

# Assessing the Impact of Capacity Building Initiatives on the Service Quality of Library Professionals in Selected Private Universities in Ghana

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## Abstract

The need for capacity building is imperative if academic libraries are to provide the information resources needed to support the teaching, learning and research purposes of the institution. The purpose of the study was to test the relationship between capacity building and service quality among library professionals. The study also sought to test the moderating effect of effective planning and decision making between capacity building and service quality. The cross-sectional survey approach was employed in this study. The sample for the study constituted 118 library professionals from four selected private Universities in Ghana namely Methodist University College, Pentecost University College, Central University College and Valley View University. The Convenience sampling technique was employed in the actual selection of respondents for the completion of questionnaires. Data collected through the use of the questionnaires was analysed using the Statistical Package for Social Sciences (SPSS) version 20 from which descriptive, reliabilities and inferential statistics such as correlation and moderated hierarchical regression analyses were computed. The study revealed a significant positive relationship between capacity building initiatives and service quality. Also, the study revealed that effective planning and decision making significantly moderates the relationship between capacity building and service quality. In view of these findings, it was recommended that academic libraries focus more on capacity building programmes that seek to train and provide leadership and team work in order to enhance the quality of services provided by academic libraries.

**Keywords:** Capacity Building, Training, Leadership, Teamwork, Support, Planning, Decision Making and Service Quality

## 1.0 Introduction

In today's technologically driven academic environment, librarians and information professionals need to regularly improve and upgrade their skills and competencies in order to support the teaching, learning, research, and decision making processes in their parent institutions. Blumenthal, (2003) indicates that capacity building could be carried out at the macro level focusing on building organisational capacity and at the micro level focusing on individual capacity. This study focused on the micro level of capacity building thereby focusing mostly on the personal development of employees. Ballantyne, *et al.*, (2000) define capacity building as the process by which individuals, groups, organizations, institutions and societies develop their abilities (individually and collectively) to perform functions; solve problems, set and achieve objectives.

Capacity building involves acquiring skills and knowledge which enables individuals to be aware of new possibilities, be empowered by gaining new skills, upgrade their old skills and have continuous access to information resources, materials and equipment (Mabawonku, 2001). Ballantyne, *et al.*, (2000) makes a case for decision makers, information professionals and users in developing countries to build their capacity in order to support the development of their economies as well as sustaining the effective implementation and exploitation of the emerging information technologies. With the emergence of inter-disciplinary courses and technology driven teaching methods, library and information professionals who find themselves in academic environment need to constantly upgrade their capacities. This is to enable them perform their job functions effectively by utilizing the available library resources to achieve the goals set by their institutions as well as to gain satisfaction from their profession (Mabawonku, 2005). She further calls for the training of information professions to be a life-long process through full-time or part-time educational programmes offered in library schools at the convenience of librarians. Adeogun (2003) stressed that ICT has enabled tertiary education to break the chains of confinement. Distance learning and other academic activities are offered by universities without confining

learner to the university environment.

The purpose of education is to pass on society's cultural values and accumulated body of knowledge to the next generation (children) and to prepare them for meaningful adult life (Ogunsola, 2004). If we are to produce children who are self-reliant, better able to fit into their immediate environment and interact successfully with the world at large we will need well developed and adequate library facilities like Learning Resources Centers, Media Resource Centers, Instructional Material Centers, and competent librarians to operate these facilities. One reason for the high illiteracy rate in developing countries can be attributed to the fact that most people relapse into secondary illiteracy for want of adequate and relevant reading materials to sustain and consolidate the reading skills acquired in the classroom. Without any shadow of doubt, the extent to which young people and workers of today will be creative, informed and knowledgeable can be shaped by the resources and facilities readily available in libraries within their environment or organizations. A wide variety of resources are required to encourage independent study so that young people or workers from their early ages can learn how to think so that their convictions and views are formed as a result of active mental efforts.

Academic Libraries in this technological age also engage in complex activities such as providing services on social media platforms, off- campus access to library resources among others. The adoption of more sophisticated gadgets in providing information in academic libraries calls for new levels of skills and competence other than the traditional library skills applied some years back. The fusion of these Information Technologies into library operations and services are posing new challenges to librarians daily (Pedramnia, Modiramani & Ghanbarabadi, 2012).

Also, most users of these libraries have diverse information needs and require information resources in many different formats and subjects which call for librarians to be abreast with modern technologies to be able to satisfy user needs. Additionally competition from other information providers-such as the internet-also compels librarians who want to remain relevant and keep their jobs to rise up to the challenge and get equipped through capacity building programmes to acquire the requisite skills needed to remain functional in the modern library environment. Once information professionals are able to develop their capacities adequately, they will be able to provide the required services to the satisfaction of their patrons which will be translated as service quality and customer satisfaction. Service quality in libraries is the overall evaluation of a specific service that results from comparing the library's performance with the customer's general expectations of how libraries should perform. Once patrons perceive positively the performance of the library they get satisfied with the service provided and will want to come back to the library. The reverse also holds true such that disgruntled library users will not come back to use the library (Eade, 1997).

