Assessment of Libraries' Organisational Structure and Information Service Delivery in Universities in South-West, Nigeria

By

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ABSTRACT

The study appraised academic libraries' organisational structure on information service delivery in four selected universities in south-west, Nigeria. The pyramidal structure of academic libraries in Nigeria with its attendance implications which included slow and bureaucratic process in decision making which impede prompt implementation of novel ideas served as impetus for this study. The study examined four research questions. The descriptive survey design was adopted and the study population comprised librarians and users (students) of academic libraries in four universities in south-west, Nigeria. A total of five hundred respondents were sampled using proportionate and simple random sampling techniques, while the instruments of data collection were two self-developed structured questionnaire; validated at 7.01 and 8.06 Crombach Alpha. The data generated were analysed using descriptive statistical method of frequency distribution and simple percentages. Findings revealed that pyramidal structure, centrality of authority, the need to secure approval from multiple unit heads, the presence of multi-level managers through whom communication flow downward, formalised rules and regulations, slow down information service response time, hinder prompt decision making, creates rigidity towards positive change in information service delivery, hence, hinder innovation and creativity in information service delivery as well as obstruct smooth information service delivery to users. Based on the findings, conclusions were drawn and recommendations were made in line with the fact that, barriers instituted by bureaucracy be relaxed for effective communication of laudable innovative ideas as well as allow for team based informal structure within the formal hierarchical structure with a focus on users' satisfaction.

Introduction

Development in every sphere of human endeavour is growing astronomically owing to frantic and conscious development of the human minds. This frantic and conscious development of skilled human capacity is engineered in the factories of tertiary institutions of which university is prime. University, it type notwithstanding, is vested with the primary responsibility to output highly skilled personnel to braze challenges in sectors of a nation's economy as well as on the international scene thereby creating a better world for all to live in, while expanding the frontier of knowledge through rigorous and ground breaking research efforts. This position is supported by Oyediran (1993) cited in Akobundu (2007) who ascertain that universities are important agents for national development, producing human resources needed for social, economic, and political progress. The author stressed further that universities render essential community service and serve as centres for moral, social and intellectual rejuvenation.

In the bid for universities to achieve this herculean task, academic libraries stand at the centre holding up the biblical 'prophet's hands' as recorded in the Holy Bible. Certainly, for universities to produce highly skilled human resource, the collective memory of humans or the society (past and present) coded and stored in information sources in different format such as textbooks, journals, Compact Disk, among other media must be collected, secured, organised for ease of access and made available to users by a well-coordinated and organised unit –the library-. Singh and Kaur (2009) cited in Abubakar (2011) stress that preservation and access to knowledge and information is the main mandate of academic libraries alongside supporting the mission of their parent institutions which is teaching and research. The author stated further that "*academic libraries are at the forefront of providing information services to their respective communities which comprises of students, lecturers, and researchers in order to support their teaching, learning and research needs. Scholars have emphasised on the crucial role of academic libraries in research and scholarship in institutions of higher learning. Many a-times academic libraries are referred to as the heart or nerve centres of institutions of higher learning where all academic activities revolved*" This implies that

except the centre (the library) holds no significant accomplishment or development can be achieved both in the University and the society at large. Swank (1971) cited in Nwalo (2012) puts it thus "no society can advance beyond a certain point without an effective access to its collective memory of record, or conversely, an advanced society that losses control of the record will regress".

Academic library therefore, being central to the success or otherwise of the primary responsibility of university, needs a well-established, functional, and change adaptable organisational structure to define and aid brilliant information service delivery. Organisational structure brings together the people who must collaborate in order to efficiently produce the desired outputs. The structure may do this in a way that is highly centralized (that is, with authority concentrated in a few people at the top of the organization) or decentralized (with authority spread among many people). However, typical organisational structures of academic libraries in public and private universities the world over, are rigid bureaucratic structures (that is highly centralized) which war against prompt injection, adaption or adoption of novel ideas that can bring about improve and positive change in information service delivery. Lyndon (2007) states that the bureaucratic structures [of academic libraries] thrive on standardization and lead inevitably to a concentration on detail, on working to set procedures and following a system. This implies that while they (the bureaucratic organisational structures) can certainly exert a positive influence [on information service delivery] they tend to suffer from a number of weaknesses [which impact the information service delivery negatively]. The author submitted that the [services rendered] within a bureaucratic structure will …[be] controlled by formal authority, with formal communication taking precedence [thereby slow down decision-making, as protocols must be observed]; [advocate] specialization; [be under] close supervision; [show] strategy formulated by management, with no real input from other parts of the organisation; and implemented by others outside the management loop [this hinders creativity across rank and file]; [demonstrate] clear and logical organisation of work, with minimum deviation [this also encourages following lay down work pattern, hence, threaten creativity].

