IMPACT OF ORGANIZATIONAL LEARNING ON LIBRARY PERSONNEL PRODUCTIVITY

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ABSTRACT

Organizational learning is vital for boosting library personnel productivity in academic institutions by promoting continuous improvement and adaptation to new technologies. However, challenges like limited resources, lack of support, and resistance to change hinder effective learning programs, impacting productivity. This paper highlights the need for targeted professional development and strategic integration of organizational learning to improve library services and support academic goals. The paper used extensive literature review and practical insights of successful implementation of organizational learning as it affects the productivity of library personnel. This paper expounded the impact of organizational learning on the productivity of library personnel. It delved into some of the challenges that librarians' may encounter when implementing organisational learning in order to enhance productivity. Furthermore, the paper examined the strategies that can be adopted to boost the productivity of librarians as a result of organisational learning. The paper reviewed some successful implementation of organisational learning on library personnels productivity. Organizational learning is crucial for enhancing library personnel's skills, efficiency, and productivity, driving the growth and sustainability of library operations. Overcoming challenges like limited funding through strategic collaboration and technology-driven training can foster continuous learning, improving service quality, job satisfaction, and competitiveness in the digital age. Library management should invest in continuous professional development by funding workshops, seminars, and e-learning platforms, while fostering a culture of learning through mentorship,

peer sessions, and targeted training. Collaborating with external institutions and offering incentives like promotions and recognition can further motivate staff. These efforts ensure staff remain updated and engaged in their professional growth.

Keywords: Library personnel, Organizational learning, Productivity

INTRODUCTION

Organizational learning plays a pivotal role in enhancing the productivity of library personnel, particularly in academic institutions. As libraries evolve into complex information hubs, the need for continuous learning and adaptation becomes increasingly crucial. However, the productivity of these library personnel can be significantly influenced by organizational learning. Due to some factors like insufficient resources, low salary, low promotion, limited personal growth and development, lack of manpower and management recognition and others, productivity of employees are affected which oftentimes lead to poor commitment (Caballero, 2021). Organizational learning refers to the process by which organizations develop, enhance, and manage knowledge and skills to improve performance and achieve goals (Saadat & Saadat, 2016) Moreover, the impact of organizational learning extends beyond individual performance; it influences team dynamics and overall library effectiveness. When library personnel are equipped with up-to-date knowledge and skills, they can better serve patrons, manage collections efficiently, and contribute to innovative services (Zhou, Duan, Qiu & Yang, 2024).

Productivity is a measure of the efficiency with which resources and services are utilized to achieve specific objectives within a designated time frame. It is often represented as a ratio that compares output (goods and services) to input. Shital (2020) describes productivity as the relationship between the quantity of output produced and the amount of resources used in the production process. Thus, productivity can be defined as the ratio of goods and services produced relative to the resources consumed in their creation. Yaya, Uzohue, and Akintayo (2016) emphasized that in order for university libraries to achieve high productivity, it is crucial to effectively motivate their staff. Dell (2018) supports this view, highlighting that organizations, including university libraries, should prioritize the overall productivity of the institution rather than focusing solely on individual performance. According to (Ogbomo, Odede & Eniekebi, 2023), productivity is a measure of how well specified resources and services are offered and rendered to meet stated goals in a timely manner.

Blakely-Gray (2020) argues that libraries aiming to gain a competitive edge must carefully address productivity inhibitors that can significantly drain time and diminish the organization's competitive advantage. In addition, Blakely-Gray (2020) identifies several key productivity barriers, including employee disengagement, workplace distractions, lack of recognition for effort, perfectionism, disorganization, excessive meetings, technological issues, and poor work-life balance.

The consequences of this problem are far-reaching. A decline in library staff productivity can result in delayed services, inefficiencies in information retrieval, and challenges in managing digital databases, all of which undermine the mission of NOUN to provide accessible education. Additionally, when library personnel are not equipped with the skills needed to manage modern library systems, the institution's capacity to meet the academic and research needs of its users is severely compromised. This is particularly concerning in the context of an open and distance learning institution where access to information is paramount for student success. Therefore, the lack of organizational learning is not just a problem for the library staff but also a threat to the broader objectives of the institution.

