

**Organisational Culture, Digital Competence, Emotional Intelligence and Management of Institutional Repositories among Personnel in Academic Libraries, Southwest Nigeria**

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**Being a PhD Thesis Submitted to the Department of Information Management,  
Faculty of Communication and Information Sciences,  
Lead City University, Ibadan, Oyo State**

**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy Degree  
(PhD) in Library and Information Science**

**2024**

### **Certification**

This is to certify that Sirajudeen Femi BAKRIN with matriculation number LCU/PG/002547 carried out this research work titled “Organisational Culture, Digital Competence, Emotional Intelligence and Management of Institutional Repositories among Personnel in Academic Libraries, Southwest Nigeria” in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Library and Information Science and that this work has not been previously submitted.

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## **Dedication**

This work is dedicated to Allah, who brought the son of Adam from congealed blood to a full-grown man and taught him what he knew not.

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## Acknowledgement

Firstly, I want to acknowledge the rare opportunity Lead City University provided when graduate study was becoming a dreaded endeavour in some Nigerian universities. I greatly appreciate my supervisor, Dr. Sunday O. Tunmibi, who exhibited academic thoroughness in an atmosphere of love and compassion. His insightful criticism, constant encouragement, and support are immeasurable. He made the rigorous exercise attainable. I am equally indebted to all Department of Information Management staff members, ably led by a compassionate figure in Dr. Sophia Adeyeye. Her encouragement and willingness to assist was helpful all the time. Starting with the PG coordinator, Dr. O. O. Ajibare, Professor E. A. Erwat, Dr. O. D. Bakare-Fatungase, Dr. T. E. Adenekan, Dr. K. O. Lateef, Dr. I. A. Adeniran, Dr. K. O. Popoola, Dr. F. B. Oguntoye, Dr. O. A. Ologbosere, Dr. O. B. Olomola, Mrs. O. R. Oboh (who suggested some of the variables adopted in the study), Mrs. R. O. Akinpelu, Mrs. N. J. Osuagwu, Mrs. V. O. Ahamze, Mr. A. A. Adeyemi, Mr. P. B. Olusola and the departmental administrator, Mrs. T. F. Akinyoola. I appreciate all the constructive evaluation and suggestions that contributed immensely to the quality of this work. My appreciation also goes to my classmates, Mrs. M. Ekeh, Mrs. E.F. Omosebi and others who provided the necessary information.

I must remember to show gratitude to the Management of my place of work, Fountain University Osogbo, under the leadership of Professor Olayinka Ramota Karim. Senior academic staffs such as Professor A.J.K. Shittu, Professor O. F. Liadi and others who consistently checked in with "How far?" are deeply appreciated. My colleagues in the office, especially Mrs. M. A. Bello, greatly assisted me throughout this research period.

I will remember the particular motivation of my brothers in the Da'wah College, whose words of encouragement continued to spur me on. My mentor of blessed memory, Professor H. I.

Mobolaji, first called my attention to the necessity of aligning my choice of PhD programme with my daily/professional job (librarianship). May Allah admit him to Jannat Firdaus. People like Dr. Kamaru Salaudeen, Mr. K. O. Odelade, Dr. Andul Razaq Zubair, Professor S. Ismail, Professor L. Bakre, and Pharmacist Abideen Ganiyu, to mention but a few were instrumental in the success of the work.

Finally, I sincerely thank my father and mother, Imam Lawal and Mrs. Shifau Bakare, and my daddy, Alhaj Musa M. A. Bakrin (who funded my university education), whose words of encouragement guided me throughout my research journey even though they were late. May Allah admit them to Jannah. The role of my Grandma, Alhaja Bakrin (Grandma Ejigbo) remains indelible in my life. May she live long in good health. My darling and amiable wife, Mrs. Rafat Omowunmi Bakrin, and lovely children, Zayyad Bakrin, Rufaydah Bakrin, and Sa'd Bakrin, displayed patience, understanding, and endurance during these exciting periods.

I say to all Jazakumul Lahu khayran

## Abstract

Managing an Institutional Repository (IR) is a challenging and multifaceted responsibility, often underestimated in academic libraries. Beyond the human aspects, the infrastructure and systems needed for effective IR management introduce further layers of complexity. This study thoroughly explored the impact of organisational culture, digital competence, and emotional intelligence on institutional repository management by personnel in academic libraries in Southwest Nigeria. The study population was 352 library personnel employed in the 14 university libraries that had adopted IR across Southwest Nigeria at the time of the research and the university librarians of the institutions. The entire 352 personnel and 14 university librarians were selected given the small size of the population and in a bid to eliminate bias using total population sampling. A mixed-method approach was applied, combining structured questionnaires titled 'Questionnaire on Management of Institutional Repositories and Organisational Culture, Digital Competence, Emotional Intelligence among Personnel in Academic Libraries in Southwest Nigeria' for library personnel and interview guide for an in-depth interview session with the university librarians. Experts with PhD status from the library school validated the instruments. The instrument's reliability and adequacy were confirmed. Two hundred and ninety-eight (298) copies of the questionnaire were returned, of which two hundred and forty-six (246) copies were certified as duly filled and considered usable. Also, ten university librarians were available for the interview. Data analysis involved both descriptive and inferential statistics. Frequency, percentage, and mean were used for analysing demographic information and the four (4) research questions, while regression analysis tested four (4) hypotheses at a 0.05 significance level. Findings revealed a high management level of IR among the library personnel. Similarly, the organisational culture of the academic libraries was high, and the personnel possessed a high degree of digital competence and emotional intelligence. However, the digital competence of library personnel had the highest impact on the management of IR, with a total weighted mean value of 3.58. The results further showed a significant combined effect of organisational culture, digital competence, and emotional intelligence on the management of institutional repositories among personnel in academic libraries in Southwest Nigeria ( $F(3, 242) = 98.181, p < 0.05$ ). The study concluded these factors are crucial for effective IR management in these libraries. It was recommended that the management of academic libraries strengthen workplace culture, enhance training in digital competencies and emotional intelligence, and prioritise the recruitment of skilled personnel. Additionally, university administrators are advised to make publication submission to institutional repositories a requirement for promotion and tenure renewal, helping to address authors' reluctance and encourage repository use.

**Keywords:** Organizational culture, Digital competence, Emotional intelligence, Management of Institutional Repository, Library personnel, Academic libraries

**Word Count:** 421

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Managing an Institutional Repository (IR) is a formidable task and its complexity is often overlooked in academic libraries. Beyond the human factors involved, the materials and systems required for IR management add another layer of complexity. This broad scope makes the otherwise routine task even more challenging. Like many other countries, Nigeria has embraced the adoption of IRs to showcase the intellectual products of the academia. However, maintaining these repositories through effective management of both internal and external stakeholders, as well as the necessary systems and materials, remains a significant challenge. The result is the visibility challenge and incomprehensive content that is rarely updated. The corporate culture within academic libraries needs to be positively and sufficiently utilised to support IR management. Additionally, management, as a social science, demands that library professionals possess core competencies in social skills, particularly emotional intelligence, and digital skills in this digital age for efficient digital library administration. It is worrisome that the need for the presence of these three critical characteristics—organisational culture, digital competence, and emotional intelligence—as essential tools that should be embedded in the library environment and among personnel for the effective management of IRs in Southwest university libraries is rarely noted in literature on IR.

Institutional Repositories (IRs) are digital collections or databases owned and operated by an organisation. Such an institution may be an academy, a university, or a research centre. An institution's purpose is to collect, store, and make available the intellectual work and scholarly papers its members produce to the public. The management of IR therefore comprises four

elements; content, management and policy, system and network, and use, user and submitter<sup>1</sup>. Firstly, the selection process for admitting research publications and related materials into an IR must be well scrutinised to ensure that the quality of materials that are eventually enlisted aligns with the standard that the academic institution envisions. It is however important to implement user-friendly submission processes to encourage active participation and ensure a steady influx of content<sup>2</sup>.

In the same vein, the currency, diversity (to manage diverse types of content, such as datasets, multimedia, and non-textual materials), management and de-duplication of content is important to maintain clean and organized information materials and may serve as an impetus to further motivate the user to patronize the IR. Some content may become outdated or irrelevant over time. Regularly reviewing and updating content, or implementing version control mechanisms, helps maintain the relevance of the repository. This content management is essential to the successful implantation of IR. Similarly, management does not start with quality assurance but rather with setting the right standards at the commencement of the adoption of any system. The management of IR therefore cannot be an exception to these natural rules. These standards that come in the form of policies embody the right marketing and advocacy strategies that not only lead to general awareness of the platform among the academic community and potential users of the resources but also enable accessibility and visibility of the content.

Copyright and other legal issues are sorted when policies are carefully fashioned to address all scopes relevant to the management of IR. Preservation processes and ensuring that the quality of the electronic format in which the information has been preserved is of high standard is crucial to the continuous sustainability of the IR. Addressing these policy and management issues requires a strategic and holistic approach, involving collaboration between repository managers,

administrators, legal experts, and other stakeholders. Regular review and updates to policies, coupled with effective communication and outreach, contribute to the successful management and sustainability of IR<sup>3</sup>.

Aside the management of the content and human elements in the IR, the technology itself is important to the success of the whole system. Though, flexible and amenable software, the choice of the app between open source and propriety one, between the various brands on display could lay the foundation for an ineffective IR if not properly considered. Each of these brands has its areas of strength and weaknesses which should be examined critically to determine their alignment with the purpose, mission and shared values of the academic community. Optimum performance is guaranteed when an IR is easily integrated into other information systems in the library. Online Public Access Catalogue and similar software used for operationalising library routines could pose a conflicting enterprise or create additional encumbrance in enabling the provision of services if they are not carefully integrated<sup>4</sup>.

Also, there may be a pressing need to interact with other institutions in this age of multi-institutional and multidisciplinary research. Therefore, the interoperability of a modern-day IR will be handy in accelerating research collaborations across authors and institutions. Apart from the software, there are also the hardware components and technology performance issues relating to security vulnerability, content accessibility and metadata management that lead to smooth running of IR if well managed. In all, the above-highlighted issues in IR technology are considered system and network issues in IR management. Addressing these requires a combination of technical expertise, strategic planning, and regular monitoring<sup>5</sup>.

The essence of library services is to make information resources readily available to their potential users. The information needs of the users therefore occupy an enviable position in information resources management. Effective user management in institutional repositories requires a user-centred approach, ongoing communication, and a commitment to providing a seamless and supportive user experience. It involves balancing security and access control with user engagement and collaboration. Regular assessments and updates to user management practices contribute to the success and sustainability of the IR. Also, managing submitters, often referred to as contributors or authors, in an institutional repository involves creating processes and implementing policies to facilitate the submission of scholarly works and other relevant content. Both the authors and the users should be considered in user training and education while regular and functional feedback mechanisms should be evolved to attain an effective management<sup>6</sup>. Usage issues in institutional repositories due to low content discoverability, complex submission processes, and limited integration to other platforms among others can impact the effectiveness of the repository in disseminating scholarly works and supporting the research community. Summarily, management of IR requires adequate consideration of content, management and policy, systems and network, and use, user and submitter<sup>7</sup>.

Management of IRs in Nigeria as applicable elsewhere involves daunting tasks that could be discouraging to poorly organised and technologically deficient institutional libraries. Any innovation is as good as the ability of those it is meant to domesticate and internalize within the cultural atmosphere of the institution or organisation. Organisational culture can be referred to as those shared values, beliefs, attitudes, and behaviours that define an organization. It is the social mechanism that determines the interaction of people internally within the organisation and externally with other stakeholders. It guides the way the organisational routines are carried out,

the extent of collaboration, and the general ambience within the entity. Organisational culture includes essential elements such as beliefs held by members, values and standards that guide the organisation, socialization, unwritten rules and expectations, leadership attitude and actions which mould the culture of the organization, symbols and language (workplace terminology) and finally adaptability that enables the organisational culture to evolve and adapt to changing scenario. All these have tremendous influence on different spheres of the organization; morale, productivity, innovation and organizational performance. Ultimately, organisational culture is defined as ‘how organisations do things’<sup>8</sup>.

In an academic environment where the university library is situated, the organisational culture is structured by the values, traditions and collective attitudes of the personnel, administrators and users of the library resources. The service orientation that produces a strong commitment to serve the information needs of their users, information access and literacy that guarantees the fulfilment of the essence of librarianship, close collaboration with faculty, researchers, and other departments to support academic programmes and research initiatives of the institution, and the integration of new technologies to service provision all define the organisational culture of the academic libraries. Inclusive in the library culture as a corporate entity are the ever-evolving pedagogical approaches and the changing information needs of users, continuous learning and professional development of contemporary library professionals. The diversity and inclusivity brought about by the diverse background of users and fellow information professionals, the broader academic community that needs constant engagement and advocacy, and the preservation initiatives, and archival activities required to preserve human knowledge are contributory to what determine the unique organisational culture of the university library<sup>9</sup>.

This organisational culture in the academic library aligns with the values of open access, knowledge dissemination, and preservation of the scholarly output of the institution. It also creates collaboration between the library, academic departments, and IT services, provides a digital platform for archiving and sharing academic works, and midwives between the content creators (faculty, researchers) and users seeking access to scholarly outputs. Finally, it ensures contribution to the long-term preservation of the institution's scholarly output readily provided by the institutional repository.

A positive organisational culture and environment will greatly enhance the ability of the IR to fulfil the laws of library science as espoused by Ranganathan. The productivity of the library staff will be impacted positively showcasing the grey literature of the institution to the outside world, boosting the visibility of the library and the university to which it is affiliated and increasing the prominence of the university researchers. Subsequently, the gap between the global north and the global south about access to information by the mass of their citizenry is further reduced. This has the potential to create economic benefits for both the staff and the institution through research collaboration with pairs in other climes. Most importantly, the unalienable rights of library users to information resources at no cost are given a lifeline. To capture the above-stated impact of organisational culture on performance and effectiveness in the workplace, involvement, consistency and adaptability play active roles in shaping the culture of such corporate entity<sup>10</sup>.

Involvement as a concept in organisational culture refers to the active participation and engagement of individuals within an organisation in shaping and sustaining its culture. Library personnel who are actively involved and participate in decision-making processes feel a sense of ownership and connection to the organisation. Such personnel are encouraged to provide

feedback and suggestions on organizational practices. This involvement allows them to contribute to the improvement of the culture. This culture that involves the librarians in the decision-making process, feedback harvest, empowerment of the librarians with necessary tools and skills, capacity development and team orientation enhances a conducive environment for the successful implementation of IR. Empowered personnel can become advocates for the repository, promoting its benefits to their peers and encouraging increased usage and contributions<sup>11</sup>.

Similarly, an empowered IR team can actively advocate for the promotion of the repository as a tool for sharing knowledge freely and contributing to the institution's academic visibility. In the same way, the team-oriented approach, a concept of involvement, encourages collaboration among faculty, researchers, and other contributors to deposit their scholarly work in the repository and ensures the completeness, accuracy, and relevance of the content. New knowledge and skills are acquired when information is shared among participating librarians. Sometimes, the experienced officers serve as mentors to the upcoming ones, passing field experiences on to the younger generation of library staff. With this organisational involvement, all participating librarians take ownership of the platform and work for better service delivery and organisational performance<sup>12</sup>.

Consistency in organisational culture is crucial for creating a stable and predictable work environment. A consistent culture helps the staff understand the values, expectations, and norms of the organisation, fostering a sense of belonging and alignment. Consistency in organisational culture requires a holistic approach that touches various aspects of communication, human resources, and organisational practices. When these elements work together cohesively, personnel are more likely to understand, embrace, and contribute to the desired organisational

culture. In the library environment, when consistency with the core values of provision of access to information resources to users by the staff is adhered to, IR can evolve into a platform that ultimately guarantees research distribution among the academia.

Also, agreement and coordination among the various stakeholders in the academic community can brighten the prospect of open access which the IR is meant to enhance. Thus, systems and stakeholders are integrated to provide access to literary and research recourses hitherto inaccessible to potential users. However, adaptability in organisational culture refers to an organisation's ability to adjust, evolve, and respond effectively to changing internal and external environments. An adaptable culture is crucial for staying relevant, fostering innovation, and thriving in dynamic academic environments. It fosters a mindset that embraces change, continuous learning, and innovation, especially in this digital age when librarianship is driven by disruptive technologies. It requires a combination of leadership practices, organisational structures, and cultural norms that support flexibility and responsiveness to evolving situations often witnessed in IR management. Cultivating adaptable culture positions libraries to navigate IR challenges effectively and capitalize on emerging opportunities in the modern information business environment<sup>13</sup>.

The introduction of Information Communications Technologies (ICT) into the operations of library routines has made inter and intra-organisational collaboration with stakeholders in the field of academic librarianship highly unavoidable. Similarly, beyond the usual computer literacy skills, leverage on 21<sup>st</sup>-century digital competence and other soft skills is necessary to garnish the lubricants of contemporary library service delivery. Thus, it can be said authoritatively, that knowledge management work which IR symbolises is a process that is both human and

technologically driven. The successful engagement of these two elements has a big impact on the outcome of the IR management system<sup>14</sup>.

Digital competencies in academic libraries allude to the knowledge, expertise and skills required by a library professional to successfully navigate and leverage digital technologies in their workplace. It is therefore pertinent that a contemporary librarian should possess strong information and digital literacy skills to effectively locate, evaluate and use information resources as well as navigate digital platforms. He should also possess the ability to manage digital collections and manage library systems and technologies, such as integrated library systems (ILS), discovery tools, and other library management software. Similarly, knowledge of preservation standards, metadata, and best practices for digital archiving, provision of digital reference services, including online chat support, email reference, and virtual reference interviews, knowledge of data curation, storage, and sharing, ability to safeguard digital resources, user data, and library systems, being informed about new tools, platforms, and trends in information technology and ability to collaborate with other library staff, academic departments, and external partners in implementing and supporting digital initiatives are features of a digitally competent librarian<sup>15</sup>.

The European Union through The European Digital Competence Framework for Citizens commonly referred to as DigComp 2.0, grouped digital skills needed for the future into five categories; Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety (of the devices) and Problem-solving<sup>16</sup>. Even though there exists palpable apprehension among academic librarians about the future of traditional librarianship in light of the domination of technology over core librarianship, the contributions of these tools and applications in promoting the profession and ensuring the core tasks are seamlessly performed

are obvious to all analytical experts in the field. Digital competencies are crucial for the effective development, management, and use of an institutional repository (IR) in an academic setting. An institutional repository is a digital platform that stores organises, and provides open access to an institution's scholarly and creative output. This will enable the IR manager to understand and apply metadata standards to describe digital resources within the repository and manage digital assets, including organising, preserving, and providing access to diverse types of digital content.

Also, knowledge of the software and infrastructure supporting the repository, and the ability to configure and customize the system to meet institutional needs are essential. Knowledge of digital preservation practices, understanding of repository integration and operability with other systems, digital competencies in promotion and outreach, and security of the repository are all digital competencies on which effective implementation and success of an institutional repository depend. Therefore, the acquisition of the five skills highlighted under DigComp 2.0 is crucial to the attainment of digital competence needed to manage institutional repositories.

Information and data literacy are critical components of digital competence, encompassing the ability to locate, evaluate, manage, and effectively use information and data in the digital context. Information and data literacy are integral to the management of an institutional repository. These literacies enable repository managers to effectively curate, organize, and share information and data, while also ensuring compliance with legal and ethical standards. Also, communications and collaboration refer to the ability to effectively interact, share information, and work together with others using digital tools and technologies. Leveraging digital tools and technologies enhances communication efficiency, facilitates collaboration among stakeholders, and contributes to the overall success of the repository<sup>17</sup>.

On the other hand, digital content creation is the capability to conceive, design, and produce diverse forms of digital media content, ranging from written documents and graphic images to videos and interactive multimedia presentations. Digital content creation in the management of an institutional repository involves a combination of creativity, technical skills, and strategic communication to showcase the repository's valuable content, enhance the overall user experience and contribute to the repository's visibility, accessibility, and impact within the academic community.

Problem-solving, another skill in digital competence is the capacity to assess and resolve issues, obstacles, or tasks encountered in digital contexts. In the management of an institutional repository (IR), problem-solving in digital competence is essential for addressing various challenges that may arise in the digital environment. The nature of an institutional repository involves dealing with digital content, technologies, and information, and effective problem-solving skills are crucial for ensuring the repository's functionality, security, and usability. Finally, in the context of digital competence, safety refers to the ability of individuals to navigate, use, and engage with digital technologies securely and responsibly. It encompasses the knowledge, skills, and behaviours necessary to protect oneself, others, and digital assets while leveraging digital tools and platforms. Digital safety involves understanding and mitigating potential risks associated with online activities. Safety in the management of an institutional repository (IR) is crucial to ensure the security, integrity, and responsible use of digital assets. As institutional repositories often contain sensitive scholarly and research materials, it is important to implement measures that safeguard these resources<sup>18</sup>.

Emotional intelligence (EI) refers to the ability to understand, manage, and effectively use one's own emotions, as well as the ability to empathize with and influence the emotions of others. It is

often associated with interpersonal relationships. Emotional intelligence (EI) plays a crucial role in the functioning of an academic library, influencing how library staff interact with each other, collaborate with patrons, and navigate the various challenges of their roles. Library staff with high emotional intelligence are better equipped to understand and respond to the needs and emotions of library patrons effectively managing interactions, demonstrating empathy, and providing support in a way that meets the emotional needs of patrons. In a library setting, collaboration among staff is essential. Emotional intelligence contributes to positive working relationships by fostering effective communication, conflict resolution, and teamwork. Thus, library staffs understand the emotions and motivations of their team members, provide constructive feedback, and foster a positive organizational culture. This further aids library staff in understanding the underlying emotions contributing to conflicts, facilitating open communication, and finding constructive resolutions, enables library staff to adapt to change more effectively by managing their own emotions and helping others navigate transitions with empathy and resilience, and contributes to a growth mindset, encouraging library staff to engage in continuous learning and professional development<sup>19</sup>.

EI can contribute to IR integration by engaging with various stakeholders, including faculty, researchers, administrators, and IT professionals involved in the institutional repository. It can also play the role of empathising with users' needs, addressing concerns effectively, and communicating technical information in a way that is accessible and user-friendly. Similarly, navigating resistance to change, understanding the emotions of staff affected by changes, and fostering a positive and supportive environment are achieved through EI application. Building stronger working relationships, leading to more efficient and harmonious teamwork, resolving conflicts by understanding the underlying emotions, facilitating open communication, and

finding mutually beneficial solutions are attained. Ultimately, creating engaging outreach materials that inspire participation and contributions to the repository, in empathising with users, anticipating their expectations, and designing user interfaces are other ways through which EI contributes to the integration of IR in the university system.

Self-awareness is a fundamental aspect of emotional intelligence (EI) and involves the ability to recognize and understand one's own emotions (both positive and negative feelings and the specific situations, events, or interactions that trigger certain emotional responses, and being able to anticipate and manage these triggers and the recurring patterns in emotional experiences, behaviours, and reactions), strengths, weaknesses, values, and motivations. The management of an institutional repository involves the ability of repository managers and administrators to understand their emotions in the context of their roles and responsibilities. They should have a clear understanding of their own professional goals, values, and priorities, and how these align with the mission and objectives of the IR. This awareness allows individuals to leverage their strengths effectively and seek support or development in areas where they may have challenges leading to more objective and inclusive decisions and robust collaboration within the repository community. By cultivating self-awareness, repository managers can enhance their effectiveness in leading and managing institutional repositories, promote a positive organisational culture, and contribute to the success and sustainability of the repository as a valuable resource for the institution and its stakeholders.

Emotional intelligence encompasses various skills related to understanding and managing one's emotions and the emotions of others, and empathy is one of the key components as it involves the ability to understand and share the feelings of others and connect with others on a deeper level by acknowledging and validating their emotions. It allows individuals to appreciate and

respect cultural differences, avoid cultural misunderstandings, and build inclusive environments where everyone feels valued and understood. Empathy enables repository managers to understand the needs, preferences, and challenges of repository users, such as researchers, students, and faculty members. By empathizing with users' perspectives, repository managers can tailor the repository's services, features, and interfaces to better meet their needs, ultimately enhancing user satisfaction and engagement. Empathy helps repository managers to listen actively, address concerns, and collaborate effectively with others, fostering positive relationships and teamwork. Empathy allows managers to understand the challenges and motivations of content contributors, providing them with the necessary support, guidance, and incentives to participate actively in the repository's initiatives. By understanding users' skill levels, interests, and learning styles, managers can design effective training materials and workshops that empower users to navigate the repository and leverage its resources effectively. Overall, empathy plays a vital role in creating a user-centric and inclusive environment within the institutional repository, fostering positive relationships, enhancing user engagement, and ultimately maximizing the repository's value to the institution and its community<sup>20</sup>.

Social skills are a key component of emotional intelligence (EI) and play a crucial role in how individuals navigate social interactions and build relationships. They facilitate effective communication, relationship building, conflict resolution, collaboration, leadership, and adaptability in various social contexts. Social skills are vital for the effective management of an institutional repository (IR) due to the repository's inherently collaborative nature and its reliance on engaging with various stakeholders. Repository managers often need to collaborate with researchers, faculty members, and other content contributors to ensure a steady flow of high-quality scholarly materials into the repository. Strong social skills enable managers to establish

rapport, communicate effectively, and foster positive relationships with these stakeholders. This can involve providing support and guidance to contributors, addressing their concerns, and recognizing their contributions, thereby encouraging ongoing participation in the IR.

Social skills are essential for promoting awareness of the institutional repository within the institution and encouraging its adoption by faculty, researchers, and students. Repository managers may need to organise outreach activities, such as workshops, training sessions, or informational sessions, where they can engage with potential users, address questions or concerns, and highlight the benefits of using the repository for scholarly communication and knowledge dissemination. Effective negotiation requires strong interpersonal skills, including the ability to communicate clearly, build consensus, and resolve conflicts diplomatically. By engaging in constructive dialogue with stakeholders, managers can establish mutually beneficial policies and agreements that balance the interests of all parties. Managers must demonstrate empathy, patience, and responsiveness when interacting with stakeholders who may have questions, suggestions, or complaints. By maintaining open lines of communication and demonstrating a willingness to listen and adapt, managers can foster trust and goodwill among repository users and contributors.

Possibly, when a positive organisational culture (built on the tripod of involvement, consistency and adaptability) is created in the academic library, the management of the IR becomes less hectic. The integration of digital skills that make managers of the IR digitally competent to navigate the difficult terrain that the IR technology represents is crucial to the management of the platform. Above all, the positive organizational culture and digital competence are better coordinated with emotional intelligence that encompasses self-awareness, empathy, and social skills. These are requirements needed for the management of IRs in Nigerian university libraries

which can only further improve its functionality and reduce ensuing operational issues within the sphere of IR implementation. Presumably, effective organisational culture, digital skills and a set of emotional intelligence competencies should help to project a formidable management of IRs in the university libraries.

## **1.2 Statement of the Problem**

Institutional repositories in Nigeria have faced challenges such as low content uploads, dependence on external ICT experts for technical support and limited level of cooperation from academic staff, resulting in inadequate updates, and minimal patronage<sup>21, 22</sup>. Most research on Institutional Repositories (IR) in Nigeria has focused on their historical evolution, awareness, adoption, availability and infrastructure with limited attention given to the management processes of IRs<sup>23, 24, 25</sup>. The existing literature highlights a particular lack of focus on management indices related to IR administration in Southwest Nigeria. Mastery of digital competencies, positive emotional intelligence, and an organisational culture that fosters digital capability, internal integration, collaboration, and teamwork with stakeholders are crucial for managing IR resources and services in contemporary university libraries.

There is dearth of empirical studies on factors influencing the management of institutional repositories among library personnel in Southwest Nigeria. Available research evidence rarely explored the interrelationship between organisational culture, digital competence, emotional intelligence and management of institutional repositories. Therefore, this study aims to examine the influence of organisational culture, digital competence, and emotional intelligence as individual factors on the management of IRs by library personnel in Southwest Nigeria. Additionally, it will assess the combined impact of these three variables on IR management by library personnel to achieve the goals of IR management in these institutions of higher learning.

### **1.3 Aim and Objectives of the Study**

The study investigates the influence of organisational culture, digital competencies and emotional intelligence on the management of institutional repositories by personnel in academic libraries of Southwest Nigeria. The objectives of the study are to:

- i. assess the level of management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.
- ii. assess the prevalent organisational culture among personnel in academic libraries of Southwest, Nigeria.
- iii. identify the level of digital competence of personnel in academic libraries of Southwest, Nigeria.
- iv. identify the level of emotional intelligence of personnel in academic libraries of Southwest, Nigeria.
- v. examine the influence of organisational culture on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.
- vi. determine the influence of digital competence on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.
- vii. determine the influence of emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.
- viii. ascertain the combined influence of organisational culture, digital competence and emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.

## 1.4 Research Questions

The following research questions guide the study:

- i. What is the level of management of institutional repositories among personnel in academic libraries of Southwest, Nigeria?
- ii. What is the prevalent organisational culture in academic libraries of Southwest, Nigeria?
- iii. What is the level of digital competence of personnel in academic libraries of Southwest, Nigeria?
- iv. What is the level of emotional intelligence of personnel in academic libraries in Southwest, Nigeria?

## 1.5 Hypotheses

Based on the above-stated research objectives, the following null hypotheses were formulated to be tested at  $< 0.05$  level of significance.

Ho1: There will be no significant influence of organisational culture on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

Ho2: There will be no significant influence of digital competencies of library personnel on the management of institutional repositories in academic libraries of Southwest Nigeria.

Ho3: There will be no significant influence of emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria

Ho4: There will be no significant combined influence of organisational culture, digital competence and emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria

## **1.6 Scope of the Study**

This research study is intended to focus on the influence of organisational culture, digital competence and emotional intelligence on the management of institutional repositories among library personnel in the fourteen universities deploying IR in Southwest Nigeria. The independent variables are organisational culture, digital competence and emotional intelligence while management of institutional repositories is the dependent variable. The measures of management of institutional repositories are content, management and policy, system and network, and use, user and submitter. The components of organisational culture are involvement, consistency and adaptability, while digital competence has information and data literacy, communications and collaboration, digital content creation, safety and problem-solving as constituents. Similarly, the elements that define emotional intelligence are self-awareness, empathy and social skills. The intended respondents are the library personnel working in libraries of University of Ibadan; University of Lagos; Obafemi Awolowo University, Ife; Federal University of Technology, Akure; Federal University, Oye-Ekiti; Lagos State University; Bowen University, Iwo; Covenant University, Otta; Ajayi Crowther University, Oyo; Redeemer's University, Ede; Lead City University, Ibadan; Afe Babalola University, Ado-Ekiti; Elizade University, Ilara-Mokin; and Mountain Top University, Lagos-Ibadan Expressway.

## **1.7 Significance of the Study**

The findings of this study will hold significant implications for a wide range of stakeholders within the academic community, particularly university administrators, library managers, institutional repository (IR) managers, researchers and library users. By investigating the interplay between organisational culture, digital competence, emotional intelligence, and their impact on the capability of academic library personnel to manage institutional repositories in

Southwest Nigeria, this research offers invaluable insights and benefits to each of these key groups. The research outcomes have the potential to catalyse positive change and innovation in the management of institutional repositories within academic institutions in Southwest Nigeria, ultimately benefiting stakeholders at all levels and contributing to the advancement of scholarly communication. The findings will communicate the value proposition of institutional repositories to administrators effectively, without which they may be less inclined to prioritize IR development and management. They can therefore use the findings to make informed decisions regarding resource allocation and strategic planning aimed at optimising institutional repository management.

The findings will enable academic library heads to acquire a deeper understanding of the role of organisational culture, digital competence, and emotional intelligence in shaping the performance of library personnel tasked with managing institutional repositories. These university librarians will be able to identify potential areas for improvement within their libraries, such as refining organisational culture to better support repository management initiatives. Similarly, they can implement targeted training programs to enhance digital skills and emotional intelligence among staff. With the findings, the university librarians will also be in a position to develop evidence-based strategies for optimising the effectiveness and sustainability of institutional repository services. Thereby the visibility and impact of their institutions' scholarly outputs are ultimately enhanced. IR managers will gain valuable insights into the factors influencing their effectiveness in managing institutional repositories. This will enable these managers to adapt their approaches and practices accordingly. The IR managers can also identify opportunities for professional development and skill enhancement, particularly in the areas of digital literacy and emotional intelligence. With these opportunities, the IR managers

can better meet the evolving needs and expectations of stakeholders. Ultimately, the managers can collaborate with university administrators and library managers to advocate for institutional support and resources necessary for maintaining and enhancing institutional repository services.

Researchers will benefit from improved access to and usability of scholarly resources stored within institutional repositories, resulting from more effective management practices informed by the research findings. The research scholars can also gain a better understanding of the contextual factors influencing repository management in the Nigerian academic landscape, thereby facilitating more nuanced and targeted investigations in related areas. These researchers will also have the opportunity to contribute to ongoing discussions and initiatives aimed at enhancing scholarly communication within the academic community. Ultimately, researchers will be able to better appreciate the opportunities that the deposition of their publications in IR holds for their academic progression and rankings of their institutions. Above all, the existing literature is strengthened with the outcome of the research work contributing to bridging a gap in the body of knowledge on IR management in Nigeria and the field of librarianship.

### **1.8 Limitations of the Study**

During this study, the researcher faced numerous constraints and challenges that could have significantly impeded its successful completion. The primary challenge was the limited availability of empirical studies in existing literature that focused on the specific interactions among the variables of interest within academic libraries, particularly about personnel in Southwest Nigeria. The researcher undertook rigorous efforts to locate, analyse, and synthesise available literature to address this gap. This process involved a comprehensive review of studies from similar contexts and carefully extracting and adapting insights from these related works.

Through this extensive approach, the researcher built a foundation for the study by drawing inferences from comparable studies, ensuring that the research remained well-informed and credible despite the initial lack of direct resources.

The researcher also encountered significant financial challenges, as carrying out a comprehensive study across the six states in Southwest Nigeria required substantial funding. Financial resources were necessary for travel to multiple locations, continuous printing and documentation, engaging research assistants, and the collation and analysis of data. To address this funding gap, the researcher opted to take out a loan to ensure these essential activities could proceed, thus mitigating some of the financial constraints that threatened to limit the study's scope and quality. In addition to financial constraints, the researcher faced considerable time limitations. Due to strict deadlines and concurrent professional and personal commitments, there needed to be more time to conduct a more extensive investigation that included multiple types of academic libraries beyond university libraries or to embark on a longitudinal survey. Nonetheless, the researcher firmly committed to the project by prioritising this study above other obligations. This dedication allowed the research to be completed within the given timeframe, ensuring the study's quality despite the constraints.

Another significant constraint encountered during this study was the reluctance of certain personnel within the academic libraries to volunteer information despite their roles as information professionals. Even with an official introduction letter outlining the study's purpose and several additional efforts to secure appointments, the process proved challenging. The university librarians, often constrained by their busy schedules, were only sometimes immediately available, and securing their time for interviews required patience and perseverance.

In some cases, these interactions were prolonged and sometimes fell short of the desired cooperation, making it evident that additional persistence and diplomacy were necessary. Moreover, some university librarians' and staff's attitudes presented further difficulties, occasionally creating an environment that could have been more supportive for gathering in-depth insights.

Likewise, distributing, completing, and collecting questionnaires posed challenges; the researcher and the assistants often found it demanding to motivate respondents to complete the questionnaires thoroughly and promptly. Many respondents needed to be more confident and responsive, necessitating multiple follow-ups and reminders. Despite these challenges, the researcher employed a combination of endurance and persuasive communication, ultimately obtaining the essential data needed to advance the study. Through these efforts, the researcher was able to secure the cooperation required, ensuring that the study's data collection objectives were achieved.

### **1.9 Definition of Terms**

**Management of Institutional Repository (IR):** This is the process of planning, collecting, organising, preserving and providing access to digital collections of scholarly works and other materials created by the faculty, researchers, units and students of academic institutions by the library personnel in South-West Nigeria via the repository platform.

*Content:* This is the collection of library information resources captured by library personnel in electronic formats preserved and made accessible to the academic community through the IR in academic libraries in Southwest, Nigeria.

*Policy:* It is the enactment of policies that guide adequate implementation of institutional repository as well as coordination of the human elements within and without the academic libraries in Southwest, Nigeria for effective marketing, advocacy and creation of awareness for the IR.

*System and network:* It is the management of the software and other hardware in the repository by library personnel and integration of the platform with other complementary technologies within the academic libraries in Southwest, Nigeria.

*Use, User, Submitter:* It is the process of managing the user and the contributors of content to the repository by the personnel in academic libraries in Southwest, Nigeria in a way that will guarantee adequate content, sustain completeness of the resources in the IR and make the patronage of the repository sustainable.

**Organisational Culture:** - It is the shared values, beliefs, norms, customs, behaviours, and artefacts that characterize the way members of an organisation interact with each other and work together. It is the social fabric that shapes the identity of an organisation and influences how individuals within that organisation perceive and respond to various situations. In this study, organisational culture refers to the prevailing norms in academic libraries in Southwest, Nigeria.

*Involvement:* It is the degree to which the library personnel actively participate, engage, and contribute to the shared values, norms, beliefs, and practices within the academic libraries in Southwest, Nigeria, especially concerning the management of institutional repositories.

*Consistency:* It is the degree of uniformity, coherence, and stability in the values, beliefs, norms, symbols, and practices that define the culture of the library. It reflects the extent to which these

cultural elements are aligned and consistently manifested across different levels, departments, and functions within the academic libraries in Southwest, Nigeria.

*Adaptability:* It is the ability of library and library personnel to respond effectively to changes in its internal and external environment while maintaining its core values, identity, and purpose in information service delivery. It involves fostering a culture that encourages flexibility, innovation, and resilience in the face of challenges, uncertainties, and opportunities brought by modern information technologies to the academic libraries in Southwest, Nigeria.

**Digital Competence:** This refers to the knowledge, skills, and attitudes that individual personnel need to effectively use and navigate digital technologies in various aspects of life. These competencies encompass a broad range of abilities, from basic technical skills to higher-order cognitive and socio-emotional capabilities necessary for thriving in a digital society. In this study, it refers to the presence of these skills in the personnel in academic libraries in Southwest, Nigeria.

*Information and data literacy:* It encompasses the knowledge, skills, and attitudes necessary to navigate the vast amount of information available on the repository, critically assess its quality and reliability, and leverage data effectively for decision-making and scholarly dissemination by the library personnel in academic libraries in Southwest, Nigeria.

*Communications and collaboration:* These involve the ability to effectively communicate, share information, and work together with others using digital repository technologies and platforms by the library personnel in academic libraries in Southwest, Nigeria.

*Digital content creation:* Library personnel in academic libraries in Southwest, Nigeria can generate, design, develop, and publish various forms of multimedia content using digital tools and platforms in the electronic library, especially the IR.

*Safety:* It defines the ability of library personnel in academic libraries in Southwest, Nigeria to navigate and utilise digital technologies such as IR securely and responsibly, ensuring the protection of the content, library data, privacy, and cyber-security.

*Problem-solving:* It is a concept that signifies the ability of individual library personnel in academic libraries in Southwest, Nigeria to effectively identify, analyse, and address challenges or issues encountered in digital IR environments using appropriate digital tools, resources, and strategies.

**Emotional intelligence (EI):** This refers to the ability of library personnel in academic libraries in Southwest, Nigeria to recognize, understand, manage, and effectively use one's own emotions, as well as the ability to perceive, interpret, and respond to the emotions of other personnel within and outside the library. It involves a set of skills and competencies that enable individuals to navigate social situations, build and maintain relationships, and make sound decisions based on emotional awareness.

*Self-awareness:* This is the conscious understanding and recognition by library personnel in academic libraries in Southwest, Nigeria of their thoughts, feelings, beliefs, strengths, weaknesses, motivations, and behaviours in the context of their professional roles within IR management.

*Empathy:* This involves understanding and sharing the feelings, perspectives, and needs of stakeholders involved in the scholarly communication process by the library personnel in academic libraries in Southwest, Nigeria.

*Social skills:* They enable managers of IR in academic libraries in Southwest, Nigeria to communicate effectively, engage stakeholders collaboratively, resolve conflicts diplomatically,

lead teams inspirationally, support users empathetically, and advocate for the repository persuasively.

**Library Personnel:** This refers to the academic librarians and library officers working in the academic libraries situated in Southwest Nigeria.

**Academic Library:** It is a library that is affiliated with an educational institution, typically a college or university, and serves the information needs of its students, faculty, researchers, and staff. Here, it refers to libraries situated in universities of Southwest Nigeria.

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## **Chapter Two**

### **Literature Review**

This chapter critically examines relevant literature integral to the concepts central to the study. Reviewing existing works provides insights into perspectives and highlights distinctions in the present study. The chapter is organized into the following sections for a structured presentation:

#### **2.1 Conceptual Review**

2.1.1 Management of Institutional Repositories

2.1.2 Organisational Culture

2.1.3 Digital Competence

2.1.4 Emotional Intelligence

#### **2.2 Theoretical Framework**

2.2.1 Institutional Repository Evaluation Model

2.2.2 Denison Model of Organisational Culture

2.2.3 The Digital Competence Framework for Citizens (DigComp)

2.2.4 Daniel Goleman's Emotional Intelligence (EI) Theory

#### **2.3 Review of Empirical Studies**

2.3.1 Organisational Culture and Management of Institutional Repositories

2.3.2 Digital Competence and Management of Institutional Repositories

2.3.3 Emotional Intelligence and Management of Institutional Repositories

#### **2.4 Conceptual Model**

#### **2.5 Summary of Gap in Literature Reviewed**

#### **Endnotes**

## **2.1 Conceptual Review**

### **2.1.1 Overview of Management of Institutional Repository**

Institutional Repository (IR) stands as a veritable platform, serving to aggregate and showcase the intellectual products stemming from the diverse academic endeavours within an institution. Its pivotal role extends beyond being a mere repository, encompassing aspects of visibility enhancement, resource-sharing facilitation, and the provision of accessibility to research works that might otherwise remain undiscovered. Interestingly, the author highlights the advantages and opportunities that IR provides to scholars, researchers, and institutions, as well as to the nation as a whole noted that Nigeria is home to many universities and research institutions that produce large volumes of scholarly work that are often not seen by information users due to the lack, of reluctance, and value attached to institutional repositories (IR). One notable outcome of IR adoption is the elevation of the institution's standing on the ranking radar, coupled with the promotion of open-access principles, fostering a culture of knowledge dissemination<sup>1</sup>.

Institutional Repository has played an immeasurable role in advancing the frontiers of knowledge dissemination and sharing of scholarly research works. Several studies attest to this. The development of institutional repositories (IR) in Tanzania has made publications easily accessible, accessible, and retrievable. IRs have undoubtedly enhanced the visibility of the host institutions and their researchers leading to higher ranking. Consequently, in Tanzania, many Higher Learning Institutions (HLIs) have installed IRs to host their institutional research output<sup>2</sup>. The author attempted to illustrate the conceptual foundation and growth of institutional repositories as well as their effects on academic and scientific circles in terms of increased visibility, a larger audience, and early research communication. This is in addition to the other

features that distinguish the institutional repositories from the rest of the open-access academic platform family<sup>3</sup>.

Several definitions have been propounded for IR by scholars from varying climes since it emerged as a tool for disseminating scholarly works. An author had defined IR as a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members<sup>4</sup>. Another author defined it as a set of services offered by an institution for the management and dissemination of digital materials created by the members of the institution or scholarly community<sup>5</sup>. On the other hand, some other scholars considered it as 'an organizational commitment to the stewardship of its digital materials, including long-term preservation, organization, and access or distribution'<sup>6</sup>. While the first and second definitions place a premium on services, management, and dissemination of scholarly works in digital format, the last one is more specific mentioning critical library services such as preservation, organization, and providing access to the information resources on the platform. These are some of the core functions performed in any academic library.

IRs portend tools that facilitate scholarly communication, interdisciplinary research, and platforms for academic publishing when integrated into the digital commons of an academic institution. Similarly, access to subject headings, journal titles, and cited references which are three key access points that could aid acquisition tasks predisposes such institutions to easy collection development practices<sup>7, 8</sup>. Besides, university scholarship preservation, information storage and support for open-access are the desired expectations of university IRs<sup>9, 10, 11</sup>. Research works of varying degrees are archived on the IR to ensure their accessibility, especially in the face of the ever-shrinking library budgets that have necessitated cost-cutting measures to

stay afloat. Some of the materials archived on IR include published journal articles, books, electronic theses and dissertations, monographs, datasets, conference proceedings, etc.<sup>12</sup>

Despite the undeniable benefits, the installation and subsequent management of an Institutional Repository can pose significant challenges. The complexity of its operation goes beyond technical considerations; it necessitates the active involvement and collaboration of personnel both within and outside the university's confines. The effective management of an IR demands the collective buy-in of all stakeholders within the academic community. A multifaceted approach is required to address the diverse facets of IR administration. This includes considerations such as ensuring the availability of the repository, meticulous content archiving, ensuring operability, maintaining the comprehensiveness of the collection, fostering utilization by the intended audience, and establishing sound operational policies. The success of an Institutional Repository hinges on a harmonious integration of these elements, requiring ongoing commitment and collaboration from all parties involved in its stewardship. As the academic landscape evolves, the adaptability and responsiveness of IR management become increasingly crucial for sustaining its role as a dynamic hub for intellectual exchange and knowledge preservation<sup>13</sup>.

