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# INFLUENCE OF ADMINISTRATIVE EFFECTIVENESS ON WORK ETHICS OF LIBRARY PERSONNEL: THE CASE OF KENNETH DIKE LIBRARY

By

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## Abstract

*Work ethics in library settings appears to be deteriorating in recent times which were not unconnected with administrative styles. The study therefore examined the influence of administrative effectiveness on work ethics of library personnel in Kenneth Dike Library, University of Ibadan. The study identifies levels of administrative effectiveness and rate of compliance with work ethics by library personnel as well as the relationship between them. The study adopted descriptive research design of correlational type using a structured questionnaire to elicit information from respondents. The population comprised 112 library personnel consisting 30 academic librarians, 54 Non-Teaching (senior) and 28 junior non-teaching library staff in KDL. Of the 112 copies of the questionnaire administered, 94 copies were returned and valid for analysis. The data collected was analysed using descriptive and inferential statistics with the hypotheses tested at 0.05 level of significance. The result revealed that the level of administrative effectiveness in KDL is moderate, rate of compliance with work ethics moderate, and that significant relationship existed between administrative effectiveness and work ethic. There was no significant difference between work ethics of professional and para-professional library personnel in KDL. Based on these, recommendations were made that effective administrative styles be adopted and code of ethics be established and distributed to all staff to enhance their work ethics.*

**Key words:** Administrative Effectiveness, Work Ethics, Library Personnel, Kenneth Dike Library

## **Introduction**

University libraries have a mandate to provide high quality information service delivery education at the undergraduate and graduate levels in order to prepare students to meet lifelong intellectual, ethical, social, and career challenges. In pursuant of this mission, the universities as well as the librarians are indispensable partners in actualisation of the educational objectives of the university. University libraries are necessary instruments for intellectual growth as they are store houses for information sources to which users access information. Further, university library can be seen as a system established, administered and funded by a university to meet the information, research, and curriculum needs of its students and faculty (Reitz, 2008).

Eze & Uzoigwe (2013) opined that the mission and vision of academic libraries in the university setting are usually in tune with the objectives of the parent institution – the university. University libraries are therefore at the forefront of providing information services to different category of users – students, lecturers and researchers to support their teaching, learning and research needs. Singh and Kaur (2009) posited that preservation and access to knowledge and information is the core duty of academic libraries alongside supporting the mission of their parent institutions. Professional librarians working in university libraries especially in this information age, always engaged themselves with the collection, organisation and dissemination of information resources to support research and learning hence, they are fully recognised as academic staff.

Library is set up in the University for Service Delivery; also the objectives of university brought the provision of library services. Adeniran (2011) stated that the library has been service oriented through the provision of relevant resources, facilities and quality services to its user needs and satisfaction. The reason why library exist is because of users, therefore their information needs are the most important to the library and library personnel. The objective of service delivery in university libraries is to ensure that the lives of the people are improved through effective and efficient provision of information services and resources in the library. These services are delivered by professional and para-professional librarians. Professional librarian is a librarian that has a minimum of first degree in Library and Information Science (LIS) or a degree in any other discipline with a postgraduate degree (MLS or PhD) in LIS,

LRCN, (2015) while para-professional are librarians with minimum of a Diploma or certificate in LIS perform their duties with some supervision by a librarian (Iwu, 2011).

The performance of library personnel is hinged upon such factors as administrative effectiveness of the librarians saddled with the responsibility of managing day to day activities of libraries. Although, several studies have been conducted in library and information services, only few studies have focused on administrative actions and behaviours. It is against this backdrop that the study of this nature was carried out to investigate the influence of administrative effectiveness on work ethics of library personnel using Kenneth Dike Library, University of Ibadan.