The need for capacity building therefore becomes imperative in academic libraries because their main focus is to provide the information resources needed by faculty and students to support the teaching, learning and research purposes of the institution. Most Libraries in Ghana if not all offer very little opportunity for in-service and on-the-job training or librarians after their education which is basically theoretical in nature thereby leaving little opportunity for skills development. Capacity building is the only way professionals and supporting staff of academics libraries can possess the abilities, skills, understandings, attitudes, values, relationships, behaviours, motivations, resources and conditions that will enable individuals and organizations achieve their set goals (Nanfosso, 2011).

Finally, despite increased attention to capacity building, there is still limited understanding of the role capacity building plays in ensuring adequate service quality among employees in academic libraries with unanswered questions regarding the elements of capacity building that are critical to service quality and the level of capacity necessary for adequate performance.

## **1.2 Hypotheses**

- H1: There will be a significant positive relationship between capacity building and effective planning and decision making.
- H2: There will be a significant positive relationship between capacity building and service quality among library professionals.
- H3: Effective planning and decision-making will have a significant positive relationship with service quality.
- H4: Effective planning and decision-making will moderate the relationship between capacity building and service quality among library professionals.

## 2.0 The Concept of Capacity Building

Capacity building has received considerable attention in the literature on organizational development (Kaplan & Soal, 1995; Eade, 1997; Taschereau, 1997; Makumbe, 1998). Some authors use it interchangeably with organizational development. Blumenthal, (2003) defines capacity building as “the building of human, institutional, and infrastructural capacity to help societies develop secure, stable, and sustainable economies, governments, and other institutions through mentoring, training, education, physical projects, the infusion of financial and other resources, and, most importantly, the motivation and inspiration of people to improve their lives.” It is also believed that through capacity building, individuals can develop technical and decision making skills which can help them improve themselves and their communities in general.

According to Hughes (2006), capacity building acts as a requisite for the emergence of learning society among employees. Fullan (2007) defines “capacity building collectively in terms of all the strategic steps adopted to enhance a group’s efficiency showing high improvements in the quality of service, expansion of resources and motivation among working persons.” Researchers are of the view that capacity building should merely not be seen as a simple concept of incorporating strategic actions to enhance human and technical resources in order to develop learning skills. Eade, (2007) for instance asserts that capacity building is not a 'thing' or a commodity that can be reduced to a set of ingredients for a universal recipe prescribing 'how to do it'. Rather, it should be viewed as many diverse and competing actors in development that support the capacity of people to determine their own values and priorities, organize themselves to act upon and sustain these for the common good, and to shape the moral and physical universe that we all share.

Nanfosso, (2011) broadly categorizes capacity building into three activities: professional enhancement, procedures improvement and organization strengthening. Gull *et al.* (2012) suggested that organizations should organize capacity development programs for employees to increase new and improved business knowledge to enhance organizational growth. They further suggest that in dynamic business environments, capacity building programmes play an important role in retaining and enhancing service quality. Blumenthal, (2003) views it as a process that increases the capability of organisations and individuals to produce or perform. Roubaie (2010) believes that capacity building has the tendency to boost human capital, physical infrastructure and to provide new dimensions for research and development in order to add value to the local economy. From the discourse, researchers view capacity building in the organisational context, as a process that helps organisations improve their ability to achieve their mission.

### 2.1 Human Resource Capacity Building

Human resource is one of the greatest assets any organization can have and for that matter organisations devote considerable resources to building the capacities of their employees. Human resources capacity building has been defined and interpreted in many different ways. It is generally accepted that human resources capacity building as a concept is closely related to education, training and human resource development (Williamson, *et al.*, 2003; Abbay, 2008). Groot and Molen (2000) defined human resources capacity building as the “development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructure and processes that are locally meaningful.” Based on this definition, capacity building for employees in a broad sense may refer to improvements in the ability of all employees to perform appropriate tasks within the broader set of service quality standards of the organization.

Human resources capacity building equips employees with the requisite technical and decision making skills to achieve organizational goals. Brews (1994) further expanded the meaning of human resources capacity building to include empowerment. He indicates that capacity building gives substance to empowerment. Hence if empowerment is the value then capacity building is the content. This is a broader approach which focuses mainly on education, training and human resource development. Ohemeng (2009) also indicates that to fully build the human resources capacity of an organisation, training and empowerment are very vital. The main goal of employees’ training and empowerment is to help the organization achieve its mission and business goals (Pinnington & Edwards, 2000). Capacity building activities equip and empowered employees to achieve organizational goals (Brews, 1994).

### 2.2 Leadership as a Form of Capacity Building

Human capacity building is mainly enhanced by encouraging the participation of employees in decision making and by maintaining close relationships with the employees (Pindur *et al.*, 1995). Pindur *et al.*, (1995) indicates

that senior managers in modern organizations advocate human capacity building through development of employees' professional skills and promotion of teamwork. This is enhanced through the democratic leadership style where power is more widespread giving employees the opportunity to take part in the decision-making process in the organization (Mullins and Christy, 2010). Handy (1999) also believes that in democratic organisations, task culture allows for change and adaptation which is characterized by team culture where employees can exercise more control over their work. This allows employees to develop their abilities and confidence the result of which breeds professionalism, respect and good relationships (Handy, 1999). Roddy (2004) further mentions effective communication and coaching from senior managers, continuous feedback and performance appraisal by senior managers to their subordinates as a means of promoting knowledge sharing, organizational learning, and capacity building of employees.

