

## Librarian's Self-Concept and Information Service Delivery in Selected Academic Libraries in Ogun State

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**ABSTRACT:** Librarians have continued to struggle in the delivery of their services to library users, and a major of this was identified based on the perception of users to services rendered in academic libraries. The study investigated librarian's self-concept and information service delivery in selected academic libraries in Ogun state. Descriptive research design of the correlational type was adopted for the study. Total enumeration was used to capture the entire seventy-five (75) librarians in selected university libraries in Ogun State. A questionnaire tagged "Self Concept and Service Delivery" was adapted from literature. A total of 75 copies of questionnaire was administered, while 68(90.7%) was returned for data analysis. Data collected was analysed using simple percentages and frequency counts, mean and standard deviation for research questions and pearson correlation and multiple regression for hypothesis. Results showed that librarians highly delivered services in selected academic libraries in Ogun State ( $\bar{x} = 3.31$ ). The level of librarian self-concept among librarians in selected academic libraries in Ogun State was moderate ( $\bar{x} = 3.29$ ). There was a significant relationship between self-concept and services delivered by librarians in selected academic libraries in Ogun State ( $p = 0.358 > 0.05$ ). The study concluded that by focusing on developing librarians' self-concept through professional growth and support, academic libraries can not only maintain high service standards but also empower librarians to reach their full potential in their roles. The study recommended that library managements should initiate capacity-building programme that focus on personal and professional development. Workshops, mentorship programme, and opportunities for librarians to take leadership roles can boost their self-confidence and professional identity.

**KEYWORDS:** Academic libraries, information, librarians self -concept, service delivery.

### 1. INTRODUCTION

Academic libraries are essential components of higher education institutions, supporting the curriculum and research of faculty and students. Academic libraries acquire, process, organize basic information sources, and disseminate vital information to students, faculties, and research scholars for the growth of higher education. Academic libraries are the nerve center around which scholarship revolves, and they play a unique role as an educational force in the university community. Academic libraries are the heart of a university, and without a functional library, their designated status as a higher institution of learning cannot be accorded (Awodoyin, Osisanwo, Adetoro & Adeyemo, 2016). To perform its functions effectively, academic libraries must include information and communication technologies, automation, networking, internet, administration, cataloguing, acquisition, abstracting, indexing, publishing, marketing of products and services, seminars, workshops, polices, interlibrary loan, staffing, knowledge management, and database management.

The academic library achieves this goal by collecting, storing, organizing, preserving, and disseminating information to its parent organization and the community. It is referred to as a growing organism, as it continually gathers current information for its users, primarily students, staff, and external users. Library service delivery is the process of providing library resources and services to patrons in a timely, efficient, and effective manner. Library service delivery methods have evolved over the years to reflect advances in technology, changes in user needs, and the availability of resources. Librarians play a major role in delivery of library services, not only in how they are provided but also in how they are perceived by library users. Studies have demonstrated that library users and how they perceive and use library services are directly connected to how the staff handles the users. Therefore, librarians' belief in or ability to deliver library services is critical to the success of any university library.

Various library services/facilities as identified by Umaru Musa Yaradua University library (2019) include circulation, reference services, online reservation of books, current awareness services, recommendation of library materials, library loan services, photocopying, printing, orientation and information sessions, selective dissemination of information, audio-visual services, and multimedia sections. Library service delivery by librarians is a crucial aspect of library operations that determines the quality of services offered. Librarians and

services in libraries are an essential part of the academic and research community. Different libraries offer various services to their users, including circulation, reference services, online reservation of books, current awareness services, and current awareness services (CAS).

Anecdotal evidences also showed that despite the critical role academic libraries play in supporting research, teaching, and learning, many librarians struggle with inadequate staffing, insufficient training, and outdated technology. These issues hinder their ability to meet the evolving needs of students and faculty, particularly with the increasing demand for digital resources and interactive services. Furthermore, budget constraints, poor infrastructure, and limited access to professional development opportunities exacerbate these challenges. As a result, academic libraries may not fully optimize their potential to enhance academic success and research outcomes.