The management of an institutional repository refers to the planning, organization, coordination, and oversight of activities related to the creation, acquisition, preservation, dissemination, and utilization of digital resources within an institution. It involves strategic planning and coordination to ensure that the repository's goals align with the mission and objectives of the institution. It entails developing policies, procedures, and workflows for acquiring, organizing, and preserving digital content. Similarly, management encompasses the acquisition and curation of digital materials, including research articles, datasets, theses, dissertations, multimedia

content, and archival records. It involves establishing criteria for selecting and ingesting content, as well as metadata creation, enhancement, and quality control. Strategies and technologies for the long-term preservation and access of digital assets are catered for in IR management. This aspect includes managing storage infrastructure, backup systems, and data migration processes to ensure the integrity, authenticity, and usability of digital content over time<sup>14</sup>.

Developing and enforcing policies related to copyright, licensing, access, usage, and preservation of digital materials is another section in IR management. It involves addressing legal and ethical considerations, as well as balancing the interests of content creators, users, and rights holders. Engaging with stakeholders, including faculty, researchers, students, librarians, archivists, and external partners, to promote the repository's value and relevance forms part of what translates to management. Here, outreach, training, and support services to encourage content submission, usage, and collaboration are designed and implemented. Overseeing the technical infrastructure of the repository, including software platforms, metadata standards, interoperability protocols, and user interfaces is essential to successful IR management. To ensure this, the evaluation and implementation of technologies that support the repository's functionality, scalability, and usability are crucial. The management of an institutional repository encompasses a range of activities and responsibilities aimed at acquiring, organizing, preserving, and providing access to digital materials in support of the institution's mission and goals. The academic libraries and their library personnel play crucial roles in the management of institutional repositories. These roles include the acquisition of software and training of personnel in the use of the applications, formulation of policies for the catalogue system and metadata, collection development management, evaluation of submission to guarantee the quality, advocacy jobs to the

contributors, management of copyright issues, user education and marketing of the repositories to the potential users<sup>15</sup>.

### **2.1.2 Overview of Organisational Culture**

Organisational Culture is applicable in organisations such as academic institutions, government establishments, non-governmental agencies, and business enterprises. Corporate culture and company culture are synonyms of organisational culture. There is no consensus among scholars on the definition of organisational culture. Some authors defined organisational culture as "the way things get done around here". In another definition, the culture of a factory refers to its established and traditional approach to thinking and operating, which is shared to varying extents by its members. New members are expected to learn and at least partially embrace this culture in order to be accepted into the organisation<sup>16</sup>.

However, another author considered organisational culture as a "shared pattern of basic assumptions" that is acquired by members of the group over some time as the members learn to adapt to with internal and external challenges of the organisation. Yet, another scholar considered it as "the collective programming of the mind which distinguishes the members of one organisation from another". This concept was introduced in a book; *The Changing Culture of a Factory*, which was a case study report on development issues in an industrial company spanning between 1948 and 1950. The British company was involved in the production, sale, and servicing of metal bearings. The book was published in 1951. The concept however gained prominence in the global business circle in the 1980s and became officially recognised in the 1990s<sup>17</sup>.

The theory of organisational culture comprised organisational behaviour and some social science subjects such as sociology, anthropology social psychology in the early part of the 1980s. Later in 1982, Peters and Waterman moved ahead to profile forty-six performing corporate organizations in the United States of America based on their indicated characteristics of organisational culture<sup>18</sup>. Organisational culture was later broken into three entities in 1985 by Schein in recognition of its value and impact on organisational performance. These three entities include: assumptions, artifacts, and values. Assumptions stand for those rules that are significant but do not carry an official logo within the workplace. Artifacts on the other hand represent those discernible entities of organisational culture such as workplace settings, organisational structures, and work processes. The beliefs and business strategies of members of the organization constitute the values. The three elements constitute the core of effective organisational culture. Kotter and Heskett found a strong correlation between organisational culture and business performance in a study of over two hundred corporations in the United States of America in 1992. This observation was further strengthened in related works in 2011 and 2013 confirming that organisational culture is an integral component of organisational performance and a source of competitive advantage<sup>19</sup>.

Organisational culture encapsulates the prevailing atmosphere within an organisation, shaping the backdrop against which staff members conduct their activities. It goes beyond the physical environment, delving into the behavioural dynamics and individual as well as collective perceptions that define the organisational culture. The synergy of individual attitudes and shared beliefs contributes significantly to the overall organisational culture. Organisational culture is a dynamic force that permeates every aspect of a living organisation, shaping its identity and influencing its trajectory in the global landscape. Far from being a mere backdrop, it serves as

the very foundation from which the organisation takes flight into the world. The significance of organisational culture cannot be overstated, as it is intricately woven into the fabric of the business, dictating norms, values, and behaviours that collectively define its character<sup>20</sup>.

At the heart of a thriving business lies a robust organisational culture that acts as a compass, guiding the collective mindset of employees and leaders alike. This culture and climate create a synergistic environment that plays a pivotal role in determining the success or failure of the enterprise. It is not merely a superficial aspect but an integral part that molds the very essence of the organisation. One of the critical functions of organisational culture is its role in managing the inherent diversity within the entity. In today's interconnected and multicultural business landscape, organisations grapple with a diverse workforce bringing varied perspectives, experiences, and skills to the table. A well-defined and inclusive organisational culture provides a common ground, fostering collaboration and unity among employees irrespective of their backgrounds. This cultural cohesiveness becomes a catalyst for innovation and creativity, propelling the organisation forward in an ever-evolving market<sup>21</sup>.

Furthermore, the impact of organisational culture extends deeply into the policy system of a business. It serves as the moral compass, delineating the values that are instrumental to the success of the enterprise. These values not only guide decision-making processes but also shape the ethical framework within which the organisation operates. A positive and ethically sound organisational culture sets the stage for responsible business practices, earning the trust and loyalty of customers, stakeholders, and the community at large. In essence, the intricate interplay of organisational culture and climate is a driving force that propels the success of any business. It is a multifaceted phenomenon that goes beyond mere rhetoric, seeping into the roots of the organisation and influencing its every move. As businesses navigate the complexities of the

modern world, nurturing a vibrant and adaptive organisational culture emerges as a strategic imperative, laying the groundwork for sustained growth, resilience, and enduring success<sup>22</sup>.

Different methods were used by scholars to categorise organisational culture. Even though no single "type" of organisational culture exists and organisational cultures vary widely across groups and firms, researchers have come up with models to describe different indicators of organisational cultures. Organisational culture can be conceptualized and understood through various models that highlight different aspects of culture within an organisation. One such model is Hofstede's National Culture Dimensions. He described national and regional cultural classes that influence the behaviour of organisations and identified four dimensions of culture in his study of national cultures namely: Power distance (The extent to which less powerful members accept unequal distribution of power), Uncertainty avoidance (The level of tolerance for uncertainty and ambiguity), Individualism vs. collectivism (The degree to which individuals are integrated into groups) and Masculinity vs. femininity (The distribution of roles between genders). Later, the fifth element, long-term vs. short-term orientation was added to it<sup>23</sup>.

Deal and Kennedy's Cultural Types: Deal and Kennedy proposed four types of organizational culture based on the level of risk and feedback: Tough-guy/macho culture: High risk, quick feedback; Work-hard/play-hard culture: High risk, rapid feedback; Process culture: Low risk, slow feedback; Bet-your-company culture: High risk, slow feedback<sup>24</sup>. Schein's Three Levels of Culture: Developed by Edgar Schein, this model suggests that organisational culture consists of three levels namely: Artifacts and Behaviors; Visible manifestations of culture such as symbols, rituals, language, and physical environment, Espoused Values: Stated beliefs, philosophies, and norms that guide behaviour and decision-making, Underlying Assumptions: Deeply ingrained,

unconscious beliefs and values that influence how members perceive and interpret their experiences<sup>25</sup>.

Organisational Culture Profile (OCP): Developed by O'Reilly, Chatman, and Caldwell, this model identifies seven dimensions of organizational culture: innovation, stability, respect for people, outcome orientation, attention to detail, team orientation, and aggressiveness<sup>26</sup>. Cameron and Quinn's Competing Values Framework (CVF): This model proposes four types of organizational culture based on two dimensions. The four types of organisational culture include clan, adhocracy, market, and hierarchy cultures<sup>27</sup>.

### **2.1.3 Overview of Digital Competence**

In the contemporary landscape, certain competencies, particularly digital skills, have emerged as crucial contributors to organisational prowess. Digital skills, encompassing technological proficiency and adaptability, equip an organization to navigate the rapidly evolving digital landscape. These skills not only enhance operational efficiency but also facilitate the exploration of innovative avenues, potentially leading to the creation of larger markets. The conceptual meaning of digital competencies refers to the comprehensive set of knowledge, skills, and attitudes that individuals need to effectively and responsibly navigate the digital world. Digital competencies encompass a broad range of abilities related to using digital technologies, understanding digital information, and engaging in digital communication<sup>28</sup>.

These competencies are essential in today's technologically driven society and are applicable across various domains, including education, employment, and everyday life. The skills include digital literacy which involves understanding how to find and verify information online, as well as assessing the credibility and reliability of digital. Included is proficiency in using digital tools and platforms for various purposes. This includes skills such as using software applications,

coding, navigating online environments, and employing digital communication tools. Also, it includes understanding concepts like data privacy, digital security, and responsible information sharing. Similarly, included is the capability to address challenges and find solutions using digital tools and resources, the ability to express ideas, collaborate, and engage with others effectively through digital means, and the ability to learn and adapt to new digital technologies and changes in the digital landscape<sup>29</sup>.

The evolution of digital competence has been closely intertwined with the advancement of technology and the changing demands of the digital age. In the early days of computing, digital competence primarily revolved around basic computer literacy skills, such as operating a computer, using software applications, and navigating the internet. Individuals needed to understand fundamental concepts like file management, word processing, and email communication. As technology advanced, the range of digital tools and platforms expanded, requiring individuals to develop more advanced skills. This included proficiency in using specialized software applications for tasks such as graphic design, data analysis, programming, and web development. Digital competence has become increasingly specialized and diverse to meet the needs of various professions and industries<sup>30</sup>.

With the widespread adoption of the internet, digital competence evolved to include skills related to information literacy and online research. Individuals need to evaluate the credibility and reliability of online sources, navigate vast amounts of information, and discern relevant from irrelevant content. Critical thinking, media literacy, and digital citizenship became essential components of digital competence. The rise of social media and digital communication platforms shifted the focus of digital competence towards interpersonal skills and online collaboration. Individuals need to understand social media etiquette, manage their online presence, and

communicate effectively in digital environments. Skills such as online networking, digital storytelling, and community engagement became increasingly important. As data became increasingly central to decision-making in organisations, digital competence expanded to include skills related to data literacy and analytics. Individuals needed to understand concepts such as data collection, analysis, visualisation, and interpretation. Proficiency in using data analysis tools and techniques became valuable across various professions, from business and marketing to healthcare and education<sup>31</sup>.

With the growing prevalence of cyber threats and data breaches, digital competence evolved to encompass skills related to cybersecurity and privacy. Individuals needed to protect their personal information, secure their devices and accounts, and recognize and respond to online threats. Awareness of cybersecurity best practices, such as using strong passwords, encrypting data, and avoiding phishing scams, became essential for digital competence. Digital competence continues to evolve in response to emerging technologies such as artificial intelligence, machine learning, the Internet of Things (IoT), and augmented reality. Individuals need to stay abreast of technological developments, adapt to new tools and platforms, and acquire new skills to remain competitive in the digital economy<sup>32</sup>.

The evolution of digital competence models reflects the growing recognition of the importance of digital skills and literacy in navigating the increasingly digitized world. Here's an overview of the evolution of digital competence models: In the early stages of the digital revolution, models of digital competence primarily focused on computer literacy skills, such as operating a computer, using basic software applications (e.g., word processing, spreadsheets), and navigating the graphical user interface. As digital technologies advanced and the internet became more prevalent, models of digital competence expanded to include dimensions of information literacy

and digital citizenship. These models emphasised skills such as evaluating online information, understanding digital rights and responsibilities, and practicing safe and ethical behaviour online. In response to the multifaceted nature of digital competence, integrated frameworks began to emerge that encompassed a broader range of skills, knowledge, attitudes, and behaviors. These frameworks articulated multiple dimensions of digital competence, such as technical skills, information literacy, communication skills, critical thinking, problem-solving, and ethical behavior.

In Europe, the European Commission played a key role in developing digital competence frameworks to guide digital skills development across member states. The DigComp framework (Digital Competence Framework for Citizens) and the DigCompEdu framework (Digital Competence Framework for Educators) provided comprehensive frameworks for assessing and developing digital competence among citizens and educators, respectively. With the increasing complexity of digital technologies and the demand for higher-level digital skills, models of digital competence began to differentiate between digital literacy and digital fluency. Digital literacy refers to foundational skills in using digital tools and resources, while digital fluency encompasses higher-level skills in leveraging digital technologies effectively for learning, communication, collaboration, and problem-solving. In the context of education and workforce development, competency-based models of digital competence gained prominence. These models focused on defining specific competencies or learning outcomes related to digital skills and assessing individuals' proficiency in these competencies through performance-based assessments or portfolio-based evaluations<sup>33</sup>.

Recognising the need for lifelong learning and continuous upskilling in the digital age, models of digital competence began to emphasize the importance of ongoing learning and professional

development. Lifelong learning frameworks and continuous professional development (CPD) programs were designed to support individuals in acquiring and updating their digital skills throughout their lives and careers. With the rapid pace of technological innovation, digital competence models continue to evolve to encompass emerging technologies such as artificial intelligence, machine learning, big data, cloud computing, and the Internet of Things (IoT). Models of digital competence now include dimensions related to AI literacy, data literacy, cybersecurity, digital ethics, and responsible technology use. The evolution of digital competence models reflects a shift from basic computer literacy to more comprehensive frameworks that encompass a wide range of digital skills, literacies, and competencies needed to thrive in the digital age. These models provide valuable guidance for individuals, educators, employers, and policymakers in assessing, developing, and promoting digital competence across various sectors and contexts<sup>34</sup>.

#### **2.1.4 Overview of Emotional Intelligence**

Emotional intelligence (EI) is defined as the ability to recognise, understand, manage, and effectively use one's own emotions and those of others in various situations. It involves a set of skills and competencies that contribute to building healthy interpersonal relationships, making sound decisions, and navigating the complexities of social interactions. Emotional intelligence is often considered a crucial factor in personal and professional success. It influences various aspects of life, including leadership, teamwork, communication, and decision-making. Individuals with high emotional intelligence are often better equipped to handle stress, form positive relationships, and navigate complex social dynamics. The concept of emotional intelligence was popularised by psychologist Daniel Goleman, who introduced the idea in the 1990s. Since then, it has gained recognition as an important aspect of personal development and

is frequently considered alongside traditional measures of intelligence (IQ) in assessing an individual's overall capabilities<sup>35</sup>.

The evolution of emotional intelligence (EI) as a concept has undergone several stages of development since its inception. The roots of emotional intelligence can be traced back to early psychological theories that emphasised the importance of emotions in human behavior and cognition. Psychologists such as Charles Darwin, William James, and Sigmund Freud explored the role of emotions in adaptation, motivation, and social interaction, laying the groundwork for later theories of emotional intelligence. In the early 1990s, Peter Salovey and John Mayer proposed a formal model of emotional intelligence, defining it as the ability to perceive, understand, manage, and use emotions effectively. Their model conceptualised emotional intelligence as a set of cognitive abilities that contribute to adaptive functioning in various domains of life<sup>36</sup>.

Daniel Goleman's best-selling book "Emotional Intelligence" in 1995 popularised the concept of emotional intelligence in mainstream culture. Goleman expanded the scope of emotional intelligence beyond Salovey and Mayer's model, incorporating social and interpersonal competencies such as empathy, interpersonal skills, and social awareness. His mixed model of emotional intelligence highlighted the importance of both personal and social competencies in achieving success and well-being. The concept of emotional intelligence spurred a surge of research and interest in understanding its implications for personal development, education, leadership, and workplace performance. Researchers developed various measures of emotional intelligence, including self-report questionnaires, performance-based assessments, and 360-degree feedback tools, to measure different aspects of emotional intelligence.

The concept of emotional intelligence has faced criticism and debate within the scientific community. Some researchers question the validity and reliability of existing measures of emotional intelligence, as well as the conceptualisation and operationalisation of the construct. Others argue that emotional intelligence may be context-dependent and culturally specific, challenging its universality and generalisability across diverse populations. Emotional intelligence has been integrated into various fields and disciplines, including psychology, education, leadership, organisational behaviour, and healthcare. Researchers explore the role of emotional intelligence in promoting mental health, academic achievement, effective leadership, and interpersonal relationships, as well as its implications for individual and organisational performance<sup>37</sup>.

The study of emotional intelligence continues to evolve, with ongoing research exploring new dimensions, measurement approaches, and applications of the concept. Scholars investigate topics such as the neural basis of emotional intelligence, interventions to enhance emotional intelligence skills, and the role of emotional intelligence in promoting resilience and well-being in diverse populations. Overall, the evolution of emotional intelligence as a concept reflects a growing recognition of the importance of emotions in human functioning and the need to understand and develop emotional competencies for personal and social success. While the concept has faced challenges and debates, it continues to inspire research, practice, and innovation in various fields of study<sup>38</sup>.

The theoretical foundations of emotional intelligence (EI) encompass various psychological, cognitive, and socio-emotional theories that emphasize the role of emotions in human behavior, cognition, and social interaction. Peter Salovey and John Mayer proposed one of the earliest and most influential models of emotional intelligence, which conceptualizes EI as a set of cognitive

abilities related to emotions. According to this model referred to as Ability Model, emotional intelligence involves four core components: Perceiving emotions (which involves recognizing and accurately interpreting one's own and others' emotions), using emotions (this involves harnessing emotions to facilitate thinking, problem-solving, and decision-making), understanding emotions (it entails comprehending the causes and consequences of emotions, including the ability to label and differentiate between different emotional states), and managing emotions (to regulate and control one's own emotions, as well as respond effectively to others' emotions).

In Mixed Model, Daniel Goleman popularised the concept of emotional intelligence with his book "Emotional Intelligence" which introduced a broader and more holistic perspective on EI. Goleman's model incorporates elements of Salovey and Mayer's ability model but also emphasizes social and interpersonal competencies. He identifies five key components of emotional intelligence; self-awareness, self-regulation, motivation, empathy, and social skills. The trait Model of Petrides and Goleman is a model that views emotional intelligence as a stable personality trait or disposition rather than a set of cognitive abilities. Individuals high in emotional intelligence traits are characterised by their emotional self-awareness, self-regulation, empathy, and social competence. They tend to exhibit consistent patterns of emotion-related behaviors across different situations and contexts. Albert Bandura's social learning theory emphasises the importance of observational learning, modeling, and social reinforcement in the development of emotional intelligence. According to this perspective, individuals acquire emotional intelligence skills through observing and imitating the behaviors of others, as well as receiving feedback and reinforcement from social interactions<sup>39</sup>.

Constructivist theories of emotional intelligence emphasise the role of socialisation, experience, and cognitive development in shaping individuals' emotional competencies. From a developmental perspective, emotional intelligence is seen as evolving over the lifespan through processes of maturation, socialisation, and learning, with early experiences and relationships playing a crucial role in its formation. These theoretical foundations provide a framework for understanding the nature, development, and implications of emotional intelligence in various domains of human behavior and functioning. While there is ongoing debate and research on the conceptualisation and measurement of emotional intelligence, these theories highlight the importance of emotions in shaping individuals' thoughts, actions, relationships, and well-being<sup>40</sup>.

Emotional intelligence (EI) encompasses a set of skills and abilities that enable individuals to recognise, understand, manage, and utilize emotions effectively in various aspects of their lives. The key components of emotional intelligence, as identified by various models and researchers, typically include the following: self-awareness (recognizing one's own emotions as they occur, understanding the impact of emotions on thoughts, behaviors, and decision-making, and having insight into one's strengths, weaknesses, values, and motivations), self-regulation (managing and controlling one's own emotions, impulses, and reactions, remaining calm and composed under pressure or stressful situations, being adaptable and flexible in response to changing circumstances, and delaying gratification and exercising self-discipline), motivation (setting and pursuing meaningful goals with energy, persistence, and optimism, being driven by intrinsic motivations, such as passion, curiosity, and a sense of purpose, and recovering from setbacks and failures, and maintaining a positive attitude), empathy (understanding and resonating with others' emotions, perspectives, and experiences, showing compassion, concern, and sensitivity towards others' feelings and needs, and listening attentively and nonjudgmentally, and validating others'

emotions) and social skills (building and maintaining positive relationships with others, communicating effectively and assertively, both verbally and nonverbally, resolving conflicts and negotiating win-win solutions, collaborating and working effectively in teams, and inspiring and influencing others through leadership and persuasion<sup>41</sup>.

## **2.2 Theoretical Framework**

The study is anchored on three different models and a theory namely:

### **2.2.1 IR Evaluation Model**

This model is a product of research articles by scholars on the rightful model for the evaluation of the management of institutional repositories. In 2006, The Korean Education and Research Information Service funded a research activity to assess the performance of forty (40) different repositories in Korea. In the course of this assessment, four key elements became prominent in the evaluation consideration. These same assessment metrics were echoed in another research work aimed at considering a global standard for the evaluation of IR management in 2008. In furtherance of the earlier work funded by The Korean Education and Research Information Service, the authors of the project later came up with an evaluation standard for the management of IR which has four (4) categories and nineteen indicators. These categories or elements are content, management and policy, systems and network, and finally use, user, and submitter<sup>42</sup>.

Selecting content for an institutional repository involves careful consideration of the repository's purpose, target audience, and scope, as well as legal and ethical considerations. The content to be selected should with the mission and objectives of the institution and the repository. The types of content that are suitable for inclusion in the repository should be identified. This may include research articles, conference papers, theses and dissertations, datasets, multimedia materials, teaching materials, institutional publications, reports, and archival materials. Compliance with

copyright laws and licensing agreements is equally crucial. Content that meets standards of quality, relevance, and scholarly integrity should be given priority. Evaluation should therefore be carried out to determine the significance, originality, and academic merit of research output, and consider peer-reviewed publications or materials vetted by subject experts. Content that enhances accessibility and inclusivity should form the basis of selection to ensure that diverse perspectives, disciplines, languages, and formats are represented in the repository. Ethical considerations such as privacy, confidentiality, consent, and cultural sensitivity are necessary when selecting and managing content, particularly when dealing with sensitive or personal data, human subjects research, or indigenous knowledge. Diversity of content in an institutional repository is essential for ensuring that the repository reflects the full spectrum of scholarly output, institutional activities, and intellectual contributions of the community it serves. Thus, research outputs (i.e. journals, conference papers, preprints, technical reports, ETDs, etc), scholarly communications, institutional publications, data and datasets, creative works, archival materials, and cultural contents fall within this circle. The currency of content in an institutional repository refers to the timeliness, relevance, and freshness of the materials housed within it. Maintaining currency is crucial for ensuring that the repository remains valuable and useful to its users, whether they are researchers, students, faculty, or the broader community<sup>43</sup>.

Raising awareness of an institutional repository as well as marketing it is crucial for maximising its impact and ensuring that it serves as a valuable resource for the institution's community. To effectively market the IR, the primary target audience for the repository, including faculty, researchers, students, librarians, administrators, funding agencies, and the broader academic community should be identified for a comprehensive marketing plan that outlines goals, objectives, target audience segments, messaging, communication channels, and promotional

tactics. The task of marketing and promoting the IR can be achieved through the development of a comprehensive communication plan to promote the repository to various stakeholders, including faculty, researchers, students, librarians, administrators, and the broader community. Multiple communication channels such as email newsletters, social media platforms, institutional websites, blogs, and mailing lists can be utilised to disseminate information about the repository. Academic networks, discussion forums, and online communities relevant to the repository's content areas should form part of the entities to be engaged with. Social media platforms such as Twitter, Facebook, LinkedIn, and Instagram can be deployed to share repository news, announcements, and content highlights. Besides, training and workshops can be organized to educate users about the repository's features, functionalities, and benefits on one hand and intimate them on how to effectively engage with the repository. Promotional materials such as brochures, flyers, posters, banners, infographics, and videos can be developed and distributed to showcase the repository's features, content highlights, and impact<sup>44</sup>.

Formulating policies for an institutional repository is essential for ensuring its effective management, governance, and compliance with relevant standards, laws, and best practices. This involves defining the mission and objectives of the institutional repository stating its purpose, goals, target audience, and scope to guide policy development and implementation. The policies include (1) content selection and submission policies (criteria and guidelines for selection, procedures and requirements for submission, and workflows and responsibilities for content submission). (2) Access and use policies (policies for accessing and using repository content, including access rights, permissions, and restrictions; user roles and permissions, authentication mechanisms, and access control settings to regulate who can view, download, and reuse repository materials; and issues related to privacy, confidentiality, and data protection). (3)

Metadata standards and documentation (metadata standards and guidelines for describing repository content; documentation of resources to support users in creating accurate and consistent metadata). (4) Intellectual property and copyright policies (policies and procedures for managing intellectual property rights, copyright compliance, and licensing agreements for repository content; rights and responsibilities regarding ownership, use, reproduction, and distribution of repository materials). (5) Preservation and long-term access (these are policies and strategies for preserving repository content and ensuring its long-term accessibility and usability; issues related to file formats, digital preservation standards, metadata preservation, backup procedures, and disaster recovery plans). (6) Ethical and legal considerations to ensure compliance with relevant laws, regulations, and ethical guidelines governing research, data management, and scholarly publishing<sup>45</sup>.

Integration in an institutional repository refers to the process of connecting the repository with external systems, services, and workflows to enhance its functionality, interoperability, and utility. Integration of the repository with existing library systems and platforms, such as the library catalog (OPAC), discovery services, institutional website, and digital asset management systems allows users to discover repository content through familiar library interfaces and ensures consistent access to digital resources across library platforms. This integration becomes easy with the implementation of standards-compliant protocols, such as the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH), to enable interoperability and metadata exchange with external repositories, aggregators, and search engines. Prioritising interoperability in the design, implementation, and operation of an institutional repository, institutions can enhance its connectivity, accessibility, and usability within the scholarly ecosystem, fostering collaboration, innovation, and knowledge exchange across disciplinary boundaries and

institutional boundaries. The repository can also be integrated with publication and citation management tools commonly used by researchers, such as ORCID (Open Researcher and Contributor ID), CrossRef, and citation managers like Zotero and Mendeley to facilitate seamless import and export of publication data, ensure accurate attribution of authorship, and enhance visibility and discoverability of repository content. Repository widgets, plugins, or search boxes can similarly be embedded into institutional websites, portals, and research profiles to promote repository content and facilitate access for users<sup>46</sup>.

Software management in an institutional repository involves the selection, implementation, customisation, maintenance, and support of software solutions that power the repository's infrastructure, functionality, and services. A thorough needs assessment to identify the requirements, goals, and priorities of the IR is usually conducted. Stakeholders, including faculty, researchers, librarians, administrators, and IT staff, are subsequently engaged to gather input and feedback on desired features and functionalities. Thereafter, available software options are evaluated, including open-source repository platforms, commercial solutions, and hosted services, based on their suitability, scalability, flexibility, and cost-effectiveness. After the selection, the selected repository software is customised to align with institutional branding, workflows, and user preferences and configured to meet the specific needs of the institution. The deployment of the IR, its integration into external systems, maintenance and upgrade, and system performance and optimisation make the systems and network operations of the IR optimal.

The hardware that supports the repository system equally requires a clear process of management. This involves the selection, procurement, configuration, maintenance, and optimisation of the hardware infrastructure that supports the repository's operations, storage, and access. Hardware components, servers, storage systems, networking equipment, and peripherals

that meet the requirements and specifications identified during the needs assessment should be selected. Robust network connectivity and bandwidth capacity should be selected to support data transfer, content delivery, and user access to the repository. Similarly, backup and recovery solutions are needed to protect repository data against loss, corruption, or accidental deletion<sup>47</sup>.

### **2.2.2 Denison Model of Organisational Culture**

The Denison Model of Organisational Culture, often assessed through the Denison Organisational Culture Survey, offers a comprehensive framework for understanding and measuring organisational effectiveness. In 1990, Denison proposed that the behaviours and perceptions of individuals within an organisation are shaped by the prevailing culture in that entity. This model identifies four critical cultural traits: Adaptability, Mission, Involvement, and Consistency. Each of these traits encompasses a set of associated management practices that collectively shape the organisation's character and functioning<sup>48</sup>.

Adaptability connotes that an organisation with a high level of adaptability exhibits flexibility and innovation. The culture of the university library will go a long way to determine how creativity and innovation will shape the performance of the libraries in information service delivery to the clientele<sup>49</sup>. The associated management practices focus on fostering change, encouraging openness to new ideas, and promoting a proactive response to external shifts.

Mission: The mission-oriented aspect emphasises a shared sense of purpose and direction within the library. Management practices linked to this trait include establishing a clear vision, aligning strategies with the mission, and communicating a compelling organisational purpose among the library personnel.

Concerning involvement, high-involvement cultures emphasise collaboration, teamwork, and employee engagement. Management practices associated with involvement include promoting teamwork, providing opportunities for library personnel input, and encouraging their participation in decision-making processes. Consistency: Consistency in organisational culture is characterised by stability, reliability, and order. Management practices linked to this trait involve establishing clear roles and responsibilities for the library personnel, ensuring consistent processes, and promoting a stable library work environment.

By evaluating an academic library's performance in these four key areas and assessing the corresponding management practices, the Denison Model provides valuable insights into the overall health and effectiveness of the library. The model suggests that a balanced and aligned approach across these dimensions contributes to IR management success, fostering a culture that supports innovation that comes with IR adoption, personnel engagement, and strategic alignment with other stakeholders within the IR management strata. Academic libraries that leverage the Denison Model can gain a nuanced understanding of their cultural strengths and areas for improvement, facilitating targeted interventions to enhance overall performance and competitiveness in the dynamic information service landscape.

However, for this study, emphasis will be placed on three specific traits out of the four identified by the Denison Model vis-a-vis Adaptability, Involvement, and Consistency. These chosen traits provide a focused lens through which to examine key aspects of organisational culture, allowing for a more targeted analysis of their impact on performance and effectiveness in the management of IR within the library. By delving into the practices associated with involvement and consistency, this study aims to gain deeper insights into how these dimensions influence the library's organisational dynamics and contribute to the overall success of the IR implementation.

### **2.2.3 The Digital Competence Framework for Citizens (DigComp)**

The Digital Competence Framework for Citizens (DigComp) was mooted in 2006 by the Council Recommendation. However, the first framework came out in 2013. A new update to the framework was introduced in 2022. The Council Recommendation while defining the framework noted that 'Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competencies related to cyber security), intellectual property-related questions, problem-solving, and critical thinking. Twenty-one competencies were identified as skills needed by European citizens to navigate the current technological necessities<sup>50</sup>.

These competencies are however grouped into five distinct areas mentioned below to highlight the expected traits in a digitally competent individual. Information and data literacy involves the ability to articulate information needs and to locate and retrieve digital data, information, and content. Similarly involved is the capability to judge the relevance of the source and its content as well as store, manage, and organize digital data, information, and content. Communication and collaboration contain the ability to interact, communicate, and collaborate through digital technologies while being aware of cultural and generational diversity. So also is the ability to participate in society through public and private digital services and participatory citizenship. Management of one's digital presence, identity, and reputation is also inclusive.

Digital content creation is the ability to create and edit digital content, improve and integrate information and content into an existing body of knowledge while understanding how copyrights

and licenses are to be applied, and finally to know how to give understandable instructions for a computer system. Safety connotes the ability to protect devices, content, personal data, and privacy in digital environments. Included in this safety is to be able to protect physical and psychological health, and be aware of digital technologies for social well-being and social inclusion. Lastly is important to be aware of the environmental impact of digital technologies and their use. Problem-solving includes the capacity to identify needs and problems and resolve conceptual problems and problem situations in digital environments. The skills also include the ability to use digital tools to innovate processes and products and keep up-to-date with the digital revolution.

#### **2.2.4 Daniel Goleman's Emotional Intelligence (EI) Theory**

The theory was propounded by Daniel Goleman in the early 1990s and became popularised through the book he wrote titled "Emotional Intelligence: why it can matter than IQ". This book was published in 1995. The theory has been expanded to influence the fields of education, psychology, organizational development, and leadership. In this theory, emotional intelligence is broken into five components such as self-awareness which is a crucial skill for effective management in academic libraries. Managers in these settings must possess a deep understanding of their strengths, weaknesses, values, and interpersonal dynamics to navigate the complexities of the academic environment. Managers who cultivate self-awareness contribute to a positive organisational culture, better decision-making, and the overall success of the library in serving the academic community<sup>51</sup>.

Self-regulation refers to the ability of an individual or a system to manage and control their behaviour, emotions, and cognitive processes. It involves the capacity to set goals, monitor

progress, and adjust one's actions to achieve those goals. Self-regulation is a crucial aspect of human development and functioning, impacting various areas of life, including education, relationships, and work. Empathy is the ability to understand and share the feelings of another person. It is a complex and multidimensional concept that encompasses both cognitive and emotional aspects. Empathy plays a crucial role in interpersonal relationships, effective communication, and social interactions. It fosters connection, cooperation, and understanding among individuals. Additionally, empathy is considered a fundamental aspect of emotional intelligence, which is vital for navigating social situations and building positive relationships. Cultivating empathy involves active listening, open-mindedness, and a willingness to understand others without judgment. It is important in various contexts, including healthcare, education, leadership, and conflict resolution.

Motivation refers to the internal or external factors that drive a person to initiate, sustain, and direct their efforts toward a particular goal or outcome. It plays a crucial role in determining the level of effort and persistence an individual puts into activities, and it influences the choices people make to achieve desired outcomes. Motivation can be intrinsic (coming from within oneself) or extrinsic (arising from external rewards or consequences). Social skills refer to the abilities and competencies that enable individuals to interact effectively and harmoniously with others in social situations. These skills are essential for building and maintaining relationships, navigating social environments, and communicating successfully with different people. Social skills encompass a broad range of behaviours, both verbal and non-verbal, that contribute to positive social interactions.

Out of the five components, however, self-awareness, empathy, and social skills have been chosen since they address relationship management and network building needed in Institutional Repository Management.

## **2.3 Review of Empirical Studies**

### **2.3.1 Organisational Culture and Management of Institutional Repositories**

Organisational culture has become a crucial driver of competitive advantage in the modern business world. Contemporary management science recognizes organisational culture as a paramount subject. To strike a balance between the conflicting needs for stability and flexibility within an organisation, a survey was conducted using a Likert scale questionnaire. The questionnaire, based on the Denison model, was distributed to 1000 employees across various firms in 29 cities in Serbia. Employing two distinct channels for distribution, physical presentations and online delivery through Facebook, aimed to enhance response rates. The collected data underwent analysis using IBM Statistics 21 and MS Excel to provide a descriptive statistical overview. The study's findings indicate an equilibrium between the factors of stability and flexibility, with suggestions for potential enhancements in organisational culture. This stability can in a library context easily reflect in the management of IR in academic institutions the way it does in any corporate organisation with a positive culture<sup>52</sup>.

In an exploratory study aimed at measuring the performance of IR in the library environment, the state of institutional repository implementation in Africa was analysed using the global directory of open access repositories (OpenDOAR), and Transparent Ranking: all repositories by Google Scholar, including reports on operational status and performance of repositories. The analysis revealed that the average performance of the institutional repositories remained sub-par; a

situation that could have been remedied by stability and flexibility in the organisational culture. The opportunity to access research results from the window of global open access through the use of institutional repositories was relatively more achievable in South Africa, Kenya, Nigeria, Algeria, Sudan, and Egypt than in the rest of Africa. This study concluded that many organisations, institutions, and societies are putting a lot of effort into the implementation of open access in Africa. However, the widespread adoption of institutional repositories in Africa remains very slow and the performances of implemented repositories were below expectations. East Africa is the region with the highest number (9) of countries contributing and functional IR (61). It is interesting to note that South Africa, with only 4 countries contributing, has the highest content (1.271, 820). This makes South Africa the most active country contributing around 57% of African countries' IR content in OpenDoAR. Of the 213 repositories examined, 63 were not accessible through the Internet, representing 29.6% of the total. This varying performance could be a reflection of the organisational culture prevalent in the academic institutions and countries that encourage content deposit than it is possible in other countries<sup>53</sup>.

In today's business landscape, organisational culture is recognized as a formidable mechanism crucial for the sustained viability and growth of an organisation. A study delves into the influence of organisational features on organizational culture<sup>54</sup>. Given the magnitude of competitiveness and evolving dynamics, the Denison model of organisational culture was chosen to strike a balance between the imperative for organisational stability (factors of mission and consistency) and the prerequisites for adaptability (factors of involvement and adaptability). A survey was conducted using a Likert scale questionnaire based on the Denison model and administered to 1000 respondents employed in Serbian companies. The data underwent analysis using the one-way ANOVA method. The results indicate that organisational characteristics

significantly impact the organisation's ability to maintain equilibrium between internal and external convergence, stability, and adaptability to change. In applying this to IR management, a study examined how institutional environments, disciplinary contexts, and individual motives influence researchers' decisions to deposit their work into institutional repositories (IRs)<sup>55</sup>. This study discovered that while perceived career risk significantly lowers researchers' article depositing behaviours through an IR, perceived community benefit, perceived institutional support, and perceived career benefit increase researchers' article depositing behaviours through an IR. This study indicates that to improve researchers' overall article-sharing practices through an IR, factors such as career concerns, institutional support, and community benefit should be taken into account.

The passage of time and the increase in user population have led to changes in size observed lately in academic libraries. Similarly, the advent of new technologies has affected developments in the field of information science reflected in library activities within and without its four walls. These technologies require new methods, approaches, and skills to positively adapt their applications to the library settings<sup>56</sup>. Global occurrences such as COVID-19 have predisposed the entire human race to new ways of doing the same things. This has made it expedient for individuals, students, library users, and corporate institutions to adapt their routines to the realities of the time<sup>57</sup>. Eight universities in Thailand and Vietnam were evaluated to gauge their adaptability status pre-, during, and post-COVID-19 pandemic. Findings revealed that the integration of library services and e-resources into the learning management system of the university was before the outbreak of the virus. However, during the pandemic, the focus changed to ensuring improvement in reliability, practical development, and upkeep of digital resources. Immediately after the crisis, attention shifted to evaluation and recovery activities<sup>58</sup>.

However, this trend in adaptability is not universal, especially in IR management. Utilising UiT's Munin Repository, a survey was carried out among UiT researchers, using the Arctic University of Norway as a case study, to investigate their views and behaviors about the repository and open access (OA) publications<sup>59</sup>. All UiT employees received the survey questionnaire between August and October 2016, however only academic staff members in research positions—including PhD students—were chosen for study. The survey was answered by 200 researchers. According to the survey, although scholars are generally in favor of open access (OA), they are less enthusiastic about adding to their institutional repositories for a variety of reasons. These include the fact that the process is quite difficult, the ambiguity that academics have regarding some legal, copyright, and peer review issues, as well as concerns about prestige and which version is best to deposit or self-archive. This skepticism is easily erased in a library cultural environment adaptable to new changes even when there are observable risks.

Collaboration and adaptability are critical skills required to succeed in librarianship by contemporary scholarly communication librarians in their quest to stay afloat in library practice. Therefore, there should be constant learning and continual adaptation to changes in this era of changing library environments<sup>60</sup>. At the George Washington University Libraries, a cross-functional and team-based approach that relied heavily on the advantages offered in agile project management brought new thinking into the collection development process. This was achieved through adaptation to the new ever-changing information landscape in the academic libraries. Flexibility, collaboration, quick response, and experimentation were the very vital tools that aided the adaptability of the libraries. This is more so when we view it from the perspectives of librarians who are sometimes resistant to new approaches to conducting library work.<sup>61</sup>

The inability of African academic institutions to adapt quickly and fully to global trends has been reflected in the performance of IRs in Africa. A study provided an overview of the operational status and performance of institutional repositories in Africa using the global directory of open access repositories (OpenDOAR) and transparent ranking: all repositories by Google Scholar. The results indicate that the average performance of the institutional repositories remains below average. It appears that global open-access research results can be accessed through institutional repositories in some African countries rather than others. The study concludes that many efforts are being made to promote open access in Africa, but the widespread implementation of institutional repositories remains very slow and the performance of implemented repositories has been below expectations. Based on the current status, suggestions are provided for regaining the desired direction of the African institutional repositories<sup>62</sup>.

As of September 2019, the number of repositories registered on OpenDOAR shows that there are 213 registered repositories in 24 countries in Africa, with Kenya leading the way with 29 accessible repositories and 190,204 content. Interestingly, Southern Africa, with only 4 contributing countries to OpenDOAR, has the highest content with 1,271,820. This makes South Africa the most active country in OpenDOAR, contributing around 57% of the African countries' IR content. Middle Africa has only one contributor, Cameroon, with a bare minimum of 34. North Africa has fewer functional resources (31) compared to East Africa (83) but the number of content in IRs from North Africa is almost 2.5x higher than that of East Africa. It is worth noting that 63 of the 213 repositories were not accessible through the Internet. Of the 213 repositories in Africa, 4 are among the top 200 in the world, 3 are from South Africa and 1 is from Sudan. Only 6 African countries made it to the top 1000 list according to Transparency Ranking: South Africa, Sudan, Ghana, Algiers, Nigeria, and Kenya<sup>63</sup>.

In a similar research, an analysis of the growth of Open Access Institutional Repositories in Nigeria over the past decade was also provided in a paper. The study found that over the last decade (2009-2019), a total of 25 Open Access Repositories have been created in Nigeria. The study also found that a total of 68,610 items had been uploaded in Nigeria since their inception, with the highest upload being 23,367 items from the University of Nigeria Nsukka. Some Institutional Repositories did not have a visible record of their items or did not upload intellectual content. Dspace software was the preferred Software for the majority of Institutional Repositories. Most of the Institutional Repositories were multidisciplinary covering various subjects. Journal articles, theses and dissertations, conference papers, and unpublished reports dominated the IRs. Though African countries have grown in numbers but have yet to align with the right organisational adaptability that can sustain the growing IRs. It is therefore not surprising that ease of content acquisition which is the primary responsibility of the library has been delayed in the recruitment of content to the IR<sup>64</sup>.

It has been noted that relation management is crucial to the success of any organisation, library environment inclusive. Research to investigate how various aspects of organisational culture collectively influence the successful implementation of Customer Relationship Management (CRM) was carried out. The study focused on managers within a UK-based chain hotel who participated as respondents through a questionnaire. Though the population of the managers was 364, only 235 copies of the questionnaires were returned out of which 214 were eligible for the analysis. Analyzing the gathered data involved employing correlation and simple linear regression analysis. The study's outcomes highlighted that exceptional CRM strategies are characterised by the establishment of cross-functional teams, possession of a culture of teamwork, employee commitment, and involvement, a responsive and adaptive approach to

change, open information sharing, effective knowledge management, and a learning-oriented mindset, a clearly defined set of visions and mission, and a significant level of innovation. Management of IR in the library requires a culture that guarantees collaboration with other units and sessions even within the library itself. Thus, relation management, an integral part of organisational culture is needed both for content recruitment and coordination of IR users in academia<sup>65</sup>.

Inspired by the recent surge in research on organisational culture and effectiveness, especially in Western nations, a study delves into the relationship between these two concepts in the context of India. Utilising Denison's Organisational Culture Survey (DOCS), the research focused on employees from some corporate organisations in Jammu and Kashmir, with a sample size of 480 selected through a stratified random sampling technique. While physical questionnaires were distributed to respondents, only 212 out of the 226 returned copies were considered usable for the final analysis. The results revealed a robust correlation between the four DOCS traits—namely involvement, adaptability, mission, and consistency and effectiveness within the organisation. Notably, mission emerged as the predominant cultural trait, significantly influencing various key performance indicators. When the organisational culture of an academic library is fully operational, its effectiveness in mobilising contents for the IR will become easier, especially among the known contributors to IR in Africa and specifically Nigeria. Literature has shown that ETDs are the largest content in African IRs<sup>66</sup>.

The workflows available for the dual online submission of graduate electronic theses and dissertations (ETDs) into the institutional repository (IR) and the ProQuest system were identified and described<sup>67</sup>. Data was collected in three stages over the course of two years, from 2019 to the middle of 2021, using a combination of methodologies. The primary aim of the

research is to conduct a thorough analysis of these workflows and delineate their attributes and capacities for overseeing the various facets and phases of the ETD submission process, ranging from online deposit to publication and dissemination. The ETD review process, metadata management, publishing options, access restrictions, consent agreements, embargo control, payments and fees, preservation, options to opt-out of ProQuest submission, and the time it takes for the ETDs to appear in the systems are just a few of the workflow aspects covered in this study. Along with problems with the workflows, interoperability between ProQuest and the IR systems is also covered. This study could be very helpful to institutions seeking knowledge on ETD workflows and processes for practical decision-making. When internalised within the framework of the library culture and environment, the above-stated workflow will contribute significantly to the recruitment of information content into the IR.