### **2.3 Training as a form of Capacity Building**

Human resource capacity building has been identified as part of an organizational strategy to improve overall productivity, motivate staff to deliver high quality services and to create an ongoing commitment to innovation and system improvement. Viewed from this perspective; staff training is an integral part of a larger human resources investment strategy intended to transform workforce service delivery system into "quality service" in organizations that strive continuously to improve service quality and customer satisfaction. Training is the most mentioned form of capacity building in organisations because of its practical implications. Studies have proven that costly but effective training and capacity building can save money that is wasted on cheap but inefficient training (Ginsberg, 1997).

A study by Latif (2010) revealed four subscales significant to the establishment of an effective training program. These he outlined as; satisfaction with the training session, training content satisfaction, trainer satisfaction, and the transfer of learning. Kennedy (2009) further found that the frequency of training received has an impact on quality service. Findings from his study revealed that employees associated frequent in-service training with improved service quality. Similarly, Yamoah (2014) found a significant relationship between frequent on-the-job training and employees' service quality. Yamoah (2014) stated that frequently training employees results in employees making fewer mistakes, getting more work done in a given time period and managers spending less time on the supervision of employees. Philips (2006) however, argues that the lack of frequent training is not necessarily the cause of employees' low service quality. He argued that there is the need to determine whether a problem can be solved by training and not to always attribute employee non-performance to training since it is often assumed that training will bring them up to standard when they are not performing their jobs properly.

Mabawonku (2005) indicates that training and job rotation; that is moving employee from one section of the organization to the other with specific job functions enhances employee creativity and also prevents monotony of work. To him, this improves employee service quality leading to organizational profitability.

### **2.4 Training Methods in Libraries and Information Centres**

A library's capacity consists of the people in the library, its culture, attitude, environment and appearance. Ashu and Clandening, (2007) indicate that capacity is being built when "people are active, interested and participating in what is going on. In this case people may also be questioning, challenging and debating but they will be debating what should be done, not complaining that nothing will ever change. More people are getting involved, helping to identify key issues, and taking action. Results are becoming obvious and the abilities, esteem and resources of many communities are growing as capacity grows." To them, this is also evident that the library's capacity is being built. To build the library's capacity to serve the needs of its user community; Mabawonku (2005) highlighted some of the training activities and the mode that could be used in training library professionals to include; Meeting of stakeholders; meetings of directors and management personnel are useful to keep employees informed of new developments; Spending time in libraries in developed countries; International Staff exchange training and short visit/attachments to skilled staff in libraries in the consortium or other libraries in the world have the benefit of providing exposure to the participants. Staff could also undergo various attachment programmes, update their IT skills and have work experience placements on individual basis. Training on new products especially library software packages and application, internet use e.g. for virtual library can also be organized.

Mabawonku (2005) also advocates the use of newsletters, manuals and documents disseminating to be useful capacity building information to library professionals. To him, seminars and conferences are useful for exchanging ideas among participants periodically. Finally, he advocates group trainings for librarians and information professionals in all the libraries in a consortium are useful means of saving costs on training.

Silver (1981) list On-the-Job Training (OJT); Vestibule training; Classroom/lecture method; Case study, in-basket, case history methods; Self-study; T groups, encounter groups, and sensitivity training; Electronic teaching media; Schools and outside seminars and Consultants and special training as training techniques that special library personnel can be exposed to on short-and long-term basis to improve the capacity of library staff. Burton (1997) mentions on-the-job training, job rotation, coaching, apprenticeship, and modeling as long-term training techniques that can be applied in libraries. According to Burton (1997), these management-development programmes are efforts to train and develop the manager to his or her fullest potential, and so should be seen as a lifelong process provided for maximum managerial performance and efficiency throughout the manager's career.

## **2.5 Service Quality in Academic Library Service Provision**

Oyedun (2007) defines academic libraries as those libraries found mainly in tertiary institutions and established to support the teaching, learning, and research processes of the institution. Currently, academic libraries are facing increased competition from a global digital environment and ongoing change in user needs and expectations of information services (Kiran, 2010). Academic libraries therefore have to revamp their capacity in order to stand up to this global competition in order to provide quality services to their community of users. In recent times, the Library and Information Profession has shifted its view of service quality from the traditional view of its collection measured by the size of the library's holding and various counts of its use (Nitecki, 1996) to incorporate the satisfaction of user 'expectations' in achieving their mission and visions (Nitecki and Herson, 2000).

Parasuraman *et al.* (1988) defined service quality as being "the overall evaluation of a specific service firm that results from comparing the firm's performance with the customer's general expectations of how firms in that industry should perform." SERVQUAL, a multidimensional service quality assessment tool was then developed based on their definition. This tool has since been widely accepted and used in assessing service quality marketing, retailing, health care, education, and in library settings, (Carman, 1990; Cronin and Taylor, 1992; Edwards and Browne, 1995; Srisa-Ard, 1997; Coleman *et al.*, 1997; Narit & Haruki, 2003; Ashok, 2007, Kiran, 2010). Related to service quality is the concept of customer satisfaction. Customer satisfaction is viewed as a broader concept, whereas service quality focuses specifically on dimensions of service (Parasuraman *et al.*, 2008). Hence, perceived service quality is a component of customer satisfaction.