Self-concept is the mental image individuals have of themselves, which significantly influences their identity, self-worth, body image, and societal function. As identified by Yahaya (2009), self-concept consists of four components: physical, academic, social, and interpersonal. Physical self-concept relates to an individual's view of physical abilities, health, appearance, and sexuality. Academic self-concept relates to academic performance, social self-concept relates to how people relate to others, and interpersonal self-concept reflects reactions to supernatural occurrences. Experts agree that the strengths and weaknesses of individuals in any sphere of life are influenced by their self-concept and relationships with others. A positive self-concept can lead to a realistic view of oneself, enhancing problem-solving, focus, and satisfaction. Conversely, a negative self-concept can hinder personal development and fulfillment.

Self-concept is crucial for librarians in academic libraries, as they provide services to diverse individuals from various backgrounds, cultures, and emotions. Strategies to enhance self-concept include offering continuing education classes, implementing social media plans and policies, creating learning spaces, and using automated self-service systems. Therefore, it is in view of this that this study investigated the effect of self-concept on service delivery of librarians in selected academic libraries in Ogun State.

### **1.1 Statement of the Problem**

The quality of service delivery in academic libraries is crucial for supporting research and educational goals. However, concerns have been raised about the sub-optimal service delivery of librarians in Nigeria, particularly in Ogun State. The librarian's self-concept, which refers to their perception of their abilities, roles, and value within the academic community, affects their motivation, confidence, and attitude towards their work. Many librarians in academic libraries in developing countries like Kenya, and South Africa seem to experience a diminished sense of professional identity and self-worth, leading to reduced enthusiasm and a lack of proactive engagement. This low morale could result in inefficient information dissemination, poor customer relations, and a reluctance to adopt new technologies or innovative library management approaches. Limited opportunities for professional development and career advancement further compound the issue. Without the necessary training and recognition, librarians may struggle to keep up with the evolving demands of modern academic libraries, such as the integration of digital resources and tailored research assistance. Addressing this issue requires improving working conditions and recognition, as well as targeted interventions aimed at enhancing librarians' self-concept and professional identity.

### **1.2 Research Questions**

The following research questions guide the study;

1. What is the level of service delivery of librarians in selected academic libraries in Ogun State?
2. What is the level of librarian's self-concept in selected academic libraries in Ogun State?

### 1.3 Research hypothesis

The following hypothesis was formulated for the study:

**H0<sub>1</sub>:** There is no significant relationship between librarian's self-concept and the level of service delivered by librarians in selected academic libraries in Ogun State.

## 2. REVIEW OF RELATED LITERATURE

### 2.1 Service Delivery by Library Personnel in Academic Libraries

According to Martins and Ledimo (2015), service delivery refers to the timely and fair delivery of information to users in a university library, focusing on the intellectual life of the university community for research, teaching, and community service. As posited by Olanlokun (2013), service delivery in university libraries includes user education, inter-library loan, abstracting, cataloguing, reprographic, bibliographic, circulation, reference, and information services. Librarians should provide timely information and explain services to patrons. Library objectives are achieved through various service delivery methods, including university and branch libraries, current awareness services, electronic document delivery, online public access catalogue, and library literacy programme (Akintola, 2021). Library services in Nigeria began with the establishment of the University of Ibadan in 1948, where the library played a crucial role in providing teaching, learning, and research materials, serving as a pillar for educational development in Nigeria.

Library and information service delivery are essential processes and activities that libraries deploy to deliver information services and resources to users, enhancing their activities and productivity. These services are divided into technical services and readers/user services, with technical services focusing on the acquisition, processing, and cataloging of library material resources, and user services on loan service delivery, Selective Dissemination of Information delivery, and Current Awareness Service delivery. Library and information service delivery are a set of mechanisms that interact with each other as elements of a collective system of knowledge and information dissemination and use. The study conceptualizes library and information services as Current Awareness Services (CAS), Inter-Library Loan Services (ILLS), Reference Services (RS), Selective Dissemination of Information (SDI), Internet Services (IS), and Circulation Services (CS). Libraries have experienced tremendous changes in recent years, with the adoption of ICT in various aspects of life, such as video conferencing, distance learning, access to online resources, and the creation of online communities. Emezie and Nwaohiri (2013) highlighted the challenges faced by libraries and librarians in Nigeria due to lack of competency, a dislike for innovation, and a lack of fundamental abilities in using information technology. This results in a reduction in the amount of information provided and public perception of libraries, and dissatisfaction among ICT-savvy library users who expect more from librarians. The growing importance of information innovation is a significant issue that needs to be addressed.

