

# ORGANIZATIONAL CULTURE, JOB KNOWLEDGE AND SERVICE QUALITY AMONG LIBRARY PERSONNEL IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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## Abstract

The study is hinged on a theoretical framework which combines relevant theories such as LibQUAL Model, organisational culture theory and organisational learning theory. The study adopted a survey research design with the population consisting of 183 library personnel from Colleges of Education in the South West, Nigeria. The instrument for data collection was a validated questionnaire adapted from relevant theories. The data collected was analysed using both descriptive and inferential statistics, specifically, regression analysis. The results of data analysis revealed that there is a high level of service quality (Mean = 3.16) in college of education libraries in South-West, Nigeria. The results also showed a highly favourable organisational culture (Mean = 3.10); high level of job knowledge (Mean = 3.14). The regression analysis also revealed a significant influence of organizational culture on service quality ( $R = 0.650$ ,  $p > 0.05$ ); a weak but significant influence of job knowledge ( $R = 0.178$ ,  $p > 0.05$ ). The study also found a significantly combined influence of organisational culture and job knowledge, ( $Adj. R^2 = 0.422$ ,  $F(3, 169) = 42.082$ ,  $p < 0.05$ ). However, organisational culture is the only statistically significant predictor ( $\beta = 0.653$ ,  $p < 0.001$ ). The study concluded that job knowledge and employee development are critical elements in effective service qualities. It was therefore recommended that library management should sustain and build upon strong visible cultural artifacts while also intentionally developing espoused values through leadership training, mission-vision workshops, involving staff in value setting.

**Keywords:** College libraries. Job knowledge, Library service quality, Organisation Culture.

## Introduction

Libraries are institutions that are always at the vanguard of dispensing quality services to the users as well as entrenching use's satisfaction. Services in the library, form the nucleus of any library operation. Service quality is how well a service meets or exceeds the user's expectations. Furthermore, in the opinion of Dash & Padhi (2016) the term "library service quality" is regularly utilised in library and information science research. Its definition is a subtle, elusive, intangible and complex idea. Experts, have described the library service quality as something related to the service delivering effectiveness, appropriateness and quality up to the standard. "Quality is the totality of characteristics of an entity that bears on its ability to satisfy stated and implied needs." Any product or service must possess those qualities which makes a thing what it is, a combination of elements/components to make a product or service in all respect. Quality is the basic philosophy and requirement of library science, and all libraries strive to deliver the highest quality of service. A quality service is one that fully meets the expectations and requirements of the users. If a library provides appropriate information to the right user at the right time and in the required form, then it could be argued to be maintaining quality. Quality in library services means satisfying the query of each and every user accurately, exhaustively and expeditiously (Choshaly & Mirabolghasemi, 2019). Therefore, the library being a service delivery institution, a custodian of knowledge and centre for information dissemination, would specifically focus on understanding the dynamics of service quality.

The library and information Science researchers have defined "library service quality" as the difference between library users' perception of actual services received and the desired expectations about the services. Hence it is the library users' evaluation

of the overall quality of the library services. Users' views are very paramount and crucial in the development and the improvement of the level of the quality of services being delivered in academic libraries. In other words library service quality refers to the level of satisfaction and fulfillment of users' needs and expectations in a library setting (Dahan, Taib, Zainudins & Ismail, 2016).

Traditionally, libraries have focused on measuring quality based on factors such as collection size, visitors or users' statistics, issue and return data, the budget size and the staff strength. However, it is important to prioritize and meet the needs of library users (Jackson, 2015).