The author stressed further that the system will work well if the [service] is … manageable and finite. However, if it is more expansive, the structure will have a less positive affect,

hampering the exchange of ideas, the application of expertise from across the organisation and the emergence of a strong learning element in the process.

Considering the centrality of academic library to the achievement of the university mission and vision therefore, the assessment of this critical factor (that is, organisational structure) which determines the quality of information service to be delivered to the clienteles, deserve thorough perusal, owing to the fact that the future of the nation and indeed the entire world lies in the hands of the graduates so produced by these tertiary institutions.

The aforementioned is corroborated in Lyndon (2007) who posited that the people are the most powerful resource in the knowledge economy, hence; the need to create an organisational structure which actually shifts the balance from control and uniformity to flexibility, creativity and originality. The author stressed further that libraries provide services in an uncertain environment alongside more and more competition from other providers of information; a situation that makes, innovation and change unavoidable, hence the services are best managed through the proper utilisation of the intangible assets in the organisation- that is, intelligence, skills, knowledge and experience- carried around in the heads of the staff.

Methodology

Research design, study population and sampling procedures

The descriptive survey design was adopted in this study. The target population were Librarians and students in the four selected universities: University of Lagos, University of Ibadan, Lead City University and Ajayi Crowther University. The overall study population was 47,707. 47,627 were students and 80 were Librarians. A total of five hundred (500) respondents were sampled. Proportionate sampling technique was adopted to determine the appropriate number of students sampled in each of the universities, hence, the following formula:

$Q = a/b * U$

Where a = determined sample size

    b = grand total

    U = population of each group in each selected universities

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Likewise, total enumeration sampling technique was adopted for Librarians' population due to the small size of the population.

Table 1A: Users' sample size

Institution	population	Sample
University of Lagos (UniLag)	23,534	207
University of Ibadan (UI)	20,767	183
Lead City University (LCU)	1,166	10
Ajayi Crowther University (ACU)	2,160	20
Total	**47,627**	**420**

Table 1B: Librarian sampled size

Institution	population	Sample
University of Lagos (UniLag)	35	35
University of Ibadan (UI)	32	32
Lead City University (LCU)	7	7
Ajayi Crowther University (ACU)	6	6
Total	**80**	**80**

Results

Table 1 Respondents Demography

Universities	Questionnaire (Librarians)				Questionnaire (Users)			
	Administered		Return Rate		Administered		Return Rate	
	N	%	N	%	N	%	N	%
University of Ibadan	32	40	28	35	183	43.57	179	42.62
University of Lagos	35	43.75	17	21.25	207	49.29	137	32.62
Ajayi Crowther University	6	7.5	6	7.5	20	4.76	20	4.76
Leadcity University	7	8.75	5	6.25	10	2.38	9	2.14
Total	**80**	**100**	**56**	**70**	**420**	**100**	**345**	**82.14**

According to table 1 above, a total of five hundred (500) copies of the questionnaires were administered, eighty (80) copies to the Librarians and four hundred and twenty (420) copies to users in the four selected universities. However, an aggregate of four hundred and one (401) copies representing 80.2% of the five hundred copies of the questionnaires

administered were filled, returned, certified usable and used for data analysis. Of the four hundred and one (401) copies, 56 (representing 70%) of the total number of copies of questionnaire administered to Librarians and 345 (representing 82.14%) of the total number of copies of the questionnaire administered to users were found suitable for analysis.