Administrative effectiveness according to Bao (2009) has been viewed from different perspectives by various researchers as a result of its complex nature. For instance, Akomolafe (2012) and Ademilua (2012) were unanimous in their definitions of administrative effectiveness as “the positive response to administrative efforts and actions with the intention to accomplish stated goal”; while Cammock, Nijakant and Dakin (1995) defined administrative effectiveness as a combination of a series of complex nested relations and an interaction pattern. The ability of an administration to forecast problems beforehand is as a result of the characteristics and behaviours of the administrator’s relationships and consulting criteria (Karlsilil and Sahin 2015). In their own submission, Adeniyi and Omoteso (2014) asserted that the concept of leadership in leading a group is regarded as effectiveness. Cammock, Nijakant and Dakin (1995) stated that effective administration requires a balance of skills among many dimensions and these dimensions and parameters are influenced by personal, organizational, and environmental contextual factors (Analoui, 2007). The balance of skills includes series of quality behaviours and several personality traits possessed by an administrator.

By implication, administrative effectiveness tends to create a work environment precipitated by work ethics. Generally, it is perceived that services offered in the University settings, especially at the library which is the hub of knowledge are based on humanity. This perception is evident in the general assumption that there is generally a poor work ethic in government institutions which largely contributes to low productivity. Roberts (2010) also observed that employees lacked professionalism and ethics and emphasized on the need for library staff at different levels to

imbibe good work ethics and a sense of professionalism since, work ethics is associated with productivity.

Work ethics refer to cultural norm that places a positive moral value on doing a good job due to the belief that work has intrinsic value for its own sake. Cascio (2013) defined it to be accepted standards in terms of personal and social welfare of employee, their work attitudes, self-discipline and commitment to their assignments. Velasquaez (2002) also defined work ethics as a manner of conduct binding on an individual or a group in the work place, which makes them conform to the ethical standards as a result of which organizational output level and the resultant profitability level are influenced positively. Specifically, , work ethics is about what is morally correct, honourable and acceptable to the larger majority of the people of an organization, society or group. It is also the rules of conduct that have become a set of norms of the society, group or organization. Since work ethics has significant effect on the activities and outcomes achieved in libraries, the observation and realization of the ethical principles will no doubt reduce discrimination, dissatisfaction, and can increase organizational morale, and commitment. Thus, library personnel must try to realize the work ethics more than ever and comply with the expectation of library management to avoid adverse impact on service delivery which can also lead to dissatisfaction of users (Zadeh, et al., 2016).

Work ethics help to regulate the activities of employees in different situations in the organisation. The habit of following good work ethics is intrinsic. That is, the work ethics an individual displays come from his or her values. The values of an individual according to Arko-Cobbah (2008) are dependent on the environment, experiences and life-long influences. These influences include the parents, teachers, friends, peers, competitors anyone or anything that has helped to shape or form the person's opinion of the world.

In his own submission, Winston (2011) posits that an individual's effectiveness and efficiency at work is largely determined by their perception of work ethics as there appears to be a strong correlation between an employee's work motivation and his performance. Home (2013) submitted that in the last few years, there have been an increasing number of public sector employees whose work ethics, such as honesty, integrity and accountability have been rather shady and have a negative impact on other people.

Workers who exhibit good work ethics are oftentimes considered eligible for higher positions and more responsibilities. They are not oblivious of the fact that their actions have a direct impact on other people at work. This awareness persuades them to cultivate a responsible outlook to every action they take. These people do not need prodding or constant supervision. They are self-motivated and valuable to their organisations. These workers are highly reliable and are appreciated by their superiors for what they bring to the work place. They are honest, responsible and dependable assets to their organisations. This is strongly supported by Ball & Oppenheim (2014) who advised Managers in organisations to apply and integrate ethical concepts into daily operations in their various organisations to enhance productivity.

Work ethics is a norm which places a positive moral value on an individual to do a good job and is based on a belief that work has intrinsic value for its own sake (Carrington, 2011); (Quinn, 2013) and Yankelovich, and Immerwahr, cited in (Omisore and Adeleke, 2015). Like all other cultural norms, a person's adherence to or belief in the work ethics is principally influenced by socialisation experiences during childhood and adolescence (Akonti, 2013). Through influences from family, peers, and adults in an environment, a person "learns to place a value on work behaviour as others approach him in situations demanding increasing responsibility for productivity" (Braude, 2015). Arising from reactions in the environment, positive or negative, a child appraises his/her performance in household chores, or later in part-time jobs, but this appraisal is based on the perspective of others. As the child matures, these attitudes toward work become internalised and work performance is less dependent on the reactions of others (Akonti, 2013).