Pitt *et al.* (1995) and Jung-Yu (2006) are of the view that service quality provides a superior indicator of user satisfaction and indicates that service quality has the potential to influence user satisfaction. Pedramnia, Modiramani and Ghanbarabadi (2012) reports that Ranganathan, the father of Library and Information Science (LIS), views the user as the core of all library activities and stressed that librarians will have to serve "the right information, to the right user at the right time" to achieve user satisfaction. Academic library services that at least fulfill user expectations will result in user satisfaction (Dahan, Taib, Zainudin, and Ismail, 2015). Kiran, (2010) adds that over time, repeated satisfaction with service encountered results in a perception of service quality.

## **2.6 The Role of Effective Planning and Decision Making in Quality Library Service Provision**

Librarians in satisfying their users will have to take timely decisions in order to give the right information to the right user at the right time and in the right quantity (Pedramnia, *et al.*, 2012). Effective planning and decision making go hand-in-hand with capacity building to enable librarians provide quality library services. When librarians are properly vested in their jobs, they will be able to make the right decision to satisfy the information needs of their academic community. Quality library services provided by academic libraries have a significant influence on students' overall satisfaction from their universities (Nadiri & Mayboudi, 2010).

## **3.0 Methodology**

The cross-sectional survey approach was employed in this study to assess capacity building of information professionals working in the Methodist University College, Central University College, Pentecost University College and Valley View University libraries. The cross-sectional survey approach proved useful for this study in its ability to provide a snapshot of how capacity building initiatives are implemented in the academic libraries of the various private universities under study (Creswell, 2003). The purposive sampling technique was employed to select four main private universities in Ghana based on the assertion that purposive sampling relies on the judgment of the researcher regarding subjects who are representative of the phenomenon or topic being studied Brink (1996). The sample for the study constituted 118 employees conveniently sampled from the selected private Universities under study.



Scales from Furnham and Godstein's (2007) organisational climate questionnaire was used to measure the study variables. Responses to the questions in the scale were anchored on a 5 point Likert scale ranging from 1-Strongly Disagree to 5-Strongly Agree. Training was measured with seven items with an example being "My department organizes training on regular basis." Leadership was also measured with a six item scale. An example of the items is "I am clear about the part I play in helping this organisation achieve its goals based on my leaders' guidance." An example of the nine item teamwork and support scale used for the study is "People here generally support each other well." Effective planning and service quality were measured with eleven and four item scales respectively, with their respective examples being "People here rarely start new projects without deciding in advance how they will proceed" and "The organisation has quality standards that are higher than those of its competitors."

Data collected through the use of the questionnaire was analysed using the Statistical Package for Social Sciences (SPSS) version 20 from which descriptive and inferential statistics were computed. The Pearson's product moment correlation analysis was used to determine the relationship between study variables whiles the hierarchical regression analysis was also used to establish the moderating effect of one variable on the relationship between the dependent and the independent variables.

#### **4.0 Results of the study**

##### **4.1 Descriptive and Correlation Analyses**

Table 1 presents mean scores, standard deviations, reliability indices, and correlations between the study variables. All scales showed acceptable reliabilities. The average age of respondents was 37 years. On the average it was found that each employee had spent approximately 8 years in their organisation. Quality of service was perceived to be relatively high among the various variables under study ( $M=3.55$ ,  $SD=.708$ ) followed by training capacity building ( $M=3.28$ ,  $SD=.842$ ), team work capacity building ( $M=3.19$ ,  $SD=.677$ ), leadership ( $M=2.93$ ,  $SD=.806$ ) and effective planning and decision making ( $M=2.75$ ,  $SD=.751$ ) in that order.

The Pearson's product moment correlation analysis was used to establish the relationships among the study variables whiles testing for H1, H2 and H3. The results revealed a significant positive relationship between the various dimensions of capacity building (training:  $r=.562$ ,  $p<0.01$ ; leadership:  $r=.769$ ,  $p<0.01$ ; teamwork and support:  $r=.609$ ,  $p<0.01$ ) and effective planning and decision making. It is therefore expected that as capacity building is improved in organisations, there will also be effective planning and decision making. Hence H1 was supported.

It was again found that there exists a significant positive relationship between the various capacity building initiatives (training:  $r=.527$ ,  $p<0.01$ ; leadership:  $r=.488$ ,  $p<0.01$ ; teamwork and support:  $r=.349$ ,  $p<0.01$ ) and the quality of service of employees. This is an indication that when proper capacity building initiatives are instituted in an organisation, the quality of service provided by their employees are likely to improve immensely. Hence H2 was also supported.

It was also established that effective planning and decision making was positively and significantly correlated with the quality of service ( $r=.541$ ,  $p<0.01$ ) of employees in the field of information service delivery. This shows that an enhancement in planning and decision making is likely to improve the quality of service delivered by information professionals. Hence H3 was also supported.

