

Exploring leadership support in building librarians' competence in electronic resource management in Federal Universities in South-East Nigeria.

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Abstract

This study ascertained the leadership support in building librarians' competence in electronic resource management in federal universities in South-east Nigeria: Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. It was a correlational study conducted in South-east Nigeria. The population of the study compressed 20 librarians from various universities. The whole population was used because the number was manageable. The descriptive survey research design was adopted for the study Two instruments Leadership support in electronic resource management Questionnaire (LSERM) and Test of Librarians Competence in Electronic Resource Management Questionnaire (TLCERM) were used for data collection The instrument was validated by three experts, two in the Department of Library and Information Science and one in the Department of Educational Foundations (Measurement and Evaluation unit) all in the Faculty of Education. Nnamdi Azikiwe University Awka. The Cronbach alpha was used to ascertain the reliability of the instruments which yielded the index value of 0.75 while Electronic resource management competence test was KR 20-0 504 respectively Findings indicated that there is a negligible positive relationship between leadership support and librarians electronic resource management competence. This implies that as leaders in university libraries increase their leadership support librarians competence in electronic resource management increases but at a negligible rate The study recommended among others that the various leaders (university librarians) it South-east Nigeria should support libraries effectively to ensure competence in electronic resource management.

Keywords: Leadership Support, Librarians' Competence, Electronic Resource Management

Introduction

Leadership is the commitment to improve subordinates' welfare, give clear vision and to work a group to achieve the organization's goals and objectives Leadership support always has clear vision for the organization and therefore can easily identify the problems and hindrance that currently stand between them and the aim of the organization is other words, good leaders that

supports their subordinates usually have a way and can effectively and efficiently, bring about the necessary reforms through professional development that will bring the library into the future while keeping abreast with contemporary changes in the library world (Wasim und Imran, 2010).

The skilled librarians in the academic library need to be aware of technological innovations applicable in the literary and an such employ their technological knowhow and an intellectual masterpiece to retain the leading role of the academic libraries in supporting teaching, learning and search This means that the libraries through leadership support and professional development will have to be armed with competent skills that will enhance the provision of effective library services to meet patrons changing information needs.

Literature review

Leadership Support

Leadership support focuses on concerns for the needs well-being of followers and the facilitation of a desirable climate for Interaction. In other words, leadership support is similar to individualized consideration, a sub-dimension of transformational leadership, in that both types of leadership encompass expressing interest in individual followers and attending and responding to their personal needs and capacity building (Zhu, Avoho, Riggio, Jolm & Sosak: 2011). In addition to such individualized attention to followers. Individualized consideration includes developmental aspects, such as advising followers on their careers carefully observing und monitoring their progress and recommending necessary training.

In leadership support, the leader is not so interested in giving orders and managing every detail as in giving employees the tools they need to produce themselves. Delegation is still a crucial pan of supportive leadership, but it is not about simply assigning tasks to receive the results. Instead, they work through the tasks with employees to improve skills and talent until the leader does not need to Worry about a task being done and the employee is fully empowered in a particular area. A major upside in supportive leadership is that the leader will work with the employee until he or she is empowered and skilled enough to handle tasks with minimal supervision in the future. This helps develop productive and loyal team that can deliver effective for Business growth. Creating a supportive environment, by its nature provides a mentoring approach for employees to benefit from, which in turn benefits the leader and the business (Bhargavi & Yaseen: 2016).

Leadership support is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership is inspiring others to pursue your vision within the parameters you set, the extent that it becomes a shared effort, a shared vision and a shared success (Zeitchik, 2012) Leadership support is a process of social influence, which maximizes the efforts of others, towards the achievement of a pool (Kaune. 2013) Yuhying. Won-kyung, Chang-Hym and Jee-Young (2010) adds that leadership support could be a more essential leadership quality required for team members to acquire the needed competence for their job.

Librarian's Competence

Competence is the ability to function effectively in the tasks considered essential within a given profession. Librarians need to be competent to enable them to use ICT for the management of library and information resources. However, significant ICT skill gap among information professionals in Nigeria has been identified. This skill gap has resulted in serious underutilization and the majority of librarians similarly face a problem of lack of training concerning the use of e-resources (Millia 2011). To acquire the needed competence and also meet the demand of online clients, libraries must be equipped with the required technology and human expertise. This expertise includes troubleshooting expertise which enables a person to identify for example why my keyboard is not responding and other basic question: and integrated library system (ILS) expertise used to track items owned, orders made, bills paid and patrons who have borrowed. It established the importance of IT skills in providing effective and efficient, library and information services. Therefore, librarians need IT skills to implement digital and electronic library services (Batool & Ameen, 2010).