Sometimes, the focus of organisational strategies is on the internal workings of the entity without looking at the external areas that can lift the company higher if well attended to. A study was conducted to explore the prevailing organisational culture in high-tech companies, focusing on two primary areas: external adaptation and internal integration, and their implications for the broader external organisational environment<sup>68</sup>. The study empirically investigates these themes, utilizing a sample of 29 high-technology companies from Europe, North America, and Asia. A systematic framework was employed to conduct a comprehensive literature review, drawing from primary, secondary, and tertiary sources. The findings indicate a prioritisation of internal integration over external orientation in the organizational culture of the examined firms. Furthermore, the organisational environment was marked more by technological instability than market volatility. Additionally, the model of employee involvement, achievement, and innovation values was reflected in the organisational context. A stable library environment is a

factor in the content management of repositories. Providing a culture of training and integration primarily for the library personnel can only ginger them to work internally to achieve content recruitment and organisation and make the content available for the use of the clients; staff, and students. This position is without prejudice to the need to collaborate with external entities especially the content contributors to harness their research products into populating the IR.

To attain elevated performance leading to enhanced quality, increased profitability, safety, and adaptability to dynamic changes through a modern approach to management, the forefront remains occupied by digitisation. An empirical study was carried out to scrutinise the efficacy of a digital organisational culture, aiming to identify the cultural attributes crucial for the digital transformation process. The Denison organizational culture model served as the tool for assessing organisational culture and monitoring the progress in digitalisation. A participant pool of 494 respondents, including employees from Czech companies and consumers, was selected for the study. MAXQDA software facilitated a statistical analysis of the relationship between variables, and Person's correlation analysis was employed to assess convergent validity. The findings underscore a significant correlation between Adaptability and Customer Experience, as well as Mission and Digital Strategy. Furthermore, the results emphasise the imperative need to accord ample attention to organisational culture as a pivotal pathway to successful digital transformation. Presently, there are fears among library personnel of the dominance of digital librarianship over traditional librarianship. Adaptability to current library digitisation especially in IR management can only better the performance of librarians in service delivery to users of IR information resources<sup>69</sup>.

To preserve any organisation's existence and innovation capacity, it is imperative to give careful consideration to the evolution of the workplace. This workplace might serve as a standard for

evaluating employee performance or the organisation's overall performance. Using a Google Forms questionnaire, data was gathered using a qualitative methodology in research. An Indonesian public library librarian serves as the sample. The frequency distribution method of data analysis is used to determine how respondents typically explain the type of organisational culture they experience at work. According to the study's findings, Indonesian public libraries are ranked highly and given priority when it comes to innovation and adaptability<sup>70</sup>. Libraries have to change all the time to accommodate patrons' ever-changing requirements. Being adaptable and having quick reflexes are necessary for this. A case study demonstrates how The George Washington University Libraries used a cross-functional, team-based approach that capitalized on the advantages of agile project management to rethink their approach to collection development<sup>71</sup>. Using an agile approach to collection development allowed staff members to gain new skills while optimising the use of the library's financial resources. The importance of cooperation, adaptability, and experimentation in libraries is highlighted by this project.

To delineate the elements of corporate culture using Denison's Organisational Culture (DOC) model, a research study applied descriptive statistical methods to assess the strengths and weaknesses of corporate culture<sup>72</sup>. The DOC model was utilised to evaluate the corporate culture. The findings elucidate that the corporate culture scale of the scrutinised enterprise encompasses 12 factors: capacity development, agreement, coordination and integration, empowerment, team orientation, strategic direction and intent, core values, creating change, customer focus, goals and objectives, organisational learning, and vision. Additionally, it was observed that the businesses under examination demonstrated consistency as the most prominent trait in forging a long-term vision and mission, along with robust objectives. According to the

calculation formula of the DOC model, core values, agreement, coordination, and integration are equally emphasized in the corporate culture of scrutinised ventures.

The presence of a loyal workforce within an organisation leads to a significant enhancement in organisational performance and competence. A study was undertaken to explore the correlation between organisational culture and the organisational commitment of employees in the administrative departments of healthcare centers in Hamedan Province, utilising the Denison model. A multistage stratified sampling method was employed to select 177 administrative staff from the healthcare centers. The formalised Denison Organisational Culture Survey, along with the organisational commitment questionnaire developed by Meyer and Allen, served as the instruments for data collection. The analysis utilised Pearson product-moment coefficients, and descriptive statistics were applied using IBM-SPSS 21. The results revealed that empowerment, organisational learning, vision, and strategic direction were the indicators of organisational culture with the highest mean scores. Similarly, affective commitment received the highest score even though involvement had the lowest mean scores among the four dimensions of organisational culture. Notably, a significant relationship was observed between all components of organisational culture and the organisational commitment of employees<sup>73</sup>. The commitment of library personnel is important to all aspects of IR management; from content recruitment to systems and networks, core managerial issues, and use of the platform by both the contributors and the users of the content.

As the number of open-access content in repositories has grown exponentially, so has the number of technical and organisational issues that arise when trying to bring this content together. The Connecting Repositories (CORE) has been tackling these issues by collecting and enriching open-access content from hundreds of repositories, making millions of open-access

manuscripts discoverable and reusable. Repository managers and library directors want to know the details about the content they are harvesting from their repositories and retain a certain degree of control over it. Now CORE is facing the problem of how to allow content providers to control the aggregation and harvesting process of their content. This is a critical assignment that would define the prevailing organisational culture in the academic library. A CORE Dashboard was proposed to improve quality and transparency in the aggregation process and to create a mutually beneficial collaboration between the CORE project and content providers<sup>74</sup>.

A research study aimed to assess the influence of organisational culture and competence on organisational commitment in BUMD Binjai was carried out. A quantitative approach was employed, utilising questionnaires to collect data from 124 respondents chosen through simple random sampling based on the Slovin formula, from the total population of 180 employees at BUMD Binjai. The questionnaires were administered both online and offline, allowing sufficient time for comprehensive responses. Statistical software was utilised to evaluate the impact of organisational culture and competence on organisational commitment, including examining the possibility of direct or indirect influence through a mediator variable. The findings indicate that all indicators of organisational culture, competency, and organisational commitment are substantiated. Consequently, there is a significant impact of organisational culture and competence on organisational commitment, with both factors independently exerting influence on organisational commitment. This finding predisposes that the library organisational culture would go a long way together with the competence of IR managers and administrators in strengthening the commitment of the library personnel to fully face and deliver on the onerous task of aggregating content to the repositories. An unfriendly organisational culture according to this finding will negatively affect the commitment of the IR managers<sup>75</sup>.

Many case studies on repositories address several inter and intra-library subjects. Internal cooperation with the numerous university stakeholders as well as internal collaboration within the library or converged department is taken into consideration<sup>76</sup>. When discussing external collaboration, the main concerns and advancements on a local, regional, national, and worldwide level are examined. The culture of interaction with people from outside the library environment might have been indirectly bequeathed to librarians unconsciously. The information at the disposal of many academic staff and students is limited having learned in the classes that attendance and taking notes in classes were enough to guarantee academic success and excellence in professional practice. At UACJ however, an instruction programme was created for the students and the academic staff<sup>77</sup>. There was collaboration between libraries and faculty which assisted greatly and benefited the user education programme of the university and other library services. Teamwork will ensure that the library becomes part of the learning in a fully academic process through teamwork. Therefore, when collaboration and involvement with others benchmark the management of the repositories, their management becomes easier.

The ideas and solutions that drive the expansion of the greatest digital library of Caribbean content in the world are fundamentally rooted in partnerships and shared governance. The creation of an international digital library of the Caribbean that is open access, multi-institutional, multilingual, inclusive, and sustainable will require the cooperation and efforts of people and organisations who value collaboration, access, and preservation<sup>78</sup>. Without the active community of researchers and partners who are eager to collaborate, share their skills and requirements, and pool their resources, dLOC would not be able to succeed. An overview and evaluation of the literature are given in a chapter of a book regarding the several facets of academic library collaboration. Using the literature as a guide, the author hopes to clarify the

various components of collaboration and provide a succinct overview of some of the most significant problems and current trends.

The attitudes of academic library personnel and their commitment to service delivery are shaped by the organizational culture of the parent institution as well as the norms and values adopted by the institution. Similarly, the leadership skills of top and mid-level managers of the academy play a similar role in shaping the attitude of the personnel. In the same vein, the image of the library and the level and type of services provided by the library are shaped by the management styles adopted by the institution<sup>79</sup>. It has been discovered lately that relocation of campus space and the reluctance of library personnel to changes have serious negative impacts on planning in the library of Embry-Riddle Aeronautical University. To deal with this challenge, an attempt was made to apply varying methods which include active library personnel input, scenario planning, and appreciative inquiry to encourage staff to accept the initiatives. The approach produced an appreciative success borrowing from modern corporate organisations that integrate their staff into the planning process as well as in harvesting feedback on new services implemented. Inputs from library personnel in the process of developing and executing strategic plans paid off. The methods adopted included holding retreats to elicit ideas from the workforce, creating scenarios to encourage staff to provide inputs on new plans, and lastly deploying an inquiry strategy to determine what is known as SOAR (strengths, opportunities, aspirations, and results). All these strategies have their share of successes, interesting results, and some failures. But, the involvement of the staff was central to the commitment of all to the project<sup>80</sup>.

Job attitude in the library is a reflection of many factors. An author has discovered that there is a relationship between job involvement, job satisfaction, commitment, organisational headship, and job attitude. There can be no effective performance in library services if there is a negative

job attitude on the part of the library personnel. Job attitude is a vital tool to promote and market the library and its services and resources to the patrons and the general public. Therefore, the performance of the library personnel is a summation of involvement and commitment to the library's vision and values<sup>81</sup>. It is therefore understandable when a researcher noted that involving and empowering library personnel in the process of creating changes in academic libraries could be strenuous and time-consuming. But it ultimately leads to the sharing of creative ideas, establishing job satisfaction, and boosting the morale of library personnel. Improved communication with staff at every stratum and serious dedication to work are required to earn their trust in being supportive of proposed new changes. Since changes do not come by happenstance or in a jiffy, there must be consistency in internal work and communication to succeed in modeling the attitudes of the library personnel to an appreciable level so that they can buy into the vision of the library and together build the future of the library<sup>82</sup>.

In the same vein, to provide strategies for improving the use of institutional repositories by academics at Nigerian universities, the main goal of yet another study was to identify the main obstacles to their use<sup>83</sup>. There were 491 lecturers from 5 universities in the research sample. The instrument used to collect the data was a questionnaire. The findings indicated that a lack of technical skills, a lack of awareness and sensitisation among academics, and poor infrastructure were the main obstacles to the use of institutional repositories. The researchers suggested developing institutional policies regarding repositories, increasing staff understanding, and encouraging management participation in repository-related projects as ways to address these issues. To successfully utilize institutional repositories, the academic community and management of academic institutions must work together, according to the study. Invariably, the involvement of stakeholders is crucial to content recruitment to the IRs.

Participative management and effective communication were discovered by another author to have a significant relationship with the job performance of library personnel in academic libraries in Southeast Nigeria. It would therefore be appropriate to integrate library personnel into the decision-making process especially when such relates to issues in which they are directly concerned. Inter-strata communication across all levels would further enhance the participation of the library personnel<sup>84</sup>. Personnel involvement was one of the factors discovered to have influenced quality performance in academic libraries of Ghana. The author investigated the determinants of performance in selected Ghanaian academic libraries. Other determinants discovered included training and development which is a form of personnel involvement, management commitment, and effective communication<sup>85</sup>. Worthy of notice is the observation by yet another author that library personnel involvement is global and cuts across genders. In the academic libraries of federal universities in South-East Nigeria, there was no significant gender difference in job satisfaction, organisational commitment, and personnel involvement among library personnel. The study showed that both genders displayed positivity in their job satisfaction, organisational commitment, and personnel involvement<sup>86</sup>.

### **2.3.2 Digital Competence and Management of Institutional Repositories**

Technological and infrastructure issues have been observed to be great impediments to IR management. A study used a descriptive survey research design and enrolled 844 lecturers from the universities in Nigeria and 8 heads of the library's digitisation section to assess the challenges of technology. The data generated was analysed using descriptive statistics. The findings showed that low bandwidth, outdated and inadequate hardware and software components, poor server configuration, and unreliable power supply due to poor funding were some of the technological and infrastructure issues affecting institutional repositories in Nigerian universities. The study

recommended that universities' management provide more and sufficient bandwidth, good computer system configuration, inverter and solar systems for uninterrupted power supply, and increased funding through special IR budget allocation<sup>87</sup>.

In the same vein, another work that looked at the development and emergence of IRs, as well as trends in Africa, noted that most African countries are still in the early stages of IR development. It identified and discussed key issues and challenges related to IR in Africa, such as lack of knowledge, lack of funding to set up and manage IR, lack of ICT infrastructure, etc. The state of IR in Africa is not very encouraging, as there are only a few active repositories, the largest numbers of which are hosted by institutions from South Africa. Also, there seems to be no one-size-fits-all standard for hosting and publishing information in the repository. It is also important to promote interoperability of the IR among African institutions<sup>88</sup>.

Thus, over the years, establishing, developing, and sustaining institutional repositories has been considered a difficult challenge for many higher learning institutions in Nigeria, while many other higher learning institutions around the world have successfully addressed institutional repository issues within their institutions. Therefore, a researcher in a study evaluated the factors affecting institutional repositories in several universities in Nigeria. The findings showed that the establishment and development of institutional repositories within university libraries in Nigeria has been slow and unevenly distributed due to a variety of institutional and extrinsic factors that affect institutional repository sustenance. These include infrastructural problems, lack of technical support, technophobia, lack of bandwidth, lack of digitisation of some of the materials, lack of users' education, access control and rights management concerns, copyright and intellectual property concerns, technological changes, software adoption, uncertainty about the preservation of e-prints in the IRs, security issues and content management issues<sup>89</sup>.

Though, construction of digital repositories to aid in the gathering, storage, and archiving of intellectual assets produced by academics within academic and research organisations has become more and more necessary as a result of the evolving paradigm of scholarly communication on knowledge exchange and dissemination. The challenges of ICT have remained daunting. A study examined Tanzanian academic communities' opinions regarding the creation of IR and the ICT foundational infrastructures and technical capacities needed to host IR in ten of the nation's higher education institutions. The results showed that most institutions had poor Internet connectivity even though their ICT equipment was sufficient. Lack of technical know-how in overseeing Free and Open Source Software (FOSS) was observed in the study. It also showed that most people knew very little about Open Access. The research uncovered several issues, such as poor bandwidth, erratic power supplies, and ignorance of intellectual property rights (IPR). Additionally, the findings point to other potential, including the government's initiatives to promote appropriate conditions for better Internet connectivity and the increasing number of institutions setting up repositories. To effectively manage IR, cooperation between IR managers and IT staff should be promoted.

The nature of these and many other challenges to be resolved and the prevailing environment and circumstances in this era of digital communication will go a long way to influence the kind of competencies required of a modern librarian. Traditional librarianship is fast fading off requiring that librarians acquire new digital competencies that align with their expected role and job specifications in the digital age when most of the clients are digital natives. An author in a study investigates different approaches to competency and competence as concepts in librarianship. Various ideas were reviewed to place properly the concept, nature, and structure of digital competence and its development among librarians and information professionals. This includes

the ability to adapt professional knowledge to solve social challenges in a dynamic digital society<sup>90</sup>.

The library profession and the various players recognise the prime position of technology in modern librarianship. A study investigated the perception of university librarians on the importance of digital skills to librarians in a quest to meet user information needs in an extremely competitive digital era. Content analysis of job advertisements in two Ghanaian national dailies as well as semi-structured interviews with experienced librarians was used as instruments of a qualitative research design. A sample of 50 job advertisements covering the period between 2010 and 2019 were selected for content analysis while 10 academic librarians were selected from 5 Ghanaian university libraries for the interviews. Findings reveal that digital competencies form part of the requirements demanded from aspiring and potential academic librarians in Ghana. Networking, computer, and digital literacy, knowledge of software and IT systems used in the library, and general knowledge of computer applications are the skills mostly required in the libraries<sup>91</sup>.

Digital skills are important for the management of electronic resources and services in academic libraries. To attain this, a special need for the abundance of academic librarians who possess digital skills in Jordanian university libraries has arisen leading to a study of how digital skills impact the acceptance of technology by the librarians. The questionnaire was used to collect data from 230 librarians working in both public and private universities in Jordan during the 2019-2020 academic calendar year. Findings show that librarians possess a high level of digital skills while noting that there is the challenge of finance in acquiring the skills. It was also discovered that the level of acceptance and use of technology is highly dependent on the level of digital skills by library professionals<sup>92</sup>. Another author assessed the digital proficiency requirement of

this era of the fourth industrial revolution. Additionally, the relationship between digital competence and library resources and services is evaluated. It was discovered that library services had a critical impact on the ability and knowledge of software, hardware, network, and internet facilities of the academic library. Similarly, the library service impacted the computer appreciation of library users. This mutual relationship indicated an expectation of digital proficiency of citizens due to the heightened quantity and quality of available library services. The availability of e-book services could contribute to the improvement of the citizens' computer application<sup>93</sup>. The services of the library are enhanced through online provision such as IR accessible to the user in the comfort of his home.

The author attempted to define the digital competencies required by library personnel for library information resource management in the 21<sup>st</sup> century at Borno universities. Results showed that competencies needed by academic library personnel included information technology and interpersonal and leadership skills. IR management is responsible for making research output readily available to academia and the general public in electronic format. It is therefore pertinent to drive the concept with basic knowledge of ICT. The task of software and hardware comparison and selection as well as the manipulation of the application requires beyond basic knowledge of the ICT<sup>94</sup>. Therefore, the services of IR are better managed by those who possess competencies in digital knowledge. In another similar study, the author investigated the attitude and professional competence of the librarians about the digital services they provide to patrons in some Nigerian university libraries. Even though digital technologies have evolved considerably in these libraries aside from the huge investments and research into digital technologies in universities, many of these academic libraries were still employing traditional means which are now outdated to provide services to their clients<sup>95</sup>. This inability to align with new trends in

modern librarianship cannot properly project the IR since the platform runs on digital technologies to perform all its services of providing information resources and services to the clients. To properly operate and manage the IRs, library personnel must be literate enough and familiar with digital technologies. Results of research into the professional competence of library personnel indicated that Internet service remained the most accessible digital service in academic libraries. Though power outages were still affecting the provision of digital services, the majority of the library personnel had attained proficiency in basic computer operations.

Yet another study was carried out to evaluate the digital skills of university librarians<sup>96</sup>. This study measured the digital skills of the librarians in creating and managing the digital library, as well as the factors that influence their digital skills. Practical solutions to overcome these factors were provided in the study. The results showed that the current digital skills of university librarians in Pakistan do not support the development and management of digital libraries. The library schools are not providing practice-based training to the graduates to develop digital skills. Most of the librarians either do not have the necessary digital skills or they rated themselves as 'beginners'. This indicates that digital library training is very important for the development of digital skills. There is a link between digital library training and the digital skills of the respondents. Therefore, increasing the digital library training and knowledge of the digital tools will help a librarian's digital skills. The result also showed that there is no significant link between respondents' professional experience (in terms of number of years spent on the job) and their level of digital skills.

The conversation around digital competence became a topical issue in a society where technology has crept into the daily life of the citizenry. The advent of COVID-19 and its attendant consequences on the education sector increased the global concern about digital

competence. A study was carried out to evaluate research contributions to digital competence in Europe. An iterative and incremental method was used to select literature and studies from 2015 to 2021 relevant to the topic of digital competence Web of Science and Scopus for analysis. Inclusion and exclusion criteria validated by experts in statistics, linguistics, educational technology, and five university professionals were the basis for the selection. Results show that EU policy and research were the documents cited about the definition of digital competence. The majority of students and teachers were found to possess a basic degree of digital competence. The study nonetheless encourages that higher institutions of learning should concentrate on developing the digital competence of students and teachers<sup>97</sup>.

The COVID-19 pandemic dramatically transformed the academic sector into a digital learning hub due to the global closure witnessed by educational institutions. Possession of adequate digital literacy skills and web-based techniques were the only available means to ensure continuity in the process of teaching and learning. A researcher identified the positive impact of the Covid-19 pandemic in turning library personnel into tech-savvy lots in a bid to enhance their digital knowledge and uplift their IT skills. The study showed that the COVID-19 pandemic played a positive role in uplifting the digital and technical knowledge of library personnel across academic colleges in Goa. It widened the use of various social media platforms to disseminate information to library patrons. 75% of the library personnel acquired digital literacy skills through online participation in webinars. The study revealed the significance of possession of E-databases and E-resources knowledge in satisfying the information needs of the users during and after the Covid-19 pandemic<sup>98</sup>.

The COVID-19 pandemic according to other sources caused a lot of problems generally for university libraries and specifically for those that are deficient in online presence and learning. It

has forthwith imposed online presence as a new normal on the academic campuses and their libraries bringing a series of changes along; with a renewed approach to resource access and connectivity, design of online education, and entrenching digital literacy among staff and students. A conceptual paper that combines the personal experiences and subjective view of the author who is an LIS educator as the basis evolved. The study had its focus on the argument that academic librarians have the potential to emerge as partners in the quest to enhance the digital competence development of university students. Findings reveal that librarians have the critical role of mediator in the bid to assuage the challenges of implementing remote tools for teaching and learning, online pedagogy, and preparing students for the new learning normal via digital literacy competencies<sup>99</sup>. In the same 2020, many colleges and universities across the globe had to close their doors or move their instruction online. Many of these institutions host annual student research symposia. A research work examined how two universities made the transition from in-person symposia to online events in just a few weeks. Similarly, it investigated how they used the Bepress digital commons platform to host their symposia. While the strategies of these two universities varied, there are some commonalities, especially when it comes to learning best practices to showcase student work and help support their universities in their efforts to host their research symposium online. It's no easy feat to move in-person students' research symposia from in-person to online platforms amid a pandemic. But by creating these online events, students can continue to showcase their high-impact research and support the scholarly community at large. The research further looked at how open-access archiving of these projects has worked out for Longwood University and USF St. Petersburg based on the download counts at the campus<sup>100</sup>.

Data literacy skills play a vital role in the management of IR as a platform of digital library useful for information resources management. An author tried to evaluate the influence of data

literacy skills on the psychological empowerment of newly employed staff in the workplace. Results showed that librarians are now playing a significant role in developing the academic output of the academy. Cyber-physical systems and the instant process of large datasets are hallmarks of information literacy needed to attain psychological empowerment in the office. It was observed that academic librarians have taken up more roles in the data literacy process<sup>101</sup>. The earlier studies on the identification of data management or data information literacy skills had generally advanced to the level of identifying an inventory of prospective competencies without any disparity between those competencies, in terms of complexity, discipline, or use case. This author defined significant innovation upon existing competencies by highlighting scaffolding (built upon existing competencies). Competencies are aligned according to application in such a way that the skills attained at the undergraduate level give students moving on to graduate work greater familiarity with data management<sup>102</sup>. It is therefore expected that IR managers who have passed through the library schools and attained degrees in library science and are now involved in practical librarianship would have attained a higher level of proficiency in data literacy needed for IR management.

Another study also evaluates the extent and level of digital literacy skills acquired by information experts and librarians in academic libraries of African universities. An online questionnaire was adopted and used to collect data from 214 academic librarians who work in different libraries; specifically those countries where English is the official language of communication. Results show that librarians adjudge their skills in social media deployment, e-mail usage, and development of digital libraries, application of emerging technologies to library daily routine, creation of various file formats, and using open source software to be very high. However, they consider skills in the development of metadata to be moderate while that of library website

development is rated low. The findings show a moderate ability in digital skill possession by African university librarians. However, it equally presents a disparity between the Nigerian and South African librarians in terms of digital skill possession<sup>103</sup>.

An author conducted a study to ascertain the effect of ICT literacy competence on the job performance of librarians in Nigerian federal university libraries. To a study population of academic librarians in six selected libraries representing the six geo-political zones of the federation, the survey research design was applied to carry out the study. Findings showed that there was a significant effect of the librarian's ICT literacy competence on digitisation, registration of library users, and generation of user statistics<sup>104</sup>. In many instances, contributors of content to the IR are unable to upload their publications because these publications are only available in traditional formats. It is therefore necessary to deploy these resources to digitize such publications for easy archiving on the IR platform.

The investigation was carried out by yet another author to determine the degree of information literacy (IL) skills proficiency among academic library personnel in Karachi, Pakistan as well as address areas of challenges. Google Forms were used to collect data from seventy-seven academic librarians working in twenty-five universities in the city. Findings showed that the survey library personnel had proficiency in searching and locating digital information resources even though other areas of IL showed less than 50% competence. This is an indication of a low level of IL proficiency in the academic libraries concerned<sup>105</sup>. Another researcher also assessed the degree of Digital Literacy (DL) among teachers in Poland. The study was diagnostic to reveal the level of DL in six selected key areas: the ergonomics of using ICT, assessing the credibility of information, secure online communication, maintaining anonymity in the digital world, safe logging-in, and intellectual property. DL was measured using a knowledge and

competence test. Findings revealed that DL is a heterogeneous concept; the respondents possess the lowest level of knowledge in the area of intellectual property law and know the most about ergonomics; gender was not a determinant of the degree of knowledge and competencies in the group<sup>106</sup>.

On skills in digital library management, an author attempted to discover the crucial characteristics of a digital library management system (DLMS) that could enable satisfactory development and management of digital libraries. The study also aimed to discover the degree of proficiency of library personnel in operating DLMS and the challenges faced by these personnel in the process. Results showed that free and open source software (FOSS) rather than propriety software was installed in Pakistani academic libraries. DSpace was the preferred IR platform deployed by these institutions in the management of their IRs. The digital library software had features such as a user-friendly interface, customisation, reliability, and security, use of metadata standards (Dublin Core), web-based, advanced searching, consultancy, and technical support, sharing e-books to devices (mobile, tabs), full-text searching, use of Boolean operators, and access control<sup>107</sup>.

An author did a literature review of 135 publications on the digital library engagement level in Malaysian universities. A new concept of digital library engagement was used to propose a conceptual model of the determinants and impacts of digital library engagement<sup>108</sup>. Another author investigated the different skills of library personnel working in academic libraries of management institutions in Kerala State, India. Results showed that the library personnel though were proficient in managerial, communication, and interpersonal skills, but they were found lacking in skills related to IR management, web 2.0, and administration of social networks. Their conversance with research and academic ethics, reference management tools, electronic

publishing, and management of open-access resources were found to be at a low level. Knowledge of video conferencing tools, designing and maintaining in-house databases, handling RFID technology, advanced troubleshooting, creating and managing metadata, and knowledge of how to solve issues arising from the organization of webinars is required by the library personnel to be able to provide necessary digital services<sup>109</sup>.

Digitalization only came up in the 21<sup>st</sup> century despite the introduction of computers in the 20<sup>th</sup> century. A network was thus created between man and the machines. It therefore became inevitable in human life, both leisure and workplace environments. This digitalisation and its corollaries have therefore made digital competence mandatory for employees and their employers. A study was conducted to find a relationship between digital potential, the use of tools, and the utilisation of opportunities provided by digitalisation in thirteen countries using the DESI index and EU statistics<sup>110</sup>. The respondents were citizens between the ages of sixteen and seventy-four in a study that spanned between 2010 and 2019. SPSS Statistics and SPSS AMOS were used for the research analysis. The results outline the leading role of Scandinavian countries in digital competition while at the individual level, surfing the internet has developed certain digital skills in the citizens.

To create greater competitiveness, stimulate sustainable development goals, and initiate new business openings, the increase in innovation among the European Union (EU) countries became a source of concern. A study was carried out to investigate the degree of influence digitalisation skills adequacy in EU countries have over innovation output and to ascertain if the degree of digitalisation can increase the competencies and employability of individuals. The findings reveal a profound influence between the level of digital performance and innovation output, with

a moderate effect size, partially mediated by skill adequacy. It was also emphasized that a greater degree of digitalization dictates an increase in individuals' employability and competencies<sup>111</sup>.

Yet another study on this digitisation process was also conducted to determine if the institutional repositories introduced in the academic libraries of South Africa can be considered Trusted Digital Repositories (TDRs) to meet their purpose of providing trusted and long-term access to managed digital information materials to its exclusively defined community, both now and in the nearest future, and if they fulfill the requirements and criteria of TDRs. Findings showed that academic IRs in South Africa meet most of the requirements for being considered as Trusted Digital Repositories. However, as expected, they still need to be improved. The analysis of the document showed that academic libraries recognise their role within their communities and will share their knowledge and experience of digitisation and digital preservation practices. The review of institutional documents also showed that academic libraries will share their experience and expertise with others<sup>112</sup>. Nigeria is home to many universities and research institutions that produce large volumes of scholarly work that are often not seen by information users due to the lack, reluctance, and value attached to institutional repositories (IR). A research paper highlighted the advantages and opportunities that IR provides<sup>113</sup>. It addresses the challenges of digitising publications and research output in Obafemi Awolowo University so that universities can learn and thrive in setting up their IRs.

Regarding content creation and accommodation in the IR, at the beginning of 2020, the Office of Digital Research and Scholarship at Florida State University received an innovation grant Panhandle Library Access Network (PLAN) to improve the accessibility of the institution's Diginole repository by creating audio and video captions/transcriptions for audio/visual materials. While these audio/video files represent a relatively small portion of the scholarly

output found in the Diginole repository, they present a unique technical challenge in terms of accessibility compared to traditional text-based materials. While text-based materials can take advantage of automated processes such as Optical Character Recognition (OCR) found in the majority of modern PDF readers/applications, there are currently no automated, low-cost "out-of-the-box" solutions that can guarantee high-quality audio/video captions/transcriptions for AV materials. The author provides a short technical history of AV accessibility standards, how to identify audio/video materials, how to select a vendor, and provides practical information about audio/video accessibility for other institutions that they can hopefully use to improve their IRs<sup>114</sup>.

Also, a study attempted to: develop data literacy as an organisational competency by defining its dimensions measuring it; examine the relationship between the development of data literacy and governmental performance (both internal and external)<sup>115</sup>. Data collected from a survey of 120 agencies from the Dutch government was used while the proposed model was tested using PLS-SEM. The results empirically support the suggested theoretical framework and corresponding measurement instrument. The results partially support the relationship of data literacy with performance as a significant effect of data literacy on internal performance. However, counter-intuitively, this significant effect is not found in external performance. Managing research data has become a top priority for governments, funding agencies, and the scholarly community<sup>116</sup>. Access to research data enhances the impact and effectiveness of science and funding. Many research institutions have established or are planning to establish IRs to manage research data. However, to design research data curations in IRs and build active IR data providers and user communities, it is important to study existing data curations and provide rich descriptions of the socio-technical factors and relationships that shape research data curations and use practices. The

work identified data curation/use activities within IRs, their structures/roles, skills required, contradictions/problems/problems, solutions/workarounds applied, etc.

To operate and maintain the infrastructures and services of electronic libraries, one must possess digital abilities. As a result, it is critical to evaluate the degree of digital literacy among Jordanian academic librarians. It's also critical to look into how digital literacy affects Jordanian librarians' adoption of technology<sup>117</sup>. A survey instrument was created and employed to gather the necessary information from Jordanian university libraries. The findings show that the librarians have a high degree of digital proficiency. The outcome also demonstrates that librarians' primary obstacle to acquiring the necessary skills is money. Most notably, the degree of digital literacy has a favourable impact on how well Jordanian academic librarians adopt and use technology. It was observed that the results were unaffected by variables including sex, age, experience, specialisation, and kind of library. The results of this study will be useful in examining the abilities and skills required of information workers. They will also serve as a framework for developing competencies and updating curricula in libraries and information science programs around the world.

The choice of software for the operations of IR is crucial to its eventual management. Strategies for the usage and adoption of open-access institutional repositories (OAIR) at Ghanaian university libraries were explored in a recent work<sup>118</sup>. Findings recorded factors such as advocacy, marketing, policies, choice of software, and staffing as crucial elements in the development of OAIR strategic routes at the University of Ghana. Another study was conducted to purposely create a quick overview of the IR environment that is unique to academic health sciences centers and medical schools<sup>119</sup>. According to survey data, the vast majority of medical schools and academic health centers that responded have implemented or are in the process of

adopting an IR (35 out of 50, or 70%). In this community, the most widely used repositories are DSpace and Bepress Digital Commons. The most often mentioned proposed improvements were the integration of ORCID and the implementation of a discovery layer. Shortly, the majority of respondents do not intend to switch to a new platform. The following topics emerged from the analysis of the remarks provided by the respondents: participation; funding and operations; alternatives and exploration; integration, redundancy, and reporting.

User experience starts from content uploaded by contributors. The self-archiving feature was described in research on user experience of self-archiving in IRs<sup>120</sup>. The steps taken to test and improve the self-archiving process, and discuss how others may use the concept of micro-interactions to better understand the utility and overall user experience of a website were further discussed. A few critical issues were identified that needed to be addressed before building out the Internal Repository (IR) in Islandora. Once the IR was developed and a working copy was installed on the user acceptance testing (UAT) server, a second round of detailed usability testing under the new micro-interactions framework was run. Another area of IR usage is the frequency of downloads by IR users. With more than a million downloads annually, the Duke Law Scholarship Repository is an effective digital repository operated by an American law school. Several investigations were carried out to ascertain the connection between downloads and metadata work<sup>121</sup>.

An examination of the connections between specific metadata components and repository downloads is presented in a paper. The study employed quantitative statistical techniques, namely correlation, t-test, and multiple regression analysis. There were found to be statistically significant correlations between the frequency of downloads and the abstract, co-authors, page count, and discipline. It was shown that there were statistically significant negative correlations

between the frequency of downloads and both controlled vocabulary subject phrases and free text keywords. However, the usage of IR cannot be separated from the digital prowess of the users. In Nigerian universities, a study seeks to explore the role of ICT skills in the utilisation of institutional repositories (IR) among lecturers at the Covenant University (CU) and University of Ilorin (UNILORIN) in Nigeria<sup>122</sup>. The study used a stratified random sample to sample 94 lecturers at Covenant University, 285 lecturers at UNILORIN, and a questionnaire to collect data. The results showed that CU lecturers are more likely to use institutional repository provisions, as many of them have ICT skills, while UNILORIN lecturers are less likely to use IR resources due to low ICT skills.

Information literacy is sometimes linked with the ability to introduce information resources' users to arrays of sources such as bioinformatics. This opportunity provides users with the benefits in the form of enhanced content knowledge assisting both the users and the librarians in the process. Thus in the process of providing services, collaborations with other people appear on the horizon leading the librarians to adequately package bioinformatics databases for efficient utilisation<sup>123</sup>. This orientation is more applicable in the IR environment where contents from varying subject backgrounds require information literacy and relevant digital skills to navigate the platform for adequate service provision.

A researcher assessed the ICT skills possessed by library personnel who work in seventy-four affiliate colleges of the University of Delhi. A structured questionnaire was used to gather the required data from 171 library personnel for further analysis. Results revealed that professional librarians were deficient in skills bordering electromagnetic systems, burglar systems, quick response codes, access control systems, content management systems, reference creation and management, biometric technology, and R software in statistical packages. Similarly, semi-

professionals in the libraries were found to be inadequate in ICT skills related to digital library software, quick response codes, content management systems, reference management, biometric technology, and statistical software<sup>124</sup>. The author of another article identified key competencies and skills required by a new generation of library personnel. These include skills related to digital library collections, collection development, metadata management, content management, database development and management, digital archiving, and preservation in the digital environment. These competencies are necessary without prejudice to other soft skills that could be relevant to the activities of the profession<sup>125</sup>.

It should be noted that digital competence cuts across gender and age even though there may be observable disparities within these classes. A researcher examined the role of age and sex in how digital skills have developed among library personnel in Hungary's public libraries and the extent of proficiency in DigComp competencies along the sex and age divides. Four levels of digital literacy were explored in research focused on library professionals who practice their trade in county libraries. Findings showed that library personnel were most proficient in information and data literacy and merely competent content creation out of the five competency areas outlined in the DigComp framework. These findings were according to the proportion of those who possessed basic skills in digital competence. The difference in proficiency among different sexes and ages was only manifested in some areas of digital competence. Men are more competent in advanced and specialised areas of digital proficiency. The same observation was noted about age differences among the studied group<sup>126</sup>.

Literature has lately emphasized the necessity of breeding individuals who are digitally qualified, informed, proficient, educated, and capable in this dynamic technological environment. A study was conducted to unravel the degree of digital competencies among students of higher education.

The study uses a survey to collect data from students of three higher education institutions in Scotland, Ireland, and Greece. A questionnaire was drawn relying on the technical and higher-level digital competencies of students and drawing from students' self-perceived digital competencies for learning and the everyday life digital context. The students were able to assess digital competencies from the students' perspectives; being digital players. Findings reveal that there were deficiencies in digital creation, digital identity management, and the development of information literacy. The study links everyday life digital environment to digital competencies, students are likely to develop high self-perceived digital competence in those digital areas relating to education if there is an increase in their self-perceived digital competence with regards to everyday life digital tasks<sup>127</sup>.

The use of ICT is essential for all categories of people and professionals in this era of digital communication. The education sector is more deserving of keying into this innovation for the benefit of both the teachers and the students. Even though the knowledge of the technology is a fundamental prerequisite, there are many ranges of competencies beyond the basic. Often, the deficiency in possession of digital competence is traceable to the level of skills acquired in the library school. A study was carried out to determine the level of digital competencies among teachers that will enable them to be able to inculcate similar skills into their students in preparation for the digital job market especially when teacher training is considered as a basic tool in facilitating digital transformation in the education sector. A quantitative and qualitative analysis of European reports and documents from relevant sources on ICT was done. Findings show a methodical appraisal of digital competencies possessed by the teachers and how ICT is used for teaching in the University North in Croatia. The need to restructure education in the context presented by this digital era is emphasized<sup>128</sup>.

Looking at the digital requirements in scholarly communication, a study examines the urgencies attached to scholarly communication by librarians, the competencies of the librarians to partake in scholarly communication, and their programmes for scholarly communication. The study is qualitative but descriptive making use of literature review. Findings show that SC is one of the core competencies that a librarian must possess for effective job performance. Inclusive in this is competence in digital literacy and scientific literacy<sup>129</sup>.

A research paper investigated the decision points through the course of a decade of institutional repository development<sup>130</sup>. Specifically, it examined the impact and influence of open-source communities, the local institution's needs, the role of team dynamics in the development process, and the chosen platform. Often the term "technology stack" is used to describe a technology stack and the limitations and capabilities that it has. Of course, any technology has many features and limitations. These are important when trying to find a solution that works for an institution, but the people, who run the system and develop the software, as well as their passion to continue working within the current software environment to provide features to campus and broader open-source communities, will play an even greater role than the tech platform. These lenses are analyzed through three points: The first rollout of the institutional repository, the long-term running and maintenance, the eventual new development, and reasons as to why decisions are made at each of these time points.

The expeditious technological advances by many organizations led to important changes in the international employment market. Analysts have propounded that the digital revolution in the economy will bring dramatic changes or disappearance to many professions in the coming years. This development will require a new list of competencies for the professionals to be able to perform their job satisfactorily. These competencies no doubt include digital skills that will

guarantee working with the new technologies. Systematic analysis of scientific, methodological, and Internet sources was deployed to carry out a study on foreign experiences of EU countries on digital competencies<sup>131</sup>. Findings reveal that there is a significant connection between such studies and the swift development in digital technologies, the development of digital society, and digital evolution in different sectors of society.

Digital transformation has provided an opportunity for organisations to modify their procedure, give value to their teeming customers, and increase productivity and efficiency. A study was carried out to comprehend the effect of digital transformation on the firm performance of Vietnamese small and medium businesses<sup>132</sup>. Findings reveal that digital transformation has a positive impact on business performance. There was a mediating role played by digital innovation while CSR significantly moderated for customers.

In an article, the authors look at the relationship between libraries and Institutional Repositories (IRs)<sup>133</sup>. The author found that while Institutional Repositories offer great benefits to academic institutions, a large number of Nigerian institutions, particularly universities, lack functional IRs due to the lack of capacity of the libraries to manage them. They also found that the digital divide, lack of funding, lack of knowledge and skills related to ICT, and copyright issues are some of the challenges hindering the development and management of Institutional Repositories in Nigeria.

Six open-access scientific communication systems (Google Scholar, Microsoft Academic, OAIster, OpenDOAR, and arXiv.org) were studied<sup>134</sup>. A sample of 2001–2013 Nobel laureates in Physics was used as a data source. The researchers extracted and downloaded bibliographic records of the Nobel Laureates' publications from each system. A computer program was used to

perform analytical tasks such as sorting, comparing, eliminating, aggregating, and making statistical calculations. The results of these six open-access systems were compared to each other for completeness and overlap in physics. Quantitative analysis and cross-referencing were used to determine the system coverage of each open-access system. Findings indicated that the level of completeness of the contents in institutional repositories is not as high as arXiv.org, and OpenDOAR.

### **2.3.3 Emotional Intelligence and Management of Institutional Repositories**

Achievement in management even in personal affairs and quality of life are intricately linked with emotional intelligence. A study was carried out to examine emotional intelligence and its connection with accomplishment and standard of life amidst students of Al Yarmouk University. The study population is the entire students of the university for the 2014/2015 academic session. A random sampling technique was used to select three (300) students in the first semester of the 2014/2015 academic year. The quality of life scale and the emotional intelligence scale of Daniel Golman were used by the author with a modification to those items under the Daniel Golman scale for emotional intelligence to align with the environment of Jordan. The three groups within the scale that were considered include the ability to induce and regulate mood and the empathy ability. Appropriate research methods such as Pearson correlation coefficient, Correlation coefficient binary sequence, Codrorichardson equation (20), and Jitman general equation were used to analyze the data collected. Findings indicate that a statistically significant correlation exists between emotional intelligence, quality of life, and academic achievement. Similarly, a statistically significant correlation was also discovered between the quality of life and academic achievement as well as statistically significant differences between the mean scores of the high academic achievement and low academic achievement groups in emotional intelligence in favour

of high academic achievement and there were statistically significant differences between the scores means of the high academic achievement and low academic achievement in quality of life in favour of the high academic achievement groups<sup>135</sup>.

Research was conducted to examine the connection between emotional intelligence and learning organisational praxis in libraries of selected universities in Jammu and Kashmir. This study explores the concept of university library personnel on the contemporary EI practices in academic libraries. Simultaneously, it investigates the viewpoint of library workers on the learning organisation rules. Simple random sampling was used to select 169 library personnel from the nine universities in Jammu and Kashmir. Descriptive and inferential statistics were applied to analyse the collected data. The findings show that there is a categorical and profound connection between emotional intelligence and learning organisation practices in academic libraries. The study further emphasizes that strengthening the practices of emotional intelligence and learning organisation in university libraries could lead to competitiveness and a quality work environment<sup>136</sup>.

Emotional Intelligence (EI) has been regarded as a competence that exceptionally influences all other capabilities to facilitate or interfere with them. A paper examined the impact of the emotional intelligence of library staff on library work productivity in some selected Academic Libraries in Oyo State, Nigeria. An 18-item instrument was developed using Goldman's four classifications of emotional intelligence to measure EI. A descriptive survey design was applied to collect data from 186 library personnel drawn from the eight (8) libraries spread across the state. Findings show that Self-Awareness, Self-Management, Social Awareness, and Relationship Management had a positive correlation with Library Work Productivity. Also, Emotional Intelligence was found to have a positive correlation with Library Work Productivity.

Library work productivity is considerably predicted by self-awareness, self-management, social awareness, and relationship management<sup>137</sup>

A study was undertaken to investigate the degree of emotional intelligence and its constituents among academic librarians based on the perception of professional librarians working in tertiary institutions in the northern part of India. The research is both interpretive and descriptive collecting data through primary and secondary sources. Stratified random sampling was used to select 250 library professionals from universities in Uttar Pradesh, Haryana, Jammu Kashmir, and the Union Territory of Delhi in India. The emotional intelligence scale was adapted from Hyde *et al.* (2002) with a structured questionnaire administered to the respondents. Only 223 out of the 250 questionnaires were found fit for analysis. Findings show that the level of perceived emotional intelligence of the library staff was above average with the most positive being from Delhi University. Value orientation and integrity took the lead among the seven elements of EI followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness, and self-motivation correspondingly. The study demonstrates the EI present in university librarians in North India<sup>138</sup>.

Professionals in social work regularly encounter greater degrees of exhaustion in comparison with other healthcare providers. Central to the function of community health workers is the ability to repeatedly and satisfactorily handle personal emotional reactions, especially in complicated clinical contexts. The paper identifies intricacies inherent in social work research and practice through the standpoint of emotional intelligence<sup>139</sup>. It is a qualitative longitudinal research that uses interviews to collect data from fathers who had criminal and behavioural backgrounds. Findings reveal that recognition of emotional complexity, reflection on emotional themes, and exploration of self-prejudices are what social workers are exposed to in the course of

their work. This shows that the emotional part of social work research and practice could be somewhat complicated. Emotional intelligence will be handy in such circumstances to sustain professional ethics and practice.

STEM (Science, Technology, Engineering, and Mathematics) researchers' data-sharing behaviors are influenced by a variety of elements. Developing a research model based on the concept of planned behaviour, the research model was designed to consider beliefs, attitudes, standards, and resource factors. A total of 1298 respondents from a national survey across the United States (USA) were used to test the research model. The results of the data analysis, conducted using a partial least squares approach (PLS), suggest that attitudes (e.g., career advantage, risk, perceived effort), discipline standards, and data repositories' perceived availability all play important roles in the attitudes of STEM researchers toward data sharing. Furthermore, both attitudes and data repository availability play significant roles in the data-sharing behaviours of STEM researchers. Theoretically, planned behaviour is an effective framework for explaining data-sharing behaviours among STEM researchers. Practically, information professionals can serve STEM researchers better by allocating efforts in two directions: providing appropriate data services/tools to reduce researchers' effort associated with data sharing, and providing data repositories to support researchers' data sharing behaviours<sup>140</sup>.