**Table 1. Means, Standard Deviations, Internal Consistencies (Cronbach's Alpha on the Diagonal), and Correlations among the Variables**

Variables	M	SD	1	2	3	4	5	6	7	8	9
1 Gender	1.25	.437	-								
2 Age	37.22	7.910	-.407**	-							
3 Highest Educational Level	4.05	.932	.052	.251**	-						
4 Length of Service	7.71	3.557	-.161	.385**	.200*	-					
5 Training Capacity Building	3.28	.842	.045	-.229*	-.311**	-.393**	(.893)				
6 Leadership	2.93	.806	.036	-.129	-.543**	-.412**	.608**	(.907)			
7 Team work	3.19	.677	.172	-.349**	-.317**	-.296**	.616**	.837**	(.851)		
8 Effective Planning and Decision Making	2.75	.751	.103	-.105	-.428**	-.457**	.562**	.769**	.609**	(.898)	
9 Service Quality	3.55	.708	-.121	-.267**	-.347**	-.733**	.527**	.488**	.349**	.541**	(.695)

Notes: N=118; \*p< .05, \*\*p< .001, \*\*\*p< .0001. Reliabilities are in parentheses. M= Mean and SD= Standard Deviation

#### 4.2 Hierarchical Regression Analysis

H4a, H4b and H4c which proposed that the relationship between the three capacity building dimensions and service quality are mediated by effective planning and decision making were separately examined by means of hierarchically moderated regression analyses, in order to avoid potential collinearity problems. Preliminary regression analyses in model 1 suggested that the demographic variables (gender, age, educational level, and length of service) accounted for a significant amount of variance ( $R^2 = .365$ ,  $F = 16.249$ ,  $p < 0.01$ ) in effective planning and decision making. Thus, these variables were included in the analyses.

In the first step of the regressions, the demographic variables and training were controlled for in Model 3. In the second step, effective planning and decision making were added to the equation. Finally, the interaction (multiplicative) terms were introduced. All predictor and moderator variables were standardized prior to calculating the cross-product interaction terms. Hypothesis testing relied on probing the significant interaction effects. Significant interactions were probed with the simple effects approach, and were plotted by using  $\pm 1$  SD of the predictor and moderator variables (Preacher, Curran, & Bauer, 2006).

In testing for hypothesis 4a, effective planning and decision making were expected to buffer the relationship between training and quality of service. As illustrated in Table 2, the results of the moderated hierarchical regression analysis revealed a significant influence of training ( $\beta = .241$ ,  $p < 0.001$ ) and effective planning and decision making ( $\beta = .160$ ,  $p < .05$ ) on the service quality of information professionals. Training explained a significant amount of 67.7% ( $R^2 = .677$ ,  $F = 46.968$ ,  $p < 0.001$ ) of the variance in service quality in Model 3 whereas effective planning and decision making explained a significant amount 69% ( $R^2 = .690$ ,  $F = 41.236$ ,  $p < 0.001$ ) of the variance in service quality in Model 4 of Table 2. The interaction term in Model 5 also significantly predicted ( $\beta = -.028$ ,  $p < .05$ ) and explained 69.1% ( $R^2 = .690$ ,  $F = 35.066$ ,  $p < 0.001$ ) of the variance in service quality which represents a slight incremental variance of 0.01% ( $\Delta R^2 = .001$ ). Thus, the interaction as illustrated in Figure 1 depicts that effective planning and decision making moderates the relationship between training and service quality. Hence, hypothesis 4a was supported.

As illustrated in Table 3, the results of the moderated hierarchical regression analysis revealed a significant influence of leadership ( $\beta = .052$ ,  $p < 0.05$ ) and effective planning and decision making ( $\beta = .233$ ,  $p < .01$ ) on service quality of information professionals. Leadership as a form of capacity building explained a significant amount of 73.4% ( $R^2 = .734$ ,  $F = 59.569$ ,  $p < 0.05$ ) of the variance in service quality in Model 3 of Table 3 whereas effective planning and decision making explained a significant amount 75.4% ( $R^2 = .754$ ,  $F = 54.593$ ,  $p < 0.05$ ) of the variance in service quality in Model 4 of Table 3. It was found that the interaction term in Model 5 also significantly predicted ( $\beta = .180$ ,  $p < .01$ ) and explained 78.0% ( $R^2 = .780$ ,  $F = 53.840$ ,  $p < 0.001$ ) of the variance in service quality which represents an incremental variance of 2.7% ( $\Delta R^2 = .027$ ). This finding supports H4b which stated that effective planning and decision making will moderate the relationship between leadership as a form of capacity building and quality of service of information professionals.

The standard procedure of plotting the relationship between leadership and service quality for high and low communication was followed to provide a better interpretation of our interaction results. Mean +1 Standard deviation was used to represent high level effective planning and decision making and Mean -1 standard deviation was used to represent low level planning and decision making. Figure 2 shows that there is a significant positive relationship between leadership and service quality and this relationship is moderated by effective planning and decision making. Hence H4b was supported.