Consequently, librarians acquire their competencies through different useful methods such as workshop seminar, conferences, online tutorials and training during the Job Continue professional education, development, in of the foremost methods for the acquisition of competencies, skills, abilities and knowledge the better professional performance (Abbas and Siddique, 2020) to a similar vein, Bready-Preston Casoham (2011) stated that innovative technological developments need information professionals to keep up with the profession and stay with the current knowledge and skills, library Information profession also needs to develop a self- confident to use Innovative technologies as much as possible, As a result, continuing professional development that builds competence is undoubtedly most required for practicing librarianship Brown. Wolski and Richardson (2015) added that the library professionals need training and education but the skills development should match with the demand of library patrons, diverse information society and work requirements, furthermore skills development is needed in all levels in the library and in my profession. Opara (2010) reported that building a necessary set of skills and up-to-date knowledge requires a proper channel of training and education. As a result, continuing skills development programs and activities can build employees confidence and encourage them, at the same time play a conical mile in the rebooting in the librarians professional life and competence.

Concurring to the above, Arad Ali (2014) is of the view that librarians need in identity, follow up and grip technology very closely and adopting significantly for contributing in the higher education institutions as well as library profession regrettably library staff members are faced with a lot of challenges like lack of leadership support, an adequate motivation that will avail them of the opportunity to learn new technology and update their competence. Ayoka and Okafor (2015) added that majority of professionals were not skilled in the areas of ICT such as, browsing of search engines computer programming language, management of mail, institution repository, line directories, e resources and security system, among others. Some LIS professionals were not skillful regarding e-resources and services, database management, online services, e-reference services, and web technology. Guo (2014) is of the view that budget and financial limitations, lack of leadership support and inspiration are the key barriers

to enhancing and involvement continuing professional development, competence events and opportunities.

With the availability of leadership support, it is not yet clear if the support positively influences employee competence, performance (Mahdi Mohd and Almsafir, 2014). Similarly, leadership support shall provide psychological mutual trust and respects, helps employees in the difficult task appreciates by providing positive feedback to cultivate a high performance among the employees. This high performance involves encouraging and supporting them to acquire the necessary but basic skills or competence in e-resources.

Adding to the above that, if librarians in academic libraries are encouraged with this type of leadership support, it will enable them to have the required competence to manage electronic resources. The leadership support will equally improve the overall performance of librarians in this digit especially in e-resources by ensuring that the needed facilities that are geared towards developing the librarians professionally, materially, morally and inspire them are made available. To harvest the benefit inherent in the acquisition of new skill knowledge and be technologically innovative the role of leadership support can be overemphasized because through the leadership support, the librarian in academic libraries will be motivated to keep abreast with the new trend of information service management and delivery. But it is yet unclear the librarian in these academic libraries in harnessing these benefits of leadership support in their career progression and competence.

Electronic Resource Management

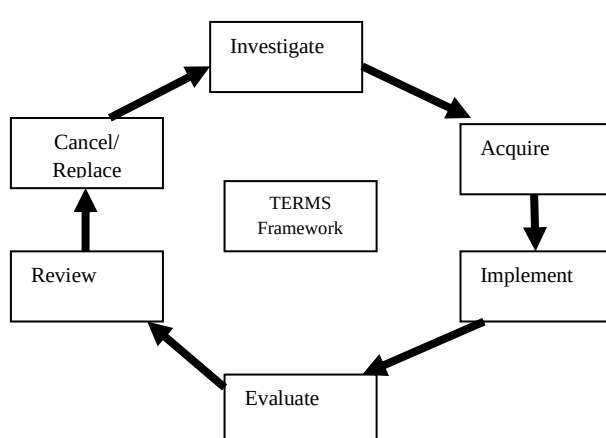
Researchers Bansode and Viswe, 2017, Kumar, 2013 noted that libraries are expected to possess the following ICT knowledge and skills; operating system, package and programming languages, web awareness, technical skills, knowledge of time services, subject knowledge, elementary programming language skills, project management skill, Compact Disk Read Only Memory (CD-ROMs) or Online Public Access Catalogue (OPAC) search skills, web and other Electronic databases, search skills (Chanetsa & Ngullibe 2016). In addition, it also includes database management, web development, web 10 e-mail book, e-resources, management of multiple media, metadata skills, knowledge of standards such as Z39.50 and Dublin Core word processing skills, spread sheet skills, database skills, electronic presentation skills, web navigation skills, website design skills, e-mail, management the Windows Explorer skills, operating systems repackages of information, knowledge of integrated Library System (US), web awareness, knowledge of line facilities services, managerial skills and public relation skill (Raju, 2017 and Ajeemsha and Madlusodhan, 2012).

