

**TOWARDS AN INTEGRATED PERFORMANCE MANAGEMENT SYSTEM FOR
UNIVERSITY LIBRARIES IN GHANA**

by

GLORIA BOSOMTWI AMOAH

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SUPERVISOR: PROF. MABEL K MINISHI-MAJANJA

March, 2022

DECLARATION

Name: Gloria Bosomtwi Amoah

Student number: 67063705

Degree: PhD Information Science

Towards an integrated performance management system for university libraries in Ghana:

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirement for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.



.....

SIGNATURE

16th March, 2022

.....

DATE

DEDICATION

To my children, Don, Ron and Ann-Michelle.

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ABSTRACT

This study investigated the performance management system practices in Ghanaian university libraries to develop a framework for implementing an integrated performance management system for university libraries. The study used the pragmatic research paradigm within the convergent mixed-method research design. Quantitative responses from questionnaires were corroborated by qualitative findings from semi-structured interviews. The study was restricted to Ghanaian university libraries focusing on library staff and head librarians. The stratified sampling method was used to select universities, and the census technique was employed to select respondents for the study.

Out of the 291 questionnaires distributed, 218 respondents completed and returned the questionnaires giving a response rate of 74.1%. Nine university head librarians in all the selected universities were included for the qualitative phase. The questionnaire and interview guide were used as research instruments to gather relevant data for the study. The quantitative data collected were analysed using descriptive statistics, including frequency tables, graphs and charts. Thematic analysis was used to analyse qualitative data. This study conformed to ethical research standards found in the University of South Africa's ethical review guidelines.

Firstly, the study revealed that most libraries did not have a documented key performance indicator (KPI). Thus, there was no clarity and measurability of KPIs among respondents noting that they are supposed to be clear and measurable for easy and effective staff appraisal. However, this study identified some unwritten KPIs that staff used as guidelines for performance. Some of these are community engagement and support, contribution to student success and number of physical users' visits. Further, this study revealed that the current state of integrated performance management systems in Ghanaian university libraries is poor. Several reasons were ascribed to this and included, but was not limited to, inadequate knowledge by management on the concept, insufficient resources and lack of policies on the performance management system. Factors such as training, effective provision of feedback, staff motivation and effective system integration were identified to improve performance management and staff performance in university libraries. Finally, the study found out that, even though most of the respondents were aware of the fourth industrial revolution (4IR) and the benefits associated with it, most libraries had not adopted most of its technologies for effective performance and adequate dissemination of information.

The study concluded that performance management in Ghanaian university libraries needs to be relevant and documented and its facets made known to all those who matter. Recommendations are that, firstly, library management and staff should be trained on the concepts associated with the performance management system, KPIs and 4IR. Secondly, there should be proper documentation of all the concepts related to performance management and KPIs. This study proposed a framework for effectively implementing an integrated performance management system in university libraries. The researcher encouraged library management and other concerned individuals to adopt and use this framework for effectiveness. The proposed framework may go a long way to influence professional use and management of library staff performance.

KEY TERMS:

Staff performance; library staff; performance management; integrated performance management system; key performance indicators; industrial revolution; fourth industrial revolution, university libraries; performance system factors; Ghana

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ABBREVIATIONS AND ACRONYMS

AI	Artificial intelligence
AU	Ashesi University
CARLIGH	Consortium of Academic and Research Libraries in Ghana
CCTU	Cape Coast Technical University
GLA	Ghana Library Association
ISO	International Standard Organisation
IFLA	International Federation of Library Associations
IoT	Internet of things
IPM	Integrated performance management
IPMS	Integrated performance management system
IPMSUL	Integrated performance management system for university libraries
KNUST	Kwame Nkrumah University of Science and Technology
KPI	Key performance indicators
LIS	Library and information science
NCTE	National Commission of Tertiary Education
OCLC	Online computer library centre
PDM	Participatory decision-making theory
PMS	Performance management system
SPSS	Statistical product and service solution
TEI	Tertiary education institution
TTU	Takoradi Technical Institute
UEW	University of Education, Winneba
UG	University of Ghana
UMAT	University of Mines and Technology
UNCEPA	United Nations Committee of Experts on Public Administration
UNISA	University of South Africa
VR	Virtual reality
WU	Webster University
4IR	Fourth industrial revolution

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The most critical and essential resource in every organisation is its human resource. Consequently, that organisation's effectiveness, efficiency and progress or otherwise is dependent on the employees more than any other resource. These organisations have had to pay adequate attention to their employees' development to cope economically with the challenges associated with the changing environment to adjust efficiently and continue to exist in a rapidly changing environment. This agrees with the statement by Lut (2011: 36) that interest in the human capital concept by organisational management, researchers and practitioners is in response to the impact of rising global competition and technological advancements. This has occasioned the shift in the concentration of human resource managers from training, recruitment and induction to the development of critical policies to facilitate organisational growth. Therefore, the core activities of the human resource department of all organisations, including libraries, need to be focused on holistic performance using a performance management system. As a contemporary phenomenon, performance management systems (PMS) are in vogue and have become a requirement due to organisational competition (Lamba & Mittal, 2018:35). The application of such performance management system tools propels an organisation to higher levels of engagement among the staff, which largely ensures higher organisational performance.

Performance is of crucial significance in all organisations, and its assessment and upkeep are the sole obligations of management. The objective of performance management is to improve the overall performance of an organisation. Employee performance appraisal is a formal system used to review and assess an employee's productivity. In this process, management uses a predetermined standard to review staff performance to advance control over the employee's accomplishments through punitive actions, rewards and upgrades and the institution of workable policies (Mondy, 2010). Hitherto, available literature used appraisal and performance management interchangeably; however, currently, it has been established by modern human resource theorists

that performance management is a critical facet of a performance management system (Biron et al., 2011). Therefore, performance management is considered a progressive form of appraisal whereby staff performance is evaluated, and the necessary measures are employed to ensure that higher productivity or performance is achieved. Performance management needs to be functional in all organisations whose primary focus is service provision (Vrabkova & Vaclav, 2017: 263).

Human resource theorists always seek to build a causal relationship between organisational performance and human resource management (Gerhart, 2007:87). Gerhart further explains that these causal links are always based on the premise that staff progress has a significant consequence on the definitive performance of the organisations in which they are found. Supporting Gerhart's point of view, Cobblah (2015: 4) researched the contribution of staff training to effective information services and indicated that the answers to many business challenges are staff training and development. Due to this, organisations that wish to maintain a competitive advantage adopt the best training and development practices. Staff training and quality are essential assets exemplified in an organisation's human capital development. According to Malmi and Brown (2008), there has always been a tendency to focus only on specific aspects of the performance management system instead of adopting a more comprehensive and integrated approach. Nonetheless, after the human resource has been developed, it is instructive to ascertain how performance has been managed to further situate the individual and the whole organisation in the proper perspective to attain organisational goals. Human resources also consider opportunities available in the organisation, which motivates them to perform effectively. The need to adopt a more comprehensive measure for increased staff performance has become necessary. This study brings to the fore the performance management system framework as a holistic tool for staff effectiveness and overall organisational growth to help alleviate this problem

1.2 Performance management

Armstrong (2014: 368) defines performance management as a means by which better organisational results are achieved, mainly by understanding and managing performance using a planned framework of goals and objectives and setting performance standards and proficiency requirements.

As an essential management tool, performance management requires setting clear and measurable goals for employees. Clear job description, adequate feedback, equipment and regular supervision should be constantly provided for high performance. Armstrong (2014: 368) describes performance management as a means by which improved organisational results are achieved. Mathis and Jackson (2006: 67) defines performance management as the whole process organisations use to identify performance gaps, develop employees' capabilities, measure performance, communicate employee performance and reward them based on their performance. Lamba and Mittal (2018: 51) indicate that, as an important element of performance management, goal-setting has been considered one of the essential elements in which three vital performance management roles are identified. In the view of Lamba and Mittal (2018: 51), performance management decides the criteria of performance on which objective setting is done, provides a platform for monitoring the progress made towards the goals and improves performance by giving feedback on the achieved results.

Armstrong (2014: 368) defines performance management as a means by which better organisational results are achieved. Thus, organisations seek to profile staff performance, train them to perform better, assess their performance and ensure that their feedback is communicated and their efforts compensated using various factors. This shows clearly that the unification of human resource practices yields better results than when only individual aspects are considered. Lueke (2006) identifies three reasons why performance management should concern all organisations.

- a) Shareholders can see improved results because the organisation's human assets are excellent and working in unison to crucial goals.
- b) Managers are effective because their subordinates are doing the right things appropriately.
- c) Employees experience greater job security, career advancement and receive appropriate rewards.

Performance management encapsulates all the single elements or general processes, formal and informal instruments for organisational effectiveness. It is also used as a supporting role for all managerial activities, including strategic operations involving premeditated formulation and strategic implementation.

Capelli and Anna (2016) compared PMS and contemporary organisational needs. They found that the evolution of PMS earlier focused on the use of only performance appraisal as a system for identifying performance gaps and deciding what happens to the employee (to retain, reward or let go). However, currently, the PMS emphasises not only an appraisal but also the total development of employees of an organisation. Performance management investigates what leads to high employee performance rather than singling out and emphasising individual elements. Although an employer is interested in a high-performing employee, employees consider the factors put in place by employers that motivate them to perform satisfactorily in all aspects. In a study on implementing performance appraisal, Farnadale and Kelliher (2013) confirm that, for employee-level results, the effect of superior or management actions is meaningful but is also constrained by the organisational climate. Therefore, organisations should always endeavour to provide the required environment that stimulates high performance and overall productivity.

1.2.1 Integrated performance management (IPM)

The world is changing at an ever-increasing pace. Communication technologies, the information revolution and the search for talent are some of the drivers of these changes which have propelled competition in and among most organisations. In response, organisations have adopted new operative strategies such as focusing on innovation and reliance on knowledge workers (Verweire & Van den Berghe, 2003: 3). In the current information age, the rising activism of all stakeholders puts more pressure on managers to adopt new strategies for high performance and continuous existence in business. Professionals in most organisations are using new tools to achieve high performance to satisfy customers' needs to further respond to these changes and match the competition. In the view of Saud (2014: 43), there are many reasons for organisations not meeting performance expectations, such as learning orientation, leadership style and dissatisfied employees. Verweire and Van den Berghe (2003) state that several academics and performance management consultants point to adopting a more integrated approach to performance management.

The overall objective of performance management is to enhance employee performance (Armstrong, 2014). However, Verweire and Van den Berghe (2003: 8) contend that sustained success in organisations is achieved only when performance management is integrated. This means that all performance management processes mentioned earlier must be effectively aligned to organisational strategy. Thus, if appropriately executed, integrated performance management focuses on all the processes, activities or elements that lead to competitive advantage and long-term organisational growth. IPM requires all the different aspects of performance management to be effectively aligned and undertaken for better results (Armstrong, 2014). This integration identified by Armstrong should be vertical, functional, human resource integration that aligns individual needs with those of the organisation. Even though it is difficult for all organisations to give equal attention to all the elements, better results are guaranteed when it is finally implemented. The purpose of this study is to present an IPM that provides solid guidelines and practical recommendations to all academic libraries seeking optimum staff performance and overall progress. Wagh (2016) indicates that a performance management system and its subsystems must work in an integrated fashion for optimum results to accomplish tasks in an organisation. In Figure 1, Verweire and Van den Berghe (2003: 87) show how performance management can be integrated using five main components.

INTEGRATED PERFORMANCE MANAGEMENT FRAMEWORK				
Direction and goal setting/ objectives	Operational processes	Support processes	Evaluation and control	Organisational behaviour <ul style="list-style-type: none"> • Organisational design • HRM systems • Leadership Skills • Reward systems

Source: Verweire and Van den Berghe (2003: 87).

Figure 1: Components of the IPM framework

Direction and goal setting includes all the activities to formulate and communicate the organisation's objectives, mission, and goals, which translate and dictate performance.

Operational processes are all activities that deal with creating and delivering new goods and services, and adopting new strategies for service delivery and customer satisfaction all fall under these processes.

Helping to improve the operational processes is the support process. This includes using new technologies and financial applications that are useful for the overall running of the organisation.

Monitoring and evaluation is another process that proves helpful in the framework. Management can evaluate staff progress and the overall performance of the organisation. This process allows comparing previous to current performance and benchmark comparison to ascertain shortfalls and excesses.

The last component is organisational behaviour. This deals with creating commitment and motivation of all employees and includes all the strategies to maintain staff commitment, motivation and morale, such as reward systems, job environment or design and leadership style.

1.2.2 Performance management in libraries

Responsibilities in libraries have been increased due to changing client needs, mainly as a result of technological advancement. Libraries must therefore commit to answering the demand for modified services with quality staff performance. Ravi (2008: 4), cited by Cobblah (2015: 4), states that libraries, particularly university libraries, constantly face new challenges such as adopting modern cataloguing methods and providing online information which clients prefer. Libraries need to train users to search and retrieve quality information using electronic resources. According to Cobblah (2015: 4), university libraries require librarians who are adequately equipped and trained to use modern technology to provide services to their clients. This is because the management of academic libraries has an obligation to the university management and library patrons. To this end, steps that lead to effective and best results need to be employed to make it possible for academic libraries to provide current services as effectively and efficiently as possible.

The significance of libraries as service providers is largely measured by the calibre of services rendered by the librarians to their clients (Mallaiah, 2008:39). Therefore, human resources in libraries ought to be developed and motivated to perform at the highest level by emphasising and deploying all factors leading to that. This implies that identifying performance gaps and employing strategies to improve performance should be of great concern to library management.

Ninh et al. (2010: 3) state that libraries should cultivate systematic performance techniques and apply diverse approaches and tools for performance measurement. Recently, libraries are being challenged to improve the quality of service provided based on the technological advancement that has taken over the world. Research conducted by Chan (2006) on core competencies and performance management showed that libraries that wish to improve their effectiveness and enhance staff performance must adopt a more structured process for managing their staff performance. Baldwin (2003: 267) asserts that libraries that want to progress in a technological environment need to use a more organised performance management system. Performance management in libraries should begin with setting out purposes and objectives for all the departments, sections and units. The ultimate prerequisite for control in every organisation is policies that set out the objectives. These objectives, stipulated in policies, should evaluate staff performance for increased productivity. The repercussion of having to plate numerous objectives is that performance becomes a multi-dimensional model for which no single overriding measure is adequate. Performance management enables an all-encompassing strategy to be adopted to increase staff performance. Still on the importance of the use of performance management in libraries, Baldwin (2003: 268) explains that libraries consist of those who provide services directly to clients (reference librarians) and those who provide indirect services (cataloguers). These categories of staff need to work effectively to achieve the library's goals. There should be a performance management system to indicate tasks performed by each type of staff in the library. A library committee whose primary duty would be to study the library and the individual staff critically to develop a framework for good performance can be set up by library management (Baldwin, 2003: 268).

1.2.2.1 Key performance indicators in libraries

Managers of all organisations need to have the necessary information to measure the performance of their staff and make changes where necessary for the desired results. Over the years, librarians have used traditional ways of evaluating performance in terms of quality service delivery. Due to the advances in technology, librarians have adopted communication tools, dramatic changes and new tools to ensure effective and efficient service delivery.

Planning for quality requires measuring tools that help assess how well a library or its staff have performed concerning the library's mission and goals. Performance measurement is such a tool. It encompasses gathering and analysing statistical and other data to describe the library's performance (Poll & Boekhorst, 2007:21), in other words, comparing what the library is currently doing with what it set out to do (mission) and what it wants to achieve in future. A set of performance measures demonstrates how effective the library is in achieving its stated goals and objectives. These measures relate to the impact of a particular library on the user community and the entire community within which the parent institution is situated (Connaway & Powell, 2010:10).

