referred to the library user, with the two terms being used in this thesis interchangeably. |
| Human resource management | Effective development and management of the workforce in order to achieve desired organisational goal. |
| Leadership | A relationship between top management and employees, in mutual pursuit of organisational goals which are driven by increasing customer expectations (Evans, 2005). |
| Performance measurement | A tool used for measuring productivity which has been |

realised on a historical basis by using a range of predetermined indicators or quality goals (Chen, 2002). Its aim is to check progress aligned with organisational directions and evaluating performance aligned with standards (Oakland, 2004).

| | |
|--------------------------------|---|
| Process management | Designing activities to transform the organisation by converting input into output, and by achieving good outcomes. The two main areas of focus in QM include: process design and process improvement (Souza & Voss, 2002). |
| Quality | This study adopted the definition of quality by ISO 11620 as the “totality of features and characteristics of a product or a service that bears on the library’s ability to satisfy stated or implied needs” (ISO 11620, 1998, p. 12). |
| Quality assurance | Quality assurance (QA) as part of the quality revolution refers to any action directed towards providing customers with products or services which fulfil the required standard (Boharan & Ziarati, 2002); Quality assurance as in the university system implies the ability of the institutions to meet certain criteria relating to academic matters...and adequate library facilities |
| Quality management | “Processes and measures that contribute to the improvement in quality of products, services and other output from the organisation” (Roberts and Rowley 2004, p. 158). It includes activities ranging from planning, implementing and evaluating and meeting customer requirements and expectations, as well as continuous improvement of quality |
| University librarian/ Director | A personnel of the university who takes charge of day-to-day running of the university library |

Chapter 1 Introduction

This thesis constitutes an exploratory study investigating quality management (QM) approaches in academic libraries in Nigeria. It looks into the prospect of adapting a quality management philosophy that originated in the industrial sector to provide solutions for the enhancement of academic library services in Nigeria. It is an approach that has been used, though not extensively in the service sector of the country (Nosakhare, 2000). The study specifically explores approaches to quality management in academic libraries in south-western (SW) Nigeria, with a view to proposing a quality management (QM) framework for adoption and implementation. Though QM in university libraries has flourished for several decades, in developed countries such as the United Kingdom (UK), many of the principles of QM are now taken for granted as the specifics of QM methodologies are not necessarily followed. However, in developing countries such as Nigeria, there is the need to go through this learning process because of the dwindling state of library services and for a transformation of the system, which perhaps might usher positive developments into university library services. This introductory chapter provides an overview of the research. In particular, it considers the background to the research and contextualises it by providing a brief summary of the recent history of Nigeria and its higher education system. The chapter also outlines the research aims and objectives and provides a brief overview of the methodology and scope of the study.

1.1 Background to study

Quality Management (QM) has developed since the early 1960s to herald what is termed the quality revolution, which was meant to resuscitate the post-World War II industry (Evans & Lindsay, 1999, p.71). Its introduction resulted mainly from the work of “quality gurus” such as “W. Edwards Deming, Joseph Juran and Philip Crosby” (Oakland, 2004, p. 24; Evans & Lindsay, 1999, p. 71; Dow, Samson & Ford, 1999, p.2). It provides a comprehensive approach to competitiveness and a means for achieving excellence in organisations. With its origin in the industrial sector, QM has evolved to serve the business and service sectors and increasingly constitutes a very important research theme in operations management (Souza & Voss, 2002). Dean and Bowen (1994) also emphasise the growth of interest in QM in many sectors of the economy, acknowledging its recognition globally as a vital organisational goal. They define QM

as a management approach made up of principles which are supported by a set of practices and techniques (p. 394). For an organisation to achieve the transformation to QM, Deming (1986), in his 14 points for management, recommends behavioural practices aimed at changing the organisation's infrastructure and cultural system. Juran (1989), through his 10 steps to quality improvement, advocates a four-stage process for attaining quality management; while Crosby (1984) identifies the four absolutes of QM, also referred to as "concepts of the quality improvement process" (Dow *et al.*, 1999, p. 2; Suarez, 1992, p. 5). Soltani, Lai, Van de Meer & Williams (2008, p. 1399) group "these essential elements of a QM system" into two main categories: (1) management characteristics – such as those related to management's attitude towards quality; and (2) system characteristics – such as those pertinent to organisational development.

Knowledge of QM principles informs the need for an understanding of quality as a concept. Pryor, White and Toombs (in Pryor & Toombs, 2004, p. 252) define quality as the extent to which processes, products and services are free from defects and items that are not of significance to the customer. According to Schoolbred (1992), quality is concerned with the ability to consistently provide services to a particular specification. A report on world quality by the Chartered Quality Institute also indicates that quality involves working to make an organisation increasingly fit for the customer's purpose (Chartered Quality Institute, 2011). Quality is also defined as meeting the requirements of the customer (Oakland, 2004). This notion thus infers that quality is determined by customers, with different customers having different requirements of products or services. Consequently, this study adopted the definition of quality in the library context as used in the standard ISO 11620 (as cited in section 1.2) as the "totality of features and characteristics of a product or a service that bears on the library's ability to satisfy stated or implied needs" (ISO 11620, 1998, p. 12). This definition is important in two ways: 1. It reflects the researchers own perception of concept of quality; 2. It recognises the role of the customer in determining what is perceived as quality. Pryor *et al.* (2010, p. 2) emphasise the role of Deming (1986, 1982); Juran (1995, 1993); Crosby (1994, 1984); Ishikawa (1985, 1982) and other philosophers, in the development of quality concepts and tools which are believed to reduce costs of products and services, and which improve customer satisfaction.

1.1.1 Quality management philosophy

The last five decades have witnessed a global recognition of the need for quality in organisations. As a result of this recognition, the business world has developed a new appreciation for the effect of quality on both products and services (Hayes & Abernathy, 1980, 2007; Powell, 1995). This transformation in thinking has been attributed to the philosophies of Deming (1953, 1986) whose message was that improving quality will reduce organisations' expenses and increase productivity and market share. Constant demands for quality products and services to ensure the continued existence of organisations have also contributed to a search for wide ranging approaches to quality management.

Roberts and Rowley (2004, p. 158) define QM as “processes and measures that contribute to the management of the quality of the products, services and other outputs from the organisation”. It includes activities ranging from planning, implementing and evaluating and meeting customer requirements and expectations, as well as continuous improvement of quality. The different definitions ascribed to QM by various authors (Dean & Bowen, 1994, Pryor & Toombs, 2004; Dow *et al.*, 1995; Roberts & Rowley, 2004), shows that there is no global definition for the concept, even though they all refer to organisational support for improving products and services, using management principles and techniques, to achieve organisational outcomes. As this research considers QM in the context of the academic library, it draws on Roberts and Rowley's definition because it describes the concept in the same context. The study thus defines QM as principles and procedures that are set to streamline operations, in order to achieve desired results within the library context and its wider environment. In this sense, the concept is considered in a broad way to cover quality tools and quality award models which include TQM, ISO, QA, BSC, MBNQA, and EFQM which are discussed in detail in sub-section 2.2.2.

The development of QM has been identified as having four-stages (Dale, 1999, p. 4; Sullivan-Taylor & Wilson, 1996, p. 58). The first stage is described as the inspection stage. This is associated with the first half of the 20th century, which marked the era of industrial mass production (Evans & Lindsay, 1999, p. 5). The inspection process served as an information-gathering tool for improvement of products (Evans & Lindsay, 1999, p. 87) and also ensured that all finished products were examined, in order to guarantee quality. Quality control (QC) developed by Walter A. Shewhart, is the second

stage of quality management (Oakland, 2004; Bergman & Klefsjo, 2003). It has also been described as the process of ensuring that quality goals are met during operations (Evans & Lindsay, p. 97). The third stage is quality assurance (QA), which refers to any action directed towards providing customers with products or services which fulfil the required standard. (Boharan & Ziarati, 2002). The fourth stage is Total Quality Management (TQM), which entails applying quality management principles and concepts to every facet of organisational operations (Dale, 1999). An important feature of TQM is identified as managing its relationships with customers. A common description of the evolutionary stages of QM is presented in Figure 1 below. In relation to an academic library, production is here equated to service provision because it belongs to the service sector.

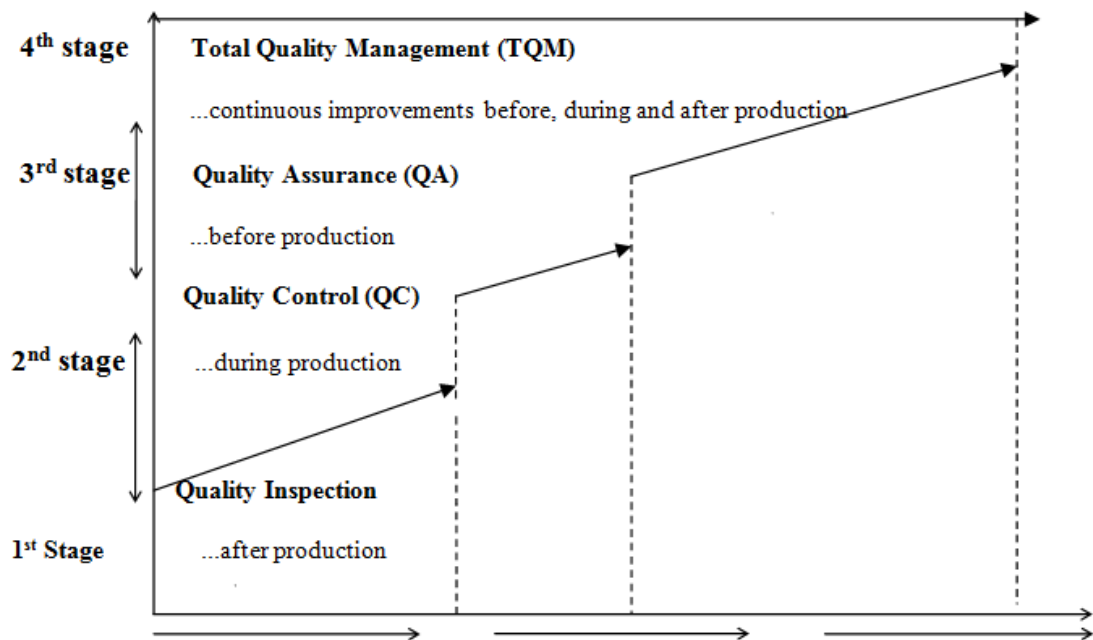


Figure 1.1: Four Evolutionary Stages of Quality Management (Source: Adapted from Bergman and Klefsjo, 2003)

TQM is considered the final stage in the evolution of QM, though there is evidence in the literature regarding the question of whether there may be another stage of QM development. The researcher considers these debates to be related to a number of quality initiatives which have been developed, mostly as offshoots of TQM.

QM initiatives were introduced in the early 1980s as frameworks to address the quality decline in organisations. Among these were ISO 9000, and its various versions, the

Balanced Scorecard, quality award models – “The Deming Prize, the Malcolm Baldrige National Quality Award (MBNQA) and the European Foundation for Quality Management (EFQM) Business Excellence Model (BEM)” (Oakland, 2004, p.40). These models will be addressed in chapter two of the study in relation to their applicability in HEIs and academic libraries.

1.2 Quality and libraries

As mentioned in section 1.1, quality in the library context is defined by the standard ISO 11620 as the “totality of features and characteristics of a product or a service that bears on the library’s ability to satisfy stated or implied needs” (ISO 11620, 1998, p. 12). Brophy (2008) notes the importance of sectoral distinctions that characterise the library and the need to place the user at the centre of its services. Richard Orr, one of the first researchers to begin the definition of quality in libraries made a distinction between library quality and the value of library services, relating the two concepts to library effectiveness (Nitecki, 1996). He suggests that library quality pertains to “how good the service is”, while library value refers to “how much good the service does” (Jayasundara, 2011, p. 46). Calvert (2008), however, disagrees with Orr’s usage of the terms as portraying a negative image of the library’s service to its customers (p. 37). Jayasundara (2011, p. 46) claims that the measurement of quality has traditionally been a part of the measurement of effectiveness. Pritchard (in Jayasundara, 2011, p. 46) on the other hand, explains that evaluation of library quality in the 1970s was based on measurements of effectiveness, as library practitioners and researchers then believed that the core of effectiveness was quality. Roberts and Rowley (2004) describe quality in academic libraries in terms of ‘services’, ‘products’ and ‘customer requirements’ (p.158). The authors further emphasise the importance of quality in academic library services to the attainment of institutional goals.

The definitions attributed to the term ‘quality’ in sections 1.1, 1.2 and in this section provide a distinct arrangement of the definitions in three categories as follows: the production-based; the customer-based; and integrated perspective on quality. The first category concerns meeting organisational standards or requirements (CQI, 2011; Pryor & Toombs, 2004; Schoolbred, 1992). This definition relates to the industrial sector as production is basically meant to follow specified procedures and standards to serve consumers. The second category focuses on meeting immediate and future needs of customers (Brophy, 1994; Deming, 1986; Oakland, 2004). Here, the definitions are more relevant to service organisations including libraries because of the intangible

products and services designed and delivered, based on communication between the customer and the organisation. The third category presents quality as meeting predetermined standards and customer expectations and as ‘totality of features’ (ISO 11620, 1998; Roberts & Rowley, 2004). All three categories of definitions have some relevance to libraries, though it is the second category that has been examined in great detail in previous studies (Hernon & Altman, 1996).

The different definitions provided for quality indicate that there is no universal definition of the concept. Souza and Voss (2002, p. 94) and Haksever and Render (2013) assert that different definitions are appropriate for quality under different situations, though the latter identify the need for stakeholders to ensure that they understand each other’s definition in any particular situation. Jayasundara (2011) confirms this in the library context, stating that library quality is seen from different perspectives. Despite the difference in definition however, an academic library which intends to achieve quality has the responsibility to focus on customer needs as they tend to vary with time. This involves enhancing the role of the library in the learning process of its parent organisation. Consequently, quality in the academic library context is defined in this study in line with the standard ISO 11620 (as cited in sections 1.1 and 1.2) as the “totality of features and characteristics of a product or a service that bears on the library’s ability to satisfy stated or implied needs” (ISO 11620, 1998, p. 12).

As earlier indicated QM is a set of associated principles and practices (see section 1.1). Principles are described as general sets of fundamental assumptions and beliefs about how to view an organisation. Each principle covers a number of practices described as observable facets of QM which help in the realisation of organisational improvement (Souza & Voss, 2002). Organisations intending to adopt and implement QM need to apply a set of QM principles and practices for achievement of organisational quality goals. QM principles that are applicable in HEIs are discussed in sections 2.2.4.1 to 2.2.4.5, while Table 2.2 provides a summary of the principle applications and their related elements.

The foregoing discussions have been on the background to the study and on its philosophical principles and the development of quality management concepts. As mentioned earlier, this research concerns an investigation of QM practices and service delivery in university libraries in SW Nigeria. A review of literature on QM reveals their applicability in academic libraries. The next section will therefore provide a

general history of Nigeria to assess the current situation as it affects the organisational climate in university libraries studied.

1.3. Background of Nigeria

1.3.1 Brief history of Nigeria

The Federal Republic of Nigeria is the most populous and largest of all African countries. A World Bank (2010) report indicates that Nigeria has a vast diversity in the area of its natural components consisting of wide-ranging topography, climatic conditions, as well as vegetation patterns. Nigeria's population is estimated at 170 million, which accounts for 47 percent of the population of West Africa (World Bank, 2010). Nigeria covers an area of about 924,000 km – bordered in the north by the Niger Republic; in the east by the Republics of Chad and Cameroon; in the south by the Gulf of Guinea; and in the west by the Republic of Benin (Diso, 2005, p. 286). The country is known to be endowed with natural resources “which spread across all its 36 states as well as the Federal Capital Territory” (Abubakar, 2011, p. 1). The SW zone of Nigeria – is described as a definitional (i.e. based on ethnicity) boundary and covers a land area of 77,818 square kilometers. SW Nigeria is populated by the Yoruba, believed to be one of the largest ethnic groups in West Africa (Faleyimu, Akinyemi & Agbeja, 2010). There are six states in the zone: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. The indigenes of the state share a common culture, language and history that are regarded as “a social asset that can best be maximised under a regional arrangement” (DAWN, 2013, July 5, p. 15).

1.3.2 Education

The Nigerian educational system has recorded significant progress over the years. The higher education system has a long tradition of productive partnerships with foreign HEIs and service excellence, dating back to its colonial beginnings (Ogundipe, 2001). However, Saint, Harnett and Strassner (2003) opined that a culture of service excellence had gradually been eroded, due mainly to decayed and inadequate infrastructure; an unstable academic calendar resulting from incessant strikes by lecturers and other staff; insufficient funding; lack of innovative research and development (R&D); and weak university-industry linkages. The Nigerian HE system (as of 2011) consists of 117 universities; 71 polytechnics; 63 colleges of education; 41 schools of health technology; 27 monotecnics/specialised institutions and 36 colleges of agriculture, as shown in

Table 1 (Danjuma & Rasli, 2012, p. 9). All the tertiary institutions have academic libraries attached to them as sub-systems to support their teaching, learning and research needs. For the purpose of this study, the term ‘academic library’ refers to a university library. The two names will therefore be used interchangeably. Nigerian university libraries belong to three types of HEIs: federal, state and private universities.

Table 1.1: Higher Education Institutions in Nigeria as at 2011

| Type | Number | Government owned (Federal and state) | Private owned |
|--|------------|--|------------------|
| Universities | 117 | 72 | 45 |
| Polytechnics | 71 | 59 | 12 |
| Colleges of Education | 63 | 59 | 4 |
| Schools of Health Technology | 41 | 40 | 1 |
| Monotechnics/Specialised Institutions | 27 | 25 | 2 |
| Colleges of Agriculture | 36 | 36 | - |
| TOTAL | 355 | 291 | 64 |

Source : Available at. <http://www.nuc.edu.ng>; <http://www.nbte.gov.ng>;
<http://www.nceonline.org>

Universities in Nigeria are categorised as 1st, 2nd, or 3rd generation. First-generation universities are those established by the federal government between 1948 and 1965; second generation universities were established in 1975 (seven universities); and third generation universities are those established between 1980 and 1998 (Agboola, 2000, p.281). The federal and state universities are established through statutes and Acts of Parliament, while private universities are those licensed to exist and operate by the National Universities Commission (NUC). The study focuses on the south-west of Nigeria for a number of reasons. These include proximity (the researcher resides in Lagos, one of the south-western states) and the sizes and required types of universities. First, second and third generation universities are all represented in this region. There are 15 public universities out of a total of 30 within the region. These enjoy government support in terms of infrastructural resources for development and sustainability, adequate staffing and technology for various developmental programmes. A number of the 15 private universities equally enjoy substantial funding through their founders and from tuition fees from students, for the same purpose. Since libraries and information services tend to share a common mission and face the same barriers in fulfilling that mission, a study based on academic libraries in the SW zone is likely to capture most of the issues affecting quality management in libraries across Nigeria as a whole. Moreover, the political climate in some parts of Nigeria, specifically the

northern states, together with the security challenges in some communities within the three northern zones did not favour conducting a study there.

1.3.3 Current situation in Nigerian academic libraries

Nigerian university libraries are currently engaged in proffering better solutions to their services through the introduction of information and communication technology (ICT) to support the programmes of their institutions. They consequently express the need for quality assurance of their procedures for effective provision of their services (Okebukola, 2006). They are, however, faced with drawbacks in their attempts at innovation which have been affected by the low financial resource allocation for higher education. Mordi (2008, p. 32) and Ifijeh (2011, p. 2) have expressly reported on the very low budget allocation to the education sector between 2000 and 2009 and how it has affected sustainable developments in Nigerian academic libraries.

Studies examining funding patterns of universities in Nigeria by Danjuma and Rasli (2012) and Oyetakin, Alabi and Kayode (2012) also indicate the same trend and relate its effect (i.e. inadequate funding) to academic libraries' inability to operate world-class services. Details of government funding patterns to Nigerian universities are shown in Figure 1.2 below. Academic libraries have, despite these challenges, embraced the need to establish systems which enhance internal communication, cooperation and collaboration between libraries and customers, in the face of inadequate physical and material resources, as detailed in NUC Needs Assessment Report (Anyà, 2013).

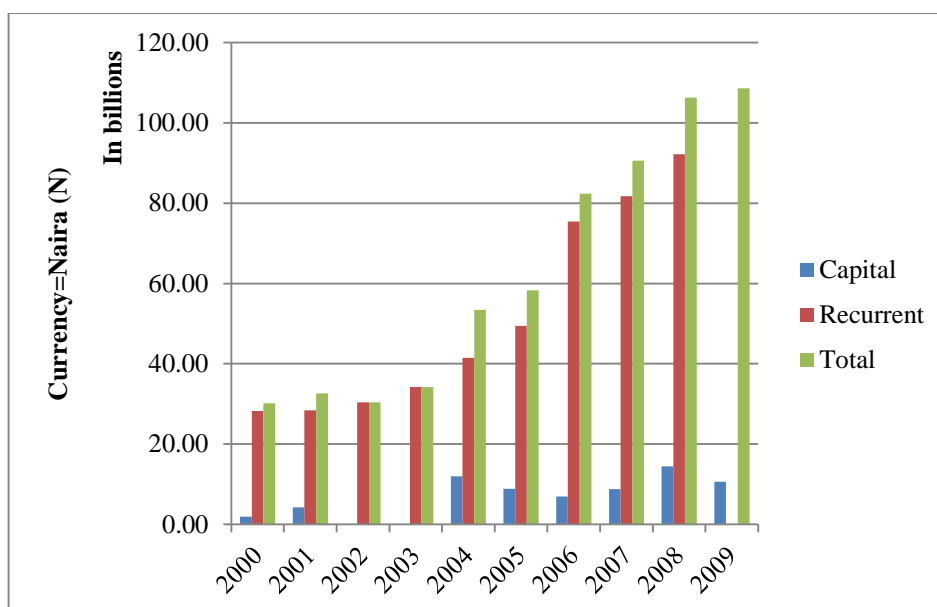


Figure 1.2: Funding trends of Nigerian Universities (2000-2009) Source: Adapted and computed from Nigerian Universities Commission’s university funding (2000-2009).

Most up-to-date figures available as obtained from a World Bank Report (Academic staff union of universities, cited in Asiya, 2013, p. 168) indicated a budgetary allocation of 1.96 billion US dollars (equivalent of) 198.9 billion naira to HEIs, from the gross domestic product (GDP) of 262.2 billion naira for 2012. This is considered as a fifteen per cent increase (Isaac, in Ololube *et al.*, 2013, p. 120) as against UNESCO’s recommendation of 26% budgetary allocation on the basis of the country’s gross national product (GNP).

1.4 The Need for quality management in academic libraries

Michalska (2008) has expressed the need for organisations to establish appropriate management systems regardless of their sector, size and structure, in order to attain success and gain competitive advantage. The process of implementing QM in academic libraries is thought to be very complex, because, according to Roberts and Rowley (2004, p. 510), it involves an evaluation of the academic library system with due consideration of its relationship with both the internal and external stakeholders, in its improvement efforts.

Stavridis and Tsimpoglou (2012, p. 65) builds on Roberts and Rowley’s ideas and applies them to the particular context of libraries. He suggests the need for academic libraries to establish meaningful relationships with the management of their parent institutions, stakeholders and partners through effective lobbying, communication and ensuring a sustainable working environment. Stavridis and Tsimpoglou (2012) further

indicate that the development of a culture of quality in academic library structure is critical to achieving these aims.

1.5 Statement of the problem

The academic library service is deemed crucial to the existence of any university through its support for the mission of the parent institution. The Nigerian HEIs have, in recent years, adopted QA concepts at the insistence of the National Universities Commission (NUC), in their bid to improve the quality of learning and teaching as well as to be integrated into the global education and research system. At the individual university level, each university Governing Council and Senate provide policy guidelines on issues of standards or quality as they relate to infrastructure, funding, human resource, general administration and issues of academic nature (Okogie, 2010; Okebukola, 2006; Oladele, 2010). In demonstration of their support, university libraries have been tackling the need to improve and expand their range of services to match the growth of their parent institutions.

Academic libraries in Nigeria have undergone changes and assumed new roles such as information literacy educators, through the introduction of ICT (Nkanu & Okon, 2010; Oduwole, Oyewumi & Oyesiku, 2002; Rahman, 2002). This has necessitated the use of management techniques designed to increase efficiency in libraries. The development of an integrative managerialist form of university governance has also resulted in the global call for the development of new roles, such as faculty-library integration for academic librarians. By this development, Nigerian academic librarians are required to engage in active collaboration with faculty members to ensure effective teaching of information use and appreciation by users (Ogundipe, 2005; Ajayi, 2002). Furthermore, the diminishing levels of funding for universities and their libraries has also resulted in an increased demand for quality services, as well as the need to develop new skills in response to growing customer expectations. Thus the success of university libraries in this regard would depend upon their ability to encourage staff to involve themselves in activities that increased effectiveness and improved productivity. In short, they will need to adopt performance management strategies that enhance professional best practice (Ogundipe, 2005).

In Nigeria, the Federal Government's (revised 1998) national policy on education sets out specific operational methods which describe specific goals for general improvement of education at all levels (NPE, 1998). This has brought mounting pressure on the NUC

to embrace dynamic managerial approaches to learning and teaching for improvement and sustainability of HEIs. This has also entailed universities exhibiting good professional practice and accountability of learning outcomes, based on resources available to them. Nigerian universities operate an established system of QA, which is mainly applied for the purpose of programme accreditation, under the supervision of the NUC. As a government agency, the NUC periodically organises teams, consisting of academics from relevant disciplines, to assess facilities and programmes that seek accreditation in universities. Involvement of Nigerian academic libraries in the QA process has, however, been limited because the only aspect of QA for the academic library is linked to programme accreditation (Oladele, 2010), which means that only the information resources for programmes have to be accredited. This is regarded as a drawback, as major issues of library operations in administrative, technical and public services are never addressed.

In recent years, university libraries have expanded their range of services to match the growth of universities. As such, they are considered by stakeholders to be leaders in the higher education sector in continuing to deliver quality services. They are consequently expected to develop systems, philosophies and strategies for managing and providing quality services. For Nigerian academic libraries, in spite of a growing literature regarding QM implementation, there has been no formalised quality management structure of the academic library system in the country, as there is no evidence to guide its implementation (Oladele, 2010; Opara, 2010). McGregor (2004) points to the recognition that a constantly changing library and higher education environment requires a management structure to assist in clarifying and managing the complexity. A review of the literature clearly indicates a knowledge gap in this area. This further reinforces the need for high quality research into academic library management in Nigeria through the application of quality management tools and processes by management that will help them to meet their goals. The foregoing backdrop provides a broad research problem which will be addressed in this thesis:

Are university libraries in SW Nigeria applying quality management techniques to their processes? If this is the case, what approaches are being used to ensure service quality?

As earlier indicated (see section 1.3.2), the study focuses on SW Nigeria because of its proximity, sizes and required types of universities that share a common mission. Conducting the study in that context is therefore considered likely to cover most of the

issues affecting QM in academic libraries in both the region and across Nigeria as a whole.

1.6 Research aims and objectives

This study aims to address the problem outlined in section 1.5 above by examining how quality management in Nigerian academic libraries can be practised for enhancement of library management and effective provision of services to their respective user communities. This will be done with a view to understanding better the role that QM may have in improving the value of academic libraries. To achieve this, the study is investigating QM approaches in university libraries in SW Nigeria. The aim in so doing is to suggest a quality management model that will provide a framework for academic library service provision in SW Nigeria.

Five objectives have been developed in order to achieve this aim:

1. To assess the types of general management procedures and service delivery in place in academic libraries in Nigeria through a study of selected libraries;
2. To review the literature with the intention of evaluating QM frameworks used in HEIs and inducing a descriptive model;
3. To determine the dimensions of service quality practices in academic libraries in Nigeria, including quality management functions before, during and after service;
4. To evaluate efforts taken to improve management procedures in the selected academic libraries, if any; and to determine the extent to which they are based on the principles of QM derived from the literature;
5. To use evidence gathered from this study to evaluate the model referred to in objective 2, with a particular emphasis on its relevance to the Nigerian situation.

1.6.1 Research framework

The study was intended to be in two-phases – an initial quantitative phase involving a survey of academic libraries in SW Nigeria. This was followed with semi-structured interviews of academic librarians of the case population to build on the results of the survey. Focus group interviews were also conducted to complement the interviews. In order to achieve the aims and objectives listed in 1.6 and the main

research problem highlighted in 1.5, it was guided by nine specific research questions, as listed in Table 1.2.

Table 1.2: Research questions

| Questions | How to achieve objectives of study (Research tool) |
|---|---|
| RQ1. What management procedures and service delivery mechanisms are in place in the academic libraries of south-western Nigeria? | Survey....Phase1 Interviews....Phase2 |
| RQ2. What are the main dimensions of service quality practices in the selected academic libraries? | Interviews....Phase2 Focus groups.... Phase 2 |
| RQ3. How effectively do academic libraries in SW Nigeria assess the quality of their services? | Interviews....Phase2 Focus groups... Phase 2 |
| RQ4. What efforts are in place to develop and improve service quality in the selected academic libraries? | Survey....Phase1 Interviews....Phase 2 |
| RQ5. What factors are critical to ensuring successful quality services (i.e. services relating to quality management activities) in academic libraries in SW Nigeria? | Survey....Phase1 Interviews....Phase2 Focus groups....Phase 2 |
| RQ6. How would a national quality management model assist in development of academic libraries in SW Nigeria? | Survey....Phase1 Interviews....Phase2 Focus groups....Phase 2 |
| RQ7. What criteria should be included in a quality management model for academic libraries in SW Nigeria? | Interviews....Phase 2 Focus groups....Phase 2 |
| RQ8. What role do internal or external environmental factors (i.e. policies within the libraries, user community and those of the professional bodies) play in encouraging quality management in the organisations? | Survey....Phase1 Interviews....Phase2 |
| RQ9. What are the problems or barriers envisaged or encountered in implementing quality management in academic libraries in SW Nigeria? | Interviews....Phase 2 |

1.6.2 Significance of the study

This study proposes to make the following major contributions to theory and practice in the field of library organisational performance. Firstly, it is expected that the present research into the development of a quality management implementation model could build on theoretical propositions about the application of quality management theory and practices in the Nigerian library and information sector. A study of these propositions may provide insights that are relevant to libraries similar to those investigated here. Secondly, it is anticipated that this study will generate an evidence-

based framework for implementing quality management in the Nigerian academic library sector. This will in turn, help to generate a rich and deep understanding of quality management practices in academic libraries in Nigeria. Thirdly, for stakeholders of university libraries in Nigeria, this study will make recommendations for evaluative practices that are appropriate for assessing the performance of academic libraries. These will enable university administrators, external auditors and professional bodies concerned with the assessment of library operations and services to gain a better understanding of the operations, services and value of their academic libraries. For end users, i.e. students, faculty and the larger user community, it is expected that a rejuvenation of services would enhance patronage of the libraries in both internal and external environments. Furthermore, it is expected that the outcome of the investigation will provide an opportunity for a nationwide implementation of the framework in other Nigerian university libraries for organizational improvement. In addition, this study will enable LIS practitioners to draw on the rich information that will be provided, so helping them to position themselves for future challenges in the profession.

1.7 Motivation and interest in the area of study

This section explains the rationale behind the investigator's research into quality management approaches in Nigerian academic libraries.

The importance of providing a rationale for research and how it shapes the components of the research design has been highlighted by Bryman (2012, p. 5); and Saunders, Lewis and Thornhill (2007, p. 39). The researcher is an information science professional in a university library in Nigeria with 28 years of experience. Professional exposure to practice has contributed to her appreciation of the benefits to be derived when systems are developed that facilitate the organisation and dissemination of information. Such systems are known to benefit the user community, when applied to the provision and delivery of quality information. The global change in academic library practice and service delivery, occasioned by the application of information and communication technology (ICT) in the early part of the second millennium, increased the researcher's desire to further her LIS education. This led to her enrolling for a Master of Philosophy programme in the Department of Information Studies, University of Ghana, Legon, from where she graduated in 2009. Exposure to quality management concepts obtained from Management Information Systems and Principles of Management courses during her studies further aroused the researcher's interest in the need for quality management applications in Nigerian academic libraries.

Thanks to her role in the management of her organisation, in 2010 the researcher had the opportunity to participate in a workshop for academic library managers at the Institute of Advanced Legal Studies, University of Lagos, Nigeria. A number of issues were discussed including the fact that academic libraries were hardly ever involved in choosing their own measures that reflected the typical quality of information resource provision from a library and information professional perspective. Among the recommendations made during the workshop was the need for a quality management system for academic libraries, though with due consideration of the cooperation and support of their respective parent institutions.

The researcher selected a research topic in the area of quality management because of her desire to identify viable approaches to management and service delivery within an academic library setting. This is enhanced by her organisation's interest in the possibility of applying the research findings to the development of the academic library system in general and the organisation in particular. Consequently, this inquiry focuses on the proposal and development of a quality management framework for the implementation of quality management practices and service delivery in Nigerian academic libraries.

1.7.1 Research setting

The choice of the Nigerian university library sector stems from the fact that university libraries are considered to be well developed in comparison to other types of libraries. This is mainly attributed to the high proportion of their staff with professional qualifications; the quantity and quality of the information resources they manage; and their levels of technological development. As mentioned earlier, there has been an increased interest among Nigerian academic library managers in the application of new management tools that will be appropriate to their evolving managerial tasks. Moreover, Nigerian academic libraries, like other library and information services, are making a lot of effort to improve specific units of their services. An example of their general management approach is adherence to the internal QA system for programme accreditation in HEIs. With this management tool already initiated within the HEIs, Nigerian academic libraries have the potential to operationalise quality management.

1.8 Methods

This was a cross-sectional case study, adopting both quantitative and qualitative data collection techniques (mixed methods) to achieve and address both its objectives and research questions of the study. The two phases of the project involved the adoption of a sequential explanatory mixed-methods design for data collection – i.e. an initial quantitative phase, which involved an online survey of a representative sample of 24 university libraries in SW Nigeria. This was followed by a qualitative data generation phase (interviews and focus groups) of university libraries studied. Details of the study will be found in Chapter three (sections 3.4 and 3.6).

1.8.1 Outline of thesis

The thesis is structured in ten chapters, with a summary of each chapter provided as follows:

Chapter 1 sets the background to the research project. It also indicates the need for quality management procedures and service delivery in the Nigerian academic library context. It explains the particular context of the study and the researcher's personal perspective on the phenomena under investigation. The significance of the research is discussed to formulate its aims, objectives and research questions. The chapter also presents the possible benefits of the study, as well as offering a brief overview of its methodology and scope.

Literature relevant for the study is reviewed in chapter 2. The chapter reviews the literature on QM approaches in university libraries to clarify the relevant theories, as well as the concepts which underpin this study. Previous library research relating to quality management is analysed in order to identify the gaps in the field which helped to frame the specific research questions. The chapter also presents some fundamental issues relating to QM; literature on QM models and measurement instruments applied in HEIs; award models of TQM implementation; and a critique of the QM models. The last section of this chapter connects the research questions derived from a critical review of the literature to a tentative conceptual framework for investigating approaches and the implementation of quality management in academic libraries.

The methodology of this study is presented in chapter 3. It explains the choice of a mixed methods design as the approach for the investigation and justifies its use for data collection and analysis of the study. The chapter also describes the two phases of data

collection. It provides details of the first quantitative phase and explores the objectives of the research and of the second phase – achieved through interviews and focus group discussions. Ethical issues concerning the interviewees and respondents' participation in this investigation are also discussed.

Chapter 4 presents the results, findings and discussion on the first phase of study based on a questionnaire survey and which revealed the status of QM in the surveyed university libraries.

A pilot study conducted to test the usability of the research protocol for the second qualitative phase of study is reported and analysed in Chapter 5. Chapters 6 and 7 report the conduct of the main fieldwork and analysis of data for face-to-face semi-structured interviews of 15 university librarians and 10 focus groups from the case libraries.

Chapter 8 is an assessment of the maturity levels of participants on QM practices in the case libraries based on the qualitative responses of participants to identify the positioning of the case libraries in QM practices.

Chapter 9 provides a review and discussion of the key findings of the two phases of study from Chapters 4, 6 and 7, which is structured around the aims and objectives of the study. The chapter reviews the relationship between and within case account of operations in the libraries studied and relates it to the existing literature, to generate a holistic view of the situation with regard to QM practices. The aim in so doing is to generate a model of QM implementation, together with a QM maturity assessment model.

Chapter 10 which serves as the final and concluding chapter briefly outlines the aims and objectives of the study to identify the methodological issues involved in addressing the aims and objectives. It goes on to highlight the key findings showing contributions and the limitation of the study. It then ends by making recommendations for library policy strategy and provides suggestions for future research.

1.9 Summary

This chapter has discussed the research endeavour on quality management approaches in academic libraries. Different aspects of quality management, such as the concept of quality management and its philosophical development; and the rationale for the investigator's research endeavour were presented as background information to the

research. The context of study, namely SW Nigeria, was considered as a case study to look into the possibility of adapting the principles of quality management for the development and improvement of academic library services in Nigeria. This includes a brief history of Nigeria and the development of its higher educational sector as well as a justification of the choice of SW Nigeria for the study. An outline of the research aims, objectives and questions; the significance of the research; and an overview of the methodology and the scope of study was also provided. The next chapter will look at the theoretical perspectives related to the study as well as theoretical issues on which this study is based. It will also provide a critical appraisal of quality management and academic library literature related to the research topic.

Chapter 2 Literature Review

This chapter presents the relevant literature on quality management approaches in university libraries. The review sought to identify studies that had been undertaken in order to provide a clear starting point on the topic under study. It also constitutes a reasonable framework for discussing the issues accomplished in the field of study. The interdisciplinary nature of the current study required a study of literature in both library and information science (LIS) and management studies. Relevant literature and information sources used are core journals, conference proceedings, textbooks, databases and websites, search engines and the Star catalogue of the University of Sheffield, on LIS and management. Scholarly publications of authors and scholars in both fields have also been used in addition, to assist in conceptualisation of the research. Concepts in management, higher education institutions and academic libraries were also considered and synthesised in order to identify gaps in the existing literature.

A review of literature indicates the various concepts employed in this study and how they relate with each other in developing the study. First, an understanding of organisational structures, processes and practices involved meant that institutional development was reviewed through the lens of organisational theories to systematically address the problem that was being investigated. An understanding of these theories was helpful to the researcher in structuring the research framework for the study. The institutions in this context are the higher educational institutions (HEIs). Secondly, management concepts were reviewed for proper understanding of their application in managing academic libraries as sub-units of HEIs. Thirdly, as shown in the diagram, QM in academic libraries is derived from the general principles of QM, within the context of HEI.

2.1 Theoretical perspectives

This section reviews literature on the philosophical basis of quality management (QM) implementation. Four primary organizational theories which are related to QM implementation were reviewed for the purpose of identifying the appropriate theory for this study. The choice of these theories is, as explained by Somsuk (2010), because they are widely used in the field of quality management. According to Ketchen and Hult (2007, p.456), development of QM in organisations, from an organisational theory point of view, provides a proper understanding of the phenomenon under study. Dean and Bowen (2000) draw a link between management theories and QM, explaining the

possibility of using the former to develop total quality in an organisation. Somsuk (2010, p. 916) also emphasises the importance of organisational theories to the understanding and development of exclusive organisational questions. The four primary organisational theories for QM implementation are referred to as the resource-based view, the knowledge-based view, contingency view and institutional theory (Linderman, 2004, p. 595; Sila, 2007, p. 86). These are discussed below.

2.1.1 Resource-Based View (R-BV)

The R-BV refers to the process of using resources and capabilities of an organisation to achieve competitive advantage (Wernerfelt, 2003). It was developed in the strategic management field to study the competitive advantage of a firm (Suarez, De Saa-Perez & Garcia-Almeida, 2001). Resources of an organisation are described as either tangible or intangible assets, whereas capabilities are described as an organisation's ability to use resources to realise a desired end, with the two constituting the primary source of profit for the organisation (Helfat and Peteraf, 2003). The theory thus takes the view that organisational resources and capabilities provide the vital sources of sustainable competitive advantage. The R-BV is also "employed to develop theoretical constructs for QM implementation" in an organisation (Parry, 2005, p. 45). An important omission has however been identified with the R-BV as its systematic ignorance of the "constraints imposed by the natural environment" in organisational development (Meadows & Randers, in Hart, 1995, p. 986). In other words it pays little or no attention to creating barriers to imitation by institutional competitors. In relation to QM implementation, technical, organisational and human resources are deemed vital and as most university libraries, especially in Nigeria are dependent on their parent institutions, they require management support for development and improvement of resources. Moreover, as sub-units of their organisations, university libraries also depend on certain environmental factors (internal and external) for survival in serving their clientele. Hart (1995) mentions the little or no emphasis placed on environmental factors in R-BV though its systematic disregard to environmental factors is being considered in this study with regards to university library operations.

2.1.2 Knowledge-Based View (K-BV)

The K-BV involves acquisition of knowledge through organisational learning. It builds upon and extends the R-BV theory of the organisation with the belief that knowledge possessed and developed by an organisation could be its source of competitive

advantage (Somsuk, 2010). This approach enables an organisation to ‘analyse, acquire, apply, protect and transfer knowledge’ (Cabrera-Suarez *et al.* 2001, p.39). In consideration of the organisation as a body of knowledge, Punnakitikashem *et al.* (2009) differentiate between two types of knowledge: explicit knowledge – which can be transferred by way of language or code; and tacit knowledge (i.e. skills and practical knowledge of organisational members) – which cannot be easily expressed though can be context specific. The K-BV is known to develop insights into how QM practices result in creating knowledge to improve organisational performance (Linderman, 2004, p. 602; Somsuk, 2010, p. 917). QM implementation, however involves issues other than organisational performance and competitive advantage which K-BV provides. An aspect of these is the internal and external factors in institutional development that contribute to QM implementation.

2.1.3 Contingency Theory (CT)

CT is described as a behavioural theory that explains how organisational structure comes into existence and how it is shaped by environmental factors (Donaldson, 2001; Kallio, 1995). The theory asserts that there is no ideal way to manage an organisation because this depends on both internal and external factors peculiar to specific organisations. Contingency in this sense includes the environment, organisational size and organisational strategy. CT also relates to decision-making and assumes that the effectiveness and success of organisational culture and management styles are dependent on aspects of the situation (Somsuk, 2010). The theory’s focus is said to be mainly on employees and how they abide by organisational rules when placed in various situations. CT is employed to ensure that organisational structures are adapted to fit any fundamental changes during QM implementation (Donaldson, 2001; Antiroiko *et al.*, 1993).

2.1.4 Institutional Theory (IT)

Institutional theory is concerned with actions of individuals and organisations and how they are affected by institutions built up in much wider environments (Ketchen, 2007; Meyer, 2007, p. 790). It explains how homogeneity in organisations is influenced by environmental pressures whereby organisations benchmark each other’s managerial practices in order to be adaptive to their respective environments (Ketchen, 2007, p. 578; Zsidisin, 2005, p. 3403). Academic libraries are described as homogeneous in the sense that they have uniform structures or composition. They share a common mission –

enjoying the mandates of their institutions to support teaching, learning and research efforts of their academic communities. This process is referred to as organisational isomorphism. Di Maggio & Powell (1983) describe isomorphism as an organisation's reaction to pressures from its institutional wider environment. They argue that an organisation's display of isomorphism depends on the strength of their institutional environment. Isomorphic pressures are categorised into three by DiMaggio and Powell (1983) as coercive, normative and mimetic. Coercive isomorphism concerns political or legal influences; normative isomorphism involves professionalization and promotion of quality initiatives; while mimetic isomorphism relates to organisations copying other successful organisations. Institutional theory is considered a very prominent theory for organisational analysis (Walsh, Meyer & Schoonhoven, 2006). Tolbert and Zucker (1996, p.84) also claim that institutional theory can be employed to address issues in quantitative, qualitative and mixed methods analysis. This study has therefore chosen institutional theory to examine whether academic libraries apply environmental pressures to improve their services or not because of the theory's leanings towards homogeneity, which also characterises the organisations under study; and because of its flexibility, with choice of research methodologies, which is the research approach intended for this study.

Section 2.1 has reviewed theoretical perspectives in quality management (QM) implementation. Four primary organizational theories and their implication for QM implementation were discussed. The theories seem to relate to each other in one way or the other, as some of their characteristics overlap and provide the possibility of combining them to address specific situations in an organisation in this case, the academic library. For example, both CT and IT (institutional theory) seem to have implications for university libraries. The two theories address common factors (internal and external) for improving organisational effectiveness. However, while the former (in sub-section 2.1.3) focuses on only employees within organisations, the latter mainly looks at the effects of the wider environments in the organisations'. Equally, the R-BV and K-BV have similar principles for increasing organisational performance and competitive advantage, highlighting the need for the academic library's dependence on their institutions for resource development and knowledge creation. After due consideration of the theories, this study considered the institutional theory (IT) to address how the internal and external environmental organisational factors affect QM implementation in university libraries studied (sub-section 1.6.1).

The importance of examining the environmental factors that affect QM implementation in the service sector, especially in academic libraries are highlighted in a number of studies. In a paper to assess organisational culture in libraries, Lakos and Phipps (2004) assert that studies on library management that are carried out without environmental analyses can lead to probable negative results. In a related study on TQM implementation, Clair (1997) emphasises the importance of identifying environmental influences that affect the information delivery process for an organisation's efforts towards attaining QM structure. Exploring the environmental factors that affect QM practices in the organisations under study is therefore required for proper understanding of individual situations. The next section looks at QM approaches in academic libraries and QM implementation in organisations respectively.

2.2 Quality Management approaches in academic libraries

According to Hsieh *et al.* (2000) modern library services require special approaches of quality, due to the characteristics embedded in different types of libraries. An Academic library is assessed on the basis of its contribution to the success of its parent institution. Quality in an academic library context comprises internal and external issues relative to the perception of its services by the user community (Derfert-Wolf *et al.* 2005). Derfert-Wolf *et al.* highlight the differences in the internal and external characteristics of academic libraries as priorities of different stakeholders (users), management and personnel (2005). Priorities of users are described here as access, delivery, speed, work premises, personnel response and trustworthiness of services (Derfert-Wolf *et al.*, 2005). The priorities of management are assumed to include cost, effectiveness, quality of planning, positive results for the users, collaboration with other organisations; while priorities for personnel for QM include good working conditions achieved from quality of planning and systematic personnel development. Brophy (in Kostagiolas & Kitsiou, 2008, p. 585) emphasises the central role of the library user to whom services and content of the library must be delivered and regards the task of meeting these needs by academic libraries as challenging. Academic libraries are therefore required to change, develop and provide services and products for improving quality of teaching, learning and research. Quality management in relation to academic library operations is considered in three phases – before service, during service and after service (Hsieh *et al.* 2000, p, 195). The three phases of library service consist of, firstly, technical services that ensure the library has the required resources to meet user needs. This operation takes place before service. The public or customer service entails direct contact with

customers to solve their problems through the provision of accurate, prompt and responsive information (Hsieh *et al.*, 2000). Administrative management is regarded as the service support system that coordinates and allocates resources both technical and public services related, as well as periodic evaluation of service performance. QM in academic libraries is thus considered as part of organisational and departmental policy and planning. Roberts and Rowley (2004) note that QM in libraries focuses not only on a product's or service's quality, but also on the means of achieving such quality, which includes environmental influences.

According to Tiemensma (2009, p. 1) QM in academic libraries involves four dimensions. These dimensions include: accreditation by external bodies; achieving a quality of service that contributes to the institution's mission and vision; achieving a quality of service that satisfies the research and information needs of the academic community; and library management – that is, how the service is provided. This is corroborated by Alemna (2001) who maintains that the introduction of QM in libraries of developed countries since the 1990s has helped to embrace a culture of developing quality products and services. The development which emanated from both industrial and service sectors began with the implementation of process-oriented systems, quality assurance standards and accreditation models, as well as the application of quantitative and qualitative methods for assessment of library services. These applications have no doubt enhanced patron and employee satisfaction, as well as appropriate utilisation of limited resources to satisfy customer needs (Alemna, p.269). These approaches will be discussed in detail in section 2.2.2.

2.2.1 Implementation of QM

The previous section considered principles involved in QM practices in academic libraries as derived from QM scholars. This section presupposes that QM is important in organisational development and goes on to examine the process of its implementation; as well as the benefits and challenges associated with the processes.

Implementation of QM is regarded as a strategic decision by an organisation for the purpose of its transformation. Brophy and Couling (1996, p.165) have expressed difficulties in determining how best to begin, or, as indicated by Goetsch and Davis (2010, p.598), the 'right' or 'wrong' way to go about it. A broad view of QM implementation indicates that it focuses on two distinct strategies: content – what to do, or the extent to which QM practices should be used (see section 2.2.4.1); and process –

how to do it, or how to conduct the change process by which embedding of QM practices will be implemented (section 2.2.5) (Souza & Voss, 2002, p. 104). The content-oriented approach sets activities to encourage employee participation in learning new skills and solving problems in an organisation (Souza & Voss, 2002), in order to achieve organisational effectiveness. These are shown in QM principles and their related elements or practices as shown in Table 2.2. The process-oriented approach on the other hand requires that an organisation develops objectives, provides training and encourages staff involvement to achieve these objectives (Steele, 1993). Its advantage is derived from gaining short-term operational achievements within a certain period, whereas a content-oriented approach invariably results in problems which include huge training costs, and time-wasting, due to a lack of focus on short-term or long term benefits and outcomes (Steele, 1993).

A review of the literature indicates that not all QM practices tend to be successful in all organisations (Zhao *et al.*, 2004). Factors that are identified as primary hindrances to successful implementation of QM are: 'resistance to change and people's attitudes; time for training, while maintaining current services; problems in obtaining funding; and difficulties in making change in organisational structures' (Moghaddam & Moballeghi, 2008 p. 8). Ghobadan and Gallear (2001), however, argue that there is no fixed way of implementing a successful QM in organisations, other than accepting the QM process as a means by which an organisation builds its internal capability before addressing its external influences, such as those from its stakeholders. In order not to impose QM on existing management, Souza and Voss (2012, p. 102) assert that organisations need to consider procedures involved in QM implementation such as 'the redesign of work, redefinition of managerial roles, the redesign of organisational structures, re-skilling of employees and re-orientation of organisational goals' at conception. In Oakland's (2004) view, successful implementation of QM in large organisations has been the result of setting up process-management teams to solve their problems. He maintains that their key success factors are aligning employees, their roles and responsibilities with the organisation and its processes. He therefore suggests an approach based on process alignment as the most effective way to engage employees in an enduring change. The next section looks at factors that are critical to the successful implementation of QM.

2.2.1.1 Critical success factors (CSFs) for QM

The successful implementation of QM requires identification and definition of the critical success factors (CSFs) necessary for achievement of the organisation's mission. CSFs are defined as 'the key areas of activity in which satisfactory results will ensure successful competitive performance for the individual organisation' (Rockart, 1982, p.4; Bullen & Rockart, 1981, p.7). Oakland (2004) describes CSFs as what the organisation must accomplish in order to achieve its desired goal. Accomplishment of these activities results in achieving organisational outcomes like financial performance, customer, people and environmental satisfaction. Activities identified as CSFs of TQM (mentioned in sub-section 1.1.1) implementation are top management commitment and leadership; organisational culture; human resource development and management; customer satisfaction; quality information systems; policy and strategic planning and continuous improvement (Evans 2005). These activities are classified into two main categories: soft quality factors and hard quality factors (Bou-Llusar *et al.*, 2008). The soft factors are mainly intangible and are centred on leadership, human resource development and management (i.e. employee empowerment, training and teamwork). Hard quality factors reflect an orientation toward improving quality production methods through procedures that contribute to both the internal efficiency and external effectiveness of an organisation (Nofal, Omair & Zairi, 2005). Rockart (1982) emphasises that although CSFs differ among companies because of factors such as size and competitive strategy, each industry has a generic set of CSFs. Thus CSFs in the academic library context, as identified by Liang (1999, p.127) include: 'having visionary leadership; integrating the organisation's (the academic library) mission with that of the parent organisation; utilising technology accurately; creating an organisational learning culture experience; respect for human factors; and establishing a solid infrastructure for future development'. In his seminal paper on the study of the relationship between benchmarking and performance measurement in libraries, Town (1995) found the use of CSFs as one of the distinct methods of measurement in TQM as well as a basis for defining performance measurement. These were identified as resource currency and availability; cost-effectiveness; staff training and orientation; and effective communication, among others.

2.2.1.2 Summary of the theoretical perspectives

Sections 2.2 to 2.2.1.1 look at QM approaches in academic libraries and QM implementation. The section also looks at factors critical to QM implementation in organisations. Section 2.2 considered principles involved in QM practices in academic libraries as derived from QM scholars. Section 2.2.1 discussed factors involved in QM implementation in organisations. The section presupposed that QM is important in organisational development and goes on to examine the process of its implementation; what are the benefits and challenges associated with the processes. The section explored the processes involved in implementing QM in an organisation. This is in line with one of the objectives of this study which considers the possibility of proposing a QM framework for academic libraries under study. Section 2.2.1 looked at factors that constitute barriers to successful QM implementation in organisations and procedures involved in proffering solutions. Section 2.2.1.1 also presented some vital areas of organisational activity as CSFs necessary for achievement of organisational goals. The next section will look at the development of academic libraries and their role in the development of HEIs.

2.2.2. QM application in HEIs

Quality in HEI is illustrated as a ‘multi-dimensional construct’ which is interpreted in various ways by different stakeholders and which creates complexity in measurement and management (Becket & Brookes, 2008, p. 43). Harvey and Knight (in Becket & Brookes, 2008, p.42) identify a set of dimensions of quality in HEIs which can be broken down into five different but related dimensions as follows: “quality as exceptional; quality as consistency; quality as fitness for purpose; quality as value for money and quality as transformative”. Harvey and Knight (in Becket & Brookes, 2008, p.43), are of the opinion that ‘quality as transformative’ encompasses the other dimensions to an extent, because the first four do not represent end products. They refer to ‘quality as transformative’, as a process of empowerment to take action and enhancement of customer satisfaction (p.43). This notion about the quality revolution has thus resulted in the need for adoption of approaches to manage quality in HEIs. A range of QM models and tools primarily developed for industry have consequently been adopted and tested in HEIs and is increasingly being integrated into library services. The eight models and assessment tools include Total Quality Management (TQM) (Srikanthan & Dalrymple, 2002); International Standardisation for Organisations (ISO)

(Balague & Saarti, 2009); Quality Assurance (QA) (El-Bakry, *et al.*, 2010; Golyani & Moballeghi, 2010); the Balanced Scorecard (BSC) (Cullen, *et al.*, 2003); Malcolm Baldrige National Quality Award (MBNQA) (Arif & Smiley, 2004); the EFQM Business Excellence Model (BEM) (Stavridis, & Tsimpoglou, 2012); assessment tools such as SERVQUAL (Beckett & Brookes, 2008; Parasuraman, 1998; 2004); and LibQUAL (Tiemensma, 2009; Kostagliolas & Kitsiou, 2008).

Roberts and Rowley (2004, p. 158) assert that QM operates at different levels of the institution for the purpose of quality enhancement and providing accountability. For the institutional libraries, the models provide management frameworks that give them the necessary controls to address risks, and monitor and measure performance in their operations. Given that academic libraries contribute to student learning and the advancement of knowledge and scholarship, the models help to enhance their image and reputation within their parent organisations. Table 2.1 provides a summary of definitions and dimensions of models used in HEIs, which are closely related to library QM, while the models are discussed in detail in sub-sections 2.2.2.1 to 2.2.2.8.

Of the models mentioned above, TQM is mostly drawn upon globally (Cruikshank, 2003). This is because of its potential to incorporate the quality viewpoints of organisations' stakeholders in an integrative way. The other models tend to emulate TQM, though they mainly focus on developing systematic procedures required for achieving considerable quality output. For example, the BSC focuses on identifying appropriate performance indicators for management and evaluation of the system (Chen, Yang & Shiau, 2006). The EFQM emphasises performance enablers and results; the MBNQA focuses on operational elements such as strategic and budget planning and information services; the ISO and QA are concerned with evaluation and regulatory requirements respectively as well as a focus on student learning as product of HE. Both the SERVQUAL and LibQUAL are evaluation tools for assessing quality from the perspective of the user and tend to work well with the other models mentioned. It is possible to combine the LibQUAL for example, with the EFQM in order to determine the latter's viability. Beckett and Brookes identify the benefits of the models as both tangible and intangible, highlighting their relevance within the HE system, as those integrating the perspective of students in different sectors of the HE, as customers. Second, they consider perception of the internal and external stakeholders of the system. A number of authors (Cullen *et al.*, 2003; Robert and Tenant, 2003) identify the benefits of applying these models as a prerequisite to adopting well-planned methods to quality

measurement and management, as well as engaging in self assessment against a standard

Table 2.1: Summary of definitions and dimensions of models used in HEIs

| Model | Definition | Dimensions |
|---|--|---|
| Total Quality Management (TQM) | An integrated approach to management which involves all the organization's human resources pooling together for their common long term benefits and that of the wider society. | Customer focus; employee empowerment; involvement and ownership; long-term thinking; continuous improvement; and use of systematic approaches to management |
| ISO 9000 series | A common international system used to ensure continuous improvement, and to which all quality assurance systems must consistently measure. | Customer quality and regulatory requirements; efforts made to enhance customer satisfaction; and achieve continuous improvement |
| Quality Assurance (QA) | Activities systematically planned with a view to assuring customers (stake holders) of the quality of a product or service through meeting set criteria for quality. | Input - Students, teachers, curriculum and facilities; Processes - teaching/ learning interactions, internal efficiency, research evaluation procedure, management practices; Output - quality of graduates and systems external efficiency |
| Balanced Scorecard (BSC) | "Performance/strategic management system which utilises four measurement perspectives" (Beckett & Brookes, 2008, p.44) | Financial; customer; internal process and learning and growth |
| Malcolm Baldrige National Quality Award (MBNQA) | "An annual award for the US firms which have excelled in quality management and quality achievement" (Beckett & Brookes, 2008, p.44) | Leadership, strategic planning; customer and market focus; measurement; analysis and knowledge management; human resource focus, process management; and results; |
| EFQM Excellence Model | A model framed in terms of 'enablers' and 'results' designed for use by any organization for monitoring its drive towards excellence. | Enablers – Leadership, policy & strategy, partnerships & resources, processes; Results – People results, customer, key performance |
| SERVQUAL | A five-dimensional tool for measuring expectations and perceptions about quality of service. | Tangibles; reliability; responsiveness; assurance and empathy; and to identify where gaps exist |
| LibQUAL | A four dimensional tool designed for measuring library user perceptions and expectations of service quality. | Affect of service; personal control; ubiquity of access to information; and library as place; |

Source: Adapted from Becket & Brookes, (2008, p, 44); Nitecki & Hernon, (2000, p. 265); and Tiemensma, (2009, p. 8).

2.2.2.1 Total quality management (TQM)

The origin of TQM dates back to the 1920s and is traced to Walter Shewhart's work on statistical process control (SPC) from which he designed the 'Plan-do-check-act' (PDCA) cycle meant for 'continuous improvement' of the work process (Oakland, 1995, p. 99). Various definitions have been ascribed to the TQM, though Lau and Anderson (1998) indicate that there are no uniform definitions for it. Slack, Chambers

and Johnston (2007, p.651) however, define it as “a holistic approach to the management of quality that emphasises the role of all parts of an organisation and all people within an organisation to influence and improve quality”. This definition, which seems to reflect structural developments in HEIs “emphasises a consciousness of the whole working process of the organisation (Wang, 2006, p. 607). A number of factors are considered basic to achieving organisational success, though there are five themes that are commonly advanced in TQM which seem to capture other principles and their related elements. These are “customer focus; employee empowerment, involvement and ownership; continuous improvement; and use of systematic approaches to management or leadership” (Sherr, in Wang, 2006, p. 607). Customer focus refers to both internal customers – the employees who are charged with the responsibility of sharing a common goal of the organisation; and the external customers – consumers of the services offered by the organisation. Employee empowerment refers to developing human resources that pertains to teamwork and continuous employee training; systematic improvement of operations refers to forestalling occurrence of errors in operations; continuous improvement or long term thinking involves consideration of length of time in organisational transformation; while systematic approaches to management refers to the commitment to quality and the importance of top-level management in TQM implementation. Alemna (2001) and Byrd (1998) claim existence of a shared ground between TQM and libraries through elements such as participative management, education and training for employees and providing responsive service which are established concepts in academic libraries. In the same vein Hsieh *et al.* (2000) found that TQM creates a spirit of teamwork among library staff, control processes, improve relationship with customers and provide clearer working procedures.

2.2.2.2 ISO 9000

The International Standards Organisation (ISO) 9000 is a set of standards and guidelines for continuous improvement in organisations. It is a popular name for International Organisation for Standardisation (IOS) which publishes and develops international standards. It outlines the means of implementing a system that ensures that an organisation meets the specified customer requirements (Oakland 2004). The ISO 9000 is concerned with assuring customers that they have both quality satisfaction and economic value (Westcott, 2006, p. 292). It is also aimed at building confidence among suppliers and manufacturers in both local and international business transactions. Registration of ISO in developing countries has, however, been considered substantially

lower than in industrial countries. This is possibly a result of high costs associated with the model, as affirmed by Motwani (1996); and Kartha (2004). ISO 9000 series is regarded as a popular tool in many university libraries. It is based on TQM. It also affords libraries the opportunity to develop QM systems and to obtain certification. There is evidence of ISO certification in academic libraries of a number of HEIs. For example, eight university libraries in Spain are reported to have certified with ISO 9000:2001, notably Universitat Autònoma de Barcelona. Also certified are Kuopio University Library, Finland; and two Greek academic libraries of the Technical University of Crete and University of Patras (Balague & Saarti, 2009). Malaysia is noted among developing countries, where ISO 9000 is the most prominent QM practice in their public government universities and where an empirical study on the impact of ISO certification toward employee satisfaction in Malaysian academic libraries is reported. ISO focuses on process control and by that ensures that organisations follow well-documented procedures in delivering their services.

2.2.2.3 Quality assurance (QA)

The term quality assurance (QA), “refers to the processes associated with ensuring that quality adheres to externally or internally set standards” (Roberts & Rowley, 2004, p. 159). The process “involves setting up standards and ensuring that the standards established are kept to, and reviewed periodically” (Osinulu & Amusa, 2010, p. 3). In order to assure quality, an organisation needs to apply a standard, set requirements and measure quality outcomes and performance against specified criteria. QA in the context of higher education ‘refers to the procedures, processes and systems used to manage and improve the quality of their education’ in terms of empowerment, expertise and excellence (Finnish Higher Education Evaluation Council, 2007, p.9). Education in this regard is considered as a system, with the system consisting of the dimensions of input, process and output. Input in this context refers to students, teachers, curriculum and facilities; process entails teaching, learning, and research and management practices; while output includes the quality of graduates and the systems external efficiency. In other words, the QA system of the HEI is meant to cover its entire operations. The process basically examines the effectiveness and efficiency of teaching, learning and research and service activities of HEIs and also as part of accrediting them.

Many countries have established national agencies to oversee the management of quality in HEIs. In the United Kingdom for example, the Quality Assurance Agency

(QAA) is charged with the duty of inspecting, auditing and reporting on quality procedures within the institutions (Becket & Brookes, 2008). Equally, the Australian Universities Quality Agency (AUQA) monitors, audits and reports on quality assurance in HEIs (Becket & Brookes, 2008). In Nigeria, three national regulatory agencies are statutorily empowered to quality assure the higher education system. These are the National Universities Commission (NUC); the National Board for Technical Education (NBTE); and the National Commission for Colleges of Education (NCCE). The laws setting up higher education institutions superintended by these agencies accord the institutions concurrent powers to ensure quality of process, products and services. Their key activities are accreditation, periodic monitoring and evaluation by NUC, and visitation and external institutional audit. One of the audit criteria of the NUC is facilities and information resources, which includes the library, learning materials and computer support services. It equally ensures that accountability is maintained in respect of the investment of public funds (Okebukola *et al.*, 2007), though accountability is considered the main aim of the regulatory bodies rather than quality service improvement efforts (Harvey, 2005, p. 264).

The University of Sussex, UK Library provides an example of a successful application of QA, in its bid to provide high quality innovative services (QAA, 2013). Quality Assurance in Nigerian academic libraries on the other hand is still considered to be in developmental stages. Sali and Mohammed (2011, p.51) found out in a study that ‘programme accreditation of library systems, resources and services were the main QA mechanisms in Nigeria and especially Africa as a whole’.

2.2.2.4 The Balanced scorecard (BSC)

The BSC is described as ‘a tool that uses ‘measures of an organisation’s performance to drive its improvement by highlighting existing shortfalls in performance management teams’ (Kaplan & Norton, in Schulver & Lawrie, 2009, p. 13). It is traditionally used to support strategic management activities in organisations. The BSC development process is described as abstractive – i.e., it is aimed at creating designs that represent specific strategic goals chosen by an organisation to document activities required for the goals to be achieved (Andersen *et al.*, 2000; Savic 2004). The BSC broke new ground by moving beyond traditional financial and operational measures to include customer and learning/growth measures and thus provide a more balanced view of the organisation from multiple perspectives. This was later developed into a more

comprehensive strategic management system involving strategy maps and displaying cause and effect relationships between performance areas. The BSC is noted for its strategic management system for university libraries to determine service value and demonstrate financial responsibility (Lakos & Phipps, 2004). Successful application of the BSC in academic libraries is reported in a number of studies: University of Connecticut Libraries' experience with the application of the BSC for organisational assessment in 1999 and 2002 (Franklin, 2003); Bond University Library, also employed Kaplan and Norton's (2004) perspective of learning and growth for the purpose of improving library services (Cribb, 2005); as well as Virginia University Library, USA (Self, 2004; 2003).

2.2.2.5 Malcolm Baldrige national quality award

The MBNQA was instituted in 1987 in honour of Malcolm Baldrige, a US Commerce Department secretary, by the US Congress (Brophy & Couling, 1996). The Baldrige award is administered by the National Institute of Standards and Technology (NIST, 2001) as a framework for carrying out self-assessment and building an 'organisation-wide approach to quality' (Oakland, 2004, p. 32). The main objective of the award is to encourage organisations to ensure improvement of their products and to create a means to share best practices among organisations. Other goals of the award are to enhance awareness of the relationship between quality and competitiveness; effectiveness as an advertising tool; a way of motivating staff; and as a method by which an organisation ascertains its customers' satisfaction levels. The MBNQA provides a tool for self-assessment and aids in the development of a common language and philosophy about quality among organisations (Khampirat, 2009). The award criteria are embodied in a framework of seven categories: leadership; strategic planning; customer and market focus; information and analysis; human resource focus; process management; and business results. These criteria are used to assess organisations. In the area of HEI the two major applications of the model are: "organisational effectiveness and relationship between learning and the curriculum" (Khampirat, 2009, p. 2). Its main goals in this regard are 'customer satisfaction and retention with reference to students, employees, parents, alumni and taxpayers. (Izadi, Kashef & Stadt, 2009, p.2)

2.2.2.6 European foundation for quality management (EFQM) business excellence model (BEM)

The EFQM Excellence model was developed in 1991 by the European Foundation for Quality Management (EFQM, 2013; 2009). It is used for structuring organisational management systems, self-assessment, organisational improvement and benchmarking among organisations. Nabitz *et al.*, (2000) describe it as an integrative management system which covers all management activities based on input, processes and output. The model is categorised into two main sections (enablers and results), covering nine criteria: ‘enablers’ cover five criteria, which involve leadership, policy and strategy, people, partnerships and resources, and processes; ‘results’ cover four criteria involving people results, customer results, social results and key performance results. As identified by Nabitz *et al.* (2000), the EFQM model focuses mainly on customer satisfaction in quality management and assessment, as well as a wide range of other organisational activities in all types of organisations. The model according to Stavridis and Tsimpoglou (2012) tends to be dynamic in that it helps organisations to change with the business environment and is being reviewed and updated on a three-year cycle to make it keep pace with changes. An example is the evolution of ‘corporate and social responsibility’ (CSR) criterion to replace the original criterion ‘impact on society’. Hence, one of the nine fundamental concepts is taking responsibility for a sustainable future (Fisher, 2011). Another feature of the model is RADAR logic - an equivalent of the PDCA cycle of Deming - which stands for Result; the Approach for achieving an objective; Defining what to achieve; how to Assess whether it is working or not, and how to Refine and improve on what is being done. In terms of applicability, it is widely used in academic libraries in Europe, Scandinavian (Nabitz *et al.*, 2000) and in some developing countries (Mohammedsmaeil *et al.*, 2011; Moghaddam & Moballeghi, 2010; Odera-Kwach, 2011). EFQM draws from TQM and constitutes a comprehensive approach ‘that is considered more appropriate for the library environment than other quality management tools in terms of product and service assessment (Herget & Hierl, in Stavridis & Tsimpoglou, 2012, p.68).

2.2.2.7 SERVQUAL

The SERVQUAL instrument, also known as the gap model, was developed by Parasuraman, Zeithaml and Berry (1990), to determine customer expectations and perceptions. The tool is applied to survey customers’ opinions on five quality

dimensions which are tangible benefits of services, reliable services, and responsiveness in workers/employees, assured performance and empathising with customers (Zeithaml, Parasuraman & Berry 1991, p. 26). The gap model thus defines service quality as a function of the gap between customers' expectations of a service and their perceptions of specific services provided by an organisation. There are 22 statements in the SERVQUAL instruments that measure performance across the five dimensions of customer expectations and perceptions (Gabbie & O'Neill in Shahin, No date, p. 4). These statements reflect the five dimensions which customers value when evaluating service quality (Zeithaml *et al.*, 1990). Research findings (Nitecki, in Jayasundara, 2011, p. 66) indicate that customers rated 'reliability' as most important and 'tangibles' as least important in the factor structure of SERVQUAL. In terms of applicability, it has been applied in the service sector including libraries, to measure service quality (Jayasundara, 2011; Shahin, No date) with studies conducted to confirm its application in academic libraries (Jayasundara, 2011). Jayasundara (2011) also reports a study of Finnish academic libraries in which the objective was to investigate academic libraries from customer perspectives.

2.2.2.8 LibQUAL

LibQUAL is considered to be a modified version of SERVQUAL, designed by Fred Heath and Colleen Cook (Snyder, 2002; Cook & Heath, 2001) in conjunction with the Association of Research Libraries (ARL), to address library service quality gaps. Oliver (in Roskowski, Baky and Jones, 2005, p. 426) considers the 'gap' (i.e., difference) between the service a customer expects to receive and that which he or she experiences, as customer satisfaction. The LibQUAL instrument consists of four quality dimensions which reflect the uniqueness of academic library services namely, affect of service, personal control, access to information and library as place (Cullen, 2006; Jayasundara, 2011). It basically measures outcomes of libraries using web-based instruments that can be effectively administered by academic libraries, irrespective of size and speciality. It has also been rigorously tested through web-based surveys and trainings to assist libraries improve their services (Stavridis & Tsimpoglou, 2012). The LibQUAL tool has increasingly played an important role in quality assessment programmes in libraries, as exemplified by studies conducted by Cook (2002) and Cook & Heath (2001). Notable among academic libraries that have used the LibQUAL successfully is the University of Virginia Library, USA; University of Cyprus library, Republic of Cyprus, where it was used during its first user satisfaction survey as a tool

for measuring user's perception of service (Stavridis & Tsimpoglou, 2012); University of York, UK. Others are university libraries in developing countries such as Egypt, Iran and South Africa.

2.2.3 Critique of QM models applied in HEIs

The application of QM models in HEIs is recognised to have recorded valuable successes, though there have been arguments about its suitability. This is because QM application in HEIs is mainly noted in the 'service functions' of institutions and found to be inappropriate in the 'academic functions' of those institutions (Srikanthan and Dalrymple, 2002, p. 215). Some benefits and limitations of the models are hereby presented. First is the challenge of defining 'quality', which is given different meanings by different stakeholders (Becket & Brookes 2008, p. 41). Given that the HEI comprises both internal and external stakeholders who are likely to have diverse perspectives of quality, the concept is regarded as 'vague and contentious' (Srikanthan & Dalrymple, 2002, in Becket & Brookes, 2008, p. 52). QM application in HEIs is said to encourage disciplined thinking about tangible and intangible aspects of academic activities as well as operational aspects required in design and delivery of courses (Becket & Brookes, 2008, p. 52). It is also noted to enhance customer services and other processes, like staff-faculty relationship, course quality and personnel recruitment. A key benefit of using the models is the requirement for HEIs to adopt a strategic approach to quality management. These are mainly identified as top-management commitment, customer delivery and strategic planning, which also requires effective leadership and adequate financial and human resources to achieve a successful implementation. Other benefits are incorporation of the perspectives of students as customers and those of the internal and external stakeholders, with the resultant acknowledgement of the models in the HEI environment (Becket and Brookes, 2008). A main limitation of the models is, however, identified in the team-based approach of the models, which contrasts with the 'traditional autonomous role of academics' (Srikanthan & Dalrymple, 2002, in Becket & Brookes, 2008, p. 52). The models are also regarded as enjoying greater applicability in other services of the university than on the quality of teaching, research and learning. This procedure is deemed to result in adverse effects on student learning as a product of HEI.

With regard to individual models, the TQM is said to provide a comprehensive approach to QM, which assures quality and facilitates change and innovation (Becket

and Brookes, 2008). In the HEI context, it is noted to foster the effective development of academic programmes. A vital omission in the model is, however, the failure to assign a dual role to the student: as a customer, when using other services within the university; and as a participant, within the teaching and learning process. The ISO defines the product of HE as the 'learning of students' (British Standards Institute (BSI) in Shutter & Crawford, 1998, p. 153). A major requirement of the model is job specification for employees, and conformance to practice and continuous improvement, which can be achieved through preventive action. With regards to its application in HEI, the ISO is considered as having less scientific control in educational products than in manufacturing. A limitation with respect to academic libraries in ISO implementation is the cost of training; the emphasis on documentation, considered to be time consuming; and the challenge of converting requirements of certification to library work (Balague & Saarti). Quality Assurance (QA) in HEI is meant to deliver quality education and to develop graduates in order to cope with the requirements of the job market. It has thus become a new challenge to HEIs as it involves assessment and rectification as evidence of achievement of institutions for the quality of their education.