### 2.2 Self-concept and its Relevance

Self-concept is a person's attitude, feelings, and psychological processes influencing behaviour and adjustment. It is crucial for understanding and predicting human behaviour and may be a part of personality. It encompasses learned beliefs, attitudes, and opinions about one's personal existence (Saikia, 2020). Self-concept is a significant issue for young people, encompassing attitude, feelings, and behaviour control. It consists of three components: perceptual, conceptual, and attitudinal. Perceptual refers to the person's physical appearance, conceptual to their unique characteristics, and attitudinal to their emotions, attitudes, and self-esteem. The psychological self-concept includes qualities like honesty, self-confidence, independence, and courage.

The self-concept is a complex concept that involves three interconnected terms: the self, the self-concept, and identities (Oyserman *et al.* 2012). The self refers to an individual's mental capacity to think of themselves as a thinking actor, while the self-concept is constructed by aspects that shape and define who they are, were, and will become. The self-concept is made up of multiple contextualized identities, each influencing the overall self-concept and shaping people's expectations and perceptions of the environment. These identities help navigate settings and provide meaning, focusing attention on the given context (Gecas, 2012). Identities are dynamic,

temporally bound, and coherent, with central identities being more directive and regulatory (Oyserman et al. 2012). They differ in relevance to each person, and their salience reflects their activation in specific contexts.

Murdock and Stephens (2006) found that mastery is influenced by internal motivation, self-involvement, and understanding, leading to higher mastery levels. Morality and responsibility are complex factors, influenced by both internal and external factors. Strong moral codes in universities can increase responsibility and engagement, while lack or perceived integrity can lower compliance. Clarke (2006) suggested that self-concept as a student's self-identity and self-perception. It influences their self-perception and self-esteem. Low self-concept develops due to life experiences, lessons learned, and social interactions.

Positive experiences like family acceptance can form a solid foundation, while negative experiences like lack of praise and bullying can contribute to negative beliefs. An inner critic may use words to reinforce negative thoughts, causing distress and judgement. Having a supportive peer group can also enhance self-concept. However, Shubhangi and Kambe (2009) suggested recognising and challenging inner critics to balance self-worth. Negative self-opinions can impact other people's lives and wellbeing, as they can be judged as fact. Low self-concept can indicate low self-concept, which is crucial for knowing one's capabilities before embarking on any life venture.

### 2.3 Librarian's Self-concept and Service Delivery in Academic Libraries

In contemporary human psychology, Combs (1981) and Mohammad, Nazariah, Samsiah, Syed, and Aslina (2011) highlighted the significance of self-concept. They contend that one's self-concept is shaped by one's everyday actions, which enables educators, mentors, librarians, and peers to more fully comprehend and forecast success and failure in light of psychological variables. Bell and Brooks (2019) concluded that the librarian's self-concept can be influenced by ongoing professional development and training. The workplace environment in academic libraries also plays a role in shaping librarians' self-concept. A recent study by Oduwole and Akussah (2020) expressed how a supportive workplace culture that values librarians' contributions can contribute to a positive self-concept. In addition, Lopez-Hermoso and Santos-Pastor (2019) suggested that understanding the relationship between self-concept and service delivery can inform professional development strategies and workplace policies. Librarians and library administrators may consider interventions to boost librarians' self-concept to enhance service quality.

## 3. METHODOLOGY

The descriptive research design of the correlational type was adopted for the study. The study covered all librarians in selected academic libraries in Ogun State, Nigeria. The selected academic libraries and population of librarians is represented in Table 1 below.

Table 1: Distribution of the Population of the Study

Academic Libraries	Number of librarians
Federal University of Agriculture, Abeokuta, Ogun State	22
Olabisi Onabanjo University, Ago Iwoye, Ogun State	14
Tai Solarin University of Education, Ijagun Ogun State	8
Federal Polytechnic, Ilaro	8
Moshood Abiola Polytechnic	8
Federal College Of Education, Osiele	10
Tai Solarin College of Education, Ijagun Ogun State	5
<b>Total</b>	<b>75</b>

A questionnaire was used as the instrument in gathering data from the respondents. "The Self-Concept Scale" and "Service Delivery Scale" were adapted from literature. The questionnaire was administered to the librarians in the selected academic libraries. The data collection result showed that questionnaire administered was retrieved from 64 librarians from a sample size of 75. This represents a Data gathered were analysed with SPSS using descriptive statistics such as frequency counts, percentages, mean and standard deviation while pearson correlation was used to analyse the hypotheses.