The perceptions and reactions of people in the work place will confirm or contradict the work attitudes shaped in childhood (Braude, 2005). The occupational culture, especially the influence of "an inner fraternity" of work mates, has a significant impact on the attitudes toward work and the work ethics which form part of each person's belief system. Among the mechanisms provided by society to transfer the culture to young people is the public schools. One of the functions of schools is to foster students understanding of cultural norms, and in some instances, recognise the merits of accepting them. Vocational education, for example, has as a stated goal that it will promote the work ethics (Gregson, 2009). Miller (2005) and Reubens (2012) agree

that “inculcation of good work attitudes” is one of the highest priorities for high school education. In the absence of early socialisation which supports good work attitudes, schools should not be expected to completely transform a young person’s work ethic orientation, but enlightening students about what the work ethic is, and why it is important to success in the contemporary workplace, should be a component of secondary education.

Within the framework of job attitudes and its effect, most literature cover studies about work ethics and its influence on levels of job satisfaction (Deshpande, 2006b; Sims and Kroeck, 2008, Schwepker, 2009) and organisational commitment (Cullen et al., 2012, Jaramillo, Mulki, and Solomon, 2006; Schwepker, 1999, 2001; Sims and Kroeck, 2009; Trevino et al., 2008; Wimbush and Shephard, 2013). The studies support that a considerable relationship between work ethics and the level of commitment, whereas the effects of work ethics on job satisfaction are somehow imprecise.

Since public institutions exist only to serve, the examination of the ethical contexts of such organisations did not gain much interest. Similarly, Erakovich, (2012) argues that the work ethics of the public organisations are based on the democratic values and public interest rather than shareholder interest and profit considerations that are characteristic of the private sector. However, public institutions have an ethical responsibility to ensure public trust and perform their functions consistent with the norms, values and expectations of the people (Rothwell and Baldwin, 2006). Denhardt (2013) claims that, the most important goal of the public servant is to behave in accordance with the socially accepted values of the public. He stated further that the major aspirations of public organisations is to ensure public trust, equality and equity, fairness and due process noting that there is a clear distinction between the private and public sector with regards to the norms and values that guide employee behaviour.

The services delivery of a university library play very crucial and critical roles in presenting a good image of the library, through provision of equitable, timely and accurate information. The university library provides solutions to both academic and personal queries of the users through the services it deliver. The university library also spends enormous human, material and financial resources on library space, equipment, furniture, facilities, internet connectivity, standby power supply etc.,in order to provide support to teaching, learning and research. Yet, with these huge

investments, the resources so provided appear to be under-utilised. This is because library personnel still adopt sit down and await attitude towards attracting users to make effective utilisation of library resources and services.

Librarians and other para-professionals (library officers) work ethics is perceived to be inimical to effective discharge of services that could motivate users to use library resources and services. Preliminary investigation of the researcher indicated that display of poor attitude to work, inability to take initiative, inappropriate dressing code, dependability, lack of honesty, lack of enthusiasm to guide users, low moral behaviour, character and lack of respect to employer and fellow colleagues, lack of understanding of schedule and duties. can strive coupled with poor administrative styles, seem to have serious negative on work ethics of library personnel. It is on the basis of the foregoing that this study was carried out to investigate the influence of administrative effectiveness on work ethics of library personnel using Kenneth Dike Library as a case study.

Kenneth Dike Library, University of Ibadan formerly known as Ibadan University library is an academic library with about 112 library staff comprising 30 librarians, 33 library officers (senior staff), 21 administrative staff (senior staff ) and 28 non-teaching junior staff.