Table 2 Demographic Distribution of Respondents (Librarians)

Variables	Universities										
	University of Ibadan		University of Lagos		Ajayi Crowther University		Leadcity University		Total	%
	N	%	N	%	N	%	N	%		
Gender										
Not indicated	0	-	0	-	0	-	1	20	1	1.8
Male	10	35.7	9	52.9	4	66.7	1	20	24	42.8
Female	18	64.3	8	47.1	2	33.3	3	60	31	55.4
Age										
Not indicated	0	-	1	5.9	0	-	0	-	1	1.8
21 – 25	0	-	0	-	0	-	0	-	0	-
26 – 30	1	3.6	1	5.9	0	-	1	20	3	5.4
31 – 35	7	25	3	17.6	2	33.3	0	-	12	21.4
36 – 40	2	7.1	7	41.2	1	16.7	1	20	11	19.6
41 – 45	8	28.6	3	17.6	0	-	1	20	12	21.4
46 – 50	7	25	2	11.8	0	-	2	40	11	19.6
51 – above	3	10.7	0	-	3	50	0	-	6	10.8
Designation										
Not indicated	2	7.1	9	52.9	1	16.67	0	-	12	21.4
University Librarian	0	-	0	-	1	16.67	0	-	1	1.9
Principal Librarian	4	14.3	0	-	0	-	0	-	4	7.1
Senior Librarian	5	17.9	1	5.9	0	-	2	40	8	14.3
Librarian I	2	7.1	0	-	2	33.33	0	-	4	7.1
Librarian II	14	50	1	5.9	2	33.33	2	40	19	33.9
Assistant Librarian	1	3.6	6	35.3	0	-	1	20	8	14.3
Highest Academic Qualification										
PhD	3	10.7	1	5.8	0	-	0	-	4	7.1
MPhil	1	3.6	0	-	0	-	0	-	1	1.8
Master	24	85.7	8	47.1	6	100	5	100	43	76.8
First Degree	0	-	8	47.1	0	-	0	-	8	14.3
Years in Service										
Not indicated	1	3.6	0	-	0	-	0	-	1	1.8
1 – 5	6	21.4	4	23.5	2	33.3	2	40	14	25
6 – 10	7	25	10	58.8	1	16.7	2	40	20	35.7
11 – 15	6	21.4	3	17.7	0	-	1	20	10	17.8
16 – 20	5	17.9	0	-	0	-	0	-	5	8.9
21 – 25	2	7.1	0	-	0	-	0	-	2	3.6
26 – 30	1	3.6	0	-	2	33.3	0	-	3	5.4
31 – 35	0	-	0	-	0	-	0	-	0	-
36 – 40	0	-	0	-	1	16.7	0	-	1	1.8
Departments/ Sections										
Acquisition	0	-	3	17.6	1	16.7	0	-	4	7.1
Collection Development	1	3.6	0	-	0	-	0	-	1	1.8
Cat and Class	6	21.4	5	29.4	2	33.2	5	100	18	32.1
Circulation	3	10.7	1	5.9	1	16.7	0	-	5	8.9
Faculty Library	11	39.3	2	11.8	0	-	0	-	13	23.2

Gifts and Exchange	0	-	1	5.9	1	16.7	0	-	2	3.6
Reference	3	10.7	1	5.9	0	-	0	-	4	7.1
Serial	0	-	4	23.5	1	16.7	0	-	5	8.9
System units	4	14.3	0	-	0	-	0	-	4	7.1

Table 2 shows that on the aggregate, 24 (42.8%) of the respondents were males, 31 (55.4%) females, while 1 (1.8%) did not indicate his or her gender status. However, in the University of Ibadan, 10 (35.7%) of the respondents were male, with 18 (64.3%) female. University of Lagos also had (52.9%) male and 8 (47.1%) female; Ajayi Crowther recorded 4 (66.7%) male respondents and 2 (33.7%) female while Leadcity University's respondents included 60% female, 20% male and 20% unidentified.

The table also revealed that majority of the respondents were between age groups 31-35 years and 41-45 years, and this constituted 21.4% respectively. Next to these in ranking are age groups 36-40 years (19.6%) and 46 – 50 years (19.6%) followed by 51years and above (10.8%) and 5.4% for age group 26 – 30 years.