**4. RESULTS**

**Research Question One:** What is the level of services delivery by librarians in selected academic libraries in Ogun State?

Table 2: Services delivered by librarians

S/N	Information services delivery	VHD	HD	RD	ND	Mean $\bar{x}$	SD
1	User education	55(80.9%)	7(10.3%)	6(8.8%)	-	3.72	0.62
2	Current awareness services	44(64.7%)	21(30.9%)	3(4.4%)	-	3.60	0.58
3	Web/OPAC	49(72.1%)	10(14.7%)	9(13.2%)	-	3.59	0.72
4	Reprographic services	49(72.1%)	9(13.2%)	10(14.7%)	-	3.57	0.74
5	Internet services	43(63.2%)	18(26.5%)	6(8.8%)	1(1.5%)	3.51	0.72
6	Referral services	37(54.4%)	23(33.8%)	8(11.8%)	-	3.43	0.70
7	Multimedia service	45(66.2%)	9(13.2%)	10(14.7%)	4(5.9%)	3.40	0.95
8	Circulation of new arrivals list	34(50.0%)	24(35.3%)	9(13.2%)	1(1.5%)	3.34	0.77
9	Electronic document delivery	32(47.1%)	26(38.2%)	10(14.7%)	-	3.32	0.72
10	Digitization of local resources services	41(60.3%)	10(14.7%)	14(20.6%)	3(4.4%)	3.31	0.95
11	Consortia collaboration services	31(45.6%)	28(41.2%)	8(11.8%)	1(1.5%)	3.31	0.74
12	Inter library loan services	30(44.1%)	25(36.8%)	13(19.1%)	-	3.25	0.76
13	Online reference services	28(41.2%)	25(36.8%)	15(22.1%)	-	3.19	0.78
14	Translation services	28(41.2%)	28(41.2%)	8(11.8%)	4(5.9%)	3.18	0.86
15	Indexing and abstracting services	32(47.1%)	18(26.5%)	15(22.1%)	3(4.4%)	3.16	0.92
16	CD/DVD based service	34(50.0%)	16(23.5%)	12(17.6%)	6(8.8%)	3.15	1.01
17	Loans services	26(38.2%)	21(30.9%)	21(30.9%)	-	3.07	0.83
18	Information provision on Library website	26(38.2%)	24(35.3%)	14(20.6%)	4(5.9%)	3.06	0.91
19	Reference services	24(35.3%)	26(38.2%)	13(19.1%)	5(7.4%)	3.01	0.92
20	SDI services	22(32.4%)	28(41.2%)	13(19.1%)	5(7.4%)	2.99	0.91
<b>Average mean</b>						<b>3.31</b>	<b>0.81</b>

**Grand mean  $\bar{x}$  = 66.16**

**VHD = Very Highly Delivered, HD = Highly Delivered, RD = Rarely Delivered and ND = Not Delivered.**

Table 2 presented results for the service delivery by librarians in selected academic libraries in Ogun State. It was revealed that the following services were highly delivered: user education ( $\bar{x}$  = 3.72; Std Dev. = 0.62); Current awareness services ( $\bar{x}$  = 3.60; Std Dev. = 0.58); Web/OPAC ( $\bar{x}$  = 3.59; Std Dev. = 0.72). Also, the services that were reported to be rarely delivered by most of the librarians include SDI services ( $\bar{x}$  = 2.99; Std Dev. = 0.91).

Table 3: Test norm table of service delivery of librarians in academic libraries in South-West, Nigeria

Interval	Overall mean score	Remark
1 – 26.6		Low level
26.7 – 53.3		Average level
53.4 – 80	66.16	High level

In order to establish the level of service delivered by librarians in academic libraries in South-West, Nigeria a test of norm was conducted, results showed that scale between 1-26.6 is low level of service delivered; 26.7 - 53.3 indicates moderate level of service delivered, while 53.4 – 80 indicates high level of service delivered by librarians in academic libraries in Ogun State, Nigeria. The overall mean of service delivered by librarians in academic libraries in Ogun State, Nigeria is “66.16”. It can therefore be concluded that the level of service delivered by librarians in academic libraries in Ogun State, Nigeria is high.

**Research Question two:** What is the level of self-concept among librarians in selected academic libraries in Ogun State?