### **Objectives of the study**

The general objective of the study is to find out the influence of work ethics and work environment on service delivery by library personnel in federal universities in Nigeria. The specific objectives are as follows:

- i. find out the level of administrative effectiveness in Kenneth Dike Library, University of Ibadan,
- ii. determine the level of compliance with work ethics of library personnel in Kenneth Dike Library, University of Ibadan;
- iii. examine the relationships that exist between administrative effectiveness and work ethics of library personnel in Kenneth dike library, university of Ibadan;
- iv. find out if there is any significant difference in work ethics of professional and para-professional library personnel in Kenneth Dike Library, University of Ibadan.



#### **1.4 Research questions**

The following questions will guide the conduct of this study:-

1. What is the level of administrative effectiveness in Kenneth Dike Library, University of Ibadan?
2. What is the level of compliance with work ethics of library personnel in Kenneth Dike Library, University of Ibadan?

#### **1.5 Hypotheses**

The following null hypotheses ( $H_0$ ) were tested at 0.05 level of significance:

1. There is no significant relationship between administrative effectiveness and work ethics of library personnel in Kenneth Dike Library, University of Ibadan.
2. There is no significant difference in work ethics of para-professional and professional library personnel Kenneth Dike Library, University of Ibadan.

### **Methodology**

The study adopted research design of Correlational type. Kenneth Dike LibrarThe population of the study comprised all professional and para-professional library personnel in Kenneth Dike library, University of Ibadan. There were 112 library staff comprising 30 academic librarians, 33 para-professional (library officers) cadre, 21 administrative and 28 non. Teaching (Junior) staff as at the time the study was conducted. Total enumeration technique was adopted as the sampling technique due to small size of the population. A structured questionnaire tagged “Questionnaire on Administrative Effectiveness and Work Ethics of library personnel (QAEWELIP)” consisting of three sections was used to elicit information from respondents. Section A of the questionnaire consists of 8 items on demographic information of respondents. Section B consists of 10 items measuring Administrative effectiveness while section C consists of 15 items which measured work ethics of library personnel. One hundred and twelve (112) copies of the questionnaire were administered on all the categories of the library personnel in the Kenneth Dike Library of the University of Ibadan. Out of the 112 copies distributed, 94 were returned and valid for analysis. This represents 83.9% response rate. The data obtained were collated, coded and analysed using descriptive and inferential statistics. Descriptive statistics of

frequency counts, percentages, mean and standard deviation were used to answer the research questions while the Pearson product moment correlation and t test were used respectively to test the hypotheses one and two at 0.05 level of significance.

**Table 1: Study population**

| Staff category        | Copies of questionnaire administered | Copies retrieved | Percent |
|-----------------------|--------------------------------------|------------------|---------|
| Academic staff        | 30                                   | 23               | 76.7    |
| Non teaching (Senior) | 54                                   | 47               | 87.0    |
| Non Teaching (Junior) | 28                                   | 24               | 85.7    |
| Total                 | 112                                  | 94               | 83.9%   |

## Results

Research Question one: What is the level of administrative effectiveness in Kenneth Dike Library, University of Ibadan?

In order to provide answer for this research question, respondents were asked questions to indicate their level of agreement regarding administrative effectiveness in Kenneth Dike library on a four-point likert scale of agreement and the result is summarised in Table 1.

**Table 1: Level of Administrative Effectiveness in KDL**

| S/N | Statement                                       | Agreement score |      | Disagreement score |      | Mean | St.D  |
|-----|---|-----------------|------|--------------------|------|------|-------|
|     |   | N               | %    | N                  | %    |      |       |
| 1   | High support for decision taken                 | 69              | 73.4 | 25                 | 26.6 | 3.39 | 1.056 |
| 2   | High level of library staff performance         | 56              | 59.6 | 38                 | 40.4 | 2.56 | 1.051 |
| 3   | Staff manifest of high level of self discipline | 45              | 47.9 | 49                 | 52.1 | 2.03 | 1.235 |