Thus library service quality is viewed in the most established service quality evaluation models such as the difference between Customers perceptions and expectations by the use of disconfirmation and Confirmation basis which ultimately depends on the satisfactory literature. If the perceived quality scores related to one service are equivalent to or above the desired levels, then that service is considered as extraordinarily fine. Conversely, perceived quality scored below the desired levels, it demonstrates that the library is not meeting users -expectations. Therefore, this creates a gap between the user's perceptions and desires regarding the actual service being provided to them (Rehman, 2019). In furtherance of the explanation, it connote that library service quality is normally an investigation of the gap, a detailed analysis of the gap between the user's desires and perceptions about the library and its services. In an ideal situation, user's perceptions should exceed their desired expectations. The difference between expected library service and perceived library services is called 'gap'. This gap can either be positive or negative. A positive gap illustrates that the users expected level of service has either been obtained or surpassed the desire level,

whereas a negative gap reveals that the service delivery is below the expected service level. The success of library or any information center largely depends on the quality of service it renders to its users (Higher Education Department 2020). Therefore in libraries, service quality tells the extent to which a library's services meet user's expectations and needs. It involves providing appropriate information to the right user at the right time and in the required form, essentially meeting user demands effectively. High quality library services are crucial for user satisfaction and continuous improvement in the learning process.

Anunobi & Edoka (2010) opined that the library is an information providing system that plays a pivotal role in supporting teaching, learning and research with information materials of various types. Furthermore, library as a store house of knowledge is indispensable to the success of any functional education. Education without the services of library is half baked education that can only produce narrow minded individuals which will not be productive to their community. The services rendered by libraries differ depending on the type and operation of the library and some of these services are information and communication technology driven (Igwe, 2010). The following library services according to the international standard include, the processes of lending and managing library materials, borrowing, returning and tracking items (charging & discharging). They ensure efficient access to resources for patrons while maintaining inventory control.

Services of handling the registration of new library users, creating accounts and issuing library cards. This involves checking out items to patrons, recording the borrower's information. When items are returned, circulation services check them in,

update records, and potentially calculate and collect fines for overdue items. Circulation services also handle requests to extend the loan period for items. Circulation services undertakes inventory control by tracking the status of all items in the library's collection, monitoring their location, and ensuring items are available for borrowing. The circulation or lending department is one of the departments of the library. The main public service point is the circulation desk or loans desk, usually found near the main entrance of the library. It provides lending services and facilities for return of loaned items (Uko, 2019).

Library personnel offer individualized help to users through personal assistance by tailoring their support to the specific needs of each inquirer. Information access services, here librarians assist users in finding and accessing information resources, both physical and digital. Other services libraries provide to the users are; online information services, online reservation of books, recommendation of library materials, cataloguing and classification, selective dissemination of information (SDI) referral services, serials management, counselling services, e-library services, exhibitions and display services, user education, orientation services, current awareness services (CAS), reprographic services, user webliographic services, bibliographic services, extension services, frequently ask questions (FAQ), interlibrary loan services (LLs), ready reference, long range reference services, newspapers indexing services, users clearance services, reserved book services, resource sharing services, library network services, library consortia services, information literacy skills training services, document delivery services, serials management services, indexing and abstracting services, readership promotion services, social media platforms services, cloud library services audio visual services and specialised services. (e.g. services to people with special

needs). Library services are those tangible and intangible activities that are carried out in the library to satisfy user's needs or curiosity, these services are essential and indeed, they form the fulcrum of library operations (Soyele, Oyebola & Ayegbomogun, 2021). Libraries offer a wide range of services designed to support teaching, learning, and research within a university or college environment.

Organisational culture in other words is composed of beliefs and expectations shared by members of an organisation. Organisational culture consists of common norms, values and beliefs of individuals within a particular group. Organisational culture is the way things are done in an organisation, the unwritten rules that influence individual and group behaviour and attitudes. To corroborate the above assertion, Mohammed, Abubakar & Abdullahi (2020) opined that organisational culture is the set of values, beliefs, attitudes systems and rules that outline and influence employee behaviour within an organization. Going by the current standards, organisational culture refers to the mutual outlook, assumptions and standards of an organisation's membership. Organisational culture can give employees a feeling of unity and purpose and can help a team cope with complex and dynamic changes. A strong organisational culture can serve as an asset in helping team's members accomplish goals and to experience fulfillment in their careers. In fact, an analysis of a company's organisational culture can be a predictor of factors such as job satisfaction, employee commitment to the organisation, or the likelihood of success of a quality improvement initiative (Kava et al 2018).