The Balanced Scorecard focuses on organisational performance management and evaluation. Its inability to proffer solutions to problems identified in its monitoring, and not managing performance, are, however, regarded as weaknesses. The MBNQA is noted for its focus in relation to how quality issues relate to national competitiveness. Its usefulness is identified in operational elements like strategic and budget planning, as well as other academic services which, according to Arif and Smiley (2004), can have a lasting effect. The EFQM, like the BSC and MBNQA, is based on TQM. It emphasises adoption of good management practices across a wide range of organisational activities. The model is considered useful for self-assessment and in testing relationships between enablers, or what organisations do, and results, or their achievements. Moreover, its non-prescriptive philosophy provides organisations with the means to develop instruments and tune them to EFQM criteria for implementation. Its limitations in relation to HEI are identified in its application of business principles to educational programmes; and in the fact that its definition of managerial skills does not include concepts like top-management commitment and commitment to medium and long-term programmes. Furthermore, the model does not address product or service quality, while also lacking guidance for identifying problems resulting from

organisational weaknesses (Rujsan, 2005). An integration of the EFQM principles and countries' HE control mechanisms would therefore enhance the model's benefits.

SERVQUAL is considered the most widely-used instrument for measuring service quality in organisations. Its methodological approach has, however, been criticised. Some deficiencies of SERVQUAL are identified in its dimensions, which have not been confirmed by 'replicative studies carried out in HEIs' (Cook, Heath & Thompson, 2002, p. 148). Weaknesses identified in the instrument are considered both operational and functional. At the operational level, SERVQUAL measures are regarded as static because they do not consider the history of service nor capture the dynamics of changing. There are also arguments against the validity of the model, which includes the 'use of different scores, applicability and lack of validity' (Jayasundara, 2011, p. 64). In terms of functional deficiencies, instruments based on SERVQUAL do not show a clear linkage between customer satisfaction and managerial decisions, because the output cannot be easily translated into decisions. Though SERVQUAL focuses on an assessment of quality from the customer perspective, its performance indicators tend to measure service activities and not educational quality (Becket & Brookes, 2008). Equally, Jayasundara (2011) observes that SERVQUAL requires thorough customisation for use within a library setting. Given that the model was originally designed for the commercial environment, there is a need to effect adaptations in order to develop a reliable and effective model for use in HEIs and in academic libraries. The LibQUAL instrument is one of the most widely-used assessment tools in libraries. It bears the same conceptual formation as the SERVQUAL, but literature reports functional issues about LibQUAL. These are costs of developing and administering the instrument and discrepancy over customer perception and expectation (Hiller, 2001). Both SERVQUAL and LibQUAL are noted for their focus on service quality and with no reference on customer satisfaction, which constitutes a vital aspect of quality service delivery in libraries. Jayasundara, (2011, p. 61) considers the conceptual formation of this model the same as SERVQUAL and holds the view that issues pertaining to the conceptual criticisms are commonly applicable to both models.

2.2.4 Differences and commonality among the quality models

The matrix in Table 2.1 presents the different quality award models, highlighting their objectives, principles and criteria. Based on the literature on their countries of origin, namely the U.S., Japan, Europe, Canada and Australia, the models tend to reflect the

socio-cultural systems of those countries. The national influence is considered by Hui and Chuan, (2002, p. 62) as the cause of different choices in criteria by different countries to implement quality management in organisations which are tailored to meet the needs of their specific countries. There have also been arguments regarding the influence of environmental and cultural factors on countries in the adoption and implementation of QM, which points to the fact that internal and external, social and cultural factors, need to be taken into consideration during QM implementation (Tan *et al.*, 2003). This study therefore also intends to identify what factors influence QM implementation in the academic libraries under study.

The six models reviewed have some common features in that they use a minimum of five criteria –

- (i) Leadership
- (ii) Customer focus and satisfaction
- (iii) Human resource management
- (iv) Process management
- (v) Performance measurement.

These criteria generally emphasise customer satisfaction, employee satisfaction and community satisfaction (Tan *et al.*, 2003). Moghaddam and Moballeghi (2008) in agreement emphasised that the aim of quality in both industry and library sectors is to respect customer satisfaction, stating that the attributes of TQM and library science have a close relationship.

The five principles listed above and their related elements represent essential features of QM implementation and practice. They also characterise the aspects of changes required for management and improvement of quality in university libraries. This provides the rationale for the choice of the principles which were investigated to evaluate QM practices in academic libraries studied and which are discussed in sub-sections 2.2.4.1 to 2.2.4.5 below, while Table 2.2 also provides a matrix of the principles and their related elements.

2.2.4.1 Leadership

Most literature on quality provide discussions on leadership and the significance of top management commitment (Evans, 2005). Leadership is defined as a relationship between top management and employees, in mutual pursuit of organisational goals

which are driven by increasing customer expectations (Anderson, 1994; Evans, 2005). Introduction of the QM process into an organisation is mainly a management responsibility of the top managers who require careful planning for vision, mission and goals of the organisation.

Leadership is the first principle to be considered in both Malcolm Baldrige National Quality Award (MBNQA) and the European Framework for Quality Management (EFQM) excellence model and is recognised as the 'driver' of a successful quality system. The principle clearly explains the various actions required to be undertaken by leaders in the two models. Foremost is that top managers are required to express values and beliefs to employees through very clear short-term and long-term directions and performance expectations (Moghaddam & Moballeghi, 2008; Oakland 2004). The success of quality improvement programmes is based mainly on top management commitment and leadership traits. This is because employees at the lower levels of the organisation, where the actual work is done, are not easy to influence, unless with the total commitment of top management. Top managers therefore need to sustain the internal environment in which employees can be fully involved in realising the organisation's purpose (Lewis *et al.*, 2006). Another responsibility of top management is the need to create an environment which encourages employees to take responsibility and to learn new skills and knowledge. This is for sustenance of service quality, which is regarded as highly dependent on employees' participation and commitment. Evans and Lindsay (2001) describe leaders as role models in their organisations who therefore need to be passionate about quality and actively maintain its values.

Library leadership is endorsed by Dewey (2014) as a key attribute of top management that plays an important role in organisational development. Dewey (2014, p.2) reports two major studies (Kranich *et al.*, 2014; Lynch *et al.*, 2007) that have demonstrated the relatedness of library leadership and the successful institutional outcome in HEIs. Lynch *et al.*'s (2007) study highlights the essence of aligning academic library activities with areas of strategic importance by its leadership for enhancement of organisational success. Kranich *et al.*, (2014), equally explains how library leadership has demonstrated the fulfilment of their promise to transform academic communities through innovative activities aimed at repositioning the library as a significant partner in the university. Dewey has buttressed the foregoing propositions from the two studies, as a strong guideline for leadership at institutional level.

Leadership has a direct influence on organisations and their successes. In the same vein, the influence of a library leader is known to have an impact on personnel, resources and user interaction with those resources (Germano, 2010). Successful leadership in an organisation is informed by the types of leadership styles practiced, of which the predominant ones according to Ogba (2013) and Davis and Newstrom (1985) are: autocratic, democratic or participative and free-rein. Similarly, Chidi and Segun-Adeniran (2015) have linked the choice of appropriate styles of leadership to improved organisational productivity. Though each style has its benefits and limitations, the way it is used is invariably determined by the manager. For a successful implementation of quality management, the types of leadership styles are critical to determining how an organisation's goals and objectives are achieved. According to Johnston (2016), leadership emphasises the promotion of excellence in all aspects of the organisation with a focus on the value of the customer; while he identifies transformational style of leadership as the approach that centres on high expectations from employees as key to ensuring service quality.

2.2.4.2 Customer focus and satisfaction

Customer focus and satisfaction is considered as a significant factor in quality management. It enables an organisation to maintain a competitive edge over its rivals by addressing customers' needs and expectations, while anticipating and responding to their evolving interests (Sureshchandar, Rajendran & Anantharaman, 2001). Advocates of QM share a common view that organisations have to focus on customers by fulfilling their needs. According to Tsang and Antony (2001), the key goal of quality management can be realised from a continuous understanding, satisfying and even surpassing customer needs and expectations. Zhang *et al.* (2000) adds that customer expectation should be treated with high priority in order to improve customer satisfaction. There is therefore the need for organisations to understand and determine customer demand and expectation, by ensuring that their needs are achieved and then striving to exceed their expectations by keeping them abreast of developments (Naqvi, 2013; Lewis *et al.*, 2006). According to Naqvi (2013), the emergence of different approaches and tools in the ever changing information climate requires that library users be kept in mind to assist them to achieve excellence in their research endeavours.

In order to understand customers, organisations have the duty of recognising their needs by using different tools and methods to collect and analyse data related to them.

Finding methods to understand and satisfy customer needs in an organisation is crucial to its success in the service sector. This is because quality mainly involves meeting requirements of external customers, who consume goods or services provided by the organisations. However, customer feedback can only be useful when it is used to support the design and improvement of services, procedures and processes (Roberts & Rowley, 2004; Sureshchandar *et al.*, 2001). Roberts and Rowley (2004) emphasise that achieving customer satisfaction is a short-term concept which may or may not lead to commitment. They argue that employee involvement in the service transactions plays a significant role in satisfying customers. Moghaddam and Moballeghi (2008) equally hold the view that the behaviour and performance of service employees are vital to provision of quality services. Consequently, developing staff motivation, skills and knowledge to ensure satisfaction in the long-term is required to increase the level of customer satisfaction. According to Oakland (2004), creating a customer-oriented quality environment requires total commitment to customer service, which is considered as an essential element in QM implementation. This is explained as management's ability to coordinate and organise employees for proper engagement of the customer.

2.2.4.3 Human resource management

Managing personnel is an important aspect of organisation's activities that involves effective coordination and organisation of staff in order to achieve its goals. Oakland, (2004, p. 352) observes that developing human resource policies which align with overall organisational strategy should be of utmost importance. The usefulness of policies is that they provide systematic guide for practice and a sense of balance in staff turnover. An organisation's policies should therefore cover the basic requirement of employees such as skills, recruitment and selection, health and safety, training and performance review (Roberts & Rowley, 2004). Employee-related training has been emphasised in the literature as a key human resource element of QM. To this extent employees are required to not only possess adequate knowledge and skills to perform their jobs, but also to possess specific values, knowledge and skills associated with QM principles (Anderson, Dooley & Rungtusanathan, 1994). Employee involvement entails staff participation in decisions and improvement activities that are directly related to their work (Evans & Lindsay, 2001). Thus, to encourage full participation of employees in QM, organisations need to introduce techniques such as those for developing cross-functional team-work, encouraging employees to make suggestions, and applying a reward system (Ahire, Golhar & Waller, 1996). It is therefore, necessary for

organisations to provide training mechanisms to enable employees to embrace QM for possible and successful translation of knowledge acquired into practice.

In the HE context however, approaches indicated as crucial to the development of QM are selection policy, employee training, involvement and commitment to quality (Calvo Mora, Leal & Roldan, 2006). According to Appleby (2000), some key activities that organisations need for effective human resource management are employee policy, employee involvement and empowerment, education and training for staff, and staff recognition and rewards.

Encouraging employee commitment and involvement in organisations is considered important for empowering the staff. Employee empowerment refers to how organisations encourage staff to be creative and innovative and how they are given decision-making authority. Wilkinson (1998) asserts that when empowered, employees are afforded the opportunity of direct involvement in work procedures, which tends to boost their loyalty as well their contribution to the organisation. Leaders are therefore required to establish supportive settings for employees, in order to instil such loyalty. Tsang and Antony (2001) stress the need for organisations to exploit employees' skills and abilities, while encouraging the use of teams within the organisation for problem-solving initiatives. They equally identify continuous education and training as the basic practices used by organisations to improve specific skills in employees, for addressing the principles of quality. These, according to Dale (2003) and Mjena *et al.* (2005), help employees to adapt to changes, such as general awareness of QM concepts in the organisation and meeting work requirements. Oakland (2004) and Tsang and Antony (2001) also identify reward and recognition as elements of QM principles that encourage staff participation, as well as being significant parts of human resource management. Though arguments abound for and against rewards and recognition of employees, Le *et al.* (2007) suggest the need for leaders to develop performance measurement systems that will make rewards and recognition effective tools in organisations. With regards to QM implementation, the role of leadership in the development and management of the organisation's workforce is regarded as a significant contribution to its realisation. Both criteria act in congruence in ensuring the selection and recruitment of the right personnel, providing adequate training for employee development and empowerment, to encourage commitment to quality service delivery.

2.2.4.4 Process management

Process management concerns how an organisation controls and improves its processes by setting quality measures (Conca *et al.*, 2004). Service organisations activities involved in this procedure include creating products and delivering services. Such activities are designed to transform the organisation by converting input into output, and by achieving good outcomes. Studies in QM focus on two main activities, namely; process design and process improvement (Souza & Voss, 2002). Process design is used to address QM purposes and procedures, such as creating customer satisfaction and identifying its inputs and outputs. Oakland (2004) notes that performance can be enhanced through improved operational procedures. Process improvement is considered as an essential element for meeting customer needs, goals and objectives. Though processes vary in different organisations, once they are identified, there should be no differences in terms of management and improvement (Calvo-Mora *et al.*, 2006). In HEIs, these are identified as administrative processes and service, teaching, learning and research. In the academic library context, processes concern a significantly improved method of delivering service or product. This may include improvement in techniques, equipment and software. Information technology (IT) application in service organisation is crucial to improving processes and achieving desired results. Equally, incorporating new technologies in design and implementation of processes in academic libraries is necessary to achieve quality objectives (Tam, 2000) and for processing the large quantity of information needed. The application of IT is therefore bound to promote the operations of QM in an organisation and, hence, improve the quality of its output. Consequently, QM implementation in university library can be achieved through sustainable provision of facilities and resources that will engender continuous improvement of processes and procedures.

2.2.4.5 Performance measurement

Performance measurement is explained as a tool used for measuring productivity which has been realised on a historical basis by using a range of predetermined indicators or quality goals (Chen, 2002). Its aim is to check progress aligned with organisational directions and evaluating performance aligned with standards (Oakland, 2004). It is also aimed at identifying strengths and weaknesses, as well as finding ways to remove weaknesses. Brophy (2006) describes performance measurement as the measuring of

past activity in an organisation and the use of data to generate a plan for an improved future. He adds that it involves a wide range of aspects including accountability, budgetary pressures, changes in the socio-technical environment and improvement and comparison. Performance measurement also refers to input described as resources used; process or internal operations; output, referring to the effectiveness of the services delivered; and outcomes, described as the effects of the services provided on customers (Van House, 1989; Brophy, 2006). Effective evaluation of an organisation's performance requires an identification of key indicators, though this depends on the characteristics of the organisation. Performance indicators are referred to as quantified statements used to evaluate the performance of the organisation. These are attained through assessment of quantitative and qualitative aspects of services (Sahay, 2004). Most organisations including academic libraries employ multiple methods for effective performance measurement of specific services (Van House, 1989, p.271). These include surveys, focus group discussions and assessments (Roberts & Rowley, 2004, p.172). Data collected for these purposes are used for development and improvement in quality, while it also enables an organisation to identify its strengths and weaknesses and be able to set priorities for improvement (Moghaddam & Moballeghi, 2008). In academic library services, most important measurable indicators of organisational performance are identified as the library, the user community and stakeholders, and these should relate to the institution's and library's mission, goals and outcomes (Brophy, 2006). Poll and Te Boekhorst (2007) argued that measuring outcome imply assessing the effect of services on users and on society at large, which is a confirmation of an earlier suggestion by Town (2000) on the need for libraries to change the performance measurement system for a focus on staff performance. Town (2000) had contended that what was then in practice as performance measurement which was based on 'traditional counting', did not provide a transparent account for the investment made in academic libraries (p.44). Recent developments in academic libraries, especially in the UK have demonstrated libraries' responses to experts' call for a change in focus from traditional performance measurement processes, to emphases on library value propositions for development of educational impact and outcome (Town, 2011; 2005). Improvement of university library programmes for quality implementation thus requires a systematic focus on aspects of products and services such as customer survey, staff evaluation and benchmarking of activities, in order to ensure a sustainable environment of cordial relationship between the library and the user community.

2.2.4.6 Summary QM principles

Sub-sections 2.2.4.1 to 2.2.4.5 have reviewed the key principles of QM and their related elements identified for quality improvement in HEIs. The principles are leadership, customer focus and satisfaction, human resource management, process management and performance measurement. They constitute the content component of QM implementation and practice as defined by Souza and Voss (2008) and Pettigrew and Whipps (1991), see sub-section 2.2.1 and section 2.4. They also reflect the aspects of changes required for improvement of quality in an organisation. In the academic library system, these constitute the procedures that take place before, during and after service. These principles and their elements were used to explore QM approaches in the first, (quantitative) and second (qualitative) stages of this study to identify the prevailing situation in university libraries in SW Nigeria and the scope for future improvement. They were employed to assess QM practices in the academic libraries under study and were also intended to elicit information and to generate data from interview participants. Table 2.2 shows the QM principles and their related elements reviewed from the literature and in use in HEIs, which are meant for this study.

The foregoing literature has shown the applicability of QM models. The section has reviewed QM models and measurement instruments as well as their principles as applied in the service sector, especially HEIs. These include QM models used in academic libraries, particularly in developed countries. The section also discussed the integration of academic libraries of HEIs into QM application for organisational improvement. Applicability of individual models to academic library services and the extent of application were also highlighted. QM has become an established concept for academic libraries in developed countries, though it is still a new approach in most developing countries such as Nigeria. This is because QM is a new phenomenon in Nigerian HEIs and a greater understanding of the concept is required for academic libraries under study to improve the quality of their services in order to meet organisational goals.

2.2.5 Implementation of quality management in academic libraries

This sub-section discusses procedures involved in QM implementation in academic libraries and the extent of implementation in some academic libraries. The process of QM implementation concerns activities undertaken by an organisation when deploying a proposed quality programme. Quality improvement incorporation requires a

systematic procedure from development to implementation stages. The development stage starts with exploration and preparation towards application of QM at different levels of management in relation to the improvement process. Significant involvement and commitment of top management of the organisation is usually required at this stage to ensure smooth quality improvement procedures. The process ends with implementation, evaluation and improvement as well as other activities undertaken to achieve quality objectives. This procedure is derived from literature on developmental stages of QM implementation through studies conducted by Barnard (1993); Kanji and Barker (1990); Ghobadian and Gallear (2001); and Mohanty and Behera, (1996). The Four-phase procedure mentioned above is consistent with a model for QM implementation in academic libraries developed by Barnard (1993, p.56) for a systematic integration of TQM into a library environment. The four developmental stages are identified in the process-oriented approach to quality improvement. This approach will be used as a guide in the qualitative phase of the study to elicit information from interview participants. It is argued that a single approach to QM implementation may not match an organisation's expectations to achieve quality (Roberts & Rowley, 2004). Combining both approaches (content-oriented and process-oriented) is preferable because a library needs to develop both long- term and short - term strategies to assist its stakeholders to accomplish visible outcomes.

Table 2.2: Principles of quality management used in HEIs (derived from literature) identified for this study

| Principles (dimensions) used in the study | Principles reviewed in literature (and related elements/practices) | Authors |
|---|---|--|
| Leadership | Leadership <ul style="list-style-type: none"> • Management commitment • Top management | Dewey (2014); Evans & Lindsay (2001); Kranich, <i>et al.</i> , (2014) Moghaddam & Moballegghi (2008); Oakland (2004); Sila & Ebrahimpour (2002) Salaheldin (2003); Tsang <i>et al.</i> (2001) Oakland (2003); Evans (2005) |
| Customer focus and satisfaction | Customer focus and satisfaction <ul style="list-style-type: none"> • Personnel development and management • Customer satisfaction and feedback | Deming (1986); Juran (1988); Evans & Lindsay (2001); Sureshchandar <i>et al.</i> (2001); Naqvi, 2013; Lewis <i>et al.</i> (2006); Roberts & Rowley (2004); Tsang & Antony (2001); Zhang <i>et al.</i> (2000) |
| Human resource management | Human Resource Management <ul style="list-style-type: none"> • Employee involvement • Employee empowerment • Employee training/continuous improvement • Employee satisfaction • Quality improvement • Reward/compensation • Teamwork | Anderson <i>et al.</i> (1994); Calvo-Mora <i>et al.</i> (2006); Evans (2005); Brah <i>et al.</i> (2000); Ahire <i>et al.</i> (1996); Evans & Lindsay (2001); Roberts & Rowley (2004) Zairi(1999); Deming (1986); Evans & Lindsay (2001); Talib & Rahman (2010); Osuagwu (2002); Deming (1986); Tsang & Antony (2001); Wilkingson (1998) Evans (2005); Mjema, <i>et al.</i> (2005); Evans (2005); Oakland (2004) Dale (2003); Oakland (2004); Tsang & Antony (2001); Le <i>et al.</i> (2007) Ahire <i>et al.</i> (1996); Dale (2003); Motwani (2001) |
| Process management | Process management <ul style="list-style-type: none"> • Systems development and processing • Process management • Process improvement • Service design | Calvo Mora <i>et al.</i> , (2006);Conca <i>et al.</i> (2004) Oakland (2004); Dale (2003); Evans & Lindsay (2001); Tam, (2000) Mjema <i>et al.</i> (2005); Motwani (2001); Crosby (1979); Oakland (2003); Souza & Voss (2008); Tam (2000) Ishikawa (1976); Sila & Ebrahimpour (2002) |
| Performance measurement | Performance Measurement <ul style="list-style-type: none"> • Information analysis • Self assessment • Quality measurement • Outcome measurement | Deming & Crosby (1979); Evans & Lindsay (2001) Chen 2002; Town (2011, 2005, 2000) Roberts & Rowley (2004); Van House (1989) Sahay (2004) Ahire <i>et al.</i> (1996); Ross (1999) Brophy (2006); Moghaddam & Moballegghi (2008) Zhang <i>et al.</i> (2000) |

Provision of effective library services to users is fundamental to all libraries. As an integral part of the parent institution, a university library has a duty to demonstrate its value through resources and services to stakeholders, namely: management, employees, internal and external users, taxpayers and government/financial providers.

QM implementation in the library and information sector is noted to have commenced at a slow pace when compared with other service industries, like banking, healthcare and insurance. This has been attributed to diverse opinions on the applicability of

business and industrial QM principles to the service sector, such as university libraries (Moghaddam & Moballeghi, 2008). In addressing this issue, Johannsen (In Hsieh *et al.*, 2000, p. 192) explains:

'As general principles of quality control have originally been developed in the private sector and industrial environments, you may expect problems when you wish to use those principles to manage quality of an intangible resource, information, in organisations, where structures, culture, management style, business strategies and customers are often very unlike industrial organisations.'

An understanding of the unique characteristics of library operations; relationships between librarians and users; and the need to recommend appropriate QM concepts and techniques is therefore required for effective implementation of QM in library and information services (Johannsen in Hsieh *et al.*, 2000, p. 192). Literature on QM implementation in libraries reveals initial partial success of TQM implementation in the library sector. Several libraries have, however, claimed considerable successes thereafter, highlighting the essence of time in achieving full success in implementation (Fitch, *et al.*, 1993). Clack (1993) reports a Harvard College Library project in which TQM was employed to improve staff roles and responsibilities for re-engineering of the library to develop more scholarly IT application. A report by Schmidt *et al.* (2000) indicated the successful outcomes achieved through QM implementation in the University of Queensland library system, between 1993 and 2000. The quality programme which was in three areas: continuous improvement; performance measurement; and benchmarking, according to the report, earned the library the attribute of an efficient and effective provider of information services to the university and was also considered as an essential part of its 'marketing edge' (Schmidt *et al.* p.11). Equally, a paper published in 2000 presents a successful implementation of TQM in the central library of the National Technical University in Greece (Adamantidou & Kouri, in Moghaddam & Moballeghi, 2008, p. 917). Moghaddam and Moballeghi (2008) however, express the view that QM implementation may not always ensure the highest quality; even though Wang (2006) maintains that there are lots of positive attributes about QM implementation.

2.2.6 Determining the maturity level of academic libraries in QM implementation

Maturity level assessment in QM implementation has been described as a way of examining a range of organisations' capabilities that are required to support innovation and for evaluating their maturity (Paulk, 2009). Maturity levels provide guidance for

selecting activities for improvement that are necessary for immediate implementation and to essentially focus on a few improvement activities at a time. One way of assessing the maturity in this sense is through the use of maturity models. Several authors (e.g. Brown, 2013; De Bruin *et al.*, 2005) identify different models employed to assess maturity levels of processes, products and services in organisations. Brown (2013) describes a maturity model as a method of assessing organisations' capabilities in a specified area against a benchmark standard. According to De Bruin *et al.* (2005), maturity models are developed with specific features – that is, whether they are descriptive, prescriptive or comparative. A descriptive model is explained as that which provides a deeper understanding of the existing situation in the organisation, which can then be developed into a prescriptive stage for improvement; whilst a comparative model requires application in different organisations to get sufficient information for a valid evaluation.

A range of maturity models have been developed for assessing maturity levels of different aspects of organisations' procedures in order to understand their project management capabilities (Brown 2013; De Bruin *et al.*, 2005). The UK Office of Government Commerce's Prince 2 Maturity Model (P2MM) (Williams, 2010) is an example of a maturity model for assessing organisations' project management capability. A few studies, including Wilson & Town (2006) and Wijetunge (2012) have been conducted to assess the maturity levels of different aspects of library procedures. In the former study, an adapted model of the Capability Maturity Model (CMM), developed by the Software Engineering Institute/Carnegie Mellon University, named Quality maturity model (QMM), was employed to assess the impact of benchmarking of procedures among three academic libraries. The latter based his knowledge management maturity level assessment of a university library, on Knowledge Maturity Model of Kruger and Snyman (2007) and Kruger (2008). A more recent QMM (Wilson, 2013) was developed to provide a framework for self-assessment of libraries in their bid to achieve quality culture.

In summary, a number of QM models and instruments have been adopted in academic libraries especially in developed countries based on customer-oriented concepts, such as TQM. Quality award models, like the MBNQA, BSC and EFQM; QM standards, like the ISO 9000 series and QA; as well as service quality assessment tools like SERVQUAL and LibQUAL, have also been adopted by academic libraries. Though these approaches are meant to position academic libraries in the right direction, the

differences in approaches are, according to Balague and Saarti (2009, p. 236), exclusive to specific situations and cannot be used all together. The section also discussed the range of quality maturity models (QMM) adopted by and developed for libraries to assess their maturity levels in QM implementation and to serve as a road map to define their location in the quality management landscape. The next section (2.3) looks at development of university libraries in Africa generally, highlighting its implication on the evolution and development of university libraries in Nigeria, discussed in sub-section 2.3.1.

2.3 Development of university libraries in Africa

The last section discussed QM implementation in academic libraries. This section reviews literature on the development of African university libraries, highlighting similarities in administrative and managerial experiences as well as challenges of development. Librarianship in developing countries has emerged as a small profession, traditionally associated with formal education (Amaeshi, 2003). The objectives of academic libraries in Africa and the developing countries along with other parts of the developed countries remain the same, except that the drive in certain areas is more demanding and more pressing (Zwado, 1997). In agreement with Harle's (2009) comments that good libraries are a practical aspect of teaching and research in any university, the African academic libraries are very functional and conscious of their objectives. They are, however, faced with perennial problems of striving to secure adequate funds to catch up with the scope of their normal services. The uniformity of challenges facing these libraries in their developmental stages is highlighted in Raseroka's (1993, p. 50) empirical investigation on the eastern and southern African regions, which she refers to as mainly 'problems related to foreign exchange and adequate budgets for acquisitions; increased student enrolment; and staffing'. She added that, despite these challenges, African university libraries have struggled to maintain good collections. According to Harle (2009), complaints of 'insufficient collection severely constrains research', was repeatedly echoed by participants at a conference on *African Social Sciences and Humanities Research* convened by the *Association of Commonwealth Universities (ACU) and British Academy* (p.1). African universities are, however, currently expanding and developing at such a rapid rate that the libraries are continuously trying to build up basic stock and to provide essential services for new programmes. Ogunshola (2004, p. 3) on the other hand, notes the different pace of development in most African university libraries compared to those in

South Africa, which are moving much faster, due to better access to resources and facilities through their parent institutions, and through assistance from international donor agencies.

From inception, the management styles of librarians of developing countries, according to Ogundipe (2005) were severally influenced and hampered by variables that affect organisational effectiveness, over which they had no control. These were identified as: attitude to education; perception of universities within the political system; and economic factors and market conditions as it then affected library resource development. The managerial approach to the administration of university libraries was, in the situation at this time, laden with challenges. The first of these is the principle underlying change. In Nigeria, for example, the system of administration in the universities, in spite of its autonomous stance, had borrowed a lot from the public service. Ogundipe (2005, p. 344) refers to the introduction of the *University Handbook of Rules and Regulations* which “created situations largely of managerial inflexibility with rules and statutes”. Other factors which affected the situation detrimentally include the fear of failure with new managerial approaches; the lack of a range of experience to enable staff to move away from existing practices; and the need for a substantial amount of time to initiate and work out new ideas. He also notes the disproportionate ratio of library staff in developing *African* (my italics) countries to that of countries elsewhere of a similar size and function. This did not allow the staff establishment to be pruned easily or adjusted for effectiveness and better service. Moreover re-engineering for improvement could not be practised because this school of thought was not in vogue then. There was rather staff resistance to change, with university librarians unable to rely on the full support of their staff, who were used to previous forms of professional practice.

2.3.1 Evolution of university libraries in Nigeria

This section discusses the historical development of university libraries in Nigeria, from inception to the present date. It looks at university library management and administration along the traditional management lines. It also discusses Nigerian academic libraries' efforts at managerial development in line with advances in information and communication technology in relation to services, staffing and funding.

2.3.1.1 Historical background

The history of university libraries in Nigeria began with the establishment of the University of Ibadan in 1948. This was considered the first stage of librarianship in Nigerian universities which laid emphasis on birth rather than growth (Ifijeh, 2011). There were many expected needs that had to be satisfied, for which there were no alternatives (Ogundipe, 2005). The library scene, when the university of Ibadan started, was to differ from the later period in the 1960s, when the second set of universities of Nsukka (1960) Lagos, Zaria, Ile Ife (all 1962) were opened, which ensured that alternatives and choices could be made in some areas. Some local co-operation developed, mainly in the form of assistance between professional colleagues, while the leadership style was largely dictated by circumstance. There has, however, been an upsurge in the establishment of educational institutions, especially at the tertiary level, since independence in 1960 (Aguolu, 1996). University libraries have emerged simultaneously as integral parts of their parent institutions to support learning, teaching and research and to meet the needs of their student and staff (Ifijeh, 2011). At independence, the federal government's policy of bridging the literacy and administrative gaps in existing regions informed the establishment of the four universities mentioned above.

2.3.2 Administration and management

The first generation of university librarians were expatriates who came with distinguished careers which they built through hard work, and at the end of their careers in Nigeria had been responsible for the establishment of a reputable library service (Ogundipe, 2005). They were succeeded by the first generation of indigenous university librarians who, aided with training abroad and internally with their own personal efforts, gained undisputed acceptance for university librarianship positions. Though this group of indigenous librarians was well equipped, with much managerial techniques and professional skills from their years in service and training, they lacked similar experience of leadership role preparation (Olanlokun & Salisu, 2001). Because they could not take high leadership levels on senate and other university committees, they could not take high level professional decisions at the level of their subsequent professional posts. The university librarians in their new positions could see that, to ensure success, they would have to perform well both as leaders of their profession and managers of their libraries. As Ogundipe (2005) notes, the option for the role of both

functions left direct supervision of library procedures and practice in the hands of subordinates, attributing the probable ineffectiveness of the success of some projects to this style (p. 336). He also ascribes the prevailing problems relating to development in academic library management to inadequate support and encouragement from the Committee of University Librarians of Nigerian Universities (CULNU). Universities are the largest employers of librarians in Nigeria (Agboola, 2000). The relevance of personnel to the provision of goals and objectives of Nigerian university libraries cannot be over-emphasised. This is because of the importance of their services to the development and growth of HEIs. Academic librarians in Nigeria were, at inception of librarianship, saddled with the problem of recognition within their universities. This was resolved through an agreement between the Nigerian government and the academic Staff Union of Nigerian Universities which specifically classed librarians in universities as academic staff, entitled to the same benefits as their teaching counterparts. Another aspect of the agreement was the issue of non-tenure appointment for university librarians, which Agboola (2000, p. 284) raises concerns about, based on its likely effect on policy continuity, leadership motivation and orderly succession.

2.3.2.1 Governance

Governance of Nigerian academic libraries can be considered from both external and internal points of view. External governance of Nigerian universities is largely the responsibility of the NUC, 'which acts as a buffer between the federal government and the universities' (Agboola, p. 281). The influence of the NUC on library services is mainly in the area of funding and ensuring that university managements provide funding for development of library services. Internally, academic library administration revolves around the university librarian, who is responsible for the day-to-day running of the library. In terms of library policy formulation, library committees are constituted to serve in an advisory capacity, with the vice-chancellor or his representative as the chairman (Ifidon, in Agboola, 2000, p. 282). An important function of the Nigerian university library is their representation on faculty boards to monitor developments in the curriculum and to ensure that individual faculty requirements are met in their acquisitions programme. Departmental administration is mainly based on traditional procedures, which includes general administration, technical services and public or customer services. With the advent of information and communication technology, the early 1990s saw the creation of automation units or departments in libraries that had

commenced automating some of their services, usually staffed by librarians and computer experts.

2.3.3 Services

University libraries are concerned with the provision of a variety of resources and services to their numerous customers in support of the programmes of their institutions. These resources and services include provision of print and electronic resources through lending; referral user education; indexing; abstracting; current awareness services; photo copying; online database searching; current content listing; selective dissemination of information and data processing; and, in recent years, digitisation of resources. As one of the objectives of academic libraries is to become relevant in information service delivery and ‘to provide an optimum level of services to reach more potential users and encourage the use of library resources’, a number of libraries have introduced twenty-four hour services in their libraries (Saka, 2011, p. 2). Popoola and Zaid (2008) maintain that effective delivery of university library information services has a functional relation with the resources available at its disposal. They express the need for academic library personnel to ensure that the resources and services they offer to their users are well utilised. However, most university libraries in Nigeria face the challenge of exposure to state-of-the-art technology, with its resultant effect on institutional planning. Because training has not been consistently available, technical as well as traditional skills vary and are hard to keep up-to-date (MacArthur, 2005 p. 2). A Mortenson Centre report (MacArthur, 2005) also emphasises the critical nature of access to electronic resources and the inability of Nigerian university libraries to establish services that facilitate the use of information. The need for accessibility as a pre-requisite of information use has equally been reported in studies by Iyoro (2004); Popoola (2008) and Ugah (2008).

2.3.4 Staffing

Provision and delivery of quality services require well-trained, knowledgeable and committed personnel. Birdsall (in Osinulu and Amusa, 2010, p. 5) emphasises the importance of quality staff to the provision of quality services in libraries. He recommends the need for staff to possess appropriate skills in the application of technology to solving bibliographic problems; understanding information behaviour and the needs of users; and knowledge management and communication with user communities. The American Library Association (2006) guidelines recommend

recruitment of an appropriate quantity of knowledgeable staff to meet the information needs of academic library users. In Nigeria, the NUC recommendation on staffing for academic libraries also emphasised the quantity rather than quality of personnel, with a ratio of 1:3 professional librarian to non-professional; a ratio of 1:50 library staff to student enrolment; and a ratio of 1:200 professional staff to student enrolment.

Vyas & Singh, (2003) describe library personnel as ultimate knowledge workers and recommend that recognition of the value of their services by managements is ensured through marketing strategies. The Nigerian university library personnel are consequently addressing challenges in catching up with developments in information and communication technology through training in various technology appreciation programmes and methods of information storage and retrieval. This has also been in line with the call from the Nigerian Library Association (NLA, 2010) on the need for libraries to strive towards provision of world class services through a redefinition of their competencies and roles.

2.3.4.1 Funding

Nigerian university libraries in federal HEIs enjoy funding from their institutions requests through the NUC. State-owned university libraries, on the other hand, receive their funding through their state ministries of education, while private universities are funded by their founders. University library budgets are mainly drawn from the recurring expenditures of their parent organisations. This was introduced as part of efforts to address the problem of inadequate funding in federal and state universities. The Library Development Fund (LDF) 1992 which was created out of the National Minimum Standards and Establishment of Institutions Decree No. 16,1992 (NUC, 1993) was instituted to address this issue. The LDF provided that 10% of the recurrent grant to each university should be directed to university library operations and maintenance each year (Agboola, 2000, p. 282). At inception, university libraries were signatories to the LDF account. Recent studies (Okiy, 2005; Zaid, in Abubakar, 2011, p. 2) have, however, shown changes in policy as university administrators tend to flout this decision with a resultant effect on university library development. For example, reports indicate that most state universities currently receive their funding through monthly subvention instead of capital grants, while federal universities have also experienced marked reduction of funding in recent years (Ezeugbor & Udoh, 2014).

Philip (2013); Akindojutimi *et al.* (2010); (2005), in agreement, emphasise the importance of funding as a vital resource for achieving organisational effectiveness.

2.3.5 Information technology initiatives

Technological, organisational as well as social change in academic libraries has been attributed to the convergence of information and communication technology (Shepherd, 2000). In Nigeria, the effective application of information and communication technology (ICT) to university library processes commenced in 1990s. Okiy (2005) had applauded the acquisition and provision of ICT facilities in university libraries as a means to meet expected needs of the electronic age. Initial attempts at automation on an individual basis had begun earlier in the 1980s by the libraries of three first generation universities – at Lagos, Ibadan and Zaria. Failure of the projects then, was due to inadequate training and lack of skills relating to software development and hardware maintenance (Adegboye, 2010; Alabi, in Agboola, 2000, p.286). Nok (2006) observes continued interest of Nigerian academic library managers and the need to embrace networked operations in line with the experiences of libraries in developed countries. This has informed renewed efforts to inspire government interest in library automation. Automation of Nigerian university library services is currently at various stages of development, with a number of computerisation projects initiated by the federal government through the NUC in universities across the country. The projects, Management Information Systems (MIS), which was followed by Nigerian Universities Network (NUNET) and then the Virtual Digital (Library) Project (VLP), were mainly aimed at building viable wide area network (WAN) in all HEIs. A laudable phase of IT development was the establishment of virtual libraries in three university libraries at Ahmadu Bello University (ABU), Zaria; University of Nigeria, (UNN), Nsukka; and the University of Lagos by the MTN Nigeria in 2006 (IT News, 2010). These projects, according to the report, have so far recorded little or no success, which is attributed to the federal government's failure to execute library automation policy proposed earlier in 2003, for academic libraries. Nkanu (2010) subsequently, reveals a recent change in circumstances for Nigerian academic libraries, with the enhancement of information delivery through the use of improved ICT system. The improved system has been the result of increasing awareness in the use of information services such as information literacy to bridge the digital divide. Nevertheless, a few studies (e.g. Qutab, *et al.* 2014; Adeleke & Olorunsola, 2010; Behera & Singh, 2011; Ahiazu, 2006) identify factors that influence ICT adoption in university libraries in Nigeria and other

developing countries as inadequate ICT infrastructure, low bandwidth, and inconsistent power supply, absence of national information policies and lack of library policies, among others.

This section has given a general overview of the development of university libraries in Africa. It has also discussed the evolution and development in governance, services, staffing, funding and information technology initiatives of academic libraries in Nigeria and factors that affect their full operation in libraries, from inception to the present date.

2.3.6 Gaps in the empirical literature

A review of the literature reveals that QM has been increasingly applied in libraries in developed countries and in developing countries like India, Malaysia, Pakistan and Thailand, where QM has been embraced in recent years (Baidoun, 2004; Sila & Ebrahimpour, 2002; Alemna, 2001). There is however evidence of very limited literature on studies conducted on QM in Africa (Alemna, 2001, p. 269). In Nigeria, there is lack of empirical research that focuses on QM in university libraries. Also, very little is known about methods currently used to manage Nigerian university libraries. Moreover, there has not been a systematic adoption and practice of QM in Nigerian academic libraries. A review of literature indicates very few studies conducted on QM approaches and implementation in Nigerian academic libraries. The available studies include those by Adebayo (2009); Adeleke (2007); Ikpaahindi (2006); Okiy (2006); Osinulu and Amusa (2010); and Opara (2010). Adebayo's (2009) paper was titled: "*Quality assurance and its implications for the management of university library system*"; Ikpaahindi's (2006) "*discourse on Quality assurance and its implications in the management of university libraries in Nigeria*, sets out a road map for implementing QA" (Osinulu & Amusa, 2010, p. 11). Osinulu and Amusa (2010) examine "*Information technology, quality assurance and academic library management*"; Okiy (2006) focuses on "*Quality assurance and the management of the university library system and improving library*". These were mainly studies developed from papers delivered at the bi-annual national workshop of the Committee of University Librarians of Nigerian Universities, held at the National Universities Commission (NUC) Abuja, in May 2006. The focus was on how application of the principles of QA could ensure best practice in academic library service delivery. Opara's (2010) paper, titled "*Information services delivery through total quality management*", looks at the implications of TQM application in libraries and information services. A recent empirical study by Bello Sali

and Mohammed (2011, p.44) found that the QA mechanisms available and used in Nigerian university libraries were meant for programme accreditation and benchmarking. Moreover, despite the growing literature on implementation of QM in Nigerian academic libraries, there has been no documentary evidence so far to demonstrate its adoption, or other approaches to institutional prescription of QA by NUC (Oladele, 2010; Opara 2010). These were arguments that also necessitated knowledge of maturity status of university libraries studied, in QM implementation.

This knowledge and research gap not only required to be filled, but also the interpretation of quality management and the implications for its implementation in Nigerian university libraries needed to be highlighted. This required an in depth study into the integration of a holistic model for adoption by academic libraries under study. In addition, there is the need to investigate Nigerian academic libraries through empirical studies, in order to avoid assumptions regarding approaches to quality management in that context. Thus the present study addresses this gap by examining existing quality management practices and procedures, dimensions of service quality and service improvement efforts in place in academic libraries in SW Nigeria. Using the institutional theory as the philosophical perspective and an organisational theory for QM implementation as a practical tool for this study (section 2.1.3), the research also examines factors that influence the implementation of quality improvement efforts. Using this approach, this study therefore aims to gain a deeper understanding of management functions and service delivery in academic libraries in Nigeria. It is also anticipated that theoretical propositions to be generated from the case findings will make a significant contribution to academic library management within SW Nigeria.

This section has highlighted the underlying problems that have informed this inquiry. The mode of inquiry and the rationale for the choice of approach is also presented. The next section provides a synthesis and integration of literature reviewed into a conceptual framework for this study.

2.4 Conceptual framework

This section integrates the information from the literature review into an initial conceptual base for the study. This includes literature on concepts of QM practices and implementation reviewed from the perspective of institutional theory as provided in sections 2.1 and 2.2 respectively, as well as literature on the development of Nigerian university library services presented in section 2.3. The conceptual framework

proposed for this study as shown in Figure 2.2 is intended to capture how the dimensions of QM identified in the literature reflect the aspects of changes required for management and improvement of quality in the university libraries under study.

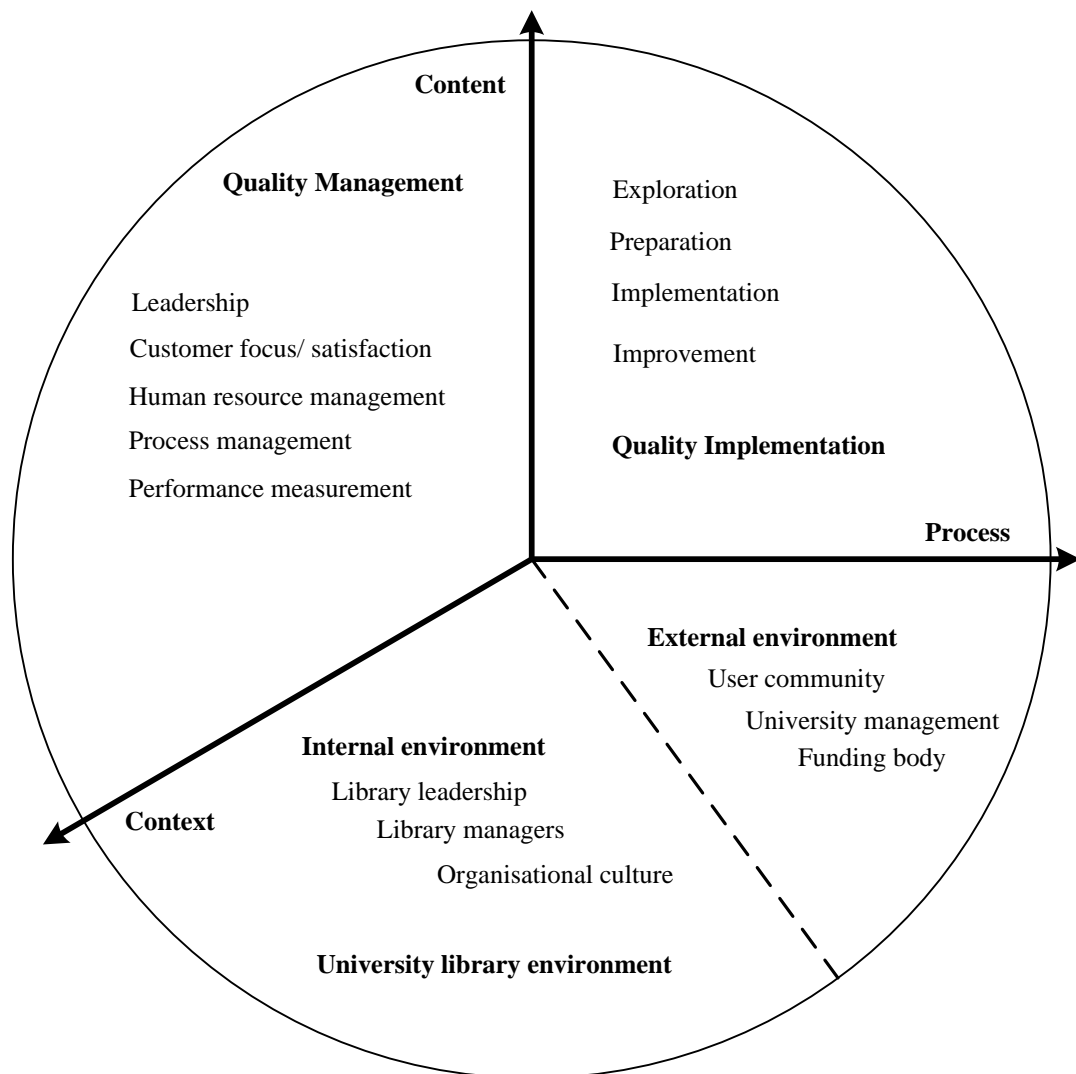


Figure 2.1: Conceptual framework for quality management in university libraries for this study. Adopted and modified from (Pettigrew & Whippis, 1991, p. 26).

The main constituent of the model (content, process and context) are derived from a framework developed by Pettigrew and Whippis (1991, P.26) which is based on strategic change model. Though the model is developed for strategic change management, it was adopted and modified for this study because QM implementation in an organisation is equally regarded as a change management, though in this case, not focusing on strategic management. Souza and Voss (2008) describe content and process as the two distinct strategies on which QM implementation focuses (see section 2.2.1 of this study). Principles of QM used for this study and procedures for QM implementation as well as

how they are related to organisational circumstances in university libraries under study are indicated in place of strategic management concepts. The aspect of the strategic change model which is also not applied in the conceptual framework is that which concerns strategic change as a continuous process and its focus on competition. This is illustrated with a progression dimension that defines it as continuous, iterative and uncertain in Pettigrew and Whipp (1991, p.26).

Figure 2.1, which is adopted and modified from Pettigrew and Whipp (1991, p. 26) illustrates the relationships among the concepts that contribute to quality management implementation in academic libraries. It explains the focus areas of the study and guides the fieldwork tasks. The framework is explained in detail below.

According to Jarvelin and Wilson (2003, p.6), “a conceptual model provides a working strategy, a scheme containing general, major concepts and their interrelations...” Conceptual models guide researchers towards addressing particular research questions. As presented in chapter 1, one of the objectives of this study is to propose a QM framework to assist in the development and implementation of a common QM model for libraries under study. As also discussed in sub-section 2.2.1, the two strategies involved in QM implementation are identified as content (principles to be applied) and process (the practical procedure). These two are said to contribute in varying degrees to organisational improvement. It was discussed in sub-section 2.2.4 that five main principles identified in a QM system and which are also applicable in HEIs are leadership; customer focus and satisfaction; human resource management; process management and performance measurement. They seem to capture most of the key components of QM practices and implementation and also reflect aspects of changes required for organisational improvement. These principles are discussed in sub-sections 2.2.4.1 to 2.2.4.5. The principles were evaluated and investigated in the context of university libraries in SW Nigeria in the first phase of study, to assess the types of management practices and provision of services. The second phase of study was conducted to build and confirm the first through an in-depth investigation of the principles of QM. Process refers to practices in place by an organisation for realisation of QM implementation. The practices entail ‘exploration, preparation, implementation and improvement’ (Barnard, 1993, p.57; Pfeifer, Schmitt & Voigt, 2005) and are considered as observable features of QM through which managers work to realise the attainment of organisational improvement (Souza & Voss, 2002). This is discussed in sub-sections 2.2.1 and 2.2.5 respectively. These two strategies are mainly identified in

an organisational context (see sub-section 2.1.4) which is considered as the third strategy in Pettigrew and Whipps (1991), though the focus in their study was on strategic management.

A consideration of environmental pressures in the academic libraries under study is therefore essential to ascertaining their influence on information management and service delivery procedures. Moreover, knowledge of the contextual characteristics of an organisation is vital in QM implementation and practice, as shown in sub-section 2.1.4. This is in terms of understanding the internal and external environment of the organisation which is achievable through a guiding framework that provides appropriate principles for sustainable improvement. The conceptual framework developed for this study thus also addresses the environmental issues affecting implementation. In this study, context reflects 'the external and internal influences that have been shown to affect organisational effectiveness' (Self, Armenakis & Schraeder, 2007, p. 214). Internal environment are here presented as library leadership; library managers; and organisational culture, while the external environment is presented as the user community; university management; and the funding body. The three factors (content, process and context) are displayed as axis to demonstrate the extent of their contribution to the various processes. The body of literature on the factors and principles reviewed in the preceding chapters are thus used to provide a conceptual framework to guide the study. These principles and their dimensions have been applied in the quantitative phase of the study in a survey to assess the perception and importance of QM practices and service delivery to 24 university library managers of universities in SW Nigeria. The second phase of research was also guided by the principles which were reflected in content, process and context. This involved semi-structured face-to-face interviews (15) and 10 focus group discussions, conducted with a cross-section of academic librarians selected for the study.

2.5 Summary

In conclusion, this chapter has presented an overview of the literature on institutional theory as it relates to this study. Different views of the concept of QM approaches and implementation, its application and implementation in academic libraries, were also discussed. The contribution of the academic library services to the development of HEIs, a description of the evolution of academic libraries in Africa and the development of academic libraries in Nigeria from inception to date were also presented. The chapter

also provided a review of the QM models applied in HEIs and academic libraries, as perceived by various authors as well as their implementation factors. Similarities of the models was revealed when compared, giving an indication of relationships in their applications, and some fundamental differences. A critical look at the models revealed strengths and weaknesses of individual models and their appropriateness for the objectives of this study. These concepts have provided insights into issues formed into the research questions of the study and the conceptual base of the study QM. Finally, a conceptual QM framework to explain the focus areas of the study and intended as a guide for understanding the interrelationships among various concepts for management and service provision in the academic library system was presented. The next chapter introduces the research methodology used in this study to obtain data to answer the research questions and to link evidence to support the development of a blueprint for QM implementation.

Chapter 3 Methodology

3.1 Introduction

After reviewing the literature and identifying the need for this research, this chapter presents an outline and justification for the choice of research paradigm and methodology that underpin this study. The study adopts a pragmatic philosophy and therefore a mixed methods approach to research was used, while issues on research quality in relation to ethical concerns, validity and reliability identified in the study were discussed. The chapter starts by looking at research paradigms (section 3.2) and research approach in library and information science (LIS) in section 3.3.

3.2 Research paradigm

This study was conducted within a pragmatic paradigm. According to Lincoln, Lynham and Guba (2011), a paradigm is essentially a framework for interpreting or viewing the world of its beliefs values and methods within which research takes place. Guba and Lincoln (2000) also refer to a paradigm as that which allows researchers to identify relationships between variables as well as methods for conducting specific research. The basic principles of paradigms are described as ontology, epistemology and methodology (Neuman, 2003; Guba & Lincoln, 1994). The authors further defined ontology as a theory of being; epistemology, on the other hand is defined as a theory of how knowledge of external reality is obtained; while methodology is described as concerning how the issue of reality is investigated.

Pragmatism as opposed to positivism and interpretivism is ontologically geared and perceives truth to be situational and a functional means of comprehending reality and allows a researcher to take a practical approach to the issues of concern that enables him to produce workable solutions. Pragmatism is consequently, generally associated with mixed methods research with essentially a focus on the consequences of research. This is in contrast to interpretivism and positivism which view the world as a constantly changing place, where individuals possess different perceptions of a given situation (Dootson, 1995). Interpretivism is related with naturalistic research, conducted within holistic inductive framework (Patton 2002) and is thus associated with qualitative research (Ivankova, Creswell & Stick, 2006). Positivism on the other hand, is concerned with absolute truth and prediction and is usually associated with quantitative research (Ivankova, Creswell & Stick, 2006). Different authors have identified a wide a

range of paradigms for social research such as positivist, post positivist, interpretivist, critical theory, constructionist, participatory and pragmatism (Denzin & Lincoln, 2013; 2011; Creswell, 2009; LeCompte & Schensul, 1999).

Pragmatism was considered the appropriate paradigm for this study because it is problem-centred and oriented towards real-world practice and as observed by Creswell (2009), it subscribes to a pluralistic approach to investigating a problem. The project centred on a number of questions, with which the researcher aimed to inquire for a better understanding of academic library management practices and service delivery in the context of the study with a view to making a number of recommendations for the study.

3.2.1 Paradigms for library and information science (LIS) research

This section looks at the philosophical paradigms in which library and information science (LIS) is situated. Studies in LIS reveal that, because it is emergent, the discipline does not hold to a particular paradigm and that the interdisciplinary nature of the current research environment has engendered faster communication and collaboration in research. There is also an indication that the multidisciplinary nature of the discipline provides the need for adoption of ‘proper methods, especially mixed methods’ for investigating problems in the field (Bowler & Large in Pashaeizad, 2009, p. 15). Studies on the paradigmatic approaches in LIS research show the dominance of individual qualitative and quantitative research, which cannot solve the complex research problems in LIS (Pashaeizad, 2009). A study conducted to investigate mixed methods research in LIS reveals that 22 (5%) out of 465 articles employed the approach which confirms that the mixed methods approach is an emerging trend in LIS research (Fidel, 2008). Fidel emphasises the strength of mixed methods research in amplifying the richness and complexity of research findings, suggesting the preference of mixed methods to a single approach in order to address issues from a wider perspective.

3.2.2 Paradigms for library QM research

The last section provided a discussion on the philosophical paradigms in which LIS is situated. It also gave a justification for using mixed methods in LIS research. This section discusses paradigms for library quality management research.

Philosophical paradigms allow researchers to specify appropriate world views for conducting particular research, such as positivism and interpretivism. For the LIS

researcher, these world views assist in communicating the stance of a research study; giving an understanding of the context in which it is situated; and conveying the results of research (Burke, 2007, p.476). In the positivist tradition, past studies of quality management in academic libraries have focused on assessing the effectiveness of a service, or the measurement of effectiveness (Cook, Heath & Thompson, 2003; Kyriallidou, Cook & Thompson (2010); Nitecki & Herson, 2000; Pritchard, 1996; Simmonds & Andaleeb, 2001; Verma, 2002). Service quality instruments such as SERVQUAL and LibQUAL have also been employed using survey methods to determine and rank questions in terms of their usefulness or feasibility (Budd, 2001). De Jager (In Tiemensma, 2009, p.3) considers the emerging importance of the interpretivist stance that is reflected in qualitative research. Interpretive studies in the LIS paradigm on quality management include those conducted by Kostagliolas and Kitsiou (2008); and Brophy (2008).

Quality management research in the pragmatic paradigm for academic libraries focuses mainly on monitoring and measuring library stakeholders' needs and expectations, which include resources, delivery and service environment. This, according to Tiemensma, (2009, p. 1) is aimed at "improving the 'fitness for purpose' of the library" and requires the application of both quantitative and qualitative measurements for evaluation of its overall performance. A study conducted by Petr (2007) to evaluate Croatian library services is rated as a good example of employing both quantitative and qualitative measurements (Tiemensma, 2009). Other related mixed methods studies include those of Greenwood, Watson and Dennis (2011); Pinto, Fernandez and Gomez – Camarero (2009); and Heilder (2012).

Table 3.1 provides some examples of LIS literature on quality management and implementation in academic libraries that fall into the three paradigms – i.e. positivist, interpretivist and pragmatist – mentioned above. There are strengths and weaknesses in the three stances which are also listed in Table 3.2. Indicators that emerge from the positivistic view are generally collected rigorously, scrutinized by experts, and gauged for consistency using statistical tools. However, this sort of paradigmatic stance often overlooks the larger social context in which academic libraries operate (Van House, 1995).

Section 3.2 has provided a general theoretical overview of the philosophy and methodology that were available to the researcher for conducting the current study including research paradigms. The section provided the rationale for adopting pragmatic paradigm, providing a justification for the choice of the paradigm in LIS research and academic library research. The section explained the benefits of the paradigm and associated mixed methods research in line with current developments in QM research in academic libraries as well as in amplifying the richness of research findings in LIS. Section 3.3, then discusses the research approach adopted for the study.

Table 3.1: Three paradigms in research on quality management in academic libraries

| Examples of LIS research | Description |
|---|---|
| <i>Positivist</i> | <i>Quantitative approach</i> |
| Cook, Heath & Thompson (2003) | Project compares zones of tolerance of the 25 LibQUAL+ items across undergraduate, graduate and faculty groups across institutions |
| Mohamadesmaeil, Ebrahimi & Ghandel (2011) | A comparative survey conducted to determine level of application of QM at the Central Library of Medical University in Tabriz and Tabriz University Library. Data collection instrument is a questionnaire based on EFQM. |
| Nitecki, & Hernon (2000) | Examines a new approach to measuring service quality that produces findings useful for local planning and decision-making the SERVQUAL, a survey instrument based on the Gaps Model of service quality |
| <i>Interpretivist</i> | <i>Qualitative Approach</i> |
| Cook and Heath, (2001) | Study investigates the dimensions of service quality, using LibQUAL+ instrument with research libraries across North America. Interviews conducted on librarians provide rich information about users' perceptions of their expectations and interactions with the instrument |
| Kostagliolas (2008) | Empirical assessment of perceptions of quality in Greek libraries. Survey based on semi-structured interviews with directors of Greek libraries |
| <i>Pragmatist</i> | <i>Mixed Methods Approach</i> |
| Greenwood, Watson & Dennis (2011) | Study analyses quantitative adequacy scores and coded qualitative comments from survey to identify relationships between library policy changes and LibQUAL results, from 2001 to 2010 |
| Heilder, (2012) | Examines faculty members' perception of the value of library resources and services to both research and teaching. A mixed methods study which includes an online survey and follow-up focus groups |
| Petr (2007) | Project employs mixed methods (questionnaire for library staff and directors; interviews for library directors; and qualitative analysis of library documentation) measurement to evaluate Croatian academic library services. |

As explained in sub-section 3.2.2, Table 3.1 presented examples of studies in QM and service quality in academic libraries from three philosophical paradigms. Studies conducted from the positivist perspective focus mainly on assessing service effectiveness, and interpretivism are mainly concerned with changing users' expectation, technology and measurements; while studies on pragmatic paradigm focus on monitoring and measuring library stakeholders' needs and expectations.

3.3 Research approach

The two main approaches to research are deduction and induction (Saunders *et al*, 2009). The two designs are identified in their differing approaches to analysis and they outline the nature of the relationship between theory and research as affirmed by Bryman (2007). According to the deductive approach, research begins from a theory, generates hypothesis, and then sets up experiment to test that hypothesis. The deductive approach, in effect, helps to confirm, modify or reject theories from which hypotheses are deduced. The inductive approach on the other hand, starts from a set of observations to build a theory. It operates at two levels with, first, data collection leading to analysis of the data into properties, categories, and relations, and secondly, the comparison of categories, properties and relations leading to the generation of theories as shown in Figure 3.1. Theory generation is thus achieved through the establishment of propositions about the nature of what has been observed over a period of time (Anderson, 2004).

Table 3.2: The strengths and weaknesses of research philosophies

| Research philosophies | Strengths | Weaknesses |
|--------------------------------------|---|--|
| Positivist | Have a wider range of situations | Inflexible and artificial in understanding processes |
| | Faster and more economic than phenomenological approaches | Not helpful in generating theories |
| Phenomenologists/ Interpretivists | Have ability to understand the people's interpretations | Time consuming |
| | Generate new theories | Costly |
| | Provide more depth to research being investigated | Difficulty in analysing and interpreting |
| Pragmatist | Can provide quantitative and qualitative research strengths | Difficulty in carrying out both qualitative and quantitative research, especially if used concurrently |
| | Answers a broader and more complete range of research questions because the researcher is not confined to a single approach | Researcher has to learn about multiple approaches and understand how to mix them appropriately |
| | Provides stronger evidence for a conclusion through convergence and corroboration of findings | More expensive and more time consuming |

Source: Developed from (Collis & Hussey, 2003)

3.3.1 Choice of approach for this study

When considering the research approach to investigative work, the research area and the emphasis on research are two major issues for researchers choosing the research approach that best suits their research projects (Creswell, 2009). The research area of

this study is QM approaches in academic libraries, using QM and service quality models. The researcher consequently employed management as well as library and information science literature available to define a tentative conceptual framework to support and inform the direction of the investigation: for example, QM theories; guidelines for QM award models; past management and library research on QM in organisations; and QM implementation in academic libraries. In response to the pragmatist approach, this study was undertaken with mixed methods design (i.e. an initial quantitative exploratory assessment of QM approaches in academic libraries of SW Nigeria and second qualitative in-depth semi-structured interviews on one hand as well as focus group discussions on the other, to further explore and elaborate the earlier findings). It was felt that a combined approach would strengthen the investigation and make it less likely for critical issues to be overlooked. It is worthy of note, however that majority of the study undertaken as part of this project was qualitative.

3.3.2 Choice of methodology for this study

The purpose of this study was to investigate QM approaches and the possibility of its implementation in academic libraries SW Nigeria. The overall aim of the study was to establish the current state of QM practices and service delivery in academic libraries in SW Nigeria. This was with a view to proposing a quality management model that would provide a framework for improvement of academic library service provision in Nigeria generally. The choice of a mixed methods strategy influenced by the pragmatic paradigm suited both the theoretical and applied aims of the research because of its exploratory nature.

The study also adopted a sequential explanatory mixed-methods design. The choice of the design enabled the researcher to consider what method was appropriate to employ in order to understand and solve the research problems. The sequential explanatory mixed methods design consists of two phases, namely quantitative, followed by qualitative (Creswell & Plano Clark, 2011, p. 68). The first phase involved analysis of quantitative or numeric data, while in the second phase, data were generated and analysed in sequence to explain or elaborate on the results obtained in the first phase. Data in the second phase usually builds on and explains the first, while results of both phases are joined midway within the study for evaluation. Importantly, this approach allows a broader understanding of the problem of investigation through obtaining a wide range of views from a large population in the quantitative phase, while in the qualitative

phase, in-depth insights into the problem of investigation is obtained by exploring views of few participants.

3.3.3 Choice of Methods

It is important to note at this point, a useful distinction made between methodology and methods by Strauss and Corbin (1998) and Denscombe (2010). Denscombe (2010) describes methodology as a way of contemplating and investigating social reality in terms of choices we make about cases to study, methods of gathering data and forms of analysis, while planning and executing a research; whereas methods are defined as ‘a set of procedures and techniques for gathering and analysing data’ (Strauss and Corbin, 1998, p.3). According to Denscombe (2010) and Silverman (2002), there are four main methods for investigating social science research: questionnaires, interviews (individual and focus groups), observations and documents, with each method providing a tool for collecting empirical data. The study described in this thesis used three main methods: questionnaire, individual interviews and focus groups. A justification for choosing these methods is provided below.

The sequential mixed methods approach was selected because of its potential to provide a complete picture of QM approaches in university libraries in SW Nigeria. The intention was to embark on an exploratory inquiry into the subject of investigation in order to gain an initial understanding of it. A questionnaire survey was used with university library managers as sample respondents (see section 3.4.1.1 on sampling). This was to draw a broad picture of the extent to which QM is practiced in the libraries and to identify some characteristics of the organisations. Though this study also considered processes entailed in QM implementation, the survey did not provide a sufficient and clear picture of the investigation “due to the limited number of questions which can be asked, and the number of variables to be analysed” (Yin, 2003, p.18). Qualitative interviews with participants were intended to obtain more specific and detailed opinions about how QM principles were adopted in the libraries and to address issues that would emerge from the survey, particularly environmental influences, both internal and external, which were related to QM application in academic libraries. Bryman (2012) and Mason (2002) demonstrate that the integration of both methods provides a deep insight into research and so is appropriate in this study. Figure 3.1 shows the structure of a sequential mixed methods approach for this study.

3.3.4 Summary

In section 3.3, the researcher discussed the research approach adopted for the study, which included the choice of methodology and methods for the study, while a justification for the choice of sequential explanatory mixed methods design was also given. The next section discusses the case study as the research strategy adopted for this study.

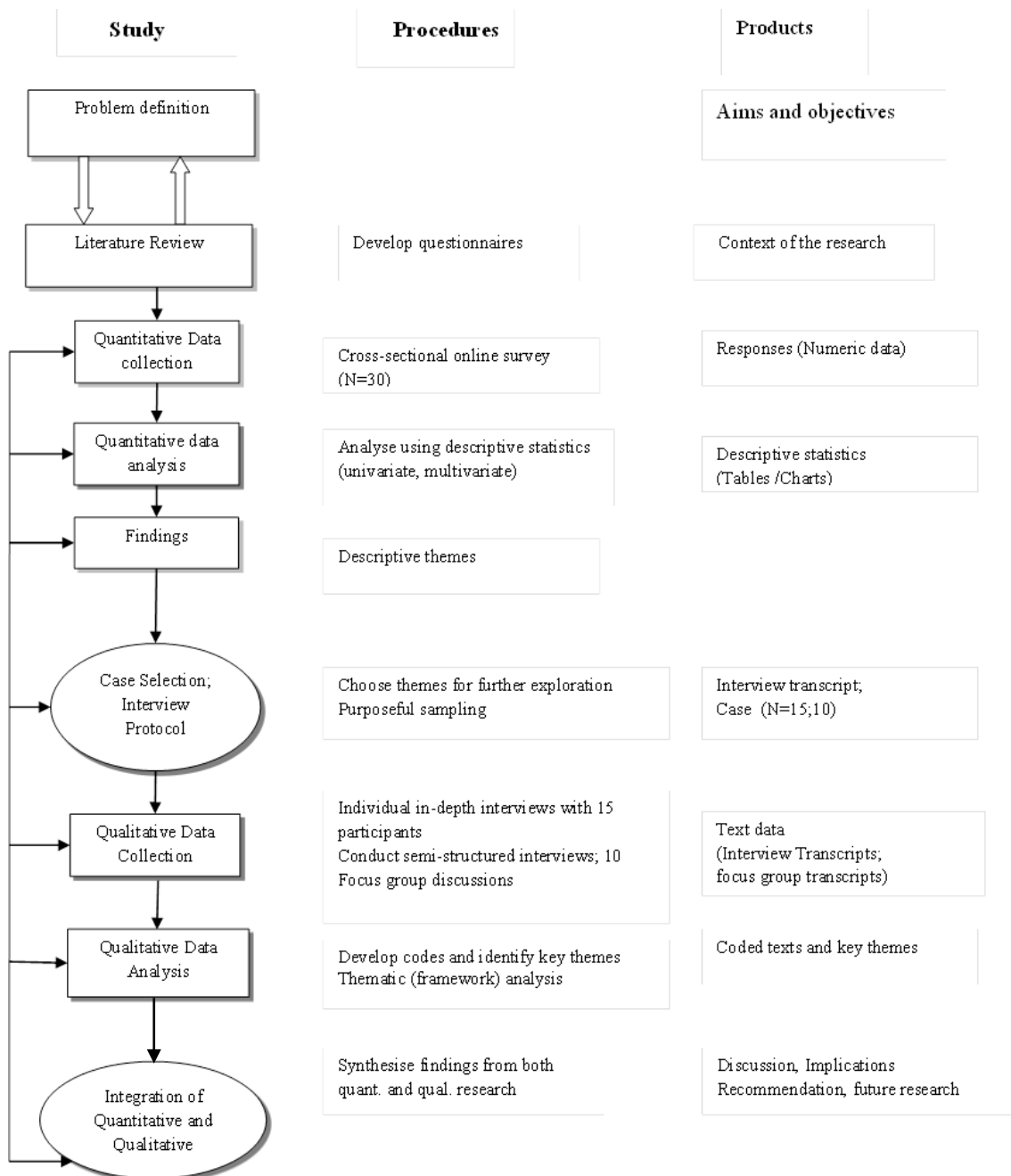


Figure 3.1: Visual model of the procedures used in this study

Source: Adapted from Creswell & Plano Clark (2011, p. 305)

3.4 Research strategy

The last section discussed the choice of methodology and methods for this study and gave a justification for the choice of sequential explanatory mixed methods design. This section discusses the case study as the research strategy adopted for this study.

Research strategy is described as a general plan of how the researcher answers research questions (Saunders, 2007). It is identified as the strategy in which a programme, an event, an activity, a process or more individuals are explored in depth. There are five main categories of research strategies which are identified as experiment, survey, case study, ethnography, and action research (Eisenhardt, 1989). This study adopted the case study as its research strategy.

3.4.1 Case study

The case study is defined by Thomas (2011, p.23) as “analyses of persons, events, decisions, periods, projects, policies, institutions or other systems which are studied holistically or by one or more methods”. The author further describes it as observing an object in its completeness and looking at it from many perspectives. Yin (2009, p. 18) defines a case study as “an empirical inquiry about a contemporary phenomenon such as ‘a case’, set within its real-world context and that in which multiple sources of evidence are used”. According to Creswell (2008), the case study is identified as a strategy in which a programme, an event, a process or one or a number of individuals are explored in depth by a researcher. Benbasat *et al.* (1987, P. 370) describe a case study approach as “an appropriate way to research an area in which few previous studies have been carried out”. Zach (2006) equally argues that case studies are intended to take the researcher into the world of the subjects and can thus provide a much richer picture of the phenomena under study than other analytical methods. Case study questions are used to answer the ‘why’ and ‘how’ questions of a phenomenon which are usually targeted to a limited number of events or conditions and their interrelationships (Yin, 2003, p. 15). Case studies are thus regarded as suitable and valuable for organisational studies because of the context in which the subjects of the inquiry are placed. The case study therefore lends itself to an inductive approach which is a characteristic of qualitative research which was employed in the second phase of this research.

Case studies are also notable as the area of organisational research where the focus is on understanding a particular work environment or structure (Van Maanen in Zach, 2000).

Equally, Benbasat *et al.* (1987) regard the case study approach as a suitable way of researching an area in which few prior studies have been conducted.

3.4.1.1 Types of case study

Case study research can be classified into various types based on its purposes and how it is designed. Two main types are identified by Bromley (1986) as single and multiple case studies. Yin (2003, p. 39) further identified and classified four types of case study designs as “single holistic case; single embedded case; multiple holistic case; and multiple embedded case”. The difference identified in these designs is mainly based on two aspects, namely; the contextual boundary of the research and the number of units of analysis. In terms of strategy, case study research is applied to different research purposes in various disciplines in the humanities and social sciences. Based on this, case study research is categorised as descriptive, explanatory and exploratory studies which are suitable in answering the ‘how’ and ‘why’ research questions (Yin, 2003). Yin’s (2003, p. 15) explanation on the three categories is that explanatory case study is utilised to explain “presumed causal links in real-life interventions that are too complex for survey or experimental strategies”; with descriptive case study research employed to demonstrate “an intervention or phenomenon and the real-life context in which the intervention occurred; while exploratory case study research is used to discover “those situations in which the intervention being evaluated has no clear, single set of outcome”. Accordingly, case studies are pertinent when a research addresses either a descriptive question to explain what is happening, or an explanatory question to explain how or why something did happen (Yin, 2009). This study is therefore explanatory in nature in that it is set to build on the results of the quantitative study by providing insightful explanations to the phenomenon under study.

3.4.1.2 Case study design

Case study method in research involves a consideration of five important components which Yin (2009) proposes as follows: (a) developing research questions which are applicable to the case study method such as the “how” or the “why” questions; (b) identifying propositions which are connected to the scope of study which emerge from the research questions; (c) defining the unit of analysis where data will be collected and what conclusions can be inferred; (d) linking data to propositions throughout developing a strategic plan of data analysis in which data analysed is oriented to answer the research questions; (e) setting criteria for interpreting research questions.