Libraries developed and applied performance indicators several decades ago. The International Standard Organisation (ISO) has defined performance indicators as "... symbolic, numerical, figurative or oral expression derived from library data used to exemplify the performance of a library." ISO 116620 (2008) stated that:

...as a library planning and evaluation tool, performance indicators have two principal objectives. The first is to facilitate the control of management process and the second is to serve as a point of reference and dialogues between library staff, funding agencies and the users.

Poll and Boekhorst (2009) assert that librarians require quality tools to decide whether the stipulated goals of the library are achieved or not. Therefore, this led to applying concepts such as transparency, accountability and quality assurance. University management has to know the value of financial support given to the libraries by enquiring for data, inputs and outputs and evidence of proficiency, cost-effectiveness and quality service delivery. Poll and Boekhorst (2007) state that the first step to be taken by a library is to select a set of performance indicators that correspond to

its goals, objectives and mission. These performance indicators must also correspond to the mission and goals of the entire university in which the library operates to show its support for the institution's goals. This highlights that each library could have a unique concept of quality that may be different to that of other libraries. Measures should therefore be selected based on the peculiar concept of each library. How well are the library's resources catalogued? Are there up-to-date online resources? Does the library have subject librarians? Are library staff abreast with the trends in LIS? Do staff have the necessary equipment to perform their duties effectively? All these questions require performance measurement or indicators to answer. The need to justify the financial support, increase user expectations and electronic sources of information and demands for higher and better knowledge and skills among librarians highlight the urgency for librarians to identify their unique and complex contribution to the growth of universities. Performance indicators that can easily be qualitatively and quantitatively measured need to be adopted and used to demonstrate the realistic value of library and information services.

ISO 11620 outlines six main criteria for performance indicators:

- **Information:** helps identify complications, snags and plausible activities to be taken.
- **Reliable:** ability to produce similar outcomes when used repeatedly under the same situations.
- **Valid:** should measure what it is intended to measure.
- **Appropriate:** should be compatible with the library's procedures and the physical layout or environment.
- **Practical:** simple to use and comprehend, appropriate with a practical amount of effort in terms of staff time and experiences, operational costs and users' time and patience.
- **Comparable:** allows for the comparison of outcomes from libraries with similar missions, structures and patrons.

Performance indicators should measure the effectiveness of the library's service delivery and cost. That is the efficient use of resources. There are several reasons why performance measurement is necessary for libraries. For example, assessing quality and staff performance in the collection management department will support improvement in service delivery. It will support to demonstrate the library's efficiency to the parent institution. As ISO11620 puts it, the fundamental

aim of performance measurement, which is commonly overlooked, is to influence people- their behaviour and decision-making. Libraries should avoid having too many performance indicators and ensure that the indicators are specific, measurable, achievable, relevant and time-bound (SMART). Adopting a more all-encompassing strategy, such as integrated performance, is essential and considers all areas and issues of concern to library management to achieve its goals and objectives.

1.2.2.2. The fourth industrial revolution and its implication on a library's work performance

The world is currently witnessing innovative technological developments such as the internet of things (IoT), artificial intelligence, robotics, nanotechnology, 3D printing and other technologies with diverse applications. The amalgamation of such technological discoveries is the fourth industrial revolution (4IR). 4IR is the current and developing technological revolution that changes how modern people live and work. It describes the information technology evolution towards greater automation and interconnectedness (Lund, 2021:1). The 4IR builds on the fundamentals established by previous industrial revolutions. The invention of the steam engine in the 18th century triggered the first industrial revolution, allowing for the first-time mechanisation of production and driving social change as people became more urbanised. Electricity enabled mass production during the second industrial revolution. Beginning in the 1950s, a third industrial revolution (the digital revolution) saw the development of computers, electronics, and digital know-how to mechanize production. The 4IR follows in the footsteps of the digital revolution but is distinct from it (Schwab, 2016).

This 4IR is differentiated from earlier revolutions by the speed of technology, the pervasiveness of its scope and the tremendous impact of new systems, which has dramatically affected this generation. Human beings and machines are now speedily connecting. Mobile computing, artificial intelligence, online learning of every trade and automation has become the necessity of our day (Hussain, 2019:1). 4IR Integrates technologies such as robotics, IoT, virtual reality (VR), 3D printing, nanotechnology, autonomous vehicles and artificial intelligence (AI).

The impact of 4IR is being felt in almost all spheres of life. Virtually all aspects of human endeavour are being altered by it. Concerning libraries, the fourth industrial revolution is currently

changing the responsibilities and roles of librarians worldwide. This situation has called for a fundamental rethink to reequip librarians with the necessary competencies to ensure effective and efficient delivery of services to clients whose needs are dynamic. That is, this era has provided librarians with an excellent opportunity to reinvent themselves. Tella (2019: 1) states that librarians need to review their collections and services to be relevant. For library and information science (LIS), it is observed that libraries and librarians and other information institutions are always found at the forefront in adopting and using new technologies (Tella, 2019:1).

Some degree of artificial intelligence has already been used by our library systems worldwide. According to IFLA (IFLA Report, 2017), libraries will be proponents and facilitators of the 4IR, in which people design and manufacture their own devices and objects. According to Lund (2021: 1), some of these technologies seem a bit unrealistic, but the library's goal is to serve the information needs of its clients in the best possible way. Therefore, libraries have no option other than to play along to provide effective and efficient service delivery. In whichever form it has come, 4IR will not spell doom for libraries and librarians but rather upgrade it: staff may now work from home, the adoption of artificial intelligence, more connections and communications for libraries, online monitoring of staff performance and monitoring services from home. All these have taken a new dimension in the bid for libraries to remain relevant. 4IR has and will continue to change some job duties of librarians: greater emphasis has now been placed on library instruction but has not made the librarian or the library work irrelevant. Great ideas adopted by leaders in the library field such as OCLC, IFLA and others suggest that libraries will never be left behind (Lund, 2021:2).

As has been with earlier revolutions, the extent to which these innovations are adopted is likely to differ from one library to another.

1.3 Contextual Setting

The context of this study is university libraries in Ghana. Academic libraries are attached to institutions of higher learning and mandated to provide support for teaching, learning and research for students and the faculty (Jain & Akakandelwa, 2016: 2). Across the globe, university and research library services have undergone noticeable changes in line with the technological,

industrial, socio-economic and political factors at play in our societies. The advent of information technology and the myriad of changes it has evoked in the information landscape has considerably altered the nature, form, demand and sources of information that libraries confront. Libraries operating in these challenging and rapidly changing times rely on adequately managed and trained staff and relevant information resources in their quest to provide proof of their value as efficient information providers. To this end, a productive and well-motivated staff is imperative to achieve the library's goals. Performance management provides a clear avenue to attaining such prerequisites.

Claus and Hand (2009) believe that, although performance management in global organisations remains a significant aspect of the human resource process, it is one of the most challenging activities in human resources because of the impact of geographic spread and cultural diversities. Nilsson and Kald (2002) corroborate this assertion by showing in their empirical study that the growth of performance management is taking varying directions depending on geographic region. Wood et al. (2006) also avers that the concept of performance management may not necessarily always suit every culture the world over.

Most research studies undertaken on performance management across Africa have shown the prominent position of performance management in most countries and organisations, and the role played by human resource departments in carrying out this mandate Kamoche et al. (2012: 2825). These studies have concentrated more on public and private establishments, including expatriate companies operating in Africa.

In their enquiry into performance management practices in Africa, Kamoche and Siebers (2015) found that the system was popular among multinational organisations in Kenya. In such institutions, clear job descriptions are developed for employees and the development and communication of procedures for performance evaluation, expected performance outcomes and job targets to employees. This system aims to simultaneously investigate the challenges of all employees and institute measures to resolve them. It was augmented with a performance review at the end of a predetermined period.

The above system seems to be the norm in public and private sector organisations in other African countries such as Botswana, Uganda and Senegal (Kamoche et al., 2004). In these jurisdictions,

employees are provided with their job descriptions and requirements and the expectations deemed a satisfactory execution of their mandates. Performance evaluation or appraisal follows performance expectations and is applied strictly in public and private institutions.

In countries such as Nigeria, Ghana and South Africa, the situation is not significantly different from the rest of the African continent. In these jurisdictions, Kamoche and Siebers (2015) found that performance management is undertaken by organisations developing job descriptions and expectations with the input of employees given appropriate consideration.

The myriad of empirical studies on performance management across the continent has helped identify as an offshoot the weak performances being witnessed in institutions, especially those in the public sector, and what accounts for these sub-par performances (Kamoche et al., 2012: 2828). These studies have contributed to enhanced performances, most notably in the public sector in South Africa. Employee training programmes are planned and designed with the results garnered from performance management activities, helping plug the critical knowledge and skills gap identified in performance management processes. In their analysis of performance management systems on the African continent, Kamoche and Siebers (2015: 332) contend that they are fraught with several challenges which impede their effectiveness in improving performance.

In Ghana, performance management implementation originated from the civil service but was fraught with several challenges during the implementation phase. These challenges included weak political commitment, a slow shift from workforce administration to human resource management, lack of perceived linkage between performance management and national budgetary allocation, resistance to change, rampant turnover of heads of the civil service, inadequate high-level support for the performance management framework, failure of the evaluation system to distinguish between effective and ineffective performers and the absence of a policy document to back the initiative (Ohemeng & Owusu, 2011; Ohemeng, 2009; Issachar, 2009). Further difficulties encountered were occasioned by factors such as culture, institutional discontinuity and the absence of rewards and punishments.

Appiah-Adu and Aning (2012: 126) noted that, irrespective of these challenges, there was an attempt in 2007 to moot another performance management framework that sought to set up systems and procedures for assessing workers in the public sector. Appiah-Adu and Aning (2012:

135) contend that the goal was to entrench the new performance management standard in the public administration system and institute a system for rewarding performing employees and reprimanding non-performing employees. Notwithstanding the obvious upsides to the framework, the Cabinet decided to shelve it, and it did not materialise.

1.3.1 University libraries

University libraries have been seen as the heart of the university, a place of crucial importance to all faculty members, researchers and students (Stamatoplos, 2015). Faculty members and students visit the library to access the content, have their questions answered by library staff, and spend time reading or ordering books and articles to solve a problem. Having a well-established library is one of the criteria for the accreditation of universities in Ghana. Therefore, it is mandatory for every university to have a library that supports the teaching, learning, and research pursuit of the university. Ghana has both public and private universities with well-established libraries in each of them. University libraries are as old as the parent institution. The earliest or oldest university in Ghana dates back to 1948, and the youngest was established in 2011. University libraries in Ghana vary in size, depending on the size of the parent TEI. Currently, there are 14 public universities and 20 accredited private universities in Ghana (NCTE, 2017).

1.3.1.1 Technical University libraries

Technical universities, also known as universities of technology and polytechnic universities in other jurisdictions, are full-fledged universities that specialise in the education and training of students in the fields of engineering, technology, applied sciences and other technical disciplines. In 2016, the Government of Ghana converted the existing eight polytechnics to degree-awarding technical universities with a reformulated mandate to provide higher-level instruction in engineering, science and technology-based disciplines, technical and vocational education and training, applied arts and related disciplines. There was little concentration on business and the humanities. Therefore, technical universities in Ghana focus on applying technology to diverse fields of study rather than embarking on the search and expansion of new knowledge fields (Ministry of Education, 2014). All eight of the technical universities in Ghana have academic

libraries mandated to support the teaching, learning and research undertaken in these institutions. These libraries employ both professional and para-professional staff.

Over the years, most university libraries in Ghana have transformed from manual service provision to automated service delivery. This has been made possible by technological advancements and changing client needs in terms of information provision and has also caused library management to effect some changes in staff performance to provide adequate services to clients. How have these changes improved staff performance in these libraries? What strategies are being employed to increase staff performance? It is necessary to examine the performance management practices of these university libraries in Ghana to answer these questions.

1.3.2 Performance management in Ghanaian university libraries

As academic libraries are metamorphosing into a novel phase of development by focusing on user wants and gratification, performance management of university library staff has been of great concern to library managers. In this situation, measuring the performance of staff becomes very necessary. Although academic libraries, particularly university libraries, have made appreciable progress in evaluating operations, performance management problems persist. A holistic approach to performance management needs to be adopted to overcome this problem. Owusu-Ansah and Takyi (2017: 1) assert that performance management has become essential in library planning to reinforce the library approach and supplement scarce resources as a critical component in academic libraries. Academic library managers in Ghana are responsible for identifying performance gaps and developing strategies and practices to fill them. Several studies conducted in libraries have placed attention on regular employee training as an instrument for higher productivity. Although personnel development will continue to be of value, an enhanced means of achieving improved results is by using performance management, having better policies, on-time performance feedback and adequate resources. A good reward system and job environment are also vital to increased staff productivity (Armstrong, 2014).

Most research conducted in Ghana has focused on single aspects of performance management, such as motivation, appraisal and training (Afful & Antwi, 2001; Chan, 2006; Cobblah, 2015; Edwards & Williams, 1998; Emojorho, 2013; Igun, 2006; Jain, 2005; Lamptey & Boateng, 2013; Martey, 2002; Owusu-Ansah & Ashirifia, 2014). These works provide insight into using single

elements to achieve higher performance in libraries. However, an all-encompassing strategy needs to be adopted for an overall increase in staff performance and effectiveness in libraries. Arguably, targeting and improving individual elements cannot yield better performance results than focusing on and improving a range of factors. Performance management in totality looks at the entire measures put in place to achieve higher performance in all organisations. Thus, an effective combination of human resource practices yields better results than focusing on discrete ones. Efficient performance management in university libraries is meant to simplify job tasks and performance expectations, drive behaviour to align with the library's core values, objectives and policy, develop employee and management communication relationships, augment individual and group efficiency and develop staff capabilities to the highest level by providing feedback (Njoku, 2018:6). Njoku (2018: 6) states that university library management must continuously probe the information environment to set accurate goals to manage staff performance effectively. Because of this, libraries are currently adopting a more structured way to improve their effectiveness and enhance staff performance. This research focuses on how effectively libraries can use the combination of human resource practices to achieve and maintain the desired competitive advantage and draw lessons relevant to Ghana, making it distinct from previous studies.

1.4 Problem Statement

Research on staff performance in libraries is pervasive in library and information science literature. The purpose of these works has been to discover the best strategies to improve staff performance in libraries. Most of these studies, particularly those conducted in the Ghanaian context, have concentrated on individual factors or elements of performance management that lead to high performance, such as staff training, performance appraisal and motivation (Aforo & Antwi, 2012; Arhin, 2012; Cobblah, 2015; Dartey-Baah & Amoako, 2011; Edwards & Williams, 1998; Martey, 2002). However, available literature indicates that higher productivity levels are achieved when human resource practices are explored in combination rather than individually (Perry-Smith & Blum, 2000; Stiles & Kulvisaechana, 2003). If library staff are motivated to perform by providing the necessary facilities such as clear job description, adequate compensation, equipment, feedback, performance assessment and effective communication, a significantly higher effort would be made to accomplish the library's goals and objectives. Adequate research on how an integrated approach

to performance management can achieve better organisational results and improve staff performance is deficient in university libraries in Ghana in general and Ghanaian library and information science literature specifically.

Despite the significance of performance management in the potential success of libraries, Ghanaian university libraries have not effectively and efficiently used the full positive effect of performance management systems on the progress of staff performance. Most libraries in Ghana have not explored human resource practices in unison to ascertain their contribution to improved staff performance. As a result, academic libraries are still struggling to design and implement several strategies to improve staff performance. Personal observations by the researcher revealed that most libraries had shifted their attention to staff training as an instrument to address the problems associated with technological changes to boost staff performance. Notwithstanding the benefits of staff training and the resources most library management teams invested in developing human capital, not much has been achieved in organisational goals. Employees may have all the skills and capabilities to perform. However, they may not be motivated due to workplace problems such as inadequate remuneration and poor working conditions, policies, rules and procedures, feedback on performance and supervision. For this reason, this research investigated how all the elements of performance management can be effectively integrated to improve staff performance in university libraries in Ghana.