|    |  |    |      |    |      |             |               |
|----|--|----|------|----|------|-------------|---------------|
| 4  | Delegated duties are adequately performed                            | 63 | 67.0 | 31 | 33.0 | 3.14        | 1.045         |
| 5  | There is adequate management of time by library personnel            | 49 | 52.1 | 45 | 47.9 | 2.77        | 1.410         |
| 6  | Assignment given to staff are always accomplished within time limit  | 51 | 54.3 | 43 | 45.7 | 1.38        | 1.050         |
| 7  | There is adequate maintenance of facilities                          | 46 | 48.9 | 48 | 51.1 | 1.85        | 1.156         |
| 8  | There is a high level of service delivery                            | 67 | 71.3 | 27 | 28.7 | 2.87        | 1.207         |
| 9  | Library regulations are adequately adhered to                        | 68 | 72.3 | 26 | 27.7 | 3.02        | 1.296         |
| 10 | Overall, the administrative style adopted in KDL is highly effective | 65 | 69.1 | 29 | 30.9 | 3.32        | 1.409         |
|    | <b>Overall mean =26.33</b>   |    |      |    |      | <b>St.D</b> | <b>119.15</b> |

It could be observed from Table 1 that item 1 which states that “High support for decision taken” with a mean score of 3.39 (std=1.056) and this is followed by item 10 which states that “Overall, the administrative style adopted in KDL is highly effective” had the highest mean score of 3.32 (std=1.409). However the least mean score was recorded for item 6 which states that “Assignment given to staff are always accomplished within time limit” (Mean=1.38).

Further, using a test norm where a maximum obtainable score is 40.0, then a score range of 1.0-13.3 indicates low level of administrative effectiveness, 13.4-26.6 indicates moderate level of administrative effectiveness while 26.7-40.0 indicates high level of administrative effectiveness. It could be deduced from table 1 that overall mean score was 26.33 which falls within the moderate range, hence the level of administrative effectiveness in Kenneth Dike library can be said to be moderate.

**Research question 2:** What is the level of compliance with work ethics of library personnel in Kenneth Dike Library, University of Ibadan?

The result on the level of compliance with work ethics is presented in Table 2.



**Table 2: Level of Compliance with work ethics in Kenneth Dike Library**

| SN | Work ethics   | Agreement score |      | Disagreement score |      | Mean         | Std Dev.     |
|----|---|-----------------|------|--------------------|------|--------------|--------------|
|    |   | N               | %    | N                  | %    |              |              |
|    | <b>Initiatives</b>  |                 |      |                    |      |              |              |
| 1  | I take decisions on my own without my superior's supervision                                | 44              | 46.8 | 50                 | 53.2 | 2.20         | 0.987        |
| 2  | I can effect right decisions personally at work   | 49              | 52.1 | 45                 | 47.9 | 2.85         | 0.932        |
| 3  | I always carry out given responsibility without additional instructions or guidance at work | 51              | 54.3 | 43                 | 45.7 | 2.26         | 0.862        |
| 4  | I have a strong commitment to library work  | 73              | 77.7 | 21                 | 22.3 | 3.42         | 0.708        |
| 5  | New ideas are welcome in my library from staff  | 40              | 42.6 | 54                 | 57.4 | 2.15         | 0.848        |
|    | <b>Sub total</b>  |                 |      |                    |      | <b>12.88</b> | <b>4.337</b> |
|    | <b>Accountability</b>   |                 |      |                    |      |              |              |
|    |   | N               | %    | N                  | %    | Mean         | Std. D.      |
| 6  | I take responsibility for every of my actions at work                                       | 71              | 75.5 | 23                 | 24.5 | 3.38         | 0.937        |
| 7  | I am always answerable to all the outcomes of my decision at work                           | 68              | 72.3 | 26                 | 27.7 | 3.09         | 0.936        |
| 8  | I give adequate report for all my given assignment at work                                  | 48              | 51.1 | 46                 | 48.9 | 2.87         | 0.797        |
| 9  | I act promptly in carrying out my given assignment at work                                  | 69              | 73.4 | 25                 | 26.6 | 3.11         | 0.924        |
| 10 | I give answers with confidence to the queries for the users                                 | 70              | 74.5 | 24                 | 25.5 | 3.27         | 1.090        |
|    | <b>Sub total</b>  |                 |      |                    |      | <b>15.72</b> | <b>4.684</b> |
|    | <b>Discipline</b>   |                 |      |                    |      |              |              |
|    |   | N               | %    | N                  | %    | Mean         | Std. D.      |
| 11 | I conduct myself properly in the library  | 52              | 55.3 | 42                 | 44.7 | 3.43         | 0.715        |
| 12 | I exercise patience with users, colleagues and superiors at work                            | 63              | 67.0 | 31                 | 33.0 | 2.73         | 0.927        |
| 13 | I observe hierarchy in communication at work  | 73              | 77.7 | 21                 | 22.3 | 3.61         | 1.133        |
| 14 | I report promptly for work without lateness   | 49              | 52.1 | 45                 | 47.9 | 2.84         | 0.759        |
| 15 | I always dress formally to work   | 78              | 83.0 | 16                 | 17.0 | 2.73         | 1.287        |