On the aggregate, the bulk of the respondents were Librarian II (33.9%) followed by senior Librarians (14.3%) and Assistant Librarians (14.3%). 7.1% of the respondents were principal Librarians and Librarian I respectively, while 1.9% University Librarian. However, of note in each university is the dominant or modal designation, and this designation was Librarian II. In the University of Ibadan it constituted 50%, Leadcity University 33.9%, Ajayi Crowther University 33.3%, which also had a tie with Librarian I (33.3%) in the same University. University of Lagos had Assistant Librarian (35.3%) as the dominant designation, though 52.9% did not indicate their designation.

The highest educational attainment of the respondents revealed that majority (76.8%) across board had Masters Degree, next to this was first degree holders (7.4%), and followed by those with PhD (7.1%) and MPhil (1.8%). However, in Leadcity and Ajayi Crowther Universities, 100% of the respondents had Masters Degree respectively. In the University of Ibadan 85.7% had Masters Degree and 10.7% had PhD while in the University of Lagos 47.1% had Master Degree, 47.1% had first degree while 5.8% had PhD.

As touching the number of years in service, 35.7% indicated that they had worked for 6 -10 years, 25% for 1-5 years, 17.8% for 11 – 15 years, 8.9% for 16 – 20 years, 5.4% for 26

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– 30 years, 3.6% for 21 – 25 years, 1.8% for 36 – 40 years while 1.8% did not indicate the number of years already spent as Librarians.

The table yet revealed that across board cataloguing and classification section had the highest respondents with 32.1%, followed by faculty library with 23.2%, circulation and serial 8.9% respectively, acquisition, reference and systems units 7.1% respectively, gifts and exchange 3.6% and collection development 1.8%.

Table 3 Demographic Distribution of Respondents (Users)

Variables	Universities								Total	%
	University of Ibadan		University of Lagos		Ajayi Crowther University		Leadcity University			
	N	%	N	%	N	%	N	%		
Gender										
Not indicated	4	2.2	2	1.4	-	-	-	-	6	1.7
Male	79	44.1	73	53.6	18	90	2	22.2	172	49.9
Female	96	53.7	62	45	2	10	7	77.8	167	48.4
Age										
Not indicated	3	1.7	9	6.6	-	-	-	-	12	3.5
16 – 20	53	29.6	41	29.9	9	45	4	44.4	107	31
21 – 25	64	35.8	63	45.9	9	45	4	44.4	140	40.6
26 – 30	34	19	20	14.7	2	10	1	11.1	57	16.5
31 – 35	14	7.8	4	2.9	-	-	-	-	18	5.2
36 – 40	2	1.1	-	-	-	-	-	-	2	0.6
41 – 45	3	1.7	-	-	-	-	-	-	3	0.8
46 – 50	4	2.2	-	-	-	-	-	-	4	1.2
51 – above	2	1.1	-	-	-	-	-	-	2	0.6
Level										
Not indicated	2	1.1	1	0.7	-	-	-	-	3	0.8
100	19	10.6	42	30.8	7	35	1	11.1	69	20
200	47	26.3	20	14.6	3	15	1	11.1	71	20.6
300	31	17.3	32	23.4	4	20	5	55.6	72	20.9
400	42	23.5	38	27.7	6	40	2	22.2	88	25.5
500	10	5.6	1	0.7	-	-	-	-	11	3.2
600	1	0.6	-	-	-	-	-	-	1	0.3
700	25	13.9	1	0.7	-	-	-	-	26	7.5
800	2	1.1	2	1.4	-	-	-	-	3	1.2

In the same vein, table 3 above shows the demographic distribution of the academic libraries users. On the aggregate 49.9% of the respondents were male, 48.4% female while 1.7% did not indicate their gender. In Leadcity University 77.8% were female while 22.2 were male. Ajayi Crowther University had 90% male and 10% female. Likewise, University

of Lagos recorded 53.6% male, 45% female, while University of Ibadan had 53.7% female and 44.1% male.

Majority of the users were in the age group 21 – 25 years with 40.6%, followed by 31% for age group 16 – 20 years. This is followed by 26 – 30 years with 16.5%. The table also shows that 25.5% of the respondents were in 400 level, 20.9% in 300, 20.6% 200, 20% 100.

Research Question One: To what extent do tasks groupings into departments affect information service delivery in the libraries?