1.5 The Purpose and Objectives of the Study

The study aimed to investigate the performance management practices in Ghanaian university libraries to develop a framework for implementing an integrated performance management system for academic libraries.

1.5.1 Objectives of the study

1.5.1.1 Audit the key performance indicators phenomenon in Ghanaian university libraries

1.5.1.2 Review the performance management systems or practices in Ghanaian university libraries.

1.5.1.3 Determine the factors that influence performance management and staff performance in Ghanaian University libraries.

1.5.1.4 Explore the strategies for improving performance management and staff performance in Ghanaian university libraries.

1.5.1.5 Explore how the fourth industrial revolution has affected the performance of Ghanaian university libraries

1.5.1.6 Develop a framework for implementing an integrated performance management system for Ghanaian university libraries.

1.5.2 Research questions

The following questions guided the research:

1.5.2.1 What is the KPI phenomenon in Ghanaian university libraries?

- a) Are staff aware of a performance measurement system in the libraries?
- b) Are staff aware of the KPI phenomenon?
- c) What is the level of understanding of KPIs?
- d) How clear and measurable are the library's KPIs?
- e) What are some of the KPIs used by the libraries to determine how well staff have performed?

1.5.2.2 Is there a performance management system in the libraries?

- a) As policy
- b) To measure staff performance
- c) As a formal system of evaluation
- d) A strategy to increase staff performance
- e) To identify performance gaps
- d) The effectiveness of the PMS system.

1.5.2.3 What factors inhibit performance management and staff performance in the libraries involved?

- a) What are the factors that influence performance management and staff performance?
- b) What are the causes of the failure of integrated performance management in university libraries?

1.5.2.4 What strategies can be adopted to address the gaps in the overall staff performance in university libraries in Ghana?

- a) Strategies for improving performance management.
- b) Strategies for improving staff performance.

1.5.2.5 How has the 4IR influenced the performance of Ghanaian university libraries?

- a) Awareness of 4IR.
- b) 4IR technologies used by libraries.
- c) Libraries' preparedness for the implementation of 4IR.
- d) Relevance of library staff in the era; ability of staff to operate in the 4IR era.
- e) Its impact on staff performance and service delivery.

1.5.2.6 What are the core elements of a framework on integrated performance management systems in university libraries in Ghana?

Table 1: Research objectives, questions and possible sources of data

	Objectives	Research questions	Possible sources of data
1.	Audit the key performance indicator phenomenon in Ghanaian university libraries.	What are the categories of key performance areas in the libraries?	Interviews with management. Questionnaires for library staff.
2	Review the performance management systems in Ghanaian university libraries.	Is there a performance management system in the libraries?	Interviews with library management. Observation of policy document.
3	Determine the factors that influence performance management and staff performance in Ghanaian university libraries.	What are the militating factors against performance management in the libraries involved?	Interviews with management. Questionnaires for library staff.
4	Explore the strategies for improving performance management and staff performance in Ghanaian university libraries.	What are the factors and strategies for improving performance management in Ghanaian academic libraries?	Interviews with library management. Questionnaires for library staff. Journals (print and non-print). Books.
5	Ascertain how the fourth industrial revolution has affected the performance of Ghanaian university libraries	How has the fourth industrial revolution affected the performance of Ghanaian university libraries?	Interview. Questionnaire. Journals. Books.
6	Develop a framework for implementing an integrated performance management system for Ghanaian university libraries.	What framework can be developed and recommended to academic libraries in Ghana for adopting an integrated performance management system?	Interviews with management. Questionnaire for library other staff

Source: Field data, 2020.

1.6 Motivation for the Study

This research is relevant because of the role that human resources play in libraries in Ghana. Every management decision is made ultimately to improve the organisation's performance and results. Therefore, the research focused on investigating the management practices aimed at increased employee performance and providing a general overview of how the implementation is done and indicating whether performance is improving or not. Thus, all aspects that lead to increased performance were considered to have a complete representation of what is happening on the ground. This study became necessary because much of the literature on library staff performance is largely based on individual performance management system elements. Very little is devoted to an all-inclusive performance management system of academic librarians in Ghana. Being a firm believer in the positive correlation between the output of human resources and the overall output of organisations, the researcher has always harboured an interest in investigating this relationship to a logical and conclusive end. With its proposed plan of investigating the performance management in most academic libraries in Ghana, this study offers this researcher an opportunity to do just that. Furthermore, the current study has been undertaken to comprehensively study the performance management system of academic libraries to develop a framework that could be used in these libraries to improve staff performance and the overall productivity of libraries in Ghana and beyond.

1.7 Justification for the Study

Creswell (2014: 163) believes the significance of a study could dictate how the study contributes to scholarly research and knowledge and advance practice or policy. This significance is shown when gaps in knowledge are effectively addressed and when policies are positively influenced.

- This study illustrated how productivity could be increased in university libraries in Ghana by using performance management systems. The study will also demonstrate how implementing a performance management system is a valuable way of trying to increase productivity in libraries. The study will also contribute to the existing knowledge concerning performance management and serve as a basis for further research, especially in Ghanaian libraries.

- As part of efforts to achieve organisational goals, the outcome of the study will assist policymakers and academic library management in addressing issues pertaining to performance management.
- It will enlighten library management about all the components of a performance management system that may have been neglected so that more effort can be made to improve them.
- Due to the importance placed on the library as the nerve centre of education in every university, the study will consolidate all the issues on performance management into a comprehensive document that could be referred to by the human resource department or management of all libraries to gain and sustain a competitive advantage.
- Finally, researchers interested in staff performance would benefit from the study results. They will serve as a baseline for further research in other libraries in Ghana and the world at large.

1.8 Scope and Delimitations of the Study

This study is set in the Ghanaian academic library context because of the need to contribute to the under-researched areas of performance management systems in libraries. However, this study is limited to the influence of a performance management system in stimulating and sustaining high performance in some selected university libraries in Ghana. There are several university libraries in Ghana that need to be researched. However, for manageability and control, a selection of some university libraries in the country is required. Three public, one private, and one technical university library were purposively selected for the study.

However, it would be instructive for this research to consider all the areas related to the identified problem. Therefore, for the study to be manageable and generalisable, it will focus on universities in Ghana that have been in operation for more than ten years. Although it would have been stimulating to probe and examine the performance management system in all libraries of Ghana to come out with meaningful findings, time and financial considerations would not make it possible.

1.9 Definition of Terms

This section presents the definition of keywords or terms applicable to this study.

1.9.1 Performance:

Performance is the degree to which goals and objectives about a particular library in terms of information provision are achieved.

1.9.2 Performance management:

All the processes used to identify, measure, communicate, develop and reward the performance of employees in an organisation.

1.9.3 Performance management system:

A performance management system is an integrated and systematic approach by which an organisation increases its effectiveness.

1.9.4 Academic libraries:

Academic libraries are found in tertiary institutions, universities, technical universities and colleges to support teaching, learning and research.

1.9.5 Library staff

The people tasked with acquiring, organising and disseminating information to the library's patrons.

1.9.6 Key performance indicators (KPI)

A set of performance measures that demonstrate how effective the library or library staff is in achieving its stated goals and objectives.

1.9.7 Fourth industrial revolution (4IR)

4IR describes the information technology evolution to greater automation and interconnectedness.

1.10 Ethical considerations

Ethical considerations in research may include such features as protection from all forms of harm,

voluntary participation, privacy, informed consent, anonymity, and the researcher's demeanour (UNISA, 2016:3; Babbie, 2014:67). Usually, the duty of the researcher is to furnish prospective participants with the required information on the purpose and nature of the research that is being conducted (Babbie, 2014:91). Before the study, the participants and university authorities will be adequately informed on the type of information needed, why it is being sought, what purpose it will be put to, how the participants will be expected to participate and how it would affect them directly and indirectly. Confidentiality and anonymity issues will also be adhered to so that no information connecting a participant to a particular response can be made.

Confidentiality will also be given serious consideration so that whatever information is obtained from the participants will be used strictly for the benefit of the study. UNISA has a code of ethics (UNISA, 2016). Therefore, as a student of UNISA, the researcher plans to make use of its Research Ethics and Policy. This policy offers clear procedures concerning for dealing with research activities. For example, it emphasises the significance of transparency, integrity and accountability.

1.11 Structure of the Thesis

This study is divided into seven chapters.

Chapter One: Introduction and Background

This chapter consists of the background of the study, conceptual and contextual, statement of the research problem, research purpose and objectives, research questions, motivation, significance, scope and delimitation of the study, structure of thesis, time schedule and dissemination of research findings.

Chapter Two: Theoretical Framework

This chapter examines the theoretical framework that guided the study.

Chapter Three: Literature Review

This chapter reviews the literature on the research topic and its relationship to the study. The following broad headings would be looked at: the concept of

performance, the concept of performance management and the performance management process, the purpose and importance of performance management, performance management in libraries, factors affecting employee performance, challenges to performance management and systems.

Chapter Four: Research Methodology

This chapter will present the research methodology that will guide this study, including details on the research design and research methods, including ethical considerations,

Chapter Five: Presentation and Analysis of Findings

This chapter presents the study findings on the performance management practices in the institutions, challenges to them and prospects of all the universities in terms of performance management.

Chapter Six: Discussion of Findings

This chapter discusses the significant findings of this study. The discussion positions the analysis within the perspective of literature related to the study.

Chapter Seven: Summary of Findings, Conclusions and Recommendations

This chapter presents the summaries, conclusions and recommendations of the study. Areas for further studies are presented in this chapter.

1.12 Dissemination of Research Findings

This study's findings will be disseminated primarily by this thesis. Parts of the results will also be presented at local and international conferences, seminars and workshops and published in local and international journals.

1.13 Summary of Chapter 1

This chapter sets the scene and direction of the study providing the background and placing the subject, performance management, within the broader field of performance management and contextualising libraries and the Ghanaian academic libraries and the need for such a study. The

research problem and subsequent purpose, objectives, research questions, scope, delimitation and justification, were also provided. The next chapter of the study focuses on the conceptual framework.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1 Introduction

It is essential to use models and theories to explain that a study is scientifically grounded. Creswell (2014: 75) believes a theoretical framework consists of any pragmatic or semi experiential theory of a particular or psychological method at a series of levels that can be function as a lens to understand an event. A theoretical framework is about interconnected concepts that guide particular research, and it provides a scientific justification for conducting particular research (Vinz, 2015).

This study aimed to investigate the performance management practices in Ghanaian university libraries to develop a framework for implementing an integrated performance management system (PMS) for university libraries. In cognisance of the vital role of PMS in staff and organisational performance, the study investigated how university libraries have employed it to enhance performance in a technological and knowledge-based economy. We indicate the extent to which it can be used to improve staff and the overall performance of academic libraries. This chapter describes the conceptual basis for the study and how these selected theories apply to using an integrated PMS in academic libraries.

The purpose and objectives of the study suggested a conceptual framework that considers all the elements that lead to higher employee productivity in an organisation. Several theories and models originate from human resource management and other disciplines that touch on performance management. Some of these are McGregor's theory X and Y, goal-setting theory, Herzberg's two-factor theory, Rensis Likert's participatory decision theory and Maslow's hierarchy of needs. All these theories are useful and could be used to encourage individuals to high performance. However, Brinkerhoff's model on performance system factor theory is the only one that touches on all the components of concern in this study and was, therefore, used as a conceptual framework for this research. This theory was considered suitable because of its applicability to organisational performance while touching on all the areas of interest to the study.

2.2 Overview of Some Human Resource Theories Relating to Performance

There are several theories and models in human resource management such as Herzberg's two factor theory, Goal-setting Theory, Douglas McGregor's Theory X and Y, Brinkerhoff's model on levers of performance and Rensis Likert's participative Decision-making theory.

2.2.1 Rensis Likert's participatory decision-making theory (PDM)

Rensis Likert developed the participatory decision-making theory in the 1960s. This theory specifies how better organisational results may be achieved by involving staff in making decisions. Management engenders more confidence in subordinates by ensuring they participate in decision-making in the organisation. Moorhead and Griffin (2004) define decision-making as "the process of choosing between alternatives which is regarded as a result of mental processes such as evaluation and thinking". Muindi (2011: 2) states that there should be a goal that acts as a benchmark to the decision-maker in an organisation.

Participative decision-making theory stipulates that decision-making is based on an underlying goal and advocates those organisational goals should spread across the entire hierarchy. Managers or leaders in such organisations have absolute belief in employees' capacity to take and execute decisions, so they are regularly emboldened to be dynamic in the decision-making process. Teamwork, communication and employee involvement act as agents of motivation and satisfaction in participative decision making. Muindi (2011: 3) indicates that participation in the decision-making process spans one end of a continuum where a manager makes a decision without seeking input from subordinates to the other end where full participation of employees is solicited. Luthan (2005) further contends that the degree of employee participation is dependent on factors such as the employee's experience and the nature of the task at hand. Cotton et al. 1988 cited in Ofobruku et al. (2019: 3), states that employee involvement and participation has been established as a management solution for increasing employee gratification over the years.

2.2.2 McGregor's theory X and theory Y

In his article and book, "The Human Side of Enterprise" (1957; 1960), Douglas McGregor introduced two significant theories in organisational and management history. These theories present two main views of the world of work and organisational life and management. McGregor based his theories on how managers motivate their employees, which is largely dependent on human nature. The assumptions of theories X and Y stipulate that the expectations managers hold about the nature of their employees tend to be self-fulfilling. A theory X manager is pessimistic and has a mindset that individuals or employees are naturally lazy, dislike work, are untrustworthy, lack ambition and have little to offer in terms of useful ideas. This means that such managers typically assume that their subordinates have unfavourable opinions about their work, are not self-directing, avoid taking responsibility, must be coerced to work, and, above all, require direction at all times. The theory X manager further believes that subordinates or employees ought to be directed, supervised or cajoled with the threat of punishment to get them to put in maximum effort to achieve the organisation's goals (McGregor, 1960:34). The leadership style of Theory X managers therefore tends to be usually authoritarian.

Theory Y managers postulate that employees can be encouraged to work hard, find work enjoyable, have self-control, seek further development, self-direct, introduce useful ideas and accept additional responsibilities. Theory Y assumes rewards, control, and punishments are not the only ways people can perform and instead focuses on goals and objectives using self-control and self-direction. This type of manager adopts a participative leadership style where all staff are allowed to participate in decision-making in the organisation.

2.2.3 The expectancy theory

Victor Vroom propounded the expectancy theory, which is one of the process theories of motivation. Process theories emphasise the mental processes that transpire in the minds of individuals and motivate them (Parijat & Bagga, 2014:1). Process theories try to explain how motivation happens, what factors influence it and what the relationships between these factors are (Suciu et al., 2013:183). According to Robbins and Judge (2013: 2), expectancy theory states that "the strength of a tendency to act in a certain way depends on the strength of an expectation that

the act will be followed by a given outcome and on the attractiveness of that outcome to the individual”. The theory of expectancy is based on the premise that individuals have choices and base their actions on what they believe will occasion the best outcome for them personally (Lloyd & Mertens, 2018:29).

2.2.4 Goal-setting theory

The goal-setting theory was developed by Edwin Locke in the 1960s and has strongly influenced organisational behaviour over the years (Locke, 1968). The theory postulates that goal-setting is essentially interconnected to task performance. It indicates the task performance of employees tends to be enhanced when set goals are explicit and challenging and suitable feedback is offered. Thus, this theory maps goal clarity and difficulty to formal job performance.