3.4.1.3 Multiple case study design

A multiple case study design means that the study involves more than one case, and the analysis is performed at two levels. This is usually within each case and across cases (Stake, 1995; Yin, 2003), and is achieved by comparing themes and categories developed from analysis of data. According to Stake (2006), there are two main procedures for conducting multi-case design. The multi-case design can be conducted in either sequential order with individual cases following each other, or parallel order where all cases are conducted at the same time. The sequential order seems more applicable to doctoral research as the method is relatively simpler than the parallel design which requires a number of researchers' participation in field work. This study employed a multiple case study approach (Yin 2003) for in-depth exploration of management practices and quality service procedures, investigated in the first phase, across the categories (i.e. federal, state and private) of universities. The study was also meant to identify how individual and organisational (internal) factors, as well as broader institutional influences (external) enhance or inhibit the quality management process in academic libraries under study. This phase of study was conducted from the perspective of institutional theory for proper understanding of the phenomenon under investigation (see chapter 2, section 2.1.4). Yin (2009) affirms the suitability of studying a phenomenon in a real life context, especially when the researcher has little or no control over behavioural events. Consequently, this attribute suited the current stage of research – qualitative/interpretive – which lays emphasis on the natural settings of the research object. A list of activities in the case studies research and which were applied in this study is provided in the next section.

3.4.1.4 Case study protocol development

This section provides a plan for conducting case study research. The plan specified the important issues that were considered in conducting this study. Some points common to general case study literature were taken from methodologists like Eisenhardt (1989); Thomas (2011); and Yin (2003). The primary purpose of this research was to build an explanatory theory of QM practices in the context of Nigerian academic libraries and to develop a QM model as the research output by using case study strategy. The process of this case study was therefore taken through the following stages:

1. Designing the line of inquiry. Issues for consideration included:
 - Clarifying research questions

- Identification of case sites
 - Developing case study instruments
2. Preliminary preparation. Issues for consideration included:
 - Conducting the pilot study (single-exploratory case study)
 - Refining the case study instruments
 - Analysis and presentation of pilot case evidence
 3. Embark on individual case studies
 - Collecting case evidence
 - Carrying out within-case analysis
 - developing the individual case reports
 4. Doing cross-case analysis; and
 5. Drawing implications for theoretical propositions on the basis of cross-case findings

In sum, section 3.4.1 has provided a justification for the choice of case study as the research strategy adopted for this study. It discussed the types and design of case studies in general and that of multiple case studies in sub-section 3.4.1. A case study protocol developed for conducting a multiple case study for the current research was provided in sub-section 3.4.1.4. Sub-section 3.4.2 looks at the sampling methods employed in choosing participants for both quantitative (online survey) and qualitative (interviews and focus groups) phases of the study.

3.4.2 Sampling

This sub-section presents sampling procedures in selection of samples in both quantitative and qualitative research and the basis for choice sampling procedure to suit the study. Discussion on sampling in quantitative study is presented below, followed by a detailed discussion on qualitative sampling procedures.

Sampling is defined by Seale (2004, p. 510) as a process of selecting units of analysis from a population. According to Kumekpor (2002), sampling is a process or technique that allows the researcher to make inferences about a population based on the nature of the sample. A good sample represents its parent population - i.e. in a quantitative context. Saunders, Lewis and Thornhill (2008) define a population of study as the universe of units from which a sample is to be selected. Discussion on sampling in the literature on quantitative studies revolves around probability or representative sampling

and non-probability or purposive sampling as the common types of sampling techniques. Probability sampling techniques are used in quantitative-oriented studies, while non-probability sampling techniques are used in qualitative studies (Seale, 1999; Punch, 2005; Mason, 2002; and Saunders *et al.*, 2008). Saunders *et al.* (2007) further explain that probability sampling is mainly associated with survey-based research, while non-probability sampling is more frequently used when adopting a case study strategy (p.207). Teddlie and Yu (in Odera Kwach, 2010, p. 80) on the other hand introduced mixed method sampling as a sampling strategy that involves the selection of units or cases for a research study using both probability sampling and purposive sampling strategy. The intent of sampling in quantitative research is to choose individuals who are representative of a population. In other words, the researcher's aim is for the sample to reflect the characteristics of the population of interest. This usually requires a sample of a certain size relative to this population (Creswell & Plano Clark, 2007; Onwuegbuzie & Jiao, 2007). The key concepts in sampling therefore are the population and the sample (Punch, 2005, p.101).

Saunders *et al.*, (2008, p. 212) affirm that the most important aspect of a probability sample is that it provides a precise representation of the population from which it is taken. According to Punch (2005, p. 102), a sampling plan should have a logic which fits in with the logic of the research, noting that, if the research questions require representativeness, some form of representative sample should be used. He states, on the other hand that if research questions highlight relationships between variables, or comparisons between groups, some sort of deliberate or purposive sampling may well be more appropriate.

In qualitative research, the inquirer uses purposive sampling of individuals and sites that can provide the necessary information based on specific purposes associated with answering research questions (Punch, 2005, p.187; Teddlie & Yu, 2007, p.77). The sampling is always theoretically-driven with choice of participants' episodes and interactions driven by a conceptual question. Sampling in multi-case study is a purposive procedure (Stake, 2006). Participants are chosen with the aim of enabling the researcher to explore the research question or to develop theory (Matthews & Ross, 2010, p. 225). Marshall (1996) points out that purposive sampling also allows the research subjects in the sample to suggest potentially useful candidates for study (i.e. snowball sampling). There are indications however that the sampling strategy may have

limitations because of possibility of having potential bias. Accordingly, purposive sampling can reduce the difficulty of accessing sufficient interviewees.

Qualitative sampling can be a combination of “within-case sampling and multiple-case sampling” (Miles & Huberman, 1994, p.34). Within-case sampling involves a theoretically-driven, single case investigation of a population within a bounded environment, of an individual, an organisation or a community. The aim, according to Miles & Huberman, is not to compare the outcome of the investigation or its context, but to obtain an in-depth knowledge of the case. Multiple-case sampling on the other hand requires specific sampling frame, guided by research questions to define the investigation. The aim here is to be able to compare and contrast the cases with regards to the outcome of investigation.

In terms of sample size, there are suggestions that it depends on the research aims (Lincoln & Guba, 1985, Guest, Bume & Johnson, 2006). Lincoln and Guba (1985) suggest a sample size of around 20 interviews. Creswell (2007) proposes 30 interviews where the population is heterogeneous and 20 where it is homogenous. Different arguments on sample size however, point to the fact that there is no exact certain amount of population for qualitative research. Paton (2002) argues that providing sample size in qualitative research seems vague because it is non-probability and so there is no principle. It is further argued that the important thing is how the selection technique relates to the objectives of the research. This means that the sample size depends on research questions and objectives rather than size of sample.

The institutions involved in this phase of study were university libraries in SW Nigeria. The choice of participants was in line with the sequential explanatory mixed methods procedure that allows that qualitative data collected from participants in the second phase of study are related to the outcomes of the initial quantitative study (Morgan, 2007, Creswell *et al.*, 2003). This was to ensure that results obtained from the survey to assess QM approaches in those libraries would be further explained and built on through qualitative inquiry. These libraries were investigated to gain an understanding of their situations as well as the similarities and differences in the interactions between contextual settings and quality management procedures and service delivery. The population of study also included using one academic library as a pilot case. The list of the university libraries under study is found in Appendix I.

A number of case studies have been used in investigating relationships between QM practices, service quality and organisational performance in both industry (Santos-Vijande & Alvarez-Gonzalez, 2007; Anderson & Sohal, 1999; Ahire *et al.*, 1999) and in HEIs (Danjuma & Rasli, 2012; Lagrossen, 2004; Ololube, 2006). Accordingly, doing case study research in university libraries enabled the researcher to capture participants' perspectives from practice in different university library settings. The investigation involved a multiple case study for the purpose of confirming any propositions or trends that would emerge from individual cases. An explanatory sequential mixed methods design was therefore used involving the initial collection of quantitative data and further explaining the quantitative results with in-depth qualitative data. In the first quantitative phase of the study, a survey was conducted in which quantitative data was collected from 24 participant academic libraries in SW Nigeria to ascertain QM practices and service quality and their relationships with organisational performance in those libraries. The second, qualitative phase was conducted as a follow up to the quantitative results to help explain and build on the quantitative results. This involved 15 of the 24 university libraries that participated in the online survey who constituted the population for interviews in the multi-site case study. One participant – a university librarian or a representative – was chosen from each of the 15 university libraries that participated in the first phase of study. The decision on choice of study the population was mainly informed by the readiness of libraries to participate in the exercise. Second, focus groups were also conducted from ten of the university libraries under study, with participants purposively selected from different units of the libraries wherever possible and where not, snowball sampling was applied. Application of both sampling strategies was to enable the researcher to discover unbiased insights of QM issues in university libraries. Moreover, the selection criterion was to enable the researcher gain a deeper understanding of each case and instance of the phenomenon. The approach was also meant to obtain information regarding factors that influenced QM implementation, of participants' perceptions and experiences on the applicability of a common QM framework and quality service delivery. It was also to obtain information on environmental influences regarding QM implementation in the organisations. Figure 3.1 provides a visual representation of the overall research design for this study. The template of the diagram was based on that of Creswell and Plano Clark (2011, p. 305) which depicts a typical sequential explanatory design for the study. As shown in the diagram (Figure 3.1), this research used three principal methods of investigation apart

from reviewing the literature: questionnaires and semi-structured interviews with focus group discussions.

3.4.3 Summary

In sub-section 3.4.2, the researcher explained the procedures involved in sampling in general, for the current study and the basis for using sampling process in the study. Methods of sampling; the research setting and population of study; as well as justification for the procedure were also discussed. In the next section, a description of procedures involved in conducting the quantitative phase of this study is provided.

3.5 Quantitative study (Phase One) - Online survey

This section describes the process and justification of online survey for this phase of research. Discussions include a description of online surveys, population of study, data collection procedures including instrument development and questionnaire administration and procedures involved in analysing the data collected from the online survey. Details of these are provided in sub-sections 3.5.1 to 3.5.5 below.

3.5.1 Introduction

Various authors including Bryman (2012, p. 184; 2008, p. 45); Punch (2005, p. 101); Saunders *et al.* (2008, p. 612); Trochim (2006); Sapsford (2007, p.6); and Babbie and Mouton (2001, p. 230), have mentioned surveys as a common method of data collection in social science research. A survey is defined as “a cross-sectional research design in which data are collected by questionnaire or by semi-structured interviews” (Bryman, 2012, p. 59). Sapsford (2007, p. 12) also defines a survey as a “research style that involves systematic observation to describe a natural population and generally draw inferences about patterns of influence from systematic co-variation in the resulting data”. According to Saunders *et al.*, (2008, p. 612) the survey strategy is usually associated with the deductive approach and is most frequently used to answer ‘who, what, where, how much and how many questions’. It therefore tends to be used for exploratory and descriptive research.

This strategy was chosen because survey designs have been found to be conveniently used in the study of both large and small populations without sacrificing efficiency, time, cost and accuracy (Aina & Ajiferuke, 2002). The survey was conducted online. This is because online surveys have been known: to provide access to respondents in

distant locations; have the ability to reach unwilling participants; and the capability to generate an automated data collection, which reduces research time and effort (Wright, 2005). Babbie and Mouton (2001, p. 231) attribute the growing popularity of online surveys to advances in computer technology, from which analysis of large sets of data are made possible. In the same vein, Evans and Mathur (2005, p. 198) outline major strengths of online surveys as technological innovations; ease of data entry and global reach; flexibility; and low administration cost. Its major weaknesses were also identified as respondent's lack of online experience; technological variations; unclear answering of instructions and low response rates (Evans & Mathur, 2005, p.201; Babbie & Mouton 2001, p. 230; and Sapsford 2007, p. 110). This study involved the use of both questionnaire and interview survey methods to collect quantitative and qualitative data respectively. The anticipated advantages of either method were used to complement the disadvantages of the other.

3.5.2 Population of study and context

In the first phase of the study, 24 university libraries in the south-west zone of Nigeria were the study sites and the population of study were university librarians in those libraries. Respondents in the study were initially intended as the university librarians or their representatives; one middle management; and two lower management staff. The choice of SW Nigeria was for reasons provided earlier, in section 1.3.2. This included proximity, the researcher resides in Lagos, one of the south western states, the sizes and required types of universities. In addition 1st, 2nd and 3rd generation universities were all represented in this region. There were 15 public universities out of a total of 30 within the region at the onset of the study. These enjoy government (federal and state) support in terms of infrastructural resources for development and sustainability, staffing and technology for various developmental programmes. A number of the 15 private universities equally enjoy funding through their founders and from tuition fees from students, for the same purpose. Thus the SW zone, as at the time of the survey, had a total of 30 (15 public and 15 private) universities representing 25% of 117 universities in the country. The sample frame for the survey was drawn from two sources: *List of Professional Librarians and Library Officers in 25 federal University Libraries*; and the list of Nigerian University Libraries from the National Universities Commission website accessible at: www.nuc.edu.ng/pages/universities. A sampling frame is the listing of all units from which a sample is selected. In single-stage sampling designs,

the sampling frame is simply a list of the study population (Bryman, 2012, p. 634; Babbie & Mouton, 2001, p. 174).

3.5.3 Source of Data

The study employed both primary and secondary sources in data collection. Data from the primary source refers to the new data collected from the field for the purpose of analysis. Data from the secondary source were obtained through information from books, journal articles, annual reports and hand books, resources obtained from the University of Sheffield Star plus catalogue, as well as manuals and brochures of the universities studied.

3.5.4 Data collection procedure

Many authors, including Saunders *et al.* (2007, p. 612); Creswell (2009, p. 146); Trochim (2006); Sapsford (2007, p. 6); and Babbie and Mouton (2001, p. 230) have discussed the advantages and disadvantages of online questionnaire surveys. The disadvantage of questionnaire surveys is the fact that questions are standardized and which according to Babbie and Mouton (2001); and Seale, (2004) can seldom deal with the context of social life. According to Cohen *et al.* (2000, p. 269), the questionnaire is subject to weaknesses if only closed items are used, and if only open items are used respondents may be unwilling to write required answers. It is also argued that the standard technique of quantitative instrument development is inadequate. This is because it results in the reliance on only quantitative data to determine the psychometric properties of an instrument (Onwuegbuzie *et al.*, 2010; Seale, 2004). The authors suggest the inclusion of qualitative-based (i.e. open-ended) items with quantitative items. Seale (2004, p. 171) provides an example of studies that generated both types of data in a study undertaken by Bloch (2002), which was a sequential mixed method design. During the quantitative phase, the survey generated an amount of qualitative data as respondents commented in spaces provided for comments. In the first phase of this study, the within-stage mixed model design of data collection was applied. Thus, data was collected using a questionnaire that included structured questions (quantitative data) and one or more open ended items (qualitative data) (Johnson & Onwuegbuzie, 2004, p. 20).

3.5.4.1 Data collection instruments

Data collection instruments in the first phase of the investigation involved a quantitative online survey, developed with Lime Survey software – an online survey tool – to assess quality management practices and service delivery in academic libraries in SW Nigeria. Online surveys involve questionnaires that are self-administered either by email or via the web. In the former, questionnaires are sent by email to respondents, whereas in the latter, respondents are directed to a website to answer the questionnaires.

The study chose to use a web survey which was exploratory for a number of reasons. Firstly, there was the distance of the researcher from the country of study – the researcher was based at the University of Sheffield, United Kingdom, and it was felt that a web survey would yield faster outcomes. Secondly, the dispersed location of the sample population had to be taken into account, for which an online survey was considered to have better value, cost implications and higher levels of convenience for the respondents. Thirdly, it was also felt that responses to web surveys are automatically programmed to download into a database which eliminates the coding of a large number of questionnaires (Bryman, 2012). In addition, postal mail was particularly avoided, due to problems associated with postal services in Nigeria. The study was originally intended to be a nationwide survey but the characteristics of Nigeria with regards to provision of information and communication technology (ICT) to institutions in different parts of the country, alongside the unstable political climate, made that desire unrealistic. The study was thus limited to one of six zones of the federation, as a case study. The choice of the SW zone, apart from the reasons given in section 1.3.2, was also to enable the researcher gain easy accessibility to participants, both online and especially on the phone to encourage them to respond.

3.5.4.2 Instrument development

Online questionnaires administration was the method used in collecting quantitative and some qualitative data for the first phase of the sequential, mixed method study. The design was specifically based on the research purpose and objectives of this study (Collins & O’Leary, 2004, p.150; Onwuegbuzie & Jiao, 2007, p. 267; Sapsford, 2007, p. 102). The advantages of the online mail questionnaire suited the nature of this research and the disadvantages were taken into account while designing the questionnaire. To overcome the disadvantages, structured self-administered questionnaires, with simple, close-ended questions (where the respondent had to choose

from a selection of answers) and, in some cases, open-ended questions (where the respondent is given open questions, for example, ‘other- please specify’) were used. Thus, the online questionnaire was meant to address questions on the current status of management practices and service delivery in university libraries in SW Nigeria. The survey questionnaire had a combination of questions including:

- i. Factual questions, which were for eliciting information from participants regarding their background and environment; and
- ii. Questions about subjective experiences on quality management practices and service delivery, including questions about respondents’ opinions and perceptions, as shown in Appendix IIIA.

In developing questions for this survey, a number of sources were used from which the questions were drawn. These included quality management models and quality measurement instruments used in empirical studies in the following sources:

- i. Santos-Vijande & Alvarez Gonzalez (2007, p. 34) – *TQM and firm’s performance: an EFQM Excellence model research-based survey*;
- ii. Bou-Llusar *et al.* (2008, p. 18) – *An empirical assessment of the EFQM Excellence model: evaluation as a TQM framework relative to the MBNQA model*; and
- iii. Hernon and Altman (2010, p. 94) – *Assessing service quality: satisfying the expectations of customers*.

The models include the TQM, the EFQM Excellence Model, the BSC, the MBNQA, ISO 9000, QA, SERVQUAL and LibQUAL, respectively. These are models from which the five QM principles and practices (leadership; customer focus/satisfaction; human resource management; Process management; and performance management, see sections 2.2.4.1 to 2.2.4.5) commonly used for QM assessment were derived. The approach is analogous to that of Dow *et al.* (1998), in which a survey instrument was developed from a variety of quality management sources. The sources include the ‘*MBNQA criteria (1994), the Deming Prize criteria, the EQA criteria (1993), the Australian Quality Award criteria (1994); and Made in Britain (1992)*’ (Dow *et al.*, 1999, p. 6). They were designed to determine quality management practices and performances of manufacturing site managers. The questions in Dow *et al.* (1999) were developed by a committee of leading academics which included one of the authors, site

managers as well as the chairman of the Australian Quality Awards Foundation. Similarly, Hernon and Altman (1998) provide an example of survey questions drawn from surveys used in the retail industry to measure customer satisfaction, which they adapted for possible use in libraries. The rationale for the choice of the models is that they have been adopted or tested within HEIs globally despite their origin from industry (Becket & Brookes, 2008). According to the latter, the application of the models within HEIs has yielded a number of benefits, providing a comprehensive approach to QM that assures quality, as well as facilitating change and innovation. Because the survey was a fact-finding exercise, as earlier indicated, it was felt that a combination of criteria from these models would provide insight into the types of management practices in the libraries studied (See Table 2.1 for the models, and their related dimensions considered for the survey instrument development). The survey instrument was thus designed to assess organisational contexts in relation to QM practices and service quality delivery in academic libraries in SW Nigeria (See Appendix IIIA).

3.5.4.3 Layout of questionnaire

The instrument of the survey is a structured questionnaire which was developed using the Lime Survey online tools and which consists of 14 questions made up of 29 items. The participants were required to complete it at a specified website to be forwarded to them. There are three sections in the questionnaire. The first section is preceded by a welcome statement introducing the study and the researcher; the aims and purpose of the study; the target population; statements on confidentiality and ethical approval for the study; and contact information.

The first section (A, item 1-4, generated as A1, A8-10 from Lime Survey) of the questionnaire was in two parts. Item 1 employed close-ended five point Likert scale statements constructed to assess respondents' roles in articulating the mission and strategy of their libraries as well as meeting the objectives of the parent institution. There were seven statements and in the scoring system, each respondent was asked to rank their degree of agreement from "Strongly agree to "Strongly disagree" as shown in Appendix IIIA. Items 2-4 (A8-10) were designed as rank-ordered questions from which participants were expected to make choices that best suited their library processes. Questions were asked on quality management models in use (referred to as management strategies); the measures used to collect data; and the frequency of data collection in the university libraries. In section B (item 5) respondents were asked to indicate their

perceptions of the importance of each statement on a scale of 1-5 (where 1 is “Not important” and 5 “Very important”). The intention was to measure the respondent’s perception of quality and service delivery in their university libraries. These were in ten statements.

Section C (items 6-8, generated as C1-C3) started with three open-ended questions which were meant to elicit views on improvement efforts in management procedures and service delivery of the respondents’ libraries. Items 9-14 (generated as C41-C45) of the questionnaire were questions which elicited different forms of information on the type of institution; the role of the respondent; the number of years the respondent had been in that position; and the gender of respondents.

3.5.4.4 Pre-testing the questionnaires

Prior to conducting the actual data collection exercise, the instrument was first given to an expert (a lecturer) in quality management on one hand, and the researcher’s two supervisors, from the Management School and Information School, University of Sheffield respectively. The study depended on the experts to objectively examine the soundness and validity of the questions and also to find out how effective the questions were in generating the data needed to answer the research questions. Their comments were incorporated into the final instrument. This was to enable the researcher to avoid bad responses, distortion of data and subjectivity of responses. The questionnaire was pre-tested among librarians at the University of Sheffield and Sheffield Hallam University for comments and representativeness of the questions. Bryman, (2012); Saunders *et al.* (2007); and Babbie and Mouton (2001) point out that the pre-test subjects do not need to be a representative sample. The testing was, however, important to establish the content validity of the instrument and to improve the questions (Creswell, 2003).

Comments and suggestions from participants included demographic details such as: *“For example, their gender or type of university they work for. It might be useful to include some questions about this - and perhaps to ask them for their contact details so you can follow up interesting responses later”*; and a suggestion to replace “feedback surveys” with “feedback exercises in section A of the questionnaire” which were incorporated into the final questions. In addition, non-response to specific aspects of the questionnaire among participants required the need for improvement of the instrument. For example, a multiple-choice question “how easy is it to get

faculty/departments to select information resources for the library?” was modified as part of the five point Likert scale rating in the final questionnaire – “It is easy to get the faculty/ departments to select information resources for the library”. Another “How easy is it to obtain funding to acquire information resources for the library?” was removed from the list of questions (see Appendix XVII). Those aspects were modified, omitted or combined to ensure that questions in each section reflected the same ideas, through discussion of the contents with supervisors and consideration of ethical issues raised by the questions. This enabled the researcher to ensure the quality, clarity and accessibility of the questions to engender easy response and for easy management of the data. The final questionnaire was further pre-tested with a third year PhD student of the libraries and information societies group of the Information School, University of Sheffield, before commencement of the survey.

3.5.4.5 Questionnaire administration

The questionnaire was addressed to all 30 heads of university libraries (15 public and 15 private) in the SW zone of Nigeria. Each university library was requested to provide four responses – university librarians or their representatives, one middle management and two lower management staff – as respondents of the study. This was to give an estimated 120 responses. Sambo (in Umar & Mohammed, 2009, p. 3) has argued that questionnaire administration is more economical in terms of time and financial costs and is directly associated to survey research design. The questionnaire was administered via electronic mail, to be completed at a website and the following procedures were taken to avoid a low response rate:

- A covering letter accompanied the questionnaire that incorporated the objectives of the research; stated the significance and value of the research, as recommended by Bryman (2012, p. 673); and conveyed the importance of responding for the success of the study;
- Telephone calls were made to invite respondents and subsequently to remind them to participate in the survey;
- Link persons assisted in contacting respondents to complete the questionnaires.
- Clear background information and instructions were provided which clarified the survey’s purpose, assured anonymity/confidentiality, provided return information and offered thanks for the respondents’ time and assistance

(O’Leary 2004, p. 140). Reminder mails were sent out every week till the end of the survey, which was live between 1st of October and 4th December 2012.

The survey was originally targeted at 120 participants from 30 university libraries in SW Nigeria. Though responses were obtained from 24 out of 30 university libraries, the required number of responses from each university library was not achieved. This was because none of the university libraries surveyed provided the number (4) of respondents requested to participate in the survey. Four university libraries provided three (3) respondents each, two each from six university libraries and one (1) respondent each from fourteen university libraries. The total number of responses was 38. Twenty four of the responses to the survey were identified by the names of their libraries. The remaining fourteen responses did not provide any identification and were therefore not usable. Since there was no uniformity in response, the results obtained had to be limited to one response from each of the identified university libraries (i.e. 24 university librarians as representative of the libraries) and that was the result on which the survey was based. This change of result has consequently had an obvious impact on the overall design of this phase of study. Based on the responses therefore, the researcher opted for the use of non-parametric (descriptive and inferential) statistics in order to achieve the required results

3.5.5 Data analysis

According to Denscombe (2010, p. 239) analysis of research data tends to follow a process involving five stages which can be seen in relation to both quantitative and qualitative data. Denscombe (2010, p. 239) maintains that there are differences between quantitative and qualitative data analysis, ‘with quantitative approaches tending to shape their data more explicitly in earlier stages of the process compared with qualitative approaches’. Data analysis in mixed methods research relates to the type of research strategy chosen for the procedures (Creswell, 2009, p. 218).

Sequential mixed data analysis occurs when the QUAL and QUAN strands of a study occur in chronological order, such that the analysis in one strand emerges from or depends on the previous strand. Creswell and Plano Clark (In Teddlie & Tashakkori, 2009, p. 274) referred to these designs as “exploratory (QUAL – QUAN) design and explanatory (QUAN – QUAL) design”. Teddlie and Tashakkori (2009) name three sequential mixed data analysis strategies as: “*Sequential QUAL – QUAN analysis; Sequential QUAN – QUAL analysis and Iterative sequential mixed analysis*” (p. 274).

Data analysis in the quantitative phase of the study was based on the sequential QUAN – QUAL strategy. Descriptive and inferential statistics were conducted for the quantitative phase, using SPSS 19.0 and Microsoft Excel 2010, indicating no significant differences in management practices among the two categories of participant libraries surveyed.

3.5.6 Summary

In section 3.5 the researcher has attempted to provide a description of the quantitative phase of the current study. She attempted to discuss the process of online survey and to provide a justification for it in this phase of research. In the sub-sections, the researcher attempted to demonstrate that despite the limitations of online quantitative surveys such as low response rates and technological variations, characteristics such as capability to generate an automated data collection, which reduces research time and effort and low administrative cost, rendered online survey the best for that phase of study. Discussions also included the population of study; data collection procedures, which involved instrument development; questionnaire administration and procedures involved in analysing results of data collected from the online survey. The sections have demonstrated that the findings of the quantitative study were valid in that they represented the prevailing management practices as provided by participant libraries studied. The next section provides procedures involved in conducting the qualitative phase (two) of the study.

3.6 Qualitative study: Phase two

This section discusses the qualitative phase of the study, detailing the fieldwork which included data generation and analytical methods that were applied.

3.6.1 Introduction

Section 3.5 discussed the ways in which salient issues were addressed in order to uphold the quality of the findings of the quantitative phase of study. Section 3.6 is devoted to highlighting the on-site fieldwork pursued by the researcher for the current study. For this phase of study, primary sources of evidence involved semi-structured interviews which were used to elicit information based on results of the survey from the participant university libraries with the use of documentary evidence wherever possible; and focus group discussions for deeper insights into the study.

The study employed a multiple case study approach (Yin 2003) for in-depth exploration of management practices and quality service procedures, investigated in the first phase, across the categories (i.e. federal, state and private) of universities. This phase of inquiry was preceded by a pilot study (Chapter 5) which was undertaken for the purpose of testing the research design.

The main question this research asks is: “How are university libraries in SW Nigeria applying quality to the management of their processes?” A list of research questions and study objectives formed the bases of both the survey questionnaire in the first phase and questions posed for participants for this phase of study. The current study also involved ascertaining the applicability of a common quality management framework for academic libraries in SW Nigeria. Interviews conducted in this phase were meant to serve as explanatory devices for the identification of variables and relationships in order to build on the results of the quantitative phase. Figure 3.2 presents a sequential explanatory mixed methods design in which qualitative data is meant to build on findings uncovered in quantitative inquiry.

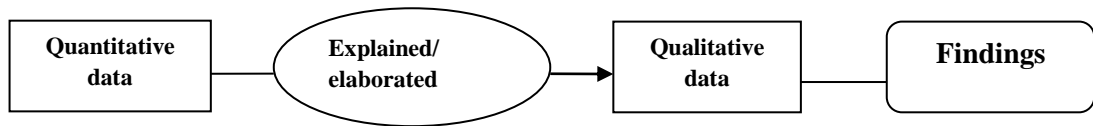


Figure 3.2: Explanatory sequential design

3.6.2 Fieldwork and data generation procedure

Fieldwork was carried out between 28th August and 16th October, 2014. Fieldwork is here referred to as the research tasks carried out by interacting with people in their natural setting or environment. Spradley (1980) observed that fieldwork takes place in a social setting. In mixed methods research, a qualitative study could be conducted to inform a quantitative phase of study or vice versa.

The case study which was meant to explore in more detail, management practices and quality service procedures investigated in the first phase, involved semi-structured interviews, documentation and focus group discussions. The procedure of inquiry into this phase of study was similar to that of the pilot study (See section 3.7) and it involved in-depth, semi-structured face-to-face interviewing and interactive discussions with focus groups. Participants were informed and constantly communicated with through different electronic media (emails, text messages and phone calls) four to eight weeks before commencement of the interviews to allow them ample time to fix interview dates. Once a library agreed to participate, information on the study was emailed to the head of library, followed with a telephone call to confirm receipt (Appendix XI). The interviews covered participants' views about quality management practices, service delivery and were giving opportunity to suggest how the existing management procedures and service delivery could be improved. In addition, background demographic data of each participant were collected. A total of 15 university librarians and 73 members of 10 focus groups participated in this study. The list of the university libraries studied is found in Appendix I.

3.6.3 Semi-structured interviews

The qualitative phase of this study involved semi-structured interviews for the purpose of exploring and elaborating on the results of the first, quantitative phase of the study (Creswell *et al.* 2003). Semi-structured interviews are commonly used for qualitative

data as it is considered to be useful for conducting exploratory, explanatory and evaluation studies (Rossman & Wilson, 1985). It was chosen for this study because it offers flexibility and provides structure to the interview procedure. The procedure allows the investigator to introduce variations in interview questions, depending on the nature of events within particular organisation (Saunders *et al.*, 2007). Interview questions were based on the objectives and in line with the research questions of the study. Data were generated through face-to-face interviewing and a focus group session: firstly through an initial interviewing procedure, to pilot the interview guide for the purpose of validating the questions, before the main study.

3.6.4 Interview guide development

The interview guide was structured in three sections in line with the research objectives and questions. This reflected the various concepts and their related elements identified for this study. The guide was preceded by an introductory section comprising an interview schedule and a brief introduction to the study and the purpose of the interview. Section A consisted of questions on management practices, focusing on principles of leadership and process management; questions in section B were based on perceptions of service quality and factors influencing QM implementation; while section C asked questions on libraries' quality improvement efforts, factors that militate against quality management implementation and closing remarks from the researcher. These constituted a set of semi-structured questions that were posed to all interviewees. This is justified in multiple-case studies because it is used to ascertain cross-case compatibility (Bryman & Bell, 2007). Moreover, the researcher was able to apply some flexibility in the process of interviewing in order to elicit more detail from the interviewees (King, 2004). This was achieved, through the flow of discussions, with the introduction of follow-up questions in the course of interviews. Topics for the study had been sent to participants a few days ahead of the interviews to enable participants to familiarise themselves in readiness for the interviews (See Appendix XIII).

3.6.5 Interviewing

At the commencement of each interview, a participant was informed by the researcher that she was a PhD research student from the University of Sheffield; that her research project had obtained ethical approval and was supervised by Dr Barbara Sen in the Information School. Signed consent forms were thereafter collected from participants (Appendix XII). The interviews were mainly open-ended and exploratory – the type of

interviews described by Schensul *et al.* (1999) as those that focus on expanding the researcher's knowledge of areas about which little is known. This was addressed through the use of an interview guide.

This researcher tried to maintain high quality interviewing by expressing interest in the participants, avoiding offering opinions and making judgements. This allowed participants to discuss freely and maintained an open flow of information. It also enabled the researcher to discover other issues to raise in future interviews, though within the frame of the interview guide. During the interviews the researcher could pick some terms that had been used by participants to prompt their memories to expand on the original expression. For example: 'You mentioned that the library provides enabling communication channel. What do you mean by enabling communication channel? This encouraged them to talk and go into more detail. Spradley (1979) suggests that restating gives the participant assurance that the researcher is listening and not interpreting from her own viewpoint.

At the end of each interview, the researcher made notes of key issues raised. The interviews which lasted between thirty (30) to forty-five (45) minutes were tape-recorded using Olympus DSS voice recorder, with permission of the interviewee. The interviews were transcribed verbatim and managed with the aid of NVivo 10. The researcher also sought permission and corporation of participants to review transcribed data with the latter wherever this was found to be appropriate, for confirming and properly representing the data.

3.6.6 Focus groups

The investigator also conducted focus group discussions – with an average of seven participants – in addition to the semi-structured interviews in all participating libraries. The rationale behind this exercise was to obtain perceptions of a cross-section of participants from the lower management level, on service quality in their libraries and their understanding of the research topic. Cavill (2002, p.4) describes focus group research as 'a valuable way to explore people's perceptions, impressions and manners of thinking about products, services and opportunity'. It typically consists of six to eight participants, though it could also depend on the population, structure and tasks involved (Patton, 2002), with the session usually requiring one or two hours' participation. The main purpose of focus group discussion was to have an in-depth understanding of a phenomenon. Gorman and Clayton (2005) describe it as a time

saving approach because it collects data from a number of people with different perspectives at the same time. Organising a focus group requires that the researcher organises a setting to which the selected group will be happy to come and feel at ease to take part in the discussion, where the researcher usually serves as the moderator. In emphasising the usefulness of focus groups, Gorman and Clayton (2005) indicate that focus groups are suitable for the last procedure when collecting data for the purpose of verifying a discovery and finding behaviour. Patton (1987) equally adds that focus groups provide some quality controls and balance checking among participants for possible avoidance of extreme opinion issues.

There are however, some limitations associated with focus groups. Several studies (e.g. Bryman, 2012; Ritchie & Lewis, 2003) mention the possibility of the researcher's inability to control the session while interviewing the group at the same time; difficulty in the analysis of data; and the possible influence on some participants by the norm of their group. Collis and Hussey (2009) also point to the problem of ensuring issues are covered in sufficient depth, recording and time, as well as ability to control unguarded statements. However, in conducting focus groups for this study, the investigator was able to gather valuable information on the phenomenon of study, whilst taking into consideration some of the weaknesses associated with the exercise. For example, an interactive discussion with academic librarians about QM practices and quality service delivery provided a deep insight into how the notion is generally considered. This aspect of the study therefore helped to build on the interviews and to further provide insights into the findings of the quantitative phase of the study by eliciting views of librarians other than the heads of libraries.

3.6.6.1 Procedure

The exercise was intended to facilitate interactive discussions and the sharing of understanding and views on quality service delivery in academic libraries under study. Questions for this purpose were qualitative, and were based on study objectives and the research questions highlighted in section 1.6 and sub-section 1.6.1 respectively. Questions were also developed in line with Krueger's (2002) suggestion that focus group discussion should be posed in a conversational manner in order to aid useful discussion (See Appendix XIII). Questions for this purpose were equally tested with similar levels of participants, in a pilot study to ensure clarity, prior to administration. Focus group participants were drawn from different sections and units of the libraries

such as acquisitions; cataloguing; readers' services; automation or multi-media units; and faculty/college libraries. The intent was to discover the extent to which participants' views were similar or different in various libraries. This was with a view to obtaining input from functional personnel within the libraries. Due to time constraints, the sessions were mainly allowed to follow the interviews. After permission to conduct the group discussion was granted, the researcher was introduced to lead focus group participants who coordinated the sessions. In some instances, the researcher was permitted to relate with the contact persons used earlier in the online survey, for constituting the focus group. This was to ensure that there was less influence from library management on the sessions.

Topic guide for the focus group were also sent a few days ahead of commencement of the sessions, for participants to familiarise themselves with the topic of discussion. During the sessions, some participants initially exhibited reluctance to take part until they observed the flow of discussion by other colleagues. The sessions lasted between sixty (60) and ninety (90) minutes.

3.6.6 2 Documentary evidence

Documentary evidence pertaining to the organisations was also obtained wherever possible. The use of documents as sources of data collection in LIS research is useful for correct and thorough description of research sites by researchers. For this study, an analysis of internal documentation from the library, such as mission statements, strategic plans, organisational structure and annual reports were used to search for the libraries' policies in relation to QM. The documents assisted to facilitate the understanding of the prevailing situation in the case libraries regarding QM practices and service delivery.

3.7 Pilot study

The pilot study was meant for the second (qualitative) phase of the study, to test the usability of the preliminary conceptual framework of the study discussed in chapter 2, and to look at the feasibility of the research design developed in chapter 3 of the study respectively. A pilot is described as a preliminary trial research which is essential to the development of reliable and valid research processes for carrying out actual studies (Lewis-Beck *et al.*, 2004). A broad definition of a pilot study refers to a small-scale version of a main research study conducted in its initial phase by resembling the

proposed research methods and field procedures in detail (Fowler, 2002). The pilot work enables researchers to assess the feasibility of their main study; hence data from a pilot study can illustrate the researcher's potential to achieve a proposed study. This pilot study was undertaken in light of the broad definition and in line with the case study approach described in section 3.4.1.

The objective of the pilot study was to test the data collection tools and to assess the designed process of the researcher's main case study research. Thus the pilot study was conducted to: first ascertain whether the preliminary development of a theoretical basis for QM implementation and practice would be applicable in an academic library similar to the real cases to be studied by the investigator; secondly, examine how the research questions would be answered by the pilot case evidence; thirdly, pre-test and improve the case study instruments (semi-structured interview guide, document analysis form and focus group discussion guide) if required.

The researcher employed a single-case study design to collect, analyse and report the preliminary data in the pilot study. One academic library from a public university was chosen for this exercise. The choice was due to reasons ascribed to the choice of public academic libraries interviewed in the main study, such as funding, staffing and resource availability (see chapter 3, section 3.5.2). The study involved semi-structured interviews with a university librarian, analysis of documentary evidence and a focus group discussion with non-management members of staff respectively. Transcripts of data collected from the pilot study were transcribed and coded on the basis of terminologies named by participants and the relevant literature. A within-case analysis of the pilot study was done (Chapter 5), primarily for the purpose of refining and modifying the case instrument, which formed the basis on which investigation for the second phase of study was built. Importantly, the investigator applied ethical consideration in the conduct of the exploratory pilot study and thereafter in the main study. This involved seeking informed consent, assurance of confidentiality of the data gathered and anonymity of the results. Details of method of data collection and analysis in both the pilot and actual case studies are discussed in ensuing sections.

3.8 Research quality

This section looks at issues relating to quality of the research which includes, ethical concerns, validity and reliability

3.8.1 Ethical issues

All social research are known to involve ethical issues. This is because the research involves collecting data from people and about people (Bryman, 2012, p. 145; Punch, 2005, p. 276) and, as a result, researchers are required to consider issues of privacy and confidentiality. In order to protect the rights of participants in the survey, this research adhered to the ethical research procedures and the ethics guidelines of the Research Ethics Committee of the University of Sheffield. The following ethical issues were therefore addressed: informing participants that involvement in the survey was voluntary; assuring participants that the risks of inconvenience and discomfort would be minimal because the research did not involve sensitive information; assuring participants that privacy and confidentiality would be maintained in any published documents of the study, as well as reciprocity and feedback of results; soliciting informed consent from participants. The researcher consequently obtained ethical approval (Appendix XVI) from the University of Sheffield Research Ethics Committee before commencement of this research project.

In the second qualitative phase of the research, participants' permission were obtained through their heads of libraries who, also as participants, had granted the investigator permission to conduct interviews and focus group sessions in the selected case sites. The main issues relating to qualitative research that were addressed were those concerned with maintaining ethically responsible conduct. These were informed consent, privacy and confidentiality of the data to be collected and assurance about anonymity of the results to be reported to participants. Information sheets were mailed to participants eight weeks prior to the study, to seek their consent to participate in the sessions and to provide time for them to decide on their participation (Appendix XI). Details contained in the information sheets were the title of the study, purpose of study and research methods. Participants were also informed about the need to sign the consent form before commencement of the sessions. This was to ensure participants' clear understanding of the implications of their actions before agreeing to be interviewed. Participants were also informed a few days before the interviews for

confirmation of dates and times of the exercise. Names of all participants were replaced with their job designations in order to keep to their anonymity.

3.8.2 Validity and reliability

This study undertook to address matters concerning its quality by ensuring that results obtained in both phases were valid and reliable. Validity and reliability are the important criteria for evaluating the accuracy and precision of research findings. This section provides information on conducting valid and reliable research as well as an illustration of ways in which the current study maintained research quality criteria.

3.8.2.1 Validity

Validity is defined as the degree to which “a data collection method measures what it is supposed to or intended to measure” (Saunders *et al.* p. 614). Bryman (2012, p. 717) argues that it is vital for a test to be valid in order for the results to be accurately applied and interpreted maintaining that validity in both qualitative and quantitative research serves the purpose of checking on the quality of the data and the results. Creswell (2009, p. 219) suggests that an emerging field of study is beginning to consider different validity for mixed methods on one hand and for single study methods on the other. Onwuegbuzie and Johnson (2006, p. 55) equally report the development of a bilingual nomenclature for mixed methods research and have called validation, *legitimation*. The legitimation of the mixed methods study, according to Creswell (2009), relates to assessing trustworthiness of mixed methods data and subsequent interpretations – i.e. many phases of the research process, from philosophical issues to inferences drawn and to the value of the study for consumers.

As this research involved two distinct inquiries, some of the findings of the first (quantitative) phase were explored in depth in the qualitative study with a larger population, taking into consideration potential threats to the validity of the research. It is also with the intention of improving transferability, ensuring contextual clarity and remaining true to the research. Creswell (2009, p. 218) recommends that qualitative researchers engage in at least two procedures for validation, including triangulating among different data sources and thick description. The researcher believes the former and has used it to add depth to analysis of data in order to provide a full picture of QM practices and service delivery in university libraries studied.

The researcher also tried to build a trusting relationship with respondents by making personal visits to the various research sites to explain the importance and benefits of this study to their libraries in particular and to the academic library system in Nigeria. Moreover, the progress of and findings from the study were reported at supervisory meetings. Generally, attempts have been made to ensure that the methods used are replicated and consistent and that the approach to and procedures for data analysis have been reported and justified, while the process of theme generation was also reported.

Triangulation

One of the best ways generally known to increase validity and reliability in qualitative research is triangulation (Seale, 2004; Babbie & Mouton, 2001). A number of authors (Creswell, 2009; Gorard & Taylor, 2004, p.42) explain that triangulation enables a more holistic view of a problem. Creswell notes that triangulation among different sources of data enhances accuracy of their study. Gorard & Taylor, on the other hand assume that the desired outcome from triangulation is for new material to synergise from the triangulated material. Four types of triangulation are identified by several authors (Seale, 2004, p. 77; Creswell 2009, p. 218; Bryman, 2012, p. 392). These include:

Methodological triangulation, where findings generated by different data collection methods are checked and compared for consistency; triangulation of sources, where consistency of data sources within the same method (e.g., interviews, observations, focus groups, documentary evidence) are compared; investigator triangulation, where multiple analysts (interviewers, discussants, observers) are used to review findings; and data, theoretical triangulation, where data are interpreted from different theoretical perspectives.

According to Seale (2004), methodological triangulation is frequently cited as a rationale for mixing qualitative and quantitative methods in a study. All four types of triangulation have been used in this research. For example, the researcher employed methodological triangulation to integrate results from the first (quantitative) phase of the study (online survey in Chapter 4) and the second qualitative phase (interviews and focus group discussions in Chapters 6 and 7). A within-method triangulation, that is, an integration of the findings from the surveys, interviews and focus groups; and between-method triangulation, that is a comparison of the findings from the questionnaires, the interviews, and the focus groups. Data from the two different sources of the qualitative phase (interviews and focus groups) have been combined to identify similarities and

differences, in order to provide an in-depth explanation of the findings. In addition, initial findings have been referred to participants, especially focus groups in a number of instances, for member checking to avoid reporting from the researcher's perspective, as discussed in Chapter 7. Finally, the data from the surveys, interviews and focus groups have been examined within the theoretical context of two sources of information – quality management models and institutional theory. The validity of in-depth and semi-structured interviews is considered very high, due to the advantages derived from flexible and responsive interactions between the interviewer and study participants in covering interview topics (Saunders *et al.*, 2007). Based on this assumption therefore, participants were encouraged and stimulated to give the required data through advanced preparation for the interviews.

3.8.2.2 Reliability

“The reliability of a measure is described as the extent to which a research is neutral in its effect and consistent across multiple occasions of its use” (Denscombe, 2010, p.298; Sekaran, 2003). Cohen, Manion and Morrison (2000, p. 105); Seale (2004, p. 74) “argue that reliability is a necessary but insufficient condition for validity in research because reliability is a necessary precondition for validity”. According to Bryman (2012, p. 173) and Hernon and Schwartz (2009, p. 74), “although reliability and validity are analytically distinguishable, they are related, because reliability presumes validity”. Bryman (2012) argues however, that it should not be assumed that, if one exists, the other necessarily does too.

In practical terms, the researcher has endeavoured to maintain the trustworthiness of this thesis by ensuring that the precise parameters of the study have been stated as clearly as possible. This involved indicating who (study population) was, where, how and when the studies (online survey, interviews and focus groups) were conducted. Attempts have also been made to ensure that the social contexts and situations of the research were clearly identified, while methods and procedures for analysing mixed methods data were clarified to ensure that the methods used were reproducible for other researchers. Moreover, the procedures involved in generating sub-themes and categories from coded data to delineate study themes were thoroughly documented, while care has been taken to ensure that findings presented were representative of views expressed by participants and that quotations used were also from a wide range of study participants.

3.8.3 Summary

In section 3.8 the researcher has illustrated the ways in which issues relating to quality of research were addressed in the study. The researcher demonstrated ways in which pursuing a clear research focus is achieved, by adhering to ethical issues relating to participants in the study and ensuring valid and reliable research through triangulation of data. Moreover, issues concerning validity and reliability of findings in mixed methods research and building a trusting relationship with participants were considered in the course of the inquiry.

3.9 Research context

Section 3.8 has discussed the ways in which issues relating to quality of research were addressed in the study. The focus in section 3.9 is a description of the research context which includes the study setting and population, organisational structure of the cases, procedures involved in data generation and analytical method applied in making sense of the data.

3.9.1 Case description

Fifteen university libraries participated in the main study interviews which were granted by their heads of libraries. In one of these, two interviews took place (in a public university library), one with the university librarian and one from a representative of the university librarian who had granted an initial interview, to make a total of sixteen interviews. The cases were chosen because first, they participated in the online survey conducted in the first phase of this study and secondly, because of reasons attributed to the choice of both public and private academic libraries for the study, such as funding, staffing and resource availability (See chapter 1, section 3.2 and chapter 3, section 3.5.2). These libraries provide services to both categories of staff (academic and administrative) and students of their institutions. Focus group discussions were also conducted in ten (10) of the case libraries. Criteria for selecting the ten libraries, apart from their categories were also to ensure that the libraries could provide rich information. There were a total of seventy-three (73) participants for the focus group sessions conducted. The sample population of interview and focus group participants is presented with background information in Tables 3.3 and 3.4 respectively.

Table 3.3: Interview participants

| Position | Gender | Highest educational qualification | Years of assignment/ working experience | Areas of work interest | | |
|-----------------------------------|-----------------------|-----------------------------------|---|--|-----------------|------------------------|
| | | | | Technical services | Public services | Information technology |
| University Librarians/ Directors | Female: 5 Male: 10 | Master (MLS) :7 PhD: 8 | <5 years: 12 5 – 10 years: 3 | <ul style="list-style-type: none"> ▪ Management and policy issues ▪ Human resources ▪ Budgetary considerations ▪ Improvement strategies ▪ Professional activities ▪ Overall general duties | | |
| Senior Librarian (Middle manager) | Female: 1 | PhD | 12 years | Supports head of library in delivering customer services | | |
| Total | 16 | | | | | |

Table 3.4: Focus group participants

| Focus Group Participants | | | | | | |
|------------------------------|-----------------------|----------------------|---|----|----|----|
| Principal/ Senior Librarians | Female: 14 Male:15 | Master: 25 PhD: 4 | 5 -10 years: 6 11 -15 years: 8 20 – 25 years 11 >25 years: 4 | 9 | 14 | 6 |
| Assistant Librarians | Female:20 Male:24 | Master (MLS): 44 | < 5 years:12 5 – 10 years:25 11 – 15 years: 7 | 13 | 20 | 11 |
| Total | 73 | | | | | |

3.9.2 Organisational structure

The organisational structure of the cases were also presented based on the type of university library (See Chapter 1, sections 1.3.2 and 3.3.1.1), while the meaning of quality and QM as given by respondents were analysed in relationship with the five QM principles.

This section provides a snapshot of the 15 university libraries with each library given an institutional descriptor – ‘F’ for federal university; ‘S’ for state and ‘P’ for private university to distinguish them from each other. These include numbering of cases according to the sequence of the interviews and focus groups respectively (See Appendix I). Due to the large number of cases, the case description is summarized and presented in a matrix; providing a general background which includes the size of library; student and staff population; resources/seating capacity; mission statement; and

quality assurance and quality service declaration of the cases wherever possible, in Appendix I.

All participants interviewed had LIS background and are chartered members of the Librarians' Registration Council of Nigeria (CLN). Eight of the fifteen heads of libraries interviewed had Ph.D. degrees while the rest possessed masters' degrees in library and information studies (MLS). In two federal university libraries, four of those who participated in the focus group sessions had Ph.D. degrees with three in F1 and one in F2 respectively. All other focus group participants had MLS degrees (Tables 3 & 4).

A review of organizational documents showed marked similarities in organizational structures of both public and private university libraries. Nearly all the universities studied are currently running collegiate systems and as such their libraries were redefining services to meet the new developments in the institutions. There were however some variations in nomenclature with regard to names of units and departments among both types of universities. For example, Readers' Services Department in public university library was referred to as Public Services Department among private university libraries. Consequently, an organizational chart of one of the case libraries is presented in Appendix IIA.

3.9.3 Administrative documents

Four case libraries (two public and two private) had documented mission statements which were handed to the inquirer as administrative documents for evaluation and analysis. These were tagged F1 - DE1, F5 - DE1; P3 - DE1; and P5 - DE1 respectively (See Appendix I for institutional descriptors of the case libraries and Appendix IIB for administrative documents). In two cases, participants indicated that they had mission statements though admitted that there were no official documentation, so the other nine participants did not have mission statements.

None of the case libraries had QM systems developed purposely for their libraries. Their operations in terms of resources and service provision are in compliance with the objectives of their host institutions. However, F1 and two private university libraries – P1 and P3, indicated that they were operating in compliance with standards prescribed by their universities' Quality Assurance Directorates. The public university (F1) expressed in addition, compliance with the mandate of SERVICOM – an agency

institutionalised by the federal government to ensure that there is quality in the services provided in all units of the university.

3.9.4 Analytical procedure

This sub-section details procedures employed by the researcher in order to organise the qualitative data for better analysis in the second phase of study. Data analysis for this phase of study was informed by Ritchie and Lewis' (2013) hierarchy of thematic analysis, namely; descriptive accounts, typologies and explanatory accounts. Descriptive account is explained as involving the detection, categorisation and classification of the content and dimensions of phenomena. Typology refers to specific forms of classification that help to describe and explain the segmentation of the social world, while an explanatory account is mainly developed at a later stage of analysis when descriptive and typological work has been undertaken. It may involve finding patterns of association within data and then attempting to explain why the patterns occur or build explanations from other evidences. This study has thus used thematic analysis, specifically using a technique called framework analysis. This analytical method described in more detail in the next sub-section is a new approach to qualitative data analysis which has gradually gained popularity in the social sciences (Dixon-Woods, 2011). According to Beverly *et al.* (2004), it provides numerous benefits over theoretical analysis, like grounded theory and directly follows on from undertaking a systematic review of the literature.

Framework analysis is described as a method developed for applied policy research, at the Centre for Social Research, which uses a matrix-based procedure for ordering and synthesising data and follows a highly structured approach to organising and analysing data (Carrol, Booth & Cooper, 2011; Ritchie *et al.*, 2003; Lacey & Duff, 2001; Ritchie & Spencer, 1994). Developed in the 1980's, framework analysis shares common features with other types of qualitative analysis especially thematic analysis as it allows collection of data before analysis begins. The framework method assists in effectively storing and managing the original data obtained from study participants. It also allows systematic treatment of all similar units of analyses as well as within and cross case analysis of data. There are five distinct, though highly interconnected stages involved in framework analysis (Ritchie & Spencer, 1994; Lathlean, 2006):

1. Familiarisation – which involves reading and familiarisation of the transcripts;

2. Identifying a thematic framework – usually rooted in initial a priori themes and subsequently guided by emergent and analytical issues;
3. Indexing – involves application of the thematic framework systematically to the data;
4. Charting – creating charts of the data by copying data from the original content and rearranging them in chart form according to themes;
5. Mapping and interpretation – involves searching for patterns, association, concepts and explanations in the data.

Framework analysis provides several advantages over other forms of qualitative analysis (Ritchie & Spencer, 1994) like in grounded theory where a theory emerges from the data following a rigorous and structured analysis (Glasser and Strauss, 1967; Strauss and Corbin, 1998; Lacey & Duff, 2001). Framework analysis is generative as it is heavily driven by original accounts of and observations of participants and enables associations between and within cases to be made.

There are arguments and concerns raised about the approach because it is primarily a deductive approach and not involved with theory generation. However, the method offers certain pragmatic advantages which might work within the constraints of academic library management procedures and service delivery. Moreover, the exploratory nature of this study has informed adoption of this approach in order to justify the research endeavour by presenting the original account of the study as well as reflect its pragmatic nature. The practical outlook of the analytical procedure was, for example, evident in its accommodation of categories and sub-categories from the data which fell outside the themes of this study.

The analytic process equally focused on the identification and description of themes established from the literature, as well as the development of codes to represent the identified themes and thereby promoting a more discursive interpretation of data. The process of analysing data involved reading, coding, reviewing and revising codes, topics, categories in reference to the themes of study and taking notes. This was meant for identifying emerging ideas from data, such as similarities and differences of within cases, i.e. interviews and focus groups on one hand and same across the cases. References were frequently made between the notes, transcripts and the audio recording to ensure the discourses provided sense of understanding QM concepts. The process of data analysis was carried out with the aid of NVivo 10, the application tool for qualitative data analysis. Finally, an integration of results from phases one and two

(quantitative and qualitative) of the study was subsequently made to form the basis for drawing conclusions and making recommendation for the study.

3.9.4.1 Coding

Analysing the data gathered from the transcripts of the interviews and focus group was as explained in sub-section 3.9.4, carried out using framework method (Ritchie and Spencer, 1994). This involved the following stages of activities: firstly, getting familiarised with transcripts for this study required reading iteratively, with confirmation from the audio recording. This was done in order to get acquainted with the transcripts and at each stage of reading, focusing on different aspects of the respondents' presentation regarding the phenomenon under study.

The task of data coding was carried out through theory driven code development, one of three methods proposed by Boyatzis (1998) and described as the most frequently used approach in social science research. During the next stage, transcripts were open coded to identify relevant issues emerging from the data using NVivo 10 software (See Appendix XIV). The third stage was the process of identifying and grouping of codes into initial categories and further identifying sub-categories, noting the relationship of codes with concepts within QM principles as shown in (Table 3.5). The fourth stage involved refining and indexing of categories and sub-categories under themes of QM principles established for the study, namely; leadership, customer focus and satisfaction, human resource management, process management and performance measurement (See Table 3.6. This was followed by charting the data into a framework matrix which involved copying of relevant quotes from the original data and pasting in a chart, for further categorising the data within the themes and for comparison within and across cases.

Charting was made under statements such as management practices and procedures, perceptions of service quality, and improvement efforts (Table 3.6). This was also intended to match the strategies of QM implementation which are content and process within the academic library context as identified in the study. Analysing the data involved reading, coding, revising codes in relation to themes of study and taking notes. In the process, ideas emerging from data analysis such as similarities and differences between interviews and focus group sessions were noted. The fifth and final stage of the framework analytical process – mapping and interpretation – is described by Ritchie *et al.* (2003) as crucial in synthesising the data. It involved clarifying ideas by

identifying associations between QM concepts and implementation factors in the two studies. A general pattern of responses and association of concepts which was derived from both interview and focus group studies is presented in Appendix XV. Three colours were used to map individual responses by cases on one hand and wherever associations occurred. Interview responses were mapped in green, focus groups in yellow, while responses from both cases were mapped in purple colour.

Reading the study transcripts revealed expressions on meaning of quality and the concepts of QM given by participants. These definitions were categorised separately from other themes of study with QM as the general term. The research also revealed several phrases and expressions describing participants' views, opinions and perceptions about QM. These phrases and words were identified as categories and sub-categories of the five themes of study – leadership, human resource management, customer focus and satisfaction, process (library resource) management and performance measurement. As earlier mentioned, there was an emergence of categories and sub-categories from the data that fell outside the scope of the original themes of study and which had not been considered in the literature. These included phrases that reflected academic library practice such as quality standards, QM framework and library policies; principle of library and information science; and activities of government and professional regulatory bodies. These were indexed along with other categories and sub-categories that emerged from the study. They were, however, not included in the charting and mapping stages as they did not directly reflect the five themes of study. The new codes were nevertheless, accommodated as useful aspects of the study that reflected the role of the internal and external environmental factors in QM implementation in research question (RQ) 8. This provided the opportunity for evaluating them with other categories and sub-categories at the discussion stage in line with the deductive nature of the framework analytical method.

3.9.5 Summary

Section 3.9 provided a description of the study setting and population of study which include the organisational structure of the cases. The section provided a detailed discussion of the procedures involved in generating data for the study, including a pilot study to test the usability of the research questions and topic guide; while the analytical method applied in making sense of the data is also discussed.

3.9.6 Conclusion

This chapter presented and discussed methodological issues relevant to the study and research approach. Pragmatic paradigm was presented as the worldview and sequential explanatory mix methods research was demonstrated as the most suitable approach to the study. This was because of the potential to allow in-depth study of the phenomena and study participants from different managerial levels.

The chapter described how the researcher addressed ethical issues relating to the conduct of the study. The researcher also discussed strategies such as paying attention to issues of validity and reliability of the research. A detailed discussion of the research approach, including sampling methods, case description as well as data generation methods, is provided.

The chapter also presented a detailed analytical approach for the two-phased research. Data analysis in the first phase involved descriptive and inferential statistics using SPSS 19.0 and Microsoft Excel. Ritchie and Spencer's (1994) framework analysis and its application to the second phase of study with the aid of NVivo 10 software, is discussed. A detailed description of how categories and sub-categories were identified in relation to the themes of the study is provided. The analytical approach enabled the researcher to identify threads of meaning in the study and constituted a critical step towards concluding this phase of the research. This provided the basis for making interpretations and implications for practice, strategy and policy. The chapter has therefore laid a solid foundation for Chapters 4 to 7, which consist of the detailed analysis of the data; Chapter 8, provides an assessment of the levels of maturity of the libraries from the responses provided, based on the themes of study. In Chapter 9, an interpretation of the findings from the two phases of study was provided; while Chapter 10 discusses the conclusions, key findings, highlights implications of the study and provides suggestions for future research and practice.

Table 3.5: Summary of categories and sub-categories

| | | |
|---|--|--|
| <p>Library management</p> <p>1.1 Characteristics of library operations 1.2 Deploying strategies to overcome challenges 1.3 Effective management of resources 1.4 Excellence 1.5 Leadership styles 1.6 Manage and report on human capital 1.7 Meeting objectives of the university 1.8 Mission statement of the library 1.9 No stability in the management system 1.10 Organisational structure 1.11 Planning and control 1.12 Strategic plans 1.13 Vision and mission (of the institution) 1.14 Vision and mission of the library</p> | <p>Customer services</p> <p>2.1 Meet research needs of the faculty 2.2 Commitment to library services 2.3 Cordial working relationship with the students 2.4 Current awareness services 2.5 Increased patronage of the library 2.6 Marketing of resources 2.7 Professional competencies to provide quality services 2.8 Public relations 2.9 Reading culture is lacking</p> | <p>Quality in our services</p> <p>3.1 24-hour service 3.2 E-library services 3.3 Enabling communication channel 3.4 Meeting user needs with products and services 3.5 Online services 3.6 Remote access to resources 3.7 Seamless service to our clientele 3.8 Services to the physically challenged users</p> |
| <p>Information literacy</p> <p>4.1 Digital literacy 4.2 Information literacy & bibliographic Instructions 4.3 Practical orientation 4.4 Re-engineer the orientation of users 4.5 User education</p> | <p>Communication</p> <p>5.1 Disseminating information 5.2 Feedback from users 5.3 Library-faculty relationship 5.4 Relationship with external user community 5.5 User involvement</p> | <p>Staff development</p> <p>6.1 Capacity building 6.2 Employee empowerment 6.3 Quality of personnel 6.4 Staff training 6.5 Recruitment of staff 6.7 Para-professionals</p> |
| <p>Personnel management</p> <p>7.1 Career progression for librarians 7.2 Communication with employees 7.3 Cooperation among colleagues 7.4 Disciplinary committee 7.5 Employee compensation 7.6 Format of staff evaluation is defective 7.7 Motivation of library managers 7.8 Motivation of staff at lower levels 7.9 Multitasking 7.10 Positive change attitude to work</p> | <p>Personnel management contd.</p> <p>7.11 Re - orientation 7.12 Staff appraisal and promotion 7.13 Staffing situation 7.14 Staff welfare 7.15 Teamwork</p> | <p>Library resources development</p> <p>8.1 Content 8.2 Funding 8.3 Institutional repository 8.4 Processes 8.5 Serials acquisition 8.6 Electronic resource subscription/usage 8.7 Electronic signage</p> |
| <p>Library resources management</p> <p>9.1 Access 9.2 Automation 9.3 Digitisation 9.4 Faculty library services 9.5 Online public access catalogue (OPAC)</p> | <p>Infrastructure</p> <p>10.1 Alternative power supply 10.2 Electricity is our major challenge 10.3 Environment - External 10.4 Environment – Internal 10.5 Library seating capacity</p> | <p>Technology and service quality</p> <p>11.1 Hybrid library 11.2 Paradigm shift 11.3 Technology adoption 11.4 Technology has been of tremendous help</p> |

| | | |
|---|---|--|
| <p>9.6 High level of bandwidth 9.7 Stock evaluation 9.8 RFID technology 9.9 Security system</p> | <p>10.6 Power Supply 10.7 We enjoy consistent electricity</p> | <p>11.5 Virtual driven library</p> |
| <p>Financial resources (Leadership) 12.1 Budget 12.2 Cost consideration is very important 12.3 Autonomy 12.4 Resource allocation 12.5 Funding is very important 12.6 Inadequate funding 12.7 Intervention funds 12.8 Very little comes from internal budget</p> | <p>Performance measures- staff/students 13.1 Evaluation of services 13.2 Indices for measuring professional issues 13.3 Measuring staff performance 13.4 Online statistics 13.5 SWOT analysis 13.6 We compile statistics</p> | <p>Quality improvement 14.1 Service for visually impaired users 14.2 A major achievement we have is off-campus access of our electronic resources 14.3 Future plans 14.4 Innovation 14.5 Trends in services delivery 14.6 Upgrading quality 14.7 Collaboration</p> |
| <p>Library QM implementation 15.1 Barriers 15.2 Common goal about library quality 15.3 Enablers 15.4 To me there is no quality management 15.5 University- wide initiative 15.6 We do have QM policies and QA methods in place 15.7 We don't have any written document 15.8 We do not have any prescribed tool</p> | <p>Professional regulatory bodies 16.1 Committee of university librarians of Nigerian universities (CULNU) 16.2 Librarians' registration council of Nigeria (LRCN) 16.3 Nigerian library association (NLA)</p> | <p>Quality standard 17.1 Benchmarking 17.2 Certification 17.3 Code of ethics quality 17.4 Collaboration 17.5 Is there really a standard? 17.6 Maintaining quality service 17.7 Minimum standard 17.8 Put checks and balances on our services 17.9 Quality assurance 17.10 Quality assurance unit 17.11 Quality control 17.12 Standardization 17.13 Standards</p> |

| | | |
|---|--|---|
| <p>Quality management framework</p> <p>18.1 As of now, we do not have any prescribed tool</p> <p>18.2 Common quality management framework</p> <p>18.3 Generally, in the country there are no certification for quality</p> | <p>Library and information science</p> <p>19.1 Curriculum in Nigerian library schools are still traditional</p> <p>19.2 Librarianship is a kind of different discipline</p> <p>19.3 Librarianship of scarce resources</p> <p>19.4 Library school curriculum</p> <p>19.5 Ranganathan's principles of librarianship</p> | <p>Government regulatory bodies</p> <p>20.1 Agencies of the federal government</p> <p>20.2 Directorate of quality assurance</p> <p>20.3 Education trust fund (ETF)</p> <p>20.4 National universities commission (NUC)</p> <p>20.5 NUC virtual library</p> <p>20.6 Nulib Consult</p> <p>20.7 Regulatory bodies</p> <p>20.8 SERVICOM</p> <p>20.9 Tertiary education trust fund (TETFUND)</p> <p>20.10 University has a quality assurance committee</p> |
| <p>Programme accreditation</p> <p>21.1 Accreditation</p> <p>21.2 NUC accreditation panel</p> <p>21.3 Programme accreditation as a quality management tool</p> | <p>Library policy (Leadership)</p> <p>22.1 Collection development policy</p> <p>22.2 No library instruction programme in place</p> <p>22.3 Policy communication</p> <p>22.4 Policy implementation</p> <p>22.5 Policy on library services</p> <p>22.6 We don't have a detailed Library policy</p> <p>22.7 We don't have any written document</p> | |

Table 3.6: showing interview themes and emerging categories based on dimensions of QM

| Case Description - Main study sites | Interview Themes | Analytic Content (Categories) | QM factors |
|--|-----------------------------|---|-------------------------------------|
| Interview and focus group data | Leadership | 1. Library management 12. Financial resources 22. Library policy | Management practices and procedures |
| | Human resource management | 6. Staff development 7. Personnel management | |
| | Customer focus | 2. Customer services 3. Quality in our services 4. Information literacy 5. Communication | Quality service delivery |
| | Library resource Management | 8. Library resources development 9. Library resources management 10. Infrastructure 11. Technology and service quality | |
| | Performance Measurement | 13. Performance measures- staff/students 14. Quality improvement 15. Library quality management (QM) implementation | Improvement efforts |

Chapter 4 Online survey: Results and analysis of data

This chapter presents the results of the data obtained from the questionnaire survey conducted for this study in phase one. The survey, which was conducted between October and December 2012, covered three sections based on the research objectives, namely:

- To establish current management practices and quality service delivery in the selected academic libraries;
- To ascertain the level of quality management practices and service quality delivery in the selected academic libraries; and
- To determine improvement efforts (if any) in management practices and procedures in those academic libraries.

The chapter is structured in seven sections:

- i) Introduction;
- ii) Demographics and characteristics of respondents – 4.1;
- iii) Management practices and service delivery – 4.2;
- iv) Perception of service quality – 4.3;
- v) Improvement efforts in library management procedures – 4.4;
- vi) Inferential statistics to establish association within the variables – 4.5; and
- vii) Summary of discussion of the findings – 4.6.

Online questionnaires were sent to heads of all 30 university libraries in SW Nigeria. Descriptive (non-parametric) statistics were used to analyse results, with the aid of both the SPSS computer programme and Microsoft Excel software to establish the trends in the data (Appendix IIIB). O’Leary (2004, p.187) explains the need to explore data in a study as a means of illustrating its distribution and to “determine whether it is normally or non/normally distributed” to enable a proper choice of statistics for analysis. Descriptive statistics is referred to as “a medium for describing data in manageable forms” (Creswell & Plano Clark, 2007, p. 130). Its main function is to provide measures of central tendency, dispersion and distribution. Inferential statistics, on the other hand, “assists in drawing conclusions regarding a population from the study and also about a sample drawn from it” (O’Leary, 2004, p. 192). Inferential statistical analysis of the results was also carried out to establish associations between the variables (Appendices IV to VI).

Preparing the quantitative data involved assigning some numeric values to each response and ensuring that the database was tidied and any errors corrected, for better analysis. A codebook that listed and defined the coded variables and their numbers was also developed. Moreover, tables and graphs were used “to identify and extract bits of information for trends, clusters or groupings and also to make comparisons and represent a convenient way of summarizing information” (Balnaves & Caputi, 2001, p.110). Results were analysed according to objectives of the research.

A total of 24 (80%) of the 30 heads of libraries completed and returned the questionnaires. The overall response rate of 80% was high and that ensured that the survey results were representative of the population. This is in agreement with Fincham’s (2008, p. 1) assertion that a response rate of ‘approximately 60% for most research should be the goal of researchers’. Section 4.1 shows participants’ demographics and the characteristics of respondent libraries.

4.1 Demographics and characteristics of respondents

Information in this section provides a general picture of the university libraries under study. The section presents results of participants’ response rates; managerial role/rank; length of service and gender by category of university surveyed.

The total response rate included academic libraries from all the 15 public universities (comprising six federal and nine state institutions); and nine out of the 15 private universities in SW Nigeria, as shown in Figure 4.1. As explained in section 1.3.2, there are three categories of universities in Nigeria – federal, state (both hereafter referred to as public universities) and private. Equally, for the purpose of analysis, the category of respondents to the survey have been reduced to two types of universities (in this case ‘Public’ – i.e. federal and state – and ‘Private’. Federal and state universities are both government-owned and combining them for analysis was considered appropriate for comparison between government and private-owned institutions). For the same purpose, Likert scale responses from the survey were reduced to two, “Strongly Agree” or “Agree” were taken as positive, while “Not Certain” “Disagree” or “Strongly Disagree” were taken as negative responses; “Very Important” or “Important” were taken as positive and “Somewhat Important”, “Less Important” or “Not Important” taken as negative responses respectively. Data was therefore presented according to this categorisation, as represented in the area surveyed.

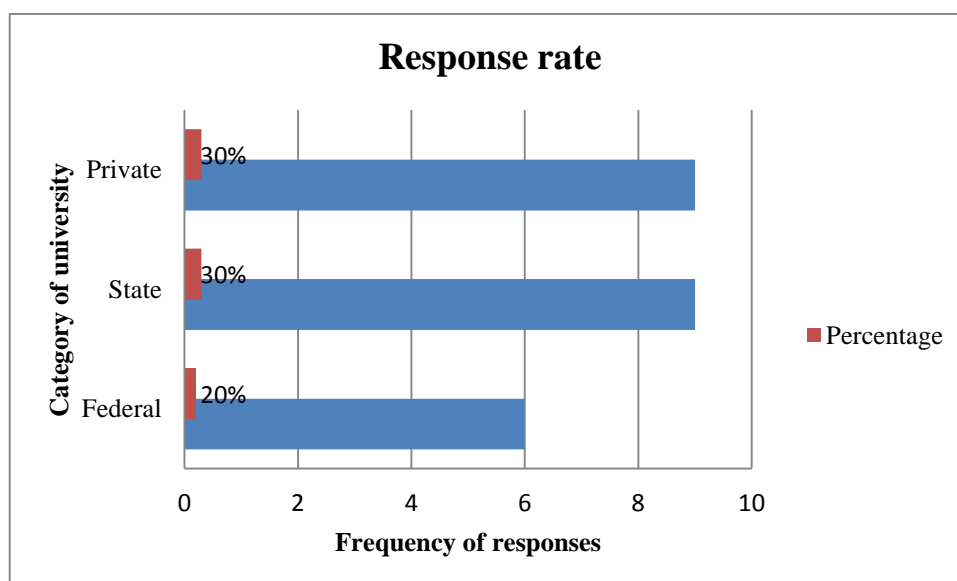


Figure 4.1: Response rate by category of universities

The majority, 19 (79.2%), of the respondents from the three categories of universities indicated that they held management positions as university librarians, while four (16.7%) were in middle management positions, as shown in Table 4.1. Responses from the middle management give an indication that respondents either represented their heads of libraries or were in acting capacities. The basis for this assumption is that the survey questions were directed to email addresses of heads of libraries surveyed. There was however, no indication of management responsibility from one of the state universities.

Table 4.1: Role/Rank of respondents

| Type of University library | Management responsibility | | |
|----------------------------|---------------------------|-------------------|-------|
| | Senior Management | Middle Management | Total |
| Federal | 5 | 1 | 6 |
| State | 7 | 1+ 1* | 9 |
| Private | 7 | 2 | 9 |
| <i>Total</i> | 19 | 5 | 24 |

1*: No management responsibility

Respondents were required to indicate the number of years spent in service by them, as shown in Table 4.2. Nine (37.5%) of the 24 respondents to this question indicated that they

had been in service between 5 and 10 years. They were from one federal university, three state and five private universities respectively. 12 (50%) of respondents indicated that they have been in service for between 11 and 25 years. They were from three federal universities, five state universities and four private universities. Three (12.5 %) respondents indicated that they had been in service for 26 years and above. They were from two federal universities and one state university.

Table 4.2: Length of service

| Types of University library | Length of service | | | |
|-----------------------------|-------------------|-------------|-----------|-------|
| | 5-10 years | 11-25 years | 26+ years | Total |
| Federal | 1 | 3 | 2 | 6 |
| State | 3 | 5 | 1 | 9 |
| Private | 5 | 4 | - | 9 |
| <i>Total</i> | 9 | 12 | 3 | 24 |

All (24 or 100%) respondents to this survey indicated their gender. 11(45.8%) respondents were females. They were from three federal universities, three state and five private universities respectively. 13 (54.25) respondents were males, from three federal universities, six state and four private universities as shown in Table 4.3.