Table 4: Tasks groupings for information service delivery.

TASKS GROUPING (TG)	ACU		LCU		UNILAG		UI	
	D %	A %	D %	A %	D %	A %	D %	A %
TG reduces effective info. service delivery	4 66.7	2 33.3	4 80	1 20	5 29.4	12 70.6	19 67.9	9 32.1
Attending to a part and not the whole of a task negatively affects overall information service delivery	5 83.3	1 16.7	4 80	1 20	6 35.3	11 64.7	17 60.7	11 39.3
Departmentalisation slows service delivery	6 100	0 -	4 80	1 20	6 35.3	11 64.7	22 78.6	6 21.4

Key: D = disagree, A = agree

Table 4 revealed that 4 (66.7%) respondents from Ajayi Crowther University (ACU), 4 (80%) respondents from Leadcity University (LCU) 5 (29.4%) respondents from University of Lagos (UNILAG) and 19 (67.9%) respondents from University of Ibadan (UI) disagreed with the opinion that tasks grouping hinder satisfactory information service delivery. Also, 5 (83.3%) respondents from ACU, 4 (80%) respondents from LCU, 6 (35.3%) respondents from UNILAG and 17 (60.7%) respondents from UI disagreed with the fact that attending to a part and not the whole of a task negatively affects overall information service delivery. Likewise, 6 (100%) of the respondents from ACU, 4 (80%) of respondents from LCU, 6 (35.3%) of respondents from UNILAG, and 22 (78.6%) of respondents from UI disagreed that departmentalisation slows down smooth information service delivery.

On the contrary 2 (33.7%) of respondents from ACU, 1 (20%) of respondents from LCU, 12 (70.6%) of respondents from UNILAG, 9 (32.1%) respondents from UI are of the opinion that tasks grouping hinder satisfactory information service delivery. Also, 1 (16.7%) of respondents from ACU, 1 (20%) of respondents from LCU, 11 (64.7%) of respondents from UNILAG, and 11 (39.3%) of respondents from UI agreed that attending to a part and

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not the whole of a task negatively affects overall information service delivery. Likewise, 1 (20%) of respondents from LCU, 11 (64.7%) of respondents from UNILAG, and 6 (21.4%) of respondents from UI agreed that departmentalisation slows down smooth information service delivery.

Research Question Two: What is the effect of bureaucracy on information service delivery in the libraries?

Table 5: Bureaucracy and information service delivery

BUREAUCRATIC STRUCTURE	ACU		LCU		UNILAG		UI		TOTAL	
	D %	A %	D %	A %	D %	A %	D %	A %	D %	A %
Pyramidal structure of the library reduces effective information service delivery	4 66.7	2 33.3	2 40	3 60	3 17.7	14 82.3	19 67.9	9 32.1	28 50	28 50
The need for approval from several unit heads inhibits effective information service delivery	5 83.3	1 16.7	3 60	2 40	3 17.7	14 82.3	16 57.1	12 42.9	27 48.2	29 51.8
Formalised rules and regulations which regulates how a user should be attended to hinder innovativeness and creativity in information service delivery	4 66.7	2 33.3	3 60	2 40	1 5.9	16 94.1	20 71.4	8 28.6	28 50	28 50
Centrality of authority hinders innovation and creativity in service delivery	5 83.3	1 16.7	1 20	4 80	3 17.7	14 82.3	12 42.9	16 57.1	21 35.7	35 64.3
TOTAL (%)									46%	54%

Table 5 revealed that 4 (66.7%) respondents from ACU, 2 (40%) respondents from LCU, 3 (17.7%) respondents from UNILAG and 19 (67.9%) respondents from UI disagreed with the opinion that pyramidal structure of the library reduces effective information service delivery. Also, 5 (83.3%) respondents from ACU, 3 (60%) respondents from LCU, 3 (17.7%) respondents from UNILAG and 16 (57.1%) respondents from UI disagreed with the fact that the need for approval from several unit heads inhibits effective information service delivery. Likewise, 4 (66.7%) of the respondents from ACU, 3 (60%) of respondents from

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LCU, 1 (5.9%) of respondents from UNILAG, and 20 (71.4%) of respondents from UI disagreed that formalised rules and regulations which regulates how a user should be attended to hinder innovativeness and creativity in information service delivery. In the same vein, 5 (83.3%) of the respondents from ACU, 1 (20%) of respondents from LCU, 3 (17.7%) of respondents from UNILAG, and 12 (42.9%) of respondents from UI disagreed that centrality of authority hinders innovation and creativity in service delivery.