Vigoda-Gadot (2007: 119) believe that a motivation theory tool known as management by objective (MBO) uses this theory to enhance individual and organisational performance. Management by objective is known to follow four major principles:

- a. Employee both employees and managers establish performance goals.
- b. Established goals are always consistent with organisational goals and objectives.
- c. Performance targets are set to measure the progress of employees.
- d. Meetings are held periodically to review employee progress concerning organisational goals and provide feedback to the employees.

Latham (2004: 127) asserts that, when specific goal mechanisms are put in place by managers, subordinates are motivated to perform effectively. In Latham’s view, such mechanisms are put in place to positively affect individual and group behaviour which eventually increases the subordinate’s attention to a goal and informs the formulation of strategies to achieve such goals. Thus, when a group or individual’s attention is directed to behaviours that lead to goal accomplishment, their attention is drawn from behaviours that will not lead to goal achievement. Goals are set to empower employees or individuals to exert more effort as a consequence of the effort needed to attain the goal (Pennsylvania State University, 2016:6). According to

Pennsylvania State University (2016), someone who has a goal has the urge to enter into a relationship between outcomes and performance.

2.2.5 Two-factor theory

This theory, developed by Herzberg (1966), describes two sets of factors that influence individual employee performance in any entity. These are hygiene and motivating factors. The hygiene factors deal with the job context, and the motivating factors deal with job content. Herzberg and his associates argued that job satisfaction and dissatisfaction are not polar opposites of one another. Job satisfaction functions on a range from no satisfaction to high satisfaction. Job dissatisfaction works separately, ranging from high dissatisfaction to no dissatisfaction. On the satisfaction scale, employees are essentially persuaded by intrinsic motivating factors such as achievement, recognition, work itself, responsibility, advancement and personal growth. On the dissatisfaction continuum, staff are more influenced by extrinsic hygiene factors such as pay, job security, status, physical working conditions, company policies and relationships with co-workers (Wong et al., 1999).

Human resource managers could employ all the above theories to stimulate staff performance. However, in this study, these theories do not touch on all the essentials that ensure high performance in organisations generally and libraries specifically. Therefore, this study used a more all-encompassing theory and model focusing on all performance elements. Since performance management has different facets which need to be integrated evenly to enhance staff productivity and organisational progress, it would be necessary to adopt a more comprehensive and extensive theory that touches on all the aspects of productivity.

Brinkerhoff's model is used to address one of the critiques of some human resource theories such as goal-setting, expectancy and X and Y theory. Good performance results cannot be achieved using only a single factor; therefore, a single element should not be used as the only object for evaluation and performance. Several variables influence performance, given that the factors that impact performance function well at the system level. Brinkerhoff encourages the proper emphasis on high performance at the system level, where equal attention is placed on all performance factors. The influence of adopting a performance management system on staff performance was

investigated using Brinkerhoff's performance system factor model to develop a framework for all academic libraries to improve overall staff performance.

2.3 Brinkerhoff's Model on Performance System Factors

Brinkerhoff (2001: 124) is an author and authority of global repute in the evaluation and effectiveness of training. In his seminal work, titled *High Impact Learning: Strategies for Leveraging Business Results from Training*, he indicates that effective staff performance in all organisations is contingent on seven elements; direction, motivators, personal capacity, work design, performance feedback, information and resources. According to Brinkerhoff, these elements are interrelated and need to be combined effectively to improve employee performance and the total performance of any entity. Organisational management should provide maximum attention to all the elements stipulated by Brinkerhoff effectively and efficiently. These seven factors have subdivisions necessary for the organisation's progress. The model gives a clear representation of all the necessary elements, which makes it easier for the management of all organisations to recognise the weak and strong areas in the organisation. Therefore, it is easier to identify poorly performing staff and link it to one of the factors in this model, thereby pinpointing which specific area and factor can be focused on to address the problem appropriately.

In organisations such as libraries, client satisfaction is crucial. Library management always seeks to provide staff with adequate training and development opportunities to keep them abreast with information provision. These opportunities offered by management are geared to targeting the individual needs to produce effective and worthwhile results. Brinkerhoff and Apking (2001) provided a well-proven, practical and comprehensive approach to bridging organisational staff and goals. According to Brinkerhoff, management must stimulate high employee performance by placing equal significance on all performance levers, as shown in Figure 1. When this is done effectively, individual needs are met, and organisational goals are also achieved. Since the major goal of PMS in libraries is to enhance the performance and productivity of staff for high-quality information delivery, there should be an effective interrelated system that allows all aspects to be dealt with effectively (Munzhedzi, 2011). Ofoshuhene (2013) stated that, if PMS is not well implemented, it may lead to demotivation and unhappiness on the part of employees, which will affect the productivity of the overall organisation.

Below is a graphical representation of how Brinkerhoff and Apking's performance system factors could be applied for high performance in academic libraries.

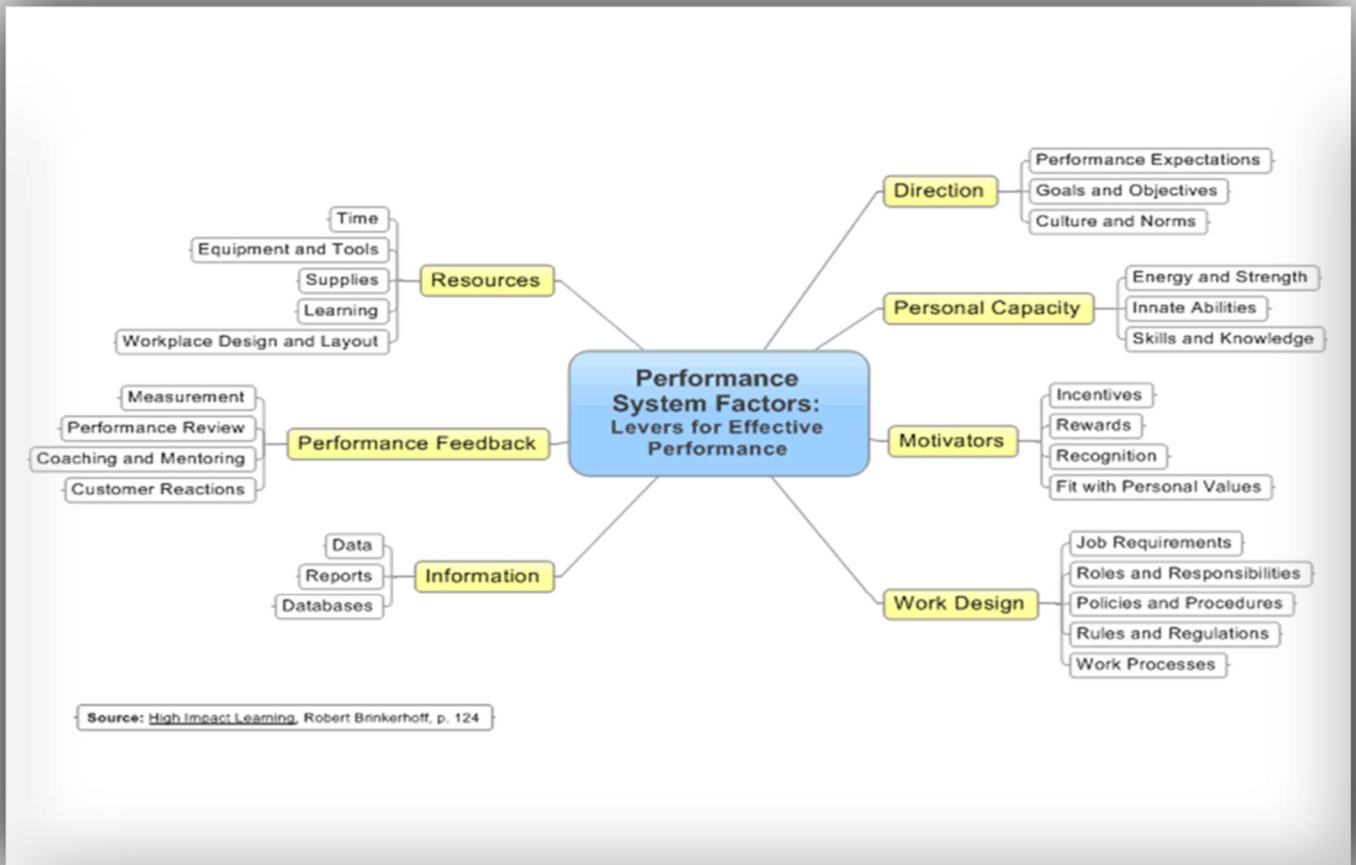


Figure 1: Performance system factors. Source: Brinkerhoff and Apking (2001).

As illustrated in Figure 1, the performance system model comprises seven broad elements for effective performance. Each element consists of sub-items used to boost staff performance. A combination of these stipulated elements should be a key consideration for libraries to achieve both short- and long-term effectiveness.

This current study will use this model extensively to describe the correlation between academic library staff performance and adopting an integrated performance management system. This model will also help the researcher understand what informed decisions library management has to make about staff performance and prioritising using an all-inclusive performance system model.

Schulze and Steyn (2003: 150) contend that organisational managers and supervisors ought to be apprised of the notion of needs which will encourage their staff to perform for employees' patterns of behaviour in terms of work performance to be understood fully. If individuals are motivated by certain provided factors, much effort is likely to be used for high performance and attaining organisational goals.

In his model, Brinkerhoff asserts that attention ought to be paid to all individual elements in each factor to enhance employee performance. Previous studies have found that occupational stress, empowerment, company policy, relationships with others, personal growth and achievement are positively associated with job satisfaction (Shikdar & Das, 2003:471).

In the view of Brinkerhoff, organisational managers ought to be concerned about the effective application of all seven performance system factors for managing high-performance levels in their human resources.

Therefore, human resource managers should profile their employees' satisfaction and motivation levels and deal appropriately with any apparent imbalance. Brinkerhoff's theory provides human resources managers with an avenue to integrate all the performance system factors to achieve this goal.

2.4 The Concepts

All the concepts identified by Brinkerhoff are explained below

2.4.1 Resources and performance

Helbesleben et al. (2014: 6) believe resources are seen as anything that helps individuals achieve their set goals. Resources enable employees to accomplish tasks and achieve set goals effectively. Libraries perform a dynamic role in the academic environment by providing timeous and quality information. The prosperity of every academic institution is mainly dependent on the quality of

services offered by the libraries found in those institutions. Hence, the management of academic institutions, particularly library management, make resources available to stimulate the growth of the library by high performance. Brinkerhoff (2001) outlined five sub-themes in resources: time, equipment and tools, supplies, learning and workplace design and layout. All five are essential elements to be considered when providing the necessary resources for high performance in all organisations. Goals should be time-bound, adequate equipment and tools should be provided, materials, learning opportunities and effective workplace design should be provided for high performance.

2.4.2 Performance feedback

Providing performance feedback is one of the essential human resource tools that enable organisations to develop the skills and competencies of staff for high work output. Effective performance feedback is used strategically to grow and develop employees (Boon et al., 2017). Feedback must always be specific, clear and detailed enough for employees to understand their tasks adequately and, where there are shortfalls, leave them in no doubt whatsoever about their deficiency (Humphery et al., 2007). As an important element of a performance management system, effective feedback permits organisations to determine employees fit for promotion and enable lateral transfers within the organisation by identifying specific strengths of an individual. Brinkerhoff (2001) outlines four main subthemes in performance feedback: measurement, performance review, coaching and mentoring and customer reactions. All these are sources by which information can be gathered to ascertain an employee's actual performance. Whatever form feedback takes, it remains the mandate of library management to ensure that it is regularly used to communicate staff performance to them and the management as a whole. Feedback is essential to maintain effectiveness and commitment. Feedback is provided to individuals for them to know their performance level. In the same vein as goals, giving feedback is also supposed to be specific and constructive enough to provide specific information on their performance. Through the provision of feedback, employees recognise that they are being assessed, and their contributions are also recognised (PSU WC, 2015: 6).

2.4.3 Direction

Another important element of performance management is direction. Employees need to be directed on which path they should follow and which they should not. Directions include performance expectations, goals and objectives and the culture and norms of the organisation. According to Brinkerhoff (2001), all these are tools used to direct employees to high performance. Direction in the form of a job description helps ensure effective performance and offers a clear guide to all involved. Mathis and Jackson (2006) show that, in a job description, the employee is directed to what he is paid to do; therefore, the performance of individuals should be measured and compared against standards, and results communicated to the employees.

Latham (2004: 127) asserts that, when specific goal mechanisms are put in place by managers, subordinates are motivated to perform effectively. In Latham's view, some mechanisms are put in place to affect individual and group behaviour positively, which, eventually, increases the subordinate's attention to a goal and informs the formulation of strategies to achieve such goals. Thus, when a group or individual's attention is directed to behaviours that lead to goal accomplishment, their attention is redirected from behaviours that do not lead to goal achievement. According to Pennsylvania State University (2016), a person with a goal has a focus which gives him the urge to enter into a relationship between outcomes and performance. Set goals should be challenging enough to stimulate increased performance but also moderate enough to be attainable (Pennsylvania State University, 2015). Therefore, goals are proven to be very effective when this is done. However, goals that are too difficult or too easy affect the individual's motivation to perform negatively. Goals should be achievable, but at the same time, they must be challenging.

The direction in the form of organisational culture and norms is used to show the differences in organisations. These differences are also appreciated at the organisational level. For this reason, literature on human resources places importance on organisational culture, otherwise known as corporate culture. Bartlett (2014) asserted that there are several sub-cultures at the departmental level or other subgroups at the organisational level. An example is the cataloguing and acquisition sections of a university library. In a study conducted by Shepstone and Currie (2008) on transforming the academic library, organisational culture was explained to consist of the norms, values, perceptions and attitudes that determine what is to be expected from a new staff member introduced to the organisation. Culture is the way of life of an organisation because it identifies an

organisation by building a system that permits people to draw meaning or sense. The organisational culture that persists in organisations ought to be norms that engender high performance with minimal stress. Direction, therefore, cannot be overemphasised if organisations, including libraries, wish to achieve and sustain high performance.

2.4.4 Personal capacity.

The essential component in developing an organisation is an efficient human resource. The capacity of the labour force directly or indirectly affects the progress of an organisation. It is instructive to note that more often, the most crucial and obvious competitive advantage an organisation may have comes from the calibre of employees on its payroll. There ought to be a sustained investment in the workforce, notably in acquiring the necessary skills and knowledge, for such organisations to continue to benefit from their competitive advantage. This is mainly achieved by enrolling employees in training and capacity building programmes. In an educational institution such as a university, the level of staff training and development will go a long way to determine the staff effectiveness and improve the overall productivity of the university (Olaniyan & Ojo, 2008: 330).

Developing the personal capacity of employees is always intended to strengthen them to perform effectively. In libraries, staff training programmes affirm the individual ability to grow and contribute to effective information dissemination. Cobblah (2015: 3) believes the quality of library staff is a necessary intangible asset embodied in a library's human capital development. Due to technological advancement and clients' changing needs in terms of information provision, library staff must be trained to take on modern responsibilities to ensure the continued existence of libraries.

Brinkerhoff (2001) outlined energy and strength, innate abilities and skills and knowledge as the three main facets of personal capacity. An employee must be strong and healthy, possess inbuilt capabilities of use to the progress of the organisation and should always be ready to obtain skills and knowledge by continuous training and capacity building.

2.4.5 Motivators

Issues on employee motivation often tends to be difficult and controversial in most organisations. This makes it necessary for management to understand motivation techniques and how to leverage them to manage staff for high performance. Customers are always satisfied when they realise employees are performing their duties effectively. Motivation is a force that arouses and directs an individual to perform. Luthans (1998) emphasised that employee motivation is a management process used to influence the behaviour of an individual based on the knowledge of what inspires them.