Finally in testing for hypothesis 4c, effective planning and decision making was expected to moderate the relationship between teamwork and service quality of information professionals. The results of the moderated hierarchical regression analysis showed a significant influence of teamwork and support ( $\beta = .133$ ,  $p < 0.05$ ) and effective planning and decision making ( $\beta = .240$ ,  $p < .01$ ) on service quality of information professionals. This is illustrated in Model 3 and 4 respectively on Table 4. Teamwork and support explained a significant amount of 64.7% ( $R^2 = .646$ ,  $F = 40.788$ ,  $p < 0.001$ ) of the variance in service quality in Model 3 whereas effective planning and decision making explained a significant amount 67% ( $R^2 = .670$ ,  $F = 37.593$ ,  $p < 0.01$ ) of the variance in service quality in Model 4 of Table 4. It was also discovered that the interaction term in Model 5 of Table 4 also significantly predicted ( $\beta = 1.844$ ,  $p < .01$ ) and explained 70.5% ( $R^2 = .705$ ,  $F = 37.501$ ,  $p < 0.001$ ) of the variance in service quality which represents an incremental variance of 3.5% ( $\Delta R^2 = .035$ ). As depicted in the interaction in Figure 3, effective planning and decision making moderates the relationship between teamwork and support and the quality of service of information professionals. Hence, hypothesis 4c was supported.

**Table 2: Results of hierarchical moderated regression analyses: Main and interaction effects of training and effective planning and decision making on service quality.**

	Model 1	Model 2	Model 3	Model 4	Model 5
Variables	Effective Planning and Decision Making	Effective Planning and Decision Making	Service Quality	Service Quality	Service Quality
Gender	.144	.151*	-.243***	-.267***	-.273***
Age	.224*	.244**	-.034	-.073	-.080
Educational Level	-.404***	-.313***	-.123*	-.073	-.060
Length of Service	-.440***	-.311***	-.640***	-.590***	-.604***
Training		.391***	.241***	.178**	.157
Effective Planning and Decision				.160*	.175*
Training × Effective Planning and Decision Making					-.028*
$R^2$	.365**	.486***	.677**	.690**	.691*
$\Delta R^2$	.365**	.121*	.191**	.013*	.001
F	16.249***	21.168***	46.968***	41.236***	35.066***
$\Delta F$	16.249***	26.296***	46.968***	4.738*	.085

Notes: N=118; \* $p < .05$ , \*\* $p < .001$ , \*\*\* $p < .0001$



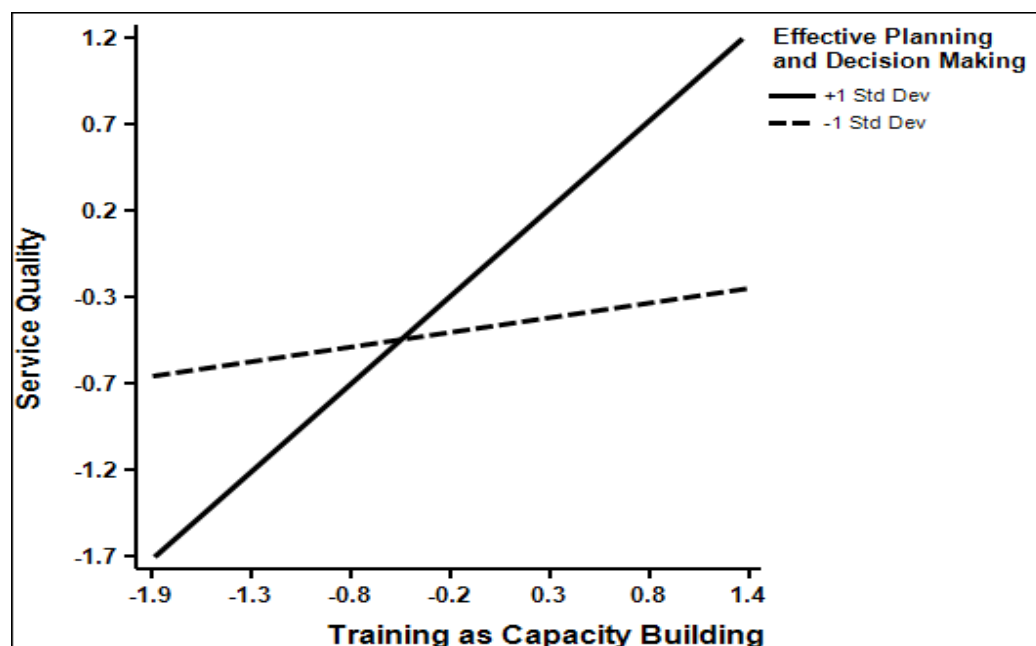


Figure 1: Interaction Effect of Training and Effective Planning and Decision Making on Service Quality.

**Table 3: Results of hierarchical moderated regression analyses: Main and interaction effects of leadership and effective planning and decision making on service quality.**

	Model 1	Model 2	Model 3	Model 4	Model 5
Variables	Effective Planning and Decision Making	Effective Planning and Decision Making	Service Quality	Service Quality	Service Quality
Gender	.132	.101	-.278***	-.302***	-.267***
Age	.228*	.127	-.047	-.077	-.089
Educational Level	-.438***	-.117	-.290***	-.263***	-.231***
Length of Service	-.425***	-.202**	-.686***	-.639***	-.574***
Leadership		.635***	.052*	-.096	-.021
Effective Planning and Decision				.233**	.201**
Leadership × Effective Planning and Decision Making					.180**
R <sup>2</sup>	.319*	.632**	.734***	.754**	.780**
ΔR <sup>2</sup>	.391**	.242***	.734***	.020*	.027
F	17.486***	37.168***	59.569*	54.593*	53.840***
ΔF	17.486***	70.986***	59.569***	8.641**	12.897**