Table 4: Level of self-concept among librarians in academic libraries in Ogun State.

No	Items	VHL	HL	LL	VLL	$\bar{x}$	SD
1	I am total dependable	41(60.3%)	24(35.3%)	3(4.4%)		3.56	0.58
2	I am not concern about what other people thin	40(58.8%)	24(35.3%)	4(5.9%)		3.53	0.61
3	I am used to taking rational decision	38(55.9%)	26(38.2%)	4(5.9%)		3.50	0.61
4	I am always happy with my outcome	37(54.4%)	26(38.2%)	5(7.4%)		3.47	0.63
5	I can face any difficulties in life	39(57.4%)	22(32.4%)	6(8.8%)	1(1.5%)	3.46	0.72
6	I feel proud because of my status in my work place	35(51.5%)	27(39.7%)	6(8.8%)		3.43	0.65
7	I am often feeling withdrawn to myself	37(54.4%)	21(30.9%)	9(13.2%)	1(1.5%)	3.38	0.77
8	If I can't do a job the first time, I am always discouraged	37(54.4%)	20(29.4%)	9(13.2%)	2(2.9%)	3.35	0.82
9	I think I am as good as other librarians	27(39.7%)	28(41.2%)	12(17.6%)	1(1.5%)	3.19	0.78
10	I constantly feel insecure	27(39.7%)	28(41.2%)	12(17.6%)	1(1.5%)	3.19	0.78
11	I take a positive attitude toward myself	24(35.3%)	31(45.6%)	12(17.6%)	1(1.5%)	3.15	0.76
12	I feel that I have a number of good qualities which help me to be a good researcher	27(39.7%)	25(36.8%)	15(22.1%)	1(1.5%)	3.15	0.82
13	I trust my ability to do things	29(42.6%)	22(32.4%)	15(22.1%)	2(2.9%)	3.15	0.87
14	I often experience a feeling of worthlessness and helplessness in life	24(35.3%)	31(45.6%)	12(17.6%)	1(1.5%)	3.15	0.76
15	I always express my feeling freely	29(42.6%)	19(27.9%)	19(27.9%)	1(1.5%)	3.12	0.87
16	My life add great value for me	26(38.2%)	26(38.2%)	14(20.6%)	2(2.9%)	3.12	0.84
17	I have warm social attraction for others	28(41.2%)	21(30.9%)	16(23.5%)	3(4.4%)	3.01	0.91
<b>Average mean</b>						<b>3.29</b>	<b>0.75</b>

**H=High, M=Moderate, L=Low, VL= Very low.**

**Degree \*\*\*Decision Rule if mean is  $\leq 2.99$  = Low; 3.00 to 3.99 = Moderate; 4.00 to 4.99 = High;**

Table 4 shows that the level of self-concept among librarians in selected academic libraries in Ogun State was moderate ( $\bar{x} = 3.29$ ). All seventeen indicators of level of self-concept showed moderate mean scores. The highest being ( $\bar{x} = 3.56$ ) and lowest being ( $\bar{x} = 3.01$ ). This implies that the level of self-concept among librarians in selected academic libraries in Ogun State was moderate.

**Testing of Hypotheses**

**Hypothesis One:** There is no significant relationship between self-concept and services delivered by librarians in selected academic libraries in Ogun State.

Table 5: Self-concept and services delivered by librarians

Variables	N	Mean	St.Dev	Df	R	P	Sig
Self-concept	68	53.01	6.27				
Service delivery	68	63.30	5.87	67	.358	.003	S

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 5 showed the relationship between self-concept and services delivered by librarians in selected academic libraries in Ogun State. The table showed that self-concept ( $r = .358$ ;  $p > .000$ ;  $N = 68$ ) have a linear significant relationship with services delivered by librarians in selected academic libraries in Ogun State.. This implies that an increase in self-concept will result in an increase in services delivered by librarians in selected academic libraries in Ogun State. Thus, the null hypothesis stating that there is no significant relationship between self-concept and services delivered by librarians in selected academic libraries in Ogun State is hereby rejected.