The social sciences have a vibrant culture of data reuse and sharing across many disciplines. Examining social science data reuse explicitly is required since social science data are different from data in the hard sciences. To gain a better understanding of the factors influencing social scientists' intentions to reuse data as well as the degree to which those factors influence actual data reuse, this study examines the data reuse behaviours of social scientists<sup>141</sup>. Based on an integrated theoretical model derived from the technology acceptance model (TAM) and the

theory of planned behaviour (TPB), this study offers a comprehensive explanation of the links between variables influencing the reuse of data by social scientists. Structural equation modeling was used to evaluate 292 survey responses overall. Results imply that attitudes toward data reuse, the subjective standard of data reuse, and the perceived effort required in data reuse all have a direct impact on social scientists' intent to reuse data. Social scientists' intents to reuse data were mediated by their attitudes about it, which resulted in the indirect effects of the subjective norm of data reuse as well as the perceived utility and concern of data reuse. Lastly, by lowering the perceived effort required, the presence of a data repository indirectly affected social scientists' intentions to reuse data.

The role of empathy in cementing relationships is a pointer to its potential in managing teams and other stakeholders. It is crucial in sustaining organisations in competitive environments, ensuring their well-being and resilience. An author used the Davis Interpersonal Reactivity Index (IRI) to measure the degree of empathy present in students of the Australian Master of Project Management. Findings showed that relative to students of other disciplines, the Australian Master of Project Management had the lowest scores in all dimensions of empathy. This discovery is an indication of the need to focus on the inclusion of empathy courses in the curriculum to ensure that the graduates perform optimally with empathy in their workplaces<sup>142</sup>. The library as an organisation achieves its goals better when the interests of all stakeholders play a significant role in shaping the relationships of all entities in the workplace. If managers of projects were expected to inculcate empathy in their work attitude, IR management requires a better appreciation of empathy in relating with content suppliers, policymakers, content curators, and a host of others. It is based on this observation that inclusion of empathy-related social

courses in library schools are taught to prepare potential librarians ahead of their job opportunities.

One author employed a multidisciplinary approach to assess the best method to support library personnel to interact positively with people from diverse backgrounds through the enforcement of certain behaviours. The author selected a scoping review due to its susceptibility to adaptability and its robust structure. The study covered four areas that included empathy, compassion, mindfulness, and emotional intelligence. After descript and thematic analysis, results identified empathy as the most usually taught behaviour to library personnel<sup>143</sup>. Inclusivity is one of the core services that are rendered to all patrons by the libraries. It is therefore understandable that the library schools include in their preparation programs courses that train the incoming generations of librarians how to integrate and provide the information needs of a diverse population through diversity, equity, and inclusion (DEI). An author used a participatory action research model to evaluate how a framework on cultural competence could be developed. Results indicated that the framework presented a system that allows the LIS students to interrogate self-bias, achieve a greater level of empathy toward comprehending racial issues and DEI, and be able to shift their beliefs toward evolving a culturally responsive library environment<sup>144</sup>. The background of collaborators in IR management calls for inclusivity to harness the tools and services of relevant individuals for easy management.

The academic library attends to arrays of students from diverse backgrounds one of whom is the visually impaired students (VIPs). An author highlighted the feelings, experiences, and perceptions of librarians' empathy towards them. Findings indicated that librarians are considered friendly and empathic in their management of the emotions and library information needs of the VIPs. The tone of voice and conversation profoundly exhibit their empathic

dispositions. This treatment has given the VIPs the needed acceptability and inclusivity to access the library services and resources<sup>145</sup>. Similarly, diversity in race, colour, language, religion, and status should rather be celebrated than to be feared. An author described how the Human Library attained leverage on the act of a conversation to create synergy and common ground between 'book' and 'reader'. A conversation was facilitated to imbue sometimes divisive issues using metaphors ('book', 'reader') that students are conversant with opening up the culture of openness, honesty, and respect which are crucial to executing successful Human Library events<sup>146</sup>. These scenarios are constantly expected in an academic environment with head eggs from different social and literary backgrounds. Empathy is therefore a requirement to sustain the IR platform and its management amidst the competing interests of users, administrators, academic staff, and library personnel.

In research, the author concluded that mentoring personnel on emotional responses that are biased towards individual characteristics, personality, and belief systems could be difficult. With all staff having such appropriate awareness and information, who are involved in collective decision-making processes and have equally developed the appropriate skills, it is easier to develop such staff to a higher degree of empathy towards the disadvantaged classes. Recruitment of appropriate and job-fitted staff should therefore form a part of the library's contribution to the agenda of social inclusion and integration in the library environment<sup>147</sup>. It is in this line that a paper evaluated the impact of empathy on the student service experience. Besides, the perceptions of both staff and students were analysed to determine whether empathy was important to both actors. Six cognitive and effective independent variables were used to operationalise empathy. Findings showed that in the co-created service, both actors considered empathy to be of optimum importance. The staff and students found that personalised attention

rendered to students could influence the learning experience positively. This empathy is considered important even when awareness and concern for students' needs are the most important aspects to staff while having the best interests of students at heart is the primary concern of the students. This is a sign of distinct differences between the two<sup>148</sup>. The users and depositors of IR content could sometimes encounter challenges about accessibility and self-archiving. The managers of IRs should key into their stock of empathy to carry these elements along for effective IR management.

Meanwhile, a paper examined the effectiveness and usability of VR training by library personnel in attaining skills necessary for interaction with patrons in crisis. Findings indicated that the VR training is effective for impacting empathy, confidence, and de-escalation skills. These skills are needed in reaching library patrons' information needs in a crisis<sup>149</sup>. Interacting with academic staff in IR management could be likened to a crisis. Several assignments are on the table of the academic to attend ranging from lectures to conferences, committee meetings, students' supervision, laboratory and research activities, and publishing endeavours. The IR managers should consider these academic staff and their engagements while soliciting their submission of content and collaborating on policy formulations.

An author examined the impact of leader empathy on employee engagement; a concern for establishments that are bereft of employee engagement. Dissatisfaction and disruption are often the outcome of disengagement with employees within the organization. It could also lead to a decrease in the morale of even the actively engaged staff. Findings showed that leaders who empathise with staff end up building strong and mutually trusted relationships with the teaming followers (staff). The result of such empathy is improved engagement within the organisation. Library cultural environments rely on personnel engagement to function optimally<sup>150</sup>. This

character becomes more pertinent in the IR management system which relies majorly on collective and collaborative librarianship to manage. The managers could only attain positive IR management with the engagement of IT staff, curators, IR technical staff, faculty, and students (graduates) to create a web of synergy that could eventually birth a coordinated, comprehensive, and user-centric IR that will fulfill the academic aspirations of the academia. The indirect but intended effect of staff empathy on service loyalty via some interventions such as trust and satisfaction was the focus of research by an author. The study obtained data from university students to perform data analysis. Findings showed that employee empathy had a significant effect on trust in service employees and satisfaction with service employees. Service loyalty ultimately emanates from the satisfaction derived from services provided<sup>151</sup>. In IR management, users are likely to retain their patronage when they receive an appreciable level of empathy from the IR managers. This is the expected scenario with the content contributors who supply information resources to the IR platform. Similarly, loyalty to the patronage of the IR by both users and contributors would be consequent upon the satisfaction derived from the services provided by the managers of the repositories.

Another study investigates the connection between emotional intelligence and social skills and how the two variables could influence bullying among high school students in Spain. The Spanish version of the Trait Meta Mood Scale and the Peer Harassment Questionnaire was administered to 912 Spanish high school students selected through non-probabilistically incidental sampling and made up of 471 and 441 boys and girls respectively who fall between the ages of 14 and 16. To analyse the collected data, the mean and standard deviation of the factors within the study and the Pearson correlations were considered, while Cronbach's alpha was calculated to assess the reliability of the variables. Findings indicate a reflection of a

positive connection between emotional intelligence and social skills, while EI has a negative relationship with bullying. The study thus establishes the need to evolve educational programmes that are geared towards developing emotional intelligence in the school with the intent to put an end to bullying character among students<sup>152</sup>.

Leaders in any organization drive innovations within the establishments. Leaders with emotional intelligence could introduce and sustain innovative efforts due to their ability to perceive, appreciate, control, and utilise positive/negative/ feelings and use them as indicators to create solutions. A paper investigates the emotional intelligence of leaders in libraries within the states of Enugu and Anambra. The study population comprises sixty-one heads of libraries and departments in the states. A 22-item instrument which was developed based on Goldman's five classifications of emotional intelligence; self-awareness, self-regulation, motivation, empathy, and social skills were employed to measure skills, while a twelve-item developed based on literature review was used to measure innovation. Subsequently, a questionnaire on the Emotional Intelligence of Library Leaders was designed based on a four-point rating scale and administered to the respondents. Results indicate that there were high levels of some of the components of emotional intelligence in the leaders about innovative services. However, it was noticed they were lacking in interactions with other stakeholders. They were encouraged to scale up their interactive, social, and networking skills to bring innovations to the libraries<sup>153</sup>.

Competence and competency are fast becoming prominent concepts in library and information science globally. The study below has analyzed the universal social skills needed by payers in the information profession. A student of LIS must be able to possess social skills that enable him to apply a system approach to problem-solving in the workplace. This will enable the graduate to integrate with society, understand diversities, and work within these diversities to provide needed

services. Findings show that employers are only interested in employees who can build social communications beyond their professional and technical knowledge<sup>154</sup>.

A separate study focused on the issues of advocacy in OAIR Nigeria<sup>155</sup>. The purpose of the study was to find out what librarians in six government-funded academic institutions in southeast Nigeria thought about the topic of advocacy. The survey design was descriptive and focused on 150 librarians. Twelve local content materials were identified as relevant for publishing in the institutional repositories. The study found that advocacy is very important for attracting funds and creating awareness for the institutional repositories in Nigeria. The main advocacy strategies used are institutions' websites, face-to-face interaction with the target groups, workshops, and seminars. The National Universities Commission (NUC), the Federal Ministry of Education, and institutional administration were identified as important groups to lead advocacy efforts. The problems associated with institutional repository advocacy were also found. This study can be used as a guide for institutional administrators or librarians looking to develop their institutional repositories with local content available. The uniqueness of the study lies in the fact that librarians gave their opinions on the questions asked, which was used to create data that addresses the objectives of the study. Theses and dissertations, staff publications, conference proceedings, faculty/departmental journals, inaugural lectures, and conference/seminar papers were rated highly as materials the libraries should publish in their IRs. Advocacy, visibility, and impact of the institutions are considered most relevant to the establishment of IRs.

To guarantee that graduating students are equipped with the necessary knowledge and skills regardless of where their career path leads them, library science programs must be sensitive to the wide range of workplace needs. To achieve this, they must comprehend the different demands and expectations of the field. This study investigates the knowledge, skills, and abilities

seen as essential for special and corporate librarians through a nationwide survey of over 2,000 working professionals and LIS academics. Current and aspiring professionals interested in a career in corporate and special libraries will find the results useful in establishing a baseline of skills for these types of contexts. Additionally, the results may have consequences for LIS education. The bulk of respondents classified ten knowledge and skill areas as Core. These fundamental competencies are search abilities, interpersonal communication, assessing and choosing information sources, writing, professional ethics knowledge and skills for customer service, teamwork, reference interview/question negotiating, describing information resources, and cultural competency, listed in decreasing order<sup>156</sup>.

An ongoing study is being conducted to identify those social skills needed to pursue an academic career in library and librarianship. A generic qualitative research approach was adopted with semi-structured interviews conducted with 8 former and current members of the faculty. Though the interviews are ongoing, when finally completed, the author will transcribe and analyze the responses looking for common themes and trends in the comments. The findings will be placed side by side with earlier findings in the literature review. In the preliminary findings, participants possess some soft skills considered to be relevant to their role and job specifications. These include but are not limited to skills in advocacy, leadership, networking, and building and maintaining relationships<sup>157</sup>.

The study examines the major barriers in the discharge of library services in private universities in Malaysia and how these challenges can be resolved. Six key challenges were presented. Findings reveal there are challenges internal to the library; domiciling in the four walls of the library. These include; inadequate library facilities and services, inadequate open communication between the faculty, library units, and hierarchies, invisibility of library resources and services,

and cuts in the annual budget. Social skills such as interpersonal communication and relationships were recommended as solutions to most of the problems<sup>158</sup>.

Assessing social skills in librarianship, a study was conducted to examine the self-perceptions of professionals in the field of information science in the university environment about the present state of their social skills and to enumerate the challenges that they encounter in the course of acquiring such skills. The study used a sequential mixed-method research design to collect data; a set of self-completion questionnaires was formulated and administered to 560 respondents across 33 universities in Pakistan. Subsequently, in-depth interviews were conducted to elicit responses from 21 information professionals across the board. Findings show that many information professionals considered themselves as attaining moderate competence in social skills. Also, several obstacles are faced by library and information professionals in their quest for competence in soft skills; they do not enjoy administrative support, absence of personal commitment, and financial backing of the parent bodies<sup>159</sup>.

Social skills can be defined as a set of skills related to people management skills which is central to success in librarianship like any other profession. A literature review was conducted which showed that the concept and scope of social skills are not well defined but it is evident that skills are different from attitudes and personality traits. It was discovered that social skills such as interpersonal and communication skills are essential for every librarian to enable him to perform his tasks efficiently. This will make them approachable while they show interest in the information needs of the users. It was noted that many times skills such as communication, collaboration, power of persuasion, etc. are more central to good performance in the workplace far and above technical competence. Thus, it is a combination of technical and social skills that

assist librarians in fulfilling their mandate in the information industry which is essentially people-centered<sup>160</sup>.

A study set out to investigate Pakistani academic library leaders' perspectives on library leadership<sup>161</sup>. The current study intends to analyze what library executives frequently believe to be problems, fundamental difficulties, and necessary abilities to be successful. A qualitative research design with a phenomenology approach was employed. Fifteen top academic library leaders participated in in-depth interviews that provided the necessary data. Identity crises were identified as the main obstacles, followed by problems with communication, money, CPD, and administrative matters. The hardest parts of leading an academic library were found to be raising awareness, dealing with technology problems, and lacking a culture of self-improvement. Communication, vision, social engagement, team building, organizational comprehension, and information sharing were all necessary for effective leadership.

A study reviewed the application of the Daniel Goleman outlined 5 emotional intelligence within the environment of academic libraries<sup>162</sup>. EI has the potential to foster collaboration within and outside the library environment when skillfully applied by librarians, especially senior managers. The approach was to focus on empathy as a demonstration of how teamwork can be facilitated for a better organizational culture and cooperation. It was discovered that most literature addressed EI skills among senior-level managers therefore suggesting the need to apply EI among all strata of the library hierarchy. Teamwork and collaboration are viewed as critical issues in librarianship. It was however observed that students of LIS have a negative perception of group work<sup>163</sup>. Teaching teamwork at the MLIS level in the post-graduate school of the University of Rhode Island was explored via a grant from the Assessment Committee. A multi-method design that included content analysis of the curriculum, analysis of student evaluation of

teaching (SET) data, and interviews with alumni of the library school was adopted. Findings show that the alumni considered teamwork to be crucial to the practice of librarianship after graduation and should therefore be included in the curriculum. It was also found that the curriculum demonstrated that the MLIS courses are replete with many teamwork courses. However, there was no assurance that the academic staff considered teamwork important enough to be taught and whether they knew how to teach it in the curriculum. Thus, team projects assignment is not a guarantee that students will develop skills in teamwork. The LIS should be dynamic in teaching skills such as personal sense of accountability, time management, and peer evaluation to further concretise teamwork spirit in the LIS students.

A study was done on how teamwork cooperation and organisational culture can serve as determinants of organisational learning capabilities in academic libraries<sup>164</sup>. This study was done in the library of a public university in Malaysia. Questionnaires were personally administered to thirty-six selected academic librarians to elicit responses for the analysis. The questionnaire was designed on a 1 (strongly disagree) through 7 (strongly agree) Likert scale. Analysis was later done using descriptive and inferential statistics. Findings show similarity and moderate positivism in the perceptions of the librarians about organisational culture, teamwork cooperation, and knowledge performance. Therefore there is a strong correlation between organisational culture and teamwork.

Research work to investigate the influence of job satisfaction, need achievement, and teamwork on work performance among library personnel in academic libraries in South West of Nigeria. Twelve public university libraries were chosen for the research with a questionnaire administered to the total population of 343 respondents. A response rate of 91.5% was recorded amounting to 314 responses. Simple descriptive statistical analysis inclusive of frequency counts, percentages,

simple correlation, and multiple regression was applied. Findings show that there was a significant correlation between job satisfaction, need achievement, and teamwork among the staff of South West academic libraries on the one hand and work performance of the staff on the other hand<sup>165</sup>.

A study also examines the reasons for constant conflict among law library staff, the inefficiency of the staff due to the absence of role clarity and effective communication<sup>166</sup>. The study imported team performance and team dynamics from the business and work environments to the library situation. A review of literature spanning business, organisational psychology, library science, and behavioural disciplines was conducted. Task accomplishment for assignments that ordinarily would not be achieved by individuals is one of the discovered advantages of teamwork. Teamwork competencies such as open trust building, communication, and collaboration are therefore essential for the success of any establishment, especially the academic library setting.

A study on Vietnamese universities looked at factors that influence collaboration between the faculty and the librarian. Four Vietnamese universities were chosen for the survey. Questionnaires were administered to three categories of participants namely: administrative cadre (deanery directorate of the library), the faculty, and the academic librarians. Factor loading and descriptive statistics were used to analyze the collected data. Findings show that the greatest factor impacting collaboration is the individual dimensions. The class differential in terms of qualification, social strata, and knowledge aggregation is a potential barrier and crisis instigator between the faculty and the librarian. Also, the findings show that the most essential key component of any strategy is the librarian-faculty collaboration. The unit leaders must therefore empower the faculty and librarians to work together. The universities need to enact policies that can aid mission-focused collaborative networks<sup>167</sup>.

Thus another research investigates the scope and nature of collaborative efforts between academics and library personnel to unravel the complexity and potential obstacles to effective collaboration<sup>168</sup>. The case study method was deployed to report findings based on an assessment of the faculties and librarians from different Australian university campuses. Findings show that trust-building for collaboration takes time to attain maturity. Power asymmetries between the faculty and librarians, individual participants, and structural enablers could constitute barriers to collaboration.

In Nigeria, a study examined the collaborative activities among libraries in Nigeria with the intent to develop and strengthen librarianship in the nation. This was born out of the challenges of inadequate resources confronting libraries in the country. The study employed a descriptive survey research design. Cluster sampling techniques were used to draw 150 respondents at the Annual General Meeting of the Nigerian Library Association held in 2014 at Owerri. A total of 144 copies were returned besides an interview at the occasion. The returned questionnaire was analysed using descriptive statistics i.e. frequency counts, percentages, and mean. Findings show that collaboration can enhance the ability to serve users more and make services more accessible. There was also a discovery that there has been no increase in collaboration within LIS over the years. The study therefore noted that collaboration should go beyond the four walls of the library<sup>169</sup>.

Similarly, another study examined the library/faculty relationship and collaboration in the universities of South West Nigeria. A descriptive research design was adopted for the research work. In selecting the sample, a multi-stage sampling technique was adopted involving purposive sampling to select six universities from four states with a density of universities at the first stage while random sampling was used to select to select 500 faculty members out of which 461

responses were harvested and analysed. Findings show that there is minimal involvement of the faculty in book selection and that the collaboration between the faculty and the librarian is not cordial. The cadre and level of degrees attained made the faculty consider the librarians to be inferior to them<sup>170</sup>.

Looking at solutions to issues of poor communication and collaboration, another study looked critically at steps to adopt in proffering solutions to poor communication, deficiency in conflict management skills, lack of teamwork which did not allow for collaboration in the clinical setting. The research employed the use of a quality improvement (QI) project to examine perceptions of teamwork over a period of 18 months at 3 points. The study used Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) as an intervention tool. Findings show a significant improvement in communication, leadership, conflict management, and team structure<sup>171</sup>.

## 2.4 Conceptual Model

Independent Variables

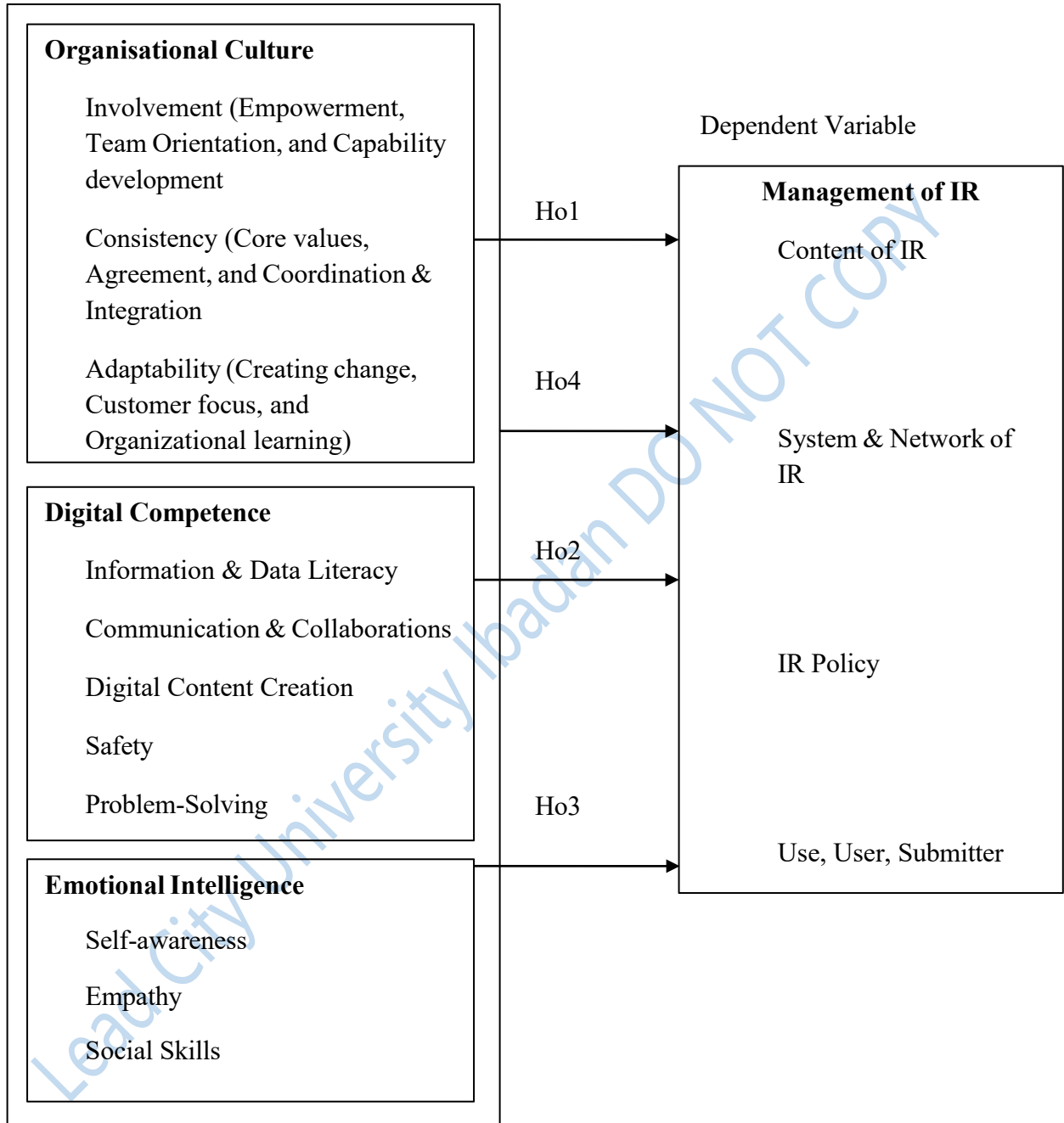


Fig. 1. Conceptual Model for Organisational Culture, Digital Competences, Emotional Intelligence and Management of Institutional Repositories

Source: Researcher, 2024

The focus of this study is to examine the influence of organisational culture, digital competence and emotional intelligence on management of institutional repositories by library personnel in Southwest Nigeria. As shown in the conceptual model, organisational culture, digital competence and emotional intelligence are the independent variables (IV) while management of institutional repositories is the dependent variable (DV).

Management of institutional repositories will be measured in terms of content, system and network, management and policy, and use, user, submitter<sup>172</sup>. Metrics such as selection, currency, diversity and size will be used to measure content. System and network will be measured by software/hardware management, interoperability, integration (OPAC) and technology performance. Awareness of IR, marketing strategies, preservation and legal aspects will serve as metrics to measure management and policy. Finally, use, user, submitter will be measured by metrics such as use rate, user satisfaction and submitter satisfaction. These indicators and metrics were adopted from Institutional Repository Evaluation Model.

Organisational culture, digital competence and emotional intelligence are the independent variables. Constructs adopted as measures of organisational culture are involvement, consistency and adaptability. The metrics were adopted from Denison Model of Organizational Culture<sup>173</sup>. Involvement in organisational culture manifests in empowerment, team orientation and capability development. Core values, agreement and coordination, and integration the measures of consistency and finally, adaptability has metrics such as creating change, customer focus and organisational learning.

Digital Competence will be measured by constructs such as information and data literacy, communication and collaborations, digital content creation, safety and problem-solving. These

metrics were adopted from the Digital Competence Framework for Citizens (DigComp)<sup>174</sup>. In similar vein, emotional intelligence will be measured by constructs such as self-awareness, empathy and social skills. The metrics were adopted from Daniel Goleman's Emotional Intelligence Theory<sup>175</sup>. Self-awareness will be measured in terms of emotional awareness, self-confidence and accurate self-assessment. On the other hand, empathy will be measured by understanding others, developing others and leveraging diversity, while social skills will be measured by communication, collaboration and cooperation and conflict management.

## **2.5 Summary of Gap in Literature Reviewed**

Within the existing literature, it is evident that Institutional Repositories (IRs) are not novel in the Nigerian academic landscape, despite the absence of a globally standardised definition for this platform. The academic community displays a commendable level of awareness, although the participation of African universities, particularly those in Nigeria, remains relatively low, with only 34 repositories registered on OpenDOAR. Strikingly, among the first 200 global IRs, merely four African repositories are listed, none of which represents Nigeria. Analysis reveals that the management of the content within these few African repositories is inadequate leading to sparse content, predominantly comprising theses and dissertations from graduate students. Furthermore, the representation of African languages in these collections is notably inadequate.

Numerous challenges impede the effective management of Institutional Repositories (IRs) in academic institutions. These hindrances encompass a deficient ICT infrastructure, a lack of cooperation from faculty members, financial constraints, limited content uploads, diminished citation impact, and a deficiency in core competencies essential for librarians, including digital and social skills required for proficient management, content advocacy, and collaboration with

stakeholders. Furthermore, the non-involvement of key stakeholders in the strategic planning and execution of IRs exacerbates the situation. The absence of well-defined and robust policies further compounds these issues, presenting formidable obstacles to the successful management and sustained operation of Institutional Repositories in the Nigerian academic landscape. Addressing these multifaceted challenges is imperative to cultivate a more conducive environment for the advancement of scholarly communication and repository management in the region.

This scenario underscores the need for a comprehensive investigation to unpack the management issues hindering greater involvement and contribution by Nigerian academic institutions to the global repository landscape. This research study aims to shed light on these issues, offering valuable insights into factors affecting the management of IR, participation of relevant stakeholders, content management and use, and visibility of Institutional Repositories in Nigeria. By addressing these gaps through assessment of the organisational culture, digital competencies, and emotional intelligence, the study seeks to contribute not only to the enhancement of IR management practices but also to the broader discourse on scholarly communication and knowledge dissemination in the Nigerian academic context. Through a nuanced understanding of the existing challenges, the research endeavours to pave the way for more inclusive and impactful contributions from Nigerian universities to the global academic community. The summary of these three independent variables is reflected in the findings below.

Achievement and quality of life are intricately linked with emotional intelligence. Similarly, there is a categorical and profound connection between emotional intelligence and learning organisation practices in academic libraries. The reviewed literature emphasizes that strengthening the practices of emotional intelligence and learning organisation in university

libraries could lead to competitiveness and a quality work environment. With regards to innovative services, there is a high degree of the components of emotional intelligence in the leaders even though they were found wanting in interactions with other stakeholders. Self-awareness, self-management, social awareness, and relationship management had a positive correlation with library work productivity. Also, Emotional Intelligence was found to have a positive correlation with library work productivity. Library work productivity is considerably predicted by self-awareness, self-management, social awareness, and relationship management<sup>176</sup>.

The level of perceived emotional intelligence of the library staff was above average in many of the literature with the most positive being from Delhi University. Value orientation and integrity took the lead among the seven elements of EI followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness, and self-motivation correspondingly. There was a presence of EI in university librarians in the North of India. Recognition of emotional complexity, reflection on emotional themes, and exploration of self-prejudices are what social workers are exposed to in the course of their work. This shows that the emotional part of social work research and practice could be somewhat complicated. Emotional intelligence will be handy in such circumstances to sustain professional ethics and practice. There seems to be a reflection of a positive connection between emotional intelligence and social skills, while EI has a negative relationship with bullying

Notably, mission emerged as the predominant cultural trait, significantly influencing various key performance indicators. a prioritisation of internal integration over external orientation in the organisational culture of the examined firms was discovered<sup>177</sup>. Furthermore, the organisational environment was marked more by technological instability than market volatility. Additionally,

the model of employee involvement, achievement, and innovation values was reflected in the organisational context. The corporate culture scale of the scrutinised enterprise encompasses 12 factors: capacity development, agreement, coordination and integration, empowerment, team orientation, strategic direction and intent, core values, creating change, customer focus, goals and objectives, organisational learning, and vision. Additionally, it was observed that the businesses under examination demonstrated consistency as the most prominent trait in forging a long-term vision and mission, along with robust objectives. According to the calculation formula of the DOC model, core values, agreement, coordination, and integration are equally emphasized in the corporate culture of the scrutinised ventures

Studies indicate that exceptional CRM strategies are characterised by the establishment of cross-functional teams, possession of a culture of teamwork, employee commitment, and involvement, a responsive and adaptive approach to change, open information sharing, effective knowledge management, and a learning-oriented mindset, a clearly defined set of visions and mission, and a significant level of innovation<sup>178</sup>. Findings underscore a significant correlation between Adaptability and Customer Experience, as well as Mission and Digital Strategy. Furthermore, the results emphasise the imperative need to accord ample attention to organisational culture as a pivotal pathway to successful digital transformation. There was also an indication of equilibrium between the factors of stability and flexibility, with suggestions for potential enhancements in organisational culture.

Similarly, organisational characteristics significantly impact the organisation's ability to maintain equilibrium between internal and external convergence, stability, and adaptability to change. Meanwhile, all indicators of organisational culture, competency, and organisational commitment are substantiated. Consequently, there is a significant impact of organisational culture and

competence on organisational commitment, with both factors independently exerting influence on organisational commitment. Empowerment, organisational learning, vision, and strategic direction were the indicators of organisational culture with the highest mean scores. Similarly, affective commitment received the highest score even though involvement had the lowest mean scores among the four dimensions of organisational culture. Notably, a significant relationship was observed between all components of organisational culture and the organisational commitment of employees.

There is a link between everyday life digital environment and digital competencies. This is similar to what was discovered in Jordan where librarians possess digital proficiency. The majority of students and teachers were found to possess a basic degree of digital competence. In another study, the current digital skills of university librarians in Pakistan do not support the development and management of digital libraries<sup>179</sup>. The high level of ICT skills possessed by lecturers at Covenant University makes them likely users of IR resources.

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## **Chapter Three**

### **Methodology**

#### **3.1 Research Design**

Research designs are described as plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The present study adopted a mixed method. A descriptive survey design involving structured questionnaires and in-depth interview was used to elicit information on the impact that organisational culture, digital competence and emotional intelligence possessed by library personnel would have on the management of institutional repositories in university libraries in Southwest Nigeria<sup>1</sup>.

#### **3.2 Population of the Study**

This study involved the six states of the Southwest geopolitical zone of Nigeria. The six states of this zone are: Lagos, Ogun, Oyo, Osun, Ekiti and Ondo states<sup>2</sup>. Presently, the zone boasts the highest number of universities in the entire country with 69 universities registered by National Universities Commission (NUC). The population of the study is made up of 352 library personnel working in 14 university libraries that have adopted institutional repositories in Southwest Nigeria<sup>3</sup>. Additionally, university librarians in the 14 universities are the other arm of the population studied.

**Table 3.1: Population Table with the List of University Libraries that has Adopted Institutional Repositories.**

<b>SN</b>	<b>Institution</b>	<b>State</b>	<b>Library Personnel</b>
1.	University of Ibadan	Oyo	53
2.	University of Lagos	Lagos	34
3.	Obafemi Awolowo University	Osun	48
4.	Federal University of Tech. Akure	Ondo	26
5.	Federal University, Oye-Ekiti	Ekiti	21
6.	Lagos State University	Lagos	73
7.	Bowen University	Osun	17
8.	Covenant University	Ogun	14
9.	Ajayi Crowther University	Oyo	13
10.	Redeemer's University	Osun	08
11.	Lead City University	Oyo	11
12.	Afe Babalola University, Ado-Ekiti	Ekiti	19
13.	Elizade University	Ondo	10
14.	Mountain Top University	Ogun	05
	<b>Total</b>		<b>352</b>

Source: Preliminary searches by the researcher, 2024.

### **3.3 Sample Size and Sampling Techniques**

The study considered a sample size of 352 library personnel and 14 university librarians. Purposive sampling was employed to select all universities (federal, state, and private) that had adopted institutional repositories within the six states of the South West zone. Total enumeration sampling was then used to include the entire population of 352 library personnel from the selected 14 universities, both private and public due to the low figure of the population. The same sampling technique was applied to select all 14 university librarians from these institutions for the interview sessions.

### 3.4 Description of the Research Instrument(s)

The instruments that were used for this study is a combination of interview guide and structured questionnaire that made use of structured scales with appropriate properties. The questionnaire which consisted of 118 questions was divided into the following sections:

#### **Section A: Demographic Information**

This section was used to collect demographic information of the respondents such as name of university, name of library, rank, highest academic qualification, age, gender, marital status and work experience. Items on the demographic data were self-developed by the researcher.

#### **Section B: Management of Institutional Repository**

This section on the management of institutional repositories consists of thirty (30) items divided into four dimensions – *content, management and policy, system and network, and use, user, and submitter*. The questionnaire items were adapted from IR Evaluation Model indicators<sup>4,5</sup>. Scales were designed with a 4-point Likert rating options - Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA). An example of Content is *Selection of relevant information content is crucial to efficient management of institutional repository in the library*, while that of management and policy is *High performance of the IR managers is a function of the available IR software/hardware and its administration*, that of system and network is *The library should constantly engage the university community in effort to create awareness for IR*, and finally that of use, user, submitter is *Use of IR content is the primary object of creating and maintaining the repository*.

### **Section C: Organisational Culture**

The section Organisational Culture consists of thirty-six items divided into three (3) dimensions – involvement, consistency and adaptability. The questionnaire items were adapted from the Denison Organisational Culture Survey<sup>6,7</sup>. Scales were designed with a 4-point Likert rating options - Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA). Examples of questionnaire items on involvement are *decisions are usually made in the library at the level where the best information is available, authority is delegated so that library personnel can act on their own where necessary etc.* Examples of questionnaire items on consistency are *the leaders and managers "practice what they preach", when disagreements occur, we work hard to achieve "win-win" solutions, our approach to information service delivery is very consistent and predictable etc.* Examples of questionnaire items on adaptability are *the way things are done in my library is very flexible and easy to change, users' comments and recommendations often lead to changes, we view failure as an opportunity for learning and improvement etc.*

### **Section D: Digital Competence**

This section on Digital Competence consists of twenty-five items divided into five (5) dimensions – information and data literacy, communication and collaboration, digital content creation, safety and problem-solving. The questionnaire items were adapted from the vINCI Digital Skills Questionnaire<sup>8</sup>. Scales were designed with a 4-point Likert rating - Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA). Examples of questionnaire items are, on information and data literacy, *I can look for information online using a search engine*, on communication and collaboration, *I can communicate with others using a mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange)*, on digital content creation, *I can produce simple*

*digital content (e.g. text, tables, images, audio files) in at least one format using digital tools, on safety, I can take basic steps to protect my devices (e.g. using anti- viruses and passwords), and on problem-solving I can find support and assistance when a technical problem occurs or when using a new device, program or application etc.*

### **Section E: Emotional Intelligence**

This section on emotional intelligence consists of twenty-seven items divided into three (3) dimensions – *self-awareness, empathy and social skills*. The questionnaire items were adapted from the NHS (EI) Emotional Intelligence Questionnaire<sup>9</sup>. Scales were designed with a 4-point Likert scale rating - Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE). Examples of questionnaire items are on self-awareness, *I am aware when I am being 'emotional'*, on empathy, *I always show sensitivity and understand others' perspectives*, and on social skills, *I have a good relationship with the management team of my library etc.*

In addition, an interview guide was prepared for collecting data from University Librarians who superintend over the administration of the university libraries in Southwest Nigeria. The questions in the interview guide were raised in line with the objectives of the study, the variables being examined and the items on the questionnaire.

### **3.5 Validity of the Research Instrument**

The validity of the research instruments centres on the ability of the instruments to adequately measure the variables and constructs in the study. To guarantee the content and face validity of the research instruments, the questionnaire and interview questions were submitted for approval by the supervisor and other experts in the School of Library and Information Science.

### **3.6 Reliability of the Research Instrument**

Reliability refers to the ability of the research instruments to sustain their consistency and stability. It reflects the degree to which the instruments generate constant results when applied consistently to similar phenomena, under the same conditions. A pilot study was conducted to establish the adequacy and reliability of the instrument (questionnaire) in wording, content and item sequencing. The pilot was used to determine the relevance of the instrument to the environment in which the library personnel (both the librarians and library officers and university Librarians) work. Thirty library personnel from University of Ilorin Library in Kwara State were used as respondents for the pilot study.

### **3.7 Administration of the Instrument and Method of Data Collection**

An introductory letter was obtained from the Department of Information Management, Lead City University to gain permission to administer the questionnaire and interview questions to the respondents. The questionnaire and interview was administered personally by the researcher with the help of a research assistant in each of the universities to ensure the chances of a high rate of return of the instruments. The research assistants were trained for two days on questionnaire administration and relevant skills that could aid the administration of instrument and collection of data.

### **3.8 Method of Data Analysis**

Descriptive and inferential statistics was used for data analysis. Frequency, percentage and mean are the statistical tools used to analyse demographic data and research questions. Regression Analysis was used to test the four hypotheses. All analysis was carried out at 0.05 level of

significance using version 29.0 of Statistical Product and Service Solutions (SPSS)<sup>10</sup>. Data collected through interviews was analysed using a thematic approach.

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## Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter focuses on presenting data and analysing and interpreting the results. The presentation is guided by research questions and formulated hypotheses. The first section, which is descriptive, shows the analysis of demographic data using tables with frequencies and percentages. The second section shows the analysis of research questions using tables with frequencies, percentages, and the mean distribution of the responses. The third section focuses on testing hypotheses using regression analysis, and the final section covers the discussion of findings.

Ten (10) university librarians participated in the interview, while four (4) were unreachable. Three hundred and fifty-two (352) copies of the questionnaire were administered, and two hundred and ninety-eight (298) copies were returned. Out of the total number of questionnaire copies returned, two hundred and forty-six (246) copies were certified as duly filled and considered usable. The usable questionnaire accounts for a 70% response rate. The response results are presented in Table 4.1.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Per cent</b>
Returned and used	246	70%
Not returned	54	15%
Returned but not adequately filled	52	15%
<b>Total of questionnaires distributed</b>	<b>352</b>	<b>100%</b>

**Source: Field Survey, 2024**

#### 4.1 Demographic Data of Respondents

This section presents the demographic profiles of the respondents. Table 4.2 reveals the respondents' university, library, rank, highest academic qualification, age, gender, marital status, and years of work experience.

**Table 4.2: Demographic Profiles of Respondents**

<b>Variables</b>	<b>Measurement</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Name of university</b>	Afe Babalola	18	7.3%
	Ajayi Crowther	13	5.3%
	Bowen	14	5.7%
	Covenant	14	5.7%
	Elizade	09	3.7%
	FUOYE	14	5.7%
	FUTA	24	9.8%
	LASU	37	15.0%
	LCU	10	4.1%
	MTU	04	1.6%
	OAU	32	13.0%
	Redeemer's	07	2.8%
	UI	24	9.8%
	UNILAG	26	10.6%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>
<b>Rank</b>	No response	23	9.3%
	Librarians	109	44.3%
	Library Officers	114	46.3%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>
<b>Highest academic qualification</b>	No response	41	16.7%
	Diploma	07	2.8%
	HND	11	4.5%
	BLIS	62	25.2%
	MLIS	98	39.9%
	PhD	27	11.0%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>

**Table 4.2: Demographic Profiles of Respondents Continues**

<b>Variables</b>	<b>Measurement</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age</b>	No response	04	1.6%
	Below 26 years	09	3.7%
	26-35 years	36	14.6%
	36-45 years	97	39.4%
	46-55 years	72	29.3%
	Above 55 years	28	11.4%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>
<b>Gender</b>	No response	15	6.1%
	Male	109	44.3%
	Female	122	49.6%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>
<b>Marital Status</b>	No response	07	2.8%
	Single	36	14.6%
	Married	197	80.1%
	Widow	06	2.4%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>
<b>Experience</b>	No response	06	2.4%
	Below 6 years	38	15.4%
	6-10 years	46	18.7%
	11-15 years	70	28.5%
	16-20 years	55	22.4%
	21-25 years	15	6.1%
	26-30 years	07	2.8%
	Above 30 years	09	3.7%
	<b>Total</b>	<b>246</b>	<b>100.0%</b>

**Source: Field Survey, 2024**

Table 4.2 has clearly shown the details of the demographic distributions of the respondents highlighting the basic components of their demography.

## 4.2 Analysis of Research Questions

**Research Question One:** What is the management level of institutional repositories among personnel in academic libraries of Southwest Nigeria?