Culture reflects the values and beliefs shared by organisational members. Organisational values and beliefs constitute the foundation of an organisation's culture influencing ethical behaviour. Krietner & Kinicki (2013) stated that it is important to

distinguish between values that are espoused and those that are enacted. Espoused values represent the explicitly stated values and norms that an organisation claims to live by. Enacted values represent the values and norms that are actually exhibited or converted into employee's behaviour inside the organisation. For example, a company might identify integrity as a core value. If employees display the stated value of integrity by being brutally honest (either inside or outside the organisation) the espoused value becomes enacted and individual behaviour is influenced by the value of integrity.

Job Knowledge is the foundation of professional expertise, encompassing the skills, information and experience essential for success in a specific role. It is the bedrock that enables employees to perform tasks competently and confidently. As the work place evolves so does the scope of job knowledge is required. Job knowledge is the understanding of a set of responsibilities specific to a job as well as the ongoing capacity to stay abreast with changes in job functions. It measures employees demonstrable job relevant knowledge and essential skills such as work practices, policies, procedures, resources, laws, customer service and technical information as well as the relationship of workers to the organization's mission (Fletcher, 2013). Job knowledge in a library environment refers to the skills, abilities and information required to perform tasks and duties related to library operations, services and programmes. Furthermore, Fabunmi & Awoyemi (2017) are with the opinion that job knowledge in a library setting refers to the understanding and expertise required to perform specific tasks and responsibilities related to library operations, services, and management. Library personnel need to possess a range of skills and knowledge to effectively support patrons, manage resources, and contribute to the overall mission of the library.

### Statement of the problem

Service quality propels and sustains the image of the library; it brings about attraction to users and as such makes the library to remain a brand in the eyes of the users. Service quality to the users remains the image maker of the library which also gives users satisfaction. Libraries in colleges of education setting are tailored towards providing efficient services to users, acquiring robust collections in diverse disciplines to support research and teaching so as to enhance learning in an academic community. Providing high quality library services to users equitably has become a growing concern especially as these institutions have a role to play in training instructors, administrators and educators who are entrenched to support teaching, learning and research in education. However it has been observed that the standard of service quality output particularly in colleges of education libraries in south west Nigeria has been dwindling, diminishing and lower in content. Impliedly the tempo or the marginal propensity of service quality to users has fallen below standard probably due to some factors such as poor organisational culture, lack of job knowledge, unskillful personnel, recruitment of unqualified staff, lack of commitment, lack of passion for the profession, divided loyalty, social loafing, lack of incentives and motivation, bad policies that adversely affect libraries operation, poor leadership style. Moreover, what is obtainable in the developed countries in terms of service quality among library personnel is quite different from what is done in our own libraries particularly in colleges of education, South West Nigeria. It is on this premise that this research seek to investigate the Organisational culture, job knowledge, and service quality among library personnel in colleges of education, South West Nigeria.

## Research Questions

1. What is the level of service quality among library personnel in Colleges of Education, South West Nigeria?
2. What is the prevailing organisational culture among library personnel in Colleges of Education, South West Nigeria?
3. What is the level job knowledge among library personnel in Colleges of Education, South West Nigeria?

## Theoretical Implications

### *Organisational Culture Theory*

Edgar Schein, a prominent organisational psychologist, was born on March 5, 1928. Schein's most significant contributions to the field of organisational development was his model of the three levels of organisational culture. Schein offers a formal definition of culture and explicitly breaks it into three levels of artifacts, values and basic assumptions (Schein, 2023).

### *Organisational Learning Theory*

Organisational learning theory was created by Chris Argyris in 1978, he was born in Newark, New Jersey on July 16, 1923. Organisational learning theory refers to acquiring new knowledge and using it to improve performance with insight on single-loop and double-loop learning. It explains how organisations acquire, share and utilize knowledge to improve performance, adapt to change and innovate (University of Limerick, Libqual Survey, 2010).