## 5. DISCUSSION OF FINDINGS

The finding from research question 1 shows that the level of services delivered by librarians in selected academic libraries in Ogun State is high. This implies that the quality of services delivered by librarians in academic libraries is a critical factor in supporting the educational and research endeavors of institutions. The finding is in line with the finding of Herson and Altman (2010) who emphasised the shift toward user-centric library services. Libraries are increasingly tailoring services to meet the evolving needs and expectations of library users, creating a positive impact on user satisfaction. The integration of modern technologies has revolutionized library services. Recent studies highlight the role of technology in enhancing access to resources, facilitating remote access, and improving the user experience (Baldwin & Jantz, 2019). Librarians play a vital role in providing information literacy instruction. Recent research underscores the importance of librarians in helping users develop critical information literacy skills necessary for academic success (Pinto & Fernández-Molina, 2020). Recent library trends include the creation of collaborative learning spaces that foster creativity, group work, and knowledge sharing. These spaces contribute to a positive perception of library services (Shill & Tonner, 2003). The quality of services delivered by librarians has a direct impact on user satisfaction. Recent studies demonstrate a strong correlation between service quality and user satisfaction in academic library settings (Herson et al., 1999). The impact of high-quality library services on user satisfaction and academic success is well-documented in recent research. As libraries continue to evolve, ongoing assessment and improvement of services remain essential to meet the dynamic needs of library users.

The finding from research question 2 shows that the level of self-concept among librarians in selected academic libraries in Ogun State was moderate. This implies that the librarian's self-concept in academic libraries plays a significant role in their professional development and job performance. The finding is in accordance with the finding of Allan et al. (2017) who reported the importance of self-concept, which refers to how librarians perceive themselves in their professional roles. A positive self-concept can lead to higher job satisfaction and better performance. Recent studies delve into the factors that influence the librarian's self-concept. These factors may include educational background, professional experience, job responsibilities, and workplace culture (Lopez-Hermoso & Santos-Pastor, 2019). The librarian's self-concept has a direct impact on their job performance. Recent research suggests that librarians with a positive self-concept are more likely to be proactive, engaged, and effective in their roles (Eldredge et al., 2017). A moderate level of self-concept among librarians may have implications for their career development. Recent literature discusses the importance of self-assessment and self-confidence in pursuing career advancement opportunities (Yan et al., 2018). Librarians are encouraged to engage in self-assessment, seek professional development opportunities, and cultivate a positive self-concept to excel in their roles and contribute effectively to academic libraries.

The finding of the research hypothesis shows that there is a relationship between self-concept and services delivered by librarians in selected academic libraries in Ogun State. This implies that the librarian's self-concept in academic libraries can influence the quality of services they deliver. The finding is in line with the finding of Bell and Brooks (2019) who concluded that the librarian's self-concept can be influenced by ongoing professional development and training. The workplace environment in academic libraries also plays a role in shaping librarians' self-concept. Recent literature discusses how a supportive workplace culture that values librarians' contributions can contribute to a positive self-concept (Oduwale & Akussah, 2020). Recent research suggests that understanding the relationship between self-concept and service delivery can inform professional development strategies and workplace policies. Librarians and library administrators may consider interventions to boost librarians' self-concept to enhance service quality (Lopez-Hermoso & Santos-Pastor, 2019).

Recognizing this relationship, librarians and library administrators can explore strategies to foster a positive self-concept among library professionals, ultimately enhancing the quality of library services.

## 6. CONCLUSION

The study revealed significant insights into the performance and self-perception of librarians in selected academic libraries in Ogun State. It was found that the services delivered by these librarians were of a high level indicating a strong commitment to meeting the needs of library users and maintaining efficient library operations. However, the study also highlighted that the level of self-concept among the librarians was moderate, suggesting that while they perform well, there is room for improvement in their confidence and perception of their professional roles. Importantly, the study established a relationship between self-concept and service delivery, indicating that librarians with a stronger self-concept are likely to deliver higher-quality services. This connection underscores the importance of enhancing librarians' self-perception to ensure sustained excellence in library services. This study therefore emphasises that by focusing on developing librarians' self-concept through professional growth and support, academic libraries can not only maintain high service standards but also empower librarians to reach their full potential in their roles.

## 7. RECOMMENDATIONS

1. Libraries should implement a system of continuous professional development to sustain and potentially improve service quality, ensuring that librarians remain at the forefront of innovation and user needs.
2. Library managements should initiate capacity-building programme that focus on personal and professional development. Workshops, mentorship programme, and opportunities for librarians to take leadership roles can boost their self-confidence and professional identity.

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