**Table 4.3: Analysis of responses on the level of management of institutional repositories among personnel in academic libraries of Southwest Nigeria**

Content	Very High	High	Low	Very Low	Mean
The selection of relevant information content is crucial to the efficient management of institutional repository in the library	157 (63.8%)	83 (33.7%)	4 (1.6%)	2 (0.8%)	3.61
IR will aid the promotion of research and learning when quality materials are selected for upload	157 (63.8%)	81 (32.9%)	6 (2.4%)	2 (0.8%)	3.60
The currency of content in the repository is essential for its eventual management	142 (57.7%)	94 (38.2%)	6 (2.4%)	4 (1.6%)	3.52
To sustain the management of IR, there should be a regular update and review of content	139 (56.5%)	101 (41.1%)	4 (1.6%)	2 (0.8%)	3.53
An IR that addresses diverse areas of study available in the institution makes management easier	139 (56.5%)	100 (40.7%)	7 (2.8%)	0 (0.0%)	3.54
Beyond ETDs, journal articles and books, a well-managed IR should contain datasets, multimedia, and non-textual materials	130 (52.8%)	107 (43.5%)	7 (2.8%)	2 (0.8%)	3.48
The size of a repository assists the managers in meeting the information needs of the users and attracting potential patrons	128 (52.0%)	108 (43.9%)	7 (2.8%)	3 (1.2%)	3.47
Collection development in IR is challenged by low material submission	116 (47.2%)	107 (43.5%)	20 (8.1%)	3 (1.2%)	3.37
<b>Weighted Mean</b>					<b>3.52</b>
<b>Systems and Networks</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
The high performance of the IR managers is a function of the available IR software/hardware and its administration	134 (54.5%)	101 (41.1%)	9 (3.7%)	2 (0.8%)	3.49
Managing IR software/hardware can be very troubling in a library where the	131 (53.3%)	96 (39.0%)	15 (6.1%)	4 (1.6%)	3.44

personnel do not have expertise in IT					
Interoperability of institutional repositories can aid in the management by granting access to other repositories	112 (45.5%)	121 (49.2%)	11 (4.5%)	2 (0.8%)	3.39
Multidisciplinary and collaborative research can be better enhanced when an IR is connected to repositories of other academic institutions	140 (56.9%)	93 (37.8%)	12 (4.9%)	1 (0.4%)	3.51
Integrating IR into other library management systems, such as OPAC, can lead to better visibility and content accessibility	146 (59.3%)	86 (35.0%)	11 (4.5%)	3 (1.2%)	3.52
When there is integration of IR to other library systems, efficiency increases in library operations	149 (60.6%)	86 (35.0%)	11 (4.5%)	0 (0.0%)	3.56
Though technological innovation in library routine is inevitable, it may pose challenges if there is no compatibility	120 (48.8%)	119 (48.4%)	6 (2.4%)	1 (0.4%)	3.46
Regular maintenance of technological equipment guarantees a high level of performance	161 (65.4%)	72 (29.3%)	12 (4.9%)	1 (0.4%)	3.60
<b>Weighted Mean</b>					<b>3.50</b>
<b>IR Policy</b>		<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>
					<b>Mean</b>
The library should constantly engage the university community to create awareness for the IR	146 (59.3%)	91 (37.0%)	9 (3.7%)	0 (0.0%)	3.56
Advocacy and promotional activities on IR should consider all stakeholders, such as administrators, content creators and other interested parties	133 (54.1%)	100 (40.7%)	13 (5.3%)	0 (0.0%)	3.49
To properly market IR, a robust marketing strategy is needed by the library handlers	131 (53.3%)	101 (41.1%)	14 (5.7%)	0 (0.0%)	3.48
New media are veritable channels to market IR to the intended audience	118 (48.0%)	115 (46.7%)	12 (4.9%)	1 (0.4%)	3.42
Digitisation of non-electronic materials is a sure way of preserving publications and archival materials in the IR	147 (59.8%)	89 (36.2%)	7 (2.8%)	3 (1.2%)	3.54
The quality of the format of the IR content is another means of future preservation	140 (56.9%)	102 (41.5%)	4 (1.6%)	0 (0.0%)	3.55
Policies on archiving, data curation, preservation and use are essential to IR management	129 (52.4%)	111 (45.1%)	6 (2.4%)	0 (0.0%)	3.50
Copyright and licensing issues have the	134	101	9	2	3.49

potential to shape the flow of IR management	(54.5%)	(41.1%)	(3.7%)	(0.8%)	
<b>Weighted Mean</b>					<b>3.50</b>
<b>Use, User, Submitter</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
The use of IR content is the primary object of creating and maintaining the repository	132 (53.7%)	100 (40.7%)	13 (5.3%)	1 (0.4%)	3.48
Incorporating metrics and the use counts will aid in determining the rate of content patronage	132 (53.7%)	100 (40.7%)	13 (5.3%)	1 (0.4%)	3.48
Users are likely to patronise the IR more if the IR is interactive enough	151 (61.4%)	84 (34.1%)	9 (3.7%)	2 (0.8%)	3.56
The language barrier often serves as an inhibitor to the use of IR by library patrons	101 (41.1%)	100 (40.7%)	34 (13.8%)	11 (4.5%)	3.18
Having multiple information sources to choose from and getting needed information on a single platform creates joy for IR users	141 (57.3%)	96 (39.0%)	6 (2.4%)	3 (1.2%)	3.52
The easy self-archiving model can rekindle the interest in submitting articles to IR content creators	123 (50.0%)	112 (45.5%)	10 (4.1%)	1 (0.4%)	3.45
A cordial relationship between the library personnel and submitters can further motivate the latter to upload their publications	140 (56.9%)	96 (39.0%)	9 (3.7%)	1 (0.4%)	3.52
Content creators are encouraged to submit their works to IR when library personnel assist in digitising print copies of their publications	137 (55.7%)	98 (39.8%)	9 (3.7%)	2 (0.8%)	3.50
<b>Weighted Mean</b>					<b>3.46</b>
<b>Overall Weighted Mean</b>					<b>3.50</b>

**Decision rule: < 2.5 = low; 2.5 = moderate; > 2.5 = high Note: Very High (4), High (3), Low (2), Very Low (1) Source: Field Survey, 2024**

According to Table 4.3, for content, 63.8% of the respondents agreed to a very high extent that the selection of relevant information content is crucial to the efficient management of institutional repository in the library; 33.7% of the respondents to a great extent; 1.6% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.61. Also, 63.8% of the respondents agreed to a very high

extent that IR will aid the promotion of research and learning when quality materials are selected for upload; 32.9% of the respondents to a high extent; 2.4% of the respondents to a low extent; and 0.8% of the respondents to very low extent. On the average, the responses indicate a mean value of 3.60. More so, 57.7% of the respondents agreed to a a very high extent that the currency of content in the repository is essential for its eventual management; 38.2% of the respondents to a a high extent; 2.4% of the respondents to a low extent; and 1.6% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.52. Also, 56.5% of the respondents agreed to a very high extent that to sustain the management of IR, there should be a regular update and review of content; 41.4% of the respondents to a high extent; 1.6% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.53.

More so, 56.5% of the respondents agreed to a very high extent that an IR that addresses diverse areas of study available in the institution makes management easier; 40.7% of the respondents to a high extent; 2.8% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.54. In addition, 52.8% of the respondents agreed to a very high extent that beyond ETDs, journal articles and books, a well-managed IR should contain datasets, multimedia, and non-textual materials; 43.5% of the respondents to a high extent; 2.8% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.48. Similarly, 52.0% of the respondents agreed to a very high extent that the size of a repository assist the managers in meeting the information needs of the users and attracting potential patrons; 43.9% of the respondents to a high extent; 2.8% of the respondents to low extent; and 1.2% of the respondents to very low extent. On average, the responses indicate a mean value of 3.47.

Also, 47.2% of the respondents agreed to a very high extent that collection development in IR is challenged by low material submission; 43.5% of the respondents to a high extent; 8.1% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.37. The weighted mean has a value of 3.52, which suggests that the respondents agreed to a high level of content as an indicator of the level of management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

For systems and networks, Table 4.3 shows that 54.5% of the respondents agreed to a very high extent that the high performance of IR managers is a function of the available IR software/hardware and its administration; 41.1% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.49. Also, 53.3% of the respondents agreed to a very high extent that managing IR software/hardware can be very troubling in a library where the personnel do not have expertise in IT; 39.0% of the respondents to a high extent; 6.1% of the respondents to a low extent; and 1.6% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.44. More so, 49.2% of the respondents agreed to a high extent that interoperability of institutional repositories can aid in the management by granting access to other repositories; 45.5% of the respondents to a very high extent; 4.5% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.39.

Also, 56.9% of the respondents agreed to a very high extent that multidisciplinary and collaborative research can be better enhanced when an IR is connected to repositories of other academic institutions; 37.8% of the respondents to a high extent; 4.9% of the respondents to a

low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.51. Likewise, 59.3% of the respondents agreed to a very high extent that integrating IR into other library management systems such as OPAC can lead to better visibility and content accessibility; 35.0% of the respondents to a high extent; 4.5% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.52.

In addition, 60.6% of the respondents agreed to a very high extent that when there is an integration of IR into other library systems, efficiency increases in library operations; 35.0% of the respondents to a high extent; 4.5% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.56. Also, 48.8% of the respondents agreed to a very high extent that though technological innovation in library routine is inevitable, it may pose challenges if there is no compatibility; 48.4% of the respondents to a high extent; 2.4% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.46.

Also, 65.4% of the respondents agreed to a very high extent that regular maintenance of technological equipment guarantees a high level of performance; 29.3% of the respondents to a high extent; 4.9% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.60. The weighted mean has a value of 3.50, which suggests that the respondents agreed to a high level of systems and networks as indicators of management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

As shown in Table 4.3, for IR policy, 59.3% of the respondents agreed to a very high extent that the library should constantly engage the university community to create awareness for the IR;

37.0% of the respondents to a high extent; 3.7% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.56. Also, 54.1% of the respondents agreed to a very high extent that advocacy and promotional activities on IR should consider all stakeholders such as administrators, content creators and other interested parties; 40.7% of the respondents to a high extent; 5.3% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.49. More so, 53.3% of the respondents agreed to a very high extent that to market IR, a robust marketing strategy properly is needed by the library handlers; 41.1% of the respondents to a high extent; 5.7% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.48. Also, 48.0% of the respondents agreed to a very high extent that new media are veritable channels to market IR to the intended audience; 46.7% of the respondents to a high extent; 4.9% of the respondents to a low extent; and 0.4% of a respondents to a very low extent. On average, the responses indicate a mean value of 3.42.

In addition, 59.8% of the respondents agreed to a very high extent that digitization of non-electronic materials is a sure way of preserving publications and archival materials in the IR; 36.2% of the respondents to a high extent; 2.8% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.54. More so, 56.9% of the respondents agreed to a very high extent that the quality of the format of the IR content is another means of future preservation; 41.5% of the respondents to a high extent; 1.6% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.55.

More so, 52.4% of the respondents agreed to a very high extent that policies on archiving, data curation, preservation and use are essential to IR management; 45.1% of the respondents to a high extent; 2.4% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.50. Similarly, 54.5% of the respondents agreed to a very high extent that copyright and licensing issues have the potential to shape the flow of IR management; 41.1% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.49. The weighted mean has a value of 3.50, which suggests that the respondents agreed to a high level of IR policy as an indicator of the management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

For use, user, submitter, Table 4.3 indicates that 53.7% of the respondents agreed to a very high extent that the use of IR content is the primary object of creating and maintaining the repository; 40.7% of the respondents to a high extent; 5.3% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.48. Also, 53.7% of the respondents agreed to a very high extent that incorporating metrics and the use counts will aid in determining the rate of content patronage; 40.7% of the respondents to a high extent; 5.3% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.48.

More so, 61.4% of the respondents agreed to a very high extent that users are likely to patronize the IR more if the IR is interactive enough; 34.1% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.56. Also, 41.1% of the respondents agreed to

a very high extent that the language barrier often serves as an inhibitor to the use of IR by library patrons; 40.7% of the respondents to a high extent; 13.8% of the respondents to a low extent; and 4.5% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.18.

In addition, 57.3% of the respondents agreed to a very high extent that having multiple information sources to choose from and getting needed information on a single platform creates joy for IR users; 39.0% of the respondents to a high extent; 2.4% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.52. More so, 50.0% of the respondents agreed to a very high extent that an easy self-archiving model can rekindle the interest in submitting articles to IR content creators; 45.5% of the respondents to a high extent; 4.1% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.45. Also, 56.9% of the respondents agreed to a very high extent that cordial relationship between the library personnel and submitters can further motivate the latter to upload their publications; 39.0% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.52.

More so, 55.7% of the respondents agreed to a very high extent that content creators are encouraged to submit their works to IR when library personnel assist in digitizing print copies of their publications; 39.8% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.50. The weighted mean has a value of 3.46, which suggests that the respondents agreed to a high level of use, user, and submitter as an indicator of management of

institutional repositories among personnel in academic libraries of Southwest Nigeria. The overall weighted mean for the management level of institutional repositories among personnel in academic libraries of Southwest Nigeria is 3.50. This suggests that the management level of institutional repositories among personnel in academic libraries of Southwest Nigeria is also high.

### **Responses to Interview Questions on Management of Institutional Repository**

**Question 1: As the University Librarian, how would you rate your library's and library personnel's performance in managing your institutional repository?**

One of the University Librarians stated that:

*“Management of IR involves establishing clear policies for content submission, access to the items in the resources, and the preservation of those items, particularly encouraging faculty members to deposit their research in the repository and ensuring that the repository is easily discoverable and accessible. Why these management aspects are essential: at ACU, Oyo, we take the issue of long-term preservation and access seriously. To that effect, we have implemented strategies to ensure the longtime preservation of the resources. The ACU Library and its personnel can be rated on a scale of 4, which is very good when managing the repository because all aspects of the repository are well taken care of. The interface, for instance, is user-friendly, the metadata is complete, and the completeness of the metadata enhances the discoverability of the repository items.*

*Furthermore, we promote the repository within the university through training on self-archiving and also promote it on the global level through registration for inclusion in the directory of open access repository (OpenDOAR). Besides that, we also have a dedicated e-mail address where we receive feedback from repository users and offer our support. We have a sound backup system. We take up a redundant backup system, and we are in the process of upgrading the software to the latest version. Regarding the management of the ACU Repository, we are doing well.*

The second University Librarian stated that:

*“The first thing I would like to point out is that only some library staff manage the institutional repository. We have a unit here that is in charge of the institutional repository. So, everything that has to do with managing the institutional repository goes directly to that unit. That way, only some people are involved, and we do not have so many people working on the institutional repository. Then, we will have fewer errors or mistakes in the institutional repository. Although the institutional repository is directly under the university librarian, that unit does report to her. So, for now, the management of the institutional repository is at a high level, and I am sure if you*

*check our institutional repository, you will agree with me. Although the server is down for now, we will let you know when it is up so you can check our institutional repository.”*

The third University Librarian noted that:

*”As a librarian, we rate our performance level of IR; we will not just say high, we say very high. Why is this? We at CU have been able to get papers that were not published online to be online. We scan, this is a big scanner, and we have a smaller scanner. The lecturers and the researchers have all their publications in the repository. Moreover, this is made available to the general public for use. Now, we do not just wait for lecturers to come to us; we have software with all the lecturers'/faculty staff profiles. We can go online, pick somebody's name or pick a department and decide to go through their Google scholars and get their papers into our repository. The faculty also comes to us, bringing their published work. We upload for them. We also use archives; we may have backlog hardcopy journals, scan them and bring them online. This is making it so easy for everyone to be visible and seen, and their works to be cited, used for teaching, learning, research, and so on and so forth.”*

The fourth University Librarian stated that:

*“It can be rated above average; our Institutional Repository (IR) is being run by library staff with the support of ICT staff of the University.”*

According to the fifth University Librarian:

*”The level of performance of my library and library personnel is highly commendable. We are all committed to the successful implementation and usage of the system.”*

As stated by the sixth University Librarian:

*“The IR is domiciled in the University Library and managed by experts in the E-Library Unit who are competent and hardworking. Thus, the IR is in good hands and well managed.”*

The seventh University Librarian stated that:

*”In all modesty, I will rate us very high. The reason is that in this library, we know the value of IR, which is an institutional repository. It is essential to the visibility of the university, and it has really helped us reposition ourselves. So I will rate us very high. If we are not visible to the world, the world will not know what we stand for or are doing. Moreover, that is why such a grade would be awarded, not necessarily because we work here, but because it has really helped us in terms of our visibility to the world.”*

As presented by the eighth University Librarian:

*"I will rate the performance as ranging between moderately high and high."*

The ninth University Librarian noted that:

*"Our Institutional Repository was launched in 2013. That was when we started IR. We installed it and were using Content Management System (DSpace), an open source; we adopted that because it is about the commonest institutions within and outside Nigeria are using to manage their local content of information resources emanating from the institutions. Since we started, I have been satisfied with the way we have been managing the system, not minding the fact that sometimes you have technical hitches and also with the involvement of our staff activities, all hands are always on the desk in collecting materials from members of the university community, in describing the metadata and uploading the materials into the system. What impresses me most is the self-archiving system that we have adopted. The lecturers can archive their materials on their own wherever they are. Our personnel here in the library will approve or disapprove after they have considered whatever is submitted against the set rules and regulations, i.e., the university's policies regarding the management of the repository. So, I will say I am satisfied."*

According to the tenth University Librarian:

*"The library personnel's performance in managing institutional repositories is excellent, not because we're there yet but because I can rate us 7 out of 10. I think we are doing well."*

In summary, the participants rated the performance of their library and library personnel in managing their respective institutional repositories as above average.

**Question 2: Given the challenges facing institutional repository management, how well have your library and library personnel been able to manage the IR's content, systems and networks, policies, and use, user, and submitter?**

A University Librarian stated that:

*You may agree that there is no system without challenges associated with it. These challenges range from funding, technical issues, and the marketing of the repository to legal and ethical considerations. In the face of all these challenges, ACU Library is still in the management issues as regards the content, management of the systems and network and policies, among other issues. We capture relevant bibliographic details of the repository items, which serve as good access points for repository users. Before users can also deposit their research items, they must agree to license agreements. After the deposit, the items are reviewed before inclusion in the repository. So, we have the system administrator who will review the submission to ensure it complies with the guidelines for submission. Apart from that, the repository accepts different*

*formats of materials, such as multimedia content, and these contents are accessible to users. The system has enough capacity to accommodate future content and user database expansion. We have security measures in place to ensure the data security and privacy of the repository users.*

*Moreover, we regularly monitor the system to check for any security loopholes. Besides that, we have a clear policy for the submission and review process. Our policy on accessibility is open access. Users can access the ACU Repository content without any form of restriction whatsoever. All users' data are secured, and they are used for the purpose for which it is intended. Users should be aware of copyright issues before depositing items in the repository, and we provide training and support for users and submitters. We also have an open feedback system for our users."*

According to the second University Librarian:

*"Managing content on the institutional repository, initially, maybe we had issues with that, but along the line, we could surmount that issue very easily. Because of how you put policies in place for submitting to the institutional repository, staff must definitely comply. So when policies came up and people had to submit to institutional repositioning, the self-archiving function was implemented. So we let them submit it while the staff is in that unit, edit it, and then we archive it. The thing now is that most staff submit from their different locations. With that, we have gotten enough content and consistent content for the institutional repository. Another thing is that we put our past questions in the institutional repository. So after every examination, they submit it to the library, and we get all that. One of the things we do is let them know that we prefer them to give us electronic versions. However, you know, some publications came out before electronic information came up, so those are the ones that we now scan and upload. So that is for the content rights."*

*"For the systems and the infrastructure, now when the university or the institution has a working digital system on the ground, you will not have issues with your institutional repository because that's just, you know, it will flow seamlessly. I would like to know if we have had issues. The only issue we will have is because, maybe once in a while, you have issues with the server. However, you do not have issues when you move to the cloud. That could be one of the issues. So we host it in-house so we will not have issues with the server crashing or anything else."*

*"Then another thing is you spoke about policies. These days, policies must come into play for anything you want to work, anywhere you find yourself, in any organization. If policies are not implemented, then it is like you are working in a lawless environment. However, as soon as policies come into play, and then you put sanctions or something along with those policies, we find out that people must comply. So when you have policies for anything, then definite systems will work. So we have policies for our institutional repository, and staff have complied with those policies."*

*"One way that we have been getting constant use for our institutional repository is that people might not be using those articles that much, but one of the ways we have been having the users is through our past questions. Students have to check past questions every semester. And then something else is that once a staff submits an article, we check that the article is online. So instead of us uploading a fresh one, we get the one, get all the information online and then link it to the IR. So that's when they check it online; it is also like linking to our IR. So we use it to be*

*encouraging. Another thing is that staff give students assignments, and then we feed into the IR. The user is not a problem. Now, there are stages for uploading to the IR. There is a point where people upload, there is a point where people submit, People edit, and the final stage is archiving. Now, to confirm the standards, you set permissions. So when somebody uploads, that is as far as that person can go. What the person does is give the basic metadata for the information that is uploaded. It gives the author the title, the year of publication, and maybe the number of pages, and then uploads. So, to now conform to the standards that we have set, the IR staff picked up from there. And then they do all the, you know, the way we do cataloguing now, so we do all the cataloguing, we do all the editing and everything, and finally, we archive it. Okay.”*

The third University Librarian stated that:

*“I doubt if there may be challenges; when we look at the epileptic power supply, it is a no-no for us; when we look at internet facilities, we know it is 100%. Although there are times like because of the road work (construction), they have dug so many things affecting the internet. The school is still running on the internet, but it should be more robust because there is already a backup. The challenges: I don't think we have any challenges we are facing. We use E-Print. Before now, we were using ePrint and DSpace. We are currently working on going back to DSpace, but it is still under review.*

The fourth University Librarian noted that:

*“In our Library, we have competent staff managing (uploading academic contents in IR). As I said earlier, we have ICT staff's support in making the internet available. In terms of policy, we do not have a policy that requires academics to make their publication for uploading in IR. Therefore, many of our academics, particularly seniors, are not warm about submitting their publications for IR.”*

According to the fifth University Librarian:

*“There are various challenges facing IR, but the challenges are surmountable with the right strategies put in place, especially by imbining the right culture of innovativeness. We invested heavily in training and infrastructural development. Workshops were held for various stakeholder categories regarding content and usage. We fashioned a workable policies that guide every process.”*

As stated by the sixth University Librarian:

*“The user-friendliness of the IR interface makes self-archiving by the faculty seamless. The content upload is not restricted to the promotion period, even though the patronage is higher*

*during the promotion. Print materials not in electronic format are digitalized by the staff for easy upload. Also, the DSpace adopted makes regulating the megabytes of content easy. Policies were made to regulate and guide operations and use. Linking the IR to Google has drastically increased the ranking of the institution and its scholars."*

The seventh University Librarian stated that:

*"In this University, we work hand in hand with ICT; we work hand in hand with the head of the department and then the academic staff. So it is not, as far as our own IR, that it needs to focus on the library more. Do you understand? Regarding our system, we have librarians who understand what the system is. At the same time, we work hand in hand with the ICT personnel to ensure that we have the right content, that our system works well, that the academic staff release the right information to us, and that they are posted at the right time. So, it is a matter of working in harmony with the system. Moreover, we ensure that other members of staff who are supposed to play one role or the other do that. The vice-chancellor will succeed in drumming it into everybody's ears. As I told you earlier, we understand the relevance of institutional repositories. So we do everything possible. We ensure that the system is working, the network, the internet, everything, and our systems are okay; the facilities are put in the right place because we know their importance. So we work consistently with other hands to ensure that all of us will connect well to get good results."*

*"We have a policy that if you publish now, do you understand? If you publish outside this place, you must ensure that you link your publication to us to IR, which is a standing policy. Then, in terms of our university publications, we give a gap because we understand that people publish also to use their data, so we give like six months, you know, for others to access. So, we ensure that whatever you are putting out is original. Do you understand? It is a policy. Moreover, that is why we turn in all those, what they call them now, all those plagiarism checkers and all that are put in place to ensure that whatever we put in our system, or whatever we put to the outside, what we view from us, is really the right thing."*

As presented by the eight University Librarian:

*"The evolution of IR, particularly in this terrain, also comes with training. Moreover, you will agree that there is no new exercise that does not require training. So, being a technical endeavour, our university library has an IR platform. The staff in charge has been exposed to training in content uploading, systems and networks, and we have a firm relationship with the internal unit or department (information technology unit) in our University. Some of the exercises involved have been initially contracted out, which has to do with the configuration of the app or software itself. So, the exercise is ongoing. In recent times, the University has been drafting a policy to firm up loose ends through our policies and ensure that regulations guide the exercise as they were, especially now that we observe many universities trying to run IR without the existence of policy statements. Every exercise or endeavour within the management of the IR is considered a learning curve. Whatever challenge you experience at any time is considered a learning experience. And so, no exercise or human endeavour also comes without its challenges. So we learn and catapult to the next stage occasionally."*

The ninth University Librarian noted that:

*"We have designated staff members for IR management, and we have a unit we call a digital laboratory. So, the staff members in that place may not have the required formal training, but at least they have some basic computer knowledge because they don't need to install anything; the system is already installed. Theirs is just to manage, and the vendor who installed it has provided some training for them to manage the system effectively. So, in terms of library personnel, they are up and doing, and they are very comfortable with mag that system; they have the necessary seal, the commitment and the passion; when you have those 3, the technical know-how will be very easy to grasp. They can troubleshoot (they can fix little problems), and in case of any major technical issue, they know how to interact with the vendor who installed it because we have some technical support lines. We have a service-level agreement with the vendor so that anytime we have a major technical issue, we can call on him to fix it remotely or, if need be, come physically."*

*"For the Users, we do library orientation from time to time, create awareness, and teach them how to access whatever is available in the IR system. Apart from that, the repository is readily available online, so people can access it wherever they are. It is simple, and the user interface is friendly. It is something they can relate well with. User-friendliness and ease of access have been taken care of. Our users are very comfortable. Whenever they have issues using the system, we have staff members who are always ready and willing to support them."*

*"On the part of the submitters, our relationship with them is not different from that of the users because the submitter can also be the user. From time to time, we train them. When you are starting an IR, there will be apathy because of acceptance. There are so many misgivings about submitting their materials into that repository, especially the issue of copyright and the issue of what will be the benefit if I submit my materials there. We try to allay their fears; we try to tell them what they would benefit from, it will give them visibility, and their works will be seen everywhere. They believe that if their works are seen everywhere, they will have opportunities for consultancy, research grants and all of that. We try to promote the benefits to them and encourage them to submit. Another thing that we do to encourage submission is a digital content campaign. We move from faculty to faculty to sensitize them. Sometimes, we would collect their materials from them and help them scan and upload them. By so doing, they will be happy that their work will be seen everywhere. The University has provided institutional support. Before any academic staff can be considered for promotion, the paper that will be accessed must be harvested from the IR. Anyone not harvested from the IR will not be sent for assessment. That has encouraged many of our lecturers. That does not mean we have a perfect system. The issue of apathy is still there, especially for professors who have reached the pinnacle of their careers. They would say, 'Why do I need IR?' because they are no longer going for any assessment. However, we encourage them that even if you are not going for any other assessment, your visibility is key because when you are visible in your area of specialization, many people will want to relate with you, you have consultancy opportunities, and you have research grants. That is what we do to overcome the challenge. I have mentioned the policies. Another policy is the copyright policy; anything that goes there must have passed the copyright process, followed by the self-archiving policy. The policy of classification: We classify the documents (some documents are for public consumption and others you must get approval for before accessing*

them). We have set the policies, although they have yet to be published. We have a policy for submission, access, infrastructure, and training from time to time for users and the staff who manage the repository."

According to the tenth University Librarian:

"You have asked so many questions in one question. Managing IR has been very challenging, especially regarding the University's inadequate staffing situation. We have a minimal number of staff working on the repository in the library. Moreover, the workload could have been more manageable for this limited number of staff. Now, the truth is that the staff involved have been doing the best they can do. In respect to the submission of resources to the repository and quality assurance, we have staff that receive the content and work on it to ensure they meet the set standard for content and upload them on the repository in terms of the resolution, size, the optimized record, in term of customization. Our records are watermarked and customized to the University of Ibadan records before they go to the repository. So, they do their best to ensure that all the specified standards are met before onward uploading. Moreover, when this is done, and the job is uploaded, we also have staff from the backend who see all submitted work and approve it before it goes online."

"On the policy, there is a policy called institutional repository/OER policies. It started from the library, the initial draft, and went through to the University; the Senate set up a committee to look into the policy and make it a working document in the University, which was done. Although I am still determining if the final approval was given eventually, I served on the university committee, where they took the policy, edited it, and sent it to the Senate. The Deputy Vice-Chancellor, Research, Innovation and Strategic Partnerships chaired the committee. Somehow, we have a policy that is guiding us. We have an upload policy, information gathering policy, retention policy, use policy, and withdrawal policy because we have cases where works were withdrawn from the repository; somebody, after publishing his works, had problems with the data he used. He requested that we help bring his work down, in which case we followed the process in that policy and brought it down. Information about some records not fully available on the IR is available on the IR subject to the policy guiding those categories of records. So, there is a working policy in place. With respect to use, what we have done to confirm the usage by patrons now is registered in the Google Analytics application. As it is now, every month, Google sends us the statistics of usage of that repository, saying that the number of people who have visited our repository, or the number of people who used a particular document, a particular community, or sub-community, and you know it breaks it down. The activities have been very high and very encouraging. It means that it is being used regularly. And then use from the part of the content creators or content owners; in respect to that, for our PhD theses, we get them directly from the post-graduate school after it has been submitted. We work on them, get them to meet the standard of what we upload, and get them uploaded to the repository. For faculty publication, at a level, before you can be promoted as an academic staff, you must bring all your work to the library. At that point, they bring their works in here; we receive them either print or electronic. The print we get is digitized; if it is electronic, we collect it, make it conform to our standard, and upload it to the repository. We have not enabled the self-archiving mode for now, though there is a facility. However, for standardization, the public image of the University, for now, we ensure that everything is being uploaded from here."

The tenth university librarian highlighted the involvement of critical stakeholders in the formulation of policies that guide the operations of the IR and the process of recruiting content (print and electronic) from the submitters for upload on the IR.

In summary, most participants agreed there were some challenges but argued that those challenges were surmountable. Hence, they noted that the management of content, systems and networks, policies, and use, as well as the user and submitter of the IR, has been good in their respective libraries.

**Research Question Two:** What is the prevalent organisational culture in academic libraries of Southwest Nigeria?

**Table 4.4: Analysis of responses on prevalent organisational culture in academic libraries of Southwest Nigeria**

<b>Involvement: Empowerment</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
Decisions are usually made in the library at the level where the best information is available	133 (54.1%)	100 (40.7%)	12 (4.9%)	1 (0.4%)	3.48
Information is widely shared so that every library personnel can get the information he or she needs when it is needed	123 (50.0%)	105 (42.7%)	18 (7.3%)	0 (0.0%)	3.43
Every library staff believes that he or she can have a positive impact	120 (48.8%)	110 (44.7%)	13 (5.3%)	3 (1.2%)	3.41
Planning in the library is ongoing and involves every staff in the process to some degree	108 (43.9%)	102 (41.5%)	32 (13.0%)	4 (1.6%)	3.28
<b>Weighted Mean</b>					<b>3.40</b>
<b>Involvement: Team orientation</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
Cooperation across different parts of the library is actively encouraged	119 (48.4%)	117 (47.6%)	9 (3.7%)	1 (0.4%)	3.44
Library staff work like they are part of a team	110 (44.7%)	126 (51.2%)	9 (3.7%)	1 (0.4%)	3.40
Teamwork is used to get work done, rather than hierarchy	123 (50.0%)	113 (45.9%)	10 (4.1%)	0 (0.0%)	3.46
Library routine is organized so that	128	108	8	2	3.47

each staff can see the relationship between his or her job and the goals of the library	(52.0%)	(43.9%)	(3.3%)	(0.8%)	
<b>Weighted Mean</b>					<b>3.44</b>
<b>Involvement: Capacity development</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
Authority is delegated so that library personnel can act on their own where necessary	108 (43.9%)	113 (45.9%)	22 (8.9%)	3 (1.2%)	3.33
The "bench strength" (capability of library personnel) is constantly improving	107 (43.5%)	113 (45.9%)	24 (9.8%)	2 (0.8%)	3.32
There is continuous investment in the skills of personnel	92 (37.4%)	115 (46.7%)	34 (13.8%)	5 (2.0%)	3.20
The capabilities of staff are viewed as an essential source of competitive advantage	101 (41.1%)	127 (51.6%)	15 (6.1%)	3 (1.2%)	3.33
<b>Weighted Mean</b>					<b>3.30</b>
<b>Involvement (Weighted Mean)</b>					<b>3.38</b>
<b>Consistency: Core values</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
The leaders and managers "practice what they preach."	82 (33.3%)	118 (48.0%)	40 (16.3%)	6 (2.4%)	3.12
There is a clear and consistent set of values that governs the way we practice librarianship in my library	87 (35.4%)	132 (53.7%)	25 (10.2%)	2 (0.8%)	3.24
When personnel ignore our core values, they are held accountable	94 (38.2%)	125 (50.8%)	24 (9.8%)	3 (1.2%)	3.26
There is an ethical code that guides our behaviour and tells us right from wrong	93 (37.8%)	135 (54.9%)	15 (6.1%)	3 (1.2%)	3.29
<b>Weighted Mean</b>					<b>3.23</b>
<b>Consistency: Agreement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
When disagreement occurs, we work hard to achieve "win-win" solutions	88 (35.8%)	135 (54.9%)	19 (7.7%)	4 (1.6%)	3.25
There is a clearly defined culture in the library	101 (41.1%)	121 (49.2%)	23 (9.3%)	1 (0.4%)	3.31
It is easy to reach a consensus, even on difficult issues in my library	90 (36.6%)	128 (52.0%)	25 (10.2%)	3 (1.2%)	3.24
There is an explicit agreement about the right way and the wrong way to do things	94 (38.2%)	133 (54.1%)	16 (6.5%)	3 (1.2%)	3.29
<b>Weighted Mean</b>					<b>3.27</b>
<b>Consistency: Coordination and</b>	<b>Strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly</b>	<b>Mean</b>

<b>integration</b>	<b>Agree</b>			<b>Disagree</b>	
Our approach to information service delivery is very consistent and predictable	94 (38.2%)	129 (52.4%)	22 (8.9%)	1 (0.4%)	3.28
People from different parts of the library share a common perspective	91 (37.0%)	119 (48.4%)	32 (13.0%)	4 (1.6%)	3.21
It is easy to coordinate projects across different sections of the library	95 (38.6%)	126 (51.2%)	22 (8.9%)	3 (1.2%)	3.27
There is a good alignment of goals across levels	88 (35.8%)	136 (55.3%)	21 (8.5%)	1 (0.4%)	3.26
<b>Weighted Mean</b>					<b>3.26</b>
<b>Consistency (Weighted Mean)</b>					<b>3.25</b>
<b>Adaptability: Creating change</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
The way things are done in my library is very flexible and easy to change	92 (37.4%)	124 (50.4%)	26 (10.6%)	4 (1.6%)	3.24
We respond well to competitors and other changes in the information service environment	99 (40.2%)	132 (53.7%)	13 (5.3%)	2 (0.8%)	3.33
New and improved ways to do work are continually adopted	105 (42.7%)	122 (49.6%)	17 (6.9%)	2 (0.8%)	3.34
Different parts of the library often cooperate to create change	107 (43.5%)	121 (49.2%)	16 (6.5%)	2 (0.8%)	3.35
<b>Weighted Mean</b>					<b>3.32</b>
<b>Adaptability: Customer focus</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
User's comments and recommendations often lead to changes	98 (39.8%)	132 (53.7%)	13 (5.3%)	3 (1.2%)	3.32
Patrons' input directly influences our decisions	100 (40.7%)	112 (45.5%)	33 (13.4%)	1 (0.4%)	3.26
All members have a deep understanding of users' wants and needs	87 (35.4%)	137 (55.7%)	19 (7.7%)	3 (1.2%)	3.25
We encourage direct contact with clients by our staff	102 (41.5%)	125 (50.8%)	17 (6.9%)	2 (0.8%)	3.33
<b>Weighted Mean</b>					<b>3.29</b>
<b>Adaptability: Organizational learning</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
We view failure as an opportunity for learning and improvement	94 (38.2%)	134 (54.2%)	12 (4.9%)	6 (2.4%)	3.28
Innovation and risk-taking are encouraged and rewarded	86 (35.0%)	134 (54.5%)	21 (8.5%)	5 (2.0%)	3.22
Learning is an essential objective in	96	136	10	4	3.32

our day-to-day work	(39.0%)	(55.3%)	(4.1%)	(1.6%)	
We make sure that every personnel is informed about what is going on across the library	92	128	24	2	3.26
<b>Weighted Mean</b>					<b>3.27</b>
<b>Adaptability (Weighted Mean)</b>					<b>3.29</b>
<b>Overall Weighted Mean</b>					<b>3.31</b>

**Decision rule:** < 2.5 = low; 2.5 = moderate; > 2.5 = high

**Note:** Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

**Source:** Field Survey, 2024

In line with the responses reported in Table 4.4, for empowerment as a measure of involvement, 54.1% of the respondents strongly agreed that decisions are usually made in the library at the level where the best information is available; 40.7% of the respondents agreed; 4.9% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.48. Also, 50.0% of the respondents strongly agreed that information is widely shared so that every library personnel can get the information they need when needed; 42.7% of the respondents agreed; 7.3% disagreed; and none strongly disagreed. On average, the responses indicate a mean value of 3.43.

More so, 48.8% of the respondents strongly agreed that every library staff believes that he or she can have a positive impact; 44.7% of the respondents agreed; 5.3% disagreed; and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.41. Also, 43.9% of the respondents strongly agreed that planning in the library is ongoing and involves every staff in the process to some degree; 41.5% of the respondents agreed; 13.0% of the respondents disagreed; and 1.6% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.28. The weighted mean has a value of 3.40, which suggests that the respondents agreed with the involvement of high levels of empowerment measures as an indicator of organizational culture in academic libraries of Southwest Nigeria.

According to Table 4.4, for team orientation as a measure of involvement, 48.4% of the respondents strongly agreed that cooperation across different parts of the library is actively encouraged; 47.6% of the respondents agreed; 3.7% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.44. Also, 51.2% of the respondents agreed that library staff work like they are part of a team; 44.7% of the respondents strongly agreed; 3.7% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.40. More so, 50.0% of the respondents strongly agreed that teamwork is used to get work done rather than hierarchy; 45.9% agreed; 4.1% disagreed; and none strongly disagreed. On average, the responses indicate a mean value of 3.46. Also, 52.0% of the respondents strongly agreed that library routine is organized so that each staff can see the relationship between his or her job and the goals of the library; 43.9% of the respondents agreed; 3.3% of the respondents disagreed; and 0.8% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.47. The weighted mean has a value of 3.44, which suggests the respondents agreed with the high level that team orientation measures involvement as an indicator of organizational culture in academic libraries of Southwest Nigeria.

As shown in Table 4.4, for capacity development as a measure of involvement, 45.9% of the respondents agreed that authority is delegated so that library personnel can act on their own where necessary; 43.9% of the respondents strongly agreed; 8.9% of the respondents disagreed; and 1.2% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.33. Similarly, 45.9% of the respondents agreed that "bench strength" (capability of library personnel) is constantly improving; 43.5% strongly agreed; 9.8% disagreed; and 0.8% strongly disagreed. On average, the responses indicate a mean value of 3.32.

More so, 46.7% of the respondents agreed that there is continuous investment in the skills of personnel; 37.4% of the respondents strongly agreed; 13.8% disagreed; and 2.0% strongly disagreed. On average, the responses indicate a mean value of 3.20. Also, 51.6% of the respondents agreed that the capabilities of staff are viewed as an essential source of competitive advantage; 41.1% strongly agreed, 6.1% disagreed, and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.33. The weighted mean has a value of 3.30, which suggests that the respondents agreed with the high level that capacity development measures involvement as an indicator of organizational culture in academic libraries of Southwest Nigeria. Likewise, the weighted mean of involvement has a value of 3.38, which suggests that the respondents agreed, to a high level, that involvement is an indicator of organizational culture in academic libraries of Southwest Nigeria.

As revealed in Table 4.4, for core values as a measure of consistency, 48.0% of the respondents agreed that leaders and managers "practice what they preach"; 33.3% of the respondents strongly agreed; 16.3% of the respondents disagreed; and 2.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.12. Also, 53.7% of the respondents agreed that there is a clear and consistent set of values governing the way we practice librarianship in my library; 35.4% strongly agreed, 10.2% disagreed, and 0.8% strongly disagreed. On average, the responses indicate a mean value of 3.24.

More so, 50.8% of the respondents agreed that when personnel ignore our core values, they are held accountable; 38.2% strongly agreed; 9.8% disagreed; and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.26. Also, 54.9% of the respondents agreed that an ethical code guides their behaviour and tells them right from wrong; 37.8% strongly agreed, 6.1% disagreed, and 1.2% strongly disagreed. On average, the responses indicate a mean value

of 3.29. The weighted mean has a value of 3.23, which suggests that the respondents agreed with the high level that core values measure consistency as an indicator of organizational culture in academic libraries of Southwest Nigeria.

According to Table 4.4, for agreement as a measure of consistency, 54.9% of the respondents agreed that when disagreement occurs, we work hard to achieve "win-win" solutions; 35.8% of the respondents strongly agreed, 7.7% disagreed, and 1.6% strongly disagreed. On average, the responses indicate a mean value of 3.25. Also, 49.2% of the respondents agreed that there is a clearly defined culture in the library; 41.1% of the respondents strongly agreed, 9.3% of the respondents disagreed, and 0.4% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.31.

More so, 52.0% of the respondents agreed that it is easy to reach a consensus, even on complex issues in my library; 36.6% strongly agreed, 10.2% disagreed, and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.24. Also, 54.1% of the respondents agreed that there is a clear agreement about the right and wrong ways to do things; 38.2% of the respondents strongly agreed, 6.5% disagreed, and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.29. The weighted mean has a value of 3.27, which suggests the respondents agreed to the high level that agreement measures consistency as an indicator of organisational culture in academic libraries of Southwest Nigeria.

As shown in Table 4.4, for coordination and integration as a measure of consistency, 52.4% of the respondents agreed that their approach to information service delivery is very consistent and predictable; 38.2% of the respondents strongly agreed; 8.9% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.28. Also, 48.4% of the respondents agreed that people from different parts of the library share a

common perspective; 37.0% strongly agreed, 13.0% disagreed, and 1.6% strongly disagreed. On average, the responses indicate a mean value of 3.21.

More so, 51.2% of the respondents agreed that it is easy to coordinate projects across different sections of the library; 38.6% strongly agreed, 8.9% disagreed, and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.27. Also, 55.3% of the respondents agreed that there is a good alignment of goals across levels; 35.8% of the respondents strongly agreed, 8.5% of the respondents disagreed, and 0.4% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.26. The weighted mean has a value of 3.26, which suggests the respondents agreed to the high level that coordination and integration measure consistency as an indicator of organisational culture in academic libraries of Southwest Nigeria. Likewise, the weighted mean of consistency has a value of 3.25, which suggests that the respondents agreed, to a high level, that consistency is an indicator of organisational culture in academic libraries of Southwest Nigeria.

As presented in Table 4.4, for creating change as a measure of adaptability, 50.4%% of the respondents agreed that the way things are done in their library is very flexible and easy to change; 37.4% of the respondents strongly agreed; 10.6% of the respondents disagreed; and 1.6% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.24. Also, 53.7% of the respondents agreed that they respond well to competitors and other changes in the information service environment; 40.2% strongly agreed, 5.3% disagreed, and 0.8% strongly disagreed. On average, the responses indicate a mean value of 3.33.

More so, 49.6% of the respondents agreed that new and improved work methods are continually adopted; 42.7% strongly agreed, 6.9% disagreed, and 0.8% strongly disagreed. On average, the responses indicate a mean value of 3.34. Also, 49.2% of the respondents agreed that different

parts of the library often cooperate to create change; 43.5% of the respondents strongly agreed; 6.5% of the respondents disagreed; and 0.8% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.35. The weighted mean has a value of 3.32, which suggests that the respondents agreed with the high level that creating change measures adaptability as an indicator of organisational culture in academic libraries of Southwest Nigeria. According to Table 4.4, for customer focus as a measure of adaptability, 53.7% of the respondents agreed that users' comments and recommendations often lead to changes; 39.8% strongly agreed, 5.3% disagreed, and 1.2% strongly disagreed. On average, the responses indicate a mean value of 3.32. Also, 45.5% of the respondents agreed that patrons' input directly influences their decisions; 40.7% of the respondents strongly agreed; 13.4% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.26.

More so, 55.7% of the respondents agreed that all members deeply understand users' wants and needs; 35.4% strongly agreed, 7.7% disagreed, and 1.2% strongly disagreed. On the average, the responses indicate a mean value of 3.25. Also, 50.8% of the respondents agreed that they encouraged direct contact with clients by their staff; 41.5% of the respondents strongly agreed; 6.9% of the respondents disagreed; and 0.8% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.33. The weighted mean has a value of 3.29, which suggests that the respondents agreed with the high level that customer focus measures adaptability as an indicator of organisational culture in academic libraries of Southwest Nigeria.

As shown in Table 4.4, for organisational learning as a measure of adaptability, 54.2% of the respondents agreed that they viewed failure as an opportunity for learning and improvement; 38.2% of the respondents strongly agreed; 4.9% of the respondents disagreed; and 2.4% of the

respondents strongly disagreed. On average, the responses indicate a mean value of 3.28. Also, 54.5% of the respondents agreed that innovation and risk-taking are encouraged and rewarded; 35.0% of the respondents strongly agreed; 8.5% of the respondents disagreed; and 2.0% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.22.

More so, 55.3% of the respondents agreed that learning is an essential objective in their day-to-day work; 39.0% of the respondents strongly agreed; 4.1% of the respondents disagreed; and 1.6% of the respondents strongly disagreed. On average, the responses indicate a mean value of 3.32. Also, 52.0% of the respondents agreed that they ensure that every personnel is informed about what is happening across the library; 37.4% strongly agreed, 9.8% disagreed, and 0.8% strongly disagreed. On average, the responses indicate a mean value of 3.26. The weighted mean has a value of 3.27, which suggests that the respondents agreed with the high level that organisational learning measures adaptability as an indicator of organisational culture in academic libraries of Southwest Nigeria. Likewise, the weighted mean of adaptability has a value of 3.29, which suggests that the respondents agreed, to a high level, that adaptability is an indicator of organisational culture in academic libraries of Southwest Nigeria. The overall weighted mean for prevalent organisational culture in academic libraries of Southwest Nigeria is 3.31. This suggests that the respondents perceived the prevalent organisational culture in academic libraries of Southwest Nigeria as high.