In this study, the management of ERs is considered as a complex step by step process as indicated in the literature (Elquindi and Schmidt 2012 and Mangrum and Pozzebon. 2012) and to understand this phenomenon in an academic library setting, a technique that would help investigate the process of managing the various stages of the lifecycle of ERs was required. In addition, to understand and identify the factors surrounding the planning implementation and usage of ERs a technique that facilitated exploration of context was required. TERMS

technique was deemed appropriate and therefore outlined to investigate the management of ERs in these academic libraries. These stages are explained in the following sub-section.

The technique emerged as a result of the researchers quest to find a solution to inconsistencies in the practices of managing ERs in TERMS seek to spell out the lifecycle of ERs and proposes best practices for the lifecycle of these resources (Emery and Stone, 2013) TERMS details a checklist outlining the workflow across the ER lifecycle II six stages in the iterative lifecycle of ERs which are an investigation of new content, acquisition of new content. Implementation, ongoing evaluation and access, review and cancellation and replacement review Figure 1 depicts the TERME technique and what the stages represent.

TERMS Technique



The TERMS technic according to Emery and Stone (2013)

Stage One Investigating New Content for Purchase of Addition This stage involves evaluating new content using established criteria based on existing collection development policies (CDPS) According to the TERMS guidelines, content is paramount. Evaluation criteria mainly cover the relevance and attributes of ERs. The technique proposes focusing on exact needs, documenting specifications, building a team of experts, market review, trial set up, discussing with vendors/suppliers and selection of content Documentation of purchase or rejection decision then follows.

Stage Two Acquiring New Content: The next stage after selecting the resource is acquisition. The nature of the selected contents determines largely how complicated or straightforward this stage will be. At this stage, TERMS specifies the need for librarians to negotiate with publishers over terms of payment and for contract Top factors to consider are the definition of a site, the definition of authorized users' remote access. IP authentication, access and connectivity indemnification, privacy clauses, usage statistics, content transfer, third- party discovery tools loss of funding out clause, application of venue to location and institutional guidelines, perpetual access and price cap allowance. Signing and documenting licensing agreement then follows.

Stage Three implementation: Alter the acquisition contents need to be implemented to facilitate exploitation The stage may be complicated or simple depending on how small of large the ER TERMS prescribes various steps in this stage including testing of resource marketing training and documentation soft launch, feedback assessment and full launch The product is first tested to ensure satisfactory performance after which ERs are marketed to target users and stakeholders to create awareness. A marketing plan and matrix, which outline target groups, actions, responsibilities and timing should be developed. Training and user documentation are provided to users to facilitate usage.

Stage Four Ongoing. Evaluation and Access TERMS posits that acquired ERs take about a year to gain familiarity among users. For This reason, the best assessment occurs within three to five years. This stage involves assessing user behavior and usage data mostly quantitatively, obtaining formal or informal feedback on the ERs from users and tracking downtime and availability, It also wolvess checking various access points, and regularly communicating feedback from users with ER vendors/providers Ongoing evaluation ensures that access is enabled and everything is smoothly ongoing. This may be scheduled monthly, quarterly, or annually.

Stage Five Annual Review This stage ensures that all resources are providing value for money It mainly involves reviewing cost per download, usage statistics, new licenses and making it available to stakeholders for their input regarding renewal or cancellation decisions.

Stage SIC Cancellation and Replacement Ultimately a decision is made regarding the retention, renegotiation or cancelling of each resource Relevance and level of usage do not remain constant ERS need to be cancelled for various reasons such as changing academic programs a decrease in the usage of these resources, cuts to budget and changes in the platform This stage also Involves noting the final decision taken in the ERM system and accounting system.

Statement of the problem

Lack of skilled librarians who can establish und manage electronic libraries has been identified as one of the major challenge that affect provision at electronic resource services to library patron across the country. These have been examined trans different perspectives, it may be that librarians were given the necessary sponsorship to attend conferences, trainings, seminars and the likes which could be attributed to lack of leadership support towards building their competence in effective management of e-resources.

Research Questions

1. To what extent does leadership support promote librarians competence in electronic resource management in Federal universities in South-East Nigeria?
2. What nature of relationship exists between leadership support and competence in electronic resource management of younger librarians less than 40 years range?