## Literature Review

Assessment of library service quality has been based on its collection size and the availability of required resources. However, literature has shown that these are no longer applicable as there might be lagging indicators and do not consider user satisfaction as an input to the assessment. In the views of a renowned scholar, service quality influences user satisfaction and improves patronage in libraries (Landrum et al 2008). Therefore to assess the service quality of an academic library, user's satisfaction and expectation should be considered and used as an input. The concept of service quality as seen by Trivedi & Bhatt (2019), has changed from supplier oriented to user oriented, or in other words, the quality is user required. Invariably, the basis of measurement is the user's satisfaction. Library service quality is seen as the gap between what users expect and what they actually perceive from the service that they receive from the library.

In the realm of library setting, understanding the organizational culture is crucial to optimizing efficiency, collaboration and overall performance. This ultimately delves into the literature review surrounding the beliefs, values and leadership styles prevailing in libraries, shedding light on their impact on organizational culture. Organisational culture invariably refers to the framework that dictates how various roles, responsibilities and activities are coordinated and controlled within the institution, (Olajide & Yusuf 2010). This structure can significantly influence the culture, operations and effectiveness of the library. It is worthy to note that the organizational culture of academic libraries influences various aspects of their functioning, including the decision making processes, communication channels and resources allocation. Robbins & Coutler (2019), asserted that a well-defined organizational culture helps in

clarifying roles and responsibilities, promoting accountability and enhancing overall efficiency within the library setting that calls for a harmonious and a dynamic relationship in the organization. As organizational members interact, shared values, norms, beliefs and ways of thinking also emerge. The shared orientations form the culture of the organization, therefore, organizational culture distinguishes one organization from another and provides members with a sense of organizational identity (Johnson 2018).

In the field of library science, the level of job knowledge possessed by librarians and library personnel plays a crucial role in the effective functioning of libraries. In the actual sense of it, job knowledge refers to the understanding and proficiency in performing tasks specific to the library environment, including cataloguing, information retrieval and reader advisory services (Smith 2018). It encompasses both theoretical knowledge gained through hands on experience in library settings. Job knowledge in library is a wide range of skills that are essential for the efficient operation of library routines.

### Methodology

Descriptive survey research design was used for this study. Data was collected through a structured questionnaire. The questionnaire was designed to gather information on organizational culture, job knowledge and service quality among library personnel in colleges of Education in south west Nigeria.

### Population Table

S/N	Institutions	Number Of Librarians	Library Officers	Support Staff	Total
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1.	Federal College of Edu. Sp. Oyo	22	18	15	55
2.	Federal College of Education Abeokuta	19	7	12	38
3.	Federal College of Education Technical- Akoka Lagos	8	5	6	19
4.	Federal College of Edu. Iwo	7	-	2	9
5.	Adeyemi College of Education Ondo	15	-	-	15
6.	Federal College of Education Ilawe-Ekiti State	5	2	2	9
7.	Osun State College of Education Ila-Orangun	2	3	9	14
8.	Oyo State College of Education Lanlate	2	2	3	7
9.	Sikiru Adetona College of Education, Omu-Ajose	4	1	4	9
10.	Best Legacy College of Education Ogbomosho	2	-	2	4
11.	Muftua Olanihun College of Education, Ibadan	-	2	2	4
	<b>TOTAL</b>	<b>86</b>	<b>40</b>	<b>57</b>	<b>183</b>

The sampling size used for this research was total enumeration, due to the small size of the population.

Research Question One: What is the level of service quality among library personnel in Colleges of Education, South West Nigeria?