Managers of an organisation cannot only use a single strategy to motivate employees for high productivity (Umeozor, 2018:33). Bakewell (1997) identified two main groups of motivation, intrinsic and extrinsic factors. Extrinsic or external factors of motivation deal with the circumstances under which employees perform a particular task, such as salary, relationship with supervisors, organisational policies and job security. Intrinsic factors deal with the job content. Job content deals with job satisfaction, responsibility, and recognition, which directly affect productivity.

As an institution that caters for the information need of clients, a library needs highly motivated staff to provide effective service (Umeozor, 2018: 34). All categories of library staff need to be motivated for high productivity. Brinkerhoff (2001) identified incentives, rewards, recognition and fit with personal values as the central tenets of motivation. Library management must consider a host of motivation strategies as a means of keeping employees satisfied and motivated to produce their best, knowing very well that improved output from them is likely to lead to improved organisational performance.

2.4.6 Information

Numerous studies worldwide have identified information as a vital resource used to make decisions and solve problems in all spheres of life (Opoku, 2015:62). The attention of academics and practitioners has been drawn to information management due to its importance in organisations. Opoku (2015) indicates that adequate evidence shows how information is used to succeed in organisations. All the members of an organisation need accurate information to move

forward. Therefore, information management has become a key element to achieving high productivity in all organisations.

Identifying the information needs of an organisation involves recognising its pivotal role in achieving the goals and objectives of the organisation. The close relationship between information as a resource and organisational performance cannot be overemphasised. Ajibade (2018: 95) found that a strong connection between quality service delivery and information management (how information is processed and distributed) is a crucial driver of organisational success.

Management decisions require information at every level of the organisation. The quality of the information supplied also affects the quality of management decisions and the overall productivity of the organisation (Argyropoulou & Reid, 2018:5). Information (data, reports, databases) should be valid, timely, accurate and up to date to be used accurately to make decisions that lead to good performance.

As information providers, libraries and library management require accurate information to make decisions concerning the library administration. Accurate information can always be derived from reports written by all library sections and the library's research and performance appraisal documents. To a large extent, this can help management decide who needs training, which new measures to adopt, which new equipment to purchase and so on. Therefore, it is necessary to ensure that the various channels by which information is received are not compromised.

2.4.7 Work design

Organisational productivity is affected by efficiency, effectiveness and quality. Work design is another tool used to attain high productivity in all organisations. Therefore, work design determines efficiency and plays a pivotal role in motivating staff to undertake their duties effectively. Chandrasekar (2011: 17) states that money does not fully motivate staff to produce their best and says managers and supervisors need to be content with the entire scope of workplace elements that inspire employee motivation. Work design focuses on the structure and content within which tasks are performed (Morgeson et al., 2012). The content and how work is organised (tasks, responsibilities and activities) directly affect how workers feel about their job and influence their stress levels and motivation to perform. Well-designed work contributes immensely towards

increased productivity (Brinkerhoff, 2001). Brinkerhoff shows how work design could be used to address problems in the organisation that pertain to job requirements, roles and responsibilities, policies and procedures, rules and regulations and work processes. Dealing with all these issues aims to increase workforce productivity and the organisation as a whole.

How a particular job is designed impacts a person's feelings, beliefs and overall attitude, commitment and motivation, job satisfaction, mental health and turnover. It is crucial to apply this to libraries. Since the librarian's job continues to evolve due to technological advancement and the changing needs of clients, it is imperative to adopt this process to re-design their jobs to continue to exist and fit into the changing world. Amusa et al. (2013: 460) found that a favourable work environment in libraries has a positive impact on personnel productivity. While libraries may desire their employees to be personally invested in the organisation's success, the onus lies on the library management to balance the situation by investing on behalf of the organisation. Such investments from the organisation's purview should aim to induce the best traits and attributes from employees, promoting an optimum level of work-life and stimulating the quest for excellence within the ambience of a high productivity organisational culture. Since the work design of librarians is significantly related to job performance, they are encouraged to adopt the high-performance work design strategies identified by Brinkerhoff.

2.4.8 Application of Brinkerhoff's performance system model in libraries

Changes in clients' needs have affected how libraries perform their activities. Countless structures and a great deal of work organisation in libraries precede more modern knowledge of the employee's psychology and motivation and how libraries reposition themselves for a better response to change originating from users. For library management, it is advantageous to practically emphasise work system design by applying its principles to several work contexts in the library. The significance of this method to libraries is that changes in structures and roles of the employee can better position the library for high performance and become client-centred. Principles such as job design and work system can be adopted together with other strategies already outlined by Brinkerhoff to improve staff performance and for the library to maintain its relevance and exist in a changing world. In doing this, it is a requirement for library management to

understand the fundamental factors that influence an employee's attitude to work before they can be well-positioned to develop or adopt effective strategies that will help change that conduct.

Embedded within many of the theories of work motivation are ways that can assist a manager in attaining improved employee satisfaction and productivity. However, the extent to which these avenues are applicable or will induce the desired changes will be determined by several factors, such as the nature of the job, individual differences and organisational culture.

The role of Brinkerhoff's model in the context of libraries is to make management aware of all the elements (resources, performance feedback, information, personal capacity, motivators, work design and direction) that directly affect staff performance. This makes Brinkerhoff's model a conceptual tool that can be implemented to achieve a practical purpose because the variables for high performance have been identified. Thus, library management is made more conscious of their inherent personal philosophy and forces them to assess it the same way they may assess Brinkerhoff's model. For example, if employees are developed according to their training needs, conflict is reduced between the individual and the organisation, stimulating high performance. Library employees should be developed in skills they want to acquire, but these should not be significantly different from what the library requires. There should be an alignment of the individual training needs to the exact training needs that the library management wants for their staff. Library employees should be encouraged by their management to choose courses and programmes directly related to library work. In-service and on-the-job training are also avenues to train staff. Management should be aware of the personal goals to adopt better strategies and successful methods to reduce conflicts between individual and organisational goals.

The implications of Brinkerhoff's model for managers are clear, if not always easy to accomplish. Library management is encouraged to create conditions for the easy application of the elements identified to achieve high performance. Failure to apply this often leads to chaos which inadvertently leads to staff frustration. If achievable goals are set, it implies that achievement is influenced by resources, direction and how motivated employees are. It also implies that the relationship between job satisfaction and performance can affect the need for achievement.

As the nerve centre of universities, academic libraries provide up-to-date information to facilitate teaching, learning and research in higher education institutions and develop services that directly responds to the needs of the university community. Users recognise the library's role by the quality

of experiences with staff. Due to the environmental influences in the work of librarians adopting and using all the elements identified by Brinkerhoff effectively will positively affect the work output of staff and the overall performance of academic libraries. Several research studies have been undertaken on using individual elements to achieve high performance of library staff; however, little exists on the integration of several measures simultaneously. This necessitates considering Brinkerhoff's model, which has an all-encompassing strategy to achieve high performance in organisations of which libraries cannot be exempted.

2.5 Summary

This chapter reviewed and discussed some human resource theories and models and how they are used to impact the performance of individuals in an organisation. However, for a holistic examination of performance management, Brinkerhoff's performance system model was the theory used to investigate how integrated performance management could increase staff performance and the overall performance of academic libraries in Ghana. This chapter also explained the various concepts captured by the model, which provides a suitable framework because all the elements of an integrated performance management system are effectively captured.

Chapter 3 reviews the literature about integrated performance management.

CHAPTER THREE

LITERATURE REVIEW

3.1 Introduction

One of the essential aspects of every research study is a literature review. It is conducted to link the proposed research to existing works on the topic under study (Creswell, 2012). Kumar (2011: 54) identifies two main functions of a literature review. Firstly, to offer a theoretical background to a study and enable a researcher's findings to be viewed in perspective with the existing body of knowledge. This chapter reviews relevant literature on the various concepts regarding performance management and using integrated performance management in the academic library environment. Literature from scholarly articles, books, journals, conference papers, and other PhD theses is reviewed to form an integrated performance management system review. The study aimed to investigate the performance management practices in Ghanaian academic libraries to develop a framework for implementing an integrated performance management system for academic libraries.

The contribution of human resources to the survival of libraries cannot be overemphasised. Library staff occupy a central position in the information world. The usefulness of libraries as service providers is measured by the services that librarians render to their clients. Responsibilities in libraries have witnessed an upsurge due to a constant change in clients' needs, mainly as a result of technological advancement, information overload and new phenomena such as information disorder and 4IR. Librarians are virtually unanimous in their conviction that they have a pivotal role to play in the fight against these challenges. Librarians must commit to answering the need for modified services and provide accurate, reliable and timely information by using an integrated performance management system. In the current information age, the rising activism of all stakeholders exerts more pressure on managers to adopt new strategies for high performance and continued existence. To further respond to these changes and match the competition, professionals in most organisations are using new tools such as integrated performance management systems to guarantee high performance to satisfy customers' needs and ensure continued survival.

The chapter begins with organisational performance, the origin of performance and how they dovetail. Other concepts such as performance management process, resources and performance,

performance management in libraries, performance management systems and integrated performance management systems are reviewed.

3.2 Concept of performance

One of the most critical concepts to every organisation is performance. Many scholars have provided several meanings for performance and the strategies to increase staff performance. Therefore, it is critical for performance to be clearly defined and measured to determine where improvement is needed. Armstrong (2014: 365) views performance as how well a task is executed and the reward associated with the task being stipulated. Similarly, Kasim (2016) sees performance as completing a task effectively for results to be achieved. These views of performance are consistent with Seyfarth (2005), who also considers performance as the abilities and knowledge possessed by an employee and how well they are driven to complete a task. Performance is the qualitative and quantitative achievement of work outcomes for an employee of an organisation (Nuraida, 2017). Available literature acknowledges increased performance by various human resource systems such as evaluation, appraisal and training. Gruman and Saks (2011) reiterate that a performance management system should always be planned and designed to foster employee engagement to achieve positive performance in an institution.

Many authors have defined performance locally and internationally to reflect the organisational context. It is also believed that the organisational performance concept is a common phenomenon in academic literature. However, a standard definition is difficult because of the several meanings and the subjectivity in the definitions. In a study by Gavrea et al. (2011: 287), performance is defined to include a set of fiscal and non-fiscal pointers, which offer information on the extent of accomplishment of organisational objectives and results. This definition indicates that the various elements or characteristics ought to be known to grasp the concept of performance. Therefore, the concept of performance is understood differently by people, depending on how the assessor understands performance. For instance, performance can be understood differently by a person within an organisation and a person outside the organisation.

Carton (2010: 7) mentioned that performance is seen as a measure of organisational change or the financial outcomes that result from management decisions and executions of those decisions by members of the organisation. Four concepts can be inferred from this definition, productivity,

financial, employee turnover and market-based share. The choice of one performance measure depends on the situation prevailing in an organisation. There is also the assumption that productivity in an organisation is synonymous with performance. Datche (2015: 13) identify sales growth and market share as common examples of organisational performance indicators. In place of more objective workplace performance measures, researchers also assess subjective indices such as customer satisfaction, employee satisfaction and turnover, and response to duty. Onukwube et al. (2010) state that job performance includes the behaviour or conduct of an employee that can be assessed as the degree to which it contributes to the effectiveness or organisational productivity. Moreover, performance in an organisation contributes to improving cost-value and not just what aids in the reduction of cost or value enhancement (Elena-Luliana & Maria, 2016: 3). The first stage of translation of cost-value is to describe how the organisation creates and will create value in global terms. Organisational performance may be construed as all that contributes to achieving the strategic objectives of an organisation. For instance, performance improves revenue and reduces cost for a profit-making enterprise. Again, an organisation is efficient if it can create economic value, that is, retain a positive balance after the compensation of all factors of production.

According to Rolstadas (2017: 10), performance is achieving organisational goals across all management fields (control, general politics, human resources). Rolstadas' definition emphasises the fact that performance is a product of operation, thus, fulfilling any objective involves attaining a certain level of performance. Performance can only be achieved when targeted goals are reached. According to Dess and Robinson (2019: 269), the concept of organisational performance must be looked at in the following areas, implementation of the orientations subscribed by the organisation with its policy tools; focus on interest groups - customers, users and other stakeholders in the organisation's services; and the effective deployment of organisational resources to achieve the set goals.

The relationship between organisational growth and employee performance was examined by Vosloban (2012), who found out that organisations grow faster when managers are familiar with how to use and invest in the available resources. As a general responsibility of organisational management, the research undertaken by Vosloban (2012) highlights the significance of

performance management necessary to be practised as a vital resource of the organisation, the employee.

Performance in libraries is undoubtedly crucial to library management, as in all other establishments. Baldwin (2003), Ninh (2010) and Wairraich (2013) discussed performance in libraries as the degree to which goals are achieved, especially concerning the needs of clients. Ajegbomogun and Diyaolu (2018) see performance in libraries as a set of activities that an individual contributes to progress. Library management should evaluate staff performance and set performance standards with staff to achieve higher results. Other studies on performance in libraries conducted by Amusa et al. (2013) and Johari and Yahya (2019) reveal that performance in libraries also has to do with understanding the assigned job and one's ability to attend to clients' needs promptly. The library's performance is evident in quality service delivery, efficient resource utilisation, the institutionalisation of a performance-oriented culture and the ability to create wealth and attain financial independence. Libraries provide a range of services to satisfy the varied needs of the communities they serve. Therefore, simple indications like the number of information resources checked out or the number of interactions with a reference librarian cannot provide an accurate picture of the library's performance. What will prove adequate information is a coordinated trend of assessments that, when considered holistically, will give a more comprehensive view of how the library is utilising its allocated resources and the extent to which it is meeting the needs of the community in which it is located.

A fundamental aspect of the management process is performance measurement. Performance measurement should be done to relate performance to the expectations of patrons. However, Aforo and Antwi (2012) indicate that assessing a library's overall performance is extremely tedious when management and staff do not understand its objectives. These objectives are supposed to indicate what the library seeks to achieve and provide an essential context within which the performance measurement outcomes need to be considered. In other words, without a clear statement of goals, it will be challenging to know what is to be assessed. Therefore, having clear objectives allows progress from measuring efficiency to measuring effectiveness. In this context, effectiveness is deemed as the extent to which the library can attain its goals.

3.3 Origin of performance management

Beer and Ruh were the first to use the performance management concept in 1976, although the concept originated from ancient times (Armstrong & Baron, 2006). In Beer and Ruh's study (1976) to investigate the performance management system at Corning Glass Works in the United States of America, the objective was to overcome some management shortcomings that had crashed the company. The study was meant to ensure that certain steps were taken to ensure those shortcomings were circumvented and targeted objectives achieved. A complete acknowledgement of the PMS was provided by a research project conducted by the Institute of Personnel Management in 1992 (Armstrong & Baron, 2006).

Performance management systems are set to achieve three objectives. The first is to aid managers in giving employees essential and productive performance feedback (Sisa, 2014: 26). It is meant to help managers and employees collaborate to design a plan that addresses the developmental needs of employees and help managers to compartmentalise and execute their triple role of serving as manager, judge and helper effectively.

The adoption of performance management as an emerging approach to managing performance did not enjoy widespread use in the United States until the mid-1980s. However, the concept was mooted earlier in 1976 by Beer and Ruh (Schneier, 2018: 22). The first book published exclusively on performance management was *Getting Results from your Performance Management and Appraisal System*, written by RJ and SJ Plachy in 1988 (Sisa, 2014: 26). Don Beattie, a previous director of International Computers Limited (ICL), is credited with authoring the first publication on performance management (Armstrong & Baron, 1998: 44). Bruden (2009), while confirming the contemporary usage of performance management, traces its origin to the Chinese dynasties and the Biblical ages and observes that performance management has a deeper root in history than operational and strategic performance management.

History shows that China has a lengthy administrative tradition stretching as far back as the Qin dynasty between 221 - 206 BC. The Han dynasty, which occupied the throne between 206 BC and 220 AD, is reported to have adopted the merit principle involving the use of examinations in recruiting and promoting the emperor's staff (Lebas, 2013: 1).