The study highlights a significant gap in understanding how organizational learning can be integrated into the operations of academic libraries, particularly at institutions like NOUN. While previous research has explored the impact of learning on employee performance in various sectors, there is limited focus on library personnel in open and distance learning environments. The research aims to address this by examining the impact of organizational learning on the productivity of NOUN library personnel, the challenges of implementing organizational learning on the productivity of library personnel and the strategies organizational learning on productivity of library personnel.

Research Questions

1. What is the impact of organizational learning on the productivity of library personnel?

2. What are the challenges of implementing organizational learning on the productivity of library personnel?

3.What are the strategies of organizational learning on productivity of library personnel**?**

LITERATURE REVIEW

IMPACT OF ORGANIZATIONAL LEARNING ON THE PRODUCTIVITY OF LIBRARY PERSONNEL

Organizational learning plays a pivotal role in enhancing the productivity of librarians by fostering continuous professional development and adaptability to evolving information landscapes. By engaging in systematic knowledge acquisition, sharing, and application, librarians can improve their service delivery and operational efficiency (Ifeanyi & Ejikeme, 2023). Zhou et al. (2024) emphasize that organizational learning significantly influences service innovation in public libraries, highlighting the importance of knowledge acquisition and application in driving innovative practices. Professional development and training are integral components of organizational learning that directly impact librarians' job performance. Osiesi et al. (2022) conducted a study at the Federal University Oye Ekiti, Nigeria, revealing a positive correlation between professional development programs and enhanced job performance among library staff. The study underscores the necessity for continuous training initiatives, such as workshops and seminars, to equip librarians with the requisite skills for efficient information management.

The cultivation of a supportive organizational culture further amplifies the benefits of organizational learning. Ugwu & Ejikeme (2023) explored the interplay between knowledge management, organizational culture, and job performance in Nigerian university libraries. Their findings indicate that a culture promoting adaptability, involvement, and a clear mission enhances librarians' ability to acquire and utilize knowledge effectively, thereby improving job performance. Mentoring, as a facet of organizational learning, also contributes significantly to librarians' productivity. Oso & Olaniyi (2024) investigated the impact of mentoring on the research productivity of young librarians in selected academic libraries. The study found a statistically significant relationship between mentoring and increased research output, suggesting that mentorship programs can facilitate knowledge transfer and professional growth among librarians.

Organizational learning serves as a cornerstone for enhancing librarians' productivity by promoting continuous professional development, fostering a supportive organizational culture, and implementing effective mentoring programs. Libraries that prioritize these aspects are better

positioned to adapt to the dynamic information environment and meet the evolving needs of their patrons. The concept of organizational learning involves both formal and informal learning processes, ranging from training sessions to knowledge sharing among peers. These processes not only help employees adapt to new technologies but also cultivate a culture of innovation and problem-solving. For library personnel, this translates to an ability to handle complex information retrieval systems, manage digital databases, and provide timely and relevant support to users. Several studies have highlighted the positive correlation between learning culture and employee performance across various sectors, including academic libraries (Zhou, Duan, Qiu & Yang, 2024).

CHALLENGES OF IMPLEMENTING ORGANIZATIONAL LEARNING ON THE PRODUCTIVITY OF LIBRARY PERSONNEL

Implementing organizational learning within library settings is pivotal for enhancing the productivity and efficiency of library personnel. However, this process is fraught with several challenges that can impede its successful adoption. One significant barrier is the prevailing organizational culture within libraries. According to Schilling and Kluge (2009), a negative organizational culture can resist changes introduced by learning initiatives, viewing them as disruptions to the established status quo. This resistance is often rooted in deeply ingrained beliefs and practices that prioritize traditional methods over innovative approaches. Consequently, efforts to implement organizational learning may be met with scepticism or opposition, thereby hindering the potential for improved productivity among library staff.

Another critical challenge is the internal politics that pervade many library organizations. Schilling and Kluge (2009) highlight that organizational politics can create attitudes and perceptions that are detrimental to learning processes. For instance, power struggles and competition among staff can lead to information hoarding, where individuals are reluctant to share knowledge for fear of losing their competitive edge. This environment fosters a lack of collaboration and open communication, both of which are essential components of effective organizational learning. As a result, the dissemination of new knowledge and practices is stifled, limiting the overall productivity gains that could be achieved through collective learning efforts.