|  |                           |                      |               |
|--|---------------------------|----------------------|---------------|
|  | <b>Sub total</b>          | <b>15.34</b>         | <b>4.821</b>  |
|  | <b>Overall mean=43.94</b> | <b>Std.<br/>Dev.</b> | <b>13.842</b> |

Among the three sub-constructs of work ethics as shown in the table, dress code, professionalism and accountability occupies the first three positions in terms of mean ranking with mean scores of 9.914, 8.149 and 8.148 respectively. On the other hand, honesty, dependability and rules and regulations occupy the bottom level with mean scores of 7.023, 7.670 and 7.717 respectively. In terms of discipline, the level of discipline among personnel in Kenneth Dike Library is low with mean score of 15.34 (std. dev. =4.821). Overall, using a test norm where the maximum obtainable mean score is 60.0 and setting a score of 1.0-20.0 to indicate low level of compliance, 20.1-40.0 denotes a moderate level of compliance and 40.1-60.0 represents a high level of compliance with work ethics. It could be seen from Table 2 that overall mean score is 43.94 which falls within the moderate level of compliance range, it is therefore concluded that the level of compliance of library personnel with work ethics in Kenneth Dike Library, University of Ibadan is moderate.

### **Hypothesis 1**

The first hypothesis that states that there is no significant relationship between work ethics and service delivery of library personnel in Kenneth Dike Library, University of Ibadan was tested using Pearson product moment correlation and the result is summarized in table 4.7.

**Table 3: Relationship between administrative effectiveness and work ethics**

| Variables                    | Mean  | St. dev. | N  | Df | R     | Sig. p | Remark |
|------------------------------|-------|----------|----|----|-------|--------|--------|
| Administrative effectiveness | 26.33 | 119.15   | 94 | 2  | 0.328 | 0.002  | Sig.   |
| Work ethics                  | 43.94 | 13.842   | 94 |    |       |        |        |

The result of hypothesis 1 using the Pearson Correlation Coefficient (r) revealed that the relationship between administrative effectiveness and work ethics by library personnel in Kenneth Dike Library, University of Ibadan was positive and significant ( $r=0.328$ ;  $P < 0.05$ ). Since the  $P=0.002$  which is less than 0.05 level of significance, then the null hypothesis 1 is hereby rejected. This means that there is a significant relationship between administrative effectiveness and work ethics by library personnel in Kenneth Dike Library, University of Ibadan.