### Result and Discussion of the findings

**Table 1. Level of Service Quality among Library Personnel in Colleges of Education, South West Nigeria**

Service Quality	VH	H	L	VL	Mean
<b>Affect of service</b>					
To what extent are library staff sincerely willing to assist users?	87 (50.9%)	78 (45.6%)	5 (2.9%)	1 (0.6%)	3.47
To what extent do library staff understand the needs of the users?	85 (49.7%)	74 (43.3%)	6 (3.5%)	6 (3.5%)	3.39
At what extent do I compose myself when dealing with users?	96 (56.1%)	66 (38.6%)	6 (3.5%)	3 (1.8%)	3.49
What is the level of error free records in our library?	58 (33.9%)	77 (45.0%)	29 (17.0%)	7 (4.1%)	3.09
To what extent do you give users individual attention?	82 (48.0%)	78 (45.6%)	7 (4.1%)	4 (2.3%)	3.39
<b>Average Mean</b>					3.37
<b>Information control</b>					
At what extent the information resources needed by users are in their proper places on the shelves?	64 (37.4%)	89 (52.0%)	10 (5.8%)	8 (4.7%)	3.22
At what level does the library provide current and relevant information resources to users?	56 (32.7%)	86 (50.3%)	23 (13.5%)	6 (3.5%)	3.12
To what extent does our library provide literacy instructions to users for effective use of resources?	39 (22.8%)	91 (53.2%)	36 (21.1%)	5 (2.9%)	2.96
To what extent do I promptly respond to information needs of users?	55 (32.2%)	93 (54.4%)	21 (12.3%)	2 (1.2%)	3.18
At what level do library staff make information easily accessible for independent use?	43 (25.1%)	105 (61.4%)	18 (10.5%)	5 (2.9%)	3.09
<b>Average Mean</b>					3.11
<b>Library as a place</b>					
At what level does the library has enough reading tables and chairs?	57 (33.3%)	74 (43.3%)	29 (17.0%)	11 (6.4%)	3.04

At what level is the library building and its environment clean and neat?	50 (29.2%)	84 (49.1%)	27 (15.8%)	10 (5.8%)	3.02
At what level are the facilities and equipment in our library maintained and functional?	49 (28.7%)	87 (50.9%)	29 (17.0%)	6 (3.5%)	3.05
At what level does the quiet place in our library inspires reading?	42 (24.6%)	99 (57.9%)	17 (9.9%)	13 (7.6%)	2.99
To what extent does our library provide directional signs to easily locate resources?	43 (25.1%)	78 (45.6%)	39 (22.8%)	11 (6.4%)	2.89
<b>Average Mean</b>					2.99
<b>Aggregate Mean</b>					3.16

**Source: Fieldwork, 2025**

The results in Table 4.3 present the level of service quality among library personnel in Colleges of Education in South-West Nigeria. Overall, the findings indicate that the aggregate mean score of 3.16 represents high level of service quality. However, the analysis across the three dimensions, namely: affect of service, information control, and library as a place, shows both areas of strength and aspects that require improvement.

In terms of affect of service, the average mean score was 3.37, the highest among the three dimensions. This suggests that library personnel are generally committed to serving users sincerely, understanding their needs, and maintaining professionalism when interacting with them. For instance, the highest-rated item was staff composure when dealing with users (mean = 3.49), closely followed by their willingness to assist users (mean = 3.47). Nonetheless, the maintenance of error-free records (mean = 3.09) was relatively lower, highlighting an area that requires more accuracy and attention.

In summary, the study reveals that library service quality in Colleges of Education in South-West Nigeria is high, with strength in staff-user interaction but weakness in resource control and infrastructural adequacy.

Research Question Two: What is the prevailing organisational culture among library personnel in Colleges of Education, South West Nigeria?

**Table 2: Prevailing Organisational Culture among Library Personnel in Colleges of Education, South West Nigeria?**

ITEMS	SA	A	D	SD	Mean
<b>Artifacts</b>					
The office layout of our library is very attractive to users.	27 (14.8%)	93 (54.4%)	32 (18.7%)	17 (9.9%)	2.79
Physical artifacts in our library influence my behaviour of interaction.	48 (28.1%)	78 (45.6%)	38 (22.2%)	7 (4.1%)	2.98
Policies in our library support staff growth.	48 (28.1%)	83 (48.5%)	34 (19.9%)	6 (3.5%)	3.01
Some policies are inconsistent with the stated goals of our library.	51 (29.8%)	86 (50.3%)	26 (15.2%)	8 (4.7%)	3.05
The location of the library is not convenient to users.	45 (26.3%)	47 (27.5%)	61 (35.7%)	18 (10.5%)	2.70
There are good facilities to work with in our library.	49 (28.7%)	70 (40.9%)	41 (24.0%)	11 (6.4%)	2.92
The environment which our library operates is not supportive.	40 (23.4%)	59 (34.5%)	53 (31.0%)	19 (11.1%)	2.70
<b>Average Mean</b>					<b>3.28</b>