Leadership also plays a pivotal role in the successful implementation of organizational learning. Hornsby and Warkeoczeski (2000) assert that ineffective leadership can significantly impede learning initiatives. Leaders who lack the necessary expertise or commitment to champion learning may fail to provide the requisite support and resources for such programs. This deficiency can manifest in inadequate training opportunities, insufficient time allocated for learning activities, or a lack of recognition for employees who engage in continuous learning. Without strong leadership to advocate for and prioritize organizational learning, efforts to enhance library personnel productivity through learning are likely to falter.

External factors further complicate the implementation of organizational learning in libraries. The external environment, including the culture of stakeholders, patrons, and the broader community, can influence the effectiveness of learning initiatives. (Dierkes, 2003). emphasize that organizations must recognize and adapt to these external forces to facilitate learning. For example, a library situated in a community that is resistant to change may find it challenging to implement innovative services or technologies, thereby limiting opportunities for staff to learn and apply new skills. Additionally, external pressures such as budget constraints or policy regulations can restrict the resources available for learning and development programs, further hindering efforts to improve staff productivity through organizational learning.

STRATEGIES OF ORGANIZATIONAL LEARNING ON PRODUCTIVITY OF LIBRARY PERSONNEL

Implementing effective organizational learning strategies is crucial for enhancing the productivity of library personnel. One pivotal approach is the provision of comprehensive training and development programs. A study conducted by Madukoma, Akpa, and Okafor (2014) at the University of Lagos revealed that regular training sessions not only motivate library staff but also significantly improve their job performance. The researchers observed that well-structured training programs enable employees to make better and more economical use of materials and equipment, leading to increased efficiency and reduced operational costs. Furthermore, trained personnel are better equipped to handle user queries effectively, thereby enhancing user satisfaction and overall service quality.

In addition to training, fostering a supportive work environment is essential for organizational learning. Agada and Tofi (2020) examined university libraries in Nasarawa State, Nigeria, and found that a conducive work environment, coupled with ongoing training opportunities, positively influences job performance among library staff. The study highlighted that factors such as adequate infrastructure, access to necessary resources, and a collaborative culture encourage continuous learning and knowledge sharing among employees. This supportive atmosphere not only enhances individual competencies but also contributes to the collective productivity of the library workforce.

Moreover, the implementation of both on-the-job and off-the-job training methods has been identified as a key strategy in promoting organizational learning. Gbemi-Ogunleye et al. (2020) investigated university libraries in Southern Nigeria and discovered that a combination of training approaches leads to higher employee performance. On-the-job training allows staff to acquire practical skills within their work environment, facilitating immediate application and reinforcement of new knowledge. Conversely, off-the-job training provides opportunities for employees to gain broader perspectives and specialized skills that may not be readily available within the organization. The integration of these training methods ensures a well-rounded development program that addresses various learning needs, ultimately boosting productivity.

Furthermore, aligning training and development initiatives with the specific needs of library personnel is crucial for maximizing their impact. Godwin, Stephen, and Adeniran (2020) emphasized the importance of conducting regular assessments to identify skill gaps and tailor training programs accordingly. Their research in selected university libraries in South-West Nigeria demonstrated that targeted training interventions lead to significant improvements in employee performance. By customizing learning opportunities to address the unique challenges and requirements of library staff, organizations can ensure that employees are well-prepared to meet evolving demands, thereby enhancing overall productivity.

SUCCESSFUL IMPLEMENTATION OF ORGANIXATIONAL LEARNING ON THE PRODUCTIVITY OF LIBRARY PERSONNEL

The influence of organizational learning on library service innovation was carried out by Zifan Zhou, Yufeng Duan, Junping Qiu   and Li Yang (2022). This article explored how

organizational learning affects innovation in public library services, and the role of public librarians in innovation in library services. Results showed that organizational learning has a significant positive effect on the service innovation of public libraries. Furthermore, knowledge acquisition and knowledge application in the process of organizational learning have a significant positive influence on the service innovation of public libraries.