Hypothesis

1. Leadership support have significant association with librarians' competence in electronic resource management in Federal universities in South-East Nigeria
2. There is no significant relationship between the nature of leadership support and competence in electronic resource management of younger librarians' less than 40 years?

Research Methods

This was a correlational survey research design of two federal universities in South-East Nigeria. The two universities consists of Micheal Okpara University of Agriculture Umudike (MOUAU) library and Alex Ekwueme Federal University Ndufu-Alike. Ebonyi State (AEFUNA) library.

Results

Pearson Correlation between the extent to which Leadership Support promote Librarians Competence in Electronic Resource Management

Variable	N	Leadership Support	Competence in Electronic Resource Management	Remark
Leadership Support	20	1	.07	Negligible
Competence in Electronic Resource Management	20	.07	1	Positive Relationship

Pearson's correlations displayed to Table 1 shoes that the correlation between leadership support and librarians' competence in electronic resource management was 117. This suggests a negligible positive relationship between leadership support and librarians' electronic resource management competence. This implies that as leaders in university libraries increase their leadership support, librarians' competence in electronic resource management increases but at a rate.

Pearson's Correlation between Leadership Support and Competence in Electronic Resource Management among Librarians below 40 Years of age

Variable	N	Leadership Support	Competence in Electronic Resource Management	Remark
Leadership Support	20	1	.14	Weak Positive
Competence in Electronic Resource Management	20	.14	1	Relationship

Table 2 shows that the correlation coefficient in derived from the correlating leadership support and electronic resource management competence among a sample of librarians below 40 years of age was. 14. The suggests that the relationship between the two variables was a weak positive relationship

Factors militating against leadership support in electronic resource management

From the researcher's observation, the findings were

- There was lack of leadership support in electronic resource management among these librarians.
- Librarians found in these universities were not skilled in the areas of computer. Programming language, management of electronic resources, institution repository online directories e-resources, troubleshooting and security system.
- Almost all of them were not skillful in database management, online services, e-reference services, and web technology.
- There was lack of financial support from the management in organizing librarian to attend trainings as it concerns, electronic resource management.
- Though they attend other on the job trainings, seminars and workshops but none in electronic resource management.
- There is no policy guiding electronic resource management in these universities
- These then gave room for computer technologists to be the people in the management of electronic resources.

Discussion of findings

One of the key objectives of this study was to find out the relationship between leadership support and librarians competence in electronic resource management in Federal universities in South-East Nigeria. The analyses of research question one null hypothesis one indicated thus there is negligible positive relationship between leadership support and Competence in electronic resource management within 07. P-value was 353 which is greater than 0.05 therefore the null hypothesis was not rejected. Hence this result affirms that leaders in the university libraries should enhance their leadership support for librarians to build their competence in electronic management. The findings of the study corroborated Yuhung Won-Keung Chang-Hyun and Jee-Young (2016) who found that leadership support could be a more essential leadership quality required for team members hi acquire the seeded competence for their job This agrees with Orcea (2019) that for libraries to achieve their objectives they require the diligent inputs of human resources m various cadres. These resources in man need to be properly managed by competent individuals who make use of the instrumentality good support that will encourage competences especially among librarians.

In table 2, these clearly indicate that there weak positive relationship between leadership and electronic resource management competence of librarians in Federal universities in South-East Nigeria and as such significant. Hence, the call hypothesis was rejected. The findings of the study therefore suggest that if the leadership support is strong towards electronic resource, management there is likely hood that librarians below 40 cm Federal universities in South-East will build then competence in electronic resource management and if the competence is strong the services they render in the library will be enhanced. The findings of the study agree with Anaga (2017) who found that a motivated employee will make and crucial difference if there is leadership support which will empower the individual to develop a positive environment that will encourage team work, recognize and reward the employee. Leadership support implies that the leader's expectation will influence how the employees will see themselves for a greater work output.

Conclusion

Librarian who are competent in working with electronic resources, have a vast world of new application at their disposition. The institutions of learning benefits greatly as these applications are implemented for effective and efficient library and information service delivery. Also librarians need to have adequate library function skills it enable there manage the library electronic resources lifecycle effectively and efficiently, such as investigate acquire, implement, evaluate, review, cancel/replace, information resource, cataloguing and classification of information with the use of LIS, converting local backup of library information resources to storage testis, and use of barcode sensor or reader in securing the library information resources.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The university librarians should regularly encourage librarians to update in their ways delivery and their level of compliance in electric resource management in order to enhance librarians' commitment towards electronic services.
2. There should be electronic resource management policy on ground.
3. Universities at the nation should organize trainings for librarians' especially electronic resource management to equip them with relevant skills in handling electronic resources.

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