Table 4.3: Gender of respondents

| Types of University library | Gender | |
|-----------------------------|--------|------|
| | Female | Male |
| Federal | 3 | 3 |
| State | 3 | 6 |
| Private | 5 | 4 |
| <i>Total</i> | 11 | 13 |

In summary, this section has provided an introduction to results of the online survey conducted to assess quality management approaches in academic libraries of SW Nigeria. It presented the structure of the report in seven sections. This is followed by a brief discussion on the preparation of data for both descriptive and inferential statistics and procedures taken to increase response rates for the study. The section ended with a sub-section on demographics and the characteristics of respondents, which showed the response rate, role/rank, length of service and gender of respondents. The section has thus provided an overview of the methodology and results of the first phase of the study. The subsequent

sections of the chapter provide the results and discussion of findings of the survey. The next section presents the results of the Likert scale responses and discussion of findings on management and service delivery in academic libraries.

4.2 Management practices and service delivery

This section presents the results of participants' responses to statements about management practices and service delivery, and discussions of findings on academic libraries' facilitation of institutional mission and vision; development processes; management strategies; and user statistics/surveys, within their parent institutions, as shown in Tables 4.4 to 4.7.

4.2.1 Mission and vision

This sub-section presents the results and discussion of findings of respondents' agreement with management practices and service delivery in relation to library facilitation of institutional mission and vision; the library's fulfilment of the goals and objectives of the institution and the role of academic library services in the enhancement of institutional outcomes from federal, state and private universities as shown in Table 4.4. The total number of respondents is indicated in Table 10 as n=24. The breakdown of the number of categories of universities is also indicated under each response by a total, in brackets, as (x, y, z), where x = federal; y = state; and z = private.

The results indicated that the academic libraries surveyed were aware of the importance of their contributions to the realisation of the mission and vision of their parent institutions, as all 24 (100%) respondents strongly agreed or agreed with the statement. The findings suggest a library management's identification of the need for a clear mission and strategy for their libraries, as well as of building unity of purpose for the institution. This is a theme which is consistent in managerial practices, as observed from Deming's emphasis on the need for an organisation "to define its mission and vision of the future to ensure long-term direction for its management and employees" (Evans, & Lindsay, 2009, p. 99; Hernon, & Altman, 2005). The nature and extent of the libraries' contributions were not indicated because they were not required in the questionnaire.

The finding from the results of the statement on the libraries' information resources contribution to the fulfilment of institutional goals and objectives indicated that all respondents, except one, strongly agreed or agreed that provision of information resources is crucial to the fulfilment of institutional goals and objectives. The level of agreement with the

statement revealed that, despite statutory differences in the universities (62.5% public and 37.5% private), librarians were positive about the importance of information resources in the enhancement of institutional goals.

The statement on the quality of outcomes in the institution and its dependence on the quality of library services give an indication of the respondents' awareness of quality services as a management criteria, as the majority of respondents strongly agreed with the statement. A large proportion of positive responses were, however, evident in the public universities (58.3%) as shown in Table 4.4. The finding is in agreement with some authors (e.g. Saunders, 2007; Gullikson, 2006; Weiner, 2005 and ACRL, 2004) who have observed that the focus during the decade prior to this study has shifted from measuring traditional library inputs to measuring outcomes of library programs, as primary indicators of quality. The finding also showed that there were some negative perceptions of the statement, as three (33.3%) of the respondents from the private universities disagreed with it.

Table 4.4: Frequencies of agreement with statements on library management's facilitation of the mission and vision of the institution by type of university (i.e., federal, state or private).

| Statements | Strongly Agree | Agree | Not Certain | Disagree | Strongly Disagree |
|--|-----------------|----------------|----------------|----------|-------------------|
| | Positive | | Negative | | |
| The library management's performances/activities facilitate achievement of the mission and vision of the institution. n=24 | 21 (5, 7, 9) | 3 (1, 2, 0) | 0 | 0 | 0 |
| The library's information resources fulfil the goals and objectives of your institution. n=24 | 16 (4, 5, 7) | 7 (2, 3, 2) | 1 (0, 1, 0) | 0 | 0 |
| The quality of outcomes in the institution depends on the quality of library services. n=24 | 11 (4, 3, 4) | 9 (2, 5, 2) | 4 (0, 1, 3) | 0 | 0 |

4.2.2 Library development process

This sub-section presents results in Table 4.5. The table illustrates responses to library development processes in terms of relationships between faculty and the library in the acquisition of information resources; library management/staff relationships; staff development/training; and encouragement of teamwork among employees, by category of university.

Table 4.5: Response distribution of library development process by type of university

| Statements | Strongly Agree | Agree | Not Certain | Disagree | Strongly Disagree |
|--|-----------------|-----------------|----------------|----------------|-------------------|
| | Positive | | Negative | | |
| It is easy to get the faculty/dept. to select information resources for the library n=24 | 4 (1, 1, 2) | 7 (1, 4, 2) | 7 (2, 2, 3) | 3 (1, 1, 1) | 3 (1, 1, 1) |
| The library management maintains a quality culture with staff members n=24 | 12 (4, 5, 3) | 9 (1, 3, 5) | 3 (1, 1, 1) | 0 | 0 |
| The library staff development process has been very successful n= 24 | 5 (1, 3, 1) | 11 (5, 3, 3) | 7 (0, 2, 5) | 1 (0,1, 0) | 0 |
| The library management encourages teamwork n=24 | 15 (5, 5, 5) | 6 (1, 3, 2) | 0 | 1 (0, 0, 1) | 2 (0, 1, 1) |

The response distribution shows a very high rate of agreement with responses to some of the statements, a generally low rate of disagreement and some instances of high rates of uncertainty about the statements, as shown in the table. The findings thus reveal the existence of both negative and positive relationships among the constructs.

The finding on the faculty/library relationship indicates a more negative disposition of respondents overall, as a majority 13 (54.2%) gave negative responses with statements on their respective faculties' and departments' responses to the selection of information resources. The finding indicates a large proportion of disagreement to the statement by respondents from both public (federal and state) and private universities. This suggests a problem of inadequate support from faculties in the selection of information resources in the surveyed libraries as 11 (45.8%) respondents strongly agreed or agreed with the statement, while 13 (54.2 %) strongly disagreed. This trend provides the tendency for libraries' inability to assure that resources satisfy the user needs. There was the need to further explore the trend in order to ascertain the cause, because the finding was in contrast with some previous studies such as in a survey conducted by Dickenson (2006, p. 38) – to investigate “how academic libraries help faculty teach and students learn” – in which it was reported that more than half (57%) of respondents indicated that they suggested titles to be purchased for their institution's library frequently.

Participants' positive responses 21 (87.5%) to the statement on library/staff management relationships in Table 4.5 are an indication of staff motivation and encouragement by academic library managers to enhance participation in management activities as a way of reinforcing a quality culture. Such actions, according to Appleby (2000), tend to enhance staff orientation towards the achievement of institutional goals, while they express the need for leaders to ensure staff participation at all levels of organisational activities. The statement on staff development/training shows that the majority 16 (66.7%) of heads of libraries surveyed were in agreement that their library had a positive staff development effort. The finding also indicates that a large proportion of respondents who disagreed with this perception came from 5 or 55.6% of population of respondents from private universities as shown in Table 4.5. The result indicates that library staff development and training in those institutions have been unsuccessful, are at low levels or not in practice. The positive perception is however consistent with the views of Mjena *et al.* (2005) who posits that continuous improvement is considered as a key pillar of TQM philosophy; and Tsang *et al.* (2001) who also emphasise training of employees as crucial organisational responsibility for the development and sustenance of the principles of QM.

The finding on encouragement of teamwork reveals a positive appreciation of teamwork and use of teams in management practices in ensuring quality service delivery from the university librarians. This finding is consistent with the strong emphasis given to this criterion by Martin (2006); Baughman (2008); Besemer *et al.* (1993) and Flynn *et al.* (1994), on the effective provision of information services and in building skills that support collaborative problem solving and decision-making in the organisation. Private university libraries had a larger proportion of positive responses 7 (77.8%), while the public university libraries had an overall positive response of 14 (58.3%), as shown in Table 4.5.

4.2.3 Management strategy

This sub-section presents result of the management strategy in terms of quality management models in use in libraries surveyed, as shown in Figure 4.2 below. The chart shows the distribution of quality management models in use in the three categories of academic libraries surveyed.

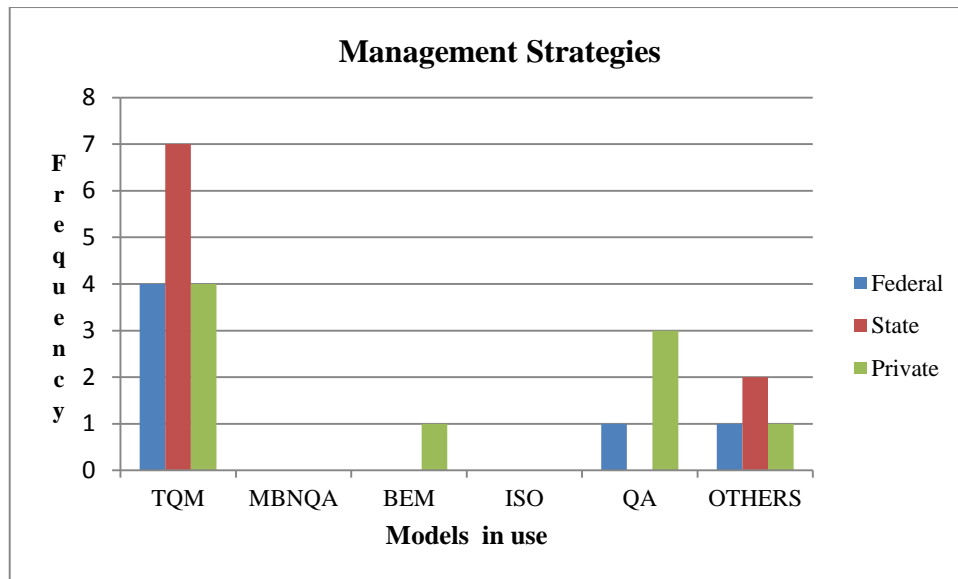


Figure 4.2: Frequency of use of different management strategies

Key to abbreviations in Figure 4.2:

- 1) TQM: Total Quality Management;
- 2) MBNQA: Malcolm Baldrige National Quality Award
- 3) BEM: Business Excellence Model (EFQM);
- 4) ISO: International Standards Organisation
- 5) QA: Quality Assurance;
- 6) OTHERS: Other Models.

The finding reveals awareness and adoption of QM practices in the surveyed university libraries with TQM as the most adopted model (62.5%) in use against other models (37.5%), as depicted in Figure 4.2. Quality Assurance (QA) is also indicated as being in use (12.5%), mainly in private university libraries. This observation is an indication that TQM is actually in use in SW Nigerian university libraries, contrary to the views expressed by Opara (2010) on the need for introduction of TQM and its adoption in the Nigerian libraries. It is also observed from the study of university libraries of SW Nigeria that QA was in use in academic libraries contrary to the views of Osinulu and Amusa (2010); Adebayo (2009); and Ikpaahindi (2006). This, however, suggests that quality management in these libraries was either in the early stage of adoption or was in use but not publicly announced. The finding also reveals that the Business Excellence Model had been adopted in one private university library, which suggests that the model was equally

applicable in Nigerian academic libraries. A further investigation into specific areas of service in which the QM principles were applied was required to further explore and confirm the extent of their adoption in these and other libraries in the main (qualitative) phase of this study. For example, it was worthy to know the extent of quality applied in customer service provision such as circulation procedures, reference services and information skills and bibliographic instruction.

4.2.4 User statistics/surveys

The sub-section presents the result of the respondents' choice of methods for obtaining feedback from library users as well as the frequency of feedback exercises, as depicted in Tables 4.6 and 4.7.

Table 4.6: Methods used to obtain feedback from users by type of university.

| | Methods used to obtain feedback and rate of use | | | | |
|----------------------------|---|------------------|--------------|----------------|----------------|
| | Questionnaires /interview | Suggestion Boxes | Focus Groups | No feedback | Others |
| Type of university library | 9 (3, 2, 4) | 11 (3, 5, 3) | 0 | 2 (1, 0, 1) | 2 (0, 2, 0) |

Table 4.7: Frequency of feedback exercises by type of universities

| | Feedback Exercises | | | | |
|------------------------------------|--------------------|----------------|-----------------|-----------------|----------------|
| | Every semester | Annually | Every two years | Occasionally | Not at all |
| Type of university library n=24 | 6 (2, 2, 2) | 2 (0, 0, 2) | 1 (0, 0, 1) | 14 (4, 6, 4) | 1 (0, 1, 0) |

The results as shown from the two tables in this sub-section indicate that questionnaires/interviews and use of suggestion boxes were the two main methods of obtaining feedback, while feedback exercises were conducted occasionally according to the majority of the respondents.

The results depicted in Table 4.6 indicate that all (95.8%), except two of the university librarians from public and private universities respectively, collected statistics in the form of feedback from users. The finding suggests commitment on the part of respondents to the

needs of their user community. There was also an indication from the finding that the methods used by respondents to collect data were through ‘suggestion boxes’ and ‘questionnaires or interviews’. This reveals a positive attitude towards the collection of library statistics, though the method of collection was basically traditional or ‘ad hoc’ (Osman, Goon & Aris, 1998, p.430). The different methods of obtaining feedback – i.e. questionnaires, interviews and use of suggestion boxes – shows lack of uniformity in collection of library statistics in the academic libraries under study.

The finding thus underlines the need to standardise the collection of library evaluation statistics for conformance with general academic library standards. In this way, changes in perceptions of the quality of library services and comparisons between institutions can be tracked over time. Evans & Lindsay (1999, p. 198) acknowledge conventional methods of collecting information about customers as ‘surveys, service evaluation cards, focus groups and listening to customer complaints’. Hiller, Kyrillidou and Self (2008) and Poll (2008) on the other hand, hold the view on the need to jettison the traditional method of describing the quality of an academic library, using statistics for alternative methods as it no longer fulfils the goal of successfully measuring the users’ information needs. There is a general belief that emphasis on strategic planning in library management in recent years makes libraries duty-bound to plan between three to five years ahead, ‘leaving very little opportunity for ad hoc remedies’ (Osman *et al.*, 1998, p. 431).

In Table 4.7 the finding reveals that the majority of the university librarians conducted their feedback exercises occasionally 14 (58.3%). The lack of regular feedback exercises is especially noticeable in public university libraries, which constituted 10 (41.7%) of total respondents, while 4 (16.7%) from private university libraries chose this statement. Academic libraries that conducted their feedback exercises every semester constituted 4 (16.7%) from public universities and 2 (8.3%) from private universities, respectively. The finding on feedback exercises is however a sharp contrast to the result on the choice of TQM as a management strategy by majority of respondents. This is because obtaining feedback from customers is noted as an important element of TQM philosophy. Chapman and Al-Khawaldeh (2002) and Zhang *et al.* (2000) emphasise the need to treat customer complaints with a high priority in order to improve customer satisfaction, as it is considered to be a crucial factor in addressing customers’ problems and complaints. Thus, there needs to be a more consistent approach to obtaining library user statistics than making it occasional exercises. This requires standardisation of the method of collecting data among Nigerian

academic libraries, in line with global standards such as that required by ALA (2004, p. 3), which specifies the importance of libraries ensuring inputs and outputs are systematised, for achieving the desired outcomes of student learning and research.

4.3 Perceptions of service quality

This section presents respondents’ perceptions of library leadership; of the management of resources; of performance measures; of library policies and strategies; and of cooperation with ‘other services’ within institutions and ‘other libraries’ as shown in Tables 4.8 to 4.9.

4.3.1 Library leadership

The results of the respondents’ perception of leadership in academic library management through motivation, support and recognition of service quality; provision of resources to meet the needs of individual departments/schools; and effective communication of information to users about how to use the library, is presented in this sub-section, as shown in Table 4.8. Respondents to these questions were mainly leaders in their organisations and so results have a potential bias. The table presents a pattern of positive perceptions of library leadership in providing quality service for academic libraries.

Table 4.8: Importance of library leadership by type of university

| Perception | Very Important | Important | Somewhat Important | Less important | Not Important |
|---|-----------------|-----------------|--------------------|----------------|----------------|
| | Positive | | Negative | | |
| Library management motivate, support and recognise the organisation’s employees n=23 | 15 (5, 4, 6) | 6 (1, 2, 3) | 1 (0, 1, 0) | 0 | 1 (0, 1, 0) |
| The range of resources available in the library meets the needs of individual departments/schools n=23 | 8 (3, 1, 4) | 12 (2, 7, 3) | 2 (1, 1, 0) | 1 (0, 0, 1) | 0 |
| Information to users about how to use the library is effectively communicated n=23 | 13 (4, 4, 5) | 9 (2, 4, 3) | 1 (0, 1, 0) | 0 | 0 |

The finding shows that the majority of university librarians’ perceptions of leadership criteria were very positive, as depicted in Table 4.8. Both public 12 (52%) and private 9 (39.1%) universities were rated “very important” or “important” for motivation, support

and recognition of library employees. This is a leadership criterion considered as “a critical success factor for TQM implementation” (Sila & Ebrahimpour, 2002, p.6). It is also related to Evans and Lindsay’s (2001, p. 222) description of leaders as role models for the organisation involved in ‘creating and sustaining values and an organisational structure that promotes performance excellence’. They further refer to leaders as visionaries who ‘manage for the future, not the past’ (p.222). This finding corroborates the result in Table 4.5 on library management and staff relationship. Further investigation into the nature of motivation, support and recognition of employees in place in those libraries was however required in the qualitative phase.

On effective information communication to users, the finding shows that the majority of university librarians 22 (95.7%) from both public and private universities ranked the statement as ‘very important’ or ‘important’, with only one respondent giving a negative response. The finding, as shown in Table 4.8, reveals that these university librarians were aware of the needs of their user communities. This observation is consistent with Creaser & Spezi’s (2012, p.10) study on raising awareness of library services, in which a respondent noted “One or two bad experiences... and the faculty disappear forever from librarian interaction”. However, the quality of communication channels used by libraries to reach out to faculty and students vary, with different means of communication being thought appropriate for different messages. Consequently, the study needed to establish the types of communication channels used by the respondent libraries, and their effectiveness.

4.3.2 Management of resources

This section presents the results of library management’s perception of its electronic and physical resources. It addresses questions from both Tables 4.8 and 4.9.

Findings on the statement on resource availability, as shown in Table 4.8, reveal a very high perception of resource availability, as 20 (87%) responded positively, rating the statement as ‘very important’ or important. The finding also reveals that a larger proportion 7 (77.7%) of private university respondents considered resource availability ‘very important’ or ‘important’. The finding is in agreement with the results and findings in sub-section 4.2.1, on respondents’ perceptions of information resource fulfilment of the goals and objectives of the institutions. The finding is also in agreement with findings in Dickenson (2006) in which

faculty agreed regarding the availability of library resources. There was, however, the need for knowledge of the types of information resources in use in the institutions surveyed.

Table 4.9: Library management’s perception of library equipment by type of university

| Perception | Very Important | Important | Somewhat Important | Less important | Not Important |
|---|-----------------|-----------------|--------------------|----------------|---------------|
| | Positive | | Negative | | |
| Library equipment (computers, printers and photocopiers) are in good working order n=24 | 13 (3, 4, 6) | 10 (2, 5, 3) | 0 | 1 (1, 0, 0) | 0 |

Table 4.9 shows a positive perception by respondents of having library equipment in good working order in the academic libraries. The finding reveals that the majority 23 (95.7%) of university librarians ranked having functional computers and electronic resources as being ‘important’ or ‘very important’. The highest response rate came from private universities, with all (9 or 100%) respondents rating the question ‘libraries’ physical equipment was in good order’ ‘very important’ or ‘important’. This finding agrees with previous studies which gave reason for students and faculty’s use of the library as due to the availability of computers and electronic resources (Dickenson, 2006).

4.3.3 Performance measures

This section presents the results of respondents’ perception of the academic library’s performance measures in relation to customer service and feedback from satisfaction surveys, as indicated in Table 4.10. Responses show a very positive perception of the respondent libraries’ commitment to customer service and feedback exercises.

Table 4.10: Library management’s perception of staff commitment to customer service and feedback by type of university

| Perception | Very Important | Important | Somewhat Important | Less important | Not Important |
|--|-----------------|-----------------|--------------------|----------------|---------------|
| | Positive | | Negative | | |
| Library employees are committed to customer service n=24 | 15 (6, 6, 4) | 9 (2, 4, 3) | 0 | 0 | 0 |
| The library staff learn from the feedback received from users n=23 | 10 (2, 2, 6) | 11 (3, 5, 3) | 1 (1, 0, 0) | 1 (0, 1, 0) | 0 |

Findings in this section reveal that the perception of university librarians of commitment to customer service and feedback from users is very high. The results in Table 4.10 show that both statements were highly ranked. All (100%) university library managers from both public and private universities rated the statement “library employees are committed to customer service” as ‘very important’ or ‘important’. This is an indication of the importance attached to customer service in academic library services. The statement on ‘learning from the feedback from users’ complements the former, as a majority (91.3%) of respondents ranked it as ‘very important’ or ‘important’. These findings suggest the university library managements’ commitment to customer service and satisfaction. The latter finding is, however, at variance with results in Table 4.7 where the majority 14 (58.3%) of respondents indicated that feedback exercises in their libraries were conducted ‘occasionally’ (see sub-section 4.2.4). This suggests that feedback reports (such as statistics on library usage) would also be produced occasionally. This is an attitude contrary to TQM philosophy, as confirmed by Zhang, *et al* (2000) and Chapman and Al-Khawaldeh (2002), who emphasise the need to treat customer complaints with a high priority, in order to improve customer satisfaction.

4.3.4 Library policy and strategy

The results of the library management’s perception of its policy and strategy for information literacy is presented in this section, in terms of a well-planned user orientation programme and training/teaching for effective use of information resources, as shown in Table 4.11.

Table 4.11: Library management's perception of policy and strategy by type of university

| Perception | Very Important | Important | Somewhat Important | Less important | Not Important |
|--|-----------------|----------------|--------------------|----------------|---------------|
| | Positive | | Negative | | |
| The library has a well-planned user orientation programme n=20 | 11 (4, 3, 4) | 6 (1, 1, 4) | 3 (0, 3, 0) | 0 | 0 |
| The library provides training/teaching which enables users to make effective use of information resources n=21 | 13 (4, 3, 6) | 7 (1, 5, 1) | 1 (0, 1, 0) | 0 | 0 |

The results in this section show that respondents perceived the need for library policy and strategy to be focused on user-orientation, and on training and teaching, as a highly important means of academic library service provision as shown in Table 4.11. The perception of the importance of user orientation in library services by library managers was highly rated in both categories of universities (17 or 85%) with an especially high proportion of responses from the private universities (eight or 88.9%). Respondents' perceptions of the importance of training and teaching to achieve the effective use of information resources were also very high. These findings reveal the inclusion of information skills instruction or information literacy into library practice. Information skills instruction in academic modules has been recognised 'as an integral component of higher education learning outcomes such as critical thinking and the capacity for lifelong learning skills' (Saunders *et al.*, 2008, p. 312; Creaser & Spezi, 2012, p. 10).

4.3.5 Cooperation

The results in this section present the perceptions of library management of the effectiveness of cooperation with services within the university and with academic libraries outside the university, as shown in Table 4.12.

Table 4.12: Library management’s perception of impact of society by type of university

| Perception | Very Important | Important | Somewhat Important | Less important | Not Important |
|---|-----------------|-----------------|--------------------|----------------|---------------|
| | Positive | | Negative | | |
| The library enjoys effective cooperation with other services within this institution n=22 | 9 (4, 2, 3) | 10 (2, 5, 3) | 3 (0, 1, 2) | 0 | 0 |
| The library enjoys effective cooperation with other libraries n=23 | 10 (2, 2, 6) | 13 (4, 7, 2) | 0 | 0 | 0 |

The results reveal a positive perception of the effectiveness of co-operation with other services within the respondents’ institutions and with other libraries. The findings on respondents’ perceptions of library co-operation within their institutions, as shown in Table 4.12, suggests a perception of a positive faculty/library relationship by the managers of these services, as the majority 19 (86.4%) rated cooperation between librarians and “other services” as ‘very important’ or ‘important’ from both categories of universities. Creaser & Spezi (2012, p. 12) and a LISU research group report on library practice (Report uncovers best library practice, 2012) indicate that faculty outreach relies on very good personal relationships between teaching and research staff and librarians, as it was found to be an effective way to promote the library and to increase the perception of its value to the wider institution.

The second finding in Table 4.12 also shows that 23 (100%) respondents rated the importance of effective cooperation with other libraries very highly. The finding reveals that academic libraries believe having good relationships with each other is important. The study did not however inquire as to the extent or nature of the relationship. The positive response to this statement is in contrast to Folorunsho & Folorunsho’s (2010, p. 44) report on unsuccessful attempts by professional regulatory bodies and associations at enhancing library cooperation among Nigerian universities.

4.4 Improvement efforts in library management procedures

This section consists of mostly qualitative responses. Respondents were required to identify areas in which teamwork was most applied; the success of the library in the previous five years; and overall success of the academic library in the same time-frame. Results in this

section show areas in the academic libraries' processes where priorities for effective service provision were required; successes were recorded; and overall improvement was required.

4.4.1 Area of teamwork importance

Responses to the question "In which area of the library's processes is teamwork most important?" were as follows:

- (i) Library management;
- (ii) Technical services;
- (iii) Customer services;
- (iv) Library automation;
- (v) All areas, as shown in Table 4.13 below.

Table 4.13: Importance of teamwork in different areas by type of university library

| Responses | Library management | Technical services | Customer services | Library automation | All areas |
|---|--------------------|--------------------|-------------------|--------------------|----------------|
| In which area of the library's processes is teamwork most important? n=24 | 3 (3, 0, 0) | 9 (0, 3, 6) | 5 (0, 4, 1) | 3 (2, 1, 0) | 4 (1, 1, 2) |

The result in Table 4.13 indicates a pattern of similarity in work procedures among private university libraries as they constituted six (66.7%) of nine respondents who indicated technical services as the area in which teamwork was most practiced. The finding reveals a similarity to the finding in section 4.2.2, where a larger proportion of positive responses appreciating the importance of teamwork came from the private university libraries. Customer services four (16.7%), library management, three (12.5%) and library automation, three (12.5%) were also chosen as areas in which teamwork practice was important, in the combined responses of all the public universities. There is, however, an important difference highlighted in participants' non-response to library management as an important area of teamwork at both types of university, as the only three responses on the statement came from public universities. The difference needs to be explored further in a follow up interview, to ascertain the cause of the difference, though the emphasis on teamwork in technical services is similar to findings in two separate case studies by Baughman (2008) and Besemer, *et al.* (1993), in which library teamwork activities were focused on technical and public services

with the latter emphasising service points as where the “real work of the library takes place” (Besemer, *et al.*, 1993, p. 71).

4.4.2 Library success in five years

The question “How successful has your library been in the previous five years in terms of service delivery? Please specify”, required qualitative responses in which respondents chose from the following options: (i) Extremely successful; (ii) Quite successful; (iii) Moderately successful; (iv) Not at all successful. The responses were thus based on self-reporting – by library leaders – which involves the possibility of bias, so that these results will need to be compared to other related data from different respondents at some point. Respondents were also required to comment on their choice option. The comments obtained are indicated by respondents category of university as (F = Federal; S = State (Public); P = Private) as shown in Table 4.14.

The results show that the majority (75%) of university librarians, with equal number of responses from both public (federal and state) and private universities, indicated that their libraries’ performances were perceived to be quite successful over this period, as three (12.5%) each from the public universities indicated ‘extremely successful’ and ‘moderately successful’. The finding therefore suggests that there has been some success in the majority of cases, but with room for improvement.

Table 4.14: Degree of success in previous five years by type of university library

| Responses | Extremely successful | Quite successful | Moderately successful | Not at all successful |
|--|--|---|---|-----------------------|
| How successful has your library been in the last five years in terms of service delivery? n=24 | 3 (0, 1, 2) | 18 (6, 6, 6) | 3 (0, 2, 1) | 0 |
| Comments from respondents from three types of universities = (FSP) | <ul style="list-style-type: none"> i. Successful in delivering service using Millennium software (F). ii. Meeting the demands of varied category of users (P). | <ul style="list-style-type: none"> i. Excellent information literacy programme (F). ii. Students and staff use e-resources in their daily interactions with the university library (S). iii. Automation of processes and faculty /library cooperation (P). | <ul style="list-style-type: none"> i. The library has assisted the institution to obtain full accreditation (F). | - |

4.4.3 Overall performance of library over previous five year period

This sub-section presents responses to the question “Taking everything into account, how would you rate the library's overall performance in the last five years? Please specify areas of strength and weakness”. Respondents were required to choose from four options – (i) Excellent; (ii) Good; (iii) Adequate; and (iv) Poor, as shown in Table 4.15.

The results in Table 4.15 indicate an overall positive response (86%) from the university librarians with ten (43%) claiming excellent performance and another ten (43%) claiming good performance. The findings here are in contrast with Table 4.14 where only three (12.5) respondents indicated that their libraries were ‘Extremely successful’ in previous years. The findings also reveal academic libraries awareness of the provision of quality information services and programmes for delivery of quality services in their institutions. The three university librarians who perceived poor performances were from one public and two private universities, respectively. This perceived poor performance may be connected to a low budgetary allocation (as indicated by a respondent), as one respondent mentioned its library’s weakness to be in *‘training of staff on the use of library resources’*, while another indicated problem to include *‘poor infrastructure, such as electricity and limited bandwidth’*.

Table 4.15: Frequencies of overall performance in five years by type of university library

| Responses | Excellent | Good | Adequate | Poor |
|--|---|---|--|--|
| Overall performance in five years n=23 | 10 (5, 2, 3) | 10 (1, 5, 4) | 0 | 3 (0, 1, 2) |
| Comments of respondents from three types of universities = (FSP) | <p>i. Up-to-date collection in Science and Technology; weak in area of ICT, especially Internet connectivity. (F)</p> <p>ii. Quality Information Resources and Robust e-journal resources. No weaknesses identified. (S)</p> <p>iii. High level of automation; very robust collection in all fields of study offered in the university, Highly skilled staff ready to deliver at all times. (P)</p> | <p>i. Acquisition of very current books and e-journals; however, problems of unstable internet connectivity and cataloguing existed. (F)</p> <p>ii. Provision of online services and rendering of information assistance. (S)</p> <p>iii. Committed staff, interested in effective service delivery but operating on a shoestring budget. (P)</p> | <p>i. Reference services; Automation (F)</p> | <p>i. Training of staff on the use of library resources. (F)</p> |

The foregoing section provides qualitative responses on management procedures in three areas. The results show areas of library operations in which teamwork in their libraries was considered to be important by the respondents; areas in which library operations and services were perceived to have been successful over the previous five years; and overall performance of libraries in the previous five years with comments on specific areas of strengths and weaknesses, by the respondents.

4.4.4 Pearson's chi square test of significance

The previous sections, 4.1 to 4.4 of this report, presented the research results using descriptive statistics. In order to attach statistical significance to the results, inferential statistics were conducted on questions from all sections (A1, A8-10; B; C1-3; & C41-43) in the survey. The measure of association was between the ordinal variables and type of university (in this case categorised as 'Public' – i.e. federal and state – and 'Private'. As earlier indicated in section 4.1.1, federal and state universities are both government-owned and combining them for analysis was considered appropriate for comparison between government and private-owned institutions). For the same purpose, Likert scale responses from the survey have been reduced to two – "Strongly Agree" or "Agree" was taken as

positive, while “Not Certain” “Disagree” or “Strongly Disagree” was taken as negative responses for questions 1–7 in section A; “Very Important” or “Important” was taken as positive and “Somewhat Important”, “Less Important” or “Not Important” taken as negative responses respectively for questions 11 – 20 in section B. Tables in appendices 4 to 6 depict the results of the Chi Square and Fisher’s exact tests conducted on questions (A1, A8-10; B; C1-3; & C41-43) depicted in Tables 4.4 – 4.15 to establish the Chi sq. value or the *p* value of 23 variables in the study. For all the statistics conducted, the results indicate that the degree of freedom (Nu=1) was one. Thus, no significant relationship ($p > 0.05$) were observed between the variables and the type of university (public and private universities) for any of the data reported in the tables, as shown in appendices IV, V and VI.

4.5 Summary of discussion

This chapter presented and discussed the results of data obtained from the questionnaire survey conducted, assessing quality management approaches in university libraries in SW Nigeria, on library managers. Discussions were based on the results of the survey in sections 4.2 to 4.4 of the chapter. This section summarises the major observations drawn from the findings as follows: awareness of QM practices and service delivery; evidence of QM practices and application of QM models; inconsistencies in compiling library statistics and feedback exercises; conflicting issues in service quality delivery; priority areas for effective service provision; successes so far recorded; and organisational challenges with overall performance.

The findings reveal that the respondents were aware of QM practices, service delivery and its impact on the mission and vision, learning outcomes, employee satisfaction, staff development and performance. They were therefore able to give informed views on the issues being investigated in the study. It was also revealed that despite the different categories of universities, the majority of university librarians agreed on the need for QM practices as a means of improving academic library services. There was an indication that quality management models existed and in use in the libraries surveyed, though further investigation needs to be done for in-depth inquiry into the mode of usage. It was also observed that there was no uniformity in the methods of obtaining feedback and the frequency of conducting them among the libraries surveyed. University librarians’ perceptions of leadership, availability of resources, resource management, commitment to customer service, policy and strategy and partnership building within and outside their institutions were also found to be

very positive, as they considered the criteria 'very important' or 'important'. The findings revealed an overall improved performance in different areas among the surveyed university libraries. These were qualitative responses from participants which ranged from automation of library processes in meeting demands of users; improved information literacy programmes; and faculty/library cooperation. Areas of strength were found to be in collection development of both print and electronic resources and customer service/satisfaction. Weaknesses were indicated, also in qualitative responses mainly in information and communication technology; especially in Internet connectivity; in the low budgetary allocation, as reported by one individual; and in training of staff on the use of library resources. This suggests evidence of QM practices, which is a requirement for QM implementation in the university libraries surveyed.

The findings of the survey have revealed interesting points for further exploration. These include: the library's contribution to the institutional mission and vision; relationships between faculties and the library; library staff and management working under a library development process; areas of application of quality management models; user statistics and feedback surveys; library leadership; and customer service and satisfaction. In addition, inferential statistics conducted on the two groups of participants surveyed indicates that there were no significant differences in management practices among them (Appendices IV, V and VI).

In conclusion, the report presents the results of data obtained from the online survey conducted as the first phase of this study. Descriptive statistics of quantitative data collected was conducted using Microsoft Excel software. Inferential statistical analysis was also conducted using Pearson's Chi Square test with SPSS software to measure associations between the variables (See Appendix 4, 5 and 6). Analysis of the findings based on survey objectives revealed positive perceptions of QM practices as a means of improving and sustaining service delivery in the academic libraries surveyed. The finding provides an understanding of the degree of readiness of application of quality to both management procedures and service delivery in university libraries studied.

This phase of study was followed by a qualitative data generation exercise to build on the findings of the survey. It involved conducting semi-structured interviews and focus groups discussions with university library managers and non-management employees respectively within the surveyed population. A pilot study of one of the universities was conducted to test

...the usability of the research questions in confirming and building on results of the online survey. Chapter 5 presents the details (findings and analysis) of conducting the pilot study.

Chapter 5 Second Phase - Pilot study analysis and findings

5.1 Introduction

A pilot study was conducted for the purpose of testing the research design for the second phase of this study. The objective was to test the data collection tools for the study and to assess the designed process of the researcher's main case study. The report details the tasks involved in testing the usability of the conceptual framework as well as the research design developed in chapter 3 of the study. The report includes lessons learned from the pilot work which has enhanced the researcher's investigative skills concerning qualitative data collection and handling of field procedures. It begins with the aims of the study in section 5.2; a section on methods of data collection presented in section 5.3 and the case description (section 5.4). This was followed with a section which presents the analysis of data (section 5.5); while section 5.6 presents the results of the pilot case study. In section 5.7 a summary of the findings of the study is provided and the last section (5.6) presents lessons that were drawn from the pilot case study and its implication on the main case studies.

A single-case study design was employed to collect, analyse and report the preliminary data in the pilot study. The study was thus conducted in light of the broad definition and in line with the case study approach described in Chapter 3, sub-section 3.4.1.

5.2 Aims of the pilot study

This exploratory pilot study was conducted to test the usability of the preliminary conceptual framework of the study discussed in chapter 2, data collection tools and to look at the feasibility of the research design developed in chapter 3 of the study. Its main objective was in line with Yin's (2003) suggestion for conducting a pilot case study to ascertain how the design will work under a real case situation. There were consequently three aims of this pilot study: First, to ascertain whether the preliminary development of a theoretical basis for QM implementation and practice will be applicable in an academic library similar to the real cases to be studied by the investigator; secondly, to examine how the research questions will be answered by the pilot case evidence; thirdly, pre-test and improve the case study instruments (semi-structured interview guide, documentary evidence analysis form and focus group discussion guide). The case evidence from this study has assisted in making some decisions about the research design and some methodological aspects. The study found that quality management concepts have been embraced by the management of the library, with efforts for

applying and upholding the tenets of the concepts, to ensure optimum quality in management of library resources and in provision of services to its user community; that quality is being applied in some services of the library though main service points such as customer services needed to be addressed. The study also found out that the library's QM adoption was not based on any formalised QM standard as a point of reference for evaluation of its operations. The library however adhered to the quality assurance system in the university for which the library's resources is a major factor for accreditation of programmes. Resourcing issues such as funding and electricity were identified as major factors that could affect the successful implementation of QM in academic libraries. The study also discovered that though QM is a universal concept, it was not yet understood in the academic library context by many librarians in Nigeria. The next section provides a list of activities in this pilot case study research.

5.3 Methods

In conducting the exploratory study, the researcher replicated the research questions for the actual study. A single-case study design was employed to collect, analyse and report the preliminary data in the pilot study. The study was thus conducted in a federal (public) university, employing Thomas'(2011) criteria for pilot case selection: convenience, ease of access, proximity to the researcher's home base and availability of experts willing to make suggestions about the research design. Fieldwork for the pilot study was carried out on 29th and 30th of April 2014. The case approach was chosen to explore in-depth, management practices and quality service procedures investigated in the first phase, across the categories (i.e. federal, state and private) of university libraries. Data for the pilot inquiry was obtained from three sequential methods, namely: semi-structured interviews, documentation and a focus group discussion.

5.3.1 Semi-structured interview

The semi-structured interview with the university librarian (UL) was carried out to elicit his opinion about management practices and procedures involved in ensuring quality service delivery in the library, in line with its vision and mission; the influence of internal and external environmental factors in the development and growth of the library; as well as improvement efforts for enhancing quality service delivery in support of teaching, learning and research mandate of the parent institution.

5.3.2 Documentary evidence

The administrative documents of the pilot case library were analysed to enable the researcher understand its organisational context in terms of its strategic objectives, informed knowledge based on self-evaluation of the library with regard to the interplay of the dynamics of the library. The available documents included the strategic engagement plan and the quality assurance documentation of the pilot site's parent institution as it affects the library. An evaluation of the pilot case strategic plan was made for analysis and identification of statements that could refer to management and service provision. There was no need to look for QM standards since it was clear from the interview data that the library did not have a formalised QM framework with which its processes were managed and measured. The administrative documents were given unique identification in this report as DE 1 and DE 2 respectively (Appendix VII).

5.3.3 Focus group discussion

The focus group (FG) session consisted of six participants from the lower management staff. It was a powerful interactive session in which participants freely expressed their views on various issues affecting management practices and service delivery involving leadership, customer services, human resource management, library resource management and performance measures. Focus group participants were drawn from acquisitions, cataloguing, readers' services, systems and networking units respectively and a librarian from the department of Veterinary Medicine.

5.4 Pilot case description

The pilot study was conducted in the main library of a public university in SW Nigeria, hereafter referred to as the PS (pilot study) library. The PS Library system comprises the main university library, the medical library and thirty other libraries. The main library comprises four functional departments: Technical services – acquisitions, cataloguing and serials; readers' services – circulation and reference; information systems and research support services. PS Library was chosen because first, it participated in the online survey conducted in the first phase of this study, and secondly, because of reasons ascribed to the choice of public university libraries to be interviewed in the main study, such as funding, staffing situation and resource availability (see chapter 1, sub-section 1.3.2 and chapter 3 sub-

section 3.5.2). PS Library provides services to both staff (academic and administrative) and students of the university. Its mission statement reads as follows:

'To build information resources that are reflective and supportive of contemporary and future teaching, learning, and research activities, and challenges of the institution'. [DE1].

The University operates a quality assurance system as prescribed by the NUC – one of the three regulatory agencies statutorily empowered to quality assure the higher education system – since year 2000, for the purpose of accrediting academic programmes annually (see chapter 2, sub-section 2.2.2.3). The university also undertook the task of effectively evaluating performances of its service units including the university library in 2011 when it adopted and formally established the Directorate of Quality Assurance (DQA) ‘as a strategy towards realising its vision of becoming a world class institution for academic excellence (DE 2). The DQA provided guidelines on quality assurance measures and mechanisms for reviewing and evaluating university services periodically (DE 2). There is also SERVICOM – an agency institutionalised by the government to ensure that there is quality in services provided in all units of the university – which mandates the institution as any other higher education institution to adhere to its regulations. SERVICOM is set to satisfy customers’ expectations of excellence in academic research and other related services (university website). The PS library did not have a QM system of its own. Its operations are in compliance with the criteria as contained in the university’s quality assurance standards and in compliance with the mandate of SERVICOM.

Information about PS library was obtained by interviewing the university librarian and by conducting a focus group session of seven participants. The university Librarian holds a doctorate degree in library studies, a fellowship of the Nigerian Library Association (FNLA) and is a chartered member of the Librarians Registration Council (LRCN). He had been a university librarian for nine years. The six participants in the focus group discussion were as earlier mentioned, drawn from different sections of the library. Their work experiences ranged from four to 25 years. Their academic qualifications were mainly Masters’ degrees ranging from library and information science (LIS) with two participants having additional Masters’ degree in computer science, while two participants were already pursuing their doctoral degrees in library studies.

5.5 Data analysis

This section discusses the various processes followed by the researcher in managing and analysing the pilot case interview and focus group discussion. The framework method was identified as the type of thematic analysis appropriate for analysing the data as discussed in sub-section 3.9.4. This is in view of its pragmatic outlook which tends to conform to the mixed methods approach to the entire study. Coding of words, phrases and statements was undertaken using codes derived directly from the data as well as the researcher's interpretation of them as a result of a substantive review of literature (Bazeley, 2013). These were used to generate a start list of codes covering the phenomenon in the data as shown in Tables 5.1 and 5.2, which was achieved with the aid of NVivo 10 software (Appendix VIII). This was subsequently extended during the main study (see Tables 3.5, 6.1, 6.2, 7.1 & 7.2). Analysing the data gathered from the transcripts of the interview and focus group was carried out using framework analytical method (Ritchie and Spencer, 1994) as earlier discussed in chapter 3, sub-section 3.9.4. Appendix IX provides details of the procedure.

Table 5.1 shows the various expressions of meanings of quality and QM by participants and the varying ways in which the two concepts were understood. The interview participant is identified as UL, while focus group participants are identified as FG.

The table provides analysis of how participants defined the concepts 'quality' and 'QM'. This was to ensure participants' understanding of the concepts. Apart from the definition, participants also identified factors that had bearing on their judgements of the concepts as shown in Table 5.1

Table 5.1: Matrix showing pilot case study participants definition and perception of quality and quality management

| Case description | Conceptual label | Transcript(contextual definition | Categories (How notion is understood) |
|------------------|--|--|--|
| Pilot Case | Quality (in academic library context) | Essence of the services we deliver to our readers (UL) Meet the information needs of our patrons within a stipulated time frame (UL) | <ul style="list-style-type: none"> • A high stage of library user satisfaction [6.6] |
| | Quality management (in academic library context) | <p>Situate quality in the context of the vision and mission of your library which should derive from the overall mission and vision statement of the university (UL).</p> <p>A process of managing the library and its resources to the best of the ability of that organization (FG 2)</p> <p>Ability of the library in question to give the best to the patrons in terms of the services they provide. (FG1)</p> <p>Measures put in place in terms of infrastructure, human resource to provide quality service to client/users of the library (FG 3)</p> | <ul style="list-style-type: none"> • Effective alignment with university goals [1.1] • Holistic view of the library [1.3] • Totality of quality management of the resources [1.9]. • Quality of the personnel recruited [5.5] • Management of library environment [1.4] |

5.6 Summary of findings

This section provides a summary of the findings in the data generated from the preliminary case investigation of academic libraries under study, as stated below:

- The concepts of quality and QM are understood in the university library and are being applied in some of its processes.
- QM concept is regarded as of a universal application which can be adopted by all.
- The QM practice applied in the university library was not in adherence to formal QM standards which could be used for evaluation of its operations.
- The university library adhered to the QA policy of its parent institution, mainly for the purpose of meeting NUC's requirements of accreditation of academic programmes.
- A strong gap was identified in the library's customer service, though there was evidence of quality practices in some areas such as human and electronic resource management and information and communication technology (ICT). This gave an indication that there was no systematised information literacy programme
- Measurement of the library's performance, both within and outside the university library was not well practised. This is considered as due to lack of specific

measurement and evaluation mechanisms. It is also a confirmation of the findings of the survey in the first phase of study which indicated that the pilot case library collected feedback mainly through suggestion boxes and with feedback exercises conducted occasionally.

- Resourcing issues such as funding and electricity were identified as major factors that could affect successful implementation of QM in academic libraries; and
- Though QM is a universal concept, it is generally not yet understood in the academic library context by many librarians.

5.7 Lessons learned from the pilot study

The practical methodological issues involved in the field procedures provided the researcher with the experience of using it. It afforded the researcher the opportunity of modifying techniques for collecting data and a feeling of confidence in the handling of a case study method. First, the use of the case study approach was based on three sources of evidence – interview, documentation and a focus group in this exploratory study informed the researcher that a number of steps taken in this pilot phase could be replicated in the main study. Second, the researcher has learned the limitation of conducting a single case study from this investigation. The study was limited to one interviewee and six focus group participants in one library. Though the single case study served the purpose of exploration, it was however, not adequate for in-depth explanation. This confirms Perry's (1998, p.792) recommendation that "several case studies should be used in postgraduate research since they allow cross-case analysis to be used for richer theory building". This also provided the need for a multiple case method for investigating the main case work. Doing the fieldwork and accessing the research location provided the researcher the experience of working in future case sites with similar organisational setting. The experience of interviewing in a pilot study has exposed the researcher to some practical issues to be involved in the main interviews. Interaction with the focus group participants also provided the researcher the opportunity of experiencing the dynamics involved in group discussion. The interview questions for both groups studied were well responded to and this increased the researcher's confidence to embark on the main study. It also afforded the opportunity of representing the initial conceptual framework developed in chapter 2, figure 2.1 and summarised in a flow chart below (Figure 5.1) to be employed in the main phase of study.

Table 5. 2: Matrix showing emerging categories and sub-categories from data

| | | |
|--|--|--|
| <p>Library management</p> <ul style="list-style-type: none"> 1.1 Effective alignment with university goals 1.2 Emphasis on human capital 1.3 Holistic view of the library 1.4 Involved in building leadership in the profession 1.5 Leadership training for staff 1.6 Management of library environment 1.7 Mission and vision (of the library) 1.8 Mission statement for the library 1.9 Place high premium on users as part of our quality 1.10 Strategic plan of the library | <p>Policy on quality assurance</p> <ul style="list-style-type: none"> 2.1 Elements of quality assurance conferred on the library 2.2 Library is central to any programme being passed as adequate 2.3 No documentation for quality management 2.4 Programme accreditation | <p>Library information resources development/ management</p> <ul style="list-style-type: none"> 3.1 Access 3.2 Content 3.3 Digitisation initiative 3.4 Foundation for institutional repository 3.5 Management of our resources 3.6 Physical facilities 3.7 Policy on collection development obsolete 3.8 Library's cultural influences |
| <p>Quality in our services</p> <ul style="list-style-type: none"> 4.1 Create enabling environment for users 4.2 The digital native 4.3 External factors 4.4 Information literacy 4.6 Internal factors 4.7 Internet facility 4.8 Produce manpower 4.9 Social media usage 4.8 Variety of electronic resources | <p>Human resource development</p> <ul style="list-style-type: none"> 5.1 Communication with employees 5.2 Employee empowerment 5.3 Lower level of managers 5.4 Public relation officers 5.5 Quality of personnel recruited 5.6 Staff training 5.7 Teamwork | <p>Library Customer Service</p> <ul style="list-style-type: none"> 6.1 Access 6.2 A lot need to be done on automation in circulation area 6.3 Changing phases of the library 6.4 Communication with users 6.5 Environment 6.6 Gap in customers service 6.7 High stage of library user satisfaction 6.8 Increasing user demands 6.9 Provide service for physically-challenged users 6.10 Look out for the patrons 6.11 Staffing as a factor 6.12 Unable to access resources without human intervention |

| | | |
|---|--|--|
| <p>Maintaining service quality</p> <p>7.1 Don't have any system put in place 7.2 Don't really have documentation 7.3 Environment factors 7.4 Not a conscious effort to utilize it 7.5 Remodelling of library space</p> | <p>Performance measurement-staff/students</p> <p>8.1 Assessment performance is poor from user end. 8.2 Different statistics are taken 8.3 Information does not flow 8.4 Opinion poll 8.5 platform on our website 8.6 Suggestion boxes</p> | <p>Technology and service quality</p> <p>9.1 Investment in equipment procurement 9.2 ICT Infrastructure 9.3 Notion of library is changing 9.4 Technology is changing rapidly</p> |
| <p>Financial resources</p> <p>10.1 Budget 10.2 Funding 10.3 We have control over our budget</p> | <p>Quality improvement in service delivery</p> <p>11.1 24 hour library service 11.2 Develop a system of feedback from users 11.3 Directorate of quality assurance 11.4 Investment in equipment procurement 11.5 Lift/ elevator procurement 11.6 Staff with more specialized skills</p> | <p>Future plan</p> <p>12.1 Develop a research library 12.2 Human capital of the library 12.3 Electronic resources (subscription) 12.4 Develop our parameter for quality evaluation</p> |

5.8 Conclusion

Findings related to QM approaches in this study were derived from the pilot interviews and focus group and are stated below as follows:

The preliminary data of the pilot study provided the researcher with an opportunity to test the conceptual framework and research questions for relevance and usability respectively. It also prepared the investigator for subsequent gathering, analysing and reporting of case findings in the real case site, though the exploratory test was a single-case design. This pilot study had implications for and also provided for further justification of the research design method and tools that were applied for the multi-case design of the main study which are reported in Chapters 6 and 7.

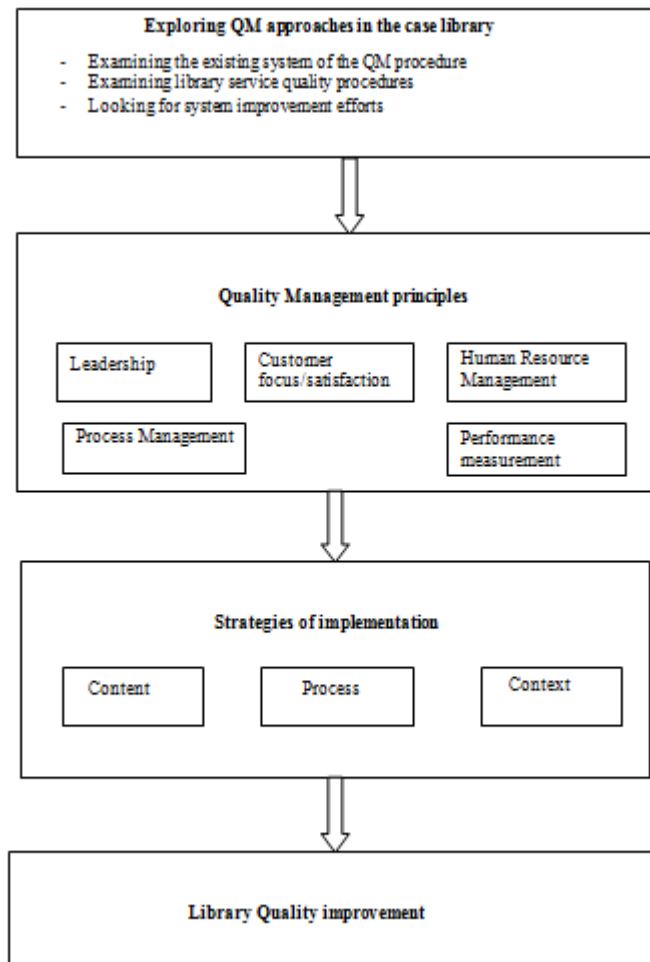


Figure 5.1. Conceptual framework for the main study

Chapter 6 Interviews: findings and analysis of data

6.1 Introduction

Two previous chapters discussed findings on the current study – the survey findings in which the extent of QM practices and participants’ perceptions of its principles, service quality and improvement efforts at participant libraries were identified; the pilot study findings which gave a confirmation on the level of QM practices, quality service provision and improvement efforts. This chapter further presents the findings and analysis of the interviews conducted for this study in fifteen Nigerian public and private university libraries. Analysis of findings was based on themes identified for the study: leadership; and human resource management; customer focus; library resource management and performance measurement.

Based on the interview data provided in Table 3.5 in section 3.9, this chapter details how the five themes of study were interpreted by study participants and which are presented from sections 6.3 to 6.5 respectively. The themes were categorised under management factors identified as management practices, quality service delivery; and efforts made at improving services in the libraries studied. The chapter begins with the analysis of meanings ascribed to concepts of quality and QM in section 6.2.

6.2 Definition of concepts

This section aims at first, to present the various meanings ascribed to library quality and QM by interview participants and their general understanding of the concepts in the context of the university libraries studied. The section begins with participants’ definition of the two concepts as shown in Tables 6.1 and 6.2 by interviewees of the study. These are presented in sub-sections 6.2.1 and 6.2.2 respectively.

Table 6.1: Interview participants' definition of quality

| Case description - Interviews | Contextual label / Quality | Transcript (contextual definition) | Categories (How perception is understood) |
|-------------------------------|----------------------------|---|---|
| F1 | | A kind of finesse that is taken into cognizance in the process of bringing a task to completion | Excellence [1.4] |
| F2 | | Ensuring consistency in standards | Standards [17.13] |
| F3 | | Expression of a value of a substance | Excellence [1.4] |
| F4 | | Giving the highest Standards of proficiency in service delivery in the Library | Standards [17.13] |
| F5 | | Tantamount to being excellent | Excellence [1.4] |
| S1 | | Something good, something nice, something that you will appreciate | Excellence [1.4] |
| S2 | | Providing a service that is of the highest value | Excellence [1.4] |
| S3 | | Assumed level of excellence | Excellence [1.4] |
| S4 | | Concept of quality is how to deal with benchmark. | Standards [17.13] |
| P1 | | Provision of services in such a way that clients will be reasonably satisfied with what you provide | Standards [17.13] |
| P3 | | Excellence in all its ramifications and with underlining concept of consistency | Excellence [1.4] |
| P5 | | A perfect way of practicing, giving out your services. | Standards [17.13] |

*Interview participants are here identified with descriptors representing the types of university libraries as: 'F' (Federal); 'S' (State); 'P' (Private). Federal and state universities are identified in this study as public.

6.2.1 Library quality defined

Information gathered from the study offers significant insight into the meaning of library quality from the point of view of participants of the study. Two distinct features identified as constituting library quality from the various definitions were: 'standards'; 'excellence' which participants expressed as requirements for meeting user needs and expectations. These definitions were summed up by the researcher as 'meeting required needs' Table 6.1 provides a pattern of responses to definitions of 'quality' by interview participants. The definition table was however not exhaustive as a number of participants could not provide clear definitions, but rather explanations of the concept.

Table 6.2: Interview participants' definition of quality management

| Case description – Interviews | Contextual label / Quality management | Transcript (contextual definition) | Categories (How perception is understood) |
|-------------------------------|---------------------------------------|---|---|
| F1 | | Ability to maintain and manage quality service | Effective management of resources [1.3] |
| F2 | | Ascertaining that the indices of ensuring quality in the performance of some task is put in place in an establishment | Standards [17.13] |
| F3 | | Evaluation of your position with the view to advancing in that position by consciously improving and seeking resources to advance in the value of the product or the position | Standards [17.13] |
| S3 | | Providing information to a particular user based on the need with which such user will satisfy his/her query. | Meeting user needs with products and services [3.4] |
| S4 | | Capacity of being able to get the best mixture of human and material resources you have to manage | Effective management of resources [1.3] |
| S5 | | Applying quality planning control, assurance and improvement in a particular product or service | Standards [17.13] |
| P1 | | Parameters set by the management of the university to ensure that the institutional goals are achieved | Meeting objectives of the university [1.7] |
| P2 | | Ensuring consistence of information products and services in fulfilment of expectations and maximum benefit of library users. | Meeting user needs with products and services [3.4] |
| P3 | | Bringing the necessary values and deliverables that meet the needs of end-users and regulatory standards | Meeting user needs with products and services [3.4] |
| P5 | | Maintaining the quality standard of service provision set by any library to ensure users are satisfied | Standards [17.13] |

*Interview participants are here identified with descriptors representing the types of university libraries as: 'F' (Federal); 'S' (State); 'P' (Private). Federal and state universities are identified in this study as public.

For example, an interviewee's response to the question 'May I ask what the term quality means to you?' was:

'Well, to many people it means different things... we librarians, when we talk of quality, we would talk of quality service for our readers and before you can achieve a quality service, a lot of variables have to come to play. We talk about the staff, we talk about the collection, we talk about the environment...' (P4 - UL).

Though the participant could not provide a clear definition, it was obvious from above response that he understood the concept and how it was meant to be applied in academic library context. Such statements were considered as providing explanations to the concept and were therefore coded as ‘quality as a concept’ (Appendix XIV). Participants’ definition of quality is hereby presented in sections 6.2.1.1 to 6.2.1.2.

6.2.1.1 Library quality as standards

An important attribute of a library quality is its consideration as a set of rules to guide its operation. To as many as twelve participants of the study, quality meant setting standards in management and service delivery. For interviewees of the study, phrases and words that run through their definitions included ‘maintaining consistency in standards’ and ‘benchmark’.

Quality is here depicted as encompassing a range of human behaviour. The range of definitions from interviews in Table 6.1 thus indicates that participants held similar views on the concept.

6.2.1.2 Library quality as excellence

From the interview data, it became apparent that the concept quality to a group of study participants meant excellence in service delivery as shown in Table 6.1. In explaining his assertion, an interviewee maintained that:

‘The internal dynamics that underline an entity at a shortest point of call will define excellence...so excellence is quality and it is being at the best, best practices, meeting standards, meeting the needs of users’ (P3 - UL).

He further described quality as ‘growing a system’ to such a level that it can run automatically with or without the presence of the manager, to ensure that necessary values and deliverables are brought in place to meet user needs as well as regulatory standards.

Other definitions that were related to excellence featured expressions such as ‘finesse’; ‘highest value’; ‘value of a substance’; ‘assumed level of excellence’. This aspect of the definition of quality also indicates that interviewees shared similar views about the concept.

The foregoing definition of library quality by participants therefore presents the concept of quality in three perspectives. First, is the concept as tool for satisfying customer

needs and expectations; second, as a means of meeting regulatory standards; and third, as a way of attaining excellence in practice. Figure 6.1 provides a visual summary of the definition of concept of quality.

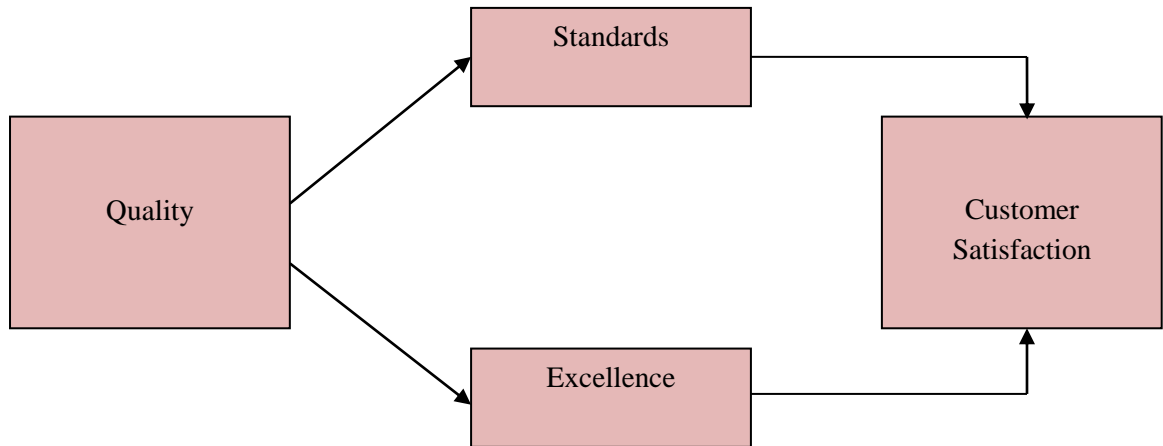


Figure 6.1: A visual summary of definitions of quality by interview participants from Table 6.1

6.2.2 Meaning of quality management

QM has also been defined in the data from different perspectives by participants of this study. The various definitions of the concept also point to the libraries' roles in supporting their parent institutions in meeting their objectives of learning, teaching and research as shown in Table 6.2. The expressions were summed up as 'standards'; 'effective management of resources'; 'meeting user needs with products and services'; and 'meeting objectives of the university' as shown in Figure 6.2. This section presents the various definitions of QM as provided by interviewees.

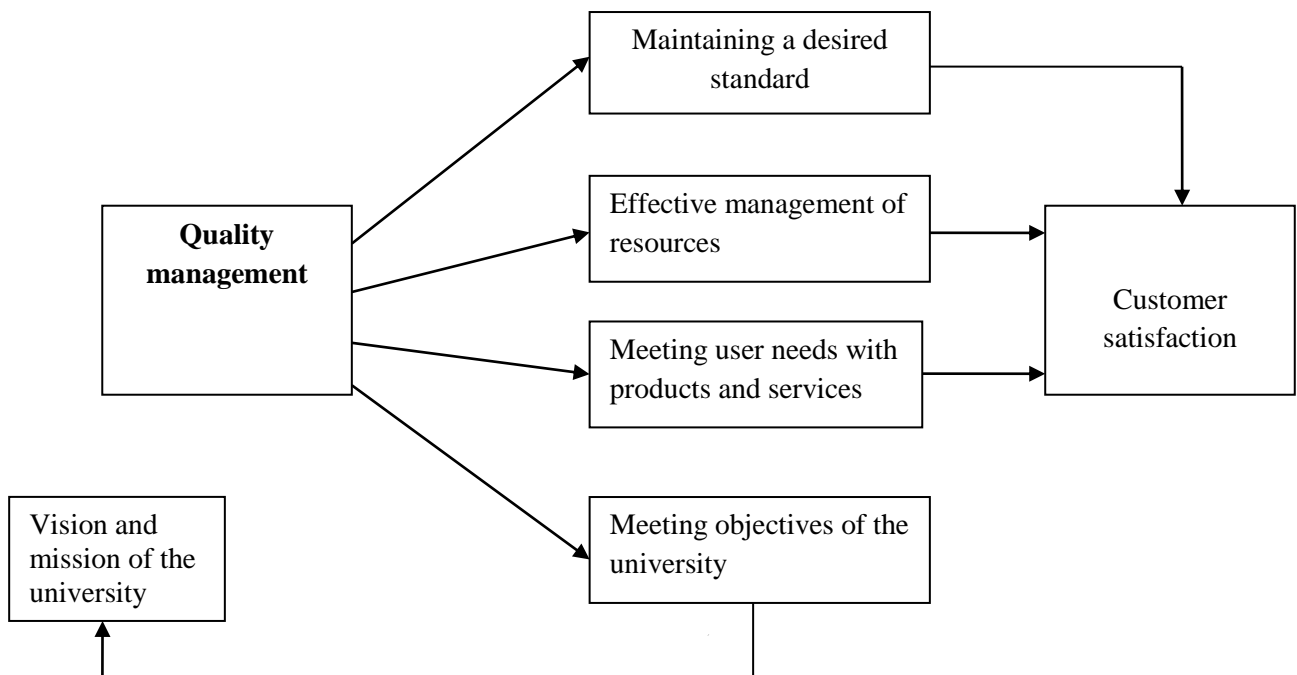


Figure 6.2: A visual summary of definition of quality management from Table 6.2

6.2.2.1 QM in relation to standards

Participants' reference to standards in their definitions were determined from phrases such as 'indices of ensuring quality' (F2 - UL); 'seeking resources to advance in the value of the product' (F3 - UL) as shown in Table 6.2. This gives an indication that participants considered QM as provision and management of services in accordance with necessary requirements.

6.2.2.2 QM as effective management of resources

Effective management of resources was identified from some participants' definition through phrases and words such as: 'managing human and material resources' (S4 - UL) in this case made by only one participant from a public university is also shown in Table 6.2, as stated below:

'The capacity of being able to get the best from mixture of material, human resources and whatever resources you have to manage depending on the sector' (S4 - UL).

6.2.2.3 QM as meeting user needs with products and services

To a number of participants, library QM meant fulfilling customer needs and expectations through effective service delivery. Defining QM in this regard was made by participants with phrases and words that included: ‘products and services’; ‘providing information’; ‘end users’; ‘maximum benefit’ as presented in Table 6.2. The essence of ensuring customer needs and expectations was highlighted by a university librarian from a private university who stated that his library placed premium on customer service:

‘Our policy is customer centric... we want to do what meets the needs of our clients, so their needs are paramount. As far as we are concerned it’s a service industry. Once they are not patronizing us we have no business in existence’ (P3 - UL).

This definition of library QM and explanations as presented in Table 6.2 also demonstrate participants’ acknowledgement of the need for application of the concept for quality improvement of services.

6.2.2.4 QM as meeting objectives of the university

There is only one definition from Table 6.2 that linked library QM to institutional goals. This definition came from a university librarian from a private university who, apart from the definition explained that QM is:

‘A function of the set-up of the institution where you work... a way of streamlining management to achieve results’ (P1- UL).

Library QM in this sense can be explained as aligning its goals with those of the institution for achievement of its long-term success and thereby referring to the concept as of vital importance in organisational development.

6.2.3 Summary

In general, the various definitions ascribed to the two concepts – quality and QM in relation to HEIs and operations of their libraries demonstrate the significance of the concepts in general organisational development. The frequent occurrence of related words and phrases such as excellence, ‘customer service’, products, satisfaction’, ‘services’, ‘standards’, ‘user needs’ physical and human resources’ in the definitions from the data revealed that the overall understanding of the two concepts from the perspectives of libraries studied is, ensuring ‘user satisfaction’. The various viewpoints

of participants about the concepts show a general understanding of the two concepts by participants.

The concepts of quality and QM have been defined in sections 6.2, from academic library perspectives. Data from the study indicated a general knowledge and understanding of the concepts by participants. However, the extent of their translation in practice would be determined in the course of analysing the data.

There were two segments for analysing data for this study which were based on first four objectives of this study. First, was the evaluation of the five principles on which QM practices were assessed for this study. These included leadership and human resource management; customer focus/satisfaction; process management; and performance measurement. The ensuing sections looked at the five QM principles, as themes of study, from the perspectives of three overarching headings which are: management practices and procedures; quality service delivery; and improvement efforts in university libraries investigated in SW Nigeria. It is evident from the literature that the themes constitute critical success factors necessary for achievement of organisation's goals (Oakland, 2004). These are presented in sections 6.3 to 6.5. Participants' responses and quotations in the presentation of results have however been limited to one each from public (federal and state) and private university libraries respectively wherever possible. This is because quotations have mainly been charted (Tables 8.2 to 8.4) and mapped in accordance with framework analytical procedure (Appendix XIV).

6.3 Management practices and procedures

This section presents the results of the study based on key interview themes. These were a priori themes established from reviewing QM literature and on which findings from the data obtained from the study are based. They were: leadership and human resource management; customer focus; library resource management and performance measurement, which are also presented in sub-sections 6.3.1 and 6.3.2 respectively. These themes and their related sub-themes are each presented visually and described in detail below.

6.3.1 Leadership

Prior discussion on leadership in section 2.2.4.1 of the study supports the idea that leadership is a significant feature of top management that plays a vital role in achieving

organisational success. As explained in the literature, leaders are described as role models who need to be passionate about quality and actively maintain its values in their organisations and are therefore required to sustain the internal environment in which employees can be fully involved in realising the organisation's purpose (Dewey, 2014; Evans & Lindsay, 2001). From the interview data, it became evident that participants raised a number of issues relating to leadership and how procedures were managed in their various libraries which have been categorised into sub-themes. These sub-themes are presented in Figure 6.3.

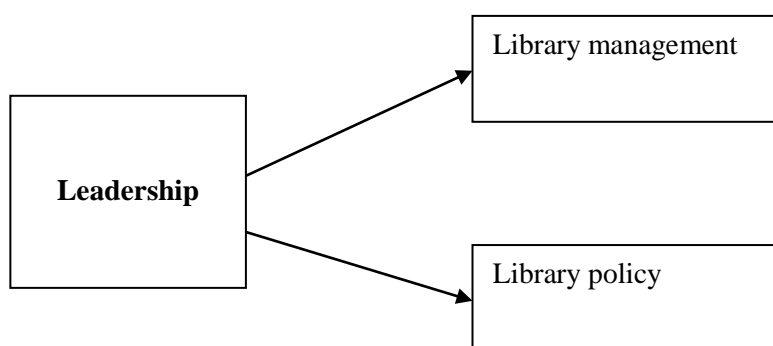


Figure 6.3. The interview theme, ‘leadership’ and sub-themes, as shown in Table 3.6.

6.3.1.1 Library management

Pattern of responses illustrates participants’ affirmation of their library’s existence for the purpose of meeting the goals and objectives of their universities. However, for the purpose of this section, it is useful to identify the following issues raised in relation to or as categories of library management which were mainly obtained from the discourses: characteristics of library operations; leadership styles; manage and report on human capital; meeting objectives of the university; mission statement of the library; strategic planning; vision and mission of the university; vision and mission of the library.

With regards to library operations, participants emphasised the importance of the daily routines that enable interaction between the librarian and the user. Participants were of the view that knowledge of library routines assists in easy identification and meeting

user needs. These views were indicated by two participants from private university libraries and seemed peculiar to their situations as demonstrated below:

‘Those who are not experienced in modern day technology expected that people would be rushing for seats in the library but with the help of technology, they don’t have to ... you find more of them in the e-library’ (PI-UL).

‘Usually, every week there’s a staff on duty and he’ll write a formal report. It’s like the on- the- spot quality person in the library. I review this report to see whether there’s a deviation and an item mentioned requiring attention must be addressed immediately’ (P3 - UL).

The interviews made it clear that participants’ disposition to encouraging staff involvement in managerial activities, through participatory leadership styles has contributed to smooth running of operations. Participants also indicated that the choice of participatory leadership style has contributed to the creation of a conducive environment, in most cases that enabled staff to operate effectively. This is consistent with the finding of the quantitative survey conducted in the first phase of this study, in which library managements’ motivation, support and recognition of employees was perceived as very important in academic library management by the majority of participants. There is however a variation with a study conducted by Ogbah (2013), on leadership styles of some academic libraries in Delta State, Nigeria which found autocratic leadership as the style mainly practiced and which was considered as a negative style of leadership. Comments on style of leadership mainly came from public university libraries as:

‘I don’t operate a shallow approach, I’m running an inclusive administration by trying to relate to everybody by bringing them together, that’s why you can see XR coming to you [researcher], standing-in for me, whilst he’s just a senior librarian’ (F3-UL).

‘By ensuring conducive library environment with participatory management style, I encourage the staff to be friendly, show competence and efficiency in delivery’ (F4-UL).

‘We have different types of leadership styles. To me, we practice participatory here...whoever that heads a division will have to put across his or her own suggestion towards the attainment of the goal of the library’ (S3 -UL).

Managing the academic library also entailed the ability to manage and report on human capital through notification to the university management about existing library human

resource. A participant from a public university library explained her role in this regard:

'My role is to be able to bring the awareness to the university management that the university library at any point in time has the right capacity in place' (F1 - UL).

Virtually all respondents in this study affirmed their libraries' role in meeting the objectives of their parent institution and thereby highlighting the importance of the library in the development of the university. Participants from two public and one private university libraries indicated that:

'The library...has her goals and the goals are set to assist the university in meeting its own set objectives. And, so the university library as much as possible, tries to provide information service... to its numerous users, in support of learning, teaching and research' (F1- UL).

'The library's main task... is to harness, maximize and direct library activities effectively and efficiently so that the university community will have quick access to relevant, accurate, reliable and timely information...' (S3 - UL).

'The library complements the activities of the University to make sure that the mission of the university is achieved' (P4 - UL).

The interview data revealed some participants' belief in having mission statements for their libraries was because they were regarded as important aspects of ensuring quality in the academic library. Mission statements in this sense were noted as being concerned with identifying the libraries' core purposes. Data from the study indicated that a minority (4) of participant libraries (both public and private), had mission statements of their own, with each of them having similar sense of mission. Participants from the majority of libraries indicated that they did not have their own mission statements, but rather fashioned their goals to support the missions of their parent institutions. This finding reveals a reactive rather than a proactive disposition to the issue of mission statement for the library. This is in comparison to findings in the quantitative phase which indicated managements' identification of the need for a clear mission strategy for respective libraries, by all (100%) participants. Participants' responses to the question: 'Does the library have a mission statement? If it does, how is it aligned to the vision and mission of the university' were, for those libraries that had mission statements:

'The focus in the mission statement of this library is to have an enviable library service enhanced by information technology ... is also to give support services to make the vision and the mission of the university achievable using the right technology' (F1-UL).