Notes: N=118; \*p< .05, \*\*p< .001, \*\*\*p< .0001

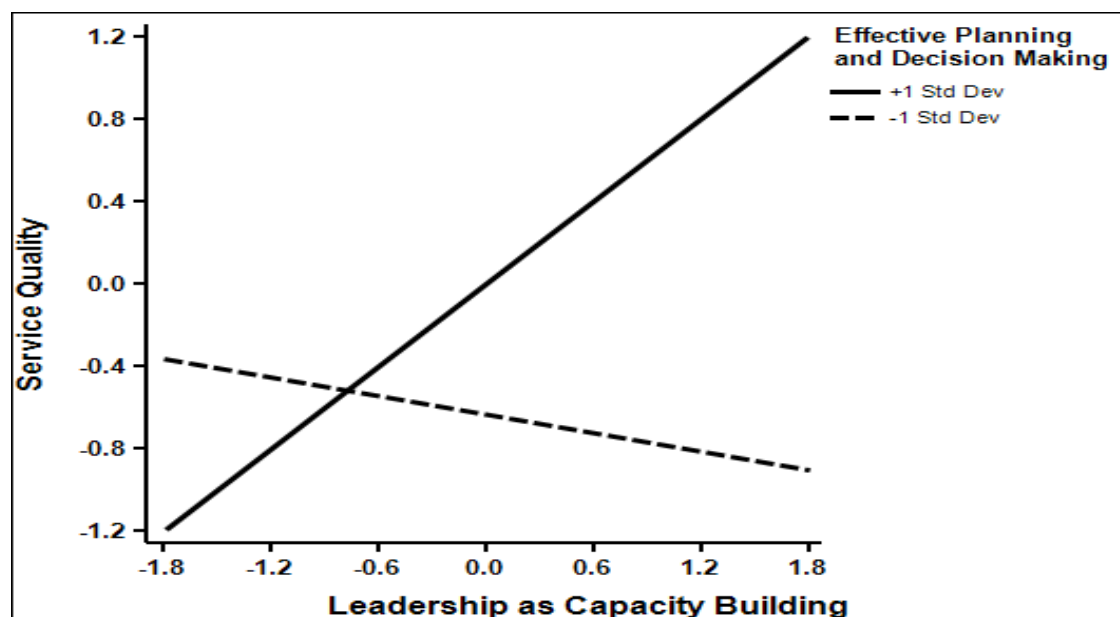


Figure 2: Interaction Effect of leadership and Effective Planning and Decision Making on Service Quality.

**Table 4: Results of hierarchical moderated regression analyses: Main and interaction effects of teamwork and support and effective plaining and decision making on service quality.**

	Model 1	Model 2	Model 3	Model 4	Model 5
<b>Variables</b>	<b>Effective Planning and Decision Making</b>	<b>Effective Planning and Decision Making</b>	<b>Service Quality</b>	<b>Service Quality</b>	<b>Service Quality</b>
Gender	.144	.103	-.258***	-.282*	-.259***
Age	.224*	.323***	-.020	-.098	-.152*
Educational Level	-.404***	-.282***	-.146*	-.079	-.086
Length of Service	-.440***	-.358***	-.698***	-.612***	-.479***
Teamwork and support		.509***	.133*	.011	-.881**
Effective Planning and Decision				.240**	-.865**
Teamwork and support × Effective Planning and Decision Making					1.844**
R <sup>2</sup>	.365	.571	.646**	.670***	.705**
ΔR <sup>2</sup>	.365	.206	.014*	.025**	.035**
F	16.249***	29.824***	40.788***	37.593***	37.501***
ΔF	16.249***	53.771***	4.429*	8.309**	12.857**

Notes: N=118; \*p< .05, \*\*p< .001, \*\*\*p< .0001

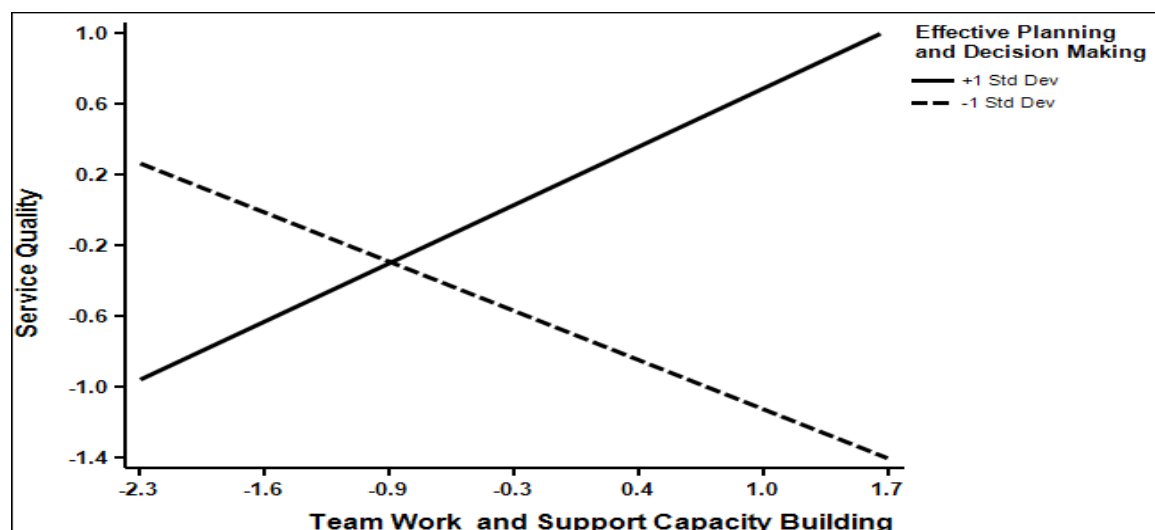


Figure 3: Interaction Effect of Teamwork and Support and Effective Planning and Decision Making on Service Quality.