During the Wei dynasty from 221 – 265 AD, the use of the Imperial Rater as a tool for assessing the performance of official members of the royal family is reported in historical accounts (Brudan, 2010: 112). However, this form of performance evaluation and its fairness was questioned by Sin Yu, a Chinese philosopher, who observed that “the Imperial Rater of Nine Grade seldom rates men according to their merits, but always according to his likes and dislikes” (Brudan, 2010: 112).

Other studies have traced the origins of performance management to the ancient Egyptians around 2500 BC when they started constructing the pyramids (Talbot, 2016: 20). Others traced its origin to the era that gave birth to accounting and management as emerging knowledge fields in and around the 13th century (Dess & Robinson, 2019: 270). Operational performance management then was preoccupied with enhancing modes of operations. It originally applied financial and subsequently non-financial indicators to evaluate performance and primarily concentrated on indicators such as quantity, price, economy, efficiency and effectiveness (Brudan, 2010: 113).

In the mid-1500s, Ignatius Loyola set up a formal appraisal system for the Jesuits or members of the Society of Jesus. Naor et al. (2010: 196) report that the Dublin Evening Post evaluated the performance of lawmakers based on a rating scale concentrating on personal qualities in 1648. The USA and Britain were the first to pioneer the performance appraisal concept in and around the 18th and 19th centuries. In the USA specifically, performance appraisal initiatives came to the fore during the 18th century during the Industrial Revolution. Robert Owen is said to have engaged the use of ‘silent monitors’ to evaluate employee performance at the New Lanark textile mills of Scotland in the early 1800s (Wilson & Western, 2000: 384).

Wiese and Buckley (1998: 235) state that the Federal Civil Service of the USA started using merit or efficiency ratings in the latter years of the 19th century. Similarly, Brudan (2010: 123) asserts that the majority of the armies of western countries were adopting performance appraisals to manage their staff performance at the same time.

Pinnington and Edwards (2000: 160) agree that performance management systems became pervasive throughout the 1980s. They were believed to expedite rigorous requirements of standards for performance and performance measures, and intensify the probability of accomplishing organisational aims and objectives at a time when they had to react to increased competition. This intervention was undertaken mainly to deal with the challenges encountered during that time, notably lack of management commitment to the system. Currently, several

organisations continually use performance management to achieve better results in terms of staff performance.

The above discussion shows it is evident that performance management was developed based on the need to address several challenges encountered in the quest to achieve better organisational results.

3.4 Performance Management

Since the inception of performance management, it has always been of great concern to human resource experts because all organisations are faced with the challenge of improving performance. Franco-Santos et al. (2007) highlights the diversity of performance management and the absence of a universally accepted definition. Moreover, it has been complicated by competition from other organisations across the globe due to technology making the world smaller. All organisations must therefore adopt several strategies to remain effective and competitive.

Kasim (2016: 59) defines performance management as an integrative and systemic approach to enhancing performance to accomplish the goals and objectives of an organisation and promote its mission and vision. Performance management is an all-inclusive approach and procedure used for managing effectively and efficiently group and individual efforts to ensure the achievement of shared individual and organisational objectives (Nel et al., 2008:493). Similarly, Amos et al. (2008: 285) describe performance management as a method to manage people. Amos and colleagues state further that it comprises practices managers use to plan, direct and improve staff performance to achieve the organisation's strategic objectives. Halligan (2010: 30) also defines performance management as a practice that uses performance information for organisational decision-making. Poister (2003: 12) asserts that performance management is a process used to direct and control employees and teams to motivate them to perform effectively and efficiently for organisational goals to be achieved. Noe et al. (2010: 351) define performance management as a tool used by managers to ensure that staff activities and productivity are congruent with the goals and objectives of the organisations.

Performance management is a multi-faceted concept undergoing constant evolution and expansion (Tangen, 2005: 39). A concept that was predominantly preoccupied with the accrual of financial

benefits has evolved in a multi-faceted manner and primarily concerns itself with other producer and user concerns such as cost-effectiveness, efficiency, client satisfaction and service quality. In the view of Brown (2005: 472), the absence of a universally accepted definition of performance management affects the concept in terms of its effective application. The author contends this emanates from the difference in interpretation placed on the concept by implementers and the significantly varying education and training stakeholders undergo. Brynard (2010: 197) agrees by his assertion that the varying outlooks, contexts and perspectives of the issues under consideration offered by key stakeholders and implementers often emanate from their different backgrounds and orientations. Consequently, these various inconsistencies preclude reaching a shared understanding of the performance management concept and thus the discrepancies in the programme's application (Tangen, 2005: 34).

Wescott (1999: 160) describes performance management as a system that connects organisational objectives to work plans, appraisal, capacity development, pay and incentives for individuals and groups. Similarly, in their study on performance management, Armstrong and Baron (1998: 51) construed the concept as linking or coordinating organisational and individual objectives to attain the greater organisational goals.

In Bowman's study (1999: 573), performance management was defined as an endless cycle of goal and objective setting, coaching, development and evaluation. Das (2003) contends that performance management is a continuous process that defines an organisation's goals and visions, determines and establishes group and individual performance benchmarks and takes appropriate corrective action to ensure these standards are met using systems and procedures well-versed in organisational culture and practices (Kelloway, 2004: 9). It is evident from the above that there are myriad ways in which performance management can be defined. Nonetheless, this study purposely describes performance management as: "a strategic, integrated and holistic approach to managing individuals, teams and institutional performance. It encompasses a broad array of issues concerned with the measurement, management and improvement of performance." These comprise goal setting, performance planning, establishing performance standards, performance evaluation, appraisal and feedback, performance monitoring, communication or reporting of performance results, employee development and recognition and reward for performance.

It is evident from the definitions above that performance management targets both organisational and individual activities. The individual level of performance management targets assessment, improvement and motivation or rewards. Procedures and practices in an organisation, policies and organisational culture are also some organisational factors that influence performance.

Performance management is a foundation for performance improvement in all organisations. It is used to achieve better organisational results by managing staff performance and matching individual goals to the organisation. Pulakos (2009: 3) confirms this and stresses that performance management is the strategic procedure by which a particular activity is executed. Cappelli (2008: 196) stipulates that part of an organisation fails when the employees fail. Therefore, according to Cappelli (2008: 196), the performance management process is used to considerably reduce the possibility of organisational failure resulting from employee failure. Cappelli and Nielsen (2018: 431) believe that, as a circular system whereby management concentrates on establishing objectives, setting benchmarks and targets for performance and holding staff answerable, performance management should be repeated regularly with continuous adjustments in the goals and performance targets. This will ensure that organisations meet their targets on time.

Performance management comprises more than just a yearly performance appraisal. It is a logical and continuous procedure used by organisations to monitor the performance of employees against set goals. Performance management is a broader, ongoing, and natural process that stimulates mutual expectations between employees and organisations. It is a process used to enhance employee performance and the overall performance of the organisation. Kagaari et al. (2010: 107) define performance management as including all the methods used by organisational management to direct and support staff to work effectively and efficiently following set goals.

Performance management does not have a universally accepted model as a human resource concept. Several authors have proposed various processes or phases. Briscoe and Claus (2008) deem performance management to be a process used by organisations to set goals, define performance standards, evaluate work, provide feedback, adopt training needs of employees and allocate rewards. Edis (1995) corroborates this point of view by asserting that performance management connotes any integrated and coordinated approach to enhance an organisation's performance to achieve its strategic aims and promote its mission and values. Mabey et al. (1999), cited in Agarwal (2011), described five elements forming a model for performance management,

setting performance objectives, performance measurement, feedback, performance reward and modification to the performance objectives. Cascio (2012: 87) suggests performance management consists of three basic steps:

- Performance planning,
- Performance coaching, and
- Performance review.

To ensure the performance management process is effective, Armstrong (2006) identifies five main elements: performance feedback, dialogue, an agreement between employees, unit and organisational goal and positive reinforcement. Huprich (2008) has identified feedback and performance assessment as crucial to the performance management process (Figure 1).

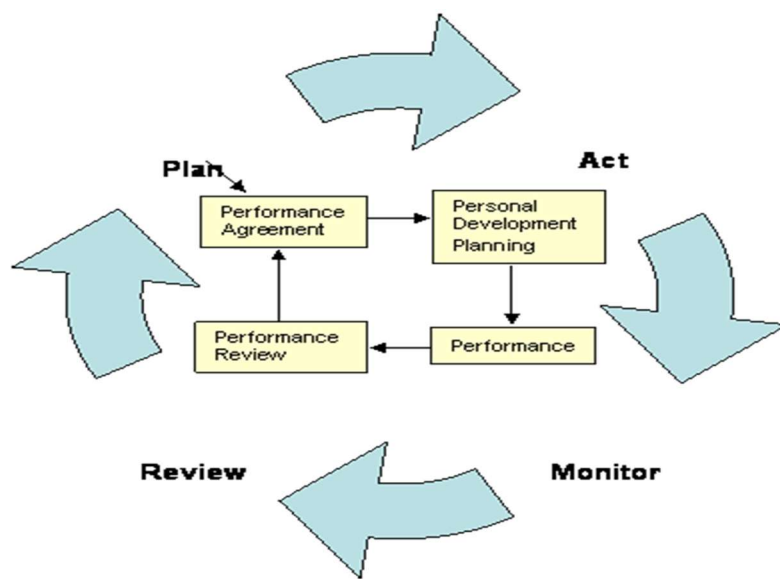


Figure 1: Performance management cycle by Huprich (2008).

In libraries, performance management takes many forms. Chan (2006) asserts that performance management could be simple goal-setting for all units and sections in the library and annual performance appraisal. Whatever form it may take, performance management should be an all-encompassing process that comprises all performance elements to enhance staff performance.

Therefore, a more structured performance management process should be adopted for libraries to achieve higher performance results,

A host of research works have been undertaken on the purpose of performance management and are very relevant to the current research in terms of its purpose in libraries (Wagh, 2016; Mawuena, 2013; Hijjii & Cox, 2012; 2011; Kagaari et al., 2010; Malliaiah, 2008). These studies discussed the purpose of performance management in general and specifically in libraries. One primary purpose that these research works identify is that performance management is used to assess and ensure that employees in an organisation, specifically libraries, are carrying out their tasks effectively for the organisation's overall growth. Performance management ensures continuous development and broadening of duties and responsibilities of library professionals. Therefore, performance planning helps to clarify responsibilities for individual staff to provide direction and clarity of roles to generate qualitative work performance. Performance management makes it possible for individual performers to gain dominance in their performance. Thus, at the employee level, the overall goal of performance management is to ensure that they perform effectively and efficiently so that the whole organisation can achieve stated goals and objectives and continue to exist in a competitive world. Wagh (2016: 1) outlines seven primary purposes of performance management.

- a. Empower employees to achieve high standards of work performance.
- b. Enable employees to identify the skills and knowledge needed to perform tasks efficiently and correctly.
- c. Improve staff performance by encouraging, motivating, empowering and implementing an effective mechanism to reward staff.
- d. Encourage a good system of communication between employees and superiors for role clarification and communicating organisational goals, provision of frequent feedback, continuous job coaching and job accountabilities.
- e. Ascertain the obstacles to effective performance and finding effective solutions by constant staff monitoring, development and coaching interventions.
- f. Build a foundation for managerial decisions: strategic and development planning, advancements and performance-based compensation.

- g. Encourage individual or personal career growth by aiding employees to acquire desired skills and competencies relevant to the organisation's progress and overall performance.

These overviews of the purpose of performance management indicate that the overall intention is to harness all the existing investments within an organisation and ensure that they accomplish optimum outcomes. Performance management comprises building growth, systems, culture and relationships that expedite attaining organisational and institutional goals.

Walker (2007: 55) believes performance management is one of the most significant contributors to effectiveness and efficiency in all organisations. Well planned and executed performance management should yield several benefits for the organisation. The primary importance of performance management is for the implementing organisation to achieve better results by providing good services in and out of the organisation. A well-affected system ensures that profit margins are increased, the workforce is motivated and managerial control over subordinates improves. Wagh (2016: 4) believes that a good performance management system improves the organisation's performance by effectively managing individual and team performance. Brown (2017: 78) mentions that another essential aspect is to ensure that individual employees understand the importance and contribution of their role to attain the organisation's goals and objectives. Individuals are made to understand the importance of what is expected of them and are provided with the necessary guidelines and expertise to accomplish a given task. Performance management encourages effective and good communication between management and subordinates and between individual subordinates. Performance management positively affects job gratification and employee allegiance to the organisation.

3.5 Performance Management Process

The performance management process is a collective, communication-based process where the management and staff work together to design, oversee and evaluate the employee's objectives, career goals and contributions to the organisation (Rolstadas, 2017: 12). This process is cyclical and involves routine meetings where both management and employees are offered the chance to give and receive feedback. Lack of workable feedback, non-involvement of workers in the goal-setting process and offering promotion opportunities to fewer deserving staff were identified by

Rolstadas as contributors to the lack of motivation identified among employees in his study. This proves the integrated nature of the performance management process and the need for all constituent parts to be correctly managed to guarantee success. When undertaken correctly and thoroughly, the process is set up to solve problematic issues arising at the workplace proactively, ensuring the success of workers in attaining their personal goals and the organisation's overall goals (Rolstadas, 2017: 12).

Steps in performance management processes

The steps in the performance management process can be divided into four groups: planning, coaching, reviewing and rewarding. All the steps are relevant individually, but when applied collectively, they aid the formation and sustenance of a solid performance management process in organisations.

3.5.1 Planning

The process of managing performance commences with planning. At this stage, the organisation's management and any designated human resources department need to set clear definitions for jobs, comprising a thorough description, vital long and short-term goals and objectives, and design an appropriate framework for measuring and assessing them. Erkutlu (2008: 12) states that the set goals should be unambiguous and retain all essential characteristics in terms of their specificity, relevancy and timeliness while also being measurable and attainable.

After the planning, every performance management process should have a feedback session. Therefore, as soon as the goal-defining stage has been completed by management, staff should be allowed to provide their views on the outcome and any consequent documents. Rolstadas (2017: 12) contends that, by being at the frontline of their jobs, employees are likely to have the best insights as to the goals, skills, capabilities and competencies likely to propel the organisation to achieving its set goals. When the stage under discussion is made collective and collaborative enough, it is ideally set up to make employees feel part of the entire goal-setting stage and propels them to give their best to ensure the set goals are achieved. The Gallup study corroborates this (Harter et al. 2020).

3.5.2 Coaching

The next step is the coaching stage. This stage is significant, and ideally, meetings should be spaced out by a month (Rolstadas, 2017:13). Diamantidis and Chatzoglou (2019: 190) contend that interactions and meetings should be aimed at coaching and proffering solutions to identified problems instead of disciplinary measures for sub-par performance. They argue that, if the whole accountability process is embedded with negative connotations, employees are likely to refrain from the entire exercise rather than being forthcoming with their genuine deficiencies. At these coaching sessions, providing and receiving honest feedback is imperative. Every effort must be made to prevent the whole exercise from becoming confrontational, preventing actional feedback. The revisiting of set objectives also needs to be considered so that adjustments can be made (Rolstadas, 2017:13).

3.5.3 Reviewing

Reviewing is the next step after coaching. These review or performance appraisal sessions are conducted at the end of each year to determine how the employees performed. The availability of a clear record from the previous year's review is imperative to track the employees' progress in the year. Together with the monthly review undertaken at the coaching stage, which is primarily concerned with problem-solving and goal adjustment, performance reviews are avenues used to evaluate the year's performance retrospectively.

Tandoh (2011) states that, during this stage, ascertaining how the performance management process unfolded in terms of how individual and organisational goals were achieved or not achieved, the difficulties encountered in the year, and the capacity-building programmes capable of improving employee performance need to be considered seriously. Again, the provision and receipt of workable feedback is an integral part of the performance review stage so employees can have their areas of difficulties sorted out with the assistance of superiors.