Contrariwise, 2 (33.7%) of respondents from ACU, 3 (60%) of respondents from LCU, 14 (82.3%) of respondents from UNILAG, 9 (32.1%) respondents from UI are of the opinion that pyramidal structure of the library reduces effective information service delivery. Also, 1 (16.7%) of respondents from ACU, 2 (40%) of respondents from LCU, 14 (82.3%) of respondents from UNILAG, and 12 (42.9%) of respondents from UI agreed that the need for approval from several unit heads inhibits effective information service delivery. Likewise, 2 (33.3%) of respondents from ACU, 2 (40%) of respondents from LCU, 16 (94.1%) of respondents from UNILAG, and 8 (28.6%) of respondents from UI agreed that formalised rules and regulations which regulates how a user should be attended to hinder innovativeness and creativity in information service delivery. Also, 1 (16.7%) of respondents from ACU, 4 (80%) of respondents from LCU, 14 (82.3%) of respondents from UNILAG, and 16 (57.1%) of respondents from UI agreed that centrality of authority hinders innovation and creativity in service delivery.

Research Question Three: What is the effect of narrow span of control on information service delivery in the libraries?

Table 6: Span of control and information service delivery

Narrow Span of Control	ACU		LCU		UNILAG		UI		TOTAL	
	D %	A %	D %	A %	D %	A %	D %	A %	D %	A %
Present of multiple levels of managers through whom communication flows downward hinder service delivery	5 83.3	1 16.7	3 60	2 40	6 35.3	11 64.7	13 46.4	15 53.6	27 48.2	29 51.8
Glut of unit heads hinders prompt decision making regarding information service delivery	4 66.7	2 33.3	2 40	3 60	3 17.7	14 82.3	14 50	14 50	23 41.1	33 58.9

Glut of unit heads creates rigidity towards positive change in information service delivery	5 83.3	1 16.7	2 40	3 60	1 5.9	16 94.1	18 64.3	10 35.7	26 46.4	30 53.6
Glut of unit heads slows down response time in information service delivery	3 50	3 50	1 20	4 80	1 5.9	16 94.1	18 64.3	10 35.7	23 41.1	33 58.9
TOTAL (%)									44.2	55.8

Table 6 showed that 5 (83.3%) respondents from ACU, 3 (60%) respondents from LCU, 6 (35.3%) respondents from UNILAG and 13 (46.4%) respondents from UI disagreed with the opinion that the present of multiple levels of managers through whom communication flows downward hinder service delivery. Also, 4 (66.7%) respondents from ACU, 2 (40%) respondents from LCU, 3 (17.7%) respondents from UNILAG and 14 (50%) respondents from UI disagreed with the fact that the glut of unit heads hinders prompt decision making regarding information service delivery. Likewise, 5 (83.3%) of the respondents from ACU, 2 (40%) of respondents from LCU, 1 (5.9%) of respondents from UNILAG, and 18 (64.3%) of respondents from UI disagreed that the glut of unit heads creates rigidity towards positive change in information service delivery. In the same vein, 3 (50%) of the respondents from ACU, 1 (20%) of respondents from LCU, 1 (5.9%) of respondents from UNILAG, and 18 (64.3%) of respondents from UI disagreed that the glut of unit heads slows down response time in information service delivery.

On the other hand, 1 (16.7%) of respondents from ACU, 2 (40%) of respondents from LCU, 11 (64.7%) of respondents from UNILAG, 15 (53.6%) respondents from UI are of the opinion that the present of multiple levels of managers through whom communication flows downward hinder service delivery. Also, 2 (33.3%) of respondents from ACU, 3 (60%) of respondents from LCU, 14 (82.3%) of respondents from UNILAG, and 14 (50%) of respondents from UI are of the stand that, the glut of unit heads in their academic libraries hinders prompt decision making regarding information service delivery. Likewise, 1 (16.7%) of respondents from ACU, 3 (60%) of respondents from LCU, 16 (94.1%) of respondents from UNILAG, and 10 (35.7%) of respondents from UI agreed that glut of unit heads creates rigidity towards positive change in information service delivery. Also, 3 (50%) of respondents from ACU, 4 (80%) of respondents from LCU, 16 (94.1%) of respondents from

UNILAG, and 10 (35.7%) of respondents from UI agreed that the glut of unit heads slows down response time in information service delivery.