'The mission and vision of the library have to do with the mission and vision of the university. What we do is align ourselves with the mission and vision of the university, through the provision of the resources and services to enable the university achieve their own mission as well as their vision (S2 - UL).

' ... The parent institution is committed to being a world class university... and so part of the mission for this library is becoming a world class resource centre, such that any material in whatever format that is necessary for teaching, learning and research would be found here'(P3 - UL).

Arguments raised by those participants whose libraries did not have separate mission statements were that they fashioned their goals and objectives to support the missions of their parent institutions pointed to the fact that participants had hitherto not considered fashioning library-specific mission statements:

'The library derives its mission from that of the institution and plays a vital role in its teaching learning and research activities' (F2 - UL).

'Our library does not really have its own mission statement. But we work with the policy of the institution, so that is what our mission statement is all about, we don't have a particular statement' (S1 - UL).

'Yes, yes, yes we do, though not written anyway. We don't have a document that shows, but we in the library know that our main mission is to render a seamless service, seamless service to our clientele' (P4 - UL).

Participants emphasised importance of linking the goals and objectives of their libraries with those of their respective institutions because it confirmed the essence of the academic library as a vital part of the parent institution as well as the *'centrality of the library to the vision and mission of the university at any point in time'* (F2 - UL). As expressed by a participant:

'If the university decides to change their perception as far as their mission today, the university library must be ready to align...and I want to say, this library is disposed to make the vision and the mission of this university realizable using the right technology as obtainable in various parts of the world now' (FI - UL).

'Because we are part and we want to develop the vision and the mission of the university. In that sense, we have captured, the essence of the university itself but each unit has to align itself in terms of products and services, by ensuring that we have a link to the vision and mission of the university' (F3 - UL).

These views and expressions mainly came from participants from public universities. Another university librarian took the role of the academic library further, explaining that it was more of a partnership than providing support for parent institutions:

'The role of the library is more than to support, particularly when you are talking about academic library system. The role is stronger than to support because it is out to collaborate in research, teaching and community service. So an academic library is a collaborator not a support' (F5 - UL).

6.3.1.2 Library policy

Issues addressed in respect of library policy in this sub-section by interview participants included: policy on library services; policy communication; and policy implementation. Development of policy on academic library resources is essential to the success of teaching, learning and research efforts of the university. It mainly establishes a general framework to enable the university library to select, manage, review and withdraw its resources. It also assists the library staff to make decisions about developing and exploiting library collections. The overall responsibility for the policy, which mainly covers collection development and readers' services, always lies with the university librarian. Findings from the data revealed unavailability of written library policies in libraries investigated based on responses obtained from majority (8) participants on the question, 'does your library have a written or detailed policy on library services?':

'We don't have a detailed library policy but we have a library guide which is just a guide to users on the use of the library and what we have. But we have not, in fact, one of the things I intended to do when I got here was to write our policy, library policy...I want to come up with library policy, acquisition policy, reference policy ...' (F3 - UL).

'Our library does not have a policy on library services as a whole but we have a policy on collection development. We have a written policy on collection development and I think that is part of library services' (S1 - UL).

'...There's general policy, may not be called service... No, there's one for the library but embodied in general handbooks' (P3- UL).

In terms of policy communication, responses from mainly private universities indicated that there was no clear-cut method of communicating management decisions to the staff, though a few participants from public and private university libraries indicated communication with staff through general staff meetings and unit meetings:

'Policy communication is done through practical and guided assistance, memos and written statements, on the job counselling, on the job practical experience and memos, written statements most times' (F1 - UL).

'For each of the units we have heads of unit and they communicate whatever has to be communicated down to their staff...occasionally we have a large in-house staff meeting, because we have to service people at the same time, we cannot close the library to do that often...' (S4 – UL).

'We hold meetings where we rub minds and I give them my vision, they also give me a feedback as to how that vision is understood, they also bring suggestions being the people at the front-desk' (P1 - UL).

Section 6.3.1 presented issues raised by interview participants from both public and private university libraries on library leadership. Issues raised were categorised as library management, which involved participant libraries' contribution towards meeting objectives of their parent institutions, such as declaration of mission strategy and leadership styles. There was however evidence that most of the libraries did not have library-specific mission statements on which to base their operations. Matters on library policy were meant to establish its availability in the libraries studied, though the findings indicate that most libraries interviewed did not have clear-cut policies on library services. These are however, fundamental issues that need to be addressed in developing a quality culture in an organisation. Similar ideas were expressed by participants even though there were issues specific to individual situations. The next sub-section looks at human resource management policies of the libraries studied and the quality implications.

6.3.2 Human resource management

Effective management of human resource is a significant feature in the overall fulfilment of organisational objectives (See Chapter 2, section 2.2.4.3). The interview data showed that issues raised in relation to human resource management by participants articulated its essence within their respective organisations. The importance of personnel development and management in the academic library for attainment of a quality-driven organisation has also been emphasised in the literature. This is consistent

with findings from the interviews which present issues raised by participants' from perspectives of staff development and staff management. These sub-themes are presented below in Figure 6.4.

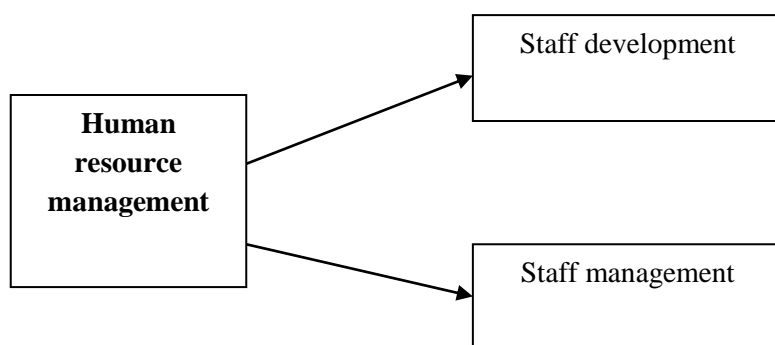


Figure 6.4. The interview sub-themes of ‘Human resource management’ presented in Table 3.6.

6.3.2.1 Staff development

Participants in this interview considered staff development in the academic library as an essential aspect of managing human resources in academic library services. Issues raised by participants in relation to staff development ranged from staff recruitment to staff training and are listed as: recruitment of staff; quality of personnel; capacity building; employee empowerment; staff training.

Staff recruitment is one of the challenges facing academic libraries with library managers being expected to hire staff with new skills and competencies to cope with the deployment of technologies within the traditional academic library system (Choi & Ramussen, 2009). Data from the interview indicated that few participants (three from public and one from private) expressed the essence of recruiting competent staff for their libraries.

‘When I hire a staff, it means he has met the minimum standard of the library and in my evaluation, I look at different strengths and weaknesses of individual ...by placing them, at least to start their career, in the places where I can monitor their development’ (F3 - UL).

‘We operate at cutting edge level, deployment of best er...technology devices to enable us drive quality, recruitment of best brains and ensuring that trainings are consistent with characteristics of our base, because you can’t drive goals and quality with persons

who do not buy into the vision. So we ensure that em...our librarians and indeed all staff buy into the vision' (P3 - UL).

In terms of quality of personnel recruited, the majority of participants from public and private university libraries indicated that steps are taken in their organisations in recruiting the right staff, even though a participant admitted that she had '*challenges*' in '*hiring the right crew of staff*' (FI - UL) due to other factors.

'I allow the best quality come in, in terms of ability to meet the new requirement for entry into the university library. By having an advertisement, by trying to shortlist staff, using their pedigree, their qualifications and their experiences' (F3 – UL).

'There is a basic requirement for somebody to practice as a librarian, in terms of having a Master's degree and getting registered with Librarian Registration Council of Nigeria (LRCN) and we ensure our librarians have... the basic qualifications to be a librarian in Nigeria...' (S4 - UL).

Participants from private academic libraries had varied reports on the quality of their personnel:

'Unlike the bigger libraries where you have a pool of experienced librarians to assist you, I am the only person with university library experience all the others are coming either directly from the library school...' (P1- UL).

'I have about 35 staff that report to me and this cuts across the professional librarians, the para-professionals, the support staff...' (P2- UL).

'In my library for example, we have no trained staff in our circulation, but we do give training to them internally, how to issue using bar code scanner, using bar code reader, how to scan it, how to enter' (P5-UL).

With regards to capacity building, participants regarded it as paramount to staff development and effective delivery of services. From participants' comments, it was clear that they saw it as a duty to identify specific areas to develop staff capacity. This issue was addressed mainly by participants from public universities with only one participant from a private university.

'... In what areas of library service do we need capacity? This is also my business. If we have them, what is the fraction of the workforce that should be in this section, which should be there? It is also my business to expose them to the kind of training and retraining that will cause us to have quality performance...' (F1-UL).

Capacity building was also considered from the perspective of educational development and training of the workforce. A participant's response on the matter was:

'Many of our staff for instance, the academic staff... including library staff...is encouraged to undertake the higher qualification...And in that regard, the library provide resources to those category of people that meet with, their various disciplines, so they are able to use library resources to get higher qualifications'(S4 - UL).

'It is an employee-friendly administration. The management is very friendly, then policies for employees, not like hire and fire, but supportive in terms of going on study leave, attending conferences, workshop, and also sometimes, they sponsor certain, schemes for study PG courses'(P5 - UL).

An issue identified by a participant as a possible determinant for capacity building is 'personal orientation of staff and good attitude to work' (F1 - UL) which 'can enhance capacity or pull it down' depending on readiness of staff to learn and ready to move with the trend of affairs.

Training of personnel for exposure to acceptable professional practices in order to provide effective services depended on the organisation's priority as expressed by some participants. The majority of participants however, held similar views about current trends in training and re-training of personnel in their respective university libraries:

'We started something this year. That is, organizing seminar and workshop to train people from outside and within the country. There was a workshop on record management. We invite people and invite resource persons to train people' (F3 - UL).

'In recent time, even the university policy in terms of training, workshops and so on, has improved greatly... Before, even to get sponsorship for workshops and training, within the country could be difficult, so now, we have a lot of our staff ... having support to go for workshops, conferences abroad' (S4 - UL).

'This library ensures that quality is applied to every component of services to our clientele. This, we achieve by constant training and retraining of staff at all levels... This is in addition to monthly in-house training that is conducted to acquaint the staff with developments in the library, such as when new technologies are acquired or an innovation is in place' (P3 - FG 4).

Closely associated with staff training are empowerment programmes designed by academic libraries for developing staff capability. Participants' interpretation of these development drives included attending conferences, workshops and seminars as well as degree earning programmes such as master's and doctoral degrees in LIS. Empowering

the staff was regarded by participants as a way of motivating them to improve their performances.

'There is a lot of in-house training that is coming up, within sections, they are training themselves, the sectional heads are coming up with training, and then the library management provides opportunity for staff to attend workshops to improve their professional skills' (F4 - UL).

'We try to let them take responsibility. For example, when you have problem within your unit, before people will just come, 'Yes sir, this is the problem'. But I will say before you come to me, what have you done about it...? ...We let them know that they also have to take initiatives' (S4 - UL).

'We have monthly seminars and... all librarians are rostered from the beginning of the year, having research topics, sharing with other librarians and we invite librarians across the country to come around... It is a monthly affair meant to ensure that we're in touch with best practices' (P3 - UL).

6.3.2.2 Staff management

Issues raised in the interviews with regard to managing staff for effective service delivery involved expressions that indicated: motivation of library managers; motivation of staff at lower levels; cooperation among colleagues; multitasking; staff appraisal and promotion; staffing situation; staff welfare; teamwork.

Data obtained from this study indicated that staff were motivated in different forms such as staff elevation or promotion, based on improved performance or additional qualification; staff training for acquisition of skills; and provision of conducive working environment. Responses to staff motivation came with differing views from participants in the two categories of university libraries. Again participants indicated their style of staff motivation in different ways:

'There are two motivation – apart from the salaries they're paid, in the university, I ensure that my staffs have shifts allowance. If they do shift duty, they are paid the shift allowance.... We have shift allowance for every staff who does shift, that's, am able to motivate them by that...' (F3 - UL).

A public university librarian also indicated that the library motivated staff at the lower levels through promotion or remunerations. Oakland (2004) identified rewards and

recognition of staff as important QM principles which organisations employ to encourage staff participation:

'Best staff is given an award and we hold meetings in which, no matter how junior you are, you are able to express yourself and what has been your challenges regarding your work and which we look into' (F2 - UL).

'If there is going to be a training the people [staffs] are saying, it's free, I don't even let them write the university for impress, I give them transport to go... of course if they want to apply for fellowship abroad, we try to assist them as much as possible' (S4 - UL).

'They are sponsored for conferences...and any other seminars and workshops and they are also given book allowance to a certain level, to purchase relevant books in your area of specialty in the library profession' (P2 - UL).

Staff motivation in an organisation in this sense reflects the assertion of Ahire, Golhar & Waller (1996) as expounded in the literature that it promotes employee commitment to full participation which in turn results in development of an effective line of communication and teamwork spirit. The views of participants, from only public university libraries, in terms of cooperation with staff were expressed as:

'So also my staff, I communicate, we have collective decision-making. I don't take decision unless it's strategic. If it's strategic, I may not, but when it comes to decisions that can move the library forward, I involve all of them in the decision-making' (F3-UL).

'We have the general meeting, programme on, where we try to find out departmental issues and everybody has a say, not because I'm not here, I'll not know what they are saying but when we all share it, we will be able to come up with something good' (S4-UL).

'Essentially, we try to correct ourselves and since we are all working for a common goal, we always endeavour to streamline activities and that's the success of the administration. There are usually differences here and there but we are invariably able to iron such things out and move ahead' (S3 - UL).

The issues of staff welfare and teamwork were the least addressed in the interviews as they were just raised by participants each, from two public university libraries respectively.

'I have put up a welfare scheme within the library...if you are just coming as a new staff, you can even borrow money for almost 60 thousand naira that can help pay your rent or you can even come and take money to pay for your child's school fees and pay back' (F3 - UL).

Another public university librarian's comment on working with teamwork spirit for achievement of library goals was:

'Basically every librarian is involved in library operations. In our own little way, working together as a team, it's not the business of the university librarian alone' (F2 - UL).

Assessment of staff is usually done internally for the purpose of appraising professional competencies of such staff, through their performances at work over time. Overall assessments of librarians are mainly conducted by heads of libraries, though periodic assessments are sometimes conducted by sectional or unit heads. These are achieved mainly through submission of periodic reports on library operations or through submission of annual appraisal forms on staff performances and needs.

'All staff including librarians usually have what is called the APER form (Annual performance evaluation form) which measures the performance of librarians vis-à-vis how they are able to ensure quality control, quality management in the various services that, they have been offering' (P5-UL).

'We ensure that they write quarterly reports and from the reports we will be able to see where weaknesses are, and so on...We have reports fairly regularly, say quarterly, and then the annual which we cumulate, and once they bring the statistics, we ask questions, so that if there are correction to be made we endeavour to do it' (S4 - UL).

A participant from a public university library however faults the appraisal form in her university on the basis of certain indicators for measuring professional issues:

'I discovered that the format of evaluation, annual appraisal which we call APER form exercise here is defective...When it comes to measuring professional issues for instance, there is no way it is catered for. You want to measure interpersonal relationship... academic maturity or leadership...professional competence, there are no spelt out indices and I am looking for a way of making a proposal to that effect' (F1-UL).

6.3.3 Summary

This section presented findings from the data obtained from the interview study in relation to leadership and human resource management as aspects of management practices and procedures in academic libraries studied. Findings on leadership indicated that participants demonstrated their views and contributions in library management as

well as towards meeting objectives of their universities; while issues on library policy were meant to establish the availability of written library policies, it was revealed that the majority of the libraries did not have written policies on services. On human resource management, participants demonstrated efforts on staff development through recruitment of quality personnel, capacity building, staff training and employee empowerment for optimum performance; while staffs were managed through motivation, effective communication, staff appraisal and promotion, ensuring staff welfare and encouraging teamwork spirit. Importantly, issues raised on the two themes were based on situations in individual libraries though similar to each other but tended to be presented differently. For example, an aspect of staff development such as empowering employees for good work practices was handled differently, judging from participants' comments. A public university librarian indicated that his library achieved this through 'in-house training' conducted by 'sectional heads' (F4 - UL); Another participant explained that staff were encouraged 'to take responsibility' (S4 - UL) by handling sectional problems; while a third participant explained that employees were empowered mainly through practitioner-based research, to ensure that the library was 'in touch with best practices' (P3 - UL).

Findings with regards to participants' perception on the two themes indicate clearly an endeavour by individual participant libraries to develop quality culture, though the resources and support to actualise such aspirations were lacking. The next section looks at participants' responses on issues of customer focus/satisfaction and library resource management as aspects of quality service delivery.

6.4 Quality service delivery

This section presents the current situation in the libraries studied with regard to systems of service delivery from perspectives of two quality management principles – customer focus and satisfaction; and process (library resource) management. These are presented in sub-sections 6.4.1 to 6.4.2 below.

6.4.1 Customer focus and satisfaction

The principle of customer focus and satisfaction as a key goal of QM is realised not only in satisfying and exceeding customer needs and expectations as mentioned in chapter 2, section 2.2.4.2, but also in the identification of the fundamental role played by employees in satisfying customers. This includes the behaviour and performance of

service employees, which are regarded as crucial to the provision of quality service and therefore makes effective employee development a requirement to increase customer satisfaction (See Chapter 2, section 2.2.4.2). Data on this aspect of study indicated participants' views on issues which ranged from customer services to communication with users. These are provided as sub-themes in Figure 6. 5.

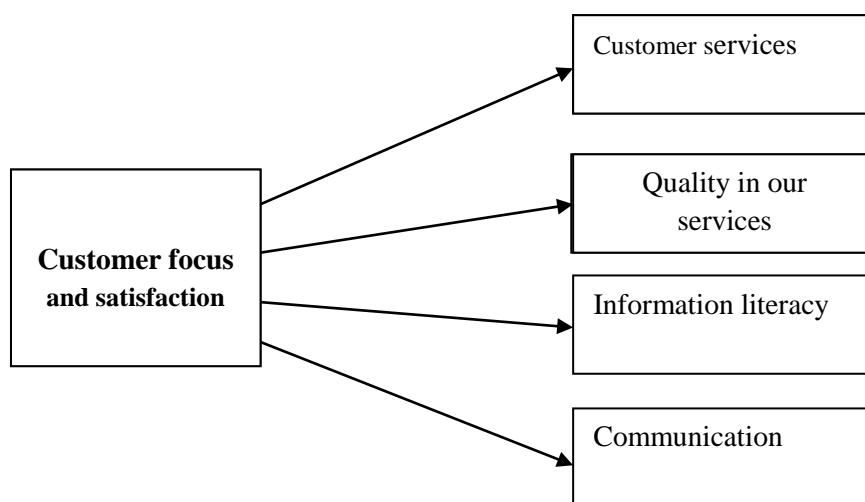


Figure 6.5. Interview sub-themes of ‘Customer focus and satisfaction’ as shown in Table 3.6.

6.4.1.1 Customer services

Participants demonstrated acknowledgement of the library user as an important aspect of library service with the basic objective being satisfaction of the user. Participants’ interpretation of good customer service included ‘ability to deliver service on time, as and when requested’ (F1 – UL representative). Their efforts and expectations in this regard were identified from the following issues raised which included: Meeting research needs of the faculty; commitment to library services; cordial working relationship with the students; current awareness services; increased patronage of the library; marketing of resources; and support teaching in the faculty.

In terms of meeting research needs of faculties, it was evident from participants’ comments that efforts were in place to provide research needs of faculty members. There were comments on this issue from both categories of participants:

'At the beginning we ask our lecturers to let us have their research interests and the sources that they prefer to use. So, we have that database and whenever we come across anything that matches, their interest, we call their attention to it' (P1- UL).

A participant indicated establishing library-faculty liaison relationship for the purpose of keeping abreast of faculty needs as well as establishing effective communication with users:

'We have liaison librarians at every faculty of the university; who help to identify the information needs of users. They connect the faculty, students and the staff of that faculty and the library... Manually, we have been able to conveniently ensure that documents in whatever form is delivered to our users. But electronically we are still just marching up' (F1-UL repr.).

Participants' response to extent of their commitment to library services was very high as a majority expressed their individual libraries' intentions, especially on the basis of the immediate needs of users. This type of service, referred to by a participant as *'personalized services'* (F2-UL) was considered an important initiative by another participant from a public university library:

'In the recent times we have been trying to cater for information facilities of the visually impaired. We have been able to put at least a place in place. This category of users are about forty two....This is the first time I will try to transcribe into Braille the library orientation lecture that I offer to regular students' (F1 - UL).

Other participants indicated their expression of commitment to serving their users by way of ensuring that their needs are met:

'We have an idea that if anybody is looking for any material on scholarship and you can't find it anywhere, that sometimes you would be able to ask somebody "have you been to P3 university library?" and if they say "oh! We've been there" that means that material doesn't exist anywhere. That's an ideal of where we are going...' (P3 - UL).

However, a minority of the participants expressed a cordial relationship with student users in terms of meeting their needs, though the importance of the user of a service or customer has been emphasised in service management as the most important asset that an organisation has (Haksever & Render, 2014). A participant each from a public and a private academic library indicated that:

'As for our students, they do come to the library when they are given assignments and when they run into problems, we encourage them to ask for assistance from' (P1-UL).

'The library has to collaborate with faculty members, with students, with management team in terms of teaching, researching and community service' (F5 – UL).

Data indicated that some participants expressed provision of current awareness services even on matters of public concern. Information provided by a participant each from a public and a private university library indicated that:

'We try to create awareness of recent or latest books in the library through the notice board, we do that occasionally. Then we also try to index some information that is very important. For example, Ebola now, we have some index of it, which we pasted where users coming into the library can read it and know what is going on' (S4 - UL).

'There is what we call the S.I (Staff Identification) form, we normally roll out the S.I form at the beginning of each session, on the form we have their names, the department, their research interest, we have some specialized database that we use for some of these research interests... so we work on it and we send the link to them...' (P4 - UL).

With regards to service patronage, participants have expressed its increase through the intervention and encouragement of the faculty in the utilisation of library resources and facilities. Branscomb (In Nse & Okorafor, 2011, p.2) in an extensive study of students library use, found that the main reason cited was preparation for examination and that the faculty held a major responsibility for students' use of the academic library. A presumption by Nse and Okorafor (2011) was that giving students regular assignments by lecturers would ensure increased patronage of the library rather than depending only on class work. A participant from a public university library commented on student patronage as:

'During their exam or assignments, they [students] use the library environment and they get what they want...some of the lecturers do instruct them that make reference of material resource, to ascertain that they come to the library. So with that they really use the library and that one has increased the patronage of the library' (S4 - UL).

There was an indication of strict measures imposed by university management on students for library usage. This was acknowledged as a welcome development by a participant in a private university library:

'Management came out with a policy to close the hostel by eight o'clock in the morning...So the next second 'home' for you is just to go to the library [to read]. If you look at the statistics as at now, believe me sincerely the policy really works, If you know the number of users we are counting in all our libraries now'(P5 – UL).

A participant indicated that her library involved in curriculum development, in support of teaching in the faculty, to aid in acquisition of required resources for the user community:

'...it is also my duty to see what is the curriculum or curricula? What does it look like? Who are my users? What will my users need...what fraction of my resources will I deploy to these various areas of information need?' (F1 - UL).

'We gather information, information needs of the faculty, students and researchers in terms of teaching and learning as the conservator of knowledge... As a knowledge conservator and the knowledge disseminator and knowledge provider, to the needs of teaching, research learning of the university' (P5 - UL).

A public university librarian expressed concern on the lack of commitment to more proactive ways of providing effective services in most academic libraries. It was also revealed that information resource marketing to users was suggested as a means to ensure patronage of services. Several authors including Okon and Umoh (2014); Opadeji and Haliso (2012); have given credence to the need for Nigerian academic libraries to market their products and services to improve their image and for 'libraries to remain relevant' (Alemna, 2001, p.265). They identify the involvement of some profit-making organisations in the marketing and provision of information services, as contributory to the challenges threatening the survival of librarians as information providers. As indicated by one librarian from a public university:

'We are competing against the same pool of students coming out from secondary schools. So students are bound to make choices, given the quality of academic programmes offered by the different universities. So the way I look at it now is about marketing and branding of the services we are to offer ...' (F4 -UL).

Sub-section 6.4.1.1 provided explanation of the current situation in participant libraries regarding their efforts and expectations in meeting research needs of the faculties; provision of services to the visually impaired as an instance of commitment to quality library services; ensuring cordial working relationship with students and through current awareness services to support teaching. The sub-section also indicated a call for intensification of efforts to improve patronage of library services through marketing of resources. The next sub-section looks at the new services which participants claimed enhanced service delivery to users and increased patronage.

6.4.1.2 *Quality in our services*

Comments from participants indicated methods in place in their various libraries by which they added value to services they rendered. This is consistent with Roberts and Rowley's (2004) assertion on the importance of quality in academic libraries to the attainment of institutional goals. Issues raised by participants in respect of this were presented as: provision of 24-hour service; E-Library services; enabling communication channel; meeting user needs with products and services; online services; remote access to resources; seamless service to our clientele.

An important innovation indicated by participants for providing and meeting user information needs was the introduction of 24 hour services to extend library opening hours to users. It was clear from participants' comments that the rationale was to make library opening hours more flexible during examination periods. The 24 hour service in academic libraries has gained grounds globally, especially in the United Kingdom where according to Reisz (2010), developed out of increasing pressure on universities to prove to students that they are providing value for money. Participants from four public university libraries indicated that the services were mainly provided during examination periods to student users.

'Currently also, because of technological development, we provide 24 hours a week services as well as online services to all category of users' (F2 - UL).

'We operate 24hours services. We do that during examination period, because our university is not residential, so we only provide the services during examination' (S1 – UL).

A librarian from a private university indicated provision of the service for access to the e-library facilities:

'We bought some inverters to power the Internet so that 24 hours, the students and even number of staff who choose to stay back can access the Internet. That is as far as the e-section of the library is concerned' (P1 - UL).

There was an expression of activities in place regarding introduction of information technology and acquisition of e-resources to ensure provision of quality services:

'We have e-library, that one we are online so that we'll reach so many databases all over the country, EBSCOhost, AJOL, HINARI, etc. all other website that our researchers can make use of' (S4- UL).

'We have thirty (30) working stations where they can browse through because we are on Internet' (P4 - UL).

In terms of meeting user needs, minority participants expressed their efforts to provide users 'with the best available' (P5 - UL):

'We are able to bring them to what we have in-terms of content, in terms of the services we render, in terms of human resources we have, so they can have access to them. So we have this with the students and all staff too who come around too to use the services of the library' (F3 UL).

'The library's main task is to harness, maximize and direct library activities effectively and efficiently so that the university community and researchers will have quick access to relevant, accurate, reliable and timely information...' (S3 - UL).

A librarian from a public university library commented that introduction of a communication channel enabling customer dialogue and feedback, added quality to their services:

'We also created enabling communication channel on the electronic billboard, you have e-mail and contact telephone numbers of heads of every service unit, so that, getting feedbacks is very easy. We also provided at the OPAC, memo pads for students who want to do written suggestion... so we get feedback from them even before they leave the library' (FI - UL repr.)

It was evident from the interviews that prevailing circumstances have necessitated the introduction of other services in a number of the libraries interviewed, such as online access to resources to meet the demands of the increasing population of students who could not be accommodated, due to space restrictions:

'The growth in student population has necessitated the establishment of online services because at inception the library was meant to cater for 5% of student population which has now increased tremendously' (F2 - UL).

'We have about five or six databases sitting on the EBSCOhost ...we have already August 2014 Journals sitting on our system, ready for users to access and our users are accessing them everyday both, faculties staff and students, even the administrative staff of the University' (P5 - UL).

A participant regarded a recent introduction of remote access to online resources as a major achievement for the library, as the university's non-residential policy had hitherto affected patronage of the library:

'A major achievement we have is off-campus access of our electronic resources. That one is already implemented, but it took us time to convince some of them to agree to browse the server, such that it's not only when you are on campus, we are non-residential' (S3 - UL).

A private university librarian equally expressed user satisfaction to services through the library's provision of remote access to a vast collection of e-resources:

'We have over 700,000 e-books, so in which case you don't need to come to the library. We have over 50,000 e-journal titles, so even some of the courseware on our website we ensure that there's hyper linking of such resources. So even at the comfort of their homes and hostels they can access these materials' (P3 - UL).

This sub-section has revealed different methods by which participant libraries added value to their services. These mainly involved the introduction of products and services to meet increasing demands of users, such as 24 hour services; e-library services; and remote access to resources.

6.4.1.3 Information literacy

In order to overcome the challenges of finding and accessing relevant information for research, academic library users require skills for knowledge and appreciation of available resources. Data from the study also showed that majority of the participant libraries had information literacy programmes, which were conducted in different formats depending on the institutions and its acceptability. Whilst some libraries organised it as faculty-based programme:

'We do information literacy programme, but at faculty levels, for staff and we also do for students. We no longer wait for the user to come to the library before they know what we have in the library... the plan was, every quarter we do this programme, but you see them clamouring and asking that library should come even if every month, to the faculty to let them know and teach some information literacy programmes' (F1 – UL Repr.)

Others had information literacy programme incorporated into the institutions' curriculum as general studies programme organised by the faculty, all in a bid to make available to users *'what we have in terms of content, in terms of services we render'* (F3 - UL).

6.4.1.4 Communication

The interview data indicated that establishing line of communication with users was mainly expressed by participants as through obtaining feedback on services. All but one

participants commented that they obtained feedback from users through various means which ranged from 'on-the-spot observation and recommendation' (F1 - UL), 'need surveys' (F2 - UL) 'and notebooks for comments' (F5 - UL). Majority of the participants indicated that they used suggestion boxes to obtain feedback:

'...If there are areas of our service that do not favour them, we try to ask them[users] to see the reference librarian or a box there for feedback for our services so that we can monitor ourselves and improve our services' (F3 - UL).

'We use a lot of feedback, whether through oral questions or interview and using questionnaire... Sometimes we have a suggestion box that they write and drop to tell us that you guys are not doing well in this area and we look at it and try to do better'(S2 - UL).

'We try to do survey sometimes to have a feedback. We have complaint boxes where they can let us know what they feel about the services. We have the social media networks...we enjoy interactive relationship with them. So there are feedbacks and you know, our policy is customer centric' (P3 - UL).

It was clear from participants' comments that there were no systematised methods of obtaining feedback from users and that in most cases they were ad-hoc arrangements.

'Right now we don't really have any hard and fast rule as to any laid down rules but the few feedback we get from our users will determine how well we are faring...but for a university belonging to a state, if you are able to meet three to four out of five requests from your users, I will give us a pass mark' (S3 -UL).

Other means of communication were expressed by way of disseminating information, library-faculty relationship, relationship with the external user community and user involvement. Very few participants, mainly from private universities addressed these issues.

It was further gathered that current awareness services and the introduction of information literacy programmes have contributed immensely to an improved faculty-library relationship as well as communication with general user community in most of the libraries studied.

'One of the ways we have started doing with faculty lecturers, we send catalogues to them ... So we ask them to tick the one they want and return and we procure. We don't force information resources on them. You have to feel their pulse...' (F5 - UL).

'We have fliers that really have a kind of brief of the library and so also we have our notice boards where we put notices for our users, and so also we have our regular bulletin being circulated to the university community' (S5 - UL).

6.4.2 Process management

Process management is the fourth theme of study which was employed to explore quality management approaches in university libraries under study (See Chapter 2, section 2.4.4.4). Process management entails regulating activities and processes to enhance organisational efficiency in meeting the needs of both internal and external customers. Issues raised from participants' comments pertaining to process management in academic library involved library resources development and management; infrastructural development and technology application in processes and service delivery. These were presented as sub-themes for process management in Figure 6.6 below:

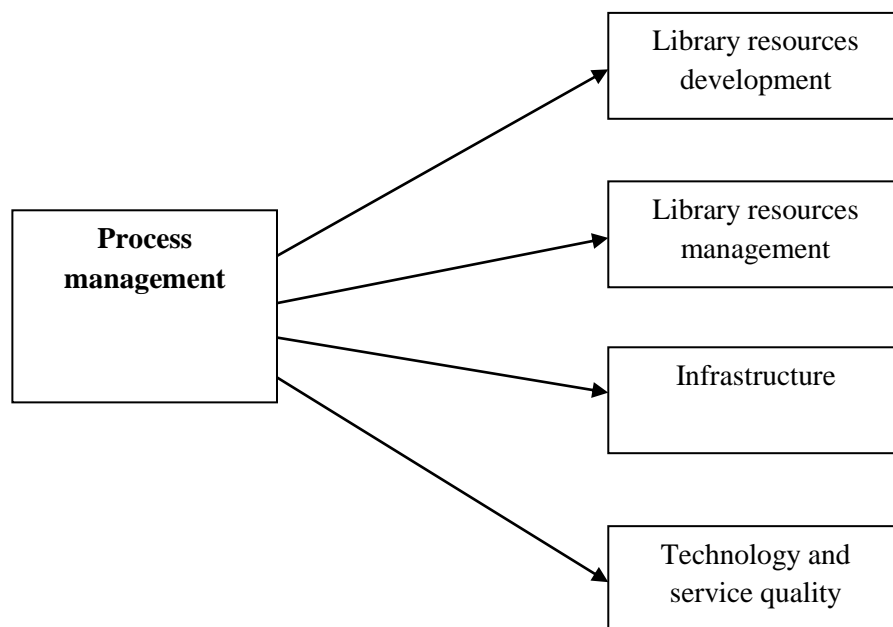


Figure 6.6. Interview sub-themes of ‘Process management’ as shown in Table 3.6.

6.4.2.1 Library resource development

Based on the data obtained from the interviews, library resource development entailed acquisition and processing of print and non-print resources of the libraries investigated for users. Issues raised by participants in this regard included: content development; funding; institutional repository; processes; serials acquisitions; electronic resource and usage.

From participants' comments it was clear that efforts in resource acquisition to enrich the content of their libraries were basically with the involvement of both faculties and students. This was also evident from the variety of products and services participants claimed were used to meet user needs in theme 3 (Customer focus). Several other authors (Lewis *et al.*, 2013; Sureshchander, Rajendran & Anantharaman, 2001; Tsang & Antony, 2001) have also emphasised that libraries needed a more coordinated method of resource development. Resource development was considered very crucial in determining academic library existence. Discussions on this issue were mainly from public university libraries where a participant invoked an aspect of Ranganathan's principle of library science which emphasised user satisfaction as fundamental to service delivery: *'we do it such that every book has a user'* (F2-UL). Some participants however, expressed challenges encountered due to government policies on library collection development.

'When you see the currency of the library resources, the format and not only print, even the hardware and software... Many of the things we haven't been able to do, many of the electronic databases the library was having challenges acquiring, have been easily acquired and subscription is being paid for now' (F1-UL).

'We send our publishers catalogue to the departments and colleges and ask them to choose those ones that are relevant to their subject areas based on their departmental courses, after they choose, they send it back to us, we now acquire based on that' (F3-UL).

Participants from two public university libraries expressed satisfaction on the benefits they have derived from the accreditation programme, as well as its effect on collection development respectively:

'Towards accreditation period, the university management releases money, and we buy the required books we need for accreditation. So in the area of resource, we have tried a lot, that is why I believe we get accreditation in all the courses done in the university' (SI - UL).

'As for book content, we have met the basic requirement of the NUC, because all our courses in the university are accredited and the quality of the university library has implication for accreditation of courses' (S4 - UL).

A major concern expressed by participants is on the challenge of inadequate funding for resource development. It is evident from the literature that financial provision to

university libraries, particularly the ten percent (10%) of government approved recurrent budget for federal universities is inadequate to support effective delivery of library service (Nnadozie, 2013; Ubogu & Okiy, 2011; Akporhonor, 2005). This is a trend mainly attributed to inflation and persistent devaluation of the currency. For participants from public university libraries comments and issues raised in this regard depended on situations in their organisations.

'Then one of the other challenges is funding. Funding as far facilities is concerned to be able to improve our performance to the user community...and so the issue of finance is always a subject of debate between the university librarian and the institutional authority' (F1 - UL).

'The library here enjoys the government policy on fund allocation as well as external funding. The funding is small but we try to manage. I want to add that the provision of support through TETFund to library development has assisted a lot of university libraries' (F2 - UL).

A participant from a public university library under a state government also commented that his library was not even enjoying government funding at all as far as electronic resources are concerned:

'For now most of what we use are free sources which are paid for by somebody else and it's just the kind of ingenuity to look for as much of that as possible that really matters, because people want resources and when your principal cannot afford them...' (S3 - UL).

It was clear from comments by participants in private universities that they did not have problems in resource acquisition and development because they enjoyed adequate funding. This was indicated from a comment by a participant:

'Our library has enjoyed and continued to enjoy heavy and huge investment and a proprietor base that has invested so much, needs to see returns for it. We are a fee paying institution. We charge, if you like, huge fees from parents and students...' (P3 - UL).

With regards to subscription of print and electronic journals, e-books and databases and making them accessible, majority of the participants regarded it as a prerequisite to library resource development. Subscription to electronic resources such as EBSCOhost, Science Direct, AGORA, HINARI, TEAL, AMEDIO, and EconLit depended on focus of academic programmes of individual institution and availability of financial resources to acquire them as well as infrastructural resources like power supply to manage them.

'We subscribe to data bases, both the subscribed ones and open sources and we have data base room where users can make use of electronic facilities in the library....' (FI - UL).

'When we started using electronic journals, it was a new service being introduced into the library which demanded a certain measure of quality in the ICT facilities that should be available in the library and that goes with the quality of bandwidth as well' (S4 - UL).

'We rely more on electronic journals. If we don't pay for the ones that are not free, we can't access them and that is another problem we have with the university management' (P1- UL).

Participants indicated that acquisition of resources was intensified for the purpose of meeting requirements of their external stakeholders for accreditation of academic programmes. Some participants indicated that they found periods of accreditation as opportunities to get their respective managements to release funds for resource acquisition. A participant from a private university library commented that:

'We're trying also particularly as we are due for accreditation next year, to get more e-resources, particularly Science Direct which is very expensive...we have specified that its, one of the requirements for accreditation so, so they are thinking of acquiring it for us next year' (P1- UL).

6.4.2.2 Library resources management

Issues discussed on management and evaluation of library resources involved access to resources; automation of library procedures; digitisation, faculty library services; level of bandwidth and security.

It was evident from the data that participants ensured access to library resource through information literacy programmes, as indicated under customer focus and through information dissemination such as current awareness services.

'Students here can access the Internet from the library as well as use the print media also for their studies. We try as much as possible to encourage our students to use the e-library and we also have an arrangement with the lecturers to encourage them to find out things from the e-library' (S4 - UL).

Another way of ensuring access to library resources identified in the data is through the use of social media networks. Data obtained in this study showed that a few participants indicated that the introduction of the use of social media like Face book and

Twitter had assisted in the effective delivery of library resources and other services to their users.

'Another area which I have found technology very important and which we are developing is the area of using the social media....they can do their own thing on their own, accessing the same resources that we have in the library...it's just that they are not coming to the library to sit down, rather, you find more of them in the e-library' (P1 – UL).

Participants who were yet to introduce social media usage expressed desire to do so:

'There are these social platforms, Face book, Twitter and the like. We can also use those, because like if we take undergraduate students, most of them, even prospective students, they are on those social networking platforms. So the library should go in those platforms and meet the clients there' (F5 - UL).

Virtually every participant library confirmed commitment to quality service because of the importance of electronic resources to provision of quality service. Interviewees, who acknowledged access to Internet facilities complained about *'inadequate bandwidth to provide sufficient Internet speed'* (F2- UL) and therefore affecting access to services in some cases.

An important area of interest in library resource management was expressed by participants as in automation of library processes. It is evident from the literature (See Chapter 2, section 2.3.4.2) that Nigerian university library managers had in recent years demonstrated interest to embrace library automation in line with experiences of libraries in the developed countries (IT News, 2010; Adegbore, 2010; Nkanu, 2010; Nok, 2006) , in order to improve service delivery. A number of participants commented on stages and aspects of automation procedures in their libraries.

'I worked in the cataloguing unit for eight (8)... During that period the unit embraced automation procedures in cataloguing library resources using the TINLIB which is MS DOS library management system, but they changed to a web-based library management system which has actually improved and enhanced the productivity of cataloguers working in that section' (F1 -UL Repr.).

'We use the KOHA system in our cataloguing resources. It is an integrated service, it works for each unit. There is a way each unit can log into another unit from the KOHA' (S1-UL).

'One of the things we are using to ensure quality service to the user communities is the software we are using which is KOHA library software. As users now, whether faculty members, students or external users, you can access our OPAC anywhere in the world' (P4 - UL).

It was revealed that a few participants were yet to automate their libraries, while a few others either partially or fully automated their processes. Other participants expressed financial limitation as reasons for delay in the take-off of their automation projects. Two participants from both public and private university libraries stated that:

'Our library is yet to be computerised. Procedures here is just at the elementary stage because although we have e-library but processing our materials are still being done manually' (S5- UL).

'We seem to work within financial limits, we introduced a library automation using the library software. We have introduced the bar coding system, where it will help in online issue and return of books' (P5 - UL).

6.4.2.3 Infrastructure

A major concern expressed by participants in this study is the need for a proper way of addressing the issue of power supply as far as library services are concerned. Many participants indicated that erratic power supply had become a perennial issue in Nigeria, and as such constituting a major challenge to development and management of digital resources. This *'affects staff productivity'* (P3 - UL), as opined by the participant. Participants from especially public university libraries expressed frustration on the issue of inadequacy of this basic infrastructural facility which has equally been addressed in basically every sector of the Nigerian economy.

'You are lucky that we have electricity today. That's a big problem because there is nothing you want to do in terms of providing quality service today without power. We spend so much money in having an alternative power supply and that is through our generating set... when we cannot get power from the direct source' (F2 – UL).

'Many a times we have the challenge of electricity and when there is no electricity, staff find it a little bit difficult to really put in their best' (S3 - UL).

Participants from private university libraries on the other hand expressed satisfaction on the level of infrastructural provision in their institutions as indicated by a participant:

'And let me also tell you, maybe from this part of the world, we enjoy consistent electricity. No downtime and em...on this campus. If you stay there you would not see any...then em...that to a large extent help things going' (P3- UL).

'Here because we have electricity twenty-four/seven, it drives our automation emm structure very adequately. So all the units, all the operations in the library are automated' (P4 – UL).

It was clear from the interviews that participants believed in providing environments conducive for research by users and for productiveness of staff. This was referred to as comprising internal environment of the library which is an aspect that characterises quality in academic library management. Derfert Wolf *et al.*, (2005) and Brophy (in Kostagiolas & Kitsiou, 2008, p. 585) have considered priorities of users and have emphasised the central role of the library user whose needs must always be met. Few participants commented on this issue, again highlighting the menace of inadequate power supply and other support services:

'We ensure that the environment is well ventilated with or without electricity. That is the design of the library. It was purposely built' (F2 - UL).

'Also we provide a conducive environment, you know we are in a tropical area, where we have weather problem, high temperature, we install air condition and we make sure that they are on at least...as long as power will allow'(F3-UL).

'Apart from the information provision, ancillary services like the bindery services, you even want to talk about having good toilets... Let me be honest with you that even just about months ago, we had to request that this place should be fumigated because we thought we have problem with reptiles...' (F4 - UL).

Because employees spend most of their working hours within the service environment, their job satisfaction, motivation and performances are usually affected by service facility. A participant justifies this assertion as follows:

'We are only ensuring our convenience to be able to run after those goals [universities'] and achieve them. In other words, if I need a good chair as a university librarian, I should need that good chair to enhance my productivity, to be able to promote the services I offer to the university community' (F1 - UL).

Participants referred to issues on their libraries' external environment as those related to quality of the organisation such as relationship with the parent organisation, collaboration with other organisations, and quality of planning and positive results for users. This is in line with the literature on QM approaches in academic libraries which refers to its external characteristics as priorities of different stakeholders such as users, management and personnel (Derfert Wolf *et al.*, 2005). Few participants commented on this issue based on their individual situations:

'The university just created that unit... where they meet with people who are past Students (Alumni and alumnae) of the university who are doing very well in their industry. And so, they help to meet some needs of the university and the library is not left out' (F1 - UL).

'If I have hundred ideas of quality and my idea is not taken by upper level, I will just be doing my shallow approach which would not go round, but if the top believes in quality management, they will support my move to get quality...So it has to be a thing that is driven by a factor from above' (F3 - UL).

'We have a proprietor base, that itself is a model of excellence... anything the church does is that of excellence and so it has affected the university on a very large scale. We can't do any less. So those are really the external things that I think has affected the library' (P3 -UL).

Comments in this regard demonstrate the influence and extent of the involvement of external stakeholders and the need for recognition of the role of parent institutions in the existence and development of university libraries.

6.4.2.4 Technology and service quality

It was clear from the interview that participants generally appreciated the importance of applying technology in developing and managing their resources. Technology application in processing and provision of library resources is crucial for academic library management in its bid to cope with the rapid growth of user demands and for improved services (Qutab, Bhatti & Ullah, 2014; Adeleke & Olorunsola, 2010; Okiy, 2005). It was revealed that technology application in participants' libraries had engendered library automation and production of online public access catalogue (OPAC), for easy access to and retrieval of information resources; digitisation of resources emanating from the universities; Internet services; and institutional repositories. Issues raised by majority of the participants were mainly on technology adoption and system of operation referred to by participants as 'hybrid' (F1- UL). On technology adoption participants from a public university library indicated that:

'A lot has been achieved through the adoption of technology that can be seen in our OPAC, it can be seen in the electronic signage, the institutional repository... With services to the visually impaired users, the library has tools that could meet the needs of this group of users' (F1 -UL).

Participants' concern about technology adoption bordered on the challenges of power supplies in their libraries, an issue raised earlier, concerning library resources management.

'Technology has enhanced the development of most of our processes, especially the technical services and electronic resources. We can say it is partially adequate for now, but can be improved upon once we can get round the hindrances of inadequate electricity supply' (S3 – UL).

Most participants indicated that operations were still a combination of manual and technical to ensure smooth transition from old system of operations as well as users without technological skills.

'We planned that we should have a mixed library, an analogue library and a digital library - hybrid, library. So, in addition to the collection of books, we also have an e-library with some twenty work stations and connected to the Internet for the use of our students...' (P1 -UL)

Technology adoption has been beneficial to developments in participating libraries in terms of collection and access to a wide range of information resources. A comment from a university librarian of a private university explains this perception:

'Technology has been of great help to the library in terms of the ability to access information that otherwise, if you had relied on books, you may not be able to access such information. That way, you may have a small library, but the content is beyond that library' (P1 - UL).

On the other hand, a participant expressed his frustration encountered due to failure of his library's inability to get automation started:

'It's not functional, because we realized that they were not even giving us what we wanted. For our population they brought very few computers but with the new intervention from TETFUND' (S4 - UL).

Adoption of technology has been achieved through the acquisition of hardware such as computers, laptops, Ipads and other devices with numerous software packages to drive them. Most of the computer allocations to university libraries, except private university libraries were provided mainly through government intervention called the *'Tertiary Education Trust Fund (TETFUND)'* (F-UL) and through donations from *'industrial service providers'* (S3 – FG 2) as well as *'individuals'* (S1 - UL). Library software

packages for automated cataloguing of resources for online public access catalogues were varied depending on individual library's choice. The brand names obtained in the data included: The information navigation in libraries (TINLIB, F1 – UL Repr.); Graphical library automation system (GLAS); KOHA (SI - UL); Innovative Millennium (FI - UL); Alice for windows(P4 – FG4; S3-UL;) and Library management system (LMS, P3-UL,). Data also indicate that technology adoption in the libraries investigated included acquisition of electronic signage to assist users to locate resources and providing security of resources through installation of electronic book detectors.

6.4.3 Summary

This section presented participants' perception of existing situation regarding quality service delivery. Sub-section 6.4.1 presented a picture of efforts made by participants and their libraries in providing effective customer services as obtained from the data. They also shared the view that services were required to be designed to meet the needs of the customer in very effective and efficient manner. Efforts in this regard included meeting user needs through satisfying and exceeding customer expectations through employee involvement in service delivery and to address gaps in customer services. It was demonstrated that efforts in providing good customer services included providing library-faculty liaison relationships; personalised services; current awareness services; providing support for faculty teaching and learning; online access to resources; 24 hour services; information literacy programmes and developing communication channels for relating with the user community. It was however evident that there were no systematised methods of obtaining feedback in most of the libraries studied.

In section 6.4.2, another aspect of library service delivery obtained through library resource processing and management was presented. These were findings obtained from data on different procedures of library resources to users of the university libraries investigated. Procedures in development and management of library resources in print and electronic format included acquisition and processing of print and non-print library resources. Process management also included infrastructural development and technology application in processes and service delivery. It was demonstrated that technology adoption in some cases had aided improvement in resource management and service delivery. These included application of library software packages for resource management, electronic signage and resource security devices. The next section presents improvement efforts in place for managing and providing services in libraries

studied. In general, the sub-sections 6.5.1.1 to 6.5.1.3 provide a picture of individual efforts in respective libraries to develop and manage resources in order to provide quality services.

6.5 Improvement efforts

This section looks at activities identified by interview participants as those that could facilitate quality improvement in services and management of library operations. These activities which concern assessment of existing procedures and prospective initiatives and their outcome are presented under performance measurement, which is the fifth theme considered for this study.

6.5.1 Performance measurement

Measurement of university library functions and operations is a necessary means of ensuring libraries' alignment with goals and objectives of the institutions they serve. Chen (2002), Oakland (2004) and Brophy (2006) have emphasised the importance of assessing an organisation's past and present operations, identifying areas of strengths and weaknesses with a view to generating plans for improved future performance. From the interviews, participants raised a number of issues regarding assessment of their operations for improvement of management procedures and service delivery. These issues ranged from how performances of staff and services delivery to users were measured; innovative initiatives within the libraries for quality improvement; and factors that inhibited or enabled quality management implementation and are presented as sub-themes in Figure 6.7 below.

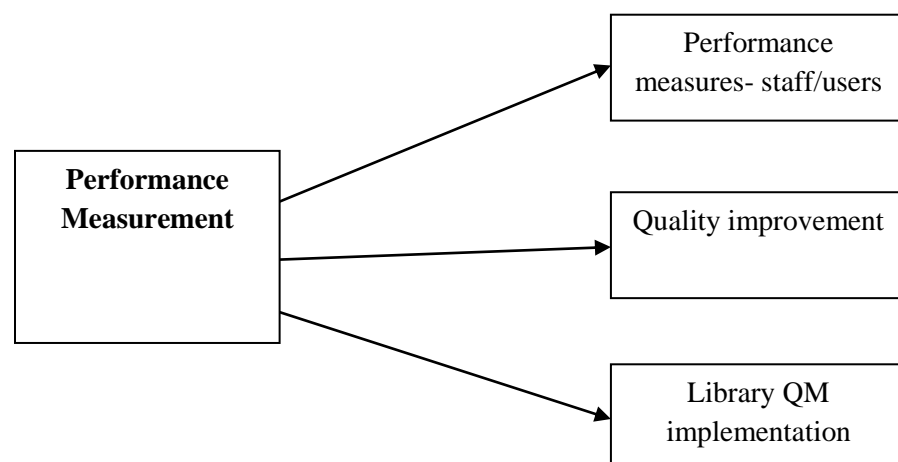


Figure 6.7 Interview sub-themes of 'Performance measurement' as presented in Table 3.6.

6.5.1.1 Performance measures – staff/users

In terms of service evaluation for assessment of staff performance, participants recounted various methods employed in their libraries for establishing their areas of strengths and weaknesses in providing services to users, as well as identifying ways of addressing challenges. This is consistent with Brophy (2006) and Sanjay's (2004) assertion on measurable indicators of organisational performance in academic libraries (See Chapter 2, section 2.2.4.5), which they noted should include the library, the user and the stakeholder. There was also a reference to multiple methods of measuring performance, such as surveys, focus group discussions and assessments. It was revealed that participants engaged in service evaluation through reports emanating from either individual surveys or from library management and acknowledgement from students projects as indicated below:

'We do evaluation programme every week... and I ensure that the head of each of the units submit report at the end of the month and from the reports, we are able to see areas where we are making progress, identify areas we are having challenges and deploying strategies to overcome some of these challenges ...' (F1- UL).

'We assess ourselves by going into the acknowledgement of the thesis and the projects of our final year students and post graduate students, and we see if they have not acknowledged the library at all. Then that means we have not been providing enough in meeting their needs' (S1- UL).

In terms of assessing service delivery from user end as a way of measuring libraries' performance, evaluation exercises were made occasionally as stated by some participants:

'We sometimes have our student feedback...we sent questionnaire to all faculty staff to know 'how far are we meeting up with your demands'. It revealed a lot of information about the library...just last week I asked the reader services librarian that there would be need for us to have a suggestion box' (F2-UL).

'We try to do survey sometimes to have a feedback. We have complaint boxes where they can let us know what they feel about the services. We have the social media networks; we enjoy interactive relationship with them. So there are feedbacks and you know our policy is customer centric' (P3-UL).

It was evident from the data that evaluation of resource usage from the libraries' end was a way of confirming effectiveness of services and of measuring performances. Very few participants however, indicated that they relied on statistics compilation to determine the extent of resource utilisation by their users.

'Every year, we can have a compilation of statistics, number of users coming to library, number of books, transactions made in the library, number of services provided, number of queries held by library staff. Some of these are examples...to know whether the library is going down or increasing' (P5 - UL).

'In terms of statistics in the olden and manual driven system you need to be hand counting. But you have a system where these databases give us online statistics of how many users visit this database and all that. So we are able to at least have a feel that these things are being utilized' (P3 - UL).

External assessment of academic library operations was regularly carried out to determine how the library resources and services contributed to achievement of the institutional goals and objectives. This was usually carried out either 'by university managements' (S1 - UL) or 'directorates of quality assurance' (F1 – UL Repr.; P2 – UL and P3 - UL) in those institutions that have them established, in preparation for accreditation of academic programmes.

As gleaned from the data, only a participant from a private university library indicated engaging in benchmarking to measure his libraries performances. The participant however indicated benchmarking with academic libraries overseas:

'I was in U.K to benchmark almost 5 libraries in 2012. We have a base of trying to see what they are doing, compare with what we are doing, identify gaps or edges. So that keeps us in check too... So we are looking forward to South Africa in the next ...because we've learnt in Africa, South Africa and Egypt are doing very well' (P3 - UL).

6.5.1.2 Quality improvement

Activities which participants considered to be involved in ensuring quality improvement of library procedures included specialised services meant for the 'visually impaired' (FI -UL); introduction of off-campus access to electronic resources; infrastructural development and other innovative services. Others emphasised the importance of embracing new trends in service delivery, especially, readers' services for future development of the libraries. Participants' anticipation of development in their libraries for improvement of services was indicated as:

'I have seen demands from students and researchers evolving over time and more and more, like students in this university buying laptops and they want to access library services 24/7. So I believe that we have to move with times and provide library services 24 hour services 7 days a week to the students because that will be value addition to the services we provide' (F4 - UL).

'We are in the age of information technology, if you have good information technology system like the electronic library, the virtual library, it will help the services of the library' (S1 - UL).

In terms of upgrading physical facilities for improvement of library services, participants mainly based their aspirations on availability of resources and areas of focus:

'It depends on what segment. As far as facility provision is concerned I longed for a better environment for library services. I intend to make the staff and the users themselves happy to do the job and to use the services provided. And so all along I intend to improve on this environment' (F1-UL).

'We have a lot of pressure on our library and therefore we see that there is a need for us to, to add to our facilities because they are being over stretched. So for us to get that we need to build the second phase of the library and we hope that TETFUND, the Tertiary Education Trust Fund, will provide the money' (S1 - UL).

'We do have ambitions but due to certain constraints. We are only focusing on primary level not in advance. We are not a rich private university. So it also depends on, so if your pocket is full, then I can make a difference here... So you can keep on having a mission and vision written on that, to achieve it is a long way to go...' (P5 - UL).

6.5.1.3 Library QM implementation

An important revelation in the data is a confirmation of the status of QM adoption and implementation in various libraries. It was evident from interviews that there was no systematic adoption of QM in the libraries studied. Responses ranged from participants' exhibition of knowledge of the concepts and processes involved in their implementation and partial knowledge. Response to the question, "Results of the online survey, which I conducted some months back show that this library is using TQM and quality assurance to maintain its services. May I know which area of the services the strategy is being applied?" was:

'As part of the handing over I have, I don't think there is a really dogmatic rule or template on ground as far as quality assurance is concerned. The kind of quality assurance I must say I know I might intend to also pursue is what I can perceive by report, or by personal monitoring of staff, or my judgement of the delivery of the staff in charge' (F1- UL).

'Quality management has been embraced in this library right from inception, not as a formal process but sensing from the changes in our environment in the clients we are serving we decided to start checking the quality of our services so that we can meet the needs of our users' (S3- UL).

'Generally, in the country there is no certification for quality except the one driven by the national universities commission, that is, the programme accreditation and institutional accreditation ... Apart from that there is none in the country, but it's like, as an organization, we believe in culture of excellence, culture of quality so it's just purely an in-house thing to ensure that we drive standards and compete with the very best anywhere in the world' (P3 – UL).

It was also evident that participants exhibited limited knowledge concerning QM application in their libraries. Majority considered their operations from the perspective of general university-wide quality management projects, though there were no clear-cut procedures for libraries in various university-wide quality implementation policies. Participants' comments in this regard were:

'Quality assurance has been introduced as a university- wide initiative to streamline service and management activities in different sectors of the university, which we are also imbibing into our library services' (F4 - UL).

'It's actually a university-wide initiative because it started from the Nigerian University Commission that was where it all originated from. So, it is a university wide initiative, it goes round all the universities in the South West and Nigeria as a whole' (S1 - UL).

It was gathered from the interviews data that participants were aware of prevailing factors that could enable or inhibit quality management adoption or implementation in their libraries. Majority of participants identified indicators for implementation of quality from different perspectives:

'I will start from the goal of service... you must have set a goal for what you want to do. Then you want to determine what resources you can use?... what is the attitude of the higher management to the issue of quality management. That is as your boss do they stick with your ideas. Then the goal of the nation, does the nation really have value for quality? Is it a thing that can be appreciated...?' (P2-UL).

'You need to have probably a unit that will look at that and that unit should be headed by someone of integrity that will not compromise standard...and you need training and retraining because if you're talking about providing quality services, those who are going to provide it, do they have the basic knowledge of that services?', (S2-UL).

'There is a wide range of disparity between the university libraries. We have university libraries that cannot sustain electricity for 12hours because of infrastructural issues... So I think some infrastructural backbones need to be developed... When you are given equal leverage, then the others would be the issues of the individuals applying themselves to ensure that common standard is maintained' (P3 - UL).

Participants' identification of factors that could inhibit QM implementation was mainly based on prevailing circumstances in the higher education system, affecting academic library services. Comments from participants on the issue included those of funding, individual institution's perception of quality and corrupt practices:

'There could be barriers because to cut the vision, the national universities commission should be the major coordinator. Otherwise there would be varied perceptions from institution to institution especially when it comes to funding. The funding issue, when it comes to collaboration some will pay some will not pay. The quality of education, some will say we want PhD, some will say we don't want PhD...' (F1- UL).

'The barrier is basically, one, unskilled, untrained human resource for improvement of quality, inadequate financial resources and also the attitude of the human resource towards the change management. When you uphold quality, it means you have to adapt to change. So as long as you don't have a positive change attitude towards work.....' (S4 - UL).

'One of the major barriers is the issue of corruption...some universities, when you enter inside; you wonder how NUC accredited them. So you still see them getting accredited, so no matter what parameters you put in place, they feel there's a way to circumvent it and once standards can be circumvented by the very agents that are driving it, you have problems in your hands' (P3 - UL).

In terms of embracing a common goal for quality management implementation, participants expressed concern about factors that could hinder its realisation even though it was considered a worthwhile development. Few participants who commented on the issue did so from different perspectives.

'...Regarding having a common goal about library quality and even what is the minimum standard for academic library? Do we have it? That's librarians; do we have what we call the basic minimum standard for library accreditation in the university library? Do our librarians involve in accreditation exercises in the university libraries? These are questions' (F3 - UL).

Well, may be as an academic I'll say that if one understands it very well, one can always make the proposal and let people see what they want to do with it. It's something worth doing' (S1- UL).

Participants consequently expressed desire for collaboration among all categories of academic libraries for common objectives towards adoption of a common quality management framework.

'It might work in a more formalized environment. In a less formalized environment, it might not work. When you now also study the environment where you are situated, you may tend to soft pedal on the legalistic approach. So these are some of the challenges' (F1- UL).

'You see its very important, but it will be good again if it is crafted so that all libraries key in and fall in line, not the private university doing something else, public is doing something else, state is doing something else, just like codes of ethics. Let it all be included and all of us will have the same view, the objectives and it will make the profession to occupy a pride of place' (P2- UL).

6.5.2 Summary

Section 6.5 presented findings on activities, currently in place and foreseeable in various libraries for improving services. These included measures for evaluating performances of both staff and students. This entailed evaluation of services provision from user end through feedback and user surveys; the libraries' assessment of resource usage; and internal assessment of staff performance in ensuring effective provision and benchmarking. Efforts in place for quality improvement in service delivery and management of resources were identified by interview participants through innovative projects such as library-specific development projects meant for upgrading services; and through collaboration to serve as an essential prerequisite for a common understanding for quality improvement; specialised services for physically and visually challenged users; introduction of off-campus access to electronic resources; infrastructural development and other innovative services for upgrading library quality. Others emphasised the importance of embracing new trends in service delivery, especially, readers' services for future development of the libraries. Participant libraries level of quality management adoption, implementation and extent of knowledge of the concept were also presented with a revelation that there was no systematic adoption or implementation among libraries studied. The section finally presented participants views about factors that could enable QM implementation and those that could inhibit it, while collaboration among libraries with common objectives was indicated as solution for easy implementation of quality in management and service delivery.

6.6 Summary of findings

A summary of findings in the data generated from the multiple case study investigation of interview participants in academic libraries studied, as provided in sections 6.2 to 6.5 is stated below:

- A broad definition of quality and QM was obtained, detailing general knowledge and understanding of the concepts by participants. The highlight of the various

definitions of concepts was ensuring ‘user satisfaction’, which was illustrated as fundamental to the development of an academic library as a service organisation.

- A level of practices oriented towards QM values and vision and a trend towards development of quality culture. These were demonstrated from reflection of QM principles in managing procedures and providing services from participants’ responses in most cases.
- Participant libraries adhered to QA policies of their parent institutions, meant for meeting requirements of accreditation of academic programmes of the NUC
- Library leadership practices were derived through the vision and mission of the parent institution. Only few university libraries had mission statements of their own.
- Data on customer service and satisfaction provides a picture of varied efforts made by participant libraries, though not in a systematised way.
- Human resource management as shown from the data is considered from different perspectives.
- Development and management of library resources were not evenly spread among university libraries, due to inadequate infrastructural resources to sustain them, with power supply to drive the resources being a major concern.
- There was no systematic method of performance measurement among case libraries. Results indicated ad hoc arrangement for conducting both internal and external evaluation of library operations.
- There were no quality management tools in place for use in Nigerian university libraries. Libraries employed it to guide their procedures without any systematic procedures.

6.7 Conclusion

The interview segment of this phase of study entailed analysis of a broad definition of quality and QM which provided general knowledge of the concepts by participants; while QM practices were assessed on five themes of study – leadership, customer focus and satisfaction, human resource management, process management and performance measurement. The inductive data collected from individual cases provided a deeper understanding of the dynamics of each setting for better understanding of the resultant trends and patterns, to address the phenomenon under study. The next chapter presents

results and analysis of findings of focus group discussions conducted to complement the interview study.

Chapter 7 Focus groups: Findings and analysis of data

7.1 Introduction

The interview and focus group discussion in the pilot study provided an insight into management and service procedures in libraries under study from two distinct perspectives. The interview findings in particular suggested positive developments in human resource, library resource and customer focus and satisfaction. Focus group findings, on the other hand, were in agreement with the library's development initiatives but indicated that there was a considerable gap in areas of services such as customer services and some aspects in terms of measuring performance from both staff and user ends. It was also evident from the findings that operations with regard to providing quality management and services were not in systematised procedures. This has necessitated combining the two methods of data generation (interviews and focus groups) in order to obtain information from university librarians and from a cross-section of participants from lower management levels. This was also to ascertain understanding of the research topic by focus group participants whose background information has been provided in section 3.9.1. As earlier mentioned in Chapter 3 section 3.6.5.1 the focus group exercises were conducted in sequence with the interviews. There were issues involved: first, was the difficulty in obtaining separate permission to conduct the study at different occasions; second was the distance between various sites and the researcher's base. The researcher was however, able to hold the two sessions in a day with interviews in the morning and focus groups in the afternoon and vice versa. The next section provides the results and analysis of findings obtained from conducting focus groups in ten of the twenty-four university libraries studied.

Though discussions with participants were centred generally on knowledge and perceptions of the phenomenon, an initial definition of concepts were required for confirmation of participants' understanding of the topic.

7.2 Definition of concepts

This section aims at first, to present the various meanings ascribed to library quality and QM by the focus groups, their general understanding of the concepts in the context of university libraries. The section begins with participants' definition of the two concepts: quality and quality management as presented in Table 7.1

Table 7.1: Focus group participants' definition of quality

| Case description | Contextual label /Quality | Transcript (contextual definition) | Categories (How perception is understood) |
|-------------------------|----------------------------------|--|---|
| Focus group – F1 | | A perfect way of practicing, giving out your services - FG 6 | Excellence [1.4] |
| F2 | | An attribute that distinguishes you from every other person - FG 4 | Excellence [1.4] |
| F3 | | When something is done in terms of the effectiveness and efficiency, in that particular thing - FG 1 | Standards [17.13] |
| S1 | | It covers best practices, talking about standards that actually stand you and keep you out of the crowd - FG 5 | Standards [17.13] |
| S2 | | Provision of product and services, that will be in line with what the end user needs, that is trying to meet their requirements - FG 1 | Meeting user needs with products and services [3.4] |
| S3 | | Provide our services on our resources such that we are able to maintain professional ethics - FG 2 | Standards [17.13] |
| S4 | | A way of delivery of services then based on the satisfaction of the users -FG 5 | Meeting user needs with products and services [3.4] |
| P3 | | The basic minimum that is expected of an academic library - FG 6 | Standards [17.13] |
| P4 | | Standardisation, we are talking about setting standards in whatever we do - FG 4 | Standards [17.13] |
| P5 | | The way we provide services to library users in a manner that satisfies them - FG 2 | Meeting user needs with products and services [3.4] |

*Focus group participants are here identified with descriptors representing the types of university libraries as: 'F' (Federal); 'S' (State); 'P' (Private). Federal and state universities are identified in this study as public.

Table 7.2: Focus group participants’ definition of quality management.

| Case description | Contextual label /Quality management | Transcript (contextual definition) | Categories (How perception is understood) |
|------------------|--------------------------------------|---|---|
| Focus group – F1 | | The way we organize, the staff, the resources and the users get to know about the library - FG1 | Effective management of resources [1.3] |
| F2 | | Driving and sustaining products and services in library operations- FG 4 | Meeting user needs with products and services [3.4] |
| F3 | | Maintaining a desired standard in product and services -FG 3 | Standards [17.13] |
| S1 | | A way of delivery of services that is based on the satisfaction of the users - FG 1 | Meeting user needs with products and services [3.4] |
| S2 | | Ability to provide goods or services that the end users will derive maximum benefit from - FG 2 | Meeting user needs with products and services [3.4] |
| S3 | | Sustaining the quality that is being derived by users - FG 3 | Standards [17.13] |
| S4 | | The act to take control, to administer something - FG 1 | Effective management of resources [1.3] |
| P3 | | Setting goals, using resources to ensure standards are met - FG 3 | Standards [17.13] |
| P4 | | The level at which we are able to provide our services such that we are able to maintain professional ethics - FG 1 | Standards [17.13] |
| P5 | | A way of developing, offering and sustaining services in the library - FG 2 | Effective management of resources [1.3] |

*Focus group participants are here identified with descriptors representing the types of university libraries as: ‘F’ (Federal); ‘S’ (State); ‘P’ (Private). Federal and state universities are identified in this study as public.

7.2.1 Library quality defined

As obtained from interview participants, focus groups’ definition of quality equally identified three distinct features they believed constituted library quality from the various definitions as: ‘standards’; ‘excellence’; and ‘meeting user needs with products and services’. Table 7.1 provides a pattern of responses to definitions of ‘quality’ by participants which seems to reflect a focus on the satisfaction of the library user, as presented in sections 7.2.1 to 7.2.2.

7.2.1.1 Library quality as standards

Expressions in focus group definition of quality that relates to standards included ‘standardisation’; ‘setting standards’; ‘professional ethics’; ‘basic minimum that is

expected’; and ‘best practices’. A middle management participant of a focus group gave a more holistic explanation in relating quality, here depicted as encompassing a range of human behaviour as well as setting and maintaining standards in the organisation, in his definition:

‘We are talking about setting standards in whatever we do. It could be in one’s private life, in your endeavour, what you find yourself doing, your profession, or where you are working’ (F1- FG 1).

7.2.1.2 Library quality as excellence

Definitions of quality from focus groups that were related to excellence came from expressions related to excellence such as: ‘*perfect way of giving out services*’; and ‘*attribute*’. The expressions thus presented the concept of quality as a way of attaining excellence in practice.

7.2.1.3 Library quality as meeting user needs with products and services

From words and phrases in participants’ definitions of library quality, it was evident that the concept meant fulfilling customer needs and expectations through effective service delivery. These were expressions of phrases and words like ‘products and services’; ‘user needs’ and ‘satisfaction, as shown in Table 7.1. In expounding the idea of delivering service to satisfy the user, a participant stated:

‘The concept of quality service is acquiring standard resources to satisfy the users’ information needs and when the resources acquired is standard, it goes a long way in enduring quality service provision’ (F3 – FG2).

The foregoing definitions of library quality therefore demonstrate that participants acknowledged the need for application of the concept for effective service delivery and for quality improvement of services. The definitions presented quality in three perspectives. First, as a tool for satisfying customer needs and expectations; second, as a means of meeting regulatory standards; and third, as a way of attaining excellence in practice and service delivery. The definitions and explanation thus imply effective provision of services and products, which translates to assuring customer focus and satisfaction. This is presented in line with the visual presentation of quality in Figure 6.1, Chapter 6.

7.2.2 Meaning of QM

This section presents the various definitions of QM concept as provided by focus groups. Participants' definitions highlighted the roles of their libraries in supporting their parent institutions in meeting the objectives of learning, teaching and research as shown in Table 7.1. The definitions reflected expressions which were summed up as 'standards'; effective management of resources'; 'meeting user needs with products and services'; and 'meeting objectives of the university'. A visual presentation of QM is presented in Figure 6.2 in Chapter 6. The next sub-section presents the various definitions of QM as provided by focus groups.

7.2.2.1 QM in relation to standards

Participants' reference to standards in their definitions were determined from phrases such as '*maintaining a desired standard*' (F3-FG 3); '*sustaining the quality*' (S3-FG 3); and '*professional ethics*' (P5-FG1) as shown in Table 7.2. This was further explained by a participant:

'As far as I think, there's supposed to be a standard before you can say we have quality... there must be a yardstick for measuring the type of quality service you want to attain' (F1-FG 4).

7.2.2.2 QM as effective management of resources

Effective management of resources was identified from some participants' definition through phrases and words such as: 'organise'; 'resources' 'to take control'; and 'to administer'. These definitions are as shown in Table 7.2 from focus groups' responses. In confirmation of her understanding of the concept, a participant explains:

'We have always been managing our resources, we want to keep our resources intact. The new innovation that comes into it, is that we are more conscious of what we are doing than before' (F3 – FG 4).

7.2.2.3 QM as meeting user needs with products and services

In defining QM in this regard phrases and words that featured in the data included: 'disseminating information'; delivery of services; and satisfaction. The essence of ensuring customer needs and expectations was highlighted by a participant from a public library who stated that his library placed premium on customer satisfaction:

'We do it such that every book has a user... we don't just stock the library with redundant materials... we send our publishers catalogue to the departments and colleges and ask them to choose those ones that are relevant to their subject areas based on their departmental courses...' (F2 – FG2).

In general, the various definitions ascribed to the two concepts – quality and QM in relation to HEIs and operations of their libraries demonstrate the significance of the concepts in general organisational development. The frequent occurrence of related words and phrases such as excellence, 'customer service', products, satisfaction', 'services', 'standards', 'user needs, physical and human resources' in the definitions from the data revealed that the overall understanding of the two concepts from the perspectives of libraries studied is, ensuring 'user satisfaction'. Other words and phrases describe them as: 'set of rules and guidelines to fulfil local and global standards' (S1-FG1); The various viewpoints of participants show a general understanding of the two concepts by some participants, while others, only had superficial knowledge of the concepts. For example a participant explained that:

'When we started, we were emphasising customer satisfaction, but what we have here has kind of opened our eyes to some other aspects of quality management. It's talking about leadership...employee empowerment and all that' (P4 – FG 3).

The last two sub-sections provided participants definition of concepts of quality and QM from academic library perspectives. Data from the study indicated a general knowledge and understanding of the concepts by participants in relation to situations in their organisations.

Procedure for analysing data for this study was in line with that of the interview data in section 6.1 which was based on themes of study: leadership and human resource management considered as management procedures; customer focus/satisfaction and process management and performance measurement, considered as factors necessary for ensuring quality service; and performance measurement as factors for improvement of organisational activities. Issues raised in respect of the study themes were considered in sub-sections 7.3.1 to 7.3.2.

7.3 Management practices in university libraries under study

Analysis of findings for this segment of study was based on study themes already established from the literature as mentioned in section 6.1. As was in the interview study, analysis of results were further categorised under management factors identified as management practices, quality service delivery; and efforts made at improving

services in the libraries studied. The themes of study and their related sub-themes which have been visually presented in Figures 6.3 to 6.7 in chapter 6 are described in detail below, while key findings from focus group participants which clearly illustrate their views about management practices are presented in sub-sections 7.3.1 to 7.3.2. The next sub-section (7.3.1) provides findings from focus groups on leadership activities.