Caballero's (2024) study, "The Role of Organizational Learning in Enhancing the Performance of Library Staff in Private Institutions," researched how organizational learning would affect the productivity of library staff. The findings revealed that organizational learning significantly improves effective and continuance commitment thereby improving efficiency among staff for better service delivery. The study also identified integrating frameworks for organizational learning within libraries which can contribute to increased productivity among staff and suggested the creation of tailor-made learning programs in order to sustain engagement.

In another study titled "Knowledge sharing behaviour and librarians job performance in Nigerian universities" by Odunewu and Haliso (2019) examined the impact a knowledge-sharing culture has upon library staff performance using case studies in public libraries. This study used a mix-method approach with surveys and case studies. For organisational learning to take place, an open knowledge exchange culture should be encouraged as it improves the efficiency of performing tasks. It thus concluded that a knowledge-sharing culture holds the key to enhancing productivity in libraries, and recommended the implementation of policies promoting knowledge-sharing forums and interlibrary collaborations. Okpokwasili (2019), investigated the role of technology-based training programs in enhancing efficiency among library staff in their work titled "Technology-driven information: Creation, access, storage, and dissemination in academic libraries in Nigeria.". The study identified that library personnel trained in the technology-driven programs usually execute faster and more accurate information retrieval tasks. From such a study, it was concluded that technological proficiency is part of the cornerstone in modern-day productivity and organizational learning in libraries. It was recommended that periodic training updates are necessary to align with emerging trends in technologies which is necessary for organisational learning.

Ogunbote and Unegbu, (2023) opined that the productivity of librarians can be improved by ensuring sufficient supervisory support and organizational incentives for librarians and also create favorable working conditions for librarians, along with enhanced organizational rewards,

to boost their productivity. According to Evener (2019) Organizational learning is a collective effort, where both leaders and individual library workers play key roles in order to enhance the library's organizational learning capacity. This collaboration leads to libraries that are more innovative, adaptable, and efficient, positioning them better to serve students and other users.

CONCLUSION

Organizational learning is a crucial driver of productivity among library personnel, as it enhances their competencies, efficiency, and service delivery. The implementation of effective learning strategies, including comprehensive training programs, supportive work environments, diverse training methods, and customized development initiatives, significantly contributes to the growth and sustainability of library operations. The findings from various studies indicate that training and professional development play a pivotal role in ensuring that library staff remain knowledgeable and adaptable to emerging trends in information management. Furthermore, fostering a culture of continuous learning encourages innovation, improves problem-solving skills, and enhances job satisfaction, ultimately leading to higher levels of productivity. Organizational learning is essential for enhancing library personnel's productivity, efficiency, and service delivery by improving their skills and adaptability to emerging trends. However, challenges like insufficient funding, limited access to training resources, and resistance to change can hinder the implementation of effective learning strategies. By fostering a culture of continuous learning, leveraging technology, and aligning training initiatives with employees' needs, libraries can enhance productivity, service quality, and overall institutional efficiency.

RECOMMENDATIONS

1. Library management should allocate sufficient funding to support continuous professional development programs, including workshops, seminars, and certification courses. Adequate investment in learning opportunities ensures that personnel stay updated on the latest industry practices and technologies.

2. Institutions should adopt e-learning platforms, webinars, and virtual training programs to enhance access to knowledge. The integration of digital tools can facilitate flexible and cost-effective learning opportunities, enabling library staff to develop skills at their convenience.

3. Libraries should implement mentorship programs, peer learning sessions, and collaborative research initiatives to foster a culture of continuous learning. Encouraging employees to share insights and best practices helps to enhance collective organizational knowledge and efficiency.

4. Management should periodically evaluate the skill gaps of library personnel to design targeted training programs that address specific professional development needs. This approach ensures that training initiatives are relevant and impactful in improving job performance.

5. Libraries should collaborate with national and international library associations, universities, and research institutions to provide specialized training programs. Such partnerships can offer access to high-quality learning resources, industry certifications, and expert-led training sessions.

6. Providing incentives such as promotions, salary increments, and recognition awards for employees who actively participate in professional development programs can serve as a motivation for continuous learning. Rewarding learning efforts reinforces the importance of skill enhancement.

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