### **Responses to Interview Questions on Organisational Culture**

**Question 1: As the head of the university library, what does organisational culture indicate?**

**What is the impact on library management?**

According to one of the University Librarians:

*“Organisational culture in the library is a shared value, attitude, customs and behaviour of the library management and personnel. Culture in the library shapes the way and manner in which*

*librarians communicate, and they make decisions and approach their work daily. Generally speaking, there is a culture of service in libraries. The libraries are generally service-oriented. Libraries also value teamwork, professionalism, and openness to innovative ideas and technologies. Therefore, a strong organisational culture will positively impact the decision-making of library management. It will also impact effective and efficient service provision and innovativeness among librarians, and ultimately, it will enhance job motivation, job satisfaction and retention. This will reduce the turnover intention of skilled professionals in the library. When you have a good culture, for instance, a good one for motivating staff and a good one for rewarding staff, you are trying to indirectly reduce the turnover intention of staff leaving the organisation. That is why it is very important to maintain a good organisational culture."*

The second University Librarian noted that:

*"Now, when talking about organisational culture, a culture is like a set of beliefs, the way people behave, values, and principles that people hold together. The organisational culture in our library would be like the rules and regulations, the manners in which you expect people to behave and operate as they relate to their duties. So, organisational culture is all about us living with the same values or operating with the same values. Now, if we do not have an organisational culture, you do not have rules and regulations, no dos and don'ts in any library, then that library is bound to fail. However, when you have an organisational culture, everybody knows what to do at what time. You tell people we are supposed to resume at 8 am; a minute after 8, you are late. Now, that is an organisational culture (punctuality). So once they come at 8, they know eight is eight. You can come at 6:00 am if you arrive at 8 o'clock. So you have an organisational culture of punctuality and friendliness. You know how to attend to students. In this library, we do not collect money. Everything that has to be done is done virtually. So if a student is owing fines, they know the library account, pay it, and then come for clearance. So, that is an organisational culture. Money does not exchange hands. Transparency."*

*"We have an organisational culture of hard work. When you come in the morning, everybody knows what they should do. Those at the circulation know that as soon as they drop their bags, they sign, they tidy up their workspace, and the next thing is to go to the shelf. So anybody not found at the shelf between those first hours knows that he's flouting the rules. So, there is an organisational culture, and everybody knows you should do this. You should do it this way, you know. So, if an organisation does not have a culture, everybody will behave the way they want to behave and you know that where there is no law, even the Bible says it "where there is no law, then you can not say anybody's sinning. However, when there is a law in place, it brings order. Moreover, it is the same thing with the library. Organisational culture brings order."*

As presented by the third University Librarian:

*"The impact on library management is more like what are we doing to keep these information resources. Our culture here is different from other institutional practices. We in the library cannot say we are librarians; we do not have any business with others. We are one family. The organisational culture of the library is that anything about the library must be within the four walls of the library. In case there is any issue, we have a backup. Everybody has what he or she*

*is doing. So the organisational culture is excellence. The whole work is not just on one person. If one person is on leave, another person will be on until he returns to work. You can always see an office locked. Those are the cultures we look at. It is not that work is at a standstill. When it comes to the culture of this place, we give it an excellent mark.”*

The fourth University Librarian noted that:

*“It means managing the feelings/emotions of my staff to have the teamwork habits to meet the job specification, and equally fostering positive work culture among them. Organisational culture positively impacts library management, as it makes decisions seamless because the views of all staff (irrespective of status, age, religion) during the decision-making are always considered.”*

According to the fifth University Librarian:

*“Organisational culture is a factor of organisational characteristics which refers to how things are done. Within the library concept, it serves as the underlying assumptions about how tasks are carried out, what is acceptable and unacceptable, and what behaviour and actions are encouraged and discouraged in the library.”*

As stated by the sixth University Librarian:

*“The library's organisational culture is derived from that of the mother institution. Excellence, fairness and integrity are the watchwords.”*

The seventh University Librarian stated that:

*"That is a big one because culture is wide. I talk about cultural management is wide. By the special grace of God, I was opportune in the course of my journey in life to study anthropology. Moreover, I have tried to manage that with the way I release. When discussing culture, you are talking about man's day-to-day activities. So, here in this community, we can now narrow it down to the library. How do we open? How do we make our content for our users, our opening hours, the way we work, and the way we relate? You know, it is wide, like I told you. However, our culture is similar to how a library should operate. We have our opening hour, our vision, our mission, and the people that can use this library, and we stated them. Then, the type of the way we relate is also stated there. So what are these things? We open 8 am to 5 pm. Apart from when we are having an examination, we extend our opening hour. We do not do 24 hours. Then, every member of this community, whether students or staff or non-teacher staff that are interested, they have access. Even the pastor, you know this one is owned by a mission. So they have access. We also allow researchers from outside to come in here and make use of the only rights we grant them permission, not that they just walk in and start using our facilities. Then, we maintain decorum and ensure that our materials are well-kept and secured to elongate their lives. You*

*know, when you just leave things open, they are prone to abuse. So we try to guide and ensure that it is not. We maintain neat environments. We ensure that we give our users a conducive atmosphere. All these are stated in our mission work. Like the university mission, we are here to produce high-rated scholars. Moreover, when you look at the recent assessment, MTU came top. So, all these are put in place to ensure that we maintain the right culture regarding librarianship. Getting good resources, making them available for users, and ensuring they are there when they are due. We ensure that we update our resources. We do not just buy. I have a bookshop that we used to patronise, and because of our patronage, he said, madam, give me your flyers. We will help you advertise your university because the university that buys, you know, some universities they just buy during accreditation, we buy, you know, not necessarily when we are waiting, as long as we look at, we upgrade. So it is part of our culture to ensure we will upgrade our facilities."*

As presented by the eighth University Librarian:

*"Organisational culture is a basic requirement or soft-skills set required for the success and sustainability of an establishment. It involves matters bordering on the set of values, beliefs, attitudes, behaviours, structures and regulations in the work environment. I will say that, plus or minus, organisational culture management is expected to positively impact the management of an establishment and the library establishment in this case. Nevertheless, where or whenever the ideologies involved were not popular, there is bound to be challenges or negative reactions tentatively."*

The ninth University Librarian noted that:

*"As a library, we have a culture of sharing. That is our culture, and we operate a collective decision-making system. It is not top-down decision-making. It is collective at different levels. Ideas can come from anybody. When somebody brings up an idea, we say, 'Let us have a paper on it'. We will all sit down, look at it, and discuss it; the superior argument will take the day. That collectivism has helped to maintain friendship and camaraderie among staff and promote ownership. When you are part of something and its development, you will support it. However, if not, you will feel alienated. You will want to avoid getting involved in it. That collective and sharing culture has helped us to grow our library and has made management easy. There is uniformity in our voices, collective decision making."*

According to the tenth University Librarian:

*"Every organisation has a written or unwritten culture (by convention). Somehow, the committee working system has been the culture of the university. We have operated on a committee system for every phase of our digitalisation and every phase of our IR implementation. There was a committee for sensitisation and a committee for IR policy. There was a committee for content selection and identification. A committee looked at the retention period/policy for different content categories. The committee's work ends with a report and then the implementation. There*

*is a convention that when it comes to uploading, ICT and systems units handle that. That has positively influenced the IR work and management.”*

Overall, the participants stated that the respective organisational cultures in their libraries create an environment for teamwork and division of labour. In their submissions, this has had a positive influence on work and management.

**Question 2: What role does the library under your leadership play in shaping the organisational culture in the library environment?**

As stated by one of the University Librarians:

*“The management of the library or the leadership of the library plays an important role in shaping the library's culture. At ACU, library leadership places a high premium on democratic culture and exemplary library leadership. So, the library's leadership leads by example, and in shaping the culture of the ACU Library, the library management communicates the professional core values and mission of the library to all library personnel. The library's leadership demonstrates these values through the actions and decisions of the library management. The library management encourages and creates opportunities for teamwork where staff can work together on defined tasks, and they create open but structured communication channels by conducting regular meetings of unit heads and general meetings for feedback. Besides, the library's leadership promotes professional development through training, retraining and mentorship programmes. For instance, many of our staff attended this year's NLA National Conference in Port-Harcourt. So, as user satisfaction is one of our core values, we focus more on improved library and information services to satisfy the information needs of our users.”*

The second University Librarian noted that:

*“The thing is this if, as a leader, you discover something has been done in a certain way for a long time. Then, for two or three years, you discover something that could bring more innovation or creativity to the library. Moreover, it needs to give the library the kind of visibility that you expect. As a leader, you can change it. Furthermore, once you change it, you ensure it is documented. From now on, this should be done this way instead of how it was done before. So, a leader has the liberty to change an organisational culture if it is detrimental to the growth of the library. So, under this current leadership, we have seen some changes. There are some places where changes have come up because they were not moving the library forward, but with this current leadership, the organisational culture has changed somewhat.*

As presented by the third University Librarian:

*“The role librarians play in shaping the organisational culture in the library environment is ensuring everyone is working. The Director (University Librarian) gives KPI (key performance indicator), so you have something you are falling back on. So, at the end of the month, this is what my report is based on: what I have done and achieved and the innovativeness I have brought on board. Those are the things that management is coming up to shape in the running of the library environment.”*

The fourth University Librarian noted that:

*“Positive role: I lead by example and create a positive and conducive environment fostering innovation and creativity in my library. I always open my office to all staff for innovative ideas for the library. I listen and equally encourage communication and feedback among my staff. I always recommend any performing staff for reward by the University management. I seek my staff's well-being at all times. Under my watch, the library seeks staff development either by sending them for training or further studies. Finally, I ensure that library policies are staff-friendly.”*

According to the fifth University Librarian:

*“Organisational characteristics are support and attributes of a particular organisation concerning the course of actions. Organisational culture, therefore, plays a major role in adopting innovation. The adoption of IR, for example, by the library as an 'organisation' significantly influences how librarians perceive any innovation.”*

As stated by the sixth University Librarian:

*“The library leadership works to achieve the university's culture via leadership by example, collaborative librarianship and coordination of the units to attain synergy.”*

The seventh University Librarian stated that:

*“Our culture is to ensure, like I told you, we have a mission and focus on that mission. We stand in our space. We occupy a strategic place within the institution. Furthermore, we ensure that our users are well-behaved. If there is anything they know that they cannot come to the library and misuse, they also know that they come to the library and keep the environment neat. We ensure that people are not allowed to eat and invite rodents into the system. We are sure our facilities, general toilets and all that are well kept. We ensure that our security monitors them. Furthermore, ensure that when you use our cleaners, they are right on point to ensure that they give a nice, serene. The users know that if there is anything, they can come to the library and read in a conducive environment. We may be on a generator now. We have a generator that is available to users in the library. Even when there is no electricity, NEPA or whatever it is, we ensure that the university spends much money to get diesel, to ensure that there is light.”*

As presented by the eighth University Librarian:

*“Well, apart from the written regulations obtainable or the extant regulations within the university, many unwritten laws are deployed by practice or in practice in the day-to-day running of the library. This includes ensuring a good attitude to work, good responsiveness, teamwork, respect for seniors and colleagues, integrity among others.”*

The ninth University Librarian noted that:

*“Everybody has a sense of belonging. I have been able to create that environment as a leader. Anyone can approach me, and I will provide adequate information. I have taught everyone to be transparent in whatever we do; when you are transparent, you build trust. Moreover, you can achieve something when you earn the trust of the people you are working with. Whether you are around or not, the work will be going on. That environment of belongingness and transparency has helped us. Yes, we have an organogram, but that does not take away our mutual relationship and respect for each other. I see them as colleagues; it is not a master-servant relationship. From time to time, we hold meetings with heads of units. Issues in the units will be discussed, and the fact that you are in a unit does not mean you will not have a say in other units. We will hold the meeting, table issues, bring suggestions and arrive at a decision. We also hold academic librarians' meetings. These have helped us communicate ideas and decide on the best ideas to implement in the system; these have helped creativity and innovation. Every team member can say, this library belongs to me, and I must work for its progress because we are family. People can work independently with minimal supervision.”*

The tenth University Librarian was not interested in answering the second question on organisational culture. In summary, most participants submitted that they shaped the organisational culture in their library environments by leading by example.

**Question 3: Give your opinion on staff involvement, consistency of values and adaptability to changes as practised in your library.**

According to one of the University Librarians:

*“The concept of involvement of staff, consistency of values and adaptability to changes are good concepts that any library leadership must take seriously. When we talk about staff involvement, this is staff involvement or the active engagement of staff in the library's decision-making process. Like I said earlier, one of our cultures in ACU Library is democratic culture, and we value it, so it is our strong belief as a result of this culture that when staff are involved in the day-to-day running of the library, they have a sense of belongingness, they have this sense of ownership. They have this sense of participation in the daily running of the library. As a result,*

once they are involved, they are more likely to be motivated and committed to the achievement of the objectives and goals of the library. Consistency of values is the constant observance or constant loyalty to the library's core principles, core professional values and mission by all library staff. Consistency of values will, therefore, create a unified work environment. Adaptability to changes: You may also agree with me that day in and day out, technologies are evolving, and as they are evolving, they are also disrupting the space of library and information science and services, particularly in Nigeria. So, adaptability to changes in the ability of libraries and librarians or the openness of the libraries and librarians to respond to new circumstances, to respond to new changes and new technologies, and to respond to the dynamic and growing needs of the user community. This will no doubt make the library more relevant in this technological age and enable it to meet users' needs continually. At ACU, our staff members are involved in the daily running of the library; they clearly understand its agenda, values, and mission. Moreover, these values and these agendas are constantly reiterated to them at staff meetings and in-house training. Besides staff involvement, staff development is one of the ten-point agendas of the library's current leadership. The leadership fulfils this through continuous professional education, skill development, and certification. Some of our staff are on their higher degrees, and the library's leadership is committed to their success. So, this is what we practice in ACU Library regarding staff involvement, consistency of values and adaptability to changes."

The second University Librarian noted that:

"The involvement of staff: I have been here for a while, and the practice here is that staff will be notified whenever something changes or is introduced. There will be an okay sensitisation; we need to sensitise you very soon. It might not be now. We need to sensitise you. Something is going to change. We are going to introduce a new technology. We are going to be automating our system. We need to sensitise them. Now, the way we do it here is that we give every staff a responsibility. Now, when you give a staff a responsibility, the staff will not want to fail, so the staff will have a sense of responsibility that will make him ensure that this thing succeeds. So that is how we make staff involved. When it comes to making decisions, we ask for opinions. What do you think about this? From people's opinions, you would gather that these people are speaking out of fear of the unknown or they are speaking out of uncertainty or insecurity. So with that, you know that these people need to be trained.

"You know, after sensitising people, we train people, and once everybody has that skill, we know we are all on the same page, and then we can launch whatever we want. So, as long as I have been here, staff involvement has been germane in this library. Furthermore, I think it's something that every library should also emulate."

"Then, for consistency of values: Well, you know, when we are talking about values, there are some values that cannot change. They cannot change because when some things change, they become wrong outright. Like you say, no stealing; now, nobody can come in here and introduce stealing. It is wrong. Some values cannot change, but some may be because they are too stringent or you need to add a small amount of flexibility. Okay, so when a university librarian comes in and decides to temper justice with mercy, those are values that we may look at as the person being more sentimental. It is like empathising with the current situation. And then, but those values have really not changed."

*"In this library, there are some values that are in place that they are like set in stone. They cannot change. For example, when dealing with students and other users, there are some values that you know you need to be friendly about; you need to ensure that you don't compromise. You can only give our books to students with them having an account. If you are borrowing a book to a student without them having an account, you are borrowing it into your account. If it is your account, we show that the student brings it back because if it does not bring it back, you will have to pay fines. Who wants to pay a fine in this era? nobody."*

*"I do not think we have seen anything like inconsistency in our value system here because the library's values must be tailored to the entire institution's values. Moreover, you know our motto here is "Excellence and Godliness," so all our values are under Excellence and Godliness. Anything short of excellence is not excellent. Moreover, anything that is not Godly is no longer part of Godliness. So, our values are consistent.*

*Then, when adapting to changes, when you see any technology being introduced, there will be friction initially because people are afraid, maybe they are insecure, that they will not be able to measure up. However, like I told you initially, when we want to put anything like that, we always sensitise the library staff and the entire university. We do sensitisation, and then after that, if we need to train, we train. So when you train people like that, particularly those in the systems unit, the heads of units, because they will be the ones in charge. Then, it is related to a particular unit, like IR and others, and is an institutional repository. We ensure that the staff in the institutional repository gets the bulk of the training. Suppose it means even taking them out for further training so that you can get the kind of training they need. We let them do it. So that when they come, they can adapt to changes quickly. So with sensitisation and training, we've not really had issues with people adapting to changes like that."*

*"There's a policy here, and I am sure you also have one at your university. You can't just up and leave like that. If you want to up and leave, you will pay some money back to the university, and then if you don't want to, you will want to follow due process. You need to give the university ample time to know that, okay, you will be leaving. So now, within those months you are still around, you are expected to train someone else. The university might employ someone, a new person, and then you train that person. So before you leave, you pass your knowledge to another person. So, it is something that comes slowly. However, if you are going to repay the university, the money you paid back will be used to train someone else. So there's no, you can't just catch them unaware Like that."*

As presented by the third University Librarian:

*"Our value here is that we must all learn this thing whether you are a librarian or not. Curiosity is one of our values. Stay open to where you are. We learn, go around different sections, we have in-house training, we have seminars that we run in-house, we invite neighbouring schools to come, it may be on the repository, cataloguing, these are things we are helping neighbouring institutions to learn from us. They equally invite us to train on their end. Then, adaptability to change is inevitable here. Organisational change is a constant thing here. We easily adapt to anything. We are groomed here because everybody can work anywhere he finds himself. We just changed our software now from the Millennium. I am sure everybody knows that we use Millennium, but we are currently using Alma Premium V. We started this migration in November last year. So, we started the training. Everybody was involved, including the non-teaching staff,*

*for a whole week. After that, we still had this dialogue back and forth with the facilitators until we entered into full utilisation in May. Moreover, it has been easy since then because everybody was involved right from initiation and even before it was purchased. The management started by looking at the millennium and the issues we had with it. Moreover, coming to Alma Premium V, what do you think will help us; what will we achieve in this, and what are the pros and cons? It was a conclusive thing. After accepting, the school subscribed and paid for it, then training started, and everybody came on board. It could not be imposed because it is human beings that are working. Yes, it is a system, but we are not machines. Everybody was brought on board. Just like how we used this space before moving to E-Print, training was done before taking over completely. We won't just say we cannot adapt. Because our core value here is sacrifice, possibility mentality, and capacity building."*

The fourth University Librarian noted that:

*"It is very okay to involve all staff in developing a library, as they say, a tree does not make a forest. Also, there is a need for values consistency as frequent change may need to augur better with staff adaptability. However, if need be, staff should be encouraged and motivated to adapt to any changes."*

According to the fifth University Librarian:

*"Organisational readiness for change is the organisations' beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organisations' capacity to make those changes successfully. Therefore, librarians' readiness for change implies organisational innovativeness or organisations' ability to desire change. While librarians are required to be readily available for change, they tend to feel comfortable and acquainted with the already made structures, patterns, and procedures of operation, thus resulting in a reluctance to change, but with better information and encouragement consistent with the right value, the librarian will fall in line."*

As stated by the sixth University Librarian:

*"The library is consistent in its policies. Where new technologies are to be adopted, provision is made for learning, unlearning, and relearning. Constant staff training on digital areas keeps them in touch with the latest innovations."*

The seventh University Librarian stated that:

*"I left library school in 1991. Between 1991 and this place, many changes have happened to librarianship. Moreover, I have staff here in this library who just graduated either as a master's student or with their PhD. They have come in contact with new things and changes. The only thing that is constant is change. So, we are not static. I run what I call an open-door policy. My*

*staff can walk onto me and bring an idea. Madam, why can't we do this one and this one? I looked at it. I have other academic staff, and we run the library together. We sit down, package it, and then give it to management to consider, and we get to our work. The issue is we allow people. We are prone to change. How we catalogued books in 1991 differs from how it is done today. There have been modern systems and modern ways of doing things. When you look at librarianship, people tend towards IT now. So we use that with my long-time knowledge and others; we bring the two together and work in harmony."*

*"Here in this library, there is nothing like "I"; we work as a team. There are things that the younger one will know, but I may not know them. Moreover, they will bring it when we meet; I allow them to express their mind. Moreover, with that, I change. Others, too, who probably have travelled to one country or the other, we have a platform, they spread it on the platform. Alternatively, call my attention to Madam; I went somewhere and saw this. Can we duplicate the same here? If the opportunity is there, if the facility is there, we adjust so we can easily move with the trend. We attend workshops. We attend conferences, relate with our colleagues, and share ideas. So, all those things helped us. They all helped us to do our best in practice so that we will not be living in those centuries that have passed. So we, too, can be updated on how we relate."*

As presented by the eighth University Librarian:

*"I will respond by saying soft skill sets are expected to be passed down the lines and hierarchy of authority vertically or horizontally. Sustainability and consistency are always required. Again, it must be noted that people resist positive change or changes. It may take a long time to achieve the desired changes. However, the attainment of desired changes is hopeful. I want to give examples as required by this question. Examples are enforcing discipline, changing policy or policies, achieving staff responsiveness, and cases relating to punctuality or availability at work."*

The ninth University Librarian noted that:

*"These three concepts have great roles to play in the library and any form of management. For example, staff involvement will promote ownership. As I mentioned, when staff members are involved in decision-making, they will own that decision, run with it, and defend it anywhere. Staff involvement is very key if any decision is to achieve its goals. The staff members are the ones to implement whatever decision is taken. If they are not part of that decision, its implementation will be easier. The early implementation of digital technology in Nigerian libraries failed because the staff outside the decision frustrated it. They thought a technology that would take their jobs was being introduced."*

*"On the concept of consistency of values, every organisation must have values if they would have culture. If you don't have a value, you don't have a culture. Every tribe has its culture. Cultures are based on the values of such groups of people. That is what you believe in, what shapes your behaviour, and conduct. An organisation must be known for something. Once you are known for something, be consistent with it. It is what you are known for that makes your culture."*

*Transparency is our culture here. Everybody knows that. In a nutshell, consistency in values grows every organisation's culture."*

*"Regarding the Adaptability to changes, one thing that is constant in life is change; any organisation that doesn't promote adaptability will not be creative and innovative because when people adapt to changes, that is when they can be creative or innovative. Adaptability means continuous improvement."*

According to the tenth University Librarian:

*"I would say that attitude towards ensuring that IR is properly managed is excellent in terms of commitment when we have content on the ground; you see our people working extra hours to ensure that those contents are completed and uploaded, even amid rush we still insist on maintaining standards. Yes, we have some challenges concerning version management. Our IR is relatively old. We are supposed to have upgraded to the latest version of our software, which still needs to be done. We cannot do it in-house here with our hands. We need expert support, too, to get it done. There are processes to get things done in the university that have yet to be initiated. We need to catch up on software recency or updates. However, in terms of content, we are doing well. The attitude of staff or personnel who work on this IR has been awesome. We see much resistance around us here. In the library, we have had much resistance to changes. However, the beauty of the crop of staff that works on this IR is that a number of them are people who develop and upgrade themselves regularly. Currently, the person in charge of IR is an IT person, and they chair the IT section of NLA nationwide. We do training often. We regularly upgrade ourselves. Some staff would attend all training. So, resistance to changes on the part of such staff is minimal, but for another category who hardly go out, who don't attend training, whatever you bring is a problem, and they always want to see that it does not scale through. Sometimes, we also see resistance when the change comes with a heavy workload. Naturally, there will always be a form of resistance as humans, but somehow, we get over it while we get moving."*

*"On involvement, the university librarian carries staffs along; all are involved in the decision-making process, even at the think-tank level, and so when the changes eventually come, most times it is not new to staff."*

In summary, most Librarians agreed that their respective library personnel are involved in the library's activities and ready to adapt to changes. Some participants also argued that values are consistent in their respective libraries.

**Research Question Three:** What is the level of digital competence of personnel in academic libraries of Southwest Nigeria?

**Table 4.5: Analysis of responses on the level of digital competence of personnel in academic libraries of Southwest Nigeria**

<b>Information and data literacy</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
I can look for information online using a search engine	169 (68.7%)	71 (28.9%)	5 (2.0%)	1 (0.4%)	3.66
I know that not all online information is reliable	145 (58.9%)	85 (34.6%)	15 (6.1%)	1 (0.4%)	3.52
I can save or store files or content (such as text, pictures, music, videos, web pages) and retrieve them once saved or stored	156 (63.4%)	81 (32.9%)	8 (3.3%)	1 (0.4%)	3.59
I am comfortable working with data in my current role in the library	153 (62.2%)	87 (35.4%)	6 (2.4%)	0 (0.0%)	3.60
I can use data visualisation tools such as Microsoft Excel and Google Sheets, among others	134 (54.5%)	96 (39.0%)	15 (6.1%)	1 (0.4%)	3.48
<b>Weighted Mean</b>					<b>3.57</b>
<b>Communication and Collaboration</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
I can communicate with others using a mobile phone, Voice over IP, email or chat - using basic features (such as voice messaging, SMS, send and receive e-mails, text exchange)	165 (67.1%)	79 (32.1%)	2 (0.8%)	0 (0.0%)	3.66
I can share files and content using simple tools	163 (66.3%)	78 (31.7%)	5 (2.0%)	0 (0.0%)	3.64
I know I can use digital technologies to interact with services (such as governments, banks, hospitals)	152 (61.8%)	87 (35.4%)	7 (2.8%)	0 (0.0%)	3.59
I am aware of social networking sites and online collaboration tools	147 (59.8%)	94 (38.2%)	5 (2.0%)	0 (0.0%)	3.58
I am aware that when using digital tools, specific communication rules apply (such as when commenting and sharing personal information)	158 (64.2%)	82 (33.3%)	6 (2.4%)	0 (0.0%)	3.62
<b>Weighted Mean</b>					<b>3.62</b>
<b>Digital content creation</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
I can produce straightforward digital	139	102	4	1	3.54

content (such as text, tables, images, audio files) in at least one format using digital tools	(56.5%)	(41.5%)	(1.6%)	(0.4%)	
I can create visual designs for web pages or social media graphics	113 (45.9%)	95 (38.6%)	31 (12.6%)	7 (2.8%)	3.28
I can make basic editing to content produced by others	116 (47.2%)	112 (45.5%)	16 (6.5%)	2 (0.8%)	3.39
I know that content can be covered by copyright	131 (53.3%)	102 (41.5%)	12 (4.9%)	1 (0.4%)	3.48
I can apply and modify simple functions and settings of software and applications that I use (such as changing default settings)	126 (51.2%)	103 (41.9%)	15 (6.1%)	2 (0.8%)	3.43
<b>Weighted Mean</b>					<b>3.42</b>
<b>Safety</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
I know how to protect my accounts against phishing	123 (50.0%)	101 (41.1%)	19 (7.7%)	3 (1.2%)	3.40
I can take basic steps to protect my devices (such as using antiviruses and passwords)	136 (55.3%)	100 (40.7%)	7 (2.8%)	3 (1.2%)	3.50
I am aware that my credentials (username and password) can be stolen	146 (59.3%)	89 (36.2%)	9 (3.7%)	2 (0.8%)	3.54
I know I should not reveal private information online	160 (65.0%)	79 (32.1%)	5 (2.0%)	2 (0.8%)	3.61
I know that using digital technology too extensively can affect my health	135 (54.9%)	97 (39.4%)	12 (4.9%)	2 (0.8%)	3.48
<b>Weighted Mean</b>					<b>3.51</b>
<b>Problem-solving</b>	<b>Very High</b>	<b>High</b>	<b>Low</b>	<b>Very Low</b>	<b>Mean</b>
I know how to troubleshoot if a problem arises while using digital devices	122 (49.6%)	101 (41.1%)	22 (8.9%)	1 (0.4%)	3.40
I can find support and assistance when a technical problem occurs or when using a new device, program or application	118 (48.0%)	115 (46.7%)	12 (4.9%)	1 (0.4%)	3.42
I know how to solve some routine problems (such as closing the program, re-start computer, re-install/updating the program, check the internet connection)	146 (59.3%)	91 (37.0%)	8 (3.3%)	1 (0.4%)	3.55
I know that digital tools can help me in solving problems. I am also aware that they have their limitations	143 (58.1%)	97 (39.4%)	6 (2.4%)	0 (0.0%)	3.56
When confronted with a technological or non-technological problem, I can use the digital tools I know to solve it	118 (48.0%)	117 (47.6%)	9 (3.7%)	2 (0.8%)	3.43

<b>Weighted Mean</b>	<b>3.47</b>
<b>Overall Weighted Mean</b>	<b>3.52</b>

**Decision rule: < 2.5 = low; 2.5 = moderate; > 2.5 = high Note: Very High (4), High (3), Low (2), Very Low (1) Source: Field Survey, 2024**

As shown in Table 4.5, for information and data literacy, 68.7% of the respondents agreed to a very high extent that they could look for information online using a search engine; 28.9% of the respondents to a high extent; 2.0% of the respondents to a low extent; and 0.4% of the respondents to very low extent. On average, the responses indicate a mean value of 3.66. Also, 58.9% of the respondents agreed to a very high extent that they knew that not all online information is reliable; 34.6% of the respondents to a high extent, 6.1% to a a low extent; and 0.4% to a very low extent. On average, the responses indicate a mean value of 3.52.

In addition, 63.4% of the respondents agreed to a very high extent that they could save or store files or content (such as text, pictures, music, videos, and web pages) and retrieve them once saved or stored; 32.9% of the respondents to a high extent; 3.3% of the respondents to a low extent; and 0.4% of the respondents to very low extent. On average, the responses indicate a mean value of 3.59. Also, 62.2% of the respondents agreed to a very high extent that they were comfortable working with data in their current role in the library; 35.4% of the respondents to a high extent; 2.4% of the respondents to a low extent; and none of the respondents to very low extent. On average, the responses indicate a mean value of 3.60.

More so, 54.5% of the respondents agreed to a very high extent that they could look for information online using a search engine; 39.0% of the respondents to a high extent; 6.1% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.48. The weighted mean has a value of 3.57, which suggests

that the respondents agreed to a high level of information and data literacy as an indicator of the digital competence of personnel in academic libraries of Southwest Nigeria.

According to Table 4.5, for communication and collaboration, 67.1% of the respondents agreed to a very high extent that they could communicate with others using a mobile phone, Voice over IP, email or chat - using basic features (such as voice messaging, SMS, send and receive e-mails, text exchange); 32.1% of the respondents to a high extent; 0.8% of the respondents to a low extent; and none of the respondents to very low extent. On average, the responses indicate a mean value of 3.66. Also, 66.3% of the respondents agreed to a very high extent that they shared files and content using simple tools; 31.7% of the respondents to a high extent, 2.0% to a low extent, and none to a very low extent. On average, the responses indicate a mean value of 3.64. In addition, 61.8% of the respondents agreed to a very high extent that they knew they could use digital technologies to interact with services (such as governments, banks, and hospitals); 35.4% of the respondents to a high extent; 2.8% of the respondents to a low extent; and none of the respondents to very low extent. On average, the responses indicate a mean value of 3.59. Also, 59.8% of the respondents agreed to a very high extent that they were aware of social networking sites and online collaboration tools; 38.2% of the respondents to a high extent; 2.0% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.58.

More so, 64.2% of the respondents agreed to a very high extent that they were aware that when using digital tools, specific communication rules apply (such as when commenting and sharing personal information); 33.3% of the respondents to a great extent; 2.4% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.62. The weighted mean has a value of 3.62, which suggests that the

respondents agreed to a high level of communication and collaboration as an indicator of the digital competence of personnel in academic libraries of Southwest Nigeria.

As revealed in Table 4.5, for digital content creation, 56.5% of the respondents agreed to a very high extent that they could produce straightforward digital content (such as text, tables, images, and audio files) in at least one format using digital tools; 41.5% of the respondents to a high extent; 1.6% of the respondents to a low extent; and 0.4% of the respondents to very low extent. On average, the responses indicate a mean value of 3.54. Also, 45.9% of the respondents agreed to a very high extent that they could create visual designs for web pages or social media graphics; 38.6% of the respondents to a high extent; 12.6% of the respondents to a low extent; and 2.8% of the respondents to very low extent. On average, the responses indicate a mean value of 3.28.

In addition, 47.2% of the respondents agreed to a very high extent that they could make basic editing to content produced by others; 45.5% of the respondents to a high extent; 6.5% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.39. Also, 53.3% of the respondents agreed to a very high extent that they knew that content can be covered by copyright; 41.5% of the respondents to high extent; 4.9% of the respondents to low extent; and 0.4% of the respondents to very low extent. On average, the responses indicate a mean value of 3.48.

More so, 51.2% of the respondents agreed to a very high extent that they could apply and modify simple functions and settings of software and applications that I use (such as changing default settings); 41.9% of the respondents to a high extent; 6.1% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.43. The weighted mean has a value of 3.42, which suggests that the respondents agreed to a

high level of digital content creation as an indicator of the digital competence of personnel in academic libraries of Southwest Nigeria.

In line with Table 4.5, for safety, 50.0% of the respondents agreed to a very high extent that they knew how to protect their accounts against phishing; 41.1% of the respondents to a high extent; 7.7% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.40. Also, 55.3% of the respondents agreed to a very high extent that they could take basic steps to protect my devices (such as using antiviruses and passwords); 40.7% of the respondents to a high extent; 2.8% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.50.

In addition, 59.3% of the respondents agreed to a very high extent that they were aware that their credentials (username and password) can be stolen; 36.2% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.54. Also, 65.0% of the respondents agreed to a very high extent that they knew they should not reveal private information online; 32.1% of the respondents to a high extent; 2.0% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.61.

More so, 54.9% of the respondents agreed to a very high extent that they knew that using digital technology too extensively could affect their health; 39.4% of the respondents to a high extent; 4.9% of the respondents to a low extent; and 0.8% of the respondents to very low extent. On average, the responses indicate a mean value of 3.48. The weighted mean has a value of 3.51, which suggests that the respondents agreed to a high level of safety as an indicator of the digital competence of personnel in academic libraries of Southwest Nigeria.

As presented in Table 4.5, for problem-solving, 49.6% of the respondents agreed to a very high extent that they knew how to troubleshoot if a problem arises while using digital devices; 41.1% of the respondents to a high extent; 8.9% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.40. Also, 48.0% of the respondents agreed to a very high extent that they could find support and assistance when a technical problem occurs or when using a new device, program or application; 46.7% of the respondents to a high extent; 4.9% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.42. In addition, 59.3% of the respondents agreed to a very high extent that they knew how to solve some routine problems (such as closing the program, re-start computer, re-install/updating the program, check the internet connection); 37.0% of the respondents to a high extent; 3.3% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.55. Also, 58.1% of the respondents agreed to a very high extent that they knew that digital tools could help them in solving problems. They were also aware that they have limitations: 39.4% of the respondents to a high extent, 2.4% to a low extent, and none to a very low extent. On average, the responses indicate a mean value of 3.56. More so, 48.0% of the respondents agreed to a very high extent that when confronted with a technological or non-technological problem, they could use the digital tools they knew to solve it; 47.6% of the respondents to a high extent; 3.7% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.43. The weighted mean has a value of 3.47, which suggests that the respondents agreed to a high level of problem-solving as an indicator of the digital competence of personnel in academic

libraries of Southwest Nigeria. The overall weighted mean is 3.52, which indicates a high level of digital competence of personnel in academic libraries of Southwest Nigeria.

## **Responses to Interview Questions on Digital Competence**

### **Question 1: How will you describe your library personnel's digital competence proficiency level in light of the Digcomp framework?**

According to one of the University Librarians:

*"Our library staff can be found within the basic, intermediate and advanced user levels of the digital competence framework, with most of our staff within the middle level of digital proficiency. So, we have staff with basic digital skills and knowledge and can perform simple digital tasks. The majority of our staff also demonstrate competence in the management of digital collection and the use of digital communication and collaboration tools, and we also have a few who can manage digital innovations and digital projects within the library."*

The second University Librarian noted that:

*"Well, I will not say we are there yet, but we are trying. We are trying because the way we do it here is, like our librarians, all Librarians are expected to lecture. Moreover, we also lectured on the library course and the university-wide library course (GNS- library and information literacy skills). Now, we call our own library course library and information literacy skills. So, we are the ones who are expected to teach users information literacy. So, we sensitise the users coming to us on information literacy and the benefits of information literacy. Over the years, we watch how they become information literate.*

*Moreover, it is expected that we, as librarians trying to impact this knowledge, also be information literate. So for the librarians, I will say we are not there yet, but we are above average. Regarding our digital competence, our librarians need to be more information literate. Well, it is not technologically; we are all computer literate because our systems are, our whole library system, and our database is online. The library is automated. So if there is no electricity, then we cannot work. Everything is online: Our cataloguing is done online; our acquisition is done online; our circulation and serials management are also done online; everything is done online. Everything is the only thing we need to do online. Even our student clearance is done online. So, if students are in camp and are supposed to do clearance, they can do it from home or camp. They need to discover that they owe the library some money. They will just pay it online, send the evidence and claim it.*

*So, anybody who is not, who does not have above-average digital competence, I don't think will be able to function very well in this library. Most of the things that we do here are not automated and involve the non-professional staff. So when we're talking about library porters, we don't do any automated tasks, but from library assistants to the higher cadre, everything they do is digital."*

As presented by the third University Librarian:

*“Our digital competence here is topnotch. It is not about a degree in computer science, IT, or artificial intelligence; it is more about bringing everybody on board. I have encountered staff coming into the library who need to learn how to use the system. Moreover, under one or two months, they are good and even faster because it is the love, the embracement of it. You will enjoy the work once they teach you and you are ready to embrace it. Our digital competence here is very okay. It is excellent. I will give us 9 on the scale of 1-10.”*

The fourth University Librarian simply stated that the proficiency level is above average.

According to the fifth University Librarian:

*"I will rate the proficiency level of my personnel in terms of digital competency as above average. 60% of my staff fall into the Innovators category, usually obsessed with innovations. Their interest in new ideas leads them out of a local circle of peer networks and into more cosmopolitan social relationships. Communication patterns and friendships among my library are common."*

As stated by the sixth University Librarian:

*“Prospective staff are made to pass computer-based tests before being appointed to ascertain their digital proficiency. The level of their digital competence is excellent”*

The seventh University Librarian stated that:

*"One of my staff just left recently. She's just a school cert holder. Moreover, when she walked in as a cleaner, we started this library together when the university took off in 2015. Moreover, because of her, she was put at the circulation desk where we work with Koha. So, everything about us, and when we finish this, we will go to our e-library. You see what we have in our E-Library. The E-resources that we have, the computers we have. So we are on course. You cannot begin to sing your praise, but I know we are not behind, even though we are in private universities. The head of the institution, the Vice Chancellor, appreciates this digital something. Moreover, we are trying to do that. Left for him he wants us to digitalise our library. Furthermore, you know this has to do with money. We are working on this. The Chancellor and the General Overseer of Mountain of Fire and Miracle Ministries, Dr Dike Olukoya, a biotechnology professor, has assigned somebody from the United Kingdom to work with me. Moreover, we are working on that. So we are trying on our own; all this has to do with you putting in place again and the right policies. You can't begin to put people's intellectual property on, so it takes time, but we are working on it."*

As presented by the eighth University Librarian:

*“I will describe my staff's digital competence as above average, however, not necessarily in the formalised or structured as defined by the DigComp indices. However, generally, a level of digital competence is required in the university by staff in digital literacy. Hence, the university has fashioned out a required acquisition of digital literacy for staff. In the actual sense, various levels of digital literacy are expected by various categories of staff in the library. This is also defined by generalised knowledge or activity such as cataloguing, IR management, and Turnitin management. These skills are intentional and purposeful and are deliberately taught by the officer in charge of the section as may be facilitated by the library management occasionally.”*

The ninth University Librarian noted that:

*“As a matter of policy, right from inception, we said our library is going to be digitised, and that's why when we started, we did not use the card catalogue. All of our activities were completely manual. Anyone who wants to join us here must have some level of digital literacy before you come in; at least, you must have a working knowledge of using computers. It is a matter of policy right from the inception. I can rate the digital competency level of every staff member at least 70% because they know how to manage both the hardware and the software; they can use some basic applications such as Excel, Microsoft Word, and MS PowerPoint, among others. You must have basic computer knowledge before you can work in our library, even as a library assistant.”*

According to the tenth University Librarian:

*“The digital competence proficiency level of staff on IR is about 80%, including the ad hoc staff. It is excellence.”*

Overall, all the University Librarians who participated in this study described the digital proficiency level of their respective library personnel, in light of the Digcomp framework, as above average.

**Question 2: Can you please describe the capabilities of your library personnel in information and data literacy, communication and collaborations, digital content creation, safety, and problem-solving?**

One of the University Librarians stated that:

*“By their profession, our library staff have the skills and knowledge to use digital tools to search, access and retrieve information from various databases and online resources. They can identify credible, reliable, relevant and accurate sources of information. So, this is part of their*

*information and data literacy capability. Most of our staff can use email, social media tools, research collaboration tools, and professional networking platforms for professional and user engagement. Besides, our library personnel can create and format digital documents, make presentations, and create multimedia content. They also understand basic digital security policies and practices, such as using strong and secure passwords on different digital platforms, their devices, and across different platforms. We also have a few who are skilled in troubleshooting systems, those who can also find solutions to challenges, and those who can render support to other staff and users who are also using digital tools."*

The second University Librarian noted that:

*"I believe that anybody working in the digital environment should have some basic skills when working with the computer. Now, when we talk about information and digital literacy, there are two different things: Information literacy and digital literacy. For data literacy, I do not know if so many universities or libraries in Nigeria are really into data literacy. That is why, at this point, we are still combining them. If you ask some people what information is data, they still need clarification on the two of them. So, capabilities with information literacy for our library staff are here because we ensure that even the library assistants can train users. So, if you come into the library now and want to use our OPAC, they will not call a librarian to train you; the library assistants will do the training. So, that is the level of information literacy. So, if we talk about capabilities here, we are all at different levels. The library assistants are on a different level, the library officers are on a different level, and the librarians are on a different level. However, the level at which the library officers find themselves might be at par with the librarians because we do the same thing. Maybe the only thing that the library officers do not do is to go to the classroom. Nevertheless, they do everything that the librarians do. So, we are capable when it comes to information literacy. Then communication and collaborations: Our communication level here is good because one of our values is that when communicating with users, you must put yourself in their shoes. So you do not see somebody coming to talk to users, and you are shouting at the users. You meet as your friends, and you let them tell you what their problems are, issues, you know, and then you can freely come in here to make inquiries whenever they need them. So most of the time, Sir, when it comes to general users, They usually do not see the librarians and the library officers; they see the library assistants. However, when we are talking of high-level inquiries, for instance, if somebody wants to do a literature search, that is when they start looking for librarians. From what I can see, we maintain excellent communication with our users. So that they can easily, even during the weekend, call us to do some things for them. Moreover, we still have to do it. We explain to them that, you know, this is the weekend, and the person will pay them back. Eventually, we will still do it."*

*"When it comes to collaboration digitally, oh, well. Collaborating digitally, I'll limit that to Librarians and a few library officers. When we are talking about collaboration, there is little collaboration that the library assistant systems can do, especially when sharing our resources here and then collaborating with our branch libraries. That's as much as you can do. Although we are discussing collaboration among librarians, Sir, the collaboration needs to be deeper. Moreover, that is the truth. If you look at many studies that have been done on research productivity and collaboration, you know that librarianship could be at a much higher level in Nigeria. Moreover, it is not far-fetched because when you look at your immediate environment,*

*you discover that one of the issues that make our collaboration good is the fact that librarians wear four caps: They work as academics; they do administrative duties; they do professional duties; and there is one more. Okay, let me say those three first of all. They do the administrative, they do the professional, and then they also work as academic staff. So, looking at them working in these three faculties leaves little or no room. Okay, no, they also work as researchers. That is the fourth cap. So, these three leave very little room for them to work as researchers. That is where they collaborate more in the research field. So all of these are already very burdensome for them. Collaboration is low. It is low."*

*"Then, when we talk about digital content creation, it's the same thing with collaboration. It is low. Moreover, when we are talking about safety, well, safety with our equipment, even the university has a safety policy. So everybody knows that when you leave, you know what to do with your systems. You know what to do with your gadgets and all of that. So I will r safety level is high. When it comes to problem-solving, troubleshooting, and all of that, everybody can troubleshoot all the little issues related to computer use. However, when it comes to the high ones, we have a system unit here, so we always refer things like that to the systems unit. When it is beyond our systems unit, we refer it to the ICT department of the university. So for basic level safety, yes, we are there; for intermediate, we are there, but when it comes too advanced, we refer it to our ICT."*

As presented by the third University Librarian:

*"I can grade the library personnel on information and data literacy; 9 over 10. On communication and collaboration, we communicate with neighbouring libraries using digital tools. When we had a millennium, we collaborated more with foreigners. The majority of our lecturers and authors write with people outside the country. When we do turnitin, we see our lecturers writing papers with people at Babcock University, Adeleke University, Lead City University, and Redeemer's University, making this visibility known. Just like the way our repository is, too, it is accessible everywhere. The communication and collaboration aspect there is made known. So, we rate ourselves 10 over 10. Regarding digital content creation, I told you how we get our sources. We get from coming physically; we go to Google Scholar and get to the cloud to get that information and use hard copy journals. Then, regarding safety and problem-solving, we have a strong firewall. We should not experience attack. We are fine with our tools. Our computer experts are always available. Once there is an issue, we cannot log in, or we see errors, we quickly contact them, and they get down to it immediately. It does not take anything; we handle it from our backend because we have a systems unit. There is a provision for self-archiving, but we only check whatever is being uploaded before allowing it into the repository. We gatekeep."*

The fourth University Librarian noted that:

*"Many of them are ICT savvy and versatile in applying emerging technologies in teaching and research."*

According to the fifth University Librarian:

*“On the basis of innovativeness, based on information and data literacy, communication and collaborations, digital content creation, safety, and problem-solving and the degree to which librarians adopt new ideas, my library personnel are excellent.”*

As stated by the sixth University Librarian:

*“The entire university system has been digitised. Therefore, the staff are highly capable of information and data literacy, communication and collaboration, and creating digital content. A standing committee is responsible for the library's data security. Therefore, the committee and the staff can troubleshoot, identify challenges and work with the ICT to solve problems.”*

The seventh University Librarian stated that:

*“When you talk about digital competence, I want to believe you are talking about computer use. I went back home. If you had come earlier, you would not have met me because I left my laptop. Hardly can I see anybody here who cannot; even our copier is a digital copier. That, at one point or another, will not be used. Do you understand? Even our potter, the only thing is that we have not been able to put that, but even our ID card is captured. We use a captured ID card. Moreover, they gave somebody a contract to come and capture our data again. So the staff here, we are up to date. Suppose, for instance, any of our lecturers or academics have certain information needs. In that case, we can also extract that, package it, and send it through email to the person without necessarily having to print it out. So, all these are the services that we have put in place. So I will tell you that nearly all our staff here are computer literate.”*

As presented by the eighth University Librarian:

*“To this, I will respond thus: a performance range between moderately high to high depending on who is involved and the skill required. I, therefore, summarise that performance vis-à-vis the identified areas in your question is within above average to high and is relative vis-à-vis the points earlier articulated in the last segment of this section:”*

The ninth University Librarian noted that:

*“All these competencies vary from person to person; it will be difficult to give a bandwagon position. However, none of our staff is below average in these cases. As I mentioned earlier, it is a major condition to be computer literate before you can join our library. It is basic, and there is no way you can be less than average. Before they come in, they will be subjected to some skill tests using computers depending on the level at which they are coming in. We have the benchmark which we will not compromise and should not be less than average.”*

According to the tenth University Librarian:

*"The capability of the library staff in terms of digital literacy is good; in terms of safety, we are improving by the day; everything done is backed up. In respect to problem-solving, majorly, whenever the other staff identify a problem, they bring it to the attention of three members of staff who are go-getters in the library, but the others can also troubleshoot in the absence of those three. Regarding original content creation, only 2 of our staff can be guaranteed, while other personnel in the library can manage the content created by those two. When we talk about collaboration, we work as a team here in the library, and the beauty of our IR is that we have been able to register with many repositories such as OpenROAR and Open DOAR."*

In summary, all the participants described the capabilities of their respective library personnel in information and data literacy, communication and collaborations, and digital content creation as above average.