Research Question Four: To what extent are users satisfied with the academic library's information service delivery?

Table 7: Users' information service delivery satisfaction

Users Satisfaction	ACU		LCU		UNILAG		UI		TOTAL	
	D %	A %	D %	A %	D %	A %	D %	A %	D	A
Library collections for my course of study are up-to-date	6 30	14 70	2 22.2	7 77.8	26 19	111 81	99 55.3	80 44.7	133 38.6	212 61.4
Complete, accurate and timely information services are given to me at the reference desk	6 30	14 70	2 22.2	7 77.8	48 35	89 65	69 38.5	110 61.5	125 36.2	220 63.8
Queries at the reference and circulation desks are handled constructively	8 40	12 60	3 33.3	6 66.7	23 16.8	114 83.2	59 33	120 67	93 27	252 73
The reading areas are well equipped and conducive for learning.	-	20 100	-	9 100	18 13.1	119 86.9	26 14.5	153 85.5	44 12.7	301 87.3
TOTAL (%)									28.6	71.4

Table 7 revealed that 6 (30%) respondents from ACU, 2 (22.2%) respondents from LCU, 26 (19%) respondents from UNILAG and 99 (55.3%) respondents from UI disagreed with the opinion that the library collections for their courses of study are up-to-date. Also, 6 (30%) respondents from ACU, 2 (22.2%) respondents from LCU, 48 (35%) respondents from UNILAG and 69 (38.5%) respondents from UI disagreed with the fact that complete, accurate and timely information services are given to them at the reference desk. Likewise, 8 (40%) of the respondents from ACU, 3 (33.3%) of respondents from LCU, 23 (16.8%) of respondents from UNILAG, and 59 (33%) of respondents from UI disagreed with opinion that queries at the reference and circulation desks are handled constructively. Also, 0% of the respondents from ACU, 0% of respondents from LCU, 18 (13.1%) of respondents from

UNILAG, and 26 (14.5%) of respondents from UI disagreed with the view that the reading areas were adequately equipped and conducive for learning.

On the other hand, 14 (70%) of respondents from ACU, 7 (77.8%) of respondents from LCU, 111 (81%) of respondents from UNILAG, and 80 (44.7%) respondents from UI are of the opinion that the library collections for their courses of study are up-to-date. Also, 14 (70%) of respondents from ACU, 7 (77.8%) of respondents from LCU, 89 (65%) of respondents from UNILAG, and 110 (61.5%) of respondents from UI asserted that, complete, accurate and timely information services are given to users at the reference desk. Likewise, 12 (60%) of respondents from ACU, 6 (66.7%) of respondents from LCU, 114 (83.2%) of respondents from UNILAG, and 120 (67%) of respondents from UI claimed that queries at the reference and circulation desks are handled constructively. Also, 20 (100%) of respondents from ACU, 9 (100%) of respondents from LCU, 119 (86.9%) of respondents from UNILAG, and 153 (85.5%) of respondents from UI affirmed that the reading areas in the libraries were adequately equipped and conducive for learning.

Discussion of Findings

In research question one, the study was interested in assessing the extent to which tasks groupings into departments affect information service delivery in the libraries. The result however, showed that tasks groupings into departments do have remarkable positive influence on the delivery of satisfactory information services to the users (tables 4 and 7) as majority of the respondents disprove the fact that attending to a part and not the whole of a task negatively affects overall information service delivery. They also invalidated the opinion that departmentalisation of library operations as well as division of job processes into tasks done repeatedly slows down information service delivery. This was supported by the submission of the users of the various academic libraries as indicated in table 7 as majority (71.4%) submitted that the library collections for their courses of study were up-to-date. They affirmed further that complete, accurate and timely information services were given to them at the reference desk, queries at the reference and circulation desks were handled constructively and the reading areas were well equipped and conducive for learning. However, a percentage of both the Librarians and users whose opinions run contrary, though in the minority (as shown in tables 4 and 7) could not and should not be ignored.