### **Hypothesis 2**

The result of hypothesis two which stated that there is no significant difference in work ethics of para-professional and professional library personnel Kenneth Dike Library, University of Ibadan is presented in Table 4

**Table 4: Summary of t test showing rate work ethics compliance among para-professional and professional librarians in KDL**

| Variable          | N  | X     | S.D  | df  | t     | P    | Remark |
|-------------------|----|-------|------|-----|-------|------|--------|
| Professional      | 23 | 21.32 | 3.02 | 298 | -0.59 | 0.21 | N. S   |
| Para-professional | 25 | 20.86 | 3.81 |     |       |      |        |

Table 4 shows that there is no significant difference in the rate of work ethics compliance between professional and para-professional library personnel in Kenneth Dike Library, University of Ibadan ( $p=0.21$ ,  $p>0.05$ ). The hypothesis which stated that that there is no significant difference in work ethics of para-professional and professional library personnel Kenneth Dike Library, University of Ibadan is therefore accepted. This implies that there is no significant difference in rate of compliance of work ethics between academic librarians and those in library officer cadre in Kenneth Dike Library.

### **Discussion**

The finding of this study revealed that under administrative effectiveness revealed that there was high support for decision taken while the administrative style adopted in KDL was found to be

moderately effective but the least mean score was recorded for item 6 that “Assignment given to staff are always accomplished within time limit”. This finding is in line with earlier studies by Bao (2009) and Karsli1 and Sahin (2015). It also lends credences to the assertion of Cammock, Nijikant and Dakin (1995) that effective administration requires a balance of skills among many dimensions and these dimensions and parameters are influenced to a different degree by personal, organisational, and environmental contextual factors (Analoui 2007).

In the same vein the finding of the study indicated that there was moderate level of compliance with work ethics by library personnel in Kenneth Dike Library, University of Ibadan with dress code, professionalism and accountability of the personnel in topmost hierarchy. Work ethics such as honesty, discipline and dependability were found at the bottom three. This finding supports earlier studies by Gregson, 2009 and Home (2013) who found that throughout the last few years, there have been an increasing number of public sector employees whose work ethics, such as honesty, integrity and accountability have been rather shady and have a negative impact on other people. Roberts (2010), observed that work ethics are the science of good conduct in a work setting and they are an integral and crucial element for productivity, efficiency and vibrancy in the work place. This is however in contrast with findings of Erakovich et al., (2012) and Leung, (2008) who found study that work ethics can be arranged hierarchically from self interest to a concern for humanity along with the Kohlberg’s stages of moral development.

In his own submission, Assad (2013) posited that organisation’s code of ethics encompasses the principles all employees are expected to follow. The author further argues that these principles are intended to guide your decision-making and workplace behaviour. Codes of ethics significantly impact on employees’ work practices, because employees are expected to follow the principles when at work. There appear to be a strong correlation between work ethics and organisational success. Batton (2013) noted “ethical business practices are not just an example of selfless do-goodism, they are essential for sustainable growth, increased employee productivity and reliable investment in your business.” Work ethics have a strong influence on individual and corporate success in any organisation. This view is shared by Surana (2008) when he wrote that following ethics in the workplace will lead to personal development in many ways. Shacklock et al.; (2011) based their typology of work ethics on two dimensions. According to this framework, the first dimension made reference to the ethical theories that are made use of in the making of



ethical decisions, whereas the second dimension included the locus of analysis where decisions are made.

## **Recommendations**

Based on the findings of this study, the following recommendations are considered necessary in order to enhance administrative effectiveness and work ethics of personnel in Kenneth Dike library, university of Ibadan in particular and other academic libraries in general.

- There should be code of ethics which should be prepared by library management and made available to all categories of library personnel. Also, the employment process should follow due process such that newly employed library staff are given proper orientation on code of ethics of the library.
- In order to enhance administrative effectiveness in the library, there should be proper monitoring and adequate supervision of library staff based on hierarchy. This could be achieved by delegation of authority by the top management library staff.
- Attitudinal change should be championed by library management such that every member of staff of the library appreciates the need to adopt the right attitude towards provision of library and information services to users which would be as a result of excellent work ethics enshrined in code of ethics of the library.
- Since relationship was established between administrative effectiveness and work ethics of library, efforts should be made by library management to adopt administrative styles that will make a lot of difference in administrative effectiveness.

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