### 5.0 Discussion of Findings

The purpose of this study was to establish the relationship between the various dimensions of capacity building, effective planning and service quality within the information service provision environment. The results revealed a significant positive relationship between capacity building and effective planning and decision making as well as service quality. This finding is in line with the beliefs of Pedramnia, *et. al.*, (2012) who assert that librarians are expected to plan and take timely decisions in providing the right information in the right quantity and quality to the user at the right time. Effective planning and decision making is of utmost importance to the librarian in order to decide on the appropriate search strategies and information sources to search in order to retrieve the right information, in the right quantity and quality to satisfy user needs. However it must be noted that the skill of planning and providing quality services is developed through capacity building initiatives such as training, leadership and teamwork (Groot & Molen, 2000). Nadiri and Mayboudi, (2010) also stated that the skills required by librarians to provide quality library services through their ability to plan effectively and take timely decisions has a significant influence on students' overall satisfaction gained from their universities. This is because the academic library is the heart of the university and is expected to build a collection of resources necessary to support the research, teaching and learning activities of the university community. Building the capacity of librarians in academic libraries ultimately enhances effective planning and decision making to provide standard services within the academic community.

It is important to note that once the capacity of employees are improved in academic libraries through such initiatives as training, good leadership, teamwork and support, it will have a positive bearing on the quality of services they will provide (Ohemeng, 2009). According to Pitt *et. al.* (1995) and Jung-Yu (2006), empowered employees who have the requisite skills to provide quality services have the potential to influence user satisfaction. Kiran, (2010) adds that over time, repeated satisfaction with service encountered results in a perception of service quality.

It was again established from the study that effective planning and decision making were positively and significantly correlated with the quality of service provided by information professionals. This finding is supported by Pedramnia, *et. al.*, (2012) who reported that Ranganathan, the father of Library and Information Science (LIS), views the user as the core of all library activities. According to Pedramnia, *et. al.*, (2012), the ability of librarians to serve “the right information, to the right user at the right time” based on effective planning and decision making results in user satisfaction. Academic library services that at least fulfill user expectations will result in providing user satisfaction (Dahan, *et. al.*, 2015). Academic libraries in today’s technologically driven academic environment can only achieve user satisfaction when staffs are well developed and equipped with the necessary skills and expertise required to support their activities.

Also, from the analysis, it was proven that effective planning and decision making will moderate the relationship between capacity building and the quality of service of information professionals. Pindur *et. al.*, (1995) states that employee capacity building is enhanced when leaders encourage the participation of employees in decision making and maintain close relationships with the employees. According to him, senior managers can do this

through the development of employees' professional skills and promotion of teamwork. Handy (1999) also believes that the application of the democratic leadership style in organisations allows for change and adaptation which is characterized by team culture where employees can exercise more control over their work. This allows employees to develop their abilities and confidence, the result of which breeds professionalism, respect and good relationships (Handy, 1999). Furthermore, Roddy (2004) mentions that effective communication and coaching from senior managers, the provision of continuous feedback and performance appraisal by senior managers to their subordinates promotes knowledge sharing, organizational learning, and the capacity building of employees.

### 5.1 Implications for Practice

The findings of the study informed the following recommendations to improve the capacity building and quality of service delivery of information professionals. Management of academic libraries should develop the capacity of their staff in order to empower them in their planning and decision making processes to improve on the quality of services they provide to the academic community. This can be achieved through the following;

- i. Organizing training programmes, workshops and seminars frequently for staff to improve their skills in the various functions and activities in the library
- ii. Institutional policies should consider providing support to staff to further their education in the profession. Training programmes can also be organized in-house or out-sourced to experts in the field to build the capacity of library staff.
- iii. Library staff should also be trained in emerging technologies to make them conversant with the current technologies used in the provision of services and information to the academic community.

### 5.2 Implications for Future Research

This research investigated the impact of capacity building on the quality of services provided by librarians in academic libraries in selected private universities in Ghana. However, other academic libraries and corporate institutions need to improve the capacity of their staff to provide their patrons and clients with the right services they desire. Further research can therefore be undertaken in the other universities in Ghana. It will also be interesting for this study to be replicated in other corporate institutions other than the academic environment to establish the relationship between capacity building and service quality. Capacity building covers a wide range of concepts, however, only training, leadership and teamwork were examined in this study. Future studies can explore other dimensions of capacity building to establish its influence on service quality.

### 5.3 Conclusion

The need for capacity building among librarian in academic libraries cannot be over emphasized in today's changing academic environment evident in the rate at which technologies are emerging coupled with the changing needs of patrons. The study revealed that capacity building improves the knowledge, skills and empowers information professionals in providing quality services to satisfy the information needs of faculty and students in the teaching, research and learning processes.

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