7.3.1 Leadership

Interaction with focus groups engendered discussions on library leadership as it is related to management of procedures at different levels of the organisations, as well as expectations from various stakeholders. Participants did not seem to have much to contribute on issues relating to leadership generally since it mainly involved policy matters. Issues raised in this regard have been categorised into sub-themes as: library management; and library policy which are visually presented in Figure 6.3 in Chapter 6 and are explained in detail below.

7.3.1.1 Library management

Discussions with participants mainly bordered on operational issues affecting development and smooth running of the libraries under study. These were considered under the same categories as interview participants as: characteristics of library operations; leadership styles; organisational structure; planning and control.

Though academic library operations are meant to be similar in most cases, it was clear from various discussions that procedures were affected by cultures of individual libraries. Participant groups considered motivating factors for application of quality into library operations as basic understanding of its unique characteristics and the nature of interaction between librarians and the patrons. There were comments from only two groups on issues that bordered on operational activities of participants and their libraries:

'In principle you are expected to be at your desk. Every day, it is expected that all those that are assigned to shelf and shelf reading, carry out their duties, so that when users come, they won't be looking for the material...' (F1 - FG3).

'One of the policies we maintain here is that if we have four (4) copies of each book, and, if three (3) people are reading books at a time, there's hope you will get one.... we engage in regular shelving every day... These are the things that motivate for adoption of the level of the implementation of quality management and based on the unique characteristics of library operations' (P4 – FG2).

With regards to how leadership styles affect development in library operations and quality of service, a group from a public (state) university agreed that its library maintained a participatory style of leadership which encouraged teamwork spirit. It however emphasised the need for management to consider adopting a style that best suits the library's purpose.

'This library's leadership is a participative one, it provides team work and all that... The leader should know the style, it's not just one style that should be used every time. A leader should know how to switch to another style' (S4 - FG2).

In terms of organisational structure, the focus group data revealed that participants expressed that operating a library system with an effective structure can contribute to quality management and improvement. This is because organisational structure helps to define roles and responsibilities of personnel. Martins and Terblanche (2003) have emphasised the influence of a well-developed organisational culture on an effective organisational structure. They emphasised the importance of managements in encouragement of personnel to be more creative by allowing them some amount of freedom and thereby empowering rather than controlling them. A group of participants from a private university library explained how the structure in place in that library enhances staff performances:

'What I call 'organisational structure' that we practice here, we don't have hierarchical level here, we have a flat system and that allows every HOD to be answerable only to the university librarian... It helps most head of units to be proactive in the way we react to things and gives everybody a voice' (P4 - FG 2).

Another group from a public university library felt comfortable with the top-to-bottom hierarchy structure being run in that library:

'There is a scalar chain of control, everything is departmentalized or sectionalized. You cannot just run the ladder, you must follow the procedure ...staff in each section, know that they cannot get to the university librarian without passing a memo or whatever they want to write through their HODs' (F1 - FG 6).

It was evident from the data that participants were conversant with how activities were planned and controlled for effective provision of services. This is an indication of application of managerial functions – planning, organising, leading and controlling – in academic library procedures. The term '*planning and control*' (P3 - FG 1) identified in the data as an aspect of operations management, concerns managing activities of the

organisation to ensure satisfaction of user demands (Vollmann, 2005). A focus group participant from a public university library commented on the library's effort in meeting institutional objectives:

'We always have meetings here, the principal librarians including the management, with our university librarian, where we sit down and discuss on how to move the library forward, as well as how to fulfil the mission of the University' (F2 – FG3).

From another group, a participant's concern was that of staff inability to participate in decision making in the library even though he was a head of unit. This was a group participant from a public (state) university library.

'The sectional heads in this library are working very well... Most of the work, they are the ones that have to do it, but when it comes to decision making, there is little to what they can do. They'll just make the suggestion and they will take it to the librarian' (S5 – FG 2).

A group participant from a private university commented on how products and services are created for service improvement, which included building working relationship with users:

'The library drives excellence in application of planning and control of its products and has a quality assurance of its own with which it maintains service quality...We have a cordial relationship with the faculty and students by ensuring that their specific needs are met and a level of satisfaction is achieved' (P3 –FG1).

7.3.1.2 Library policy

Issues in respect of library policy which participants commented on in this sub-section included: policy on library services; policy communication; and policy implementation. Data from the focus group data revealed that there were no written policies to guide organisational functions. A participant's expression of concern in this regard gave an indication of a gap in management of resources and in service delivery, which required attention.

'One of the things I think the library should adopt is the issue of collection development policy ... that will guide acquisition librarian, cataloguer, circulation even if there is any change in leadership, the pattern, the standard still continues' (P4 - FG4).

There was also an indication from the data that policy communication among staff of participating libraries did not follow specific procedures. A focus group participant's

comment revealed a practice of adherence to conventional rules based on long-term practice. The only group participant who was from a private university stated:

'We ensure that our library assistants that are supporting us know what is expected of them and the kind of the service they should render, the kind of respect they should give to users irrespective of age or sex. So we take that very seriously' (P4 – FG 6).

While another participant simply indicated that: *'We have an effective line of communication' (FG 2)*, did not make a further explanation of the statement.

In terms of policy implementation, participants expressed concern attributing this gap to factors such as instability in the university management system. A comment from group participant from a public (state) university indicated that:

'No stability in the management system, and when there is no stability, there will be no continuity in the policy implementation. Between 2009 and now, we had two vice chancellors, and between 2009 and now, we have lots of internal crises...that is why most of the facilities that are supposed to be used are collapsing' (S2 – FG4).

Two other participants confirmed the earlier expression, stressing the need for a framework for policy implementation statement for every aspect of library services and management, for better performances.

'Libraries in Nigeria should have a policy...from different perspectives, if they are talking of ICT in libraries the policy statement guiding the use of it, how to make it perform, what is expected. Then in terms of services...also in terms of processing of books, I think there should be policy statement' (S3-FG3).

'So in that area (automating library processes) we still have a lot to do in our own library, and I think if we have a good policy, we would have been able to do that' (S4-FG).

Sub-section 7.3.1 presented analysis of findings from the focus group discussions in relation to leadership activities in libraries under study. Issues raised included those on library management, while matters on library policy were mainly on restrictions emanating from external stakeholders of the libraries studied as factors militating against implementation of such policies. Data revealed similarity in expression of views and ideas by participants pertaining to themes of study, even though there were issues specific to individual situations.

7.3.2 Human resources management

From participants' comments, it was clear that there were efforts in libraries under study to address issues relating to managing human resources through extent of management

and areas of focus and type of libraries. This was evident from issues raised under the sub-themes highlighted in Figure 6.4, section 6.3.2. Several authors (e.g., Calvo Mora *et al.*, 2006; Oakland, 2004), have identified that developing human resources which align with organisational strategy should be of utmost importance. It is also evident from the literature (e.g. Roberts & Rowley, 2004), that an organisation's policies should cover basic requirement of its personnel, such as recruitment, skills, training and performance review. Issues raised by participants were categorised as: staff development and staff management and are described in detail below.

7.3.2.1 Staff development

A number of issues addressed by participants in this regard concerned: Quality of personnel; career progression; capacity building; employee empowerment; and staff training.

The focus group data indicated strong reservation by participants with regards to career development in the library profession. Participants expressed challenges of obtaining higher degrees as prerequisite for progressing on their jobs irrespective of years of experience. Two participants from public universities considered this as a discouraging trend that could hinder provision of quality services.

'Immediately you are employed as a librarian, the university brings out a rule that without Ph.D, no progress. This person has already lost focus from the real librarianship job... and for those who have not brought the certificate, they are not being promoted, they are not being confirmed' (F1- FG 5).

'One thing that is bothering most of us in Nigeria is that the extent to which librarians in Nigeria can go in terms of career progression is limited. Most librarians are stagnated at principal librarian's level. That is, they are not allowed to reach the peak of their professional career' (F2- FG6).

The case is however different in a private university where a participant regarded the trend of acquiring higher qualification as a way of enhancing the value and image of the library within the higher education institution.

'Many of our staff for instance, the academic staffs who have not gotten their PhDs are encouraged to undertake the higher qualification and in that regard, the library provides resources to those category of people that meet with their various disciplines... so that they can increase their status in the university' (P5 - FG1).

Participants acknowledged positive developments in recent times with regards to capacity building as a way of staff development. Participants, especially those from public university libraries expressed satisfaction in government's recognition of the need for staff development for improved services and work performance. Universities considered it as a welcome development:

'The library does send workers for capacity building programmes. Though, the budget has a lot of limitation to play here...We are being empowered to get more additional skills, in our service delivery, because it is when we have additional skills that we can deliver effectively and it is then the customer can get the benefit' (F1 – FG 3).

'Virtually, not less than 70% of the staff, I can categorically state that we've enjoyed capacity building programme at one time or the other, and it has had positive effect on our productivity' (S4 - FG 5).

In the area of empowerment, data revealed that participants expressed delight because it was a new development in university library management in Nigeria. The delight was expressed by the fact that it gave them opportunities to acquire more skills from attending and participating in conferences, seminars and workshops, which they in turn ploughed into their libraries to improve services. Participants also saw the development as a departure from earlier practice which denied staff of funding for empowerment or training programmes as revealed by participants from two state-owned public universities. According to participants from three public university libraries:

'We are being empowered to get more additional skill, in our service delivery, because when we have it is when we have additional skill that we can deliver effectively and it is then the customer can get the benefit' (F1 - FG1).

'Very many of us, especially of those that have attended these seminars in time past, we foot the bills ourselves and most times, we don't get paid until a year or two...because it is not done on time, it doesn't encourage us to proceed on future ones' (S1 - FG 5)

'The only practice we adopt here is sending our staff for seminars... we have limited funding, so when there is no money the staff may not actually enjoy the staff development in the area of staff training but thank God for the ETF...it has actually taken up the responsibility to ensure that staff attend workshops' (S3–FG4).

7.3.2.2 Staff management

Issues addressed by participants that related to staff management included: Motivation of library managers; staffing situation; multitasking; staff welfare; teamwork.

From participants' comments, there was evidence of inadequate motivation of library managers from their respective managements as a result of restrictions from involvement in certain decisions. This is at variance with evidence in the literature (Evans & Lindsay, 2001; Tsang & Antony, 2001) which suggested the need to encourage staff participation in decisions and improvement activities in organisations, in order to achieve set objectives. A participant from a public university library expressed this view:

'Librarians in the academic libraries in Nigeria are restricted, their participation in the management of the university is limited. Today, except the university librarians, not all librarians are members of committees. Even in some other places, they will be there as representatives of the university librarian!' (F2 - FG4).

Participants from private university libraries on the other hand held different views from those of public university libraries on staff motivation in their libraries. Participants' expressions in this regard indicated that:

'The library is well equipped to motivate its staff at both upper and lower levels to enable them deliver quality service' (P3 - FG 3).

'I will say we are highly motivated and without mincing words, our motivation stands on the fact that we are exposed. A senior member of staff travelled to the US last year, for a conference. He saw an academic library, he saw what they are doing there, he brought some experiences back to be ploughed into the stem, to improve our own system' (P4 – FG 4).

In terms of staffing, it was clear from participants' comments that they were inadequate and that there needed to be an appropriate mechanism to consider the ratio of student to academic library staff. The issue of staffing in Nigerian academic libraries has been a major challenge, as noted by (Kerry, 2008) which needed to be addressed, through activities such as hiring, training and retraining. Participants from two public (state) university libraries emphasised the need for more staff:

'The area the library would want to adjust is providing more staff, because not too long ago, we opened all our faculty libraries and we had to second people from the main library to the faculty libraries... So that made us to be short of professional staff and para-professional staff' (S1- FG 3).

'We are short of staff and you know to be able to deliver the best, the ratio of staff to student need to be addressed so that they'll be able to deliver the best to the students' (S3 - FG5).

It was evident from the data that the challenges of inadequate staffing in some academic libraries had taken toll on staff distribution in various tasks and consequently resulted in multitasking. The data revealed an expression of frustration from a participant from a public university library from work overload due to inadequate staffing situation:

'In the area of staff, we are really short of staff, sometimes our staffs in the main library are over worked because we are short of staff, so that is one area we wanted library management and the university management to work on, so that we can provide better services to the users' (S4 - FG 6).

The study data revealed that participants' perception of staff welfare varied in terms of expectations from their managements. Participants' needs in this sense ranged from staff accommodation, sponsorships to attend conferences, to working conditions. It is important to mention here that most universities provide accommodation for a good number of their staff on their campuses, particularly, those on essential services such as the library. Such facilities were available to ensure that services were rendered effectively without hindrances. A participant commented on the risks involved in being on late night shifts:

'There was a time in this university, when certain percentage of accommodation was allocated to the library, looking at our terms of operation, but as we speak now... staff that are accommodated within the university community or environment are just two. Many of us live very far, yet we are expected to be at work till 10 pm' (F1-FG 6).

Another participant's idea of staff welfare was expressed in terms of conduciveness of the library environment for employees in the library which was explained specifically in terms of electricity outages and lack of privacy.

'Librarians do not have offices, they are not working in a conducive environment, though, we have the structure but it's not comfortable enough' (S4 - FG 1).

Participants expressed their enthusiasm in teamwork for addressing management issues. Baughman (2008) and Lippincott (2000) have identified working with teamwork spirit as a management technique which has been embraced by academic libraries for various tasks such as problem solving, service delivery and policy formulation. Participants' comments, mainly from public university libraries, fell in line with the authors' assertions and implied proactive measures for improved work performance and effective service delivery.

'We try to empower ourselves, if somebody has an opinion or an idea, we try to jointly work together with it and try to do a kind of brainstorming, so that we will be able to help ourselves and then we will be able to function more effectively' (F1–FG1).

'Judging from my own perspective...every staff is on board. In management of the library, it's not only the leader's task alone. We all have different tasks, and we all make sure that we work together as a team in order to see that things go on well in the library' (F2 - FG 6).

'We really, we work in team, at times we need to be directed, you see, if you don't understand something, you need to go and seek for advice from the upper level and they will direct you, so we combine both' (S1 - FG 2).

7.3.3 Summary

This section presented findings from the data obtained from focus group study in relation to leadership and human resource management as aspects of management practices and procedures. Findings on leadership were mainly based on participants' views and concerns on operational procedures by library managements and their contributions towards meeting objectives of their universities. Issues raised included those on library management, while matters on library policy were mainly on restrictions emanating from external stakeholders of the libraries studied as factors militating against implementation of such policies. Data revealed similarity in expression of views and ideas by participants pertaining to themes of study, even though there were issues specific to individual situations. Operational procedures was explained by participants as unique characteristics of individual libraries; style of leadership; effectiveness of the library's organisational structure; and how library activities were managed and controlled to meet user demands. Issues on library policy revealed gaps in development of appropriate framework for library policies with regards to implementation, communication with staff and users, as well as in provision of services.

Analysis of findings on human resource management was based on issues raised first, on current trends in staff development regarding library personnel recruitment and for which participants expressed concern on its effect on library services; quality of personnel; participants' general disposition towards capacity building, staff training and employee empowerment. Second, staff management, addressed issues on staff motivation, communication with employees, staffing situation which was equally an issue of concern to participants and which has also affected other aspects of staff management such as staff welfare, mainly from public (state) university libraries;

though there were indications of teamwork spirit among employees as expressed by participants. Issues raised on the two themes of study tended to be similar, though the mode of addressing them depended generally on situations in individual libraries. The next section looks at participants' responses on issues of customer focus/satisfaction and library resource management as aspects of quality service delivery.

7.4 Quality service delivery

This section presents the current situation in libraries studied with regard to systems of service delivery from perspectives of two themes of study – customer focus and satisfaction and process (library resource) management. These are presented in sub-sections 7.4.1 to 7.4.2 below.

7.4.1 Customer focus and satisfaction

It was evident from the data obtained for this study that participants were well-disposed towards meeting and satisfying the needs of their users. Comments from participants included issues which involved customer services, relationships with their user communities; information literacy as well as communication with users. These issues are presented as sub-themes in Figure 6.5 in Chapter 6.

7.4.1.1 Customer service

Participants' disposition to customer service was revealed through phrases identified from their comments on issues raised which included expressions like: commitment to library services; cordial working relationship with the students; current awareness services. Participants' demonstration of their commitment to providing quality services were made from different perspectives, apparently based on specific areas of user requirements in individual libraries. A participant from a public university library expressed that it was '*very important that customers are encouraged*' (F1-FG 2) by ensuring their needs were always met. A participants' interpretation of library's commitment to user services was demonstrated as ensuring user convenience by making the environment conducive for research and learning.

'The management of the library, in order to provide qualitative service, we have two standby generators. Even when we operate library extended hours, one can run during the day and another one running all through the night...to ensure that our users have maximum satisfaction' (S1 - FG 2).

A participant expressed his library's commitment to user service as total based on the requirement of the parent institution which is described as 'customer-centric' (P1 - UL).

'This library ensures that quality is applied to every component of services to our clientele. This, we achieve by constant training and retraining of staff at all levels in order that they can provide effective service' (P3 - FG 2).

Participants' expression of customer satisfaction was evident from comments made in acknowledgement of working relationship with users. Two participants from a public and a private university library commented in reference to relationship with all category of users of their resources.

'We have a cordial relationship with the faculty and students by ensuring that their specific needs are met and a level of satisfaction is achieved' (P3 - FG 4).

'We maintain a good relationship with our students, the staff and even the external users. There is this good rapport between us...the library has an OPAC which they can actually go and search, we have trained them... but when they are not able to help themselves using the OPAC, they come to us, we always ensure that we assist them' (P4 - FG 1).

In terms of current awareness, two participants from a public and a private university acknowledged that their libraries were making efforts to ensure that their users were kept abreast with resource acquisitions and distribution for effective usage.

'We also provide current awareness services where we make current information, newspapers and titles on newly acquired resources available to our users. These information sources are displayed on the board' (F2 - FG 3).

'All the academic staff, we have their e-mail addresses in reference library. We do a kind of current awareness on a daily basis. We have the profile of every one of them So, we have their requests. Even without sending their requests, we know what they need' (P4 - FG 3).

A focus group however agreed with a participant's comment on inadequate dissemination of information on resource availability to users of their library. It was also clear from the participants' comment that the library did not educate its users on the use of resources which suggests a gap in information literacy provision in the library.

'My Oga (superordinate), was saying that we have HINARI, JSTOR, and all that, are the students aware? Is there any place, maybe a notice board, where it is written, okay, you can now have access to HINARI. Is there any awareness? Most science students don't know what HINARI is, JSTOR or whatever, they don't even know if there is any service in the library that renders...' (S2 - FG 8).

7.4.1.2 Quality in our services

The study revealed participants' knowledge and involvement in innovative services introduced in their libraries. These innovative programmes were identified in expressions such as: 24-hour service; meeting user needs with products and services; seamless service to our clientele. Participants considered extension of library opening hours from fourteen (14) to twenty-four (24) hours as a break-through in Nigerian academy library service delivery. Participants were of the view that even though the services were currently meant to assist student users in preparation for exams, the innovation received commendation from various user communities. Interestingly, the services were mainly carried out in public university libraries.

'We are offering 24 hour service at present. Normally we offer 24 hours service, a week before exam until the end of exam... We provide 24hrs service for our users during the examination period. After the examinations, we get responses from the users asking us to provide more of such services' (F2 - FG 5).

'The other service we render to users is, we extend the normal period given from 8am to 6pm during the examination, to the period of 24 hours' (S2 - FG 4).

Participants' expression of quality services provision was indicated through the introduction of various products and services to users. As indicated, such services were introduced as part of efforts to meet user expectations in the respective institutions.

These included installation of electronic signage by a public university library:

'Another way we've actually improved on our services is the installation of electronic signage, a way of creating awareness, for our users of what they can benefit from the services...So we have it installed to keep you informed and also guide you on using the library' (F1 - FG 3).

Two other participants from public university libraries indicated areas in which services were being upgraded:

'We are trying to upgrade our e-library so that users will have access to them at any point in time from any location. In this way, I think we are doing our best to provide the quality services to the users' (F2 - FG 2).

'In terms of quality customer services provision the library has to re-invent itself, by meeting up with the current needs of our clients... we have to have more of e-resources. We should be able to make use of what students currently use.... The social media to contact with the students, like for instance the Face book, we have the account...' (S2 - FG7).

7.4.1.3 Information literacy (IL)

It was evident from the data that participant libraries organised information literacy (IL) and user education programmes for users in various forms. Technological development in library and information services in recent years have necessitated the need for IL training for users, to aid technology appreciation as well as proper utilisation of digital information resources. Though there were indications that IL programmes were yet to take off in some libraries as a participant indicated: *'It has been a kind of skeletal kind of services'* (F1 – FG 6), participants from two public university libraries justified the initiatives indicating the purposes and formats of the programmes:

'We teach users the use of the library... how to reference, what plagiarism means, how to source for information and know how to value other people's intellectual property' (F2- FG 6).

'The in-thing now is digital literacy, and now that we want to integrate ICT into librarianship, so why don't we teach them about information and digital literacy' (S3- FG 3).

A private university library participant on the other hand, related his library's success in IL training which he described as 'formidable', which he made in confirmation of the library's commitment to user satisfaction.

'...We have The "Use of Library" course... it's a very good platform that we use, then most of the time we have dedicated training, especially when we acquire new technology. For instance, when we migrated to KOHA...When we acquire any new databases, we arrange on how to train them (users), and this is put in place so that user's time will be saved' (P4 – FG4).

Comments from the data revealed that few libraries conducted user education basically to orientate student users on general use of library resources. In order to emphasise its importance to research, it was indicated that some universities have included the

programme in their curricula to be run as credit-based courses. Comments in this regard came from only public university library focus group participants:

'At the beginning of each session, we try to give them (users) user education to make them to be more familiar with library practices... we are talking of plagiarism so that they will know how to cite their resources' (F2 - FG1).

'That is why there is teaching of use of library as a general course of study. Students in the first year are to pass through this course. That course will charge them for their daily contact, what they need to do every day, until they leave the school' (S2-FG 4).

'Another thing is educating users but we are trying a bit on that aspect because the university has a course for them now, called 'Study skills and library use' (S4 - FG 5).

7.4.1.4 Communication

Participants acknowledged the need for effectively communicating developments in their libraries with users. The modes of communication as indicated in the data were mainly through disseminating information about library products and services to students and faculties on one hand and through obtaining feedback from user end.

With regards to information dissemination, the notion was generally to encourage users to visit and use the libraries' resources. Issues in this respect were addressed by participants from public university libraries. Two of the participants explained the mode of communicating with users:

'We also create structure, whereby the processed materials are communicated with the community, and this is usually through the OPAC and using the traditional method, that is, the card catalogue' (F1- FG 5).

'There is this bulletin that emanates from virtual library monthly, they are being disseminated to all faculties. The various data bases, the password and the username, published for them to be aware, when they were complaining that, they are not aware that all these things exist' (S1- FG).

In terms of obtaining feedback from users, the data revealed that participant libraries used 'suggestion boxes' (F1 – FG4); conducted 'user surveys' (S3 – FG1); and administered 'questionnaires' (P3 – FG4). Even though there were indications that the exercises were mainly on ad hoc basis, they afforded participant libraries the opportunities to chart the way to improve their services. Participants' comments included:

'We also create a suggestion box provided for users to drop their opinions and let us have feedback from services we render' (F1 - FG 4).

'We conduct user surveys occasionally to help us identify our areas of strengths and weaknesses for improvement of services' (P3 - FG8).

'We get feedback through our faculty-based libraries... they are manned by either library officer or library assistants and we monitor whatever they do... the personnel in charge, if there's any challenge, we address it' (F2 - FG 2).

The study also revealed that establishing a line of communication with users, especially faculty staff, encouraged their involvement in library activities, such as recommending and selection of relevant information resources for academic programmes.

Sub-section 7.4.1 has demonstrated that participant libraries employed various means to provide information resources to meet user expectations. The focus group data affirmed three ways which included various aspects of user service delivery, information literacy and channel of communication. Though there were indications that most participants demonstrated acknowledgement of quality management techniques, it was obvious that other factors did not allow smooth translation into practice easily. Service quality is a process that involves interactions between the customer or user and personnel and as such measuring quality in this context would require a match with human resources. However, findings on human resources in this study has revealed expressions of concerns about shortage of personnel to match the level of services in most cases, as mentioned in sub-section 7.3.2.2. The next sub-section considered issues raised by participants on library resource processing and management.

7.4.2 Process management

Comments from participants from this study identified with those from the interviews on effective management of library resources to meet user needs. Comments from participants included issues on library resources development and management; infrastructural development and technology application in processes and service delivery. Each of these issues was presented as sub-themes for process management in Figure 6.6 in section 6.4.2, and is discussed in detail below.

7.4.2.1 Library resources development

It was revealed that participants in this study identified with those in the interviews as it is perceived as building their libraries' collections with a wide range of resources to meet demands of their users. Issues on resource development considered mainly as they

related to content of the libraries in both print and electronic resources; funding; and processes of development of resources.

With regard to content, most participants particularly from public university libraries acknowledged the impact of accreditation programmes on the development of their collections, which compelled university managements to release funds for resource acquisition. Resource development in print and electronic formats in other libraries was facilitated through the generosity of stakeholders referred to by a participant from a public university library as *'friends of the library'* (F1– FG6).

'The university library here tries as much as possible to update its resources and that is by acquiring books regularly. There is really short fall sometimes because there is a level of what we acquire per year according to the NUC regulation, which we don't meet, but as much as we try, we meet up with accreditation...' (F2 - FG 6).

Private university libraries did not appear to have any cause for non-acquisition of resources since they basically belong to fee-paying institutions. As noted from a participant's comment:

'The library tries as much as possible to meet up with the acquisition of books, all of the time within the year' (P4 - FG 4).

Adequate funding for resource development to meet with increased user demands in academic libraries has continued to be a source of concern. As expressed in this study and in agreement with findings in the interviews, participants' comments indicated insufficient funding for resource acquisition. Ahmed and Nwalo (2013) have noted the major influence of inadequate funding on the provision of library resources, staffing and other facilities that enhance the sustainability of university libraries. The category of participants whose libraries encountered this challenge of funding was from public university libraries obviously because they depended on federal or state governments through their university managements for funding. A participant from a public university library indicated that his library sourced funding for some electronic databases from external donors *'because we know that electronic databases are quite expensive'* (FI-FG1). Another participant from a public university library equally acknowledged the fact that funding is required in order to provide and maintain quality service:

'The library really needs money to be able to provide all this quality services we are talking about, and once they don't give us enough money, we cannot cover up for some lapses. That is why we have to refer some to other libraries to make use of if we don't

have what they want, but as much as possible we have been trying to provide the kind of resources they need' (S1- FG 6).

It was revealed that prevalent economic conditions in Nigeria had an impact on library resources development. An observation from a participant from a public university library indicated that:

'You know, we have a low economic setup in Nigeria and most of the university system, we also have discovered that the funds available to them are not adequate to buy most of the materials needed in this area. So, in a situation like that, it really affects the library process...' (F2 – FG4).

The general picture is however, that of reliance on 'open sources paid for by some organisations' as explained by a focus group participant from a public university, who described the cost of subscription of databases and e-books as '*something out of reach of most universities*' (S3–FG 1).

As earlier indicated private university libraries seemed to be comfortable when it came to funding of their resources. This is because their users (students) were mainly fee paying and required returns for their investments. They consequently ensured adequate funding of their resources.

'We also acquire our resources in those areas to meet our target audience and in doing that we ensure that, we acquire current materials, current resources so that we are able to provide our users with the best that is available not only in the Nigerian market but worldwide' (P5 – FG 2).

In terms of resource processing, participants expressed their commitments to providing timely information by ensuring prompt processing of resources for availability to users. A participant from a public university library underscored the essence of disseminating information on new resources to quality service delivery.

'Now what we do at our end that is the cataloguing section, we make sure that we put structures on ground to process these books as soon as they arrive....we also create structure, whereby these processed materials are communicated with the community, because if we process the books and they are not aware of it, they will not be able to use them' (F1 – FG 5).

Another participant from a private university library commented on his library's adherence to standards in resource development. Several authors (e.g. Mitchell, 2007; Radar, 2007) noted that resource development should be undertaken with proper application of standards which should be the watchword for effective service delivery.

'We have standard, starting from acquisition, to cataloguing, to circulation or to reference where end users have access to those books. There are certain standards set by the university and other standards that are set by the international body especially on cataloguing rules and regulations which we adhere strictly to' (P1- FG 6).

7.4.2.2 Library resources management

The focus group data revealed participants discussion on issues of library resource management which involved access to resources and automation of library procedures.

As a way of ensuring easy accessibility to resources by users, a participant indicated that subject-related resources were provided in the college/faculty libraries where *'they come to have access to journals, textbooks and e-resources'* (F2 - FG 4). It was also revealed that lecturers in some of the universities had remote access to libraries *'from the comfort of their offices'* (S3 - FG). Two focus group participants from both public and private universities commented on provision of remote access:

'Personnel are always there to attend to our users, and direct them, guide them on the use of the resources that the library has, for those that are coming in newly. When they come in, we guide them on how to go about the use of the library and get what they want' (F1- FG 3).

'We have about five or six databases sitting on the EBSCOhost and you know these Journals sometimes are produced ahead of time, so we have already August 2014, Journals ready for users to access and our users are accessing them everyday...' (P5 - FG 2).

Participants' comments also revealed that user access to library resources has been ensured through the use of social media networks. A few participants indicated that the introduction of the use of social media like Face book and Twitter had assisted in providing access to library resources and other services for their users. A participant from a public university library commented on how his library communicated with users through social media network:

'Some of us go online, so we reply them using Face book, we get information through Facebook. You know, those social media are really helping, it makes them to be free and express their opinion on how they feel, we are able to decode from them' (F2 – FG1).

It was obvious that some participants were not utilising the social network and even demonstrated ignorance of its application in other libraries within Nigeria:

'I have been preaching it and I want to see it work, how do we apply social media, because you know social media is common with people in the businesses, marketing... and some people have been adopting it in library, so it is possible for us in this part of the globe, I mean in Nigeria to also adopt it' (S3 – FG3).

There was however challenges of inadequate Internet connectivity to provide access to electronic resources in most cases. A middle manager in a focus group whose university had recently upgraded its bandwidth commented on its insufficiency, claiming that *'even the improvement for the entire university was only enough for a library in other universities'* (S1-FG4).

As regards library automation, participants acknowledged the significance of automation to the development and provision of library services. It was revealed that some participant libraries had automated certain aspects of their procedures. Other libraries were yet to commence automating their services as a participant referred to the situation as a *'major problem affecting the quality of services being rendered'*, as most of their *'work is still done manually'* (S4–FG5). A participant commented on automation procedures in her library as:

'We do our processing online. There's software that we use for our automation, and that is Alice for Windows, that's what we use and we have been able to achieve success' (S3 - FG 5).

The participant's explanation is an indication that some of the libraries had commenced automating some aspects of their processes such as cataloguing and classification to aid online generation of resources, to enable easy retrieval.

7.4.2.3 Infrastructure

With regard to infrastructure, it was evident that some participant libraries did not have adequate facilities to provide conducive working environment for employees to provide required services. Facilities in this sense were mainly power supply which was needed to drive other facilities such as computers, air conditioners and photocopiers, as lamented by a participant that *'the major setback is electricity'* (S4 – FG1). Participants equally expressed the view that good working environment serves as motivation for employees to perform better. Comments from a participant on this from a public university indicated displeasure and frustration about the situation:

'In a situation whereby a university library exists, like this library, you have quality air conditioner today, in another six months, it will collapse, in another one year, it will be resuscitated, in another 3 or 4 days it will collapse, we cannot even talk of quality services. The service is there but it is not quality' (S2 - FG 4).

Comments from participants from private universities however indicated that they did not have challenges of power supply as did their colleagues from public university libraries. There was a general indication that this category of participants enjoyed what a participant termed *'enabling environment for everybody to operate'* (P3 - FG4). A comment from participant from another private university library confirms that:

'In our present abode, we enjoy 24 hrs electricity, although occasionally it goes but within 10 minutes, it is back... and we have access to the Internet, in some academic libraries, it's not like that, when you don't have what you need to work with, how do you achieve quality services' (P4 - FG).

An equally important and related issue to satisfying user needs is that of motivation and ensuring satisfaction of library personnel. This is in relation to the physical environment in which services are designed and consumed.

Providing conducive working environment to serve as motivation to employees was a trend mainly in private university libraries where physical structures seemed to work effectively. A lower management focus group member's evaluation of the library management was: *'a well-motivated staff with the library leadership providing enabling environment'* (P4 – FG 4). The situation was however different in public university libraries. Participants confirm that efforts towards providing conducive environment got thwarted because of challenges posed by insufficient power supply and the huge cost of generating alternative power, usually borne at the expense of library information resources. According to a focus group from a public university:

'There is the challenge of the environment, presently the environment is not conducive. Many a times we have the challenge of electricity and if there is no electricity, you find it a little bit difficult to put in your best' (S4 - FG 1).

'If you know you are going to work in a very decent environment where your health is taken care of ...the zeal will be there, to provide quality services will be there for you' (F2 - FG1).

Efforts of some public university libraries that endeavoured to provide cooling systems to cushion the effect of the high temperatures were thwarted because they were unable to provide enough power to run them. *'We install air condition and we make sure that they are on at least'* (F3 - FG 1), *'for as long as power will allow'* (F3 - FG3). The library environment is therefore required to be designed to assist employees to render services with minimum hindrances in order to facilitate patronage and work within the

system. An improved budget allocation for acquisition of physical facilities that would support employees in their bid to render effective service is therefore pertinent.

7.4.2.4 Technology and service quality

The focus group data indicated that operations in libraries studied were hybrid. Participants attributed the development to issues related to funding of resources such as hardware, software and other electronic resources on one hand and slow adoption of technology by some users on the other. Two participants from a public and a private university respectively confirmed that:

'We still operate an hybrid environment like I said, it's not all electronic, as a matter of fact, the library still spends forty (40%) percent on print and 60% on electronic, even as you come in, you will see the electronic bill-board introducing the services to users and you see the old traditional card catalogue and then you see the Online Public Access Catalogue' (F1- FG 6).

'We have hybrid library...all the stuff we've been talking about is like interwoven, so when we talk about cataloguing, rendering of services it's like we are used to it. It's both electronic and traditional paper-based stuff' (P4-FG 2).

In terms of technology adoption, it was deployed mainly in the area of library security, in processing of resources and accessing electronic resources as indicated by participants from both public and private university libraries, one of whom commented that:

'We also use technology to deploy the issue of library security... The RFID sensitization ... For now when they want to take a book, they take it there to desensitize. We have been deploying that at the cataloguing end...' (F1- FG 3).

A participant whose library's technology adoption was yet to take off fully expressed concern about the situation, while acknowledging the tediousness of manual operations

'We don't use computer, we don't use online cataloguing which is a little bit very tedious for us, and we still need to improve on the cataloguing aspect, making use of ICT to enhance our cataloguing operations (S4 - FG 4).

7.4.3 Summary

Section 7.4 has presented findings obtained from the focus group data on development and management of library resources meant for effective service delivery. Participants' comments on current procedures varied according to prevailing situation in each library. Procedures in development and management of library resources in print and electronic format included acquisition and processing of print and non-print library resources as well as ensuring availability of resources for users. It was demonstrated that participants ensured availability of resources to users both within the libraries and remotely, depending on the libraries' capability. Process management in the study also involved infrastructural development. This included issues on internal environments of the libraries, referred to by participants as not conducive, as well as library automation which was not in full operation in a number of cases. Technology application in processes and service delivery involved application of library software packages for resource management; electronic signage and resource security devices. The next section looks at participants' views on ongoing improvement efforts for managing and providing services in libraries studied.

7.5 Improvement efforts

This section looks at activities identified by focus group participants that could facilitate quality improvement in services and management of library operations. The activities concerned assessment of procedures and initiatives considered by participants as contributory to quality improvement. Improvement effort in this case is considered as performance measurement, which is the fifth theme identified for this study as explained in sub-section 7.5.1.

7.5.1 Performance Measurement

It was revealed that a number of issues were raised from participants' comments regarding assessment of operations for improvement in library management and service delivery. These issues ranged from how performances of staff and service provision to users were measured; innovative initiative within the libraries for quality improvement; and factors that inhibited or enabled quality management implementation. These factors were presented as sub-themes in Figure 6.7 in Chapter 6 and are presented in detail below from sub-sections 7.5.1.1 to 7.5.1.3.

7.5.1.1 Performance measures – staff/users

The focus group data with regards to performance measures on library operations were taken from two perspectives, that is, evaluation of staff performances within the confines of the library and assessment of services to users from library perspectives. In terms of staff performances, it was revealed that assessments were mainly through evaluation of annual staff appraisal forms emanating from the institution, which had indicators for measuring staff progress with a view to identify areas of excellence and areas that needed improvement. Comments emanating from the data indicated uniform trend among categories of participants with variations in a few cases:

'We have appraisal forms that is, annual performance appraisal. To manage personnel you need to assess the needs of the staff(s). That also helps to manage quality of staff, that's with regards to personnel' (F3 - FG 4).

'All staff, including librarians we have what is called the APER form, annual performance evaluation form which measures the performance of librarians vis-à-vis how they are able to ensure quality control, quality management in their various services...' (P5 - FG 4).

There were indications from the focus group data that assessing service delivery and extent of utilisation of library resources from the libraries' end did not follow any format, as individual participants gave different methods of measuring those aspects of services. Participants' comments in this respect revealed that there was no systematic method employed in measuring service utilisation. Comments from participants from two public university libraries indicate that:

'From time to time we carry out periodic assessment, even though it will not be directly instructed by the management of the library, but being the one that are rendering those services and since user satisfaction is the hallmark why we are here so, a study was conducted in 2010, asking them about their perspective about our services' (S1- FG 6).

'What I'll say we don't have here is the case of outright getting the users to assess the staff because it's only the readers' services librarian that they have contact with most times. When they have complaints they go straight to the person and lay their complaints on the table, you know and it is usually solved that way' (S3 - FG 2).

One participant indicated that his library compiled 'a quarterly statistics of activities of the library' (F3 – FG 6) to give account of its services and which he claimed formed the basis of the library's annual report. This is a similar finding with that of the interview study in section 6.5.1 where it was revealed that service evaluation on staff performance

emanated from individual surveys reports from library management and acknowledgement from students' projects.

7.5.1.2 Quality improvement

Improvement in resource management and service delivery was indicated as project initiatives, new trends in service delivery and upgrading physical facilities of the library. Participants identified a number of projects initiated by their libraries which were aimed at adding value to their services.

It was revealed that a project initiative, considered as the first of its kind in academic library services in Nigeria was in place for disability access to resources, with appropriate technology for visually impaired users by a public university library. This information agrees with that identified in the interview data where a participant described the project as *'the visually impaired library resources... service centre for this category of students'* (F1-UL). A participant in this study equally confirmed the project and indicated that:

'This library has set in motion, a machinery to take care of the disabled. A part of the library has actually been equipped for the users with disabilities to be able to come in and also access our resources without necessarily going through some rigors. We are hoping that in a matter of few weeks, the operations will commence' (F1 - FG 2).

The data revealed participants' expression of innovation through an initial attempt by a newly appointed university librarian to re-engineer the library environment *'to make the staff perform better and to provide users' comfort'* (S2 – FG6). A participant's explanation was that:

'Recently we had a new university librarian who came with a lot of innovation...He started with the building, making sure that the environment is conducive for workers first. Then the patrons ...he is aware part of quality is the environment where the people work' (S2 –FG6).

Trends in library services were identified in capital projects such as construction of new libraries to meet requirements of the emerging collegiate systems within higher education systems as part of upgrading library facilities. A number of participants expressed the need for such facilities in their libraries as they were not yet enjoying them. A participant from a public university library gave an indication of ongoing development in his library and was of the view that such services were meant to get as close to the user as possible:

'We have branch libraries. We run a school system here and so every school, school of science, school of engineering each of the school including the postgraduate school have libraries. We make sure we stock them with current literature and ICT, Internet facilities and that has expanded our services...' (F3 - FG 5).

'...In most of our libraries now, there has been a lot of conversion. There should be prototype; a standard e-library should be put in place. We call this e-library or e-section now, it's just a conversion or attachment of the library' (S2 – FG2).

Expression of the need for purpose-built libraries by focus group participants confirmed concerns of interviewees, though most of the latter had indicated on-going plans and infrastructural developments of their libraries in different stages.

7.5.1.3 Library QM implementation

It was evident that there was no mechanism of QM application or adoption in any of the libraries studied. Discussion on QM application in the study had been limited to participants' level of understanding of the phenomenon or their maturity level which was demonstrated in a number of ways. In particular, participants' perceptions of the concept focused on factors that could enable or serve as barriers to QM adoption in libraries.

Leadership of the library was identified as an important contributory factor to a successful implementation of QM. A participant indicated that a 'leadership personality' that provided 'enabling environment' was required for a successful implementation of QM. Technology adoption was equally identified as an enabler to successful implementation of quality for libraries to carry out their '*operations conformable to international standards*' (F1 - FG1). A participant from a public university library commented on the need for training in technological advancement:

'We have discovered that the administrators are not adequately equipped with this current global technology available in the world setting' (F1- FG4).

Collaboration between libraries and professional regulatory bodies was another contributing factor identified in the data for successful implementation of QM. A participant suggested consortium building among libraries '*in order to maximise and harness resources*' (S3 – FG1) for improvement in service delivery.

A participant identified the important role that professional regulatory bodies like the Nigerian library association (NLA); the librarians' registration council (LRCN); and the committee of university librarians of Nigerian universities of Nigeria (CULNU) could

play in ensuring quality management implementation. A private university library participant suggested that:

'Associations like NLA, LRCN, CULNU, should devise, meet together, have a conference, workshops to devise particular common quality management policy standard to be followed in Nigeria. As the NUC prescribed benchmark for libraries, the same way we should have our own' (P5 - FG3).

Factors that could constitute barriers to QM implementation as revealed from the data included staff motivation, funding and staff attitude to change. Staff motivation in this sense concerned career progression for staff who were *'not allowed to reach the peak of their career'* as explained by a participant (F2-FG2) as a practice that could affect quality of services. A participant from another public university expressed the view that the idea of making higher degree certificates a requirement to promote staff in some university libraries implied making it *'a priority to quality service'* (F1 – FG6).

In terms of funding, it was revealed that proper management in developing resources to provide effective services could ensure quality management implementation. This statement implied misappropriation on the part of external stakeholders as commented by a participant:

'In most universities, public even private they have budget that they do not Implement...' (P4 - FG6).

Another factor that was revealed as a barrier to quality management implementation involved attitude of staff to change in an organisation. A participant from a private university referred to this factor as the *'human factor'* that *'can inhibit successful implementation'* (P4 - FG4) with a claim that actualisation of an implementation programme needed the collaboration and support of the entire organisation:

'... You know we have been talking about staff, about students. If I introduce a system and people around the cataloguing, the acquisition, reference, they say this system will not work, The system will not work. So we have to agree together and support' (P4 - FG5).

In effect, participants considered demonstration of positive attitude of staff to quality initiative as paramount among other factors, to its realisation.

7.5.2 Summary

Section 7.5 has presented findings on evaluation of current situation on library activities identified from focus group data that could facilitate quality improvement in services and management of library operations. The activities concerned assessment of procedures and initiatives considered by participants as contributory to quality improvement. Improvement effort considered was performance measurement which involved assessment of staff performances and service provision to users; project initiatives; and factors considered as enablers and barriers to successful implementation of QM. Findings from this study are hereby summarised in 7.6 below.

7.6 Summary of findings

A summary of findings in the data generated from the multiple case study investigation with focus groups in academic libraries under study, as provided in sections 7.2 to 7.5 is stated below:

- Results indicated a broad definition of quality and QM, detailing general knowledge of the concept and acknowledgement of the need for its application for quality improvement of services;
- An indication of participants' knowledge of how QM values contribute to quality improvement was evident from references to operational procedures such as styles of leadership, organisational structure, planning and controlling and matters on library policies;
- Participants confirmed non-availability of written policies to guide library operations and attribute it to instability in university managements;
- Participants acknowledged positive developments in capacity building and employee empowerment; while inadequate staffing which mostly resulted in multitasking of personnel was identified as affecting human resource management.
- Library staff in private university libraries claimed they were well-motivated in comparison with their colleagues in public university libraries.
- Commitment to user satisfaction was indicated as provision of enabling environment for research and learning, information literacy and communication with users, though there were indications of inadequacies in current awareness services;

- Library resource development and management were not backed with adequate funding and sustainable infrastructural resources in some university libraries;
- There was no format for assessing staff performance in terms of work procedures or service delivery;
- Style of leadership, collaboration among libraries and intervention of professional regulatory bodies were factors considered as enablers of QM implementation, while issues of career progression, funding and attitude to change were considered as factors that could militate against QM implementation.

7.7 Conclusion

Sections 7.2 to 7.5 have presented analysis of focus group discussions conducted as a segment of a case study of ten of university libraries studied. Findings revealed a broad definition of quality and QM which indicated general knowledge of the concepts by participants. Findings on current activities in library management and service delivery mainly indicated participants' reaction to operational procedures with regards to: leadership, customer focus and satisfaction, human resource management, process management and performance measurement. The chapter also explored participants' disposition to some aspects of operational procedures and the implication of such actions on quality management implementation. Factors that could contribute to quality management of resources were identified as dependent on type of leadership, adoption of the right technology to meet current user demands; collaborative measures such as consortium building between libraries as well as involvement of professional regulatory bodies. Lack of inspiration for staff; inadequate funding of projects and resource acquisition; and attitude of staff to change were also identified as factors that constituted barriers to quality management implementation. The researcher suggests that a deeper understanding and appreciation of QM concepts in relation to library management could potentially inform product designs and initiatives on information services that could result in implementing quality management of resources and services. The next chapter will provide an assessment of the maturity level of participant libraries on QM implementation.

Chapter 8 Maturity levels of the libraries in QM implementation

8.1 Introduction

This short chapter provides an assessment of the level of maturity of libraries studied in QM implementation. It employs the P2MM (sub-section 2.2.6), a capability model developed for assessing organisations' management capabilities and maturity levels, focusing on the five themes established for the study in Chapter 2.

Analysis of findings in both the quantitative survey and the qualitative studies of this research revealed variations in the libraries' responses to their levels of QM adoption and implementation. Findings from the three studies indicated participants' awareness and the essence of the concept. However, while there was an indication of implementing some QM mechanisms such as TQM, BEM, ISO and QA from the survey findings, interviews and focus group findings revealed unsystematic utilisation of some aspects of QM tools in a number of libraries to improve the quality of services. Most participants considered adherence to NUC QA indicators for programme accreditation sufficient to manage their libraries' procedures (See sections 6.6; 7.6; and sub-sections 6.5.1.3; 7.5.1.3). The differing views from the findings thus prompted the need for assessment of the maturity levels of the participant libraries in the knowledge and consideration of QM adoption and implementation.

8.2 Identifying maturity levels of QM implementation in university libraries

As explained in Chapter 2, sub-section 2.2.6, a range of maturity models have been developed for assessing maturity levels of different aspects of organisations' procedures, to assess their project management capabilities (Brown 2013; De Bruin *et al.*, 2005). A review of literature in this regard did not, however present specific models for use in the academic library context. Though Wilson's (2013) QMM was developed specifically for the assessment of libraries' maturity levels, its standard was considered high for the current study, as it addressed libraries already in the quality revolution as noted in the study's reference to 'high quality library' (Wilson, 2013, p.347). A maturity model which was closely related to the academic library context was therefore sought for to address the stage and level of maturity of the libraries studied.

Assessing QM maturity status in university libraries in the current study was thus based on the UK Office of Government Commerce's Prince2 Maturity Model (P2MM) (Williams, in Brown, 2013, p.86), described as a framework developed for assessing

project management capabilities in organisations. New capabilities follow the same procedure, beginning with the initial awareness of that capability which may range from attaining minimum standards to best practice. Figure 8.1 illustrates the stages of capability development in an organisation, based on the Prince2 Maturity Model.

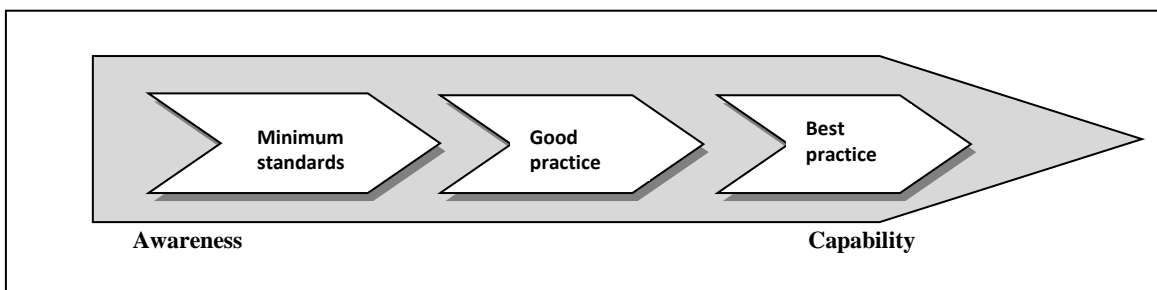


Figure 8.1: Capability development based on the Prince2 Maturity Model. Adapted from Brown (2013, p.87).

According to Williams (2010), the stages are further broken down into five distinct maturity levels between initial awareness and achieving capability. Table 8.1 shows stages and maturity levels of an organisation in a capability development.

Table 8.1: Maturity levels of capability development (QM adoption and implementation)

| Stage | Maturity levels | Description |
|------------|---------------------|---|
| Awareness | 0 No awareness | The organisation (library) has no awareness of either the need for QM adoption or basic principles for applying it. |
| | 1 Awareness | The organisation (library) is aware of the need to adopt and implement QM and has an understanding of its basic principles. |
| | 2 Roadmap | The organisation (library) has a defined roadmap for implementing QM |
| Capability | 3 Basic process | The organisation (library) has implemented QM |
| | 4 Managed process | The organisation (library) has implemented a comprehensive, managed process, which reacts to changing circumstances |
| | 5 Optimised process | The organisation (library) undertakes continuous process improvement management |

Source: Adapted from Brown (2013, p.87)

The choice of the model was because it had been used to develop a maturity model to assess capability development for a digital repository (Brown, 2013, p.87) which was considered as a project that had relevance with QM capability and was therefore found useful in the academic library context.

From the P2MM definition of maturity level assessment, the case libraries have moved from zero level and are currently in level one, because they possess the two characteristics of the first stage of the capability model: 1) awareness of the need to embrace QM principles and implement it; 2) possession of basic understanding of QM principles. However, some aspects of operations in a few of the libraries indicated a slight movement from level 1 to assume some aspects of level 2.

In order to establish the maturity levels of QM implementation in the case libraries, the status of the fifteen libraries interviewed reflecting the level of awareness was tabulated on the basis of responses obtained from the interviews and focus groups for a better understanding of their statuses. Tables 8.2 to 8.4 below presents the level of awareness of the three types of case libraries as derived from the themes of study.

As seen from figure 8.2, findings in the current study obtained from sections 6.3 to 6.5 and 7.3 to 7.5 respectively show that the majority of libraries were in the first level of stage one of the 'Awareness' stage of QM development. This is defined in the adapted QMM model in Table 8.1 as awareness of the concept and an understanding of the essence of upholding the principles of QM for development of a quality library culture. Evidence from Figure 8.2 also shows that development in a few libraries places them beyond level one into the second level of stage one as there was an indication of application of QM principles in their operations, though development at that level was still at what Brown (2013, p.87) describes as 'baseline'. Section 8.3 provides the maturity level of the participant libraries as identified from their responses.

Table 8.2: Maturity levels of case libraries ‘F’ based on themes of study

| QM implementation | Maturity levels identified from themes of study | | | | |
|-------------------|--|---|--|---|--|
| Case Library | Level 1 - Awareness of the need to adopt and implement QM and an understanding of its basic principles. | | | | |
| | Leadership | Human resources management | Customer focus/satisfaction | Process management | Performance measurement |
| F1 | Trying to put modalities of ensuring quality assurance in the managerial procedure [UL]. | Hiring of the right crew of staff, professional, para-professional, supportive [UL]. | In the recent times we have been trying to cater for information needs of the visually impaired [UL]. | We recently started uploading on our institutional repository [FG3]. | The way the library assesses its performance is through statistics taken, report generation, strategic planning plans, monthly [FG 1]. |
| F2 | The library provides materials in all fields of study... and by that its activities align with the institution’s goals [UL]. | I ensure training and retraining of staff... that is the way of enhancing capacity building [UL]. | We try as much as possible to meet the needs of users in information resources and personalized services [FG 2]. | We have automated services. Although not all our services are automated, we have our website running [UL]. | We review the policy we have been operating in and see if there is need for us to improve on it, or to continue with it [FG 1]. |
| F3 | I’m running an inclusive administration by trying to relate to everybody by bringing them together [UL]. | I look at different strengths and weaknesses of individuals, in-terms of deploying them to places where they have to work [UL] | Part of the goals of this library is to meet the information needs of the user [FG4]. | We subscribe to online data bases especially journals, on yearly basis so that people will have continuous access to them [FG 3]. | We have periodic statistical report, where each unit has to give account of its services... this is what we use to prepare our annual report [FG5]. |
| F4 | Making available to staff and students relevant and current information sources [UL]. | We send them for training... That motivates them but it also improves the services they can offer to the library [UL]. | I have seen demands from students and researchers evolving over time...I believe we have to move with times and provide 24 hour library services 7 days a week [UL]. | Technology has effectively reduced the time spent on routine tasks and increased efficiency[UL] | We do periodic evaluation to see whether there is a place for us to improve or where to make adjustment [UL]. |
| F5 | The mission statement of the library aligns itself with the whole essence of the university existence, which is teaching, research and community service [UL]. | If you talk of reader services, the services we render there must be of high standard. The personnel you put there must also be of high standard in terms of qualifications [UL]. | The library has been encouraging users by providing training for them [UL]. | Our OPAC, we have not put them to effective use because we need to do retrospective-conversion of existing materials [UL]. | There is really no formal way of measuring performance. the university librarian or members of library management at any time will just bump into a particular unit and will just assess what they are doing [UL]. |

Table 8.3: Maturity levels of case libraries ‘P’ based on themes of study

| QM implementation | Maturity levels identified from themes of study | | | | |
|-------------------|---|--|---|--|---|
| Case Library | Level 1 - Awareness of the need to adopt and implement QM and an understanding of its basic principles. | | | | |
| | Leadership | Human resources management | Customer focus/satisfaction | Process management | Performance measurement |
| P1 | We have a broad mission and vision statement, very broad, but we are now trying to develop it further [UL] | We hold meetings where we rub minds...They also bring suggestions being the people at the front-desk... and this kind of feedback is very important to management [UL] | ...Lecturers’ offices are networked and connected to the Internet. They don’t have to come to the library [UL]. | In addition to the collection of books, we also have an e-library with some twenty work stations and connected to the Internet for the use of our students [UL] | |
| P2 | Whatever we are doing is to key into the mission and vision of the institution [UL] | They (staff) are sponsored for conferences, seminars and workshops. Four of them are pursuing their doctorates, with the university sponsorships [UL] | Most times, students may not need to come to the library. They sit in the comfort of their hostels and with proxy servers they can access library materials. [UL] | If you are not ICT compliant, you cannot have a place here [UL] | |
| P3 | The university started with a culture of cutting edge practices...so at the library, we ensure that we operate at cutting edge level, to enable us drive quality...[UL] | This library ensures that quality is applied to every component of services to our clientele. [FG6] | We have a basic process to ensure that our users are knowledgeable with retrieval skills that enable them to maximize the use of the library.[UL] | We have high level of bandwidth over 255mbs and so the electronic resources are able to open with ease. [UL] | The quality assurance team comes around and there’s a feedback. [FG8] |
| P4 | The library compliments the activities of the University to make sure that the mission of the university is achieved UL | One thing I have learnt over time to really improve services, loyalty and quality is to ensure that my staffs are not looked down on by users... [UL] | Information literacy in this place is formidable...when we acquire new databases we arrange on how to train, so that user’s time will be saved [FG6] | One of the things we are using to ensure quality service to the user communities, one of them is the software we are using which is KOHA library software [FG4]. | The best staff in the university during annual reward has always come from the library [UL] |
| P5 | I encourage the staff under me to be friendly, show competence and efficiency in service delivery [UL]. | Employees in this place are motivated to do their work... the library leadership have flair for employee empowerment [FG3]. | We ensure that we are able to provide services that meet our users’ needs [FG2] | We introduced a library automation using the library software. We have introduced the bar coding system. [UL] | Every year we carry out library surveys and also statistical information, we compile every year and compare UL. |

Table 8.4: Maturity levels of case libraries ‘S’ based on themes of study

| QM implementation | Maturity levels identified from themes of study | | | | |
|-------------------|--|---|---|---|--|
| Case Library | Level 1 - Awareness of the need to adopt and implement QM and an understanding of its basic principles. | | | | |
| | Leadership | Human resources management | Customer focus/satisfaction | Process management | Performance measurement |
| S1 | Our goals reflect the goals of the institution [UL]. | We’ve enjoyed capacity building programme at one time or the other and it has affected our productivity positively [FG 1]. | We have faculty libraries. We get feedback from there and as much as possible and we try to improve [FG 5]. | Technology has done a great job for us in the library. It has helped us in cataloguing books faster than we used to [UL]. | We assess ourselves by going into the acknowledgements in the thesis and the project of our final year students [UL] |
| S2 | The library aligns with the mission and vision of the university through the provision of resources and services [UL]. | Empowerment has not been very easy when it comes to capacity building of the staff, and if staff are well empowered it will enhance their service delivery [FG4]. | We meet every month to look at challenges and issues bordering library services and products [UL] | We have OPAC where users, can check the list of our materials online [FG 2] | Through feedbacks and sometimes, I interview students myself... to see whether we are getting there or there are some areas that we need to make adjustments [UL]. |
| S3 | We practice participatory leadership... suggestions are made towards the attainment of the goal of the library [FG 3]. | We do organize an in-house training whereby staffs deliver papers...to see better ways to discharge our services [UL]. | We are trying to market ourselves so that the library will not remain irrelevant [FG 2] | Technology has enhanced the development of most of our processes, especially the technical services and electronic resources [UL]. | We don’t really have any hard and fast rule as to any laid down rules, but the few feedback you get from users will determine how well you are faring [UL] |
| S4 | We maintain what we call an open door policy...teamwork and it encourages quality delivery of services [UL]. | We still have to do a lot in the area of human resources. We are really working but we don’t have enough staff to ensure that we do what we want to do [UL]. | We try to create awareness of recent latest books in the library through the notice board [FG 1] | The major problem here that is affecting the quality of services being rendered to the users is the automation of the library [FG 4]. | Let me just be honest to say that we have not really put something in place to say ‘what do you think’, we just treat issues as they come [UL]. |
| S5 | As we contribute to the attainment of the university goals, we peck our services to the clientele [UL]. | We provide in-house training to our library staff on how to use our library software. So, there is hands-on experience for the library staff [UL]. | We encourage students to come to the library, to know departments and to know what we have in the library[UL] | We acquire our resources to meet our target audience and in doing that we ensure that, we are able to provide our users with the best that is available [UL]. | What we don’t have here is the case of outright getting the users to assess the staff because it’s only the readers’ services librarian that they have contact with most times [UL]. |

Figure 8.2 provides the level of awareness of individual university libraries, based on specific activities as reflected in the themes of study.

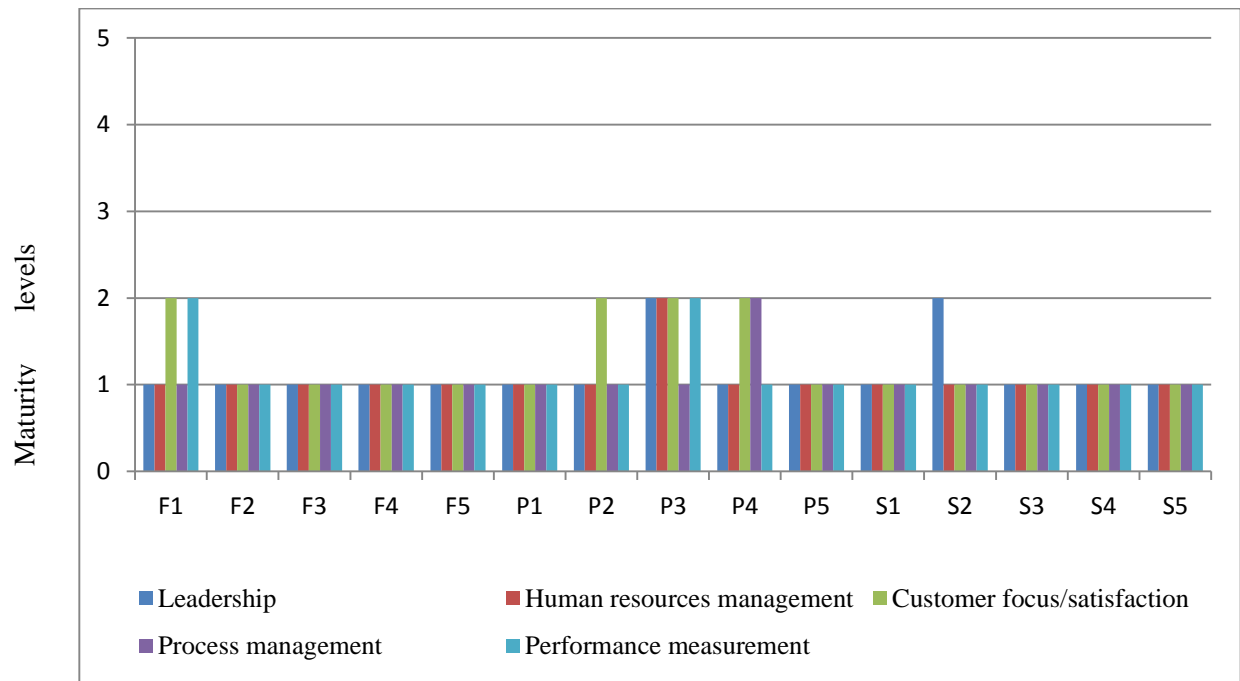


Figure 8.2: Maturity levels of the case libraries on the five dimensions of QM

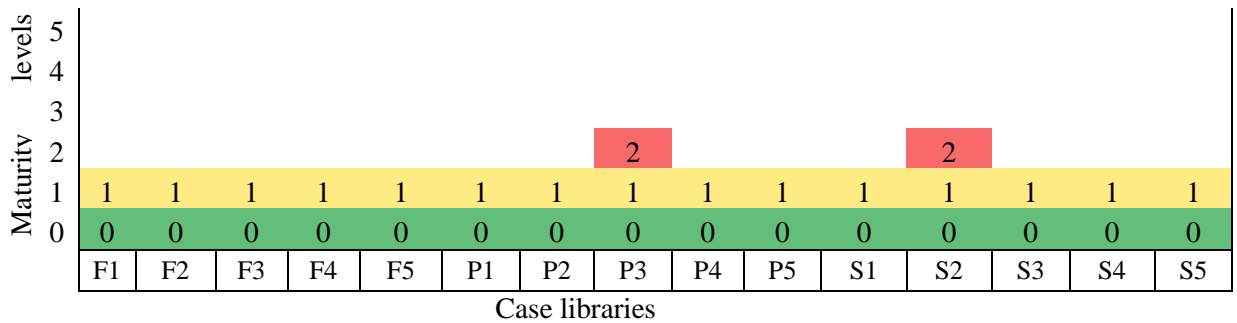
8.3 Quality maturity level process

This sub-section provides the maturity level of the participant libraries as identified from their responses and on the basis of specific procedures which also reflects the five themes of study, i.e. leadership; human resource management; customer focus and satisfaction; process management and performance measurement as shown in Figures 8.3 to 8.7.

8.3.1 Leadership

Evidence from the data indicated a general awareness and appreciation of QM concepts among all case libraries, such as ensuring alignment with university goals and objectives; applying different styles of leadership through adherence to institutional mission and vision. There were two libraries (P3 and S2) which, though fit into level 1, had their leadership practices go into level 2, as shown in Figure 8.3.

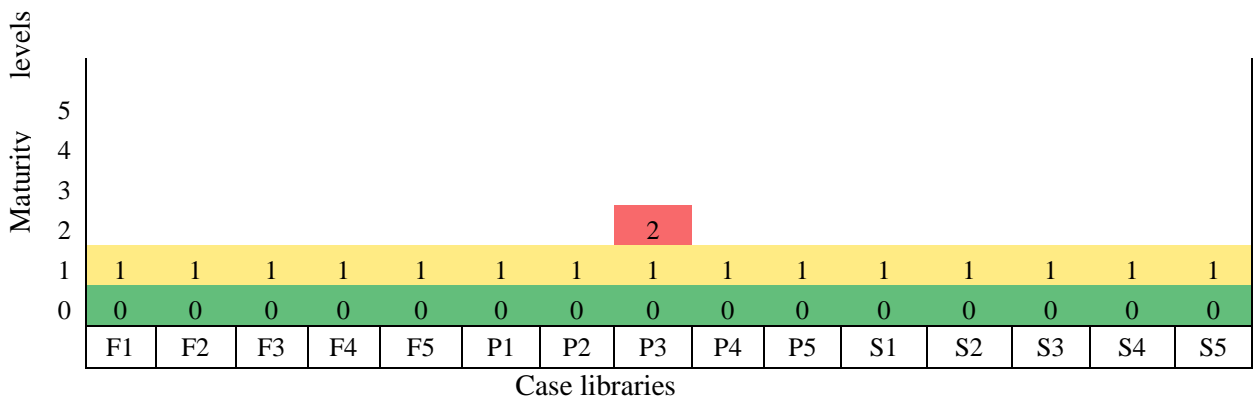
Figure 8.3: Maturity levels of the entire case libraries on leadership



8.3.2 Human resource management

The data in Figure 8.4 provide a general trend of activities that fit within level 1, except for only one private university libraries (P3) where human resource development and management extended a bit into level 2. Activities in this respect include personnel recruitment; capacity building through training and retraining. The data equally reveals operations in (P3) as ‘at cutting edge level’.

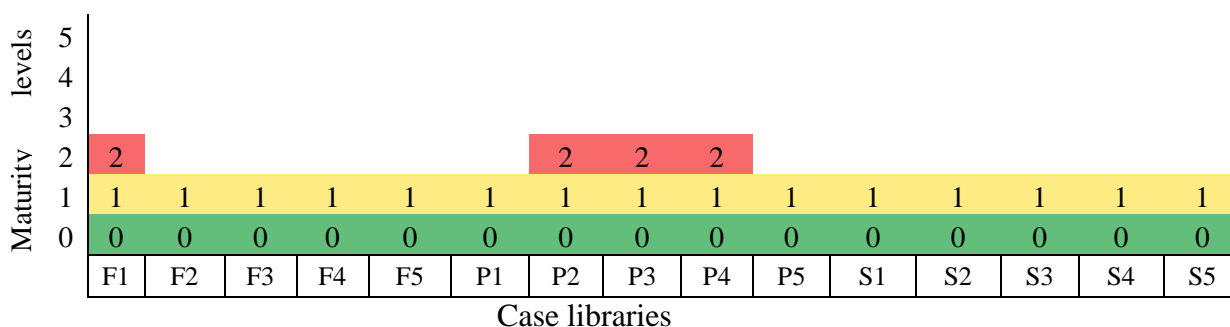
Figure 8.4: Maturity levels of the entire case libraries on human resources management



8.3.3 Customer focus and satisfaction

Figure 8.5 shows a higher level of commitment to customer services in three university libraries whose levels of services though also fitted in level I, but extend into level 2. These are indicated as F1, P2, P3 and P4. There was an indication from Tables 8.2 to 8.4 of different approaches to customer service delivery. As revealed in Figure 8.2, customer services in majority of the case libraries were mainly based on staff perceptions.

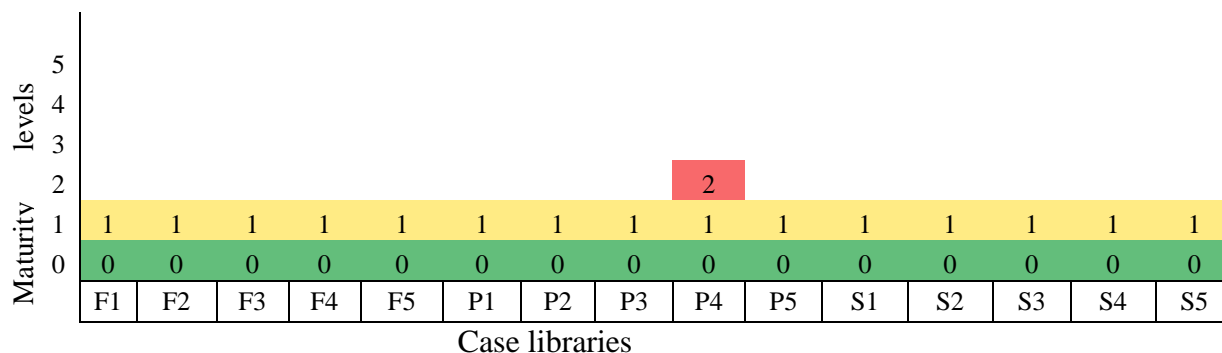
Figure 8.5: Maturity levels of the entire case libraries on customer focus / satisfaction



8.3.4 Process management

In the area of resource processing, all the libraries indicated different stages in development of their processes. P4 was the only university library (private) which indicated specified procedures and operations in the development and improvement of its resources as shown in Figure 8.6.

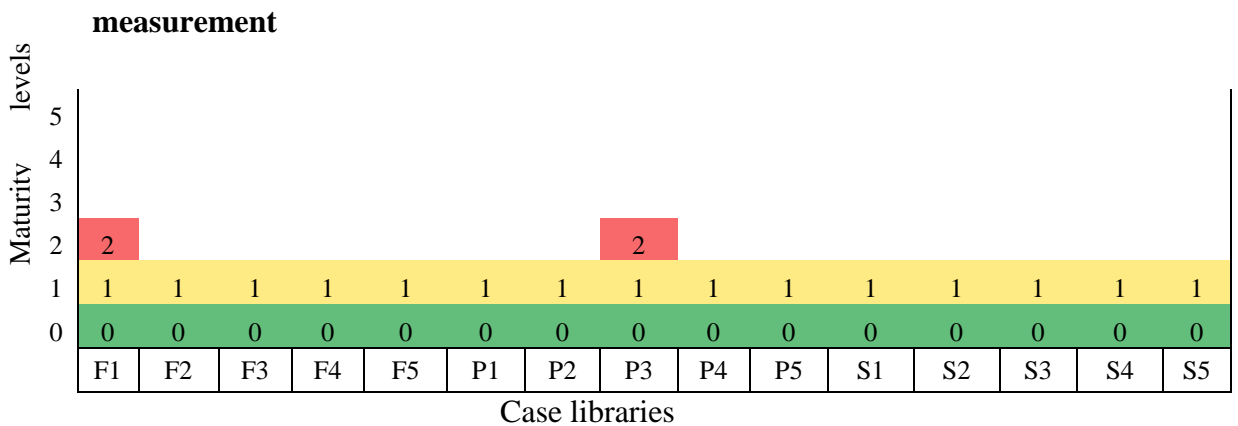
Figure 8.6: Maturity levels of the entire case libraries on process management



8.3.5 Performance measurement

Two of the case libraries F1 and P3 indicated specific processes of measuring their performances indicating the direct involvement of the internal quality assurance team in ensuring services are run effectively and efficiently. Procedures in the two libraries were however based on individual institutional procedures Figure 8.7.

Figure 8.7: Maturity levels of the entire case libraries on performance measurement



8.4 Implication of assessment

Results of the maturity level assessment of the libraries studied indicate the stage at which the libraries studied were, based on their individual knowledge and awareness of applying QM concepts to their systems and resources. The results as shown in Figure 8.2 shows that all the university libraries were on level 1 of the first stage in QM maturity, except for a few that demonstrated some aspects of their activities to reflect characteristics of level 2. These were however based on policies developed by individual libraries and therefore did not follow any systematised procedures. The results, as provided in Figure 8.2 also present a picture of proactive measures on the part of private university libraries, in developing their processes and services. It confirms a comment from a participant, while expressing his frustration on government’s inadequate provision of resources for public university libraries:

‘Some private universities are doing better than some of us...and it’s because their owners try to introduce this modern approach to administration and providing materials... so you tend to find them doing more’ (S4 - UL).

Libraries at this level require clear-cut strategies for effective library QM implementation. University libraries at this level of development were mainly private universities. For the libraries to move to the next stage of maturity would require individual and concerted drive to instil the awareness of the concept at all levels of the libraries’ structure in order to determine their place within the quality journey (Wilson, 2015). This trend as applied in the study is normal according to literature related to QM in university libraries (Balague & Saarti, 2009; Broady-Preston, 2006; Wilson, 2012)

although there is no evidence of QM initiatives nor assessment literature on Nigerian university libraries (Oladele, 2010; Opara, 2010; Bello Sali & Mohammed, 2011).

The findings also show that libraries use different strategies to implement QA. The implication is that the libraries cannot be graded as they did not have uniform means of managing their libraries. This compares with a study by Mistry and Usherwood (1996), of British libraries which revealed the use of TQM, Investors in people (IIP) and ISO (9000) to improve strategies to address quality improvement of their libraries. The difference between Mistry and Usherwood's and the current study is that the former was based on systematized procedures, IT was conducted in a different country (the UK) at a time when the concept was widely embraced and applied to improve academic and public library services.

8.5 Conclusion

Identifying maturity levels of organisations provides the means to assess their capabilities in respect of specific operational standards such as the QM implementation. With regard to academic libraries that have already implemented QM, it is a means to locate their levels of adoption through the use of assessment tools, to identify the strengths and weaknesses in order to recommend strategic plans for improvement activities. For academic libraries in which QM have not been implemented, knowledge of the stages and levels of their awareness are essential for locating them on the quality journey.