3.5.4 Action

Although taking action may be the last step, it is also embedded with other processes. At this stage of the process, rewards and recognition are given to deserving employees to keep them motivated and productive. These compensations need not necessarily be monetary, although it often is. Recognition across the organisation and opportunities to undertake leadership roles are avenues for rewarding exemplary employees. As the performance management process concludes for the current year, the stage is set to commence the subsequent review process.

3.6 Performance Management System

A performance management system relates to a set of systems used by managers to assess the performance of various individuals and the entire organisation under investigation. Its definition may not differ from performance management except that it has set systems that dovetail with each other to achieve work in an organisation. Saud (2014: 42) describes a performance management system (PMS) as the approved information-based routines and processes managers adopt to uphold established trends in an organisation's activities. Pollit (2005: 25) contends that it is "an integrated set of planning and review procedures which cascade down through the organisation to provide a link between each individual and the overall strategy of the organisation". Performance management systems attempt to measure the ideal productivity appropriate in all organisations globally. This is in response to an attempt by decision-makers to have more control over the implications of their objectives on their organisations after considerable examination. In addition, managers around the globe have engaged dynamic performance management systems as a panacea to the weakening systems witnessed in most organisations in response to heightened public scrutiny and calls for greater transparency and accountability. In his study, Sisa (2014: 31) identifies four basic approaches to implementing or setting up performance management systems. They include the scientific management approach, results-based approach, trait-based approach, and behaviour-based approach.

3.6.1 The scientific management approach

The scientific management approach conceived in the USA pivoted on the critical examination of current job processes and methods by observation and measurement. It underscored the significance of control, order and formality in organisations. Tessmer and Richey (2017: 90) contend that scientific management techniques are set up fundamentally to achieve two objectives. The first is to ensure that the routine and regular activities executed by semi-skilled workers are undertaken effectively and efficiently. The second is to guarantee goods and services are produced in maximum quantities by a coordinated effort. Hamel (2009: 92) believes the scientific management approach was designed to address issues and challenges accompanying production, eliminate production inefficiencies, scale-up product standardisation, eliminate bureaucratic processes and structures. The scientific approach also seeks to boost the performance of employees at the micro-level by concentrating on the jobs and outputs (Brudan, 2009: 33). The premium on productivity and efficiency compelled the development and design of performance appraisals as tools to evaluate work output.

3.6.2 Trait-based approaches

The trait-based approach places a premium on the personality traits of individual employees and the extent to which these traits are desirable to the organisation and help propel the employee to perform his job creditably. These desirable traits and attributes include creativity and innovativeness, initiative, dependability, co-cooperativeness and intelligence. Under the trait-based approach, the measurement of distance covered by employees is undertaken to study employees' work methods and performance (Brudan, 2010: 114). Owing to its widespread adoption, the trait-based approach has undergone many modifications in an attempt to optimise it. Organisations such as DuPont and General Motors have modified the trait-based approach by including budgeting, variance accounting, capital investment appraisal and return on investment (Tessmer & Richey, 2017: 91). Despite its wide usage, problems still exist with its subjective and suggestive nature. The inherent difficulty of defining and evaluating personality traits and attributes such as creativity, initiative, leadership, resourcefulness and cooperation proves challenging to practitioners of the trait-based approach (Armstrong, 2012: 17). Basing critical decisions such as promotion and compensation on these arbitrary judgements and not on sound

objective performance appraisals makes the trait-based approach problematic. There are also the issues of lack of a structure for developing employees and providing them with performance feedback and the neglect of rating or appraisal of the performance of top management (Brudan, 2009: 31).

3.6.3 Behaviour-based approaches

In behaviour-based approaches, the emphasis shifts from the personality traits notable under the trait-based approach to behavioural data and information concerning the actual output of the employee. This approach, also referred to as the forced-choice approach, uses two sets of two favourable and unfavourable statements to assess the performance of employees. Only one of the positive statements gets added to the employee's score, and one of the negative statements gets points deducted. The approach seeks to reduce assessor bias by denying evaluators the knowledge of the value of each statement. Reducing the whole evaluation exercise to just four statements and the complication and secrecy of the approach makes it problematic, and it is rarely used (Bonder et al., 2016: 5). However, Sisa (2014: 38) contends that the approach gives managers a reliable structure capable of providing performance feedback, coaching reports and information concerning the selection, development, placement, promotion and demotion of employees.

3.6.4 Results-based approach

Management by objectives was developed in the 1950s and formed the basis of emerging performance appraisal systems necessitated by the drawbacks of the trait-rating and behavioural based methods. According to Sisa (2014: 38), the results-based approach emphasizes accomplishing goals. Advocates of the results-based approach propose the appraisal of short-term performance objectives determined by the workers. Therefore, the employee sets out the responsibilities and goals of the job after an assessment of their strengths and weaknesses and fashions an action plan to accomplish them. Ultimately, the input of managers is sought in crafting these short-term performance goals to ensure a link between them and the overall organisational goals (Hodge, 2020: 5). The employee first conducts a self-appraisal at the end of a predetermined period and then with the manager in a performance appraisal interview to authenticate his

conclusions. Upon its successful completion, the performance evaluation cycle commences again with crafting new objectives and action plans, considering issues that arose during the previous evaluation.

The collaborative and participatory nature of this approach makes it ideal and attractive to most organisations in the private and public sectors. Sisa (2014: 38) believes that the approach switches focus from appraisal to analysis and develops and empowers employees. According to Saud (2014: 44), this approach redefines the manager's role from an assessor of the employee's worth and competence to a coach who guides and aids the worker to attain their set goals. Again, lines of communication between the manager and the employee concerning responsibilities, goals, plans and results are significantly enhanced. The approach is considered futuristic because it redirects the emphasis from past performance and behaviours to future performance and actions (Saud, 2014: 44).

3.7 Key Performance Indicators (KPIs)

Strategically oriented PMS measures incorporate KPIs to measure efficiency, productivity, quality and effectiveness of activities undertaken by the organisation to monitor, control, manage and perform the activities (Mohammad, 2018; Popovič et al., 2018). Libraries in every sector serve a specific purpose and aim to meet the goals and objectives of their stakeholders. The nature and strategic function of the library and the expectations of its user population will determine these goals. If the library meets its objectives or purposes, it is quite likely that its users and the communities it serves will value it (financially or otherwise). Libraries can accomplish their targeted outcomes and those of their patrons by carefully managing objectives. Stakeholders and clients of libraries expect high-quality service, and libraries increasingly operate in an atmosphere that pursues excellence.

Service excellence is more likely to be realised by strategic planning processes associated with key performance metrics that provide responsibility than by standard quality assurance systems. (Holmes & Parsons, 2016:25). KPIs are critical navigational tools that show how well an organisation, business unit, project or individual is performing concerning its strategic goals and objectives. Many libraries, for example, collect usage statistics and incorrectly publish them as

KPIs. An academic library can be pleased if the number of students who attended induction sessions over the academic year, the number of volumes provided or the number of electronic publications downloaded is very high. These statistics are merely measures of usage or business without any reference to an outcome. They do not monitor the library's performance. They are not KPIs, even though they may be beneficial for other purposes (such as developing a business case for more funding).

Critical success criteria, or the areas in which a business or organisation's performance must be adequate to perform well, are one area of management to examine when addressing performance assessment. Critical success variables must be routinely monitored and measured using performance indicators. The following are some examples of essential success characteristics for a library to provide outstanding service:

- Efficient and dependable suppliers.
- Motivated, talented and technically knowledgeable staff.
- Easily accessible service models.
- A reliable IT network infrastructure.
- A mission centred on the customer.

Performance indicators, which should demonstrate what is being accomplished at a glance, can be used to measure the progress of these areas. Traditionally, library managers have found it difficult to establish these performance indicators and have instead tended to 'measure the measurable'. That is to focus on operational and financial data, which is focused on inputs (such as financial or staff resources) and outputs (such as books, catalogue records or study spaces).

Many experts extol the importance of libraries as a social hub. According to Brophy (2006), libraries are at the centre of social systems. "They exist to service people's needs, to help them live, learn and develop and to act as part of the social glue that keeps communities together" (Brophy, 2006:3). However, public libraries must be specific about having 'social well-being' or 'social inclusion' outcomes to demonstrate their societal influence. KPIs must reflect the service quality and the advantages of using it. There is no universally accepted or tried approach for measuring the many parts of library outcomes. However, one method uses indicators to measure performance against strategic objectives or outcomes. KPIs can have the following characteristics:

- They are not monetary measures.
- They are measured regularly (daily, weekly, monthly).
- The topmost leader of the library must act on them.
- If there is a poor or adverse performance indicator, they clearly state what action needs to be taken to correct the problem.
- They have a substantial impact on achieving objectives and outcomes.
- They assign accountability to a group.

Any KPI will have some or all of these characteristics. It is difficult to list a set of definitive KPIs because they relate to the desired outcomes and the strategic drive of an individual library or organisation. However, they would not be dissimilar to some of the performance indicators already listed. However, the context and strategic priority of the library and information service would need to be considered.

Librarians have always been professional and meticulous when collecting statistics, data, and metrics. This should continue to be the case, ensuring rich data and information about services, quality, and performance. When used correctly, KPIs can be a valuable and powerful tool in this endeavour, such as assessing top-level performance versus strategic outcomes. At the same time, we must not disregard data on usage and satisfaction, which supplement KPIs in determining a library's overall performance.

When choosing KPIs, Sahak and Omar (2012) assert that the first step is to base it on the mission and goals of the library. There should be a precise alignment of the indicators with the stakeholder's goals. Sahak and Omar further suggest staff involvement in selecting and determining KPIs in libraries; that is, staff need to know why there is a need to measure what is being measured and the expected results (Poll & Te Boekhorst, 2007). Their involvement will likely lead to a high contribution to achieving the stated KPIs.

Even though the details of how KPIs should be determined are missing, Poll and Te Boekhorst (2007) acknowledge the need for it in libraries. To alleviate this problem of inconsistencies in setting KPIs, ISO 11620:2014 has developed a standard implementation guideline for libraries to develop performance indicators applicable to any type of library. As a formidable tool for library management, the International Federation of Library Association (IFLA) has also provided

international guidelines for measuring performance and quality in libraries by providing suggestions on the need for KPIs to either assess the overall performance of the library or a specific service or activity. Appleton (2017) reiterates the need to measure KPIs frequently for effective decisions on underperformance by library management. KPIs are supposed to measure customer satisfaction, the library's financial performance, the internal processes and the library staff. In addition to these suggestions by Appleton, Parmenter (2012: 1) also provided measures to be considered before KPIs are set. These are:

- RIs (result indicators) - these show what has been done.
- KRI (key result indicators) - these tell exactly what has been done in perspective.
- PIs (performance indicators) - these tell precisely what to do.
- KPIs (key performance indicators) - tells what to do to increase performance dramatically.

3.7 Elements of Performance Management

Performance management has several elements which are supposed to be managed effectively and continuously to achieve organisational goals. The manner in which employers go about implementing or practicing these elements often depends on the organisational culture.

3.7.1 Resources and performance

Performance is not a stand-alone variable. Other variables identified by Ahmed and Othman (2017: 13) go together to ensure performance at any level come to fruition. In organisational performance, employee commitments, culture, leadership styles, the financial backing of the organisation, and rewards or motivation partly ensure that an organisation achieves its targets. Ombaka et al. (2015: 13) contend that exceptional organisational performance is determined mainly by the resources possessed and under the organisation's control. Other writers have described organisational resources as assets, knowledge, competencies and procedures that propel it to envisage and execute strategic decisions. However, these variables are seen as the organisation's resources. It is logical to assume the existence of a relationship between these resources and the performance of an organisation.

3.7.1.1 Leadership style

Leadership is one of the resources in an organisation that can spur employees and the organisation as a whole. The notion is that leadership skills or styles can influence organisational performance. Thus, if such leadership style is practised or exhibited, performance would be improved. Orabi (2016: 94) mentioned that the literature is full of empirical studies that have established the influence leadership styles and behaviours have on employee output and the entire organisation or institution. For instance, strong leaders exhibit transformational leadership skills, and they can outperform to generate higher performance than other leadership styles (Erkutlu, 2008: 12). Gomeda and Lee (2020: 17) profiled transformational leadership as the most appropriate for organisations in the modern era. Thus, transformational leadership provides the innovativeness required for the modern business environment. This leadership style capacitates employees and improves their performance to enhance organisational performance and survival.

Financial industries in Canada, the United States and Germany established that transformational leadership is more akin to and positively influences higher employee satisfaction and individual or organisational performance than other leadership styles (Seblewongel, 2016: 29). Transformational leaders provide guidance and attention to employees personally, which translates to overwhelming support and backing for the leader's vision. Podsakoff (2009: 260) believes that transformational leaders can establish and maintain quality leader-follower relationships with their followers, which ultimately allows them to influence their performance positively.

In the African context, Tsigu and Rao (2015: 49) showed that leadership is an essential resource that organisations, either public or private, need to harness. This argument is underpinned by their study that revealed that, at a 5% significance level, transformational leadership and employee performance have a positive linear correlation. Anfo (2017: 37) mentioned that the kind of leadership style espoused by the transformational leader is the most appropriate in executing duties in the tertiary institutions in Ghana. The premise was based on the comparison the study made between transformational and other leadership styles.

3.7.1.2 Employee commitment

Employees are the most essential resource in every organisation. Therefore, if the employees are vested in the organisation's fortunes and growth, it will improve in its response to duties, products and services and virtually every sphere of the organisation. The employees need to be empowered to see performance in an organisation from their commitments. Andrew (2017: 3) predicates that, organisations need to consider their employees' personal wishes and aspirations in their quest to empower them. This goes a long way to determine the positivity and negativity employees attach to the organisation. Khan et al. (2013: 270) consider that organisations accomplish their goals when capable and dedicated staff are engaged. To this end, the staffing of organisations with the most competent, dedicated and committed workers has been an age-long mission of the human resource departments of most organisations. The reason is that their combined effort assists the organisation to grow. Andrew (2017: 3) further contends that employees are deemed to be committed to their organisation if they voluntarily continue their affiliation with the organisation and apply significant effort towards attaining organisational goals. The considerable efforts applied with high employment levels ultimately translate to improved performance.

Andrews (2017) believes that employee commitment comes in three forms, affective, continuance and normative. Affective commitment relates to the employee's emotional connection to the organisation. Andrew (2017: 3) stresses that affective commitment is the employee's emotional connection to, identification with, and association with co-workers in the organisation. Workers dedicated to an organisation affectively associate their working lives with the organisation because they want to continue with it. In similar studies, employees who are committed on an affective level stay with the organisation because they consider their personal employment relationship as congruent to the goals and values of the organisation (Darfus et al., 2018: 65).

Continuance commitment concerns awareness on the part of the employee of the costs occasioned by exiting the employment of an organisation. Moreover, employees whose primary connection and commitment with the organisation is continuance remain because they need to. This highlights the variance between continuance and affective commitment. Andrew (2017: 4) believes that organisational members or workers develop a commitment to an organisation owing to the apparent positive compensation occasioned by the effort-bargain without necessarily associating with the organisation's objectives and values. Normative commitment is also likened to a feeling

of responsibility to extend the employment relationship. Internalised normative beliefs of duty and obligation compel employees to extend their employment relationship with the organisation (Andrew, 2017: 4). Employees with normative commitment do so because they feel it is the right thing to do and not necessarily because that is their preference.