### Espoused Values

Values of orderliness are strictly adherence in our library.	47 (27.5%)	96 (56.1%)	24 (14.0%)	4 (2.3%)	3.09
Values of maintaining great standards are upheld in our library.	48 (28.1%)	75 (43.9%)	32 (18.7%)	16 (9.4%)	2.91

Library personnel with high level of integrity are often motivated.	33 (19.3%)	66 (38.6%)	47 (27.5%)	25 (14.6%)	2.63
Firm leadership in our library, upholds values for effectiveness.	44 (25.7%)	83 (48.5%)	37 (21.6%)	7 (4.1%)	2.96
Good leadership in our library influences good decision-making.	50 (29.2%)	80 (46.8%)	24 (14.0%)	17 (9.9%)	2.95
Poor leadership affects operational activities in our library.	44 (25.7%)	72 (42.1%)	37 (21.6%)	18 (10.5%)	2.83
<b>Average Mean</b>					2.91
<b>Basic Underlying Assumptions</b>					
Staff are wrongly placed, there is lack of incentive.	70 (40.9%)	72 (42.1%)	23 (13.5%)	6 (3.5%)	3.20
Staff are bound by the rules and regulations of the library.	63 (36.8%)	82 (48.0%)	23 (13.5%)	3 (1.8%)	3.20
Staff contribute to library's service delivery.	53 (31.0%)	101 (59.1%)	12 (7.0%)	5 (2.9%)	3.18

**Source: Fieldwork, 2025**

Table 2. Presents the prevailing organizational culture among library personnel in Colleges of Education in South-West Nigeria, measured across three key dimensions: artifacts, espoused values, and basic underlying assumptions.

Under the dimension of artifacts, which include visible structures, policies, and facilities, responses reveal moderate agreement that the physical and policy environment of the libraries shapes staff behaviour and service delivery. For instance, 28.1% strongly agreed and 45.6% agreed that physical artifacts influence interaction patterns, with a mean score of 2.98. Similarly, 28.1% strongly agreed and 51.5% agreed that library policies support staff growth, producing a mean of 3.01. However, concerns about inconvenient library locations (mean = 2.70) and unsupportive environments (mean = 2.70) reflect cultural gaps. The overall mean for artifacts (3.28) suggests a fairly positive but uneven experience of organizational culture at this level. In the

dimension of espoused values, findings show moderate alignment between institutional values and staff perception. For example, 56.1% agree that of orderliness are strictly adhered to (mean=3.09), while 48% acknowledged that staff interact and share ideas freely with users (mean=3.04). On basic assumptions, result indicate stronger cultural practices, especially regarding fairness, respect, and adherence to rules. For instance, 53 (31.0%) strongly agreed and 91 (53.2%) agreed that staff are treated fairly and with respect, yielding a mean of 3.13. Similarly, 59.1% agreed that staff contribute actively to service delivery (mean=3.18).

Overall, the aggregate mean score of 3.10 reflects a highly favourable organizational culture across Colleges of Education libraries, with artifacts being the strongest dimension, followed by basic assumptions and espoused values. This suggests that while visible practices and underlying norms support library work to some extent.

Research Question Three: What is the level job knowledge among library personnel in Colleges of Education, South West Nigeria?