The P2MM was consequently adapted for this study for the purpose of identification and assessment of the stages and levels of QM implementation of university libraries studied, based on the available data to enable the researcher to make an appropriate recommendation for quality improvement in those libraries. The next chapter will provide a review of data from the online survey, interviews and focus groups together, to provide an analytical discussion based on objectives and research questions of the study.

Chapter 9 Discussion of findings

9.1 Introduction

This chapter presents the key findings of the research from chapters 4, 6 and 7, in the light of the theoretical underpinnings and the QM frameworks reviewed in chapters 2 and 3. The chapter is presented in seven sections with the discussion structured around the key objectives of the study. Sections 9.2 and 9.3 present key findings across the two phases of the study which are also supported by evidence from the literature. Section 9.4 summarises the key findings on the basis of the research questions for the study. In section 9.5, a synthesis of the evidence from the chapter is presented. The aim in so doing is to generate a model of QM implementation. This model suggests factors, concepts and dimensions of QM that will enhance improvements in university libraries in SW Nigeria. In section 9.6, a QM maturity model is also proposed as a follow-up to the model to assist libraries in assessing their levels of QM maturity. Implications of the findings of this study for academic library development, practice, strategy and policy will be considered in detail in Chapter 10.

The next section discusses the findings which are structured around the objectives of the study, in five sub-sections as outlined in section 1.6 and reiterated below:

1. To assess the types of general management procedures and service delivery in place in academic libraries in Nigeria through a study of selected libraries;
2. To review the literature with the intention of evaluating QM frameworks and suggesting a descriptive model;
3. To determine the dimensions of service quality practices in academic libraries in Nigeria, including quality management functions before, during and after service;
4. To evaluate efforts taken to improve management procedures in the selected academic libraries if any; and to determine the extent to which they are based on the principles of QM derived from the literature;
5. To use evidence gathered from this study to evaluate the model referred to in objective 2, with a particular emphasis on its relevance to the Nigerian situation.

9.2 Discussion of findings

The findings from the two phases of research are discussed in line with the objectives of study within the following sections.

9.2.1 Management procedures and service delivery in the libraries

QM procedures and service delivery in academic libraries help to ensure that HEIs achieve their teaching and research objectives. First, the general awareness and knowledge of QM among the respondents were ascertained from the results of the online survey. Then the results from both the focus group discussion, and the interviews indicated that the participants gave the broad definition of quality and QM, showing evidence of general knowledge of the concept and acknowledgement of the need for its application for quality improvement of services. Just like the goal of the Malcolm Baldrige National Quality Award (Oakland, 2004), awareness of quality (Dale, 2003; Oakland, 2004; Mjena *et al.*, 2005) is a crucial step towards implementing and achieving competitiveness. Also, the highlight of the participants' various definitions of QM concepts, was ensuring 'user satisfaction' (Oakland, 2004; Izadi, Kashef & Stadt, 2009; Khampirat, 2009; Lewis *et al.*, 2006; Moghaddam & Moballeghi, 2008; Roberts & Rowley, 2004; Tsang & Antony, 2001; Zhang *et al.*, 2000). It was thus encouraging to note that the participants were aware of the goal of QM in libraries, which was illustrated in their responses '*as a way of streamlining management to achieve results*' (sub-sections 6.2.2.4 and 7.2.2.3) and shows evidence of their awareness in line with the maturity model discussed in Chapter 8.

The participants showed evidence of knowledge of QM and some of the QM processes necessary for enhancing service delivery in the library. An indication of participants' knowledge of how QM values correlate with quality improvement was evident from references to operational procedures such as styles of leadership, organisational structure, planning and controlling and matters on library policies. Clearly, these QM processes are consistent with those identified in extant literature (Pettigrew & Whipps, 1991; Evans & Lindsay, 2001; Moghaddam & Moballeghi, 2008; Oakland, 2004; Sila & Ebrahimpour, 2002). It is, however, necessary within the QM framework for the university libraries to move beyond the awareness and knowledge of QM into formalization, and implementation of tried and tested QM principles in order to ensure excellent library services delivery. This study has evidently revealed efforts within the

LIS sector through workshops, seminars and conferences aimed at charting pathways towards quality improvement in library operations in Nigerian university libraries.

The study revealed participants' appreciation of the role of the library leadership in influencing every aspect of the organisation's development. The trend was the adoption of ad hoc procedures by individual libraries to manage their operations and to provide effective services, described as '*purely an in-house thing to ensure that we drive standards and compete with the very best anywhere in the world*' (P3 - UL). Libraries expressed the need for collaboration with professional and government regulatory bodies for the series of activities such as training, workshops, and consortium building, (sub-section 7.5.1.3) to facilitate the development of a '*common QM policy*' (P5 - FG3) for Nigerian university libraries. The survey findings showed participants' awareness of QM practices by library managers as the creation and deployment of activities in developing policies and acknowledgement of the university library's contribution to institutional goals. The interview findings equally confirmed the role of top management in the development of a quality culture, though the general situation in the individual larger institutions determined the cultural orientation of each library. Most interviewees attributed successes in leadership of their libraries to staff motivation through adequate training and involvement in operations for smooth running of the libraries. This is consistent with Ogba's (2013) study (see sub-sections 2.2.4.1 and 6.3.1.1) in which exclusion of personnel from involvement in organisational decisions was found to have a negative influence on organisational commitment.

The lack of documented policies for the libraries to follow in their services delivery has been a matter of great concern to the leadership of the libraries (Ifidon, in Agboola, 2000), university management and the NUC. QM is based on the formulation of policies and plans to serve as a reference point in the QM initiative. However, from the focus group discussions, participants confirmed the non-availability of written policies to guide library operations (sub-section 7.3.1.2). This is contrary to the need to have written policies, plans and continuous improvement programmes as part of QM initiatives (Nabitz *et al*, 2000; Evans, 2005; Stavridis, 2012). A well-developed policy, to guide library management procedures and service delivery, is considered as one of the CSFs for QM (Oakland, 2004). The governance structure of academic libraries in Nigeria comes into question, and calls for reviews in conformance with modern corporate governance principles if QM initiatives in academic libraries in Nigeria are to be successful. Lack of implementation of initiatives, policies and plans in academic

libraries in Nigeria are both internal (within the universities) as noted by Okiy (2005); Zaid, in Abubakar (2011) and external (university managements, government and professional regulatory bodies) (Nok, 2006).

Most of the libraries indicated that they were operating in adherence to the university-wide QA system (see Appendix 2), which is earlier explained (sub-section 2.2.3) as mainly employed for accreditation and accountability to external stakeholders. This is also in respect of investment of public funds on library processes, resources and services. A few of the libraries had mechanisms in place for internal evaluation of their operations or that focused on building a QM system, to ensure the quality of their services, even though the levels of their maturity as shown in Table 8.2 in Chapter 8 were barely within the second level of the awareness stage. Their efforts in this regard are, however in line with Schmidt *et al.* (2000), who have expressed the need for a library to have its own operational plans, developed in line with the institution's strategic plans and as an essential tool for provision of the best services to users. Most participants (F5, P2, P4 and P5 in Tables 8.2 & 8.3) appreciated the need for innovation and change in organisational culture through the introduction of new technologies to enhance management and service delivery. None of the libraries however had mechanisms in place for internal evaluation of their operations or that focused on building a QM system to ensure the quality of their services.

Both interviews and focus group findings in capacity building and employee empowerment from F1, F3, F5, P3 and S4, in (sub-sections 6.3.2.1 and 7.3.2.1) were confirmation of the findings of the online survey's perception of managements' support for staff professional development and involvement in managerial activities for improved service delivery (Table 4.8 in sub-section 4.3.1). This is in line with Germano's (2010) argument that effective library leadership can shape its personnel, resources, and interaction with patrons, as Chidi and Segun-Adeniran (2015) linked leadership styles to organisational productivity. Participative leadership was confirmed as the style of leadership practiced in most cases and served as a reflection of a sense of commitment to organisational goals exhibited among the groups. This is at variance with the pilot case study, where the focus group revealed non-involvement of employees in library decisions, though they were unable to clarify the style of leadership being practiced. There was equally confirmation that libraries did not have appropriate mechanisms for policy implementation for activities such as those pertaining to collection development and library services.

The lack of formal QM policies was confirmed by the majority of interviewees from across all categories of libraries. From the interview data, librarians acknowledged some level of practices oriented towards QM values and vision and a trend towards the development of quality culture (sub-sections 6.3.1.1 and 7.3.1.1), which was a confirmation of the survey results as shown in Table 4.5 in sub-section 4.2.2. These were demonstrated from the reflection of QM principles in managing procedures and providing services from participants' responses in most cases. There was no formal, tried and tested, standardized, and explicitly developed QM policy in use by the participant libraries. However, from interviews, most participant libraries acknowledged that they adhered to the QA policies of their parent institutions (Appendix I), which were basically meant for meeting requirements for accreditation of academic programmes by the NUC and which were not specifically geared towards quality improvement of the libraries. The focus of the QA policies in use therefore were towards meeting the larger institutional accreditation needs of the university and not the needs of users of the library.

9.2.2 QM frameworks used in Nigerian academic libraries

The extent of adoption of QM processes and systems for service delivery were assessed in an attempt to understand the QM frameworks currently used in the academic libraries in Nigeria. This was done by considering the internal and external factors which could influence QM practices in the libraries. The study found that there was no systematic adoption or implementation of quality management among libraries studied. There were, however, traces of QM frameworks such as benchmarking from some participants' descriptions of cooperative activities they engaged in (P3-UL, P4-FG4, see sub-section 6.5.1.1). This is evident of EFQM (BEM) (Stavridis, 2012), an offshoot of TQM (Srikanthan & Dalrymple, 2002, Stavridis & Tsimpoglou, 2012).

Library services have over time benefited from the successful adoption and adaption of QM models and tools from industry. Researchers and practitioners have been able to integrate such models as the TQM (Srikanthan & Dalrymple, 2002); ISO (Balague & Saarti, 2009); QA (El-Bakry, *et al.*, 2010); BSC (Cullen, *et al.*, 2003); MBNQA (Arif & Smiley, 2004); EFQM (Stavridis, 2012); SERVQUAL (Becket & Brookes, 2008); and LibQUAL (Tiemensma, 2009) in HEIs especially so in academic libraries. The data, however, only suggest evidence of some traces of these or a mix of these QM models in some of the academic libraries studied. The formalization of these QM

models is required through the NUC's intervention as the only accrediting institution. As per proponents of IT, more external efforts are required from regulatory bodies on libraries, the professional association and library practitioners to institutionalize QM in order to ensure successful adoption and implementation of quality framework for improved library services in Nigerian universities.

Among library practitioners, benchmarking (EFQM, 2009) could be very useful in encouraging libraries to collaborate in delivering quality services to users. But the main aim of benchmarking in Nigerian academic libraries could very much be for the purpose of programme accreditation as reported by Sali and Mohammed (2011). The participants showed some desire to adopt a QM framework in their universities, but they were unanimous that:

'collaboration among libraries with common objectives is a solution for an easy implementation of quality in management and services'.

In effect, QM in the form of QA mechanisms is available and used in some Nigerian university libraries (Sali & Mohammed, 2011), only that it needs to be formalized, properly implemented and continuously enhanced. Indeed lack of studies on the adoption and implementation of QM approaches for the institutional prescription of QA by NUC was confirmed and consistent with reports by Oladele (2010) and Opara (2010). This is one of the gaps which this study sought to fill by developing a QM framework for academic libraries in Nigeria.

Therefore, given that the EFQM model (EFQM, 2009) is very dynamic, and robust in terms of applicability, based on its wide usage among academic libraries in Europe, Scandinavian (Nabitz *et al.*, 2000) as well as academic libraries of some developing countries such as Iran (Mohammedesmaeil *et al.*, 2011); and Cyprus (Stavridis & Tsimpoglou, 2012), academic libraries in Nigeria may find it useful albeit with some form of adaption, in their attempt to develop and implement a QM framework to help improve on library services delivery. It is, however, noted that, the EFQM model might not be the only applicable framework for possible adoption and adaption for Nigeria, but it could serve as a starting point, and together with lessons from other models, be useful in helping to develop a context-specific QM framework for academic libraries in Nigeria. So far the use of QM systems in African university libraries generally appears to be limited to East and South Africa, where Viljoen and Underwood (1998) had reported the use of TQM to improve library services in college libraries.

9.2.3 Dimensions of service quality practices in the libraries

Customer focus and satisfaction was one of the dimensions of quality management used in this study. One of the interests of the researcher was to ascertain how customer-focused the libraries were (customer focus being a key element of the EFQM) and what strategies were being employed to ensure customer satisfaction from library services encounters. The questions and discussions focused on the service quality dimensions of SERVQUAL (Parasuraman, 1998; 2004) and LibQUAL (Kostagiolas & Kitsiou, 2008). It was established from the survey findings that librarians appreciated the importance of providing quality services to customers (see sub-section 4.3.3). This was in line with views expressed by Sureschandar *et al.* (2001) on the need to focus on and satisfy customers by responding to their needs and expectations and at the same time anticipating and responding to their evolving interests. For example, the initial survey shows that a majority (87%) found the availability of a variety of library resources to meet the needs of individual departments/schools and a well-planned user-orientation programme and information skills and bibliographic instructions (85% and 88%), respectively very important as shown in Tables 4.8 and 4.11 respectively. The responses from the focus group discussion indicated a commitment to user satisfaction through the introduction of a communication channel that encouraged customer dialogue and feedback, though there were indications of inadequacies in current awareness services as indicated in sub-section 7.4.1.1. This means that there was a focus on the tangibility of service (physical attribute) of the library by way of providing quality learning space for users (Parasuraman *et al.*, 1998; 2004). This also means that participant libraries met the quality dimension of the library as a place (Cullen, 2006; Jayasundara, 2011), that is, a comfortable and welcoming place that encourages study and teaching.

On the other hand, the libraries did not provide services that could meet the expectation of quality services as expounded by Parasuraman *et al.*, (1990); Zeithaml *et al.*, (1991); Cullen, 2006; Jayasundara, (2011), especially given that there were inadequacies in current awareness services in some cases (S2 - FG8). From interviews, the data on customer service and satisfaction provides a picture of varied efforts made by participant libraries, though, as shown in the maturity table in Chapter 8, a few libraries (F1, P2, P3, P4 and S3), mainly private, indicated innovative efforts and positive developments in service delivery to the respective user communities, the methods used

were however not systematised. There was thus evidence to show that a more concerted effort is needed on the part of the libraries to be deemed as customer-focused, especially given that the responses were those of university librarians and library staff. Ideally, service quality is best measured from the perspective of customers (Parasuraman, *et al*, 1990; Zeithaml, *et at*, 1991; Nitecki, in Jayasundara, 2011, p.46). But whilst capturing the views of staff instead may not seem to really reflect the actual quality of service, the candidness with which the staff expressed their opinions during the interviews and the focus group discussions meant that the participant libraries acknowledged the need for them to be more customer-focused and to provide quality services to the satisfaction of their users. This means that the leadership of the libraries must establish systems that ensure the internal customer (staff) satisfaction which would then be expected to impact positively on the provision of quality services to external customers. The participants should pursue a quality management agenda that seeks to ensure that both the library staff and users enjoy a satisfactory service delivery and encounter.

9.2.4 Management improvement procedures in the libraries

QM is a never ending initiative (Evans & Lindsay, 1995). It requires meeting a standard, sustaining the standard and even meeting and exceeding the expectations of clients of a service for a successful attainment. This requires the identification of current management procedures in place in academic libraries, as well as systems in place to improve on these procedures for a continuous quality library services delivery. In line with this objective, human resources development and management improvement activities in the libraries were investigated.

Some principles of human management and related elements such as employee involvement, empowerment, training and continuous improvement, employee satisfaction, quality improvement, reward and compensation, as well as teamwork were probed (Anderson *et al.*, 1994; Calvo-Mora *et al.*, 2006; Evans, 2005; Brah *et al.*, 2002; Evans & Lindsay, 2001; Roberts & Rowley, 2004; Zairi, 1999; Deming, 1986; Evans & Lindsay, 2001). The survey results showed that library managements were well-disposed towards staff at lower levels as shown in Table 4.8. This is appropriate because it tends to motivate and encourage staff participation in library management activities. Appleby (2000) have emphasised that encouraging staff involvement in managerial activities enhances staff orientation towards achieving institutional goals. The survey finding on staff training revealed a majority (87%) of public university

libraries responding positively to staff development efforts while the majority of participants (56 %) who responded negatively in the finding were from private university libraries as shown in Table 4.5. This provides a suggestion that public university libraries were disposed to the continuous development of staff. This is also consistent with Mjema *et al.*'s (2005) and Dale's (2003) assertion that continuous development of employees in organisations is a key pillar of TQM philosophy, as Tsang and Antony (2001) equally confirmed the employees' role as an organisational responsibility in developing and sustaining QM principles. From the responses of the interviewees, human resources management as gleaned from the data is considered from different perspectives by librarians, but gaps were identified in staff motivation and welfare. Although studies have shown the importance of motivation on staff performance (Kanyengo, 2012; Tsang and Antony, 2001), participant libraries are yet to fully exploit staff motivation, as a factor of staff performance and quality services delivery. Whilst the library staff may be intrinsically motivated to carry out their duties, improving extrinsic motivation will be useful in motivating staff to strive for excellent service delivery. The data from the focus group discussion (sub-section 7.3.2.1), however, revealed that the library staff in private university libraries were well-motivated in comparison with their colleagues in public university libraries.

Employee satisfaction is known to have a positive impact on staff performance. Reward systems (Ahire, Golhar & Waller, 1996), sponsorship for further training, continuous development programmes, and compensation of staff (Appleby, 2000; Oakland, 2004; Le *et al.*, 2007; Ahire *et al.*, 1996; Dale, 2003; Motwani, 2001) could be very effective in enhancing staff performance. It was interesting to note from the focus group discussion that participants acknowledged positive developments in capacity building and employee empowerment (sub-section 7.3.2.1); while inadequate staffing which mostly resulted in multitasking was identified as affecting human resource management (sub-section 7.3.2.2). The general welfare of the staff also requires considerable attention if staff are to give of their best. For example, Awan and Mahmood (2010) have attributed the commitment level of staff in university libraries to work pressure created by inadequate staffing. Thus, although the results for the study suggest that the participant libraries were doing some things right in terms of human resource development and management by way of capacity building (sub-section 7.3.2.1) and also availing some welfare systems of staff in order to encourage them to give of their best (sub-section 7.3.2.1 and sub-section 7.3.2.2), there was evidence to suggest improving on the current level of human resource development and management.

The issue of inadequate staffing has long been a problem in most academic libraries. And even more worrying is its resultant effect of workload and multitasking on the available staff and hence the inability of the library staff to provide quality services for the ever increasing and sophisticated library users in most African and Nigerian tertiary institutions. Given the inadequate staffing situation, which might seem a cost cutting model, the expectation is that the libraries will invest heavily in automation and state-of-the-art technologies to support and deliver quality library services. The level of library automation could be classified as very low, especially in developing countries like Nigeria and these have been attributed to numerous challenges, including but not limited to power supply, lack of IT skilled staff and lack of funds among others (Qutab *et al.*, 2014; Adeleke, & Olorunisola, 2010; Okiy, 2015). An earlier expression of the challenge by Mutula (2005) and Raseroka (2004) had attributed it to a lack of automation policies in most libraries in Africa, a situation which persists in Nigeria.

In the private universities, academic libraries seem to get the needed financial support for resource development and sustainability, compared to their counterparts in the public universities. The public institutions have had to rely on government funding which in most cases is inadequate or meagre (Udu & Nkwede, 2014; Akindojutimi *et al.*, 2010). The need to increase financial support to academic libraries is necessary if these libraries are to provide quality services and to meet the up-to-date information needs of users.

One aspect of library service improvement is in the area of resource development. Apart from developing the human resource capacity of the library staff, it is equally important to have a sustainable infrastructure resources plan. The survey data had shown that there was little support from faculty regarding library resource selection and acquisition, as the majority (54%) ‘Strongly disagreed’ or ‘disagreed’ with faculty support in both public and private university libraries in Table 4.5 from sub-section 4.2.2. This gives an indication that resources development in the libraries may not necessarily satisfy the needs of users, though ‘resources availability in fulfilment of university goals and objectives’ were perceived very important by the majority (87% and 100%) of heads of libraries, respectively, from both public and private university libraries (See Tables 4.8 and 4.15 in sub-sections 4.3.1 and 4.4.3).

The interviews found renewed efforts by libraries in resource acquisition in print and electronic formats to enrich their library stock, based on faculty suggestions and the curricula on one hand and the involvement of students on the other, to meet the

objectives of their institutions. There was an obvious lack of a systematic collection development policy in both public and private university libraries to guide the acquisition and subscription of resources as participants gave varied methods of resource development (sub-sections 6.3.1.2 and 7.3.1.2). The data from the focus group discussion paint a gloomy picture of infrastructural resource development in most of the participant libraries (sub-sections 6.4.2.1 and 7.4.2.1). The results showed that library resource development and management were not evenly spread among the university libraries and these were not backed with adequate funding and infrastructural resources to sustain them, with power supply to drive the resources being a major concern (sub-section 7.4.2.1). Providing library services is just beside the point, whilst developing the library collections through infrastructure development is very much the right thing for a quality-driven library to do. Challenges encountered by some libraries in this development were in respect of government's involvement in resource acquisition and the impact of such intervention on the quality of resources. Obsolete equipment, dated materials and lack of current information resources remain a bane of most academic libraries in developing countries like Nigeria (Ejedafiru & Oghenetega, 2013).

9.2.5 Evaluation and relevance of QM to Nigerian academic libraries

Performance measurement is one of the critical dimensions of quality management as it allows institutions to take stock, assess and or re-assess their quality initiatives in order to help ensure the attainment of set quality targets (Oakland, 2004; Chen, 2002; Brophy 2006). In line with this the internal and external performance management tools used by the libraries were assessed (Van House, 1989; Brophy, 2006). The survey findings on staff performance were obtained from self-reporting by library leaders. A majority (75%) of equal numbers from private and public universities rated the performance of their libraries in a period of five years 'as quite successful' in areas such as information literacy, provision of online services, and automation of processes as shown in Table 4.14 in sub-section 4.4.2. Self-assessment of participating libraries on their overall performances in management and service delivery was rated by a majority (86%) as 'excellent' from 43% and 'good' also from 43% (See Table 4.15 in sub-section 4.4.3). Assessment of libraries' performances from the users' end were indicated in the forms of feedback statistics, which a majority (58%) from public university libraries indicated were obtained occasionally through questionnaires, interviews and suggestion boxes as shown in Tables 4.6 and 4.7 in sub-sections 4.2.4. The online survey had shown that libraries managed their processes with the aid of four different QM tools:

TQM; ISO; EFQM (BEM); and QA, with TQM as the most adopted. Calvo-Mora *et al.* (2006) have noted variations of processes among different organisations, though they emphasise the need for uniformity in terms of management and improvement, once they are identified. The data from the focus group discussions showed that there was no format for assessing staff performance in terms of work procedures or service delivery (sub-section 7.5.1.1). Similarly, from interviews, it emerged that there was no systematic method of performance measurement among case libraries, an aspect considered very important for employees, especially new ones, as knowledge of their level of performance raises their confidence on the job (Kont & Jaston, 2013). The results indicated ad hoc arrangements for conducting both internal and external evaluation of library operations. Whilst the expectation was that the academic libraries would have formal systems for assessing staff performance such as annual performance appraisals, periodic assessment of staff in terms of work procedures and service delivery, these were non-existent in most of the libraries studied, contrary to suggestions by Van House (1989).

Again from interviews, the majority of the respondents acknowledged that there were no QM tools in place for use in Nigeria. Libraries employed it to guide their procedures without any systematic procedures. The issue of lack of QM tools for performance measurement was rather unexpected as it was a departure from the results of the survey (sub-section 4.2.3). More so, when very popular frameworks such as TQM (Srikanthan & Dalrymple, 2002), EFQM (Stavridis, 2012) and (QA) (El-Bakry, *et al.*, 2010) have been used worldwide for performance measurement of library services. The unavailability of systematic performance measurement tools in libraries (sub-sections 6.5.1.3 and 7.5.1.3) suggests that the libraries were yet to adopt a quality management approach for service delivery. In effect, key performance measurement dimensions such as information analysis (Roberts & Rowley, 2004; Van House, 1989; Sahay, 2004), self-assessment (Ahire *et al.*, 1996; Ross, 1999), quality measurement (Brophy, 2006; Moghaddam & Moballegghi, 2008), and outcome measurement (Zhang *et al.*, 2000) were not being used as quality management tools in the university libraries. This could be discouraging to staff as they may not be motivated to strive for service excellence in the absence of formal measures of their performance. On the other hand, a fair and systematic approach to performance measurement which could serve as a basis for reward, promotion and compensation would go a long way to enhance staff performance.

From the interviews, it came up that library leadership practices were derived through the vision and mission of the parent institution (sub-section 6.3.1.1). Only a few university libraries (F1, F3, F5 and P3,) had mission statements of their own. Whilst leadership may seem a problem due to low capacity, lack of requisite skills and training expected of the modern library staff (Olanlokun & Salisu, 2001; MacArthur, 2005), the suggestion of the dimensions of leadership such as top management driven and management commitment (Evans & Lindsay, 2001; Moghaddam & Moballeghi, 2008; Oakland, 2004; Sila & Ebrahimpour, 2002), could be very useful in helping the academic libraries to overcome their current leadership and governance challenges (Ifidon, in Agboola, 2000). The data from the focus group discussions revealed that style of leadership, collaboration among libraries and intervention of professional regulatory bodies were factors considered as enablers of QM implementation (6.5.1.3 and 7.5.1.3), while issues of career progression, funding (Philip, 2013; Akindojutimi *et al.*, 2010; Uche, 2005), and attitude to change were considered as factors that could militate against QM implementation.

This section has discussed the findings of three studies (online survey, interview and focus groups) in this research and how they relate to the existing literature. Sub-sections 9.2.1 to 9.2.5 have discussed the methods employed to review the findings on the basis of the five objectives of study, to establish whether management practices among libraries reflected a development towards the attainment of a quality culture; quality service delivery to identify the state of commitment to service delivery; resource development and management, and methods employed by libraries to improve their services and the system. The next section (9.3) discusses the factors identified from the study data that affect QM implementation.

9.3 Factors affecting QM implementation

9.3.1 Introduction

The university library as a subunit of its institution carries out its operations in accordance with its internal and external environments. The effects of the internal and external environments of the libraries are vital to the actualisation of QM as it cannot be implemented in isolation from its various contexts. The internal environment exists in response to the external environment though it could be unique to the individual organisation. Mason (2007) refers to the external environment as forces outside an individual organisation's area of influence that form the environment in which it

operates. The effect of the environment on QM implementation has been identified through a review of organisational theories which included resource-based view (RBV), the knowledge-based view (KBV), the contingency theory (CT) and the institutional theory (IT) (see Chapter 2 section 2.1.1 to 2.1.4).

9.3.2 Internal factors

The ensuing sub-sections therefore address research question number eight in Table 1.2 which was explored among others to identify the internal and external factors that could impact on management and services of participant libraries for successful quality outcomes. It focuses on the effects identified from internal and external environmental perspectives.

The internal environment in this case includes: organisational culture; library physical facilities and resources; financial resources; and library employees. Effects emanating from the external environment are those from government and professional regulatory bodies; cooperation and support from the university management; as well as political, economic and social issues of the country.

9.3.2.1 Organisational culture

The effective provision of quality services requires a fundamental transformation in an organisation's management philosophy for a faultless outcome (Zeithaml *et al.*, 1993). Services, unlike products or goods, are intangible which are rendered among humans with the outcome of the interaction between the provider of the service and the user being dependent on the user's perception of it (Zeithaml *et al.* 1990;). Consequently, constant changes in the needs and expectations of university library users, due to the fast pace of production of resources have resulted in a focus towards customer satisfaction, through the effective provision of adequate and required resources.

Data from focus groups revealed satisfaction with their managements' support and encouragement of staff participation in library decisions at various levels and the effect of having in place a functional organisational structure on its culture (sub-section 7.3.1.1). This agrees with Martins and Terblanche's (2003) emphasis on the importance of allowing personnel a reasonable degree of freedom for creativeness and for empowering rather than controlling them. The participants were also in agreement with the need to have sustainable organisational culture to reflect the functions of university library services, as that which is founded on social requirements of users.

Librarians from both studies also indicated how the accreditation exercises have aided provision of diverse services, including personalised ones, such as for the physically-challenged users, to a number of users and have increased patronage of libraries. Though an increase in resource development did meet the requirements of NUC for programme accreditation, its implication on some libraries (S3, P2 and P3) was that they had to resort to providing remote access to users in order to reduce the burden of usage on the libraries. Development of electronic resources in those libraries were however, not met with the enthusiasm with which they were acquired because of lack of power and adequate bandwidth to drive the resources.

9.3.2.2 Library physical facilities and resources

The creation of an internal environment conducive for employees to provide effective service and for users to conduct research comfortably is vital for quality actualisation. The results of the effects of internal environments to QM adoption of the libraries were mainly derived from interviews and focus groups. The studies found that prevailing working environment for employees and seating facilities for users, which included municipal services, were not conducive in most cases. Moreover, interventions to ameliorate such situations were always thwarted by inadequate resources to sustain them, with reference to public university libraries. For example, a university librarian saw his challenge as:

'Apart from the information provision, ancillary services like the bindery services, you even want to talk about having good toilets... Let me be honest with you that even just about months ago, we had to request that this place should be fumigated because we thought we had a problem with reptiles...' (F4 - UL).

Icasso (In Kont & Jaston 2013, p. 529) identified staff work spaces as a factor that can lead to job dissatisfaction and hinder good work performance, suggesting the need for organisations to minimise such factors in order to enjoy good feedback from staff.

Ajayi and Adeniji (2009) have linked the increased pressure on library infrastructure, particularly from the user end, to the phenomenal increase in university enrolment and the resultant growth in student population. Aluede *et al.* (2012) equally considered the phenomenon as a challenge to university education in the face of the dwindling economy in Nigeria. A report of the Federal Ministry of Education (2009, p.54) related the problems facing universities in terms of pressure on infrastructure, to what was

termed ‘low carrying capacity of tertiary institutions’ – referring to student enrolment which stood at 150,000, even though the annual demand was one million.

Virtually all heads of libraries of public university libraries had indicated ongoing infrastructural development plans for new purpose-built libraries meant to address the environmental challenges and for quality service delivery, as conveyed by a university librarian:

‘What we are doing now is to expand the library towards that side (East of the library) and work has reached advanced stage. In fact the architectural design has been done and the thing would be executed through TETFUND...’ (F5 – UL).

9.3.2.3 Effect of financial resources on library QM

Financial resource plays a major role in library user services. It is a major determinant in improving services to meet user needs and to ensure employee job satisfaction. An improvement in library services and QM deployment in library services require adequate funds for the smooth running of procedures. Data from the study revealed participants’ dissatisfaction with financial resource allocation for acquisition of library resources. Philip (2013) has identified non-availability of funding as a major constraint to infrastructural development in Nigerian academic libraries. The importance of funding as articulated in the *National Policy on Education* (1998) is that the federal government of Nigeria emphasised the need to set up libraries in all educational institutions nationwide because of their importance to educational services. Funding of university libraries has been the responsibility of federal and state governments through their institutions, depending on which category a library belonged to, until the establishment of private universities in recent years. Federal universities receive funding through the NUC while state universities are funded through the state ministries of education (Agboola, 2000). Private universities receive their funding through their proprietors, mainly through student fees. A few university libraries also enjoy funding from corporate international organisations like the MacArthur Foundation and the Carnegie Corporation for resource and infrastructural developments in their libraries. The economic downturn experienced in the country as a result of the 1980s decline in oil revenue, however, took its toll on HEIs as they depended on government funding for their existence (Omotayo, 1997). The decline in funding thus resulted in various government intervention policies and programmes which were aimed at developing Nigerian university libraries in resource acquisition. Though these interventions have

assisted university libraries over the years, there have been arguments that some of the interventions have not been beneficial because, according to Akindojutimi *et al.* (2010), the programmes did not involve the stakeholders, i.e. librarians, and library managers, for achievement of best results.

The interviews and focus groups highlighted a major source of funding for public university libraries as the TETFund (sub-section 2.3.4.2). The studies also revealed that despite benefits derived from TETFund, the burden of addressing all public university libraries' requests has created a bottleneck for denial of timely access to the fund. The observation is consistent with Udu and Nkwede's (2014) that Nigerian tertiary institutions are still facing the challenge of the necessary funds to upgrade to international standards, in spite of TETFund interventions. This is because beneficiary institutions do not always get full access to the approved funds. The introduction of TETFund has nevertheless had a positive impact on Nigerian public university libraries. Funding issues in private universities are dealt with in accordance with an individual university's capability. As earlier indicated most private universities in Nigeria are faith-based and derive their financial resources from their respective founding ministries in the form of investments and fees from students.

The dearth of library resources is also attributed to the dwindling of the economy. The devaluation of the currency coupled with the high exchange rate has affected acquisition policies, resulting in high user demand on limited resources.

Funding for university libraries is crucial to the successful realisation of their goals. Making adequate financial resources available for provision of facilities, up-to-date technologies, a viable human resource to develop information resources for effective service delivery, determines quality improvements. Library funding is therefore required to be prioritized in the universities. Both the interview and focus groups especially in public university libraries expressed frustration on how inadequate funding has engendered resourcing issues such as inadequate power supplies which in turn has affected service delivery and project development in all ramifications (7.4.2.1). This agrees with Ahmed and Nwalor's (2013) concern over the influence of inadequate funding on Nigerian university libraries.

9.3.2.4 Role of library employees in QM implementation

An effective organisation ensures that a spirit of cooperation and sense of commitment and satisfaction exists within its domain. Due to its focus on the heads of libraries, the

online survey only addressed library managers' perception of their relationship with employees (Table 4.5 in sub-section 4.2.2). Both the interview and focus group data revealed that some participants depended on work experience to influence certain policy decisions, rather than to apply QM principles. A university librarian indicated that:

'...because we have the privilege of quality staff... the first university librarian of this university library was a former university librarian... She set up the library and there about I came in [also as a former university librarian]. So because of our vast experience in the places we have worked, we see ourselves not running this library under trial and error. So from the word go we know what we want to achieve, maybe that is why we are, it is an oversight that we don't have a written document' (P4 – UL)

Library employees have, traditionally, felt a mutual loyalty with their managements and the user community. The culture of cooperation exhibited by most librarians in both interviews and focus groups was an indication of staff willingness to collaborate for effective job performance. They however, expressed the frustration caused by a lack of centralised standards that, in most cases, hindered the smooth running of procedures. This was seen as a factor affecting quality service delivery, as observed by a member of a focus group.

'Are we working in accordance with the standard, do we have anything to show that we're actually doing it the way it supposed, should be done? Like do we have any certification that this library has, which is the basis of service, service provision?' (F3-FG5).

Moreover, the leadership styles in practice influenced employees' performances, though staff development was affected by motivational issues such as the career progression of employees, disregard for the value of the library personnel within the HEIs (sub-section 7.5.1.3), which were considered as challenges to effective productivity. This is consistent with Tella *et al.*'s (2007) identification of motivational issues of library employees as salaries, fringe benefits, job security, workplace environment and safety measures, for which they emphasised the need for effective motivation of staff at various levels in order to ensure satisfaction and commitment.

9.3.3 External factors – Effect of Government policies in QM in libraries

This section is concerned with how policies from the wider institutional environment affect university library practices and the latter's reaction to it, for the realisation of quality outcomes.

This section looks at how the existing government policies in Nigeria support university libraries' drive to apply quality in their procedures. Reaction to the external institutional environment is identified under institutional theory as organisational isomorphism which denotes response to pressures from an organisation's wider environment. The main area of focus in this respect is in the provision of minimum standards, the universities' QA systems, professional regulatory bodies and government regulatory bodies.

9.3.3.1 Minimum standards

Perhaps the most significant challenge identified by interviewees is the inability of government or professional regulatory bodies to institute minimum standards for academic library operations in Nigeria, to guide libraries towards quality management. The findings revealed a lack of guidelines for library operations (sub-section 7.5.1.3) while participants emphasised that effective library management and service delivery required a generalised standard since librarianship is a profession:

'Generally, in the country there is no certification for quality except the one driven by the national universities commission, as an organization, we believe in culture of excellence, culture of quality so it's just purely an in-house thing to ensure that we drive standards and compete with the very best anywhere in the world' (P3 – UL).

Findings reveal individual libraries' desire to upgrade their library services in alignment with their universities' goals, though despite challenges in human and material resources, which has invariably resulted in multitasking in most libraries. The expressions of concern for a lack of minimum standards in this regard were mainly made by focus groups from public university libraries. This underscored the need for standards for operations that will be common to all academic libraries. For example the focus group member's opinion on the need for standards was:

'...When you're talking of quality management ... there must be a standard, a yardstick for all the academic libraries, before we now know which university is lacking behind or which one is not' (S3 – FG2).

This is in line with the study conducted by Sali and Mohammed (2011) in which it was found that there were no uniform standards of assessing library operations in Nigerian university libraries. As earlier explained in Chapter 2, section 2.2.2.3, Nigerian university libraries currently function under a QA system, the stipulated standards of their institutions' supervisory agency, the NUC. Individual universities ensure

adherence to NUC's requirement because if academic programmes do not meet the standards, they are bound to lose accreditation. Sali and Abubakar (2012) have questioned the effectiveness of the system on the development of university libraries. They argue that library assessment under the NUC accreditation did not include the quantitative and the qualitative indicators of items such as information resources and services of libraries. Globally, library standards and guidelines usually emanate from their professional agencies which act as regulatory bodies to ensure quality in professional practices. That was not the case with Nigerian university libraries as expressed by librarians that their regulatory bodies were yet to commence such exercises in university libraries (sub-section 7.5.1.3). This was considered as an indictment as other professional bodies apart from the NUC conduct verification exercises on academic programmes to ensure adherence to minimum standards in disciplines and curricula related to their professions.

In terms of library practice, there are recommendations from individuals and agencies that are accepted as guidelines for academic library practice. An example is a recommendation by Ifidon (1988) of 50,000 volumes in the area of resource development for a basic collection, with an annual increase of 15,000. The CULNU, in conjunction with the NLA made a recommendation of 3 professional librarians, to 5 para-professionals and 25 clerical staff (Adebayo, 2009; Osinulu & Amusa, 2010). This recommendation could very well be based on the size of the university and library when current developments in HEIs are considered.

Thus, effective management of resources and service delivery in Nigerian university libraries, therefore require the provision of appropriate standards and guidelines, interpreted by knowledgeable professionals. This will serve as a yardstick for ultimate quality improvement in library operations.

9.3.3.2 Quality Assurance (QA)

The purpose of introducing QA system in Nigerian HEIs, as mentioned in Chapter 2, section 2.2.2.3 was to provide the necessary tools for measuring and evaluating the quality of teaching and other services internally and for accreditation processes by external regulatory agencies. The deployment of QA by the NUC into HEIs obliged universities and their libraries to develop services and resources to meet the quality criteria. Consequently, most libraries mainly applied QA within the broader framework of their institutions in compliance to NUC directives, though a few claimed to keep

abreast from their own initiatives. Data from the study showed that the use of library-specific tools was absent in libraries interviewed. There were a few university libraries (F1, F2, P3, P4, S2) that claimed to apply QA tools in managing some aspects of their resources, even though the practice was without any systematic procedure of adoption and implementation and with little understanding of its principles. It was revealed that NUC's QA programme categorised university libraries as facilities and information resources under its audit criteria for programme accreditation, while libraries were required to ensure that NUC's requirements in that regard were adhered to. Though a number of authors (e.g. Osinulu and Amusa, 2010; Njoku, 2006; Agunbiade, 2006) expound the benefits of applying QA to developing academic library systems, they did not provide a library-specific solution to quality improvement. This study therefore suggests the need to deploy a more appropriate method of evaluation of library management and services for quality implementation of procedures.

9.3.3.3 The role of professional regulatory bodies in QM implementation

Regulatory bodies exercise regulatory functions to impose authority on a system by setting guidelines and in relation to activities of the system, while ensuring compliance (Total Professions.com). There are three bodies associated with Nigerian academic libraries and the library profession. The LRCN established by LRCN Act 12, 1995 is a regulatory body that provides the platform for the attainment of professional excellence. The NLA equally established in 1962 is not a regulatory agency but the professional association that provides a forum for professional interaction and knowledge acquisition and enlightenment. Then the CULNU was established in 1973 to provide a forum for discussing matters and formulating policies relating to university libraries in Nigeria. Findings for regulatory bodies were derived from interviews and focus groups who expressed dissatisfaction at the modus operandi of the LRCN in regulating the affairs of the profession in all sectors. For example, the council '*has not been inaugurated since its re-constitution in 2010*' (P4- FG4) and has consequently not been able to take policy decisions. There was thus the expression of the need for collaboration among the three professional bodies for quality improvement in the affairs of the profession.

9.3.3.4 The role of government regulatory bodies in QM implementation

The government regulatory bodies provide the political influences that include policies and support of the parent institution. The NUC was established in 1962 and is part of the Federal Ministry of Education in Nigeria. It is the government appointed

superintending body that oversees operations of the Nigerian HEIs. They conduct assessment of academic programmes and support services through accreditation and other methods, such as benchmarking of libraries. The interview and focus group findings expressed dissatisfaction with the exemption of practicing librarians from government accreditation exercises on libraries (sub-section 7.5.1.3). For example, during evaluation of library schools' curriculum, there were also no professional inputs into the disciplines to ensure that standards are met for the production of quality graduates for the employment world.

Section 9.3 has identified various factors in the data that could affect QM implementation. The section focused on the effects identified from internal and external environmental perspectives. The internal environment in this case included; organisational culture; financial resources; and library employees. Effects emanating from the external environment were policies emanating from government regulatory bodies; professional regulatory bodies as well as cooperation and support from the university management. The next section presents a summary of the discussion of findings based on the research questions and major findings of the study.

9.4 Summary

In this section, the research questions of the study (sub-section 1.6.1) are reiterated to complement the foregoing discussion by answering the research questions to buttress the aims and objectives of the study. The summary of the discussion of findings as per the research questions and major findings are presented in Table 9. 1 below.

Table 9.1: Summary of discussion as per the research questions, tools and findings.

| Questions | Summary of major findings | Discussion |
|---|--|---|
| RQ1. What management procedures and service delivery mechanisms are in place in the academic libraries of south-western Nigeria? | General knowledge and acknowledgement of the need for application of QM principles | A systematic library QM policy is required to define and guide library operations |
| RQ 2. What are the main dimensions of service quality practices in the selected academic libraries? | Only tangibility (SERVQUAL) and library as a place (LibQUAL) were in use. | There is the need to improve on the current level of service quality practices in the libraries. |
| RQ3. How effectively do academic libraries in SW Nigeria assess the quality of their services? | There were no effective assessments of service quality in the libraries. | There was the need for the libraries to adopt one of the tried and tested service quality tools like LibQUAL or SERVQUAL to assess the quality of service from the point of view of both staff and users. |
| RQ4. What efforts are in place to develop and improve service quality in the selected academic libraries? | There was very little evidence of quality management efforts to improve service quality in the libraries. | A lot more efforts are required by the academic libraries to improve service quality. |
| RQ5. What factors are critical to ensuring successful quality services in academic libraries in SW Nigeria? | Leadership, collaboration among libraries and intervention of professional regulatory bodies were factors considered as enablers of QM implementation. | Policy development, improved leadership, customer focus and satisfaction, human resources development and management, process management, performance measurement. |
| RQ6. How would a national QM assist in the development of academic libraries in SW Nigeria? | The maturity levels of the case libraries on all the dimensions of quality management were low. | The findings suggest the need for a national QM model. The EFQM model has been suggested as the starting point. |
| RQ7. What criteria should be included in a QM model for academic libraries in SW Nigeria? | Basic QM principles were not adhered to in library operations | Uniform library standards in library administration and information governance required. |
| RQ8. What role will internal or external environmental factors (i.e. policies within the libraries, user community and those of the professional bodies) play in encouraging QM in the organisations? | Lack of clear-cut policies among stakeholders for encouraging QM adoption. | There is the need for stakeholder (government and regulatory agencies) intervention in academic library development |
| RQ9. What are the problems or barriers envisaged or encountered in implementing quality management in academic libraries in SW Nigeria? | Challenges in institutional management policies; Inadequate funding; negative attitude to change; | Re-orientation of staff and stakeholders on benefits of QM; funding; collaboration among libraries |

9.5 Background to the model of QM implementation

Discussion of findings in sections 9.2 to 9.4 relates to the identification of relationships between categories and sub-categories of QM principles in Chapters 4 to 7, enabling examination of how the categories and sub-categories interact to build a theoretical model of QM implementation. The analysis revealed the awareness of QM principles and related practices (Table 8.2). It also demonstrated a general readiness of QM adoption and implementation that will assist the libraries to move towards excellence.

Thus Chapters 4 to 7 did generate insight into the Nigerian library operations in the face of the social, economic and political challenges in the country. The analysis of data has shown that the reality for QM adoption and implementation is libraries' alignment with the strategic objectives of individual parent institutions and the development of internal operational plans for QM implementation, with possible cooperation of professional and government regulatory agencies.

The current study has led to a proposed model below which describes the QM concepts to be adopted and provides rationale for adopting such concepts and explains how they could potentially be applied in university libraries studied for quality improvement of services. However, the predictive ability of this model would require a longitudinal quantitative study to test for a wider application. The model pays attention to approaches to managerial operations and service delivery in the university libraries studied. It explores the various characteristics of university libraries and notes the relationships and differences among them in terms of operations, physical and other resources. It attempts to identify the role of HEIs in Nigeria and their contributions to the development of academic library quality. Thus the model emerged and is informed by data analysis of the existing operations and development in the libraries studied. This model is presented in Figure 9.1 below. The aim is to move beyond operating on ad hoc basis by developing a model that provides a systematised method for quality improvement in library operations and services.

The specific QM framework can be based on the EFQM Excellence Model which is a non-prescriptive framework that establishes nine criteria (divided between enablers and results), suitable for any organisation including the academic libraries, to use to assess progress towards excellence. The EFQM Excellence Model identifies Enablers – Leadership, policy and strategy, partnerships and resources, processes; and Results – People, customer and key performance (EFQM, 2013; Stavridis, 2012). The model is comprehensive, compared with TQM, Quality Assurance (QA) (the Balanced Scorecard (BSC) (Cullen, *et al*, 2003); Malcolm Baldrige National Quality Award (MBNQA) as it combines systems with results and relevant to the library environment (Herget & Hierl, in Stavridis & Tsimoglou, 2012). As earlier mentioned (sub-section 9.2.2), It is also dynamic and incorporates sustainability elements as well (Fisher, 2011).

9.5.1 Structure of the model

In the model, a two-stage development process is proposed which involves: 1) QM policy formulation and implementation; 2) QM continuous improvement programmes. The model reads from left to right and is divided into three sections. The first column shows stage 1 of the diagram which is QM policy formulation and implementation. The diagram shows activities involved in this stage as national QM policy formulation; QM policy implementation; QM policy adoption and alignment; QM policy planning by libraries; and QM implementation in libraries. As part of stage 1 the policy formulation and implementation procedures segments appear in the order of importance beginning with government (stakeholder) initiation of the programme from the external environment, as shown in the diagram (Figure 9.1). An arrow from the first stage to the second stage from the external environment shows the link between the two stages.

The second column shows stage 2, QM continuous improvement programmes which presents the outcomes of QM implementation identified as customer satisfaction; customer feedback; employee satisfaction; infrastructure and resources; systems re-engineering and performance measures. They all appear in one box and are arranged in order of importance. Customer satisfaction is the most important factor and it appears first in the column. This shows its importance in university library quality service delivery.

The third segment found at the base of the diagram shows the procedures considered as instrumental to the two stages of development i.e. QM implementation and continuous improvement. These are QM principles identified from the literature and investigated for this study, which include leadership; human resource management; customer focus and satisfaction; process management; and performance measures. Leadership is highlighted in the box and centrally placed to show that it is the most important component in the two stages of development. Leadership is shown to be related to the three development stages of QM implementation identified in stage 1, within the internal environment as shown in Figure 9.1. Reflection of leadership on the expected outcomes of programme implementation is also shown under continuous improvement programme in stage 2 to influence the realisation of the outcomes. An arrow that affects the continuous improvement programmes from leadership is used to show this relationship. Customer focus and satisfaction comes second in order of importance.

Arrows show its relationship with customer satisfaction and customer feedback as the expected outcome of the continuous improvement programme. This is followed by employee satisfaction which is the effect of the programme derived from human resource management. Infrastructure and resources and systems reengineering are the expected outcomes of the continuous improvement programme to be achieved through process management. Benchmarking is finally proposed as the outcome of programmes to be achieved through performance measurement.

In stage 1, there is a dotted box around national QM policy formulation and QM policy implementation as the procedures emanating from the government which is part of the external environment. They are separate because they are part of the external environment. The box shows they have to be treated differently. The outer bigger dotted box around the diagram shows the boundary between the internal and external environments. The federal government is placed within the external environment with an arrow showing how it affects policy formulation and implementation. The government and professional regulatory bodies are also shown on the diagram outside the dotted box, as part of the external environment with arrows showing their relatedness with activities within the first stage, i.e. QM policy formulation and implementation.

As the diagram shows, there is a two-way arrow between the government and professional agencies on one hand and university and user community on the other. It shows there is a relationship between them and they affect each other. The box showing the university management and the user community shows a direct relationship with the outcomes of the programme in stage 2, i.e. QM continuous improvement programmes.

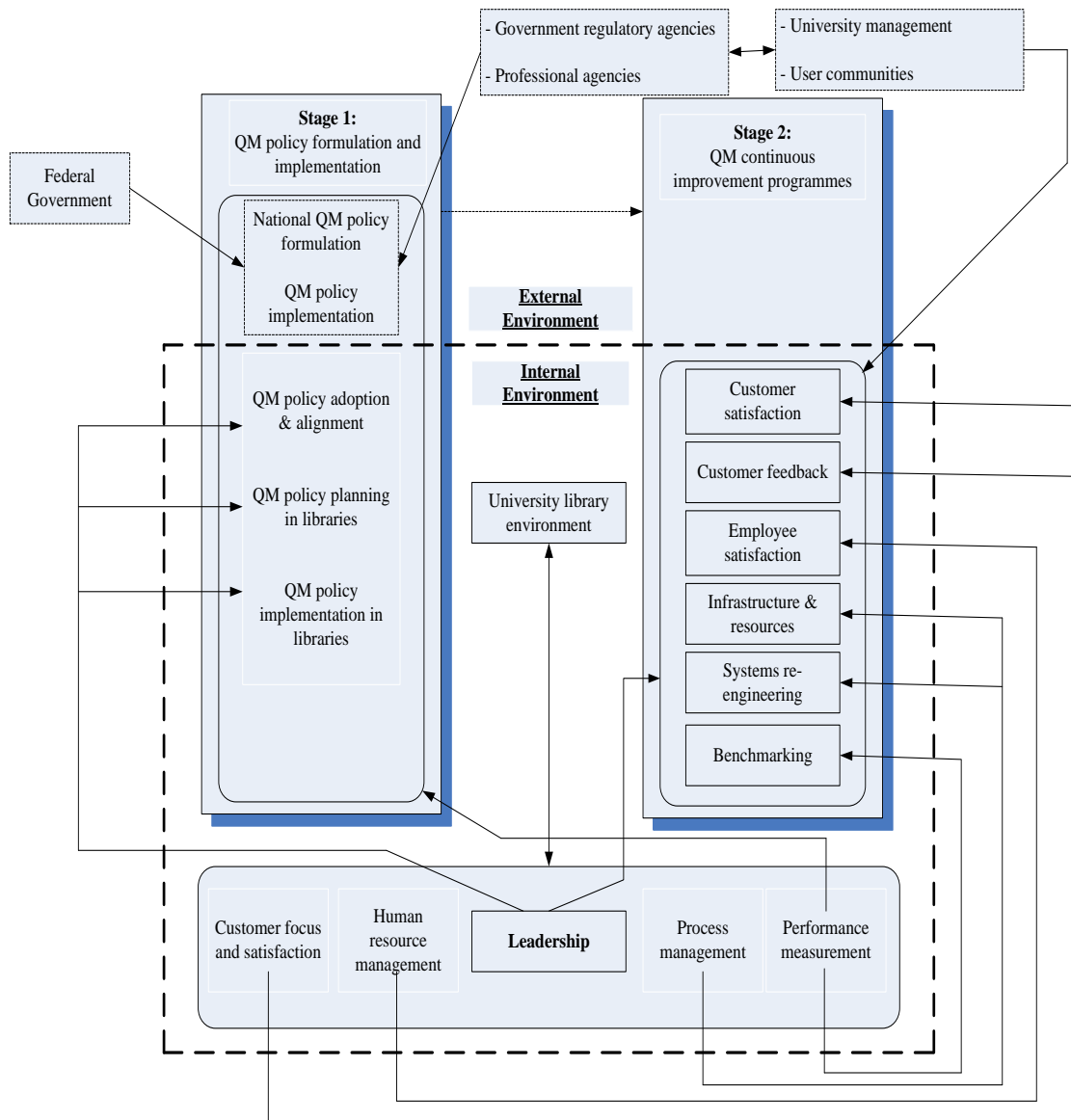


Figure 9.1: Proposed QM framework for academic libraries in SW Nigeria.

9.5.2 Practical explanation

The proposed model begins at Stage 1 with the need for a national QM policy and its implementation given the absence of such national policy in Nigeria. In order to involve all the stakeholders in the QM initiatives, the opinions of the university management and the user communities should be sought by the NUC and the LRCN for input into the national QM policy for implementation. The relationship between these two sets of external bodies is seen as bi-directional since the NUC and the LRCN are not only to seek inputs from the university management and the user communities, but are also expected to give them feedback and continuously engage with them before, during and even after the institutionalisation of the QM initiatives. Ultimately, it is the university management and the user communities whose views are very critical in achieving the stage 2 of the QM framework and the entire outcome of the QM effort. The inputs of these two regulatory bodies together with that of the federal government would form the core of ideas for the formulation and implementation of the national QM initiatives. The role of the federal government is basically legal, one of legislative support, parliamentary consent and approval, whilst that of the government regulatory agencies and the professional body are mainly to coordinate, draft the policy as well as ensure its implementation after approval. The formulation and implementation of the QM policy is considered as the key to any meaningful QM initiatives in the libraries. Implementation procedures which will involve the professional regulatory bodies – the LRCN, CULNU as well as the involvement of the professional association (NLA) – is required to assist in the implementation process and transition. This will involve the prescription of standards for adherence by the organisations involved, in this case the university libraries. The establishment of a QM implementation policy will serve as a guide for university libraries.

The Stage 2 of the framework also requires a strong leadership and managerial acumen; and understanding of and capability to drive a modern library management through knowledge and skills in customer focus and satisfaction, human resource management, process management and performance measurement. The model also posit that the entire stage 1 of the framework would eventually serve as a performance measurement guidelines for benchmarking purposes of the university library QM initiatives. Further, the model posits that all the other dimensions or enabling factors apart from leadership, also become critical outcomes of the continuous improvement programmes of Stage 2. For example, the customer focus and satisfaction becomes an outcome in the form of

customer satisfaction and customer feedback; employee satisfaction is reflective of human resource management; while performance measurement becomes an outcome in the form of benchmarking; whilst process management is reflected in such outcomes as infrastructure and resources and systems re-engineering. Leadership still stands out strongly as the key enabler of the Stage 2 of the framework and also of the entire QM initiative.

The second stage identifies areas in which university libraries will derive successful outcomes from QM implementation, which is required to be sustained through continuous improvement efforts

The QM principles as highlighted in the third segment of the diagram at the base of the proposed framework (Figure 9.1) show interrelatedness with the two stages of development. The principles are here identified as dimensions of project implementation and reiterated as leadership, human resource management, customer focus and satisfaction, library resource management, and performance measurement. These dimensions are considered as facilitating or enabling conditions necessary for the two-stage process of the QM initiatives. These dimensions are necessary to drive the QM policy formulation and implementation as well as sustenance of the QM initiatives through continuous improvement programmes together with the complimentary support of external stakeholders, namely the federal government, government regulatory agencies, professional regulatory agencies, university management, and user communities. The model thus takes cognisance of the role of internal and external environmental factors in achieving the two-stage QM framework. Whilst it is acknowledged that these dimensions may not be the only sufficient necessary factors to ensure successful QM initiatives in academic libraries in Nigeria, they provide strong building blocks on the evidence of the data for the study, and a baseline for future QM initiatives and improvement programmes. The dimensions constitute the key success factors in QM implementation process. The successful adherence and application of these principles is required to assist in defining both short-term and long-term QM strategies by libraries.

In order that the QM policy formulation would not be seen as foreign to the university library environment, the leadership of the academic libraries (acting through the university library and other senior library staff) should be actively involved in providing the necessary inputs for the formulation of the QM policy. In addition to this, the leadership, acting through and on behalf of the university management and the user

communities must be involved in the implementation of the national QM policy whilst leading and coordinating the implementation of the QM initiatives in the libraries. This highlights the inter-relationship between the internal and the external library environments and shows the kind of strong relationship between the internal and the external library environments required for a successful QM initiative in Nigerian academic libraries. The significance of leadership as the most important dimension of the enabling factors for a successful QM initiative is highlighted through its relevance in the adoption and alignment of the national QM policy with that of the vision and mission of the academic libraries. A very strong leadership is equally required for the QM policy planning and implementation in the libraries.

9.6 Proposed quality maturity model for university libraries in Nigeria

The current study conducted an assessment of the maturity levels of university libraries investigated in QM, drawing on the P2MM (Chapter 8). The rationale for the exercise was to identify the libraries' knowledge and level of QM adoption. The assessment was conducted using a scale of 0 to 5, where 0 was 'No awareness' and 5 was 'Optimised process'.

The results as shown in Figure 8.2 indicated that the majority of the libraries were in the first stage and on the awareness level (level 1) of QM maturity. A few libraries, though fitted into level 1, exhibited some aspects of level 2 and were so placed.

Through a synthesis of the evidence that emerged from analysis of the data in respect of the current situation in the libraries studied, a proposed model of QM implementation was thereafter developed (Figure 9.1), to assist libraries to develop and improve their services. This informed the development of a quality maturity model (QQML) in Tables 9.2 and 9.3, equally developed for the university libraries investigated to support their tasks of continuous improvement. The purpose was: 1. To assist library practitioners to determine how well their libraries' processes will compare to the QM implementation model and to identify areas of improvement; 2. To meet the requirement of accrediting agencies; 3. To demonstrate to stakeholders how well the library processes compares to best practices in QM; and 4. To aid university libraries to identify their strengths and weaknesses, through identification and comparing their library activities with various levels of QM maturity. Though maturity models clearly differ from each other with regard to their specific features and methods of meeting their objectives, there does not seem to be any standard related to them (Demi & Kocaba, 2010) and as it is common

with various maturity models, the quality maturity model for libraries (QMML) developed in this study has six levels:

- **No policy:** The library has no QM policy nor made to see the need for QM initiatives
- **Initial:** The library's QM procedures are ad hoc, indicating that few procedures are defined with success depending on the effort of individual libraries;
- **Repeatable:** Procedures are systematised and successes of individual libraries can be replicated with another;
- **Defined:** QM procedures are documented and available in public domain. All library operations are derived from its strategic plan;
- **Managed:** Comprehensive methods of QM procedures are in place and is understood and controlled;
- **Continuous improvement:** Continuous quality improvement of procedures is in place.

Table 9.2 shows the proposed stages, maturity levels and a description of the levels with respect to QM in the libraries.

Table 9.2: Maturity levels of QM policy and implementation and continuous improvement

| Stage | Maturity levels | Description |
|---------------------------------------|---------------------------|---|
| Policy formulation and implementation | 0 No policy | The organization (library) has no QM policy or does not see the need for QM initiatives. |
| | 1. Initial | The organization (library) is aware of the need to adopt and implement QM and has an understanding of its basic principles. |
| | 2. Repeatable | The organization (library) has a defined roadmap for implementing QM |
| | 3. Defined | The organization (library) has implemented QM |
| | 4. Managed | The organization (library) has implemented a comprehensive, managed process, which reacts to changing circumstances |
| Continuous improvement programmes | 5. Continuous improvement | The organization (library) undertakes continuous process improvement management |

The scores could range from 0 to 5, where 0 represent the situation where the libraries do not have QM policy to begin with. This is highly undesired, however, this is meant to assist create awareness of QM initiatives among libraries and begin the journey of

QM policy formulation, adoption and implementation. Maturity level 1, described as initial, is meant to help the libraries assess their level of awareness of and current QM practices, in order to formalize it for improved performance. Ideally, level 2 is most desired of every academic library, where there are QM roadmaps for implementing QM programmes. Level 3 (defined stage) is a major challenge in most developing countries. Having the roadmap is one thing but being able to implement it is another. Many institutions including libraries have and continue to face challenges with infrastructure, managerial competencies, political interference, staff resistance and leadership among others to implement projects/programmes such as QM. This stage is meant to help the libraries assess their challenges to implementing QM programmes in order to plan future QM programmes. The level 4 or the managed stage is meant to help the libraries assess the scope of their QM initiative, what process management systems are in place, and how adaptable they are to changes with respect to changing trends in library services delivery. To ensure sustainable QM initiatives, it is expected that the libraries will have to demonstrate their capacity and capability to sustain their QM programmes. Evidence of continuous process improvement through periodic customer feedback, benchmarking, systems re-engineering, and performance appraisal among others are assessed at level 5 of the proposed maturity model.

The model is considered on a broader perspective with each of the levels indicated expected to be improvement on the other. Table 9.3 provides an overview of the QMML based on the dimension of QM considered for this study and explained with sample texts to describe each factor at the six levels of maturity.

This maturity model (Table 9.3) is specifically developed for the university libraries in SW Nigeria based on the evidence of the data for the study. Considering the status of the participant libraries on QM initiatives, it is believed that the QM procedures could start with library management strategic planning. Although some of the libraries had strategic plans these plans were those of the larger university and not specifically for the library. Also, the QM components in these plans were not clearly evident and comprehensive to drive the QM agenda. It is therefore imperative for the libraries to begin their QM journeys by coming up with library management strategic plans which adequately reflect modern QM practices in libraries.

Table 9.3: Quality Maturity Model for university libraries in SW Nigeria (QMML).

| Library QM procedures | No policy | Initial | Repeatable | Defined | Managed | Continuous improvement |
|--|--|---|--|--|---|---|
| Library management /strategic planning | No defined strategic plan in place | Strategic plan is on ad hoc basis | Collective understanding of strategy | Standardised strategic plan | Policy-driven procedures | Sustainable development in policy |
| Resource/ media development | Little understanding of library resource development | Activities reactive to situations | Developing an understanding of resource requirements | Systematised resource development | Implementing workable resource/medi a development | Sustaining resource development |
| Customer/ public service | There is no systematised customer services | Exploring innovative products and services | Developing workable service provision | Standardising customer service | Delivering quality customer service | Identifying improvements and efficiencies |
| Human resource development | No recruitment /staff development policy available | Basic recruitment measures in place | Identify capability requirement of staff | Developing staff capability | Human resource and process alignment | Sustaining staff efficiencies for enduring change |
| Performance measurement | No evaluation and feedback data to monitor progress | Understanding formative evaluation and feedback mechanism | Identifying evaluation and feedback processes to determine library performance | Developing appropriate processes for measuring library performance | Evaluation of improvement activities | Achieving sustainable performance targets |

The next dimension for consideration is resource/media development. The library resources in most of the academic libraries studied were inadequate to meet the growing user population. A conscious effort to develop and improve on the library resources would greatly impact on the quality of library services delivery. The next thing is a focus on the customer services. Whilst resource/media development is a good initiative, it would not be worth it if there are no users of these resources. A conscious effort to engage the customer through various customer focused initiatives such as policy-oriented information skills/literacy and bibliographic instruction programmes; and library advocacy, would be necessary to improve on the dwindling patronage of the libraries. The aim of the customer engagement is to anticipate and meet the growing expectations of the users in order to improve on the current level of customer satisfaction with the library services delivery. Human resource development then comes next. Beyond satisfying the external customer is the need to satisfy the internal customers or the staff. Human resources development is in three folds, namely recruiting adequate library personnel to deal with the current shortage of library staff in

the libraries; motivating them to deliver quality services; and ensuring continuous career development, especially on technological trends in library services delivery.

Then finally, in order to ensure that QM is not a one-time agenda, the libraries would have to institutionalize performance measurement such as benchmarking, customer survey, staff appraisal and use these as a basis to periodically re-align their library management/strategic plan, and QM procedures in order to ensure a sustainable quality library services delivery.

9.7 Conclusion

This chapter provided an evaluation of the results of the three studies (online survey, interviews and focus groups), which was based on the aims and objectives of the study, which included a consideration of factors that affect QM implementation in the libraries studied. The evaluation revealed marked difference in the findings of the two phases (quantitative and qualitative) of studies. There was an identification of disparity between the perceived responses from the online survey and the actual responses obtained from face-to-face interviews and focus group discussions. The study also revealed disparity between private and public university libraries particularly in the area of resource acquisition and availability, infrastructural development as well as funding. The rate of development in most of the private university libraries brought to fore the question as to whether university libraries should be regarded as homogeneous or not. A look at the internal and external factors influencing the implementation of QM indicated the need for the development of a common infrastructural backbone to give equal leverage to university libraries to enable QM adoption and implementation. The research questions of the study (sub-section 1.6.1) were reiterated in Table 9.1, section 9.4 to complement the discussion chapter by answering each question to reinforce the aims and objectives of the study.

The discussion of findings in the various aspect of the study informed the development of a model proposed for QM implementation in figure 9.1 which serves as a blue print for effective improvement in the development of library operations in SW Nigeria. A quality maturity model was equally developed for the study (Table 9.3) to assist university libraries to recognize their positioning when compared with best-known library practices.

Chapter 10 Conclusions and recommendations

10.1 Introduction

This chapter is the final part of the research report. It presents an outline of the study addressing the aims and objectives of the study (Section 10.2). It identifies the methodological issues involved in addressing the aims and objectives (Section 10.3). The chapter goes on to highlight the key findings showing contributions of the study (section 10.4). It then makes recommendations for practice (Section 10.5), identifies limitations of the study and provides suggestions for future research (Section 10.6). The conclusion of the chapter is presented in section 10.8.

10.2 Consideration of study aims and objectives

This section outlines the study by addressing its aims and objectives which are restated below as follows:

1. To assess the types of general management procedures and service delivery in place in academic libraries in Nigeria through a study of selected libraries;
2. To review the literature with the intention of evaluating QM frameworks and suggesting a descriptive model;
3. To determine the dimensions of service quality practices in academic libraries in Nigeria, including quality management functions before, during and after service;
4. To evaluate efforts taken to improve management procedures in the selected academic libraries if any; and to determine the extent to which they are based on the principles of QM derived from the literature;
5. To use evidence gathered from this study to evaluate the model referred to in objective 2, with a particular emphasis on its relevance to the Nigerian situation.

Objective 1 was addressed in the two phases of study, with the results of the online survey of 24 library managers in 24 university libraries in SW Nigeria in the first phase. The findings from the statistical analysis for this phase of study showed positive perceptions of participants through demonstration of awareness of QM practices and service delivery and its impact on the mission, vision, development and learning outcomes across public and private university libraries investigated (Chapter 4). The survey results (descriptive and inferential) on objective 1 indicated a general

understanding of QM concepts and phenomena and thus encouraged further inquiry into the study.

The data from the second-phase multiple case study of participants, comprising heads of libraries of 15 university libraries and focus groups from 10 university libraries (73 participants), built on the survey. This was through responses to the definitions of concepts of quality and QM, which was meant to establish participants' level of knowledge of the concepts, as a management philosophy and its application in both higher education and in the library context. A key finding here was the various definitions of the concepts which were indicated as 'ensuring user satisfaction' (Chapter 6) and general knowledge of the concept. This was an important finding as it assisted in identifying participants' level of understanding of the topic.

Objective 2 was addressed by both phases of study, though the first phase was basically meant to explore participants' knowledge of QM tools and techniques in relation to library management. Results of the survey indicated knowledge and usage of the QM tools across all the libraries (sub-section 4.2.3). The data for the second-phase case study on the other hand indicated that there were no QM tools in use nor were there provision of minimum standards to herald such initiatives (sub-section 6.5.1.3). The data indicated that the libraries which were identified employing some aspects of QM principles did so to improve operations and services, though without applying systematic procedures. This was a key finding that helped in the ultimate execution of the project and a consideration of a more structured approach to academic library management and service delivery. Based on the synthesis of the literature and QM models, and the identification of a gap in QM adoption and implementation in the libraries, a conceptual model based on global university library functions was developed to guide the research and for a possible development of a model for use in the university libraries investigated.

Objective 3 was mainly addressed by the second phase with the data from the interviews and focus groups acknowledging managerial operations and dimensions of service quality before, during and after services in relation to themes of study (sub-section 2.2.4): leadership; human resource management; customer focus and satisfaction; process/library resource management; and performance.

Objective 4 was addressed in the two phases of study, with the results of the survey revealing priority areas where improvement in library operations and services were

required (Section 4.4) as technical/media resource and customer services. The data from the multiple case studies highlighted the existing situation with regards to library management and policy, staff development and management; customer services such as information literacy; and communication with the user community, while the main area of focus was user satisfaction. A major outcome of this area of investigation from interview and focus group data was the demonstration of aspirations by libraries towards quality improvement, even as they faced problems of resources and support to actualize their aspirations. While the interview and focus group data identified areas of library development and libraries' alignment with university goals, the focus group data revealed issues affecting effective service delivery which included funding, resourcing issues and inadequate staffing, mainly from public university libraries. In terms of resource development and management, both the interviews and focus group data revealed the contribution of technology adoption to general improvement of services, while infrastructural development required government intervention in public university libraries.

Data from both the interview and focus group data revealed no specific format for measuring performances in the libraries or QM implementation, while collaboration among libraries and other stakeholders in LIS sector was identified as a perceived solution to the successful implementation of QM.

Objective 5 was addressed by both interview and focus group data identifying the themes established for this study (leadership; human resource management, customer focus and satisfaction, process/library resource management; and performance measurement in sub-section 2.2.4) as fundamental to attaining a quality status. An overview of the data from the multiple case study identified university library operations as derived from the themes from three functional areas: library management; technical/media services and public/customer services (Chapters 6 & 7). The functions are interrelated and explained as involving library administration, resource development and serving the user community.

10.3 Methodological issues

The literature was reviewed with reference to management and LIS concepts to reflect the interdisciplinary nature of the study, as indicated in Chapter 2, with a focus on the works of key scholars in the two areas of discipline, though the exercise cannot be considered as exhaustive.

The study adopted a pragmatic world view to address the issues of investigation which has a real-world orientation to accommodate practical decisions and evaluation within the project. The decision to include the focus group study was taken at the close of the first (quantitative) phase which yielded a low response to the online survey. The focus group interviews achieved two things: the inclusion of non-management employees in the study; close interaction with library employees at different levels to elicit their attitudes, opinions and perception to the phenomenon of study. This provided a deeper insight into the conduct of the study than did the survey.

The first phase enabled the investigation of the concepts of quality and QM within the university library context. The data collection instrument which was developed from a variety of QM sources is analogous to that of Dow *et al.* (1999). The online survey was helpful in generating useful statistical facts, though there was a limitation on what could be done due to the very low response (24). However, the number of responses was adequate for identification of libraries' perception of the topic of inquiry.

The second phase built on the first and explained the QM concepts as explored in the first phase and also involved a consideration of other factors that provided deeper perception of the phenomenon. A single case pilot study of one of the university libraries surveyed in the first phase was conducted to test the usability of the research questions and the study guides (Chapter 5). This involved a semi-structured, face-to-face interview with the university librarian and a focus group session with six library employees. The success of the pilot study in exploring participants' identification with QM concepts encouraged the confidence with which the multiple case studies of 15 interviewees and 10 focus groups (73 members) were conducted.

Framework analysis was the analytical method used to illuminate the data. It was chosen because of its effectiveness in storing and managing original data obtained from participants and maintains a structured approach to organizing data. The deductive nature of the analytical method was useful for the study as it is suitable for studies with preset research questions, as well as for analysing data with 'a priori' themes (Ritchie, Spencer & Lewis, 2013).

In general, the study suited the research philosophy well with issues raised in both phases complementing or negating each other. The mixed methods allowed for data triangulation as discussed in Chapter 9 as well as increasing the validity of the findings and adding to the methodological accuracy.

10.4 Contributions of the study

This interdisciplinary study has made the following contributions to an understanding of QM in university libraries in SW Nigeria, through an evaluation of their contents and processes. Both theoretical and practical contributions are thus described in sub-sections 10.41 and 10.42 below:

10.4.1 Contributions to knowledge

The study has highlighted that QM literature and organisational theory can assist in QM implementation. Primarily, the study provides an insight into the scope of QM principles and practices in Nigerian university libraries, specifically from the SW zone. It provides evidence that there is inadequate research in library quality and QM implementation in Nigeria in the face of increasing global recognition and knowledge of QM philosophy, as a way of making effective improvements in university libraries. This is exemplified by the fact that there has so far not been any previous empirical investigation into this area of research, which makes this study the first to close the gap between theory and the type of approaches required by practitioners to implement QM in Nigerian university libraries. Knowledge in the application of a set of QM principles and related elements will increase awareness of academic library practitioners about what approaches are crucial for sustainable improvement in their libraries.