Suffice to say therefore that, the stand of the minority is in agreement with the submission of Davenport (1991) in Lopatin (2004) who reported that at the state University of New York at Oswego there is a blurring of the division between technical services and public [readers] services, as all librarians provide reference service and are involved in aspects of technical services [with the singular aim of delivering satisfactory information service]. Also Worrell (1995) in Lopatin (2004) posited that traditional management practices and organisational structures are no longer effective in today's changing environment. Likewise, Hirshon (1991) cited in Lopatin (2004) argued that "libraries needed to abandon the conventional library organisation chart, which neatly divides public and technical services …" [and that] a flatter organisational pattern with managers close to their operations [which] will increase the information flow should be adopted". However, Lopatin (2004), in his submission which seems to buttress the argument of the majority says that the rate of change [of the organisational structure which will influence departmentalisation of the library] was not rapid because the team-based organisation has not been successful in all libraries, hence a reversal to hierarchical structure. This however, buttresses the finding of this study, which showed that tasks groupings into departments influence the delivery of satisfactory information services to the users to a large extent.

Nonetheless, in research question two, the study was interested in the effect of bureaucracy on information service delivery in the libraries. The result as shown in table 5 revealed that majority (54%) of the Librarians in the selected academic libraries submitted that bureaucratic structure in the libraries negatively impact information service delivery. They argued that the pyramidal structure, the need to secure approval from several unit heads, formalised rules and regulations, and centrality of authority both hinder innovation and creativity in information service delivery as well as reduce effective information service delivery to users. This is in agreement with the submission of Cook and Farthing (1995) in Lopatin (2004) who outlined the reorganisation at the Appalachian state University library. The new organisational structure in the University featured a flattened organisation, with faculty and staff in work groups. Likewise, Shaughnessy (1996) in Lopatin (2004) described restricting of library at the University of Minnesota; to streamline library services, the organisation was into a team-based structure and several senior administrative and middle management positions were eliminated.

Furthermore, in research question three, the study was interested in the effect of narrow span of control on information service delivery in the libraries. The result as shown in table 6 corroborated the finding of research question two and the findings of other studies as indicated in the paragraph above, in the sense that it revealed that majority (55.8%) of Librarians in academic libraries posited that the narrow span of control in the libraries negatively impact information service delivery. They argued that the presence of multiple levels of managers through whom communication flow downward hinder effective information service delivery to users. They opined further that the glut of unit heads slows down response time on information service delivery as well as hinders prompt decision making and creates rigidity towards positive change in information service delivery.

Conclusion

In conclusion, the study found that the pyramidal structure, the need to secure approval from several unit heads, strict adherence to formalised rules and regulations, the presence of multiple levels of managers through whom communication flow downward, the glut of unit heads, and the centrality of authority all of which constitute bureaucracy and narrow span of control both hinder innovation, creativity, prompt decision making, slows down response time in attending to users' information needs as well as reduce and creates rigidity towards positive change in information service delivery.

However, tasks groupings into departments do have remarkable positive influence on the delivery of satisfactory information services to the users as indicated by the Librarians and asserted by the users whose responses disprove the fact that attending to a part and not the whole of a task negatively affects overall information service delivery, as well as invalidated the opinion that departmentalisation of library operations as well as division of job processes into tasks done repeatedly slows down information service delivery.

Recommendation

Based on the findings of this work, the following recommendations were made:

1. Deliberate attempt should be made to relax barriers instituted by bureaucracy in academic library organisational structure so as to create way for effective communication of laudable innovative or novel ideas from the lower cadres upward for effective decision making that will bring about improved information service delivery.

2. Deliberate attempt should also be made to relax the rules and regulations streamlining the way and manner Librarians need to attend to users in order to allow for creativity in information service delivery.

3. Though the instituted and recognised structure could be pyramidal, efforts should be made, such that in an informal setting within the academic library structure, team-based organisation, with a focus on users' satisfaction should be established.

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