**Table 3: Level Job Knowledge among Library Personnel in Colleges of Education, South West Nigeria**

ITEMS	VH	H	L	VL	Mean
<b>Learning Outcomes</b>					
I possess the requisite knowledge to work in any section of the library.	80 (46.8%)	72 (42.1%)	15 (8.8%)	4 (2.3%)	3.33
Staff with adequate knowledge of library system are vast in its operations and to correct errors.	58 (33.9%)	95 (55.6%)	10 (5.8%)	8 (4.7%)	3.19
Library staff with deep understanding of library resources can effectively assist patrons.	52 (30.4%)	83 (48.5%)	17 (9.9%)	19 (11.1%)	2.98
I'm competent in providing instructions on library resources without error.	75 (43.9%)	80 (46.8%)	14 (8.2%)	2 (1.2%)	3.33
<b>Average Mean</b>					<b>3.16</b>
<b>Information Sharing</b>					
Staff who are skillful, deliver efficiently on their job.	69 (40.4%)	88 (51.5%)	9 (5.3%)	5 (2.9%)	3.29
Staff with high level of information skills can enhance productivity in the library.	80 (46.8%)	71 (41.5%)	14 (8.2%)	6 (3.5%)	3.32
Conflict free environment always attracts users to the library.	50 (29.2%)	98 (57.3%)	22 (12.9%)		3.16
Problem solving skills among library staff leads to greater output.	63 (36.8%)	90 (52.6%)	14 (8.2%)	3 (1.8%)	3.25
<b>Average Mean</b>					<b>3.13</b>
<b>Aggregate Mean</b>					<b>3.14</b>

**Source: Fieldwork, 2025**

Table 4.5 presents the level of job knowledge among library personnel in Colleges of Education, South-West Nigeria, examined under three dimensions: learning outcomes, information sharing, and problem-solving skills.

Under learning outcomes, results indicate that staff possess considerable knowledge for handling library tasks. For instance, 80 (46.8%) of the respondents rated themselves very high and 72 (42.1%) rated high in possessing the requisite knowledge to work in any section of the library, with a mean score of 3.33. Similarly, 75 (43.9%) indicated very high and 80 (46.8%) high competence in providing instructions on library resources without error (mean = 3.33). However, fewer respondents rated high in recognising the role of educational background in fostering proficiency (mean = 2.96). The overall mean for learning outcomes (3.16) suggests a generally strong but uneven knowledge base among library staff. In terms of information sharing, findings reveal a positive orientation towards collaboration and knowledge exchange. For example, 80 (46.8%) and 71 (41.5%) of the respondents rated very high and high respectively that information skills enhance productivity (mean=3.32).

The aggregate mean score of 3.14 across all dimensions indicates that library personnel in Colleges of Education in South West Nigeria possess high level of job knowledge. Learning outcomes and problem-solving skills are strong, while sharing remains robust but could benefit from more structured opportunities for innovation and external collaboration.

## Recommendations

1. Library authorities and funding agencies should prioritize investment in library infrastructure and resource management systems. This could include modernizing physical facilities and implementing better resource control practices.
2. Library management should sustain and build upon strong visible cultural artifacts while also intentionally developing espoused values through leadership training, mission-vision workshops, and involving staff in value setting.
3. Institutions should formalize structured mechanisms for information sharing and external collaboration, such as regular joint workshops/conferences, mentoring programs, and platforms for sharing innovations.
4. Library administration should invest in consistent, relevant training programmed to enhance staff skills, especially in high need areas of library services.
5. Given the strong influence of organizational culture, policy makers and library leaders should give organisational culture formal recognition in performance evaluation frameworks.
6. College libraries should develop more robust continuous professional development (CPD) initiatives that do not only deliver knowledge but also address deeper implementation.
7. Institutional and library management should embed culture centrally in policy and management practices to ensure that libraries are more likely to see sustained improvements in service delivery.

## Conclusion

The results of this study indicate that in Colleges of Education in South-West Nigeria, library service quality is generally high, particularly in the domain of staff-user interaction, though resource control and infrastructural adequacy remain areas of weakness. Alongside this, the organisational culture is viewed favourably, with visible artifacts showing the strongest expression, followed by underlying assumptions and espoused values. Library personnel demonstrate high level of job knowledge, especially in learning outcomes and problem-solving skills; however, information sharing, while strong, could benefit from more formal structures and external collaboration. Importantly, of all the examined predictors, organisational culture emerges as the most critical determinant of service quality; job knowledge has a statistically significant but relatively weak impact.

In line with these results, it is concluded, that, to enhance service quality in college library settings, such will only thrive in an environment where stakeholders have cultivated a strong organizational culture while also improving infrastructure and resource control. The study has also shown that job knowledge and employee development are critical elements in effective service qualities but they cannot supplant the role of positive organizational culture when it comes to shaping service quality outcomes.

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