**Research Question Four:** What is the level of emotional intelligence of personnel in academic libraries in Southwest Nigeria?

**Table 4.6: Analysis of responses on the level of emotional intelligence of personnel in academic libraries in Southwest Nigeria**

Self-awareness	Very Great Extent	Great Extent	Low Extent	Very Low Extent	Mean
I am aware when I am being 'emotional.'	154 (62.6%)	81 (32.9%)	10 (4.1%)	1 (0.4%)	3.58
I know which emotions I am feeling and why	125 (50.8%)	109 (44.3%)	11 (4.5%)	1 (0.4%)	3.46
I prefer to go solo when I become emotional	111 (45.1%)	111 (45.1%)	19 (7.7%)	5 (2.0%)	3.33
I am always confident in doing daily work	135 (54.9%)	102 (41.5%)	8 (3.3%)	1 (0.4%)	3.51
I can make my own decisions rationally	132 (53.7%)	95 (38.6%)	15 (6.1%)	4 (1.6%)	3.44
I believe myself to be capable of any assigned job	141 (57.3%)	100 (40.7%)	5 (2.0%)	0 (0.0%)	3.55
I know how to use my ability and potential for my success	146 (59.3%)	90 (36.6%)	10 (4.1%)	0 (0.0%)	3.55
I recognise how my feelings affect my performance	128 (52.0%)	114 (46.3%)	4 (1.6%)	0 (0.0%)	3.50
I can consciously alter my frame of	130	99	14	3	3.45

mind or mood	(52.8%)	(40.2%)	(5.7%)	(1.2%)	
<b>Weighted Mean</b>					<b>3.49</b>
<b>Empathy</b>	<b>Very Great Extent</b>	<b>Great Extent</b>	<b>Low Extent</b>	<b>Very Low Extent</b>	<b>Mean</b>
I always show sensitivity and understand others' perspectives	131 (53.3%)	109 (44.3%)	6 (2.4%)	0 (0.0%)	3.51
I am excellent at emphasising someone else's problem	126 (51.2%)	106 (43.1%)	14 (5.7%)	0 (0.0%)	3.46
I can sometimes see things from others' point of view	153 (62.2%)	87 (35.4%)	5 (2.0%)	1 (0.4%)	3.59
I often work hard to meet the needs of my colleagues	120 (48.8%)	117 (47.6%)	9 (3.7%)	0 (0.0%)	3.45
I am attentive to anything that can assist their professional development	148 (60.2%)	94 (38.2%)	3 (1.2%)	1 (0.4%)	3.58
I feel a real sense of love and care for instilling the skills necessary for the growth of colleagues	130 (52.8%)	110 (44.7%)	5 (2.0%)	1 (0.4%)	3.50
I consider the different backgrounds of colleagues as an advantage to attaining library goals	128 (52.0%)	106 (43.1%)	7 (2.8%)	5 (2.0%)	3.45
I do not allow consideration of the qualifications of my co-staff to affect the way they are used to achieve our targets	133 (54.1%)	101 (41.1%)	9 (3.7%)	3 (1.2%)	3.48
I see the presence of other non-library experts as an opportunity to increase library proficiency	120 (48.8%)	114 (46.3%)	7 (2.8%)	5 (2.0%)	3.42
<b>Weighted Mean</b>					<b>3.49</b>
<b>Social skills</b>	<b>Very Great Extent</b>	<b>Great Extent</b>	<b>Low Extent</b>	<b>Very Low Extent</b>	<b>Mean</b>
I have a good relationship with the management team of my library	140 (56.9%)	97 (39.4%)	9 (3.7%)	0 (0.0%)	3.53
I can effectively persuade members of the library staff to work towards a shared vision and goal	117 (47.6%)	115 (46.7%)	12 (4.9%)	2 (0.8%)	3.41
I do not have a problem communicating my views to other personnel in the library	138 (56.1%)	96 (39.0%)	9 (3.7%)	3 (0.0%)	3.50
I can network effectively to support the goals of my library	126 (51.2%)	108 (43.9%)	8 (3.3%)	4 (1.6%)	3.45
I consider working in collaboration with other library staff as a prerequisite for collective success	143 (58.1%)	95 (38.6%)	8 (3.3%)	0 (0.0%)	3.55
I have a strong expertise in building	135	98	11	2	3.49

and leading teams outside the library workforce	(54.9%)	(39.8%)	(4.5%)	(0.8%)	
I see working with difficult people as simply a challenge to win them over	122 (49.6%)	106 (43.1%)	15 (6.1%)	3 (1.2%)	3.41
I am good at reconciling differences with other people	135 (54.9%)	93 (37.8%)	12 (4.9%)	6 (2.4%)	3.45
I often work hard to resolve conflicts involving other staff in the library	120 (48.8%)	104 (42.3%)	15 (6.1%)	7 (2.8%)	3.37
<b>Weighted Mean</b>					<b>3.46</b>
<b>Overall Weighted Mean</b>					<b>3.48</b>

**Decision rule:** < 2.5 = low; 2.5 = moderate; > 2.5 = high

**Note:** Very Great Extent (4), Great Extent (3), Low Extent (2), Very Low Extent (1)

**Source:** Field Survey, 2024

According to Table 4.6, for self-awareness, 62.6% of the respondents agreed to a very great extent that they were aware when they were being 'emotional'; 32.9% of the respondents to a great extent; 4.1% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.58. Also, 50.8% of the respondents agreed to a very great extent that they knew which emotions they were feeling and why; 44.3% of the respondents to a great extent; 4.5% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.46. Moreover, 45.1% of the respondents agreed to a very great extent that they preferred to go solo when they become emotional; another 45.1% of the respondents to a great extent; 7.7% of the respondents to a low extent; and 2.0% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.33.

Furthermore, 54.9% of the respondents agreed to a great extent that they were always confident in doing daily work; 41.5% of the respondents to a great extent, 3.3% to a low extent, and 0.4% to a very low extent. On average, the responses indicate a mean value of 3.51. Also, 53.7% of the respondents agreed to a very great extent that they could make their own decisions rationally; 38.6% of the respondents to a great extent; 6.1% of the respondents to a low extent; and 1.6% of

the respondents to a very low extent. On average, the responses indicate a mean value of 3.44. More so, 57.3% of the respondents agreed to a very great extent that they believed themselves capable of any assigned job; 40.7% of the respondents to a great extent, 2.0% to a low extent, and none to a very low extent. On average, the responses indicate a mean value of 3.55.

In addition, 59.3% of the respondents agreed to a very great extent that they knew how to use their ability and potential for their success; 36.6% of the respondents to a great extent; 4.1% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.55. Also, 52.0% of the respondents agreed to a very great the extent to which they recognised how their feelings affect their performance; 46.3% of the respondents to a great extent, 1.6% to a low extent, and none to a very low extent. On average, the responses indicate a mean value of 3.50. More so, 52.8% of the respondents agreed to a very great extent that they could consciously alter their frame of mind or mood; 40.2% of the respondents to a great extent; 5.7% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.45. The weighted mean has a value of 3.49, which suggests that the respondents agreed to a high level of self-awareness as an indicator of the emotional intelligence of personnel in academic libraries in Southwest Nigeria.

As presented in Table 4.6, for empathy, 53.3% of the respondents agreed to a very great extent that they always showed sensitivity and understand others perspectives; 44.3% of the respondents to a great extent; 2.4% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.51. Also, 51.2% of the respondents agreed to a great extent that they were excellent at emphasising someone else's problem; 43.1% of the respondents to a great extent, 5.7% to a low extent, and

none to a very low extent. On average, the responses indicate a mean value of 3.46. More so, 62.2% of the respondents agreed to a very great extent that they could sometimes see things from others' point of view; 35.4% of the respondents to a great extent; 2.0% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.59.

Furthermore, 48.8% of the respondents agreed to a very great extent that they often work hard to meet the needs of their colleagues; 47.6% of the respondents to a great extent; 3.7% of the respondents to a low extent; and none of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.45. Also, 60.2% of the respondents agreed to a very great extent that they were attentive to anything that can assist their professional; 38.2% of the respondents to a great extent, 1.2% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.58. More so, 52.8% of the respondents agreed to a very great extent that they felt a real sense of love and care for instilling the skills necessary for the growth of colleagues; 44.7% of the respondents to a great extent; 2.0% of the respondents to a low extent; and 0.4% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.50.

In addition, 52.0% of the respondents agreed to a very great extent that they considered the different backgrounds of colleagues as an advantage to attaining library goals; 43.1% of the respondents to a great extent; 2.8% of the respondents to a low extent; and 2.0% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.45. Also, 54.1% of the respondents agreed to a very great extent that they do not allow consideration of the qualifications of their co-staff to affect the way they are used to achieve their targets; 41.1% of the respondents to a great extent; 3.7% of the respondents to a low extent; and 1.2% of the

respondents to a very low extent. On average, the responses indicate a mean value of 3.48. More so, 48.8% of the respondents agreed to a very great extent that they saw the presence of other non-library experts as an opportunity to increase library proficiency; 46.3% of the respondents to a great extent; 2.8% of the respondents to a low extent; and 2.0% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.42. The weighted mean has a value of 3.49, which suggests that the respondents agreed to a high level of empathy as an indicator of the emotional intelligence of personnel in academic libraries in Southwest Nigeria.

As shown in Table 4.6, for social skills, 56.9% of the respondents agreed to a very great extent that they had a good relationship with the management team of their libraries; 39.4% of the respondents to a great extent; 3.7% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.53. Also, 47.6% of the respondents agreed to a very great extent that they could effectively persuade members of the library staff to work towards a shared vision and goal; 46.7% of the respondents to a great extent; 4.9% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.41. More so, 56.1% of the respondents agreed to a very great extent that they do not have a problem communicating their views to other personnel in the library; 39.0% of the respondents to a great extent; 3.7% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.50.

Furthermore, 51.2% of the respondents agreed to a very great extent that they could network effectively to support the goals of their library; 43.9% of the respondents to a great extent; 3.3% of the respondents to a low extent; and 1.6 of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.45. Also, 58.1% of the respondents agreed to a

very great extent that they considered working in collaboration with other library staff as a prerequisite for collective success; 38.6% of the respondents to a great extent; 3.3% of the respondents to a low extent; and none of the respondents to a very low extent. On average, the responses indicate a mean value of 3.55. More so, 54.9% of the respondents agreed to a very great extent that they had substantial expertise in building and leading teams outside the library workforce; 39.8% of the respondents to a great extent; 4.5% of the respondents to a low extent; and 0.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.49.

In addition, 49.6% of the respondents agreed to a very great extent that they see working with difficult people as simply a challenge to win them over; 43.1% of the respondents to a great extent; 6.1% of the respondents to a low extent; and 1.2% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.41. Also, 54.9% of the respondents agreed to a very great extent that they were good at reconciling differences with other people; 37.8% of the respondents to a great extent, 4.9% of the respondents to a low extent; and 2.4% of the respondents to a very low extent. On the average, the responses indicate a mean value of 3.45. More so, 48.8% of the respondents agreed to a very great extent that they often work hard to resolve conflicts involving other staff in the library; 42.3% of the respondents to a great extent; 6.1% of the respondents to a low extent; and 2.8% of the respondents to a very low extent. On average, the responses indicate a mean value of 3.37. The weighted mean has a value of 3.46, which suggests that the respondents agreed to high social skills as an indicator of personnel's emotional intelligence in Southwest Nigeria's academic libraries. The overall weighted mean is 3.48. This indicates that the level of emotional intelligence of personnel in academic libraries in Southwest Nigeria is also high.

## Responses to Interview Questions on Emotional Intelligence

### Question 1: How do the library personnel manage their emotions in challenging situations?

#### Can you give examples of such situations in your library?

As noted by one of the University Librarians:

*"I believe that our staffs understand the principles of service provision and user engagement. They also understand the need to maintain a positive work environment. Our staff can manage their emotions during challenging situations like attending to rude or difficult users, especially during accreditation exercises or when we have a new acquisition of resources. It is during this period that we have volumes of work in the library, and this volume of work is high. These conditions can create job stress, which sometimes may also coincide with the personal stress these personnel are going through on a personal note. This stress again can result in tense emotions. Now, the ability to come out of this situation makes me believe the already developed coping strategies to manage their emotions on the understanding of their jobs and from the understanding that they also have to make a positive attitude to work."*

The second University Librarian noted that:

*"One of the examples I will give before I tell you how to manage is an example of you having a server crash. For example, how will the personnel manage their emotions when the AI server crashes? Now, the personnel have to be very, very calm. When working with systems, you need to be cool-headed not to cause more damage to what is already on the ground. One of the things is that the person has to be very calm and patient. The next thing is to try and restart the system. So when you see that the system is not coming up, you know it could be a major problem before you report it to a higher authority. So you have to be calm and then patient. You do not start jittering. Things will likely go the other way when you start jittering."*

As presented by the third University Librarian:

*"When it comes to emotions of staff, which is well managed in this environment, we do training and re-training for everyone, not just in the library but on the general platform, how to relate with your subordinates and your senior colleagues. You know, times, people can just come, and they want to dominate. They want to show you that 'I am a professor'; we do not encounter such a thing in this place. Moreover, we have been trained to walk away or report to our direct boss if it happens. That will make it easier, and if such a person comes in with anger, maybe from home or work, and comes to meet you now, it may lead to a very big argument. It helps when you have such a thing and you keep your cool. Because of the training we have been having overtime, every session before we resume, we do have a weeklong training, but we do not."*

The fourth University Librarian noted that:

*"They manage their emotions excellently well. For example, during the accreditation exercise, staff are saddled with more responsibilities with time and energy demanding; we do not allow our emotions to interfere in a way that will negatively impact discharging our duties since the library is the major crux of the system."*

According to the fifth University Librarian:

*"Some common challenging situations library personnel may face include difficult or disruptive patrons, conflicting demands or priorities, limited resources or budget constraints, technological issues or system failures and managing change or uncertainty in the library environment. By developing emotional intelligence and effective coping strategies, library personnel can better navigate these challenging situations and provide excellent service to their communities by practising self-awareness and recognising their emotional triggers, taking a step back and assessing the situation before reacting and communicating effectively and assertively with patrons or colleagues."*

As stated by the sixth University Librarian:

*"A student who was rude to a library staff due to a personal challenge the student had later became a friend due to the management of the emotions of the concerned staff. Patience and carefulness assist the staff in managing emotions."*

The seventh University Librarian stated that:

*"You see, as long as you are dealing with human beings, with different characters and attitudes, and bearing in mind the situation in the country. However, one thing about this is that this is a Christian community. Suppose you know about Mountain of Fire and Miracle Ministries, the same as we try to merge within the staff. We gather every morning here to pray together as a staff. Ten minutes before 8 am, we have a place at the administration building where we gather and pray. Moreover, we have a chapel; there are pastors around us. So if anybody is passing through anything that will affect the job, you have somebody to talk to. That is where we go, and by the time you come and you have prayed about that kind of problem, we believe that the Lord that we have called on will answer that prayer. It is not as if we do not have people, but when we meet, we try to encourage ourselves to separate our problems from our work and not to do a kind of transfer aggression. Especially when you are dealing with youth, they come with all kinds of emotional trauma. So you are not expected to add to it. Manage it well; talk to your friend. We relate very well on this campus. Users, you know, when you finish the prayer, you will know what it means. You pray, you chat with people, you meet, and so with that, you can solve the problem. Having sought the help of God to help us manage our emotions and problems, we drop it at His feet to handle."*

As presented by the eighth University Librarian:

*“The skill and ability to deploy soft skills, social skills, or emotional intelligence are if formalised endeavours. So, it depends on the exposure of the staff concerned. Despite the structure's formality, several factors come into play to achieve any end in the workplace. Such factors include individual differences, which invariably have a role to play in emotional intelligence expression or social skills expression or display, level of education, exposure, personal development and aptitude. In giving examples of where people exhibit or deploy the use of soft skills, social skills, and emotional intelligence, such critical incidents include cases of sickness, loss of loved ones that require empathy, signals of lack of misfortune where they probably need to engage or commensurate or share their belongings like in giving out donations in case of loved one, management of staff attitude, peculiarities and idiosyncrasies.”*

The ninth University Librarian noted that:

*“When we started the library, around 2007/2008, we had some challenges that bordered on the staff's emotional intelligence. At that time, we were managing our past question papers manually. Students would want to use question papers to prepare for examinations. We now have these question papers in the files. Initially, when we 2 or 3 semesters papers, it was easy for us to manage. However, we had so many to manage manually when departments and examinations increased and became more frequent. Daily, only one hour was dedicated to accessing past question papers between 11 and 12 pm to service about a thousand students. All of them would want to do it, and at that time, the students and staff would be hot, and we had all kinds of altercations. We now came up with the idea of digitising the past questions. Moreover, that helped a lot because they relate with the systems instead of relating to human beings. In essence, the level of emotional intelligence differs from person to person. So many factors will determine the level of emotional intelligence, especially the background where that person comes from, the experience in life, the exposure, and education. All these have significant influences on EI. However, we have it as a policy in the library that customers are always right, so no matter the behaviour of library users, we have taught our staff to tolerate them. As a service provider, even if your temperament is short, you must work to make it long.”*

According to the tenth University Librarian:

*“One thing that has been helping us is there have been situations where lecturers who are due for promotion, associate professors, and then we have their papers, but they will only submit once it is close by. Then, they will start rushing. Furthermore, some people say they want the work done tomorrow, even when some have brought their own. What we have done to help our staff is to say that every job must be done on their merit irrespective of the person behind the job. However, the staff are allowed to use their discretion sometimes. Lecturers sometimes do not consider the library staff working from the morning till evening and the stress he is going through. Some academic staff will report to library staff to the highest authority that their work has been dropped and yet to be uploaded. For this reason, we refuse to give the task to one person to manage the problem so that such a library staff will not transfer aggression. In a nutshell, it is a collective management.”*

Participants noted that workloads or technological issues often create job stress, but understanding emotional triggers could help library personnel remain calm. Library personnel could also manage their emotions in challenging situations because of knowledge gained during training or through prayers.

**Question 2: How well can your library personnel utilise their social skills to mobilise library stakeholders to effect innovative projects in the library?**

One of the University Librarians stated that:

*“Generally librarians, you know, they are usually sociable and friendly people. They have this pleasant personality. We engage the faculty and undergraduate and postgraduate students in workshops to communicate new services and introduce new technologies or databases we just acquired. For instance, after the deployment of IR, the library organised an awareness workshop and training on self-archiving and the importance of the resources. We also have a feedback mechanism that we monitor from time to time. We do this to drive and communicate new services and to build a strong relationship between the library and the university community.”*

The second University Librarian noted that:

*“I know that librarians are also liaison officers. We have done it here by having a librarian attached to every college. So, those librarians are expected to do the work with their social skills. Moreover, God has been helping us because we only need to call them. You know, we always have one key person that we talk to in the college. Sometimes, we talk directly to the provost of that college. Moreover, sometimes, we decide to talk to heads of programs. If it comes to, if we want specific things, we talk to the heads of programs. And then, if we need something general, we go directly to the provost. So what we do is to ensure that we build up a relationship with our colleges. We build up a relationship with the provost and the staff there. We attend their board meetings. Moreover, whenever we get to the board meetings, we ensure we have something to say so they can recognise us. So now they recognise us as part of their college. So, the university librarian will take much time off to do all of these things. So by building a relationship with them, we begin to socialise, and then at any time they can call us, we call them when we need content. When we have issues with the content, we call them, so we are free to call them. We have used our social skills to mobilise them. They are our key stakeholders.”*

As presented by the third University Librarian:

*“When you look at social skills, I can talk on behalf of my colleagues; we all socialise equally. We do have platforms for faculty and non-teaching staff. It is everywhere. That does not mean that we discriminate. Our social networking and interaction are very okay. We relate with one another because we see ourselves as family. So, when that is already in the picture, you will not look at each other from a negative angle. We are friends and one family.”*

The fourth University Librarian noted that:

*“Well, they are trying, particularly the academic ones, in the areas of involving themselves in different committees, attending different workshops and conferences, and whatever innovative things they learn at these fora will be presented for implementation in the library. ”*

According to the fifth University Librarian:

*"For library personnel to have varying levels of success in utilising their social skills to mobilise library stakeholders to innovate projects in the library, effective communication is crucial to building relationships and garnering stakeholder support. In addition, library personnel may need to work with diverse groups, including staff, patrons, community members, and partners. In doing this, understanding and managing one's emotions and those of others can help build trust and foster a positive environment."*

As stated by the sixth University Librarian:

*“Creating awareness of the benefits of projects such as IR to authors, sensitisation during the annual research fair organised in the university, and making the library activities visible within university-wide committees are ways the library staff display their social skills.”*

The seventh University Librarian stated that:

*“You see, when they need something, your interaction with people and openness will help and invite them. For instance, we have a platform, the library platform. There is a staff platform. There is a library platform. Why we deploy this new thing is in the library. When they are doing something outside the library, we participate. Join us, and we mingle with them.” “Library is well represented. Then, I mean whether they are doing marriage, they are doing any ceremony, whatever it is, you know, we mingle. We do not isolate ourselves, and we contribute. We assist where our help is needed; we grant help. So it would be easier to maybe somebody would just walk up to me. For instance, there is one program they just floated, and the woman needed a space in the library. I was not even in my seat when she came into the library, relationship and met one of my academic librarians. They spoke, and they agreed. I was not there, but when I came in, it was the same spot my mind had gone to, so I called out my staff. I saw this message from this person. My mind is saying we should use this place. What do you think? He told me*

*that was the place he took her to. I said the mind is working. So, if you do not have that kind of relationship, people will find it difficult to approach you.”*

*“There was a time when some people did not even like the library; they believed they could Google the net and use the internet. Moreover, sometimes, we do talk and Zoom meetings and expose them to new content and arrival. When the new intake comes in, we take them through the library. We expose them. We prefer students to only cluster within the reading area when we see students. We have a seminar room and a conference hall here. So we introduce them to say, please, we want you, okay, come and use this place instead of disturbing your community. So all that helps us, we are not in isolation. Moreover, those who do not believe in the library will say are you sure you have what I am looking for? You know that they will come. Some people may need to learn how to use the library and make maximum use of library content. So, you take your time and take them to the shelf area where you have the journals. These are the journals and textbooks in your area. Look through.”*

*“There was a time I saw a lecturer, and she rarely came to the library. She said they did not have anything there. So one day, I saw her, and she ran to me and said, I did not know you have some of the books I have been looking for. So we are the ones that we advertise ourselves because people naturally do not like libraries. They believe they want to see everything; all they need should be on the internet. They will tell you everything they need is on Google, advanced Google. They can get it, and Google Scholar will give them. It is you that will advertise the library, and when we also have, like if we have subscribed to any database or we have, we bring it out to them. We call their attention, updates, new current, new arrival, etc.”*

As presented by the eighth University Librarian:

*“Innovative project management and communication in public universities is a leadership phenomenon. However, as such, innovative ideas are usually communicated to the university administration or stakeholders through sectional or departmental heads. However, for this to be effectively and efficiently done, sometimes personal relations are assets in this way. In this case, people can use their affiliations to achieve some ends or draw the administration's attention to some peculiar needs in the university. Undoubtedly, you have things about lobbying and pressure groups that could be more visible. You have pressure groups that could be described as behind-the-scenes people, as it were.”*

The ninth University Librarian noted that:

*"I will also describe social skills as people skills, your ability to relate well with people. Moreover, it is very germane to the implementation of any innovation. We must always remember that whatever system we are building, we are building it for people; whatever innovation you are introducing, you are introducing it for people; whatever service you are providing is meant for people. The people must believe in that system. Moreover, their belief will depend on the service provider. When we noticed apathy in the disposition of lecturers to submitting their materials, we would go from office to office (digital campaign) to talk to them about the IR, what they stand to benefit not the features, because an average consumer is not interested, in the features of a product but what he will benefit from that product. Anyone who*

*does not have good people skills will find it challenging to do that. The majority of staff in this library have good social skills. Occasionally, we do orientations emphasising the importance of our jobs. In terms of social skills, they are trying their best because they can note its importance in driving innovative services, especially IR.*

The tenth University Librarian stated: "*We do not have much of that for now*".

In summary, most library personnel could utilise their social skills to mobilise library stakeholders to effect innovative projects through good people skills, digital campaigns, personal affiliations, pressure groups, sensitisation, social networking and engaging through workshops.

**Question 3: What strategies do your personnel deploy to understand the emotions and perspectives of co-staff and attain the library's organisational objectives?**

A University Librarian noted that:

*"You will agree with me that for every organisation, there is the social aspect of an organisation. So, this social aspect makes the individual in that organisation or that makes up the organisation to co-relate with each other. Our staff has listening ears on the strategies deployed by our personnel to understand the emotions and perspectives of co-staff to attain the library's organisational objectives. So they give listening ears themselves, and they show interest in each other's situations. So this is evident. They also empathise with each other. Besides, as a faith-based institution, we believe in exalting ourselves through God's words, particularly during staff fellowship and devotions. So these are some of the strategies we use: giving listening ears, exalting ourselves, and encouraging ourselves. So, this is how we manage the emotions of ourselves so that we can also have a good work environment."*

The second University Librarian noted that:

*"You agree that human resources are the most difficult resources to manage. You need to be able to manage your human resources effectively to be able to manage the other resources well. One of the strategies we have employed in managing our human resources is to ensure a solid interpersonal relationship among the staff. So we work like brothers; we work like a family. So if somebody has issues with another person, you can freely meet someone and say, please let me talk to this person; this is the issue. You are, moreover, being that we have... policies on the ground. It is not expected that two staff should be seen fighting each other. And then, you know, this is the library. I was telling somebody before I came up just now; I said, you were talking this morning; you were talking from the middle floor. I could hear from my window. If I could hear from my window, someone else on the same level as you would be hearing. I said, so please, whatever it is that is bordering on you, please just know that this is a library. Do not shout. I say, now you have been shouting since the morning. Did it solve your problem? The person said, no, I said okay, so what have you achieved by shouting? I said you need to be calm whenever you face*

*challenges like that. One of the ways we do this is we do what we call mediation. We mediate between staff if they have issues like that. You know you let them see goodness with each other. You spend the bulk of your day in the workplace. You cannot afford to have issues with someone else because when you come the next day, that will be the first thing on your mind. Moreover, you know from experience that has been a problem because when you have issues with somebody in the workplace, and you are coming to work, you are coming with a heavy heart, and you're not going to be performing at your optimal level when you have people at the workplace. So you let them talk and listen to each other, and then you mediate between two parties and let them solve their issues. However, if they are in the same unit, I discover that the issue is becoming too prolonged. You can put them in two different units so that they do not work together and affect workplace performance. Over time, you discover that they will solve the issues. So those are the key strategies we have been using."*

As presented by the third University Librarian:

*"All these strategies are already put in place before the commencement of any academic session; there is what we call academic advance for all staff (all those working in that environment are working for the goals and objectives of the institution). It is an annual event. So that alone is like a refresher on why you are here."*

The fourth University Librarian noted that:

*"By actively listening to themselves; asking questions; seeking clarification on any matter not too clear; not dwelling on assumptions; having compassion for one another; counting and considering the views of everyone, not minding their status, gender, religion, among others."*

According to the fifth University Librarian:

*"We always encourage our personnel to collaborate and network while library leadership provides proactive mentorship."*

As stated by the sixth University Librarian:

*"Showing interest in personal wellbeing, promotion and development of staff, open door policy as well as personal interaction with members create a conducive environment for people to work"*

The seventh University Librarian stated that:

*"We are not many; it is a small library now. We work as a family. Moreover, because of the special place of God, some of us in the university, who are the main management staff, are*

*pastors. Moreover, we know this is not a boss-servant relationship. You can see me with my staff playing with them. So if one of them just came in with, you know, we share our burdens. We encourage one another. Nigeria's situation will expect you to encourage yourself. Just like the Bible says, David, when he finds himself in emotional trauma, the Bible says he encourages himself. So you do not add to people's burdens. By this time of the situation in this country now, you will try to enlighten people's burden. So when we now have users, there are times that we have had users coming sick, such as students who are sick. We call an appropriate person, we call their DSA, and we have a student here who is sick. Please, can you..., we call chapel, we call a doctor. It is because we look kind. If we did not look kind, there is no way we would know that somebody is not feeling comfortable in one of our reading rooms. So we try to look around, and like I told you, students come here to express their feelings. So, there are ways we relate well. We relate well to people; there is no fear in expressing whatever is brought on when you look at somebody who can be so cheerful and the person becomes moody. If you look at our 30 commandments, we have 30 commandments written for us by our General Overseer, the Chancellor of the University, Dr. Dike. I should have one there when you look at it and read it. It helps our relationship and focuses on what the university stands for. So it is expected that even if you feel one kind and enter this place, that burden should be removed from your life. So we try as much as possible to be friendly and understand. You see, when you understand yourself, or when you understand the terrain or the situation we find ourselves in, it will help you. And then we are of the consciousness of the fact that we can meet outside this place. That is my philosophy of doing things. I came from somewhere, and my tenure will soon end, so why should I carry the whole 'wahala' of being brutal to people because I want to show them I am the boss? I do not even need an introduction. I do not need to show it. So these are the ways we work. As I used to say, when there is a job, we all gather to do it. When there is no job, we must put groundnuts on the table and eat. We eat together. Life is like that. However, if you come in when we are having our accreditation, you will see how we work here. There is no UL. The NUC man will say, Madam, 'Go and sit down'. I will. We are all here to work and, you know, to work for the institution's progress. So when you work in that atmosphere with people, you can walk in and pray. We have a church very close where you can walk in and pray, and it will lessen whatever challenge is confronting you as an individual.”*

As presented by the eighth University Librarian:

*“This is to say that formalised emotional intelligence and soft skills development are rare in this part of the world or in this terrain. Attempts to deploy these skills in public institutions are only still peripheral or at a peripheral stage. It might not be that formalised; it might not be that intentional. You see the expressions and people by their native intelligence and intuition, a wealth of experience, and leadership qualities display or deploy some traits found in the emotional intelligence concept in the management of the library establishment. However, you will agree that formalised efforts are still at a low ebb state in this part of the world. Intense training is more obtainable in the private sector and is occasionally taught at higher levels or at professional levels at conferences and workshops geared towards achieving some specific ends. Moreover, in-house efforts are occasionally practised in this part of the world. However, there is no gain-saying or over-emphasising that teaching or coaching in emotional intelligence*

*exercises is desirable and the way to go in the 21<sup>st</sup>-century work environment management landscape.”*

The ninth University Librarian noted that:

*"We have tried to promote harmonious relationships amongst ourselves as much as possible. We see ourselves as our brothers' keepers. We have tried strategies to ensure there is a harmonious relationship; we see ourselves as members of the same family. In management, you will use carrot and stick, but it is carrot most of the time. The stick is almost the last result."*

*"Also, incentives are not always monetary, but incentives like training, conferences, etc. are significant. A policy here is that every academic librarian must attend at least one local conference in a year and one international conference in 3years. The university will sponsor it. Then, for non-academic library staff, whenever we see any local training, we sponsor them as much as it is relevant to what they are doing here. They will go. The university will support it. Then, from time to time, we organise in-house seminars and workshops among ourselves. Sometimes we bring someone from outside. They feel motivated. We use motivation, a harmonious environment and mutual respect for ourselves."*

According to the tenth University Librarian:

*"According to the respondent, one good thing that has been working for us here is the leadership style. You need to be fine; your home needs to be fine before you can be productive at work. Moreover, that rubs off on all. What we gain by making others more emotionally stable is greater than anything. Here, we are all friends encouraging one another."*

In line with the participants' submissions, creating friendly relationships, collaboration, and attending to the welfare of staff are some of the key strategies deployed by library personnel to understand the emotions and perspectives of co-staff in a bid to attain the library's organisational objectives.

### **4.3 Test of Hypotheses**

This section covers the regression analyses carried out on hypotheses one to four. Linear regression analysis was adopted, and this study's pre-set and acceptable significance level was 0.05.

**H<sub>01</sub>:** There will be no significant influence of organisational culture on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.

The above null hypothesis was tested using simple linear regression analysis. Data measuring management of institutional repositories were regressed on data measuring organisational culture. The results of the regression analysis are presented in Tables 4.7 a, b and c below.

**Table 4.7: Regression analysis for influence of organisational culture on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.619 <sup>a</sup>	.383	.380	.29868

a. Predictors: (Constant), Organisational Culture

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.486	1	13.486	151.177	.000 <sup>b</sup>
	Residual	21.767	244	.089		
	Total	35.253	245			

a. Dependent Variable: Management of Institutional Repository

b. Predictors: (Constant), Organizational Culture

**c. Coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.590	.156		10.191	.000
	Organisational Culture	.576	.047	.619	12.295	.000

a. Dependent Variable: Management of Institutional Repository

**Source: Field Survey, 2024**

Table 4.7a reveals that organisational culture has a high and positive correlation ( $R = 0.619$ ) with the management of institutional repositories among personnel in academic libraries of Southwest

Nigeria. Also, the coefficient of determination (Adj.  $R^2 = 0.380$ ) shows that organisational culture explains 38.0% of the variance in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. The remaining 62.0% variation in the management of institutional repositories among personnel in academic libraries of Southwest Nigeria is explained by other factors not investigated in this study. Table 4.7b shows the overall significance of the model for hypothesis one ( $F(1, 244) = 151.177, p < 0.05$ ). In addition, Table 4.7c shows that if all other factors remain constant, a unit change in organisational culture will lead to a 0.576 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria at a 95% level of confidence ( $B = 0.576, p < 0.05$ ). Hence, based on the result of the regression analysis, the null hypothesis, which states that there will be no significant influence of organisational culture on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria, is rejected.

**H<sub>02</sub>:** There will be no significant influence of digital competencies of library personnel on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.

The second null hypothesis was tested using simple linear regression analysis. Data measuring the management of institutional repositories were regressed on data measuring library personnel's digital competencies. The results of the regression analysis are presented in Tables 4.8 a, b, and c below.

**Table 4.8: Regression analysis for influence of digital competencies of library personnel on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668 <sup>a</sup>	.447	.444	.28278

b. Predictors: (Constant), Digital Competence

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.742	1	15.742	196.866	.000 <sup>b</sup>
	Residual	19.511	244	.080		
	Total	35.253	245			

a. Dependent Variable: Management of Institutional Repository

b. Predictors: (Constant), Digital Competence

**c. Coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.231	.162		7.580	.000
	Digital Competence	.643	.046	.668	14.031	.000

a. Dependent Variable: Management of Institutional Repository

**Source: Field Survey, 2024**

Table 4.8a suggests that the digital competence of library personnel has a high and positive correlation ( $R = 0.668$ ) with the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. Also, the coefficient of determination ( $Adj. R^2 = 0.444$ ) shows that the digital competence of library personnel explains 44.4% of the total variance in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. The other 55.6% variation in the management of institutional repositories among personnel in

academic libraries of Southwest Nigeria is explained by factors not investigated in this study. Table 4.8b shows that, overall, the model for the second hypothesis is significant ( $F(1, 244) = 196.866, p < 0.05$ ). More so, Table 4.8c shows that, if all other factors are constant, a unit change in the digital competence of library personnel will lead to a 0.643 increase in the management of institutional repositories among personnel in academic libraries of Southwest Nigeria at a 95% level of confidence ( $B = 0.643, p < 0.05$ ). Therefore, in line with the result of the regression analysis, null hypothesis two, which states that there will be no significant influence of the digital competence of library personnel on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria, is rejected.

**H<sub>03</sub>:** Emotional intelligence will not significantly influence the management of institutional repositories among personnel in academic libraries in Southwest Nigeria.

The third null hypothesis was also tested using simple linear regression analysis. Data measuring management of institutional repositories were regressed on data measuring emotional intelligence. The results of the regression analysis are presented in Tables 4.9 a, b and c below.

**Table 4.9: Regression analysis for influence of emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 <sup>a</sup>	.384	.382	.29823

a. Predictors: (Constant), Emotional Intelligence

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.551	1	13.551	152.359	.000 <sup>b</sup>
	Residual	21.702	244	.089		
	Total	35.253	245			

a. Dependent Variable: Management of Institutional Repository

b. Predictors: (Constant), Emotional Intelligence

**c. Coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.313	.178		7.390	.000
	Emotional Intelligence	.627	.051	.620	12.343	.000

a. Dependent Variable: Management of Institutional Repository

**Source: Field Survey, 2024**

Table 4.9a indicates that the emotional intelligence of library personnel also has a high and positive correlation ( $R = 0.620$ ) with the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. Also, the coefficient of determination (Adj.  $R^2 = 0.382$ ) shows that the emotional intelligence of library personnel explains 38.2% of the total variance in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. The other 61.8% variation in managing institutional repositories among personnel in academic libraries of Southwest Nigeria is explained by factors not investigated in

this study. Table 4.9b shows that, overall, the model for the third hypothesis is also significant ( $F(1, 244) = 152.359, p < 0.05$ ). In addition, Table 4.9c shows that if all other factors remain constant, a unit change in the emotional intelligence of library personnel will lead to a 0.627 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria at a 95% level of confidence ( $B = 0.627, p < 0.05$ ). Hence, according to the result of the regression analysis, null hypothesis three, which states that there will be no significant influence of emotional intelligence on managing institutional repositories among personnel in academic libraries of Southwest Nigeria, is also rejected.

**H<sub>04</sub>:** There will be no significant combined influence of organisational culture, digital competence and emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria.

Multiple linear regression analysis was used to test the fourth null hypothesis. Data measuring the management of institutional repositories were regressed on data measuring organisational culture, digital competence, and emotional intelligence. The results of the regression analysis are shown in Tables 4.10 a, b, and c.

**Table 4.10: Regression analysis for combined influence of organisational culture, digital competence and emotional intelligence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 <sup>a</sup>	.549	.543	.25633

a. Predictors: (Constant), Emotional Intelligence, Organizational Culture, Digital Competence

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.352	3	6.451	98.181	.000 <sup>b</sup>
	Residual	15.900	242	.066		
	Total	35.253	245			

a. Dependent Variable: Management of Institutional Repository

b. Predictors: (Constant), Emotional Intelligence, Organizational Culture, Digital Competence

**c. Coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.678	.167		4.062	.000
	Organisational Culture	.298	.052	.320	5.731	.000
	Digital Competence	.384	.060	.399	6.357	.000
	Emotional Intelligence	.138	.068	.137	2.026	.044

a. Dependent Variable: Management of Institutional Repository

**Source: Field Survey, 2024**

The results of the fourth null hypothesis are presented in Table 4.10. According to Table 4.10a, emotional intelligence, organisational culture, and digital competence have a high and positive correlation ( $R = 0.741$ ) with the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. In addition, emotional intelligence, organisational

culture and digital competence explain 54.3% ( $\text{Adj. } R^2 = 0.543$ ) of the total variance in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. Other factors not investigated in this study explained the remaining 45.7% variation in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. Also, Table 4.10b shows that the overall model for the combined hypothesis is significant ( $F(3, 242) = 98.181, p < 0.05$ ).

In addition, Table 4.10c shows that for the combined influence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria, at a 95% level of confidence, if all other factors remain constant, a unit change in organisational culture will lead to 0.298 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria ( $B = 0.298, p < 0.05$ ). Likewise, for the combined influence on the management of institutional repositories, given that all other factors are constant at a 95% level of confidence, a unit change in digital competence will lead to a 0.384 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria ( $B = 0.384, p < 0.05$ ). More so, for the combined influence on the management of institutional repositories, if all other factors remain constant at a 95% level of confidence, a unit change in emotional intelligence will lead to a 0.138 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria ( $B = 0.138, p < 0.05$ ). Therefore, by the regression analysis results, null hypothesis four, which states that there will be no significant combined influence of organisational culture, digital competence, and emotional intelligence on managing institutional repositories among personnel in Southwest Nigeria's academic libraries, is currently rejected.

#### 4.4 Discussion of Findings

Research question one was raised to assess the management level of institutional repositories among personnel in academic libraries of Southwest Nigeria. The management of IR by library personnel was assessed in terms of content, systems and network, policy, and use, user and submitter as the four dimensions constituting the focus of the study. Content depicts the collection of library information resources in electronic formats, preserved and made accessible to the academic community through the IR. On the other hand, a policy is the enactment of policies that guide adequate implementation of institutional repository and coordination of the human elements within and without the academic libraries in Southwest Nigeria for effective marketing, advocacy and awareness for the IR. System and network refer to library personnel managing the software and other hardware in the repository and integrating the platform with other complementary technologies within the academic libraries. Finally, Use, User, and Submitter reflect the process of managing the user and the contributors of content to the repository by the personnel in academic libraries in Southwest Nigeria in a way that will guarantee adequate content, sustain completeness of the resources in the IR and make the patronage of the repository by users sustainable.

The results revealed that the relevance, quality, currency, updates, diversity in formats and subject areas, and size of information resources and content uploaded to the IR, which could be challenged by low submission, are crucial to meeting the needs of users, promotion of research and learning, and most importantly the management of institutional repositories. Thus, a high level of content was revealed as an indicator of the IR management level among library personnel in Southwest Nigeria. This high level indicates that the content recruitment and management in the repositories performed flawlessly except for a slight challenge of low

submission by authors. This result aligns with an earlier finding in the literature attesting to low content submission.<sup>1</sup> The results also revealed that the efficiency and high performance of IR managers is a function of the available IR software/hardware and its administration, expertise in IT, interoperability of institutional repositories, multidisciplinary and collaborative research, IR integration into other library management systems, compatibility of systems and regular maintenance of equipment. Therefore, a high level of systems and networks is an indicator of the management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

Similarly, the results revealed that policies on awareness, advocacy, promotional activities to stakeholders, a robust marketing strategy, use of the new media as marketing tools, archiving, data curation, preservation and use, and copyright and licensing issues contribute to easy management of IR. Therefore, a high level of IR policy indicates the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. Finally, the results revealed that using IR content, which can be determined through incorporated metrics, is the primary object of creating and maintaining the repository. An interactive IR, multiplicity of information sources, easy self-archiving model, cordial relationship between the library personnel and submitters, and assistance by library personnel in digitising print materials contribute to the use and submission of materials to the IR. Aside from the language barrier, the high level of use, user, and submitter were indicators of the management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

Overall, the management level of institutional repositories among personnel in academic libraries of Southwest Nigeria is high despite the low submission of materials and language barrier that inhibits non-speakers of the English language, which is the language of the repositories. This

position was reflected in the weighted mean of 3.50. The university librarians further corroborated this position when they revealed that the level of performance of academic libraries and personnel in managing institutional repositories in Southwest Nigeria is above average. The university librarians noted that the management of content, systems and networks, policies, and use, as well as user and submitter of the IR, has been good despite a few surmountable challenges. This result contradicts earlier findings suggesting that the average performance of the African institutional repositories remains below average<sup>2</sup>. The findings, however, reaffirm the position of other researchers who made content, policy formulation and software management the cornerstone of IR management in the university system<sup>3<sup>rd</sup> 4</sup>

Research question two was raised to assess the prevalent organisational culture among personnel in academic libraries of Southwest Nigeria. The organisational culture denotes the shared values, beliefs, attitudes, and behaviours that define the library workplace as a corporate organisation. The extent to which these sets of values could significantly influence the positive management of IR among library personnel in Southwest Nigeria, thus enhancing planning, collection development process, user service delivery and preservation of the IR content was examined. In order to appraise the culture of the academic library, involvement, consistency, and adaptability were the denominators adopted as measures of the library organisational culture in Southwest Nigerian academic libraries. Involvement measures the degree to which the library personnel actively participate, engage, and contribute to the shared values, norms, beliefs, and practices within the academic libraries in Southwest Nigeria, especially concerning managing institutional repositories.