Secondly, the study was the first to consider the importance of examining factors that affect QM implementation in the context of internal and external environments of the libraries. Factors affecting the internal environments were identified as inadequate cooperation for effective delivery of products and services within individual libraries; while external environmental factors were summed up as lack of adequate provision of facilities and resources that were pertinent to quality improvement. In addition, a consideration of the philosophical basis of QM implementation from organisational theories with specific reference to institutional theory and CT provided the awareness of the importance of context in improving organisational effectiveness. For example, the demonstration of common objectives in relation to management practices and service delivery and also similar management practices with their host institutions specifically with the application of the QA standards was an indication that the libraries were homogeneous. The study equally highlights the importance of knowledge of factors enabling and serving as barriers to QM implementation which is identified from the roles of both internal and external stakeholders of libraries.

The study emphasises the need to encourage stakeholders' (government and institutional) awareness of the library's role in improving the quality of HE. Moreover, the outcome of this study seeks to enlighten government and other policy makers about the need for providing specific policies that will ensure effective performance of university library managers in meeting quality requirements of their institutions. It does this through encouraging advocacy by the library professional association (the NLA) and the professional regulatory agency (the LRCN). This study has therefore provided insight into the complex relationships between the internal and external environments of university libraries in Nigeria. It is an attempt to fill a significant gap in QM in the university library literature. This will allow for a closer examination of QM implementation in Nigerian university libraries from other perspectives by others researching on academic and public libraries in Nigeria.

10.4.2 Contributions to research

Implications for library practice

From a practical perspective, the research endeavour is a timely venture as it coincides with the current quality improvement efforts in the Nigerian education system (Ololube, 2013; Asiyai, 2013). The findings of the study are especially useful for developing and implementing QM programmes by university library practitioners. The proposed framework developed in Figure 9.1 provides an insight into QM implementation process for university libraries through the initiation of policy formulation and implementation from government and other external stakeholders. The QM model proposed as an outcome of the implementation stage of the QM framework can help libraries significantly to develop QM programmes through the EFQM route, as well as to appraise the extent of integrating the improvement programme. The model and other QM tools identified in the study provide sufficient knowledge of specific QM principles and their associated practices that are critical for sustainable QM. These include library development and policies; human resource development and management; customer satisfaction and feedback; library resource and systems re-engineering; performance measures and benchmarking. These have implications for good library practice and therefore require appropriate dissemination for the benefit of relevant stakeholders.

Implications for university library managers

One area of the study's contribution is in library management and practice in SW Nigeria, where it has helped to raise awareness of university library managers and

employees on the need to acknowledge the tenets of QM to assist them in preparation towards quality attainment. This is demonstrated in a number of encounters with heads of libraries for example, which drew attention to the need for written library policies, as well as the realisation by a focus group that QM entailed more than just customer service. As such, the outcome of the study makes an original contribution to academic literature on people's perceptions of quality and QM. To aid the success of QM implementation, the study raises the need for a review of the governance structure of university libraries in Nigeria to conform to current corporate governance principles. This includes the provision of resources and capacity for libraries to effectively improve their services in aid of teaching, learning and research.

The study is the first empirical study on QM implementation on university libraries within the study context and in Nigeria as a whole, as well as to engage a range of library practitioners in a multi case study, in definition of QM concept, to ensure its understanding and relevance.

The framework analytical method has contributed in ensuring reliability, to elucidate the content of the data, by allowing data mapping to explore their relationships, for clearer understanding of the study, as well as inclusion of new ideas generated from the study. This is the first known study within the context of the Nigerian university libraries studied to apply framework analytical method to an empirical research for a clearer presentation of the situation. Studies related to this area of study have usually been exploratory or descriptive (sub-section 2.3.6). The outcome of the study was a derivation of a QM framework of QM policy formulation and implementation for university libraries in SW Nigeria, which also proposes the adoption of a QM model, based on the EFQM. The QM model seeks to provide a possible pathway to quality adoption, implementation and improvement in university libraries in SW Nigeria. A quality maturity model for university libraries, also the first to be derived from an empirical study of Nigerian university library management, is subsequently developed which seeks to assist university libraries to identify their positioning in QM implementation. These have implications for library administrators in making appropriate decisions for their libraries.

10.5 Recommendations

This study therefore makes the following recommendations, for consideration by case libraries and all the stakeholders of the university libraries studied.

10.5.1 QM policy formulation and institutionalization

The evidence from the study shows the absence of QM policies in the academic libraries studied. It is therefore imperative for all stakeholders to begin the drive towards QM of libraries, first by formulating and institutionalizing QM policy in the education sector, especially in the academic libraries. The QM policy will give the necessary legal backing to the NUC to sanction and enforce the implementation of the QM policy as a basis for accreditation moving forward. Without a policy to give the QM initiative the necessary legal grounding, it would be difficult to successfully implement and institutionalize QM in the libraries. Second, the QM policy formulation should involve all the stakeholders including but not limited to the university's top management, the university librarian and library staff, government and professional regulatory bodies as well as clients of the libraries. This will help ensure full acceptability of the QM policy for successful implementation. The QM policy should be implemented at the national level through the education ministry and the NUC since these institutions have oversight responsibilities for the tertiary institutions and their libraries. As the proposed model has the potential for transferability, it could be employed to pilot QM implementation initiatives in specific Nigerian university libraries as starting points nationwide.

10.5.2 Implementation of QM policy for accreditation

After the formulation of the QM policy the LRCN and the NUC, as the regulatory bodies in charge of libraries, should ensure that they have the necessary legal backing to help implement the policy in university libraries. Initially, there should be sequencing of procedures whereby the libraries would be given time to be QM certified by the QM policy and thereafter accreditation of the libraries and the universities should be tied to full or some level of implementation of the QM policy. The stakeholders should be legally bound by and made to sign onto the QM policy to ensure that it is fully and successfully implemented.

10.5.3 Alignment of QM policies with university mission and vision

In order to ensure the success of the QM initiatives in various academic libraries, it would be prudent not to prescribe a one-fit-all QM policy for total adherence by all the academic libraries. Rather the national QM policy on libraries should serve as a guide to the various libraries to adopt and adapt to their libraries whilst ensuring that these align

very well with the vision and mission of the parent institutions. This will help overcome the challenges of resistance to change quite typical in human institutions, of which the academic libraries are no exceptions. It will also help the leadership of the academic libraries to be able to adopt the QM policy within the constraints of their libraries and parent institutions.

10.5.4 Service quality systems for re-accreditation

It is recommended that re-accreditation of academic libraries should be based on the libraries meeting strict service quality standards to be prescribed by the NUC. Ideally, for the stakeholders to develop the national QM policy, they should agree on a timescale for its full implementation and also set time for the libraries to come up with or pursue continuous improvement programmes. Following on from this, the policy should stipulate that re-accreditation of the university libraries should be tied to the implementation of the QM policy, and a demonstration of commitment to sustenance of the QM initiatives through the institution of service quality systems such as customer feedback, service re-engineering, and customer-centric service delivery among others. Enforcing such a policy will ensure that the QM agenda is not a one-time effort, but a sustainable effort to ensure continuous improvement all the time. With this, the current situation where the libraries only gear their efforts towards just meeting the basic requirements for the purposes of accreditation could be overcome.

10.5.5 Investment in human resources and IT systems

The historical evidence suggests that the leadership of the libraries has been passed on from the highly skilled expatriates to a crop of personnel whose efforts at improving their competencies in modern library management practices to match global standards, have been thwarted by a number of factors. The data for the study showed that some university library staff lacked the requisite skills and knowledge of quality library management practices. There was also evidence of inadequate staffing and a minimal level of training and development for library personnel. Given that the best assets of any institution are its human resources, it is appropriate for the libraries to invest in human resources through recruitment of qualified and IT skilled library staff as well as promote a systematic career development and training for the library staff to enhance their capacity to deliver quality library services, to support teaching, learning and research in the host institutions.

Another area requiring heavy investment is technology. There have been a lot of advances in technology for university library services delivery. Very typical of developing countries, the level of automation in the case libraries was very low. For the academic libraries to be able to meet the ever increasing needs of the growing student population in the tertiary education sector the management of the universities must invest heavily in IT systems and automation projects which will help increase the value of the Nigerian university libraries within the user community. The availability of state-of-the-art library systems will enhance the physical appeal of the library and encourage library patronage and promote high quality teaching, learning and research in the universities.

10.5.6 Contextual consideration for QM

The study found rare efforts by the majority of the academic libraries studied towards QM initiatives. In the few cases where there was evidence to suggest the availability and implementation of QM initiatives, these did not follow any standardized principles as there were no techniques or tools to guide the procedures. The assessment of libraries' QM maturity levels (Chapter 8) indicated general awareness and understanding of the majority and baseline practices in some cases. Whilst it is acknowledged that the majority of the academic libraries are constrained by financial resources and the overly dependence on their host institutions or government for support, the leadership of academic libraries must demonstrate enormous commitment to quality services delivery in order to justify any investment in the library. There is thus the need to increase collaboration among the libraries for the purposes of knowledge and resource sharing, and benchmarking. This could be explored to make up for many of the challenges currently being faced by the libraries. On the other hand, it is imperative for the management of the parent institutions to look beyond the provision of basic resources (both physical and human) for the libraries just for the purposes of meeting accreditation requirements. They must show support and continually commit more resources in order to empower the academic libraries to pursue QM management initiatives for quality services delivery, for achievement of the institutions' mission, vision and outcomes, and for ultimate development of the Nigerian economy.

The current financial situation in the Nigerian HE sector of which the university is a vital part stills calls for concern, with the challenge of the inadequate funding threatening the very basis of the sector's existence, especially in areas of physical,

human and material resources. The strength of any institution of higher learning mainly depends on the outstanding roles of their libraries in meeting their goals. Libraries have been and continue to be at the heart of university education through the delivery of products and services in aid of teaching and research. Therefore, efforts at ensuring that the libraries are delivering quality services to support teaching, learning and research are required, to achieve the aim and objectives of the libraries as well as the vision and mission of the respective host institutions.

Such efforts can be achievable through a revitalisation of the HE system by the Federal government of Nigeria, first, by improving budgetary allocation in conformance to UNESCO's recommendation of 26% GNP (sub-section 1.3.3). Resolving the fundamental issue of funding will assist Nigerian universities to create favourable working environments; provide basic infrastructures; improve the development of information and communication technology; and improved Internet connectivity, all of which are factors that directly affect university library services.

10.6 Limitations of the study and areas of future research

The study was an exploratory venture to explore QM approaches in SW Nigerian university libraries in two phases of study. The original plan to embark on the study on a national scale was shelved, due to incessant political crises in different parts of the country. The decision to limit the study to SW Nigeria was due to this reason and for those mentioned in sub-section 1.3.2.

The first phase of study was targeted at 120 participants (both management and non-management) from 30 university libraries. Only 24 of the 43 responses were usable as they were identified as university librarians representing their organisations. A decision in line with the pragmatic nature of the study was thus taken to report the survey, based on a library representation i.e. each library represented by the head (sub-section 3.5.4.5). Non-parametric (descriptive and inferential) statistics were carried out to ensure required results were obtained within the limits of the data.

In the second phase of study, the pilot study had reduced the sample size to 23, but for practical reasons, only 15 university libraries were selected for interviews, while focus groups could only be obtained from 10 university libraries.

The paucity of literature in this area of study in the Nigerian context posed a challenge to obtaining enough data to corroborate the findings of this study. Nevertheless, the

findings can reasonably deepen our understanding of the status of QM in university libraries of SW Nigeria as a situation that needs an urgent remedy. Knowledge obtained from the study could inform the development in quality products and services for a gradual implementation of QM in Nigerian university libraries.

The study was based on analysis of findings in a case study of academic libraries in one geo-political zone of Nigeria, out of six as earlier indicated in sub-section 1.3.2. Due to the vast amount of data, it has not been possible to deal with every aspect of interest in the study though a systematic triangulation of the data sets has been effected in Chapter 9. Thus the findings here cannot be generaliseable to other zones as it is context bound. The findings can however be transferable as issues raised and addressed in the study are reflected in related studies on Nigeria as a whole and on other geo-political zones. The limitations identified above, however suggest vital areas of further research into QM implementation that future researchers can engage in.

This study undoubtedly provided a general understanding of QM and procedures of its implementation in university libraries studied. However, there is the potential for future research to take the themes of the study further, to help academics and practitioners alike embrace the concept for sustainable improvement in library services.

Though the study was based on analysis of mixed methods data, practical issues involved in the quantitative phase prevented it from being generalised beyond SW zone and would therefore require further a longitudinal (quantitative or qualitative) research of a much wider population to provide a broader insight into the study. Although data from other university library stakeholders, like students, faculty and researchers could corroborate the findings of this study, it was not within the scope of the study. However, it is an area worth investigating, such as the user perception of library services and the role of the university library in faculty teaching and outcomes.

Future studies could use the proposed framework to organise library training programmes on both short-term and long-term basis for library practitioners in Nigeria. Further frameworks could also be generated to complement the one in Figure 9.1. For example, this could incorporate results of a study that would focus on stakeholder perception of QM and its implementation in university libraries. Further studies can adopt and redesign the framework for a wider application within and beyond the shores of Nigeria. Though the framework was developed from findings of a study in one out of six zones of the country, the major lessons obtained from the framework could be of

interest to universities in other zones. Moreover the expected involvement of government and other external stakeholders could pave the way for its eventual generalisation to university libraries in other parts of the Nigeria.

The choice of the proposed EFQM is justified because of its potential as a dynamic model with elements of sustainability and ability to assess progress towards excellence. However, future studies can consider the possibility of its adoption and implementation in university libraries nationwide. In addition, some aspects of the framework can also be considered for application in other types of libraries such as public, industrial and parliamentary libraries. This study has proposed a number of recommendations for university libraries and policy makers which, are designed to be achievable. Nigerian university libraries need to embrace QM programmes, though in line with the general institutional framework to support the QA systems of meeting their stakeholders' requirements. The challenge for university library managers in embracing QM programmes is to develop a meaningful library mission which will be in line with the objectives of their stakeholders. Assuming this stance will afford university libraries opportunities to maximise their strengths and play down the impact of their weaknesses within their institutions and with their user communities.

10.7 Chapter conclusion

This study has generated rich insights into university library operations in SW Nigeria. Though QM has been very well-known in western countries for many decades, reforms to improve the quality of higher education at all levels of global competitiveness, which includes universities and their libraries commenced in the last decade. The study which comes at this crucial time portrays the current state of university libraries and the challenges of coping with the increasing demands of library users, in the face of fast growth and influence of technology.

The pragmatic approach to the study enabled the researcher to unearth the complexities of working in under-funded library environments. This was possible through both interviews and focus groups which enabled participants to open up to the researcher for detailed insight into the situation. The issue of lack of minimum standards and documented policies was identified as inimical to implementation of meaningful university library projects. The study presents a framework of QM policy formulation and implementation for university libraries in SW Nigeria, based on a proposed EFQM model. The framework that accommodates the complexity of achieving issues involved

in quality improvement is a major achievement for this study. The main area of focus is the proposal for government's intervention in the initial policy formulation and implementation. This emphasises the importance of the role of the external stakeholders in the development of HEIs in Nigeria, including libraries, where major decisions that affect the operations of the institutions are made by the government. Government's endorsement of the framework will ensure university libraries' support for the realisation of the goals of their institutions.

A main implication of the framework to QM implementation is the provision of strong leadership to equip university library managements with the knowledge and skills to improve customer satisfaction, human resource management, process management and performance measurement. The proposed framework may thus, be extended or revised through further and comprehensive investigation. Beyond that, university library managers are required to exhibit proactiveness in embracing and deploying QM, based on their organisational culture and resources available for such projects. It has been recommended that university libraries deploy their own QM programmes. The EFQM proposed for the implementation stage of the programme is identified as a dynamic approach to initiate quality reforms within university libraries, though this is required to be in accordance with the broader university framework and also to support the QA requirements.

To a large extent the involvement of professional regulatory bodies – the LRCN and the CULNU through collaborative efforts to provide professional guidelines for training and benchmarking is also required to move university libraries forward in the development process and the LIS sector generally.

A recent circulation of draft guidelines for minimum standards in university libraries in Nigeria by the LRCN in early 2015 (still under review) is a step in the right direction, as it has a potential for serving as a leading player in developing standards and criteria for quality assurance of the LIS sector, reminiscent of the association of research libraries (ARL). The assumption of this role by the LRCN would also serve as a catalyst that will engender meaningful development in the quality of university library operations.

The researcher is of the view that the findings of this study can potentially elucidate how university libraries and other information services may be improved through the application of QM principles. The framework developed as the outcome of the study can be used to inform the development of sustainable university library management

and services through the formulation and implementation of relevant policies. These could immensely augment the role of university libraries in the development of the HEIs.

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APPENDICES

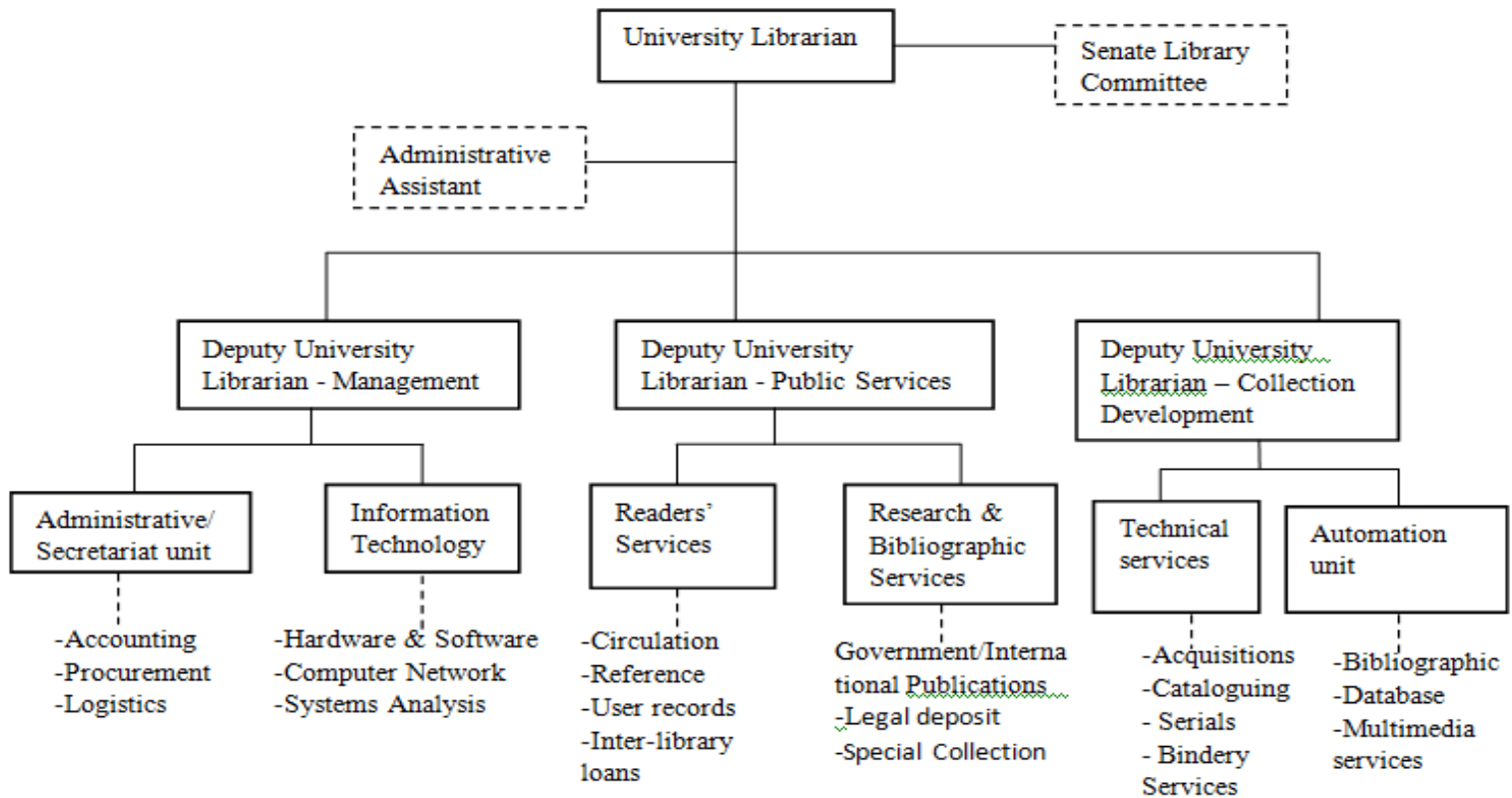
APPENDIX I: TABLE SHOWING DESCRIPTION OF CASE SITES

| Name of University Library in Acronym | University type/ Year established | Size of library; No. of staff: - Size ; - Gender | Student population; Resources; Seating capacity; | Library Mission statement | Mechanism for assuring QM/ quality service |
|--|--|--|--|--|---|
| F1 | Federal | Large; 63,000 sq. ft 140- Professional: 7 male, 12 female; Para-professional – 15; Non – professional - 106 | 45,000; 330,000 book titles; 2000 journal titles; 1,300 seater | To build, maintain and preserve diverse information resources to support teaching, learning and research | Resource management and service delivery is in compliance with the university’s QA standard and mandate of SERVICOM |
| F2 | Federal | Large; 50 – Professional: 16 male, 8 female; Para-professional:11; Non-professional:15 | 6,000; 50,622 book titles; Access to 4 e-databases; 1000 seater | No mission statement | Adopts a non-prescriptive QA measure in providing services |
| F3 | Federal | Large; 100- Professional: 6 male, 5female; Para-professional 12; Non-professional: 77 | 18,000; 67,847 book titles/1500 journal titles; 503 seater | No mission statement | Operates in line with university’s QA system |
| F4 | Federal | Large/ 42,000 sq. ft 30 – Professionals: 12 male, 8 female; Para-professional: 10 | 26,000; 5000 staff; 700,000 book titles; 40 print journals titles; 22 databases of several e-book & e-journal titles; 2,500 seater | No mission statement | No prescribed QM measures in place |
| F5 | Federal | Medium; 20 – Professional: 7male, 4 female; Non-professional: 9 | 65,000 book titles; 28 print journal titles; 500 seater | No mission statement | No prescribed QM measures in place |

| | | | | | |
|----|----------|---|---|--|--|
| S1 | State | Medium 38 – Professional: 11 male, 9 female; 18 non-professional | 20,000; 2,152 staff; | No mission statement | No prescribed QM measures in place |
| S2 | State | Medium 32 – Professional: 16 male, 6 female; Non-professional: 10 | 12,000; 750 seater | No mission statement | No prescribed QM measures in place |
| S3 | State | Medium; 84 – Professional: 5 male, 9 female; Para-professional: 9; Non-professional : 49 | 10,000; 32,000 book titles; 1,573 journal titles; 350 seater | No mission statement | No prescribed QM measures in place |
| S4 | State | Medium; 16 – Professional: 5 male, 3 female; Non-professional: 8 | 14,000; 1,340 staff; 40,000 book titles; 200,000 journal titles | No mission statement | No prescribed QM measures in place |
| S5 | State | Small 18 – Professional: 6 male, 8 female; Non-professional: 4 | 12,000 book titles 35 journal titles | No mission statement | No prescribed QM measures in place |
| P1 | Private | Small/hybrid; | 5000 volumes of books and bound journals; 100 seater | No mission statement | No prescribed QM measures in place |
| P2 | Private | Large; 18 – Professional: 7 Male, 11 female; 30 non-professional | 6,000; 63,350 book titles; 4,4116 volumes of journals; 15,072 e-journals 1,500 seater | No mission statement | Operates in line with the Directorate of Quality Assurance of the university |
| P3 | Private/ | Large (11,300 sq. metres); 49- Professional: 14 male, 15 female; Para-professional: 31 | 6,000; 92,741 vols. of books/ 1,515 titles e-books; 40,000 e-journal titles; 2,398 journal print titles; 700, 000 e-books; 3,500 seater | To build, maintain and preserve diverse information resources to support teaching, learning and research | Operates in line with the Directorate of Quality Assurance of the university |

| | | | | | |
|----|---------|---|---|--|---------------------------------------|
| P4 | Private | Medium; 32- Professional: 5male, 4 female; Para- professional: 3; Non- professional: 20 | 2000; 22,000 book titles; 200,000 titles of e-resource titles; 6318 vols. of print journals | To serve as a gateway to the information research needs of the university staff and students irrespective of location, to enhance teaching, learning and research | No prescribed QM measures in place |
| P5 | Private | medium; 20- Professional: 3male, 3female; Para- professional: 3; Non- professional: 11 | 500 seater | To provide effective and efficient library services and access to excellent academic information resources to facilitate the teaching, learning, research and administrative services of the university | No prescribed QM measures in place |

**APPENDIX IIA: A GENERAL ORGANISATIONAL STRUCTURE OF
UNIVERSITY LIBRARIES IN SW NIGERIA**



APPENDIX IIB: MAIN STUDY ADMINISTRATIVE DOCUMENTS

F1 – DE1: University library mission statement

F5 – DE1: University library mission statement

P3 – DE1: Strategic plan of the centre for learning resources

P5 – DE1: Strategic planning for university library

APPENDIX IIIA: ONLINE SURVEY QUESTIONNAIRE

ASSESSING QUALITY MANAGEMENT APPROACHES IN UNIVERSITY LIBRARIES

Welcome to this survey

Please participate in an online survey on quality management approaches in academic libraries. The survey involves completing an online questionnaire that will take approximately 15 minutes. You may please forward it to another member of staff if appropriate. This research project is investigating (1) Management practices and service quality delivery in your university libraries; (2) Management's perception of service quality in academic libraries; (3) Improvement efforts in service quality by academic libraries. I am a PhD student of the Information School, University of Sheffield and the survey is being conducted as the first part of a two-phase project for my doctoral research. Your participation in the survey will be highly appreciated. The research has received full ethical approval from the Information School, University of Sheffield. All your survey responses will be treated as strictly confidential. The project is supervised by Ms Barbara Sen of Information School, University of Sheffield. She may be contacted at b.a.sen@sheffield.ac.uk if you have any concerns or complaints about the questionnaire.

If you have any questions about the research, you may contact me at lip11hse@sheffield.ac.uk.

Click button to start.

There are 14 questions in this survey

Management practices and quality service delivery

1 [A1]

Please select the answers from the following list of questions on a scale of 1-5 (where 1 is "Strongly Agree" and 5 is "Strongly Disagree").

Please choose the appropriate response for each item:

Strongly Agree

Strongly Disagree

1

2

3

4

5

The library management's performances /activities facilitate the achievement of the mission and vision of the institution.

The library's information resources fulfil the goals and objectives of your institution.

The quality of outcomes in the institution depends on the quality of library services.

It is easy to get the faculty/departments to select information resources for the library.

The library management maintains a quality culture with staff members.

Your library staff development effort has been very successful.

The library management encourages teamwork.

2 [A8]

What Management strategy do you use in ensuring service quality in your library? Please choose **all** that apply:

Total Quality Management (TQM)

Malcolm Baldrige Quality Award (MBNQA)

Business Excellence Model (BEM)

ISO 9000

Quality Assurance (QA)

Other, [Please specify].....

3 [A9]

What methods do you use to obtain feedback from users? Please choose **all** that apply:

Surveys

Questionnaires

Suggestion boxes

Focus groups

No feedback collected

Other:

4 [A10]

How often do you conduct feedback exercises for services provided in your library?

Please choose **all** that apply:

Every Semester

Annually

Every two years

Occasionally

Not at all

Perception of service quality

Please score each factor on a scale of 1-5 (where 1 is "Not important" and 5 is "Very important").

5 [B]

Please choose the appropriate response for each item:

Very important

Not important

Library management motivate, support and recognise the organisation's employees.

The range of resources available in the library meets the needs of individual departments/schools.

Information to users about how to use the library is effectively communicated.

Library equipment (computers, printers and photocopiers) are in good working order.

Library employees are committed to customer service.

The library staff learns from the feedback received from users.

The library has a well-planned user orientation programme.

The library provides training/teaching which enables users to make effective use of information resources.

The library enjoys effective cooperation with other services within this institution

The library enjoys effective cooperation with other libraries

Improvement efforts in service delivery

Please provide brief answers to the following questions

6 [C1]

In which area of the library's processes is teamwork most important?

Please write your answer here: -----

7 [C2]

How successful has your library been in the last five years in terms of service delivery? Please specify.

Please write your answer here: -----

8 [C3]

Taking everything into account, how would you rate the library's overall performance in the last five years? Please specify areas of strengths and weaknesses.

Please write your answer here: -----

Please respond to the following demographic details:

Name of Institution?

Please write your answer here: -----

10 [C41]

Role/Rank Please choose **all** that apply:

Senior management

Middle management

No management responsibility

Other, [Please specify] -----

11 [C42]

Length of service

Please choose **all** that apply:

5 - 10 years

10 - 25

25 years and above

12 [C43]

Please choose **only one** of the following:

Female

Male

13 [C44]

Would you like to have a further discussion on this survey?

Please choose **only one** of the following:

Yes

No

14 [C45]

If you answered 'Yes' to the last question, please provide your name or e-mail address.

Please write your answer here: -----

Submit your survey.

Thank you for completing this survey.

14/09/2012 14:20

APPENDIX III B: ONLINE SURVEY-SCREENSHOT OF RESPONSES

| A | B | C | D | E | F | G | H | I | J |
|----------------------------------|----|----|------|------|------|------|----|-----------|-------|
| Babcock Univ. | SA | SA | NAND | NAND | A | A | SA | QA | 1,2,3 |
| McPherson Univ. | SA | SA | SA | SD | SA | NAND | SA | TQM | 1,3 |
| Adekunle Ajasin Univ. | SA | SA | NAND | A | SA | SA | SA | TQM | 3 |
| Tai Solarin University | SA | A | SA | A | SA | SA | SA | TQM, OTHR | 1,6 |
| Ondo State Univ. | SA | A | SA | A | SA | SA | SA | TQM, OTHR | 5 |
| Lagos State Univ. | SA | SA | A | D | A | A | A | TQM | 1,2,3 |
| LAUTECH | SA | SA | A | NAND | A | A | SA | TQM | 3 |
| OOU | SA | NA | A | SA | SA | A | SA | TQM | 1,2 |
| Ekiti state Univ. of Sc. & Tech. | A | SA | A | NAND | A | NAND | A | TQM | 3 |
| Osun State Univ. | A | SA | A | SD | NAND | D | SD | TQM | 3,6 |
| University of Ado Ekiti | SA | A | SA | SA | A | NAND | A | TQM | 3 |
| SA | 21 | 17 | 11 | 5 | 11 | 5 | 15 | | |
| A | 3 | 6 | 9 | 6 | 10 | 11 | 6 | | |

**APPENDIX IVA: PEARSON'S CHI-SQUARE TEST ON MANAGEMENT
PRACTICES AND SERVICE DELIVERY BY TYPE OF UNIVERSITY**

| Statement | | Public University, n | Private University, n | Total, n | Pearson's Chi sq. test statistic (df)*** | Fisher's Exact test, p value |
|---|----|----------------------|-----------------------|----------|--|------------------------------|
| The library management's performances /activities facilitate the achievement of the mission and vision of the institution | SA | 15 | 9 | 24 | - | - |
| | SD | - | - | | | |
| The library's information resources fulfil the goals and objectives of your institution | SA | 14 | 9 | 23 | 0.00 (1) | 1 |
| | SD | 1 | 0 | 1 | | |
| The quality of outcomes in the institution depends on the quality of library services | SA | 14 | 6 | 20 | 1.28 (1) | 0.13 |
| | SD | 1 | 3 | 4 | | |
| It is easy to get the faculty/dept. to select information resources for the library | SA | 6 | 4 | 10 | 0.00 (1) | 1 |
| | SD | 9 | 5 | 14 | | |
| The library management maintains a quality culture with staff members | SA | 13 | 8 | 21 | 0.00 (1) | 1 |
| | SD | 2 | 1 | 3 | | |
| Your library staff development effort has been very successful | SA | 12 | 4 | 16 | 1.8 (1) | 0.099 |
| | SD | 3 | 5 | 11 | | |
| The library management encourages teamwork | SA | 14 | 7 | 21 | 0.229 (1) | 0.533 |
| | SD | 1 | 2 | 3 | | |

*With continuity correction

** df = degrees of freedom

***VI = Very Important; NI = Not Important

APPENDIX IVB: PEARSON'S CHI-SQUARE TEST ON MANAGEMENT PRACTICES AND SERVICE DELIVERY BY TYPE OF UNIVERSITY

| Statement | | Public University, n | Private University, n | Total, n | Pearson's Chi sq. test statistic (df)*** | Fisher's Exact test, p value |
|--|--------|----------------------|-----------------------|----------|--|------------------------------|
| Management Strategy | TQM* | 11 | 4 | 15 | .960 (1) | .212 |
| | OTHERS | 4 | 5 | 9 | | |
| Methods used to obtain feedback and rate | INT* | 5 | 4 | 9 | .012 (1) | .678 |
| | SB** | 10 | 5 | 15 | | |
| Frequency of Feedback exercises | OCC*** | 14 | 6 | 20 | .411 (1) | .403 |

*TQM = Total Quality Management

*INT = Interviews

**SB = Suggestion Boxes

***OCC = Occasionally

APPENDIX V: PEARSON'S CHI-SQUARE TEST ON PERCEPTION OF SERVICE QUALITY BY TYPE OF UNIVERSITY

| Statement | | Public University, n | Private University, n | Total, n | Pearson's Chi sq. test statistic (df)** | Fisher's Exact test, p value |
|---|----|----------------------|-----------------------|----------|---|------------------------------|
| Library management motivate, support and recognise the organisation's employees | VI | 12 | 9 | 21 | 0.184 (1) | 0.502 |
| | NI | 2 | 0 | 2 | | |
| The range of resources available in the library meets the needs of individual departments/schools | VI | 13 | 7 | 20 | 0 (1) | 1 |
| | NI | 2 | 1 | 3 | | |
| Information to users about how to use the library is effectively communicated | VI | 14 | 8 | 22 | 0 (1) | 1.000 |
| | NI | 1 | 0 | 1 | | |
| Library equipment (computers, printers and photocopiers) are in good working order | VI | 14 | 9 | 23 | 0 (1) | 1 |
| | NI | 1 | 0 | 1 | | |
| Library employees are committed to customer service | VI | 15 | 9 | 24 | - | - |
| | NI | | | | | |
| The library staff learns from the feedback received from users. | VI | 12 | 9 | 21 | 0.184 (1) | 0.502 |
| | NI | 2 | 0 | 2 | | |
| The library has a well-planned user orientation programme | VI | 9 | 8 | 17 | 0.801 (1) | 0.242 |
| | NI | 3 | 0 | 3 | | |
| The library provides training/teaching which enables users to make effective use of information resources | VI | 12 | 8 | 20 | 0 (1) | 1 |
| | NI | 1 | 0 | 1 | | |
| The library enjoys effective cooperation with other services within this institution | VI | 13 | 6 | 19 | 0.279 (1) | 0.527 |
| | NI | 1 | 2 | 3 | | |
| The library enjoys effective cooperation with other libraries | VI | 15 | 8 | 23 | - | - |
| | NI | | | | | |

*With continuity correction

** df = degrees of freedom

***VI = Very Important; NI = Not Important

**APPENDIX VI: PEARSON'S CHI-SQUARE TEST ON IMPROVEMENT
EFFORTS IN LIBRARY MANAGEMENT PROCEDURES BY TYPE OF
UNIVERSITY**

| Statement | | Public University, n | Private University, n | Total, n | Pearson's Chi sq. test statistic (df) | Fisher's Exact test, p value |
|--|--------------------|----------------------|-----------------------|----------|---------------------------------------|------------------------------|
| In which area of the library's processes is teamwork most important? | Technical Services | 3 | 6 | 9 | 3.425 (1) | .872 |
| | Others | 12 | 3 | 15 | | |
| How successful has your library been in the last five years in terms of service delivery? | Quite Successful | 9 | 9 | 18 | .635 (1) | .266 |
| | Others | 6 | 0 | 6 | | |
| Taking everything into account, how would you rate the library's overall performance in the last five years? | Good | 13 | 7 | 20 | - | .069 |
| | Adequate | 1 | 2 | 3 | | |
| Role/Rank of respondents? | Senior Mgmt. | 13 | 6 | 19 | 1.110 (1) | .260 |
| | Mid. Mgmt | 1 | 3 | 4 | | |
| Length of service? | 5-10 | 5 | 3 | 8 | .000(1) | 1.000 |
| | 11-26 | 10 | 6 | 16 | | |
| Gender? | F | 8 | 5 | 13 | 0.00 (1) | 1.000 |
| | M | 7 | 4 | 11 | | |

*With continuity correction

** df = With continuity correction

*** df = degrees of freedom

APPENDIX VII: PILOT STUDY: ADMINISTRATIVE DOCUMENTS OF CASE LIBRARY

DE1 – PS University Library (2009): Strategic engagement plan of the library.

DE 2 – PS University: Directorate of Quality Assurance (2006) Quality Assurance document (QASD)

APPENDIX VIII: PILOT STUDY INITIAL CODING IN NVIVO

| Look for: | | Search In | Nodes | Find Now | Clear | Advanced Find |
|--|--|-----------|---------|------------|-------|---------------|
| Nodes | | | | | | |
| Name | | | Sources | References | | |
| 24 hour library service | | | 2 | 2 | | |
| Access | | | 1 | 1 | | |
| Admission ratio of students | | | 1 | 1 | | |
| Assessment level from our performance is poor from the user end. | | | 1 | 1 | | |
| Automation in the circulation area | | | 1 | 1 | | |
| Changing phases of the library | | | 1 | 1 | | |
| Committee of University Librarians (CULNU) | | | 1 | 1 | | |
| Common quality management framework | | | 1 | 1 | | |
| Communication with employees | | | 2 | 3 | | |
| Communication with users | | | 1 | 4 | | |
| Create enabling environment | | | 1 | 1 | | |
| Customer Services | | | 1 | 6 | | |
| Develop a system of feedback from previous readers | | | 0 | 0 | | |
| Develop our parameter for quality evaluation | | | 1 | 1 | | |
| Differences in our culture | | | 1 | 1 | | |
| Different statistics approach | | | 1 | 1 | | |
| Digitisation initiative | | | 2 | 2 | | |
| Directorate of quality assurance | | | 1 | 1 | | |
| Don't have any system put in place | | | 1 | 1 | | |
| Don't really have documentation | | | 1 | 1 | | |
| Electronic resources (subscription) | | | 1 | 2 | | |
| Elements of quality assurance conferred on the library | | | 1 | 2 | | |
| Embedded librarianship | | | 2 | 3 | | |
| Emphasis on human capital | | | 2 | 5 | | |
| Employee empowerment | | | 2 | 4 | | |

**APPENDIX IX: PILOT CASE INDEX SHOWING THEMES OF STUDY,
CATEGORIES AND SUB-CATEGORIES DERIVED FROM CODING
THE DATA**

| Case Description | Interview themes | Analytic Content (Categories and sub-categories) |
|-------------------------|---------------------------|--|
| Pilot Case | Leadership | <p><i>Library management</i></p> <p>1.2 Emphasis on human capital 1.7 Mission and vision (of the library) 1.8 Mission statement for the library 1.9 We place high premium on users as part of our quality 1.8 Strategic plan of the library 10.2 Funding 10.3 We have control over our budget</p> <p><i>Policy on quality assurance</i></p> <p>2.1 Elements of quality assurance conferred on the library 2.2 Library is central to any programme being passed as adequate 2.3 No documentation for quality management 2.4 Programme accreditation</p> |
| | Customer Focus | <p><i>Quality in our services</i></p> <p>4.1 Create enabling environment for users 4.2 The digital native 4.5 Internet facility 4.6 Produce manpower 4.7 Social media usage 4.8 Variety of electronic resources</p> <p><i>Library customer service</i></p> <p>6.3 Changing phases of the library 6.4 Communication with users 6.5 Environment 6.8 Increasing user demands 6.9 Look out for the patrons 6.10 Provide service for physically-challenged users</p> |
| | Human resource management | <p><i>Emphasis on human resource development</i></p> <p>5.1 Communication with employees 5.2 Employee empowerment 5.3 Lower level of managers 5.4 Public relation officers 5.5 Quality of personnel recruited 5.6 Staff training 5.7 Teamwork</p> |

| | | |
|-------------------------|-------------------------|---|
| | Process management | <p><i>Library information resources development/ management</i></p> <p>3.1 Access 3.2 Content 3.3 Digitisation initiative 3.4 Foundation for institutional repository 3.5 Management of our resources 3.6 Physical facilities 3.7 Policy on collection development obsolete 3.8 Library's cultural influences</p> <p><i>Maintaining service quality</i></p> <p>7.1 Don't have any system put in place 7.2 Don't really have documentation 7.3 Environment factors 7.4 Not a conscious effort to utilize it 7.5 Remodelling of library space</p> <p><i>Technology and service quality</i></p> <p>9.1 Investment in equipment procurement 9.2 ICT Infrastructure 9.3 Notion of library is changing 9.4 Technology is changing rapidly</p> |
| | Performance measurement | <p><i>Performance measurement-staff/students</i></p> <p>8.5 Platform on our website 8.6 Suggestion boxes</p> <p><i>Quality improvement in service delivery</i></p> <p>11.1 24 hour library service 11.2 Directorate of quality assurance 11.3 Investment in equipment procurement 11.4 Lift/ elevator procurement 11.5 Staff with more specialized skills</p> <p><i>Future plan</i></p> <p>12.1 Develop a research library 12.2 Human capital of the library 12.3 Electronic resources (subscription) 12.4 We need to develop our parameter for quality evaluation 12.5 Investment in electronic resources 12.6 We need to develop a system of feedback from users</p> |
| Case Description | Interview themes | Analytic Content |
| Focus group | Leadership | <p><i>Library management</i></p> <p>1.4 We are involved in building leadership in the profession 1.5 Management ensures leadership training even for staff</p> |

| | | |
|--|---------------------------|--|
| | Customer Focus | <p><i>Quality of services</i></p> <p>4.4 Information literacy 4.6 Produce manpower 4.7 Social media usage 4.8 Variety of electronic resources 6.10 Provide service for physically-challenged users</p> <p><i>Library customer service</i></p> <p>6.2 A lot to be done on automation in the circulation area 6.6 Gap in customer service 6.11 Staffing as a factor 6.12 Unable to access resources without human intervention</p> |
| | Human resource management | <p><i>Emphasis on human resource development</i></p> <p>5.1 Employee empowerment 5.2 Staff training 5.6 Information does not flow</p> |
| | Process management | <p><i>Library information resources development/ management</i></p> <p>3.1 Access 3.2 Content 3.3 Digitisation initiative 3.8 Library's cultural influences</p> <p><i>Maintaining service quality</i></p> <p>7.3 Environment factors</p> <p><i>Technology and service quality</i></p> <p>9.1 Investment in equipment procurement 9.2 ICT Infrastructure</p> |
| | Performance measurement | <p><i>Performance measurement-staff/students</i></p> <p>8.1 Performance assessment is poor from user end 8.2 Different statistics approach 8.3 Information does not flow 8.4 Opinion poll 8.5 platform on our website 8.6 Suggestion boxes</p> <p><i>Quality improvement in service delivery</i></p> <p>11.1 24 hour library service 11.2 Directorate of quality assurance 11.3 Investment in equipment procurement 11.4 Lift/ elevator procurement 11.5 Staff with more specialized skills</p> |

APPENDIX X: INTERVIEW REQUEST LETTER

Dear Madam,

Thank you for accepting my request to conduct an interview with you and focus group discussion with your staff. As earlier indicated, I am conducting a study titled:

“Quality Management Approaches in academic libraries: A case study of south-western Nigeria”.

This is a follow up interview to an earlier survey which was conducted to assess quality management approaches in Nigerian academic libraries. The purpose of this study is to ascertain the applicability of a common quality management framework for enhancement of quality service delivery by academic libraries in south-western Nigeria.

The pilot phase of the study has just been completed and the interview was 45 minutes, while the focus group took 90 minutes. The information you will give will enhance the understanding of quality management and service delivery procedures in our academic libraries.

I am sending an outline of the study which you can disseminate to your staff as well as the interview guide. It should be stressed that the interviews, which will be tape recorded, will be conducted under the University of Sheffield research ethics guidelines, and anonymity and confidentiality of the interviewees and the library will be assured.

I would appreciate your communicating to me when you would like to schedule the interview for. As earlier indicated, I will be conducting an interview with the university librarian and a focus group discussion of (5 to 6) non- management staff (librarians).

My contact details are: lip11hse@sheffield.ac.uk ; and that of my supervisor: b.a.sen@sheffield.ac.uk

Please find attached three documents in respect of the interview; information sheet (interview and focus groups); consent form; and topic guide for the interviews.

Yours Sincerely
Halima Egberongbe (Mrs)
PhD Candidate
Room 224
Information School
University of Sheffield
United Kingdom

APPENDIX XI: RESEARCH INFORMATION SHEET

Research Project Title:

‘An investigation of quality management approaches in university libraries in south-western Nigeria’.

You are being invited to take part in the above research project, which is being conducted by Dr Barbara Sen (supervisor) and Mrs Halima Egberongbe (student) of Information School university of Sheffield. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

1 – What is the research project’s purpose?

Academic libraries today face the challenge of deciding on appropriate means to improve the quality of their services. They must not only ensure efficient delivery of these services but must also comply with rapid global development and to contribute to the growth of their parent institutions. Quality management models have been identified as the management frameworks that may give libraries the necessary tools to address risks and monitor and measure performance in their work procedures. There is, however, a paucity of literature reporting on quality management implementation in Nigerian academic libraries. The basic objective of this research is to develop a quality management model for effective management and service delivery in academic libraries in Nigeria. The research project will be completed within two months (August 2014 to September 2014).

2 – Why have I been chosen?

You are being invited to participate in this research along with other participants as members of staff in your library. This is because the study focuses on academic libraries and your library has been chosen as one of those to be studied. Moreover, your knowledge as a librarian is essential to gain an insight into management procedures and service delivery in academic libraries in Nigeria

3 – Do I have to take part?

Your participation in this study is entirely voluntary and refusal to agree to participate will involve no penalty or loss of benefits. It is up to you to decide whether or not to take part in this research. If you do decide to take part you will be given this information sheet to keep (and be

asked to sign a consent form) and you can still withdraw at any time. You do not have to give a reason.

4 – What will happen to me if I take part?

Your participation in this project requires your involvement in a semi-structured interview about quality management approaches in academic libraries in Nigeria. The interview will be conducted with the aid of an interview guide with your kind permission and notes will be taken when the need arises, while your anonymity and confidentiality will be assured.

The interview will take approximately 45 minutes. After the interview, the recording will be transcribed into Word document and fully anonymised, as any reference to participants' identity will be eliminated. Additionally, all information disclosed in the interview process will remain strictly confidential.

5 – What do I have to do?

To avoid disruption or restrictions to your lifestyle, discussions will be scheduled to your best convenience, in a free and comfortable environment.

6 – What are the possible disadvantages and risks of taking part?

Your participation in this study does not imply any identifiable risks or disadvantages. As the identity and affiliation of participants will not be recorded, there is minimal risk that the study will constitute an invasion of your privacy. Questions were designed as not to cause harm, anguish or discomfort. If you feel uncomfortable answering any of the questions, feel free to express your concerns. You are, of course, free to decline to answer such questions. You are moreover encouraged to refrain from disclosing any information that you may consider defamatory, incriminating, or otherwise sensitive.

7 – What are the possible benefits of taking part?

Whilst there are no immediate benefits for your participation in the project, it is hoped that this work will widen the scope of knowledge in academic library management procedures and service delivery. The outcome of the study can aid your organisation by enhancing professional practice and quality of service to users.

8 – What happens if the research study stops earlier than expected?

It is not anticipated that the research project may go over the planned time frame or stop earlier than expected. If this is the case, participants will be informed of reasons and consequences.

9 – What if something goes wrong?

If you wish to express any concern or complaints in the course of your participation in the project, please do not hesitate to contact me or my supervisor, Dr Barbara Sen, Information School, University of Sheffield. If you feel your complaint has not been handled to your satisfaction, you can contact the University's Registrar & Secretary.

10 – Will my taking part in this project be kept confidential?

The data I am collecting for this study will remain confidential. This means that your interview responses will only be shared with research team members and will ensure that any information we include in our report does not identify you as the respondent. Your discussion but not your name will be recorded and transcribed, with all records being kept for a period of 5 years with the researcher or the project supervisor in a secure place. In the final study neither you nor your institution will be named, while the recordings will also be destroyed.

11 - What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

The information required from you is mainly on your views on quality management and service delivery in your library as well as the need for adoption and implementation of a common framework among academic libraries under study. Your participation in the study will increase understanding of the value of quality in the provision of library services in our libraries. This will assist in identifying the possible strengths and or weaknesses of the organisations which I believe, will assist in charting my research course and enhancing library practice.

12 - Will I be recorded, and how will the recorded media be used?

The recordings of your activities made during this research will be subject to participants' informed consent and used only for transcription and analysis purposes. No other use will be made of them without the participant's written permission.

13 - What will happen to the results of the research project?

The result of the research project will be written up in a doctoral thesis and is likely be available via the University's institutional repository and accessible via the University's web pages. The study may also be reported in academic and/or professional journals and/or conferences. In all of the aforementioned circumstances, the participant's name, affiliation, position and title will never be used in relation to any of the information provided.

14 - Who is organising and funding the research?

This research is being conducted as a doctoral study at the University of Sheffield Information School and funded by the Educational Trust Fund (ETF) of the Federal Ministry of Education, Federal Republic of Nigeria.

15 - Who has ethically reviewed the project?

This research operates under the rigorous research ethics protocols of the University of Sheffield. It has been ethically reviewed and approved by the Ethics Review Panel of the Information Studies Department.

Contact for further information:

I hope this document provides a suitable introduction to the research project. For further information or clarification of the research objectives, you can contact either the project researcher or the research supervisor, whose contact details are shown below:

Thank you for your help with this research.

Kind regards,

Halima S. Egberongbe

APPENDIX XII: PARTICIPANT CONSENT FORM



Title of Research Project: Quality management approaches in academic libraries: a case study of south-western Nigeria

Name of Researchers: Dr Barbara Sen (Supervisor), Halima S. Egberongbe (Researcher)

Participant Identification Number for this project:

I confirm that I have read and understand the information letter dated: 16 October 2014 explaining the above research project and I have had the opportunity to ask questions about the project.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses, and to publish anonymised excerpts of my interview. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

I agree for the data collected from me to be used in future research

I agree to take part in the above research project.

Name of Participant Date Signature
(or legal representative)

Name of person taking consent Date Signature
(if different from lead researcher)

To be signed and dated in presence of the participant

Lead Researcher Date Signature

To be signed and dated in presence of the participant

Copies:

**APPENDIX XIII: MAIN STUDY QUESTIONS FOR INTERVIEWEES
AND FOCUS GROUPS**

| Questions | Interview participants | Focus Groups |
|--|-------------------------------|---------------------|
| General questions | | |
| How long have you been in university librarian capacity? How long have you been working in this library? | x | |
| Would you please tell me what the term ‘quality’ means to you? How would you define ‘quality’ in the context of your library services? | x | x |
| Would you please tell me what quality management [TQM, QA, BSC, etc.] means to you? [<i>To non - QM users</i>] Can you tell me how the quality of service is maintained in this library? a. What do you think are the benefits to users of this library? b. What do you think are the disadvantages to users of this library? c. What do you think are the benefits/disadvantages to the library as a whole? d. What do you think are disadvantages to the library as a whole? | | x |
| Management practice and quality service delivery | | |
| Does the library have a mission statement? If so how is it aligned with the institution’s mission? | x | |
| Does the library’s mission statement reflect the goals that will assist the university in meeting its objectives? How is this done? | x | |
| Could you please tell me about your role (as a management staff) in ensuring quality management and service delivery in the library? | x | |
| Results of the survey indicate that your library is using [TQM, QA, etc.] to maintain service quality. When did you start using it? Was it an initiative within the library or is it a university-wide initiative? | x | |
| In which area of library services is it [TQM, QA, etc.] being applied? Can you identify any future trends in its usage? | x | |

| Questions | Interview participants | Focus Groups |
|--|-------------------------------|---------------------|
| Can you remember how [TQM, QA, BSC, etc.] was first introduced to this library. Which area(s) of the library's services was/were being addressed? | | X |
| Were you involved in the implementation process? If yes, how do you feel? If not involved, how do you feel? Why were you not involved? | | X |
| Quality management is known to be a western concept, how (to what extent) do you think it is understood in the Nigerian context? How does it fit into your organisational culture? | X | |
| Perception of service quality | | |
| How important do you think it is to have quality in the services your library provides? | X | |
| Are you able to get any feedback on your services? What mechanisms exist? Is it through questionnaires, interviews, suggestion boxes, focus groups, informal feedback from users? | | X |
| How often do you conduct feedback exercises and what are your impressions on the feedback you get? | | X |
| From your experiences, what kind of services or trends do you think would help your users (students, faculty, staff and the community) to use your library even better? | X | |
| What do you consider as good customer services that you have for your library users? What makes them good? Do you enjoy doing them? | | X |
| What internal or external factors are, in your view, important in ensuring quality of your services? | X | |
| How do these factors contribute to enhancing quality in your libraries | X | |

| Questions | Interview participants | Focus Groups |
|---|------------------------|--------------|
| How does your library relate to customers/users in terms of meeting their needs and expectations? | X | |
| Does your library have a written or detailed policy on library services? If it does, how is the library policy communicated to employees at lower levels? | X | |
| How is the library policy linked to expectations of your parent institution? | X | |
| How does the library motivate employees to provide quality services? | X | |
| How has technology improved service quality in your library? | X | X |
| How do you assess your library's performance? | X | |
| Improvement Efforts | | |
| What are your future plans to upgrade quality in your library? [For non – QM users] What are your future plans to adopt quality management model in your library? | X | |
| Would you consider a common quality management framework for Nigerian academic libraries? | X | |
| What criteria would you recommend for inclusion in an effective QM framework for Nigerian academic libraries? | X | |
| What barriers can you identify that can militate against implementing quality management in Nigerian academic libraries? | X | |
| Finally, is there anything you would like to add that we have not discussed? | X | X |
| Concluding remark | X | X |

Interview and Focus Group Topic Guides

Interview Schedule

| Date and Time | Name of University and Library | Designation and highest educational level | Length of service | Contact details of interviewee |
|---------------|--------------------------------|---|-------------------|--------------------------------|
| | | | | |
| | | | | |
| | | | | |

Introduction

- Self-introduction – General purpose of study and outline of objectives;
- A brief summary of findings from the survey;
- Purpose of interview and importance of participant's invitation to the study;
- Duration of interview and collection of signed consent form;
- Explanation of quality management.

Topic guide for interviewees

1. Participant opinion about the concept of quality
2. The idea of quality management concept in the Nigerian academic library context.
3. Reflection of quality management practices and service delivery in leadership, performance measures, employee empowerment, customer services and resource management.
4. Factors that influence quality management implementation in academic libraries generally and specifically in case libraries.
5. Factors that enhance or inhibit successful implementation of quality management.
6. Progression for follow up questions to be based on flow of discussion.

Topic guide for focus group discussion

1. Participants' opinion about Quality management and the implication of its application in respective academic libraries
2. Participants opinion on provision of quality services to their user communities

3. Participants' views on Quality management programme implementation if any, motivation for adoption and level of application
4. Factors that influence quality management implementation in academic libraries generally and specifically in case libraries.
5. Factors that enhance or inhibit successful implementation of quality management.

APPENDIX XIV: MAIN STUDY INTERVIEWS: INITIAL CODING

| Look for: <input type="text"/> Search In <input type="text" value="Nodes"/> Find Now Clear Advanced | | | |
|---|---------|------------|--|
| Nodes | | | |
| Name | Sources | References | |
| 24 hours hour service | 7 | 7 | |
| A major achievement we have is off-campus access of our electronic resources | 1 | 1 | |
| Abuse of the e-library | 1 | 1 | |
| Access the Internet from the library | 1 | 1 | |
| Africanised organization | 1 | 1 | |
| Agencies of the federal government | 1 | 1 | |
| Alignment with the institution's goals | 13 | 18 | |
| Alternative power supply | 4 | 4 | |
| Ancillary services | 2 | 2 | |
| As of now, we do not have any prescribed tool | 1 | 1 | |
| Assessment from user end | 7 | 11 | |
| Automating bibliographic information on articles | 1 | 3 | |
| Benchmark | 2 | 2 | |
| Best practices | 2 | 3 | |
| Budget | 2 | 4 | |
| Capability development | 0 | 0 | |
| Capacity building | 6 | 8 | |
| Capacity services | 1 | 1 | |
| Career progression for librarians | 1 | 1 | |
| Certification | 1 | 2 | |
| Change managment | 1 | 1 | |
| Characteristics of library operations | 2 | 4 | |
| Code of ethics | 1 | 1 | |
| Collaboration | 4 | 4 | |
| Collection development policy is outdated | 1 | 1 | |
| Collection development policy. | 1 | 3 | |

| Name | Sources | References |
|--|---------|------------|
| Programme accreditation | 4 | 4 |
| Programme accreditation as a quality management tool | 4 | 5 |
| Public Relations | 1 | 1 |
| Put checks and balances on our services | 1 | 1 |
| Quality as a concept | 10 | 14 |
| Quality assurance | 10 | 13 |
| Quality assurance unit | 5 | 6 |
| Quality control | 2 | 4 |
| Quality in relation to our library services | 15 | 29 |
| Quality management concept in context of the library | 15 | 26 |
| Quality management implementation - Barriers | 19 | 47 |
| Quality management implementation - Enablers | 17 | 36 |
| Quality management in library organisational culture | 6 | 7 |
| Quality management is a western concept | 19 | 44 |
| Quality management is foreign to Librarians, to librarianship, | 2 | 3 |
| Quality of personnel | 6 | 8 |
| Quality service is important | 10 | 11 |
| Ranganathan's principles of librarianship | 2 | 2 |
| Readers' Services | 5 | 5 |
| Reading culture is lacking, | 2 | 2 |
| Recap Reflection | 13 | 20 |
| Recruitment of staff | 5 | 5 |
| Re-engineer the orientation of users | 1 | 2 |
| Regulatory bodies | 4 | 5 |
| Relationship with external user communities | 2 | 2 |

APPENDIX XV: RESPONSE PATTERNS AMONG INTERVIEW AND FOCUS GROUPS BY CASES

| Leadership - Interviews and focus groups | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Library management | F1 | F2 | F3 | F4 | F5 | S1 | S2 | S3 | S4 | S5 | P1 | P2 | P3 | P4 | P5 |
| 1.1 Characteristics of library operations | | | | | | | | | | | | | | | |
| 1.2 Effective management of resources | | | | | | | | | | | | | | | |
| 1.3 Excellence | | | | | | | | | | | | | | | |
| 1.4 Leadership styles | | | | | | | | | | | | | | | |
| 1.5 Manage and report on human capital | | | | | | | | | | | | | | | |
| 1.6 Meeting objectives of the university | | | | | | | | | | | | | | | |
| 1.7 Mission statement of the library | | | | | | | | | | | | | | | |
| 1.8 Organisational structure | | | | | | | | | | | | | | | |
| 1.9 Planning and control | | | | | | | | | | | | | | | |
| 1.10 Strategic planning | | | | | | | | | | | | | | | |
| 1.11 Vision and mission (of the institution) | | | | | | | | | | | | | | | |
| 1.12 Vision and mission of the library | | | | | | | | | | | | | | | |
| Library policy | | | | | | | | | | | | | | | |
| 21.1 Policy communication | | | | | | | | | | | | | | | |
| 21.2 Policy implementation | | | | | | | | | | | | | | | |
| 21.3 Policy on library services | | | | | | | | | | | | | | | |

| Human resource management - Interviews and focus groups | | | | | | | | | | | | | | | |
|--|--------|--------|-------|-------|-------|--------|--------|--------|--------|-------|-------|-------|-------|--------|--------|
| | F1 | F2 | F3 | F4 | F5 | S1 | S2 | S3 | S4 | S5 | P1 | P2 | P3 | P4 | P5 |
| Staff development | | | | | | | | | | | | | | | |
| 6.1 Capacity building | Green | Green | | Green | | Yellow | Green | | Green | Green | | | | Yellow | Green |
| 6.2 Career progression for librarians | Yellow | Yellow | | | | | | | | | | | | Yellow | |
| 6.3 Employee empowerment | Yellow | Yellow | Green | Green | | Yellow | Green | | Green | | Green | Green | Green | Yellow | Green |
| 6.4 Quality of personnel | Green | | Green | | Green | Green | | | Green | | Green | Green | | Yellow | Green |
| 6.5 Staff training | Green | Green | Green | | | | | Green | Green | Green | | | Green | Green | |
| 6.6 Recruitment of staff | Green | Green | Green | | | | | | | | | | Green | | |
| Staff management | | | | | | | | | | | | | | | |
| 7.1 Cooperation among colleagues | | | Green | | Green | | | Green | | Green | Green | | | | |
| 7.2 Motivation of library managers | | | Green | Green | Green | Green | Green | | Green | Green | Green | Green | Green | Green | Yellow |
| 7.3 Motivation of staff at lower levels | Green | | Green | | | | | | | | | | | Yellow | Yellow |
| 7.4 Multitasking | Green | | | | | Yellow | | | Yellow | | | Green | Green | | |
| 7.5 Staff appraisal and promotion | Green | | | | Green | | Green | | Green | | | Green | Green | | |
| 7.6 Staffing situation | | | | | | Yellow | | Yellow | Green | | | | Green | | |
| 7.7 Staff welfare | Yellow | | Green | | | Yellow | | Yellow | Yellow | | | | | | |
| 7.8 Teamwork | Yellow | | Green | | | | Yellow | | Yellow | | | | | | |

| Customer focus /satisfaction – Interviews and focus group | | | | | | | | | | | | | | | |
|--|--------|--------|--------|-------|-------|--------|--------|--------|-------|-------|-------|-------|--------|--------|--------|
| | F1 | F2 | F3 | F4 | F5 | S1 | S2 | S3 | S4 | S5 | P1 | P2 | P3 | P4 | P5 |
| 2 Customer services | | | | | | | | | | | | | | | |
| 2.1 Meet research needs of the faculty | Green | | Green | Green | Green | | Green | | | | Green | | Green | | Purple |
| 2.2 Commitment to library services | Green | Purple | Green | | | Purple | Green | Green | | | | Green | Purple | | |
| 2.3 Cordial working relationship with the students | | | Yellow | | Green | | | | | Green | Green | | Yellow | Yellow | |
| 2.4 Current awareness services | | Purple | Yellow | | | | Purple | Yellow | Green | Green | | | | Purple | |
| 2.5 Increased patronage of the library | | | | | | | Yellow | Yellow | Green | | | | | | Green |
| 2.6 Marketing of resources | Green | | | Green | | | Yellow | | Green | | | | | | |
| 2.7 Reading culture is lacking | | | Green | | | | Yellow | | | | | | | | |
| 2.8 Support teaching in the faculty | | | | | Green | | | | | | | Green | Green | | Green |
| 3 Quality in our services | | | | | | | | | | | | | | | |
| 3.1 24-hour service | | Purple | | Green | Green | | | | | | Green | | | | |
| 3.2 E- library services | | Yellow | | | Green | | | | | Green | Green | | | | |
| 3.3 Enabling communication channel | Green | | | | | | | | | | | | | | |
| 3.4 Meeting user needs with products and services | Yellow | | Green | | Green | | | Green | | | | | Purple | | Green |
| 3.5 Online services | | Green | Green | Green | | Green | | | Green | | | Green | Green | | Green |
| 3.6 Remote access to resources | Yellow | | | Green | | | | Green | | | Green | Green | Green | | |
| 3.7 Seamless service to our clientele | | | | | | | | | | | | | | Purple | |
| | | | | | | | | | | | | | | Purple | |

| Customer focus/ satisfaction – Interviews and focus groups contd. | F1 | F2 | F3 | F4 | F5 | S1 | S2 | S3 | S4 | S5 | P1 | P2 | P3 | P4 | P5 |
|--|--------|--------|--------|-------|-------|--------|--------|--------|--------|-------|-------|-------|--------|--------|--------|
| 3.8 Services to the physically challenged Users | Yellow | Yellow | | | | | | | | | | | | | |
| 4 Information literacy | | | | | | | | | | | | | | | |
| 4.1 Information literacy & bibliographic Instructions | Purple | Purple | Purple | Green | Green | Purple | Green | Purple | Green | | | Green | Yellow | | |
| 4.2 User education | | Yellow | Yellow | | | Purple | Yellow | Green | Yellow | | | Green | Green | Yellow | |
| 5 Communication | | | | | | | | | | | | | | | |
| 5.1 Disseminating information | Yellow | Yellow | | | | Yellow | | | | | | | | | |
| 5.2 Feedback from users | Purple | Purple | Purple | Green | Green | Green | Purple | Purple | Green | Green | Green | Green | Purple | Yellow | Purple |
| 5.3 Library-faculty relationship | Green | | | | | | | Yellow | Purple | | Green | | Green | | |
| 5.4 Relationship with external user community | | | | | Green | | | | Yellow | | | Green | | Yellow | Green |
| 5.5 User involvement | | Green | | | Green | | | | Yellow | | | Green | Green | Yellow | Yellow |

| Process Management – Interviews and focus groups | | | | | | | | | | | | | | | |
|---|--------|--------|--------|-------|-------|--------|--------|--------|--------|-------|-------|-------|-------|--------|--------|
| | F1 | F2 | F3 | F4 | F5 | S1 | S2 | S3 | S4 | S5 | P1 | P2 | P3 | P4 | P5 |
| 8 Library resources development | | | | | | | | | | | | | | | |
| 8.1 Content | Green | Green | Green | | Green | Green | Green | Green | Green | | | | | | Green |
| 8.2 Funding | Green | Green | Yellow | Green | | Yellow | | Green | | Green | Green | Green | Green | Yellow | |
| 8.3 Institutional repository | Green | | | Green | | | | | | | | | | | |
| 8.4 Processes | Yellow | Yellow | | | | | | Green | Yellow | | | | | Yellow | Green |
| 8.5 Serials acquisition | Yellow | | | Green | | Green | | | Yellow | | | | Green | Green | Yellow |
| 8.6 Electronic resource subscription/ usage | Green | Green | Yellow | Green | Green | Green | Green | Green | Green | | Green | Green | Green | Yellow | Green |
| 9 Library resources management | | | | | | | | | | | | | | | |
| 9.1 Access | Green | Green | Green | Green | | | Green | | | Green | Green | | Green | Yellow | |
| 9.2 Automation | Green | Green | | | Green | Green | Green | Yellow | Green | Green | | | Green | Green | |
| 9.3 Digitisation | | | Green | Green | Green | | | | | | | | | | |
| 9.4 Faculty library services | Yellow | Green | | | | Green | Yellow | Green | | | | Green | | | |
| 9.5 High level of bandwidth | | | | Green | | | | | | | | Green | Green | | |
| 9.6 Security system | Green | | Yellow | | Green | | | | | | | | | | Green |
| 10 Infrastructure | | | | | | | | | | | | | | | |
| 10.1 Electricity is our major challenge | | | | | | | | | | | | | | | Green |
| 10.2 Environment - External | Green | Yellow | | | | | | | | | | Green | Green | | |
| 10.3 Environment – Internal | | Green | Green | | | Yellow | Yellow | Green | | | | | Green | Yellow | |

| | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 10.4 Library seating capacity | | | | | | | | | | | | | | | |
| 10.5 Power Supply | | | | | | | | | | | | | | | |
| 10.6 We enjoy consistent electricity | | | | | | | | | | | | | | | |
| 11 Technology and service quality | | | | | | | | | | | | | | | |
| 11.1 Hybrid library | | | | | | | | | | | | | | | |
| 11.2 Technology adoption | | | | | | | | | | | | | | | |
| 11.3 Technology has been of tremendous help | | | | | | | | | | | | | | | |

| Performance measurement - Interviews and focus groups | | | | | | | | | | | | | | | |
|--|--------|--------|--------|-------|-------|--------|--------|--------|-------|-------|-------|-------|--------|--------|--------|
| | F1 | F2 | F3 | F4 | F5 | S1 | S2 | S3 | S4 | S5 | P1 | P2 | P3 | P4 | P5 |
| 13 Performance measures- staff/users | | | | | | | | | | | | | | | |
| 13.1 Evaluation of services | Green | Yellow | | Green | | Green | Green | Purple | | | | | Green | Purple | Green |
| 13.2 Measuring staff performance | Green | Green | Yellow | Green | Green | | | Green | Green | | | | Green | Yellow | Yellow |
| 13.3 Online statistics | | | | | | | | | | | | | Green | | |
| 13.4 SWOT analysis | Yellow | | | | | | | | | | Green | | | | |
| 13.5 We compile statistics | Green | | Yellow | | | | | | | | | | | | Green |
| 14 Quality improvement | | | | | | | | | | | | | | | |
| 14.1 Service for visually impaired users | Purple | | | | Green | | | | | | | | | | |
| 14.2 Future plans | | Green | | Green | Green | Green | Green | Green | | | | | | Green | Green |
| 14.3 Innovation | Yellow | | | | | | | | | | | | | Yellow | |
| 14.4 Trends in services delivery | Green | Green | Purple | Green | | Purple | | Green | Green | Green | | Green | Purple | Green | |
| 14.5 Upgrading quality | Green | Green | Green | | Green | Green | | Yellow | | | | Green | | | Green |
| 14.6 Collaboration | | | | | Green | | | Yellow | | | | Green | | | |
| 15 Library QM implementation | | | | | | | | | | | | | | | |
| 15.1 Barriers | Purple | Purple | Purple | Green | Green | Green | Purple | Yellow | Green | Green | | Green | Green | Purple | Purple |
| 15.2 Common goal about library quality | | | Green | | Green | | | | Green | | | | | | |
| 15.3 Enablers | Purple | Yellow | Green | Green | Green | Green | Green | Purple | Green | Green | Green | Green | Purple | Green | Purple |
| 15.4 Maintaining quality service | Purple | | | Green | Green | | | Purple | | Green | | Green | Green | Green | Purple |
| 15.5 University- wide initiative | | | | Green | Green | Green | Green | Green | | | | | Green | | |

APPENDIX XVI : ETHICAL APPROVAL

Letter of Approval

Date: 14th August 2013

TO: Halima Egberongbe

The Information School Research Ethics Panel has examined the following application:

Title: Service Quality approaches in Academic Libraries in Nigeria

Submitted by: Halima Egberongbe

And found the proposed research involving human participants to be in accordance with the University of Sheffield's policies and procedures, which include the University's *'Financial Regulations'*, *'Good Research Practice Standards'* and the *'Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue'* (Ethics Policy).

This letter is the official record of ethics approval by the School, and should accompany any formal requests for evidence of research ethics approval.

Effective Date: 23rd May 2012



Dr Angela Lin

APPENDIX XVII: ONLINE SURVEY PRE-TEST

Assessing quality management approaches in academic libraries-A pre-test

Welcome to this survey

Please participate in an online survey on quality management approaches in academic libraries. The survey involves completing an online questionnaire that will take approximately 15 minutes. You may please forward it to another member of staff if appropriate. This research project is investigating (1) Dimensions of service quality in academic libraries; (2) Measures for improvement in management procedures and service delivery in academic libraries; (3) Improvement efforts for service quality by academic libraries. I am a PhD student of the Information School, University of Sheffield and the survey is being conducted as the first part of a two-phase project for my doctoral research.

Your participation in the survey will be highly appreciated. The research has received full ethical approval from the Information School, University of Sheffield. All your survey responses will be treated as strictly confidential. The project is supervised by Professor Sheila Corrall of Information School, University of Sheffield. She may be contacted at s.m.corrall@sheffield.ac.uk if you have any concerns or complaints about the questionnaire.

If you have any questions about the research, you may contact me at lip11hse@sheffield.ac.uk.

Click button to start.

There are 7 questions in this survey

Dimensions of performance and service delivery

1 [A]

Please select the answer from the list that best fits your perception of the current situation in your library. Please indicate how your academic library meets these questions on a scale of 1-5 (where 1 is not at all and 5 is very).

Please choose the appropriate response for each item:

1 2 3 4 5

How well do facilities, resources and services of the library meet the information needs of the users?

How well do the library's information resources fulfil the goals and objectives of your institution?

How much does the quality of outcomes in the institution depend on the quality of library services?

How easy is it to get the faculty /department to select information resources for the library?

How easy is it to obtain funding to acquire information resources for the library?

Do you see the services provided by your library as innovative?

How successful is your library's staff development effort?

How well does the library encourage teamwork?

2 [A9] What methods do you use to obtain feedback from users?

Please choose all that apply:

surveys

Questionnaires

Suggestion boxes

Focus groups

No feedback collected

Other:

3 [A10]

How often do you conduct feedback surveys?

Please respond on a scale of 1-5 (where 1 = 'not at all' and 5 = 'Very often')

Please choose only one of the following:

1

2

3

4

5

Factors in enabling quality service

Please Indicate how important the following factors are in enabling quality service in your academic library.

4 [B]

Please indicate how your library meets the following questions on a scale of 1-5 (where 1 is not important and 5 is very important).

Please choose the appropriate response for each item:

| Not important | | | | | Very important |
|---------------|---|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 | |

The university provides adequate financial support to the library

The range of resources available in the library meets the needs of the individual departments/schools

Information to users about how to use the library is effectively communicated

Internal reservations are promptly attended to

| | | | | | |
|---------------|---|---|---|--|----------------|
| Not important | | | | | Very important |
| 1 | 2 | 3 | 4 | | 5 |

Library employees
are committed to
customer service

There is a learning
relationship
between the library
staff and users

The library has a
well-planned user
orientation
programme

The library provides
training/teaching
which enables users
to make effective
use of information
resources

The library enjoys
effective
cooperation with
other services
within this
institution

The library enjoys
effective
cooperation with
other libraries

Improvement efforts in service delivery

Please provide brief answers to the following questions

5 [C1]

In which area of the library's processes is teamwork most important?

Please write your answer here:

6 [C2] How successful has your library been in the last five years in terms of service delivery?

Please write your answer here:

7 [C3] Taking everything into account, how would you rate the library's overall performance in the last five years?

Please write your answer here:

Thank you for participating in the survey

01.01.1970 – 01:00

Submit your survey.

Thank you for completing this survey.