Empowerment, team orientation and capacity development were used as measures of involvement. Consistency, on the other hand, examines the extent to which the degree of

uniformity, coherence, and stability in the values, beliefs, norms, symbols, and practices in the library aligned and consistently manifested across different levels, departments, and functions within the academic libraries in Southwest, Nigeria. Core values, agreement, coordination and integration were used to measure consistency. Adaptability defines the ability of library and library personnel to respond effectively to changes in its internal and external environment while maintaining its core values, identity, and purpose in information service delivery. This process requires fostering a culture that encourages flexibility, innovation, and resilience in the face of modern information technologies' challenges, uncertainties, and opportunities. Change creation, customer focus, and organisational learning were adopted as measures of adaptability to organisational culture.

The results depict the prevalence of library personnel involvement as an indicator of organisational culture in academic libraries in Southwest Nigeria. The findings emphasised this assertion, which showed that the library personnel were empowered by fostering a sense of belonging, participating in planning and decision-making, and delivering information relevant to their job responsibilities. Equally, teamwork was a common denominator within the libraries. The level of cooperation transcends units and hierarchies. The capacity of the library personnel witnessed constant improvement in the delegation of authority and investment in skills development for the staff. The organisational culture of the academic libraries in Southwest Nigeria encouraged the involvement of her personnel in library planning, decisions and implementations. In a study, the researcher noted possession of a culture of teamwork, employee commitment, and involvement, a responsive and adaptive approach to change, open information sharing, effective knowledge management, and a learning-oriented mindset as the hallmarks of an organisational culture that aid companies to achieve corporate goals<sup>5</sup>. Thus, the result of this

current work affirms the relevance of the involvement of library personnel in the successful management of the IR, which another author considered a reflection of the achievement of any institution<sup>6</sup>. Others noted that creative ideas, high performance and commitment are all reflections of the involvement of personnel in library planning and operations in Nigeria and Ghana<sup>7, 8, 9, 10, 11</sup>

The results revealed that consistency was prevalent in the organisational culture, values, ethics and beliefs practised in the academic libraries. This consistency was stressed in the affirmation of the availability of core values in the form of ethical codes, which were practically demonstrated by the leadership. At the same time, defaulters were always held accountable in the case of infractions. These core values highlighted how issues are resolved in case of disagreements, the path to mutual resolution of disagreements to the delight of all members and a consensually agreed way of doing things. Thus, agreement was an indicator of consistency. The results also showed that a consistent and predictable approach to information delivery service and alignment of perspectives and goals across units and levels in the libraries demonstrated coordination and integration as an indicator of consistency in organisational culture among the libraries and library personnel in Southwest Nigeria. Thus, consistency was prevalent in the organisational culture of Southwest Nigeria libraries. This prevalence further consolidates previous findings that consistency is the most prominent trait in forging a long-term vision and mission, with emphasis on core values, agreement, coordination, and integration in the corporate culture of any firm<sup>12</sup>

The results further revealed that a high level of adaptability was prevalent in the organisational culture of the academic libraries in Southwest Nigeria. The adoption of new ways to do things, flexibility in approaches, and adequate response to new competitors are ways the academic

libraries relate to creating changes as indicators of adaptability. Results also showed a high prevalence of customer focus as a measure of library adaptability. Changes could be effected when users make recommendations or suggestions, which are later reflected in corporate decisions. These are achieved even through direct contact with the users while collating their inputs. The results revealed that adaptability is prevalent due to the spirit of organisational learning practised in academic libraries in Southwest Nigeria. Thus, adaptability was an indicator of organisational culture in academic libraries of Southwest Nigeria. On the aggregate, it was found that organisational culture was prevalent in academic libraries of Southwest Nigeria, as reflected in the weighted mean of 3.31. This position was also supported by the revelation from the university librarians of the universities that the respective organisational culture in their libraries creates an environment for teamwork, division of labour, staff involvement in the decision-making process, and adaptability to changes born out of leadership by example. These have created a positive influence on work and management in the library. Previous works had equally emphasised the position of adaptability to ensuing situations and technologies within the work environment as a necessity for organisational growth<sup>13\*\* 14\*\* 15</sup>.

Research question three was raised to identify the level of digital competence of personnel in academic libraries of Southwest Nigeria. Digital competence in academic libraries refers to the presence of knowledge, skills, and attitudes that individual library personnel need to effectively use and navigate digital technologies in academic libraries in Southwest Nigeria. Five competencies were adopted to measure the digital competencies of the library personnel. Information and data literacy encompasses the knowledge, skills, and attitudes necessary to navigate the vast amount of information available in the repository, critically assess its quality and reliability, and leverage data effectively for decision-making and scholarly dissemination by

library personnel in academic libraries in Southwest, Nigeria. Communications and collaboration attend to the ability to effectively communicate, share information, and work together with others using digital repository technologies and platforms by the library personnel in academic libraries in Southwes, Nigeria.

Library personnel possess digital competence in information and data literacy, with the ability to use data visualisation tools and conformability to working with data in their official responsibilities and activities within the library. Besides, library personnel can independently surf the internet with their ability to manipulate search engines, bearing in mind that only some information on the net is reliable. The library personnel are information and data literate to the extent that they can save or store files or content such as text, pictures, music, videos, and web pages and retrieve them once saved or stored. This revelation contradicts earlier findings that suggested a need for ICT infrastructure and data literacy as a common challenge to IR management in Africa<sup>16</sup> and other developing countries<sup>17</sup>. Ironically, some other works had toed the line of the current discovery, acknowledging an appreciable level of competence in data literacy<sup>18</sup><sup>19</sup> and ICT proficiency<sup>20</sup>.

Similarly, results revealed that the library personnel in Southwest Nigerian academic libraries possess a high level of digital communication and collaboration competencies. These library personnel can communicate with others using a mobile phone, Voiceover IP (e.g. Skype), e-mail or chat – using basic features(e.g. voice messaging, SMS, send and receive e-mails, text exchange). The personnel can share files and content using simple tools and digital technologies to interact with services (such as governments, banks, and hospitals). The library personnel know social networking sites, online collaboration tools, and specific communication rules apply when using digital tools (e.g., commenting and sharing personal information).

The results further revealed that the library personnel in Southwest Nigerian academic libraries possess the competencies for digital content creation. This capability includes producing straightforward digital content (e.g., text, tables, images, audio files) using digital tools in at least one format. Inclusive in this capability is the competence to create visual designs for web pages or social media graphics, make basic editing to content produced by others, know that content can be covered by copyright and apply and as well modify simple functions and settings of software and applications that they use (e.g. change default settings). This discovery does not tally with earlier findings that there was a deficiency in digital creation and digital identity management among librarians related to information service delivery<sup>21</sup>

Furthermore, the results revealed that the personnel are proficient in applying safety measures using digital tools and appliances. Library staff in academic libraries of Southwest Nigeria know how to protect mail accounts against phishing, take basic steps to protect devices (e.g. using anti-viruses and passwords), are aware that their credentials (username and password) could be stolen, know it is not advisable to reveal private information online and know that using digital technology too extensively can significantly hurt health. Finally, the library personnel can solve some digital problems. The libraries' personnel are competent in how to troubleshoot if a problem arises while using digital devices, can find support and assistance when a technical problem occurs or when using a new device, program or application, and know how to solve some routine problems (e.g. close the program, re-start computer, re-install/update program, check the internet connection), know that digital tools can help in solving problems. The library personnel in these academic libraries in Southwest Nigeria know they have limitations when confronted with a technological or non-technological problem. On average, the personnel in academic libraries of Southwest Nigeria possess a high level of digital competence, as reflected

in the overall weighted mean of 3.52. This competence was further strengthened by the position of the university librarians, who described the digital competence proficiency level of their respective library personnel in light of the Digcomp framework, information and data literacy, communication and collaborations, and digital content creation as above average.

Previous research outcomes noted that professional librarians needed to gain skills bordering electromagnetic systems, burglar systems, quick response codes, access control systems, content management systems, reference creation and management, biometric technology, and R software in statistical packages<sup>22</sup>. Similarly, in another study, librarians were merely competent content-creation out of the five competency areas outlined in the DigComp framework<sup>23</sup>. Therefore, the study's findings show a clear improvement in the digital competency level of library personnel above what was obtainable in the past.

Research question four was raised to identify the emotional intelligence level of personnel in Southwest Nigeria's academic libraries. This capacity refers to the ability of library personnel in academic libraries in Southwest Nigeria to recognise, understand, manage, and effectively use one's own emotions and to perceive, interpret, and respond to the emotions of other personnel within and outside the library. It involves skills and competencies that enable individuals to navigate social situations, build and maintain relationships, and make sound decisions based on emotional awareness. Self-awareness, empathy and social skills were adapted as tools to measure the emotional intelligence of the library personnel. Self-awareness is the conscious understanding and recognition by library personnel in academic libraries of their thoughts, feelings, beliefs, strengths, weaknesses, motivations, and behaviours in the context of their professional roles within IR management. Empathy involves understanding and sharing the feelings, perspectives, and needs of stakeholders involved in the scholarly communication

process by the library personnel in academic libraries. Social skills enable personnel in academic libraries in Southwest Nigeria to communicate effectively, engage stakeholders collaboratively, resolve conflicts diplomatically, lead teams inspirationally, support users empathetically, and advocate persuasively.

The results revealed that the personnel in academic libraries of Southwest Nigeria have a high level of emotional intelligence. It was revealed that the personnel's self-awareness level as an indicator of emotional intelligence is high. The library personnel would be aware of their emotional status and their feelings at the moment. Thus, the staff preferred to go solo when they became emotional. Also, despite being emotional, the personnel were still confident in their ability to function effectively and make rational decisions without the emotions negatively affecting their performance or frame of mind.

Similarly, the results showed that the personnel exhibit a high level of empathy as a mark of their high level of emotional intelligence. The personnel displayed the ability to show sensitivity and understand others' perspectives, see things from others' points of view, empathise with someone else's problem and work hard to meet the needs of their colleagues. The library personnel were always attentive to anything that could assist the professional development of fellow staff and feel a real sense of love and care for instilling the skills necessary for the growth of colleagues. These library personnel consider the different backgrounds of colleagues as an advantage to attaining library goals and the presence of other non-library experts as an opportunity to increase library proficiency. Considering co-staff qualifications cannot affect how those personnel are used to achieve library goals and targets. The findings of this work corroborate earlier research conducted in India, which emphasised emotional stability, empathy, commitment and altruism, self-awareness, and self-motivation as features of university library personnel<sup>24</sup>. This position is

given the fact emotional complexity, reflection on emotional themes, and exploration of self-prejudices are what personnel are exposed to in the course of their daily work<sup>25</sup>

Regarding social skills as an indicator of emotional intelligence, the personnel in academic libraries of Southwest Nigeria maintained a good relationship with the library management team and could effectively persuade library staff members to work towards a shared vision and goal. Similarly, the personnel displayed the ability to communicate views to other personnel in the library, network effectively to support the library goals and collaborate with other staff to attain collective success. These personnel have strong expertise in building and leading teams outside the library workforce, working with difficult people as simply a challenge to win them over, reconciling differences with other people and resolving conflicts involving other staff in the library. The overall weighted mean of 3.48 indicates that the emotional intelligence level of personnel in academic libraries in Southwest Nigeria is high. This was further corroborated by the position of the university librarians, who stated that library personnel could manage their emotions in challenging situations because of knowledge gained during training or through prayers. The ULs noted that their staffs were assisted by their excellent people skills, digital campaigns, personal affiliations, pressure groups, sensitisation, social networking and engaging through workshops. Friendly relationships, collaboration, and attending to staff welfare were key strategies library personnel deployed to understand the emotions and perspectives of co-staff to attain the library's organisational objectives.

Social skills have been considered relevant to successful information delivery in the library environment<sup>26\*</sup> 27. Research has hinted at a significant correlation between job satisfaction, need achievement, and teamwork (an outcome of social skills) among the staff of South West academic libraries on the one hand and work performance of the staff on the other hand<sup>28</sup>. Some

findings revealed internal challenges within the library's four walls: inadequate library facilities and services, inadequate open communication between the faculty and the library units, and hierarchies. These were linked to the absence of social skills such as interpersonal communication and relationships among the ranks and files<sup>29</sup>. Thus, the absence of cordiality between the library personnel and the faculty in the book selection process<sup>30</sup> as observed earlier in the literature has been proven obsolete by the present study.

From the results of the test of hypothesis one, it was found that organisational culture has a strong and positive influence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria and that such influence positions that organisational culture prevalent in the academic libraries in Southwest Nigeria significantly influence IR management among library personnel of the universities. Of all the organisational culture sub-variables examined, involvement (empowerment, team orientation and capacity development) has the highest relative influence on IR management among personnel in academic libraries in Southwest Nigeria, followed by adaptability (creating change, customer focus and organisational learning) and consistency (core values, agreement, coordination and integration) respectively. From the results, a unit change in organisational culture will lead to a 0.576 increase in the management of institutional repositories among personnel in academic libraries of Southwest Nigeria at a 95% level of confidence ( $B = 0.576, p < 0.05$ ) if all other factors remain constant.

On the aggregate, the result of the null hypothesis one revealed a p-value less than 0.05. Thus, at a 95% level of confidence, the null hypothesis was rejected, and it was upheld that organisational culture significantly influences the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. The coefficient of determination ( $Adj. R^2 = 0.380$ ) shows that organisational culture explains 38.0% of the total variance in the management of

institutional repositories among personnel in academic libraries of Southwest Nigeria. The remaining 62.0% variation in the management of institutional repositories among personnel in academic libraries of Southwest Nigeria is explained by other factors not investigated in this study.

Null hypothesis two was formulated to determine the significant influence of library personnel's digital competencies on managing institutional repositories in academic libraries in Southwest Nigeria. It was found that the digital competence of library personnel has a strong and positive influence on managing institutional repositories among personnel in academic libraries of Southwest Nigeria. Such influence positions that the digital competence of personnel in the academic libraries in Southwest Nigeria significantly influences IR management among library personnel of the universities.

Of all the digital competence components examined, communication and collaboration have the highest relative influence on IR management among personnel in academic libraries in Southwest Nigeria, followed by information and data literacy, safety, problem-solving, and digital content creation, respectively. From the results, if all other factors are constant, a unit change in the digital competence of library personnel will lead to a 0.643 increase in the management of institutional repositories among personnel in academic libraries of Southwest Nigeria.

On the aggregate, the result of the null hypothesis two revealed a p-value less than 0.05. Thus, at a 95% confidence level, null hypothesis two was rejected, and it was upheld that digital competence significantly influences the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. The coefficient of determination (Adj. R<sup>2</sup>

= 0.444) shows that the digital competence of library personnel explains 44.4% of the total variance in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. The other 55.6% variation in the management of institutional repositories among personnel in academic libraries of Southwest Nigeria is explained by factors not investigated in this study.

The null hypothesis three was formulated to determine the significant influence of emotional intelligence on managing institutional repositories among personnel in academic libraries of Southwest Nigeria. It was found that the emotional intelligence of library personnel has a strong and positive influence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria and that such influence positions that emotional intelligence of personnel in the academic libraries in Southwest Nigeria significantly influences IR management among library personnel of the universities. From the results, a unit change in the emotional intelligence of library personnel will lead to a 0.627 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria, at a 95% level of confidence ( $B = 0.627$ ,  $p < 0.05$ ) if all other factors remain constant. Overall, the null hypothesis three results revealed a p-value less than 0.05. Thus, at a 95% confidence level, the null hypothesis three was rejected, and it was upheld that emotional intelligence significantly influences the management of institutional repositories among personnel in academic libraries of Southwest Nigeria. The coefficient of determination ( $Adj. R^2 = 0.382$ ) shows that the emotional intelligence of library personnel explains 38.2% of the variance in managing institutional repositories among personnel in academic libraries of Southwest Nigeria. The other 61.8% variation in managing institutional repositories among personnel in academic libraries of Southwest Nigeria is explained by factors not investigated in this study.

Null hypothesis four was formulated to determine the significant combined influence of organisational culture, digital competence, and emotional intelligence on managing institutional repositories among personnel in academic libraries in Southwest Nigeria. The results found that organisational culture, digital competence and emotional intelligence have a high and positive influence ( $R = 0.741$ ) on managing institutional repositories among personnel in academic libraries of Southwest Nigeria. This influence shows that the organisational culture, digital competence, and emotional intelligence of personnel in the academic libraries in Southwest Nigeria have significantly combined to influence IR management among university library personnel.

From the results, for the combined influence on the management of institutional repositories among personnel in academic libraries of Southwest Nigeria, at a 95% level of confidence, if all other factors remain constant, a unit change in organisational culture will lead to a 0.298 increase in management of institutional repositories among personnel in academic libraries of Southwest, Nigeria ( $B = 0.298, p < 0.05$ ). Likewise, for the combined influence on the management of institutional repositories, given that all other factors are constant at a 95% level of confidence, a unit change in digital competence will lead to a 0.384 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria ( $B = 0.384, p < 0.05$ ). More so, for the combined influence on the management of institutional repositories, if all other factors remain constant at a 95% level of confidence, a unit change in emotional intelligence will lead to a 0.138 increase in the management of institutional repositories among personnel in academic libraries of Southwest, Nigeria ( $B = 0.138, p < 0.05$ ). The null hypothesis four, which states that there will be no significant combined influence of organisational culture, digital competence, and emotional intelligence on managing institutional repositories among personnel

in academic libraries of Southwest Nigeria, was rejected. It was upheld that there is a significant combined influence of organisational culture, digital competence, and emotional intelligence on managing institutional repositories among personnel in academic libraries of Southwest Nigeria.

Organisational culture, digital competence, and emotional intelligence explain 54.3% (Adj.  $R^2 = 0.543$ ) of the total variance in institutional repository management among personnel in academic libraries in Southwest Nigeria. Other factors not investigated in this study explained the remaining 45.7% variation.

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## Chapter Five

### Conclusion

This chapter presents summary of findings of the study. It presents the conclusion based on the result of data analysed, outlines the researcher's recommendations and suggested areas for further researches

#### 5.1 Summary of Findings

This study examines the impact of organisational culture, digital competence, and emotional intelligence on managing institutional repositories by personnel in academic libraries in Southwest Nigeria. The research was guided by four key assumptions that helped evaluate these factors' specific and combined effects on repository management. Data collected were organized, encrypted, and analyzed to assess the statistical significance of each factor's influence on institutional repository management, with hypotheses tested at a 0.05 significance level.

From the data analysis and findings, several main empirical conclusions were drawn:

1. The management of institutional repositories among academic library personnel in Southwest Nigeria was generally high. Key components of effective repository management—content, systems, networks, policies, and user engagement—were well-addressed, with only minor challenges.
2. The repositories contained diverse, relevant, high-quality, current, and updated information resources across various formats and subjects. Although content submission rates were somewhat low, this minor shortfall was outweighed by strengths in other aspects of repository content management.

3. The technical administration of software and hardware in the repositories was robust and functional, showing high system and network reliability.
4. Appropriate policies were implemented to guide the use and management of the repositories. Overall, operations related to repository usage, users, and content submitters were rated highly.

This study highlights the strengths of repository management practices while noting minor improvement areas in content submission rates.

The organisational culture within the library work environment fosters effective management of institutional repositories. Library personnel actively participate in repository operations through empowerment, teamwork orientation, and continuous capacity development. Staff are engaged in decision-making at various levels, encouraged in group work, and offered regular in-house and external training, introducing them to new library practices. Additionally, the library environment demonstrates a shared commitment to core values among personnel, creating an integrated, coordinated atmosphere.

The libraries in Southwest Nigeria are adaptable to new practices in librarianship, all aimed at meeting clients' information needs and expectations. Regular communication channels enable staff suggestions and ideas to contribute to ongoing innovations. Overall, the organisational culture in these academic libraries supports teamwork, division of labour, staff involvement in decision-making, adaptability to change, and adherence to library ethics.

Library personnel in Southwest Nigeria exhibit a high level of digital competence, especially in information and data literacy, such as saving and retrieving files and digital content like text,

images, music, videos, and web pages. They are also skilled in digital communication, collaboration, and content creation. They are adept at implementing safety measures when using digital tools and troubleshooting common technical issues (e.g., closing programs, restarting devices, re-installing or updating software, and checking internet connections). These digital competencies have positively impacted the management of institutional repositories in Southwest Nigerian academic libraries.

Personnel in academic libraries in Southwest Nigeria demonstrate a high level of emotional intelligence crucial for managing institutional repositories. They are self-aware, able to regulate their emotions and display empathy by considering others' perspectives, understanding colleagues' challenges, and supporting their needs. This emotional sensitivity facilitates smooth repository management among library personnel. Furthermore, these personnel maintain positive relationships with library management, communicate effectively, build and lead teams outside the library, manage conflicts, and work effectively with difficult personalities.

Organisational culture strongly and positively influences the management of institutional repositories among library personnel in Southwest Nigeria, as confirmed by the rejection of the first null hypothesis. This positive influence reflects that the prevailing organisational culture significantly impacts repository management within these universities. Involvement practices—empowerment, teamwork orientation, and capacity development—have the most significant relative influence, followed by adaptability (embracing change, customer focus, and organisational learning) and consistency (core values, agreement, coordination, and integration).

Digital competence—including information and data literacy, communication and collaboration, digital content creation, safety practices, and problem-solving—also plays a significant role in

repository management. The second null hypothesis was rejected, indicating a strong positive influence of digital competence on institutional repository management. Communication and collaboration competencies have the most significant relative impact on repository management.

Emotional intelligence—encompassing self-awareness, empathy, and social skills—was found to have a strong, positive influence on repository management, leading to the rejection of the third null hypothesis. This confirms that emotional intelligence significantly impacts repository management practices among Southwest Nigerian academic library personnel.

There is also a statistically significant combined positive influence of organisational culture, digital competence, and emotional intelligence on institutional repository management. This finding led to the rejection of the fourth null hypothesis, affirming that these three factors together significantly enhance repository management practices among university library personnel in Southwest Nigeria

## **5.2 Conclusion**

Effective management of institutional repositories among library personnel is a critical factor for the successful operation of institutional repositories (IR) in academic libraries across Southwest Nigeria. The management of IRs encompasses various elements such as content acquisition, system and network operations, policy development, and the strategic use of information resources on the platform. These functions demand a blend of technological capabilities and soft skills fostered within an optimal organisational environment. When staff are empowered through shared information, collective planning, teamwork, and continuous investment in skills development, they are more likely to feel valued and engaged. This empowerment builds loyalty

and commitment, essential for successfully implementing innovative projects like the institutional repository within the university library. Moreover, personnel proficiency in digital competencies—such as effective communication, data analysis, digital content creation, resource protection, and problem-solving in response to technical challenges—plays a significant role in maintaining and optimising repository performance. Staff who can efficiently operate digital devices and safeguard against technical failures contribute significantly to repositories' smooth and successful management. These capabilities are particularly essential among personnel in Southwest Nigeria, ensuring the institutional repository remains a robust and reliable resource,

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are proposed to enhance the management and performance of institutional repositories (IR) in academic libraries across Southwest Nigeria:

1. Management of academic libraries in Southwest Nigeria should prioritize building a sustainable organisational culture that supports open communication, enabling library personnel to share ideas freely, contribute to planning, and actively participate in projects. This culture should be anchored in consistent values, ethics, and shared beliefs while allowing flexibility and adaptability to meet evolving needs. A supportive environment where staff feel valued and involved fosters a sense of ownership and long-term commitment to innovative library projects.
2. Continuous professional development is essential. Academic library management should regularly offer training and retraining opportunities that focus on sustaining digital competence and emotional intelligence among personnel. In addition, digital proficiency

and emotional intelligence should be critical criteria in the hiring process for new library recruits, ensuring candidates are well-prepared to meet modern library demands.

3. Library personnel should take proactive steps toward personal growth in digital literacy, staying current with technological advancements increasingly integrated into their roles. Personnel can more easily adapt to libraries' rapidly changing technology landscape by cultivating a mindset open to digital innovations.
4. Academic library personnel should strive to strengthen core elements of emotional intelligence—self-awareness, empathy, and social skills—through self-reflection and participation in relevant workshops. Developing these competencies fosters healthy relationships with colleagues, management, and stakeholders, which is vital to the collaborative management of institutional repositories.
5. Academic institutions are recommended to form a standing IR committee to provide continuous oversight and strategic direction for repository management, extending beyond the installation phase. Such a committee should include diverse stakeholders and serve as a guiding body for best practices in repository operations.
6. Library schools should emphasise practical training in digital literacy, data management, and content creation in their curricula, ensuring undergraduate and graduate students gain hands-on experience in digital proficiency. Courses on soft skills, such as communication, teamwork, and problem-solving, should also be integrated to prepare students for professional roles in modern libraries.
7. Management of Nigerian universities should include submission of publications to the institutional repositories as a condition for promotion and renewal of tenure in order to discourage authors' reluctance and make IR contents up to date.

These recommendations aim to enhance the organizational, technological, and interpersonal foundations necessary for effective institutional repository management in academic libraries, creating a more resilient and resourceful information environment in Southwest Nigeria.

#### 5.4 Contributions to Knowledge

This study investigates the impact of organisational culture, digital competence, and emotional intelligence on institutional repository (IR) management by personnel in academic libraries in Southwest Nigeria, providing substantial contributions to knowledge on conceptual, theoretical, and empirical levels.

This study delves deeply into key variables—organisational culture, digital competence, emotional intelligence, and IR management—offering fresh insights into each. It explores multiple perspectives on these concepts, operationalizes them for practical understanding, identifies gaps in the existing literature, and enriches our understanding, particularly about administrative staff in tertiary institutions. The study's conceptual framework outlines the relationships between the main variables and supporting constructs and serves as a structured approach for assessing the impact of these independent variables (organisational culture, digital competence, and emotional intelligence) on IR management. Each variable is defined and measured using clear metrics, creating a structured blueprint for future investigations.

Theoretically, this study reinforces existing models and theories related to IR and personnel competencies. It draws upon the Institutional Repository Evaluation Indicators, initially developed through a project funded by the Korean Education and Research Information Service (KERIS) in 2006, which have been widely applied in IR management across institutions. This

model comprehensively explains key IR management components, specifically 'content,' 'systems and networks,' 'IR policy,' and 'use, user, submitter.' Furthermore, the study integrates the Denison Model of Organisational Culture, the Digital Competence Framework for Citizens (DigComp), and Daniel Goleman's Emotional Intelligence (EI) Theory. By utilising these established frameworks, the study offers robust measurement and understanding of organisational culture in Southwest Nigerian academic libraries, exploring library personnel's technological and soft skill capacities through well-established constructs within these models.

On an empirical level, this research expands the scope of studies related to organisational culture, digital competence, emotional intelligence, and IR management. While IR management has been explored in existing literature, empirical studies examining the library environment's organisational culture and the digital competence and emotional intelligence of library personnel in the context of IR management in Nigeria still need to be explored. Additionally, empirical studies on the four primary elements of IR evaluation are limited in developing countries like Nigeria, with existing studies often restricted to select institutions rather than broadly inclusive. This study addresses these gaps by providing empirical evidence on IR management across all academic libraries with IR deployments in Southwest Nigeria, setting a precedent for future research. Finally, the study provides a suggestion for improvement on the practice of content recruitment to the IR.

The findings of this study have practical implications for various stakeholders, including academic library management, library schools, and university governance, both governmental and private. For library management, these findings underscore the importance of fostering a supportive organisational culture, encouraging continuous digital skill development, and

promoting emotional intelligence among staff to enhance IR management practices. Library schools may find value in incorporating digital competency and emotional intelligence training into their curricula, preparing students for the evolving demands of library roles. Furthermore, the study calls on government bodies and private university owners in Southwest Nigeria to allocate resources for IR-related infrastructure and training, supporting sustainable library development.

In conclusion, this study not only fills significant gaps in the literature on IR management but also offers a comprehensive reference point for future research on these variables. The contributions underscore the importance of integrating organisational culture, digital skills, and emotional intelligence in library management, providing a well-rounded foundation for ongoing improvements in IR management across Nigerian academic libraries.

### **5.5 Areas for Further Studies**

This study examined the influence of organisational culture, digital competence, and emotional intelligence on managing institutional repositories among personnel in academic libraries in Southwest Nigeria. To further extend this research and broaden the understanding of these variables, the following areas are recommended for future studies:

1. While this study focused on university libraries in Southwest Nigeria, future research could explore similar topics across other geopolitical zones in Nigeria, providing a national perspective on how organisational culture, digital competence, and emotional intelligence impact IR management. Additionally, conducting research in polytechnic libraries, colleges of education, and other tertiary institutions would extend the

applicability of findings to a broader range of academic settings. Investigating these factors in specialised libraries, such as health, law, and research libraries, could offer insights specific to these unique environments.

2. A comparative analysis between Nigeria's public and private university libraries would provide valuable insights into how organisational dynamics differ across ownership types. Furthermore, examining the variables within public and private tertiary institutions could reveal trends in organisational culture, digital competencies, and emotional intelligence specific to ownership and management structure. Such studies help identify tailored strategies for improving IR management across various institutional types.
3. This study utilized a mixed-method approach to capture both quantitative data and qualitative insights into the influences of organisational culture, digital competence, and emotional intelligence on IR management. Given the evolving nature of digital competence and the continuously changing library work environment, future studies could use longitudinal designs to track changes and causality among these variables over time. Additionally, triangulation—comparing findings from different data sources and methods—could strengthen the validity and reliability of findings, providing a deeper understanding of trends and challenges in IR management.
4. Since this study focused on personnel with formal library training, future research could expand to include other categories of library staff who still need to be formally trained in librarianship and contribute to IR management. Examining the roles of these staff members in IR administration would enable broader generalisation of findings and foster enhanced IR performance by encouraging collaboration and skill-building across all personnel involved in IR functions.

5. Research focusing on library personnel's training needs in digital competence and emotional intelligence could offer practical insights into how libraries can best support staff development. Investigating training gaps and professional development preferences may help design targeted interventions to improve library personnel's preparedness for effective IR management.
6. With technological advancements continuously reshaping the library landscape, future research could explore how libraries adapt to new technologies and digital competence's role in influencing IR management success. Research could examine how libraries stay up-to-date with digital trends, manage digital repositories, and train personnel in emerging competencies.

In summary, these suggested areas for future research contribute to a more comprehensive understanding of how organisational culture, digital competence, and emotional intelligence impact IR management in diverse library settings across Nigeria. Such studies would provide practical implications for library management, policy-makers, and library schools, offering strategic insights into fostering effective IR management practices nationwide.

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## SECTION B: Management of Institutional Repository in University Library

In this section, questions on the management of IR in the university library have been asked. Read each statement carefully and then rate how much you agree with each using the four-point scale below. Tick (✓) appropriately your options: Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

		<b>Management of Institutional Repository in the university library</b>	<b>SA 4</b>	<b>A 3</b>	<b>D 2</b>	<b>SD 1</b>
Content	1	The selection of relevant information content is crucial to the efficient management of the institutional repository in the library.				
	2	IR will aid the promotion of research and learning when quality materials are selected for upload.				
	3	The currency of content in the repository is essential for its eventual management.				
	4	To sustain the management of IR, there should be regular updates and content reviews.				
	5	An IR that addresses diverse areas of study available in the institution makes management more effortless.				
	6	Beyond ETDs, journal articles and books, a well-managed IR should contain datasets, multimedia, and non-textual materials				
	7	The size of a repository assists the managers in meeting the users' information needs and attracting potential patrons.				
	8	Collection development in IR is challenged by low material submission				
Systems & Networks	9	The high performance of the IR managers is a function of the available IR software/hardware and its administration.				
	10	Managing IR software/hardware can be very troubling in a library where the personnel do not have expertise in IT				
	11	Interoperability of institutional repositories can aid management by granting access to other repositories.				
	12	Multidisciplinary and collaborative research can be better enhanced when an IR is connected to repositories of other academic institutions				
	13	Integrating IR into other library management systems, such as OPAC, can improve visibility and content accessibility.				
	14	When there is integration of IR to other library				

		systems, efficiency increases in library operations				
	15	Though technological innovation in library routine is inevitable, it may pose challenges if there is no compatibility				
	16	Regular maintenance of technological equipment guarantees a high level of performance				
IR Policy	17	The library should constantly engage the university community to create awareness for the IR.				
	18	Advocacy and promotional activities on IR should consider all stakeholders, such as administrators, content creators and other interested parties.				
	19	To properly market IR, a robust marketing strategy is needed by the library handlers				
	20	New media are veritable channels through which to market IR to the intended audience.				
	21	Digitization of non-electronic materials is a way to preserve publications and archival materials in the IR.				
	22	The quality of the format of the IR contents is another means of future preservation				
	23	Policies on archiving, data curation, preservation and use are essential to IR management.				
	24	Copyright and licensing issues can shape the flow of IR management.				
Use, User, Submitter	25	IR content is the primary object when creating and maintaining the repository.				
	26	Incorporating metrics and use counts will aid in determining the rate of content patronage				
	27	Users are likely to patronize the IR more if the IR is interactive enough.				
	28	Having multiple information sources to choose from and getting needed information on a single platform creates joy for IR users				
	29	The easy self-archiving model can rekindle the interest in submitting articles to IR content creators				
	30	A cordial relationship between the library personnel and submitters can further motivate the latter to upload their publications.				

### Section C: Organisational Culture

This section is on the organizational culture of the university library. Read each statement carefully and then rate how much you agree with each using the four-point scale below. Tick (✓) appropriately your options: Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

<b>Involvement</b>		SA 4	A 3	D 2	SD 1
Empowerment	1. Decisions are usually made in the library at the level where the best information is available.				
	2. Information is widely shared so that every library personnel can get the information they need when needed.				
	3. Every library staff believes that he or she can have a positive impact.				
	4. Planning in the library is ongoing and involves every staff in the process to some degree				
Team orientation	5. Cooperation across different parts of the library is actively encouraged.				
	6. Library staff work like they are part of a team.				
	7. Teamwork is used to get work done, rather than hierarchy				
	8. Library routine is organized so that each staff can see the relationship between his or her job and the goals of the library				
Capacity Development	9. Authority is delegated so that library personnel can act independently where necessary.				
	10. The "bench strength" (capability of library personnel) is constantly improving.				
	11. There is continuous investment in the skills of personnel.				
	12. The capabilities of staff are viewed as an essential source of competitive advantage.				
<b>Consistency</b>					
Core values	13. The leaders and managers "practice what they preach".				
	14. A clear and consistent set of values governs how we practice librarianship in my library.				
	15. When personnel ignore our core values, they				

	are held accountable.				
	16. There is an ethical code that guides our behaviour and tells us right from wrong.				
Agreement	17. When disagreements occur, we work hard to achieve "win-win" solutions.				
	18. There is a clearly defined culture in the library.				
	19. It is easy to reach a consensus, even on difficult issues in my library.				
	20. There is an explicit agreement about the right and wrong ways to do things.				
Coordination & Integration	21. Our approach to information service delivery is very consistent and predictable.				
	22. People from different parts of the library share a common perspective				
	23. It is easy to coordinate projects across different sections of the library				
	24. There is a good alignment of goals across levels				
<b>Adaptability</b>					
Creating change	25. The way things are done in my library is very flexible and easy to change				
	26. We respond well to competitors and other changes in the information service environment				
	27. New and improved ways to do work are continually adopted.				
	28. Different parts of the library often cooperate to create change.				
Customer focus	29. Users' comments and recommendations often lead to changes.				
	30. Patrons' input directly influences our decisions.				
	31. All members have a deep understanding of users' wants and needs.				
	32. Our staff encourages direct contact with clients.				
Organizational learning	33. We view failure as an opportunity for learning and improvement				
	34. Innovation and risk-taking are encouraged and rewarded				
	35. Learning is an essential objective in our day-to-day work.				
	36. We make certain that every personnel is informed about what is going on across the library				

## SECTION D: Digital Competence

This section addresses the level of the digital competence of the personnel in the university library. Please read well and tick (√) against the most appropriate answer to the question  
Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

	<b>Competence Areas</b>	<b>SA 4</b>	<b>A 3</b>	<b>D 2</b>	<b>SD 1</b>
	<b>Information and Data Literacy</b>				
1	I can look for information online using a search engine.				
2	I know that not all online information is reliable.				
3	I can save or store files or content (e.g., text, pictures, music, videos, web pages) and retrieve them once they have been saved or stored.				
4	I am comfortable working with data in my current role in the library				
5	I can use data visualization tools like Microsoft Excel, Google Sheets, etc.				
	<b>Communication and Collaboration</b>				
6	I can communicate with others using a mobile phone, Voice over IP (e.g. Skype), e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange)				
7	I can share files and content using simple tools				
8	I know I can use digital technologies to interact with services (such as governments, banks, hospitals)				
9	I am aware of social networking sites and online collaboration tools				
10	I am aware that when using digital tools, specific communication rules apply (e.g. when commenting and sharing personal information).				
	<b>Digital Content Creation</b>				
11	I can use digital tools to produce straightforward digital content (e.g., text, tables, images, audio files) in at least one format.				
12	I can create visual designs for web pages or social media graphics.				
13	I can do basic editing to content produced by others.				
14	I know that content can be covered by copyright				
15	I can apply and modify simple functions and settings of software and applications that I use (e.g. change default settings)				
	<b>Safety</b>				
16	I know how to protect my accounts against phishing.				

17	I can take basic steps to protect my devices (e.g. using anti-viruses and passwords)				
18	I know my credentials (username and password) can be stolen.				
19	I should not reveal private information online.				
20	I know that using digital technology too extensively can affect my health.				
	<b>Problem-solving</b>				
21	I know how to troubleshoot if a problem arises while using digital devices				
22	I can find support and assistance when a technical problem occurs or when using a new device, program or application				
23	I know how to solve some routine problems (e.g. close the program, re-start computer, re-install/update program, check the internet connection)				
24	I know that digital tools can help me in solving problems. I am also aware that they have their limitations				
25	When confronted with a technological or non-technological problem, I can use the digital tools I know to solve it				

### SECTION E: Emotional Intelligence

Read each statement and decide how strongly the statement applies to YOU on the scales of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE)

			VGE 4	GE 3	LE 2	VLE 1
Self Awareness	1	I am aware when I am 'emotional.'				
	2	I know which emotions I am feeling and why				
	3	I prefer to go solo when I become emotional.				
	4	I am always confident in doing daily work.				
	5	I can make my own decisions rationally				
	6	I am capable of any assigned job.				
	7	I know how to use my ability and potential for my success				
	8	I recognize how my feelings affect my performance.				
	9	I can consciously alter my frame of mind or mood				
Empathy	10	I always show sensitivity and understand others perspectives				
	11	I am excellent at empathizing with someone else's problem				
	12	I can sometimes see things from others' point of				

		view				
	13	I often work hard to meet the needs of my colleagues				
	14	I am attentive to anything that can assist their professional development				
	15	I feel a real sense of love and care for instilling the skills necessary for the growth of colleagues				
	16	I consider the different backgrounds of colleagues as an advantage to attaining library goals				
	17	I do not allow consideration of the qualifications of my co-staff to affect the way they are used to achieve our targets				
	18	I see the presence of other non-library experts as an opportunity to increase library proficiency				
Social Skills	19	I have a good relationship with the management team of my library				
	20	I can effectively persuade members of the library staff to work towards a shared vision and goal				
	21	I do not have a problem communicating my views to other personnel in the library				
	22	I can network effectively to support the goals of my library				
	23	I consider working in collaboration with other library staff as a prerequisite for collective success				
	24	I have strong expertise in building and leading teams outside the library workforce				
	25	I see working with difficult people as simply a challenge to win them over				
	26	I am good at reconciling differences with other people				
	27	I often work hard to resolve conflicts involving other staff in the library				

**Organizational Culture, Digital Competence, Emotional Intelligence and Management of Institutional Repositories among Personnel in Academic Libraries in Southwest Nigeria**

**Interview with University Librarians of universities in Southwest Nigeria**

**INTERVIEW GUIDE**

Sir/Ma,

Please freely and objectively share your opinions/answers on the following topics: organizational culture, digital competence, emotional intelligence, and management of institutional repositories among library personnel in your institution.

**Management of Institutional Repository**

- 1. As the university librarian, how would you rate the performance of your library and library personnel in terms of managing your institutional repository?*

*Answer*

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- 2. Given the challenges facing institutional repository management, how well have your library and library personnel been able to manage the IR's content, systems and networks, policies, and use, user, and submitter?*

*Answer*

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**Organizational culture**

- 1. As the head of the university library, what does organizational culture in the library indicate? What is the impact on library management?*

*Answer*

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- 2. What role does the library under your leadership play in shaping the organizational*

*culture in the library environment?*

*Answer*

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- 3. Give your opinion on the concepts of involvement of staff, consistency of values and adaptability to changes as practised in your library*

*Answer*

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### **Digital competence**

- 1. How will you describe your library personnel's digital competence proficiency level in light of the Digcomp framework?*

*Answer*

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- 2. Please describe the capabilities of your library personnel in information and data literacy, communication and collaborations, digital content creation, safety, and problem-solving.*

*Answer*

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### **Emotional intelligence**

- 1. How do the library personnel manage their emotions in challenging situations? Can you give examples of such situations in your library?*

*Answer*

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2. *How well are your library personnel able to utilize their social skills to mobilize library stakeholders and effect innovative library projects?*

*Answer*

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3. *What strategies do your personnel deploy to understand the emotions and perspectives of co-staff and attain the library's organizational objectives?*

*Answer*

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## Bio-data

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- a. i. PhD (Library and Information Science) in view
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### Work Experience with Dates

- University Library, Fountain University Osogbo 2012 - Date
- Oyo State Teaching Service Commission 1999 - 2012

### Membership of Professional Bodies/Societies

- Librarians' Registration Council of Nigeria (LRCN)
- National Library Association of Nigeria, Osun State Chapter
- National Library Association of Nigeria; Cataloguing, Classification and Indexing (CAT & CLASS)

### Academic Publications

#### a) Chapter(s) in Book(s)

- i. **BAKRIN, F. Sirajudeen (2022)** “Information Needs of Indigenous Yoruba: Àjàgbó as Tool for Correctional Services”, p. 51-71. In *Indigenous Knowledge and Development Practice in Post-Colonial Nigeria: Current Realities and Challenges*, Liadi, O. F. & Busari D. (Eds.), Osogbo: Fountain University.
- b) Journal Articles**
- ii. **BAKRIN, F. Sirajudeen** and BAKARE-FATUNGASE, D. Oluwabunmi (2024b) “Aesthetic Appreciation, Library Patronage, and Academic Progression in Southwest Nigerian University Libraries”. *Communicate: Journal of Library and Information Science*, 26(1), 257-269. Available online at: <https://www.cjolis.org/index.php/cjolis/article/view/93>. Department of Library and Information Science, Ambrose Alli University, Ekpoma, Nigeria.
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- xvi. AMUDA, O. Halimah, ONANUGA, O. Ayotola and **BAKRIN, F. Sirajudeen** (2012) Library computerization projects in university libraries: a case study of Nimbe Adedipe library, University of Agriculture, Abeokuta and Kenneth Dike Library, university of Ibadan”, *Elixir Leadership Management*, 53, 11957-11961. Available online at [www.elixirpublishers.com](http://www.elixirpublishers.com)

**c. Publications (accepted but yet to appear)**

**i. BAKRIN, F. Sirajudeen** (2024a) “The Role of Library Personnel in the Creation, Advocacy and Discoverability of Open Educational Resources in Nigerian Universities”. *Library and Information Management Forum*

**ii. BAKRIN, F. Sirajudeen** and LIASU, A. Jelili (2024b) “Inclusive Librarianship: Budgeting Process and Collection Development in Osun and Oyo States” Private University Libraries”. *Communicate: Journal of Library and Information Science*, 26(2).

**Conferences/Workshops attended with dates**

- i. Virtual Workshop Series 4 organised by IT Section of Nigeria Library Association titled: „Unlocking Global Recognition: Strategies for 21st-Century Scholars to Boost Visibility, Impact Factor, and h-Index from Local to Nobel Laureate“ held on Saturday, 31st August 2024
- 2<sup>nd</sup> Virtual Conference of Kwara State University Library titled: „Artificial Intelligence, Digitalization, Publishing, and Reference Services as Panacea to Library Development in the 21<sup>st</sup> Century“ held on the 23<sup>rd</sup> of May 2023
- 42<sup>nd</sup> Annual Seminar/Workshop of Nigeria Library Association (Cataloguing, Classification and Indexing Section) titled: „Metadata Management, Quality Control, Cataloguers“ Work, Networked Environment... Matters Arising“ held at Arthur Mbanefo Digital Research Centre, University of Lagos, Lagos; 23<sup>rd</sup> - 28<sup>th</sup> October, 2022
- National workshop organized by Librarians“ Registration Council of Nigeria (LRCN) titled: „Database Design and Management for Academic and Research Libraries in Nigeria“ held at the University of Ibadan, Ibadan 5 - 9 November, 2018
- National workshop organized by Librarians“ Registration Council of Nigeria (LRCN) on e-Library management for librarians titled: „e-Library Services: A Redefinition of Library and Information Services in an era of Change“ held at the University of Ibadan, Ibadan 21<sup>st</sup> to 25<sup>th</sup> November, 2016
- 35<sup>th</sup> Annual Seminar/Workshop of Nigeria Library Association (Cataloguing, Classification and Indexing Section) titled: „Changing Rules, Changing Roles“ held at Olusegun Obasanjo Presidential Library, Abeokuta; 20<sup>th</sup>-26<sup>th</sup> October, 2015
- 53<sup>rd</sup> Annual National Conference of Nigeria Library Association, Conference Hall of WOCDIF, Osogbo, Osun State, 26<sup>th</sup> – 31<sup>st</sup> July 2015)

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