3.7.1.3 Organisational culture

Literature on organisational culture provides ample corroboration for the belief that organisational culture influences effectiveness and performance positively (Cameron & Quinn, 2006: 17; Zheng et al., 2010: 14). When espousing the resource-based theory, Zheng et al. (2010: 19) predicted that organisational culture is one of the crucial assets studied concerning organisational performance. Oparanma (2012: 35) states that organisational culture drives myriad activities in an organisation that contribute to success. Although literature confirming the hypothesised linkage between organisational culture and performance abounds, competitive advantage has also been said to be accruable through organisational culture (Ismail et al., 2015: 19).

Oparanma (2012: 37) examined culture as a significant determinant in organisational performance. Similarly, Duke and Edet (2012: 68) found a growing connection between organisational culture and performance, leading to organisational growth. However, Yesil and Kaya (2013: 430) found no direct correlation between the cultural dimensions of an organisation and organisational performance.

3.7.1.4 Rewards or motivation

Reward or motivations are the recompense employees receive from their organisations for their service. Pulakos and O'Leary (2019: 147) believe that rewards stimulate and encourage employers and employees alike to outperform and achieve set goals while cooperating with others in a harmonious work environment. There is also the belief that reward or motivation stimulates higher performance and satisfaction levels therefore, employees tend to enjoy and perform their tasks competently. Financial and motivational rewards impact an employee's performance by stimulating their creativity. Rewards such as salaries, performance bonuses, praise and recognition are some instruments management use to encourage employees to perform effectively and

efficiently (Yesil & Kaya, 2013: 433). Yasmeen et al. (2013: 939) contend that organisations should compensate employees with commensurate salaries, decoupled from performance so as to engender employees who are intrinsically motivated and participative.

3.7.2 Direction and performance

One way of ensuring performance in an organisation is by leadership giving direction. According to Ng'ang'a et al. (2016: 19), every organisation should have strategic leadership to see growth or success. In their study, they propose that strategic leadership is the capacity of leaders to conceive and shape strategies for an organisation's continued survival. Thus, leaders in an organisation give direction to every part of the organisation. The promulgation of a strategic direction, which is effectively a statement or proclamation of an organisation's direction and intent, is a crucial prerequisite for organisations focused on success (Ng'ang'a et al., 2016: 20). The concept of direction aims to maintain an organisation's competitive advantage and strengthen weaker aspects. In organisations, direction presents an avenue by which exceptional performance is maintained by rectifying the challenges of the organisation's resources and capacities.

The need for strategic direction becomes pronounced when organisations pursue ambitious goals and focus is redirected to competitive strategies to attain the set goals. This prevails where the organisation's capacities and resources are not aligned and seem incapable of facilitating its drive to its goals (Rowe, 2017: 82). Direction is measured by the vision, mission and objectives of an organisation. Ng'ang'a et al. (2016: 21) explain that leaders assist their organisations in accepting change by setting out a clear path of the future and what results they anticipate. For direction to impact the output of an organisation, all employees need to be abreast of the strategy and precisely how their tasks and duties contribute to the overall attainment of the mission. This requires leaders to be clear, articulate, unambiguous and realistic in their statements about the existence and peculiarities of the firm in its vision, mission and objectives. The vision that answers what the organisation seeks to become is often considered the first step in the direction. Rowe (2017: 81) states that the vision and purpose of an organisation support the employees' actions in the organisation. A well-crafted vision is very much alive, and all the organisation members understand and live it. Nel and Beudeker (2012: 17) caution leaders of organisations not to overindulge in achieving their visions to the extent of missing exciting new opportunities. The

authors impress on leaders to address the varied issues confronting the organisation's vision to provide it with capital to surmount challenges for which they are unprepared.

Another aspect of direction in every organisation is its mission statements (Nel & Beudeker, 2012: 20). A host of studies describe mission statements as what the company does. An organisation often directs its mission statement to answer three questions. First, what group of customers or clients the organisation has to satisfy. Second, the needs of the customers that ought to be met. Third, the kind of skills, knowledge or competencies the organisation needs to make sure it performs credibly. Nel and Beudeker (2012: 20) aver that mission statements have the most significant impact when they mirror the organisation's overall strategic priorities and competitive positioning. Mission statements are also purpose statements that distinguish an organisation from its competitors and set out the scope and extent of its operations in its market and product. According to Jing and Avery (2018: 74), developing a mission statement allows managers and strategists to think about the form and reach of the organisation's current operations and evaluate the probable profitability of future markets and operations. A mission statement broadly profiles the future trajectory of an organisation. A mission statement constantly reminds and directs employees of the essence of the organisation's existence and the founders' vision at the onset of the entrepreneurial venture.

Moreover, one aspect of direction in an organisation is formulating its values. Rowe (2017: 90) argued that the values of an organisation state how directors or leaders and other employees handle themselves, how they undertake their business activities, and the kind of relationships they can foster to propel the organisation to achieve its mission. As far as they help drive and shape behaviour within a company, values are commonly seen as the bedrock of an organisation's culture. They are the set of norms and standards that dictate how employees work to attain an organisation's mission and objectives. Ng'ang'a et al. (2017: 30) mention that organisational values are a set of directions usually characteristic of successful organisations. They help these entities attain remarkable financial performance by impacting employee behaviour and performance. The values also comprise appreciation for key organisational stakeholders who have a vested interest, claim or stake in the organisation regarding their actions and performance.

Objectives or goals are another direction organisations use to fine-tune performance. Objectives may relate to specific outcomes that an organisation seeks to pursue its fundamental mission

(Choon & Patrick, 2016: 83). Objectives are crucial for driving organisational success because they state direction, help in appraisals, provide and focus coordination, indicate preferences, and provide the overall platform for planning, controlling and organising activities effectively. A well-designed goal is precise, measurable and realistic (Choon & Patrick, 2016: 84).

3.7.3 Feedback and performance

Feedback is crucial to ensure high performance levels from employees in an organisation. Providing timely and constructive information regarding employees' performance enables them to become more effective. Hodge (2020: 1) emphasises that organisations ultimately benefit by employing competent and talented workers who, in turn, make the organisation competitive and successful. Feedback is deemed a fairer and more formal way of appraising performance, especially in the public sector. Thus, when employees have a fair idea about their mode of evaluation, the requisites for improved performance and have a firm conviction in the fairness of the appraisal process, they tend to give their best, which increases the performance of both the employee and the entire organisation. Hodge (2020: 2) found that, although public-sector employees tend to view the more formal feedback activities such as performance appraisals as agreeable, the study revealed avenues for improvement with informal feedback processes remained.

Moreover, although employees appreciate the more formal feedback processes, Hodge (2020: 2) found it beneficial to provide more attention to informal feedback crucial for information-sharing. The reason is that much of what employees learn about their job and the organisation occurs beyond the annual performance evaluation process. Thus, the daily and weekly engagements employees have with their superiors concerning what they should be doing in their position, their objectives and the organisation's goals are transmitted in these more informal feedback settings. In public organisations or institutions where goals keep changing or are not static, the informal feedback process which occurs frequently is important. Mendis (2016: 149) suggested that exploiting informal feedback processes, which happens more often than formal ones, to convey new and emerging goals can help ensure that employees understand what their organisation is trying to achieve and how their contributions can help attain those goals.

Hodge (2020: 3) contends that, while effective feedback is not the ultimate solution to an organisation's performance-related problems, effectively exploiting formal and informal feedback strategies can positively affect an employee's experience. Studies suggest that, although most supervisors often think the feedback they provide is suitable and effective, there are areas of feedback, particularly organisational goals and information regarding the job, which could be communicated more effectively. Effective feedback can aid an organisation advance by ensuring that performance criteria are clearly defined, employees have the required and adequate information to undertake their tasks, organisational goals are unambiguous, and employees are rewarded for their performance. For organisations to attract and retain talented employees, these issues, notably informal feedback, need to be appreciated and utilised.

3.7.4 Information and performance

Information-sharing, or information in general, is vital in the performance and growth of every organisation, especially for those in service provision and information-sharing, and feedback helps fine-tune and sustain the organisation. According to Banker et al. (2016: 209), information in the information age is the prize for business. Li and Sandino (2017: 1) said that service and retail organisations often need to understand and meet clients' needs timeously. Doing so requires them to assign greater decision-making authority to frontline employees, who understand clients better information-sharing. Information helps bring about individual and organisational innovation and performance. Osman (2015: 62) mentions that premium global economic indicators in business place the onus on organisations to react swiftly to emerging demands and opportunities by competition and constant expansion of local and international markets and creativity. This position however materialises only through access to the right information.

Information as a resource plays a significant role in every organisation's life. Thus, the consequent pronounced attention to its management by practitioners and academics. Literature abounds about identifying information as one the foremost resources in the life of an organisation mainly because of its use in present and future problem-solving and decision-making (Banker et al., 2016: 211; Osman, 2015: 63). Almutairi (2011: 5) shows the positive correlation between the extent of the success achieved by an organisation and its employees and how well information is managed. Thus, organisations can leverage information and knowledge management tools to improve the

performance of their employees, thereby helping create new opportunities and guaranteeing growth for the organisation. Wang and Noe (2010: 130) contend that organised information enables smooth retrieval of records, reminds employees and other users of their tasks and depicts the users' understanding of information items and interrelatedness. The authors also emphasise the crucial role of information management in enhancing organisational performance.

Li and Sandino (2017: 31) echo the findings of various studies that investment in technology has paid off substantially to the output and expansion in organisations. However, increased profitability and productivity have resulted from investment in information technology and information-sharing. The study further contends that those studies investigated how investment in information technology could lead to positive outcomes and several factors that account for organisational performance, including a business's strategic advantage and innovative technology. Additionally, those studies revealed that informational resource contributes to organisational performance in many ways. These include controlling the creation and growth of records, operating cost reduction, improvement in efficiency and productivity, adoption of new records management technologies, ensuring regulatory compliance, minimising legislation risk, safeguarding vital information, supporting better management decision making, preserving the organisation's memory and fostering professionalism in running a business.

3.7.5 Work design and performance

Job design is not a novel phenomenon. It has been the subject of discussion by Fredrick Taylor and other authors since the early 20th century and is related to employee performance (Zareen et al., 2015: 46). The concept initially proved unsuccessful in commanding the much-needed attention from managers and entrepreneurs alike. The productivity of many organisations at the time was deemed below the optimum level, with most of them facing opportunity cost trade-offs. Knapp and Mujtaba (2010: 163) described a job design as the alteration of the content, sequence and processes of a job to enhance the satisfaction, productivity and motivation of an employee. Potter (2017: 33) believes that most employees in contemporary times are dissatisfied with their job designs or feel discouraged and demotivated by the jobs they are assigned. The author further contends that, when job designs are effectively designed with the input and involvement of employees, they can predict the outputs of employees, departments and the organisation as a

whole. Studies have identified job design as an effective tool for optimising an employee's performance. It relates to the measure of the extent to which the employee is involved in his tasks and assignments.

Potter (2017: 35) echoes the opinions and findings of a host of researchers who have examined the correlation between job design and employee performance and determined that there is a positive correlation between the two. The argument rests on the fact that job design improves or increases an employee's involvement. There is a unanimous belief that employee involvement, performance and output is enhanced if the job is designed in alignment with the psychological profile and perceptions of the employee. An effective job design can increase the employees' involvement and inform the exertion of all intellectual, emotional and physical energies to attain goals (Mujtaba, 2014: 15). In the view of Zareen et al. (2015: 50), engaging the physical, intellectual and psychological abilities of employees propels them to optimum performance, and an employee with a proper job design gives their utmost, thus increasing performance.

Rizwan and Khan (2018: 77) contend that, when employees are allowed to design their jobs, it fosters involvement, satisfaction, encouragement and motivation. Under such circumstances, employees strive more for their tasks, enjoy their work and voluntarily work extra hours. They also tend to deem work a virtue for them and an integral part of their lives and may feel that they are getting what they want from their jobs and fulfilling their duties an ethical responsibility. Motivated, involved and happy attitudes improve performance and organisational performance (Mujtaba, 2014). On the contrary, Rizwan and Khan (2018: 79) indicate that employees feel reluctant to give their optimal performance to help achieve the organisation's goals if they are dissatisfied. Demotivated employees may not extend all their efforts and abilities but rather engage in unproductive activities with their time, reminiscent of what happens in most public-sector organisations. These kinds of employees tend to corrupt the existing organisational culture. Logically, dissatisfied and de-motivated employees become a problem for the organisation if they are allowed to remain and cause high employee turnover costs if they resign or move to another organisation.

Job design plays a decisive role in attaining organisational and individual goals because they are the requirements that ensure an employee is satisfied with their job. These requirements may be personal, social, technological, and organisational. Rizwan and Khan (2018: 91) predicate that job

design may also be akin to transforming inputs into outputs while considering the human and organisational factors crucial to attaining desired performance levels. Zareen, Razzaq and Mujtaba (2015: 49) identify job rotation, enrichment and enlargement as constructive approaches to developing an effective job design to engage, motivate and involve employees. Job rotation is an approach adopted extensively in large organisations. It is deemed a learning curve in most organisations whereby employees are given the opportunity to take on many different tasks. It is an applied approach meant to expand tasks related to jobs. Consciously planned job rotation is designed to play an important role in the organisation's training endeavours. The approach proves helpful when employees are transferred from position to position, thereby allowing the efficiency and performance of employees to improve (Akbari & Maniei, 2017:22).

Job enlargement is described as a blend of various tasks and adding related activities to these tasks and jobs. Zareen et al. (2015: 49) views job enlargement as a concept influenced by different motivational models of job design mainly developed on psychology. These models discuss job-related attitudes such as variety, autonomy and task significance. Job enlargement widens the scope, and the employee performs several different activities in their position.

Zareen et al. (2015: 50) describe job enrichment as a tool for job design, hinging on the seminal work of Frederick Herzberg in the 1950s. The objective of Herzberg and his contemporaries was to improve employee satisfaction and motivate them in tasks assigned to them. Job enrichment aims to encourage employees by providing them with opportunities to use their abilities so productivity and performance at the individual and organisational levels can be improved. Job enrichment also provides employees with job depth, which is how employees can plan and control the tasks involved in their jobs.

Like many other developed and developing countries, Ghana uses work design as a tool to improve organisational performance. According to Antwi et al. (2008: 255), in Ghana, especially in the public sector, which is fraught with a lot of work inefficiencies, one way which has proven to be effective in changing a lackadaisical attitude is job or work design. Here every worker is given a specific task to complete in a specified time after which they are assessed. This principle also ensures that the employee is not tied to a specific job, further reducing laziness. Asamany and Shaorong (2018: 12) also assert that using work design to check employee attitudes and encourage institutional performance is a recent development in Ghana. However, results have proved that

work design tend to have a positive influence on an employee or business performance. Job design enables employers or organisations to tag work performance to an individual employee so rewards or retribution can be applied.

3.7.6 Personal capacity and performance

Personal capacity involves all the aspect of an employee or worker that helps the course of an activity. Therefore, developing individual capacity revolves around training, learning new skills, adopting new technology and improving the old ways of doing things. Logically, this denotes an improvement in the performance of an employee. Thus, there is a parallel relationship between personal capacity development and individual performance and, by extension, the entire organisation. Training and development of employees have been identified as an essential constituent of strategic human resource management and an option for limiting uncertainty in the marketplace and attaining organisational goals (Yamoah & Maiyo, 2013: 42). The ultimate goal for developing employees is to propel the organisation to achieve its mission and business goals. Training and development provide employees with sustainable opportunities related to their aspirations and talents to acquire knowledge and expertise to apply in their daily tasks and jobs.

Depending on who is implementing it and the prevailing context, capacity-building, can have different meanings and interpretations. The interconnectivity of capacity-building to education, training and human resource development is universally accepted. Yamoah and Maiyo (2013: 42) recognise the broader and more complete changes and views stemming from organisations and specific countries that have undergone capacity building. Groot and Molen (2000: 2) defined 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 infrastructures and processes that are locally meaningful”. Yamoah and Maiyo (2013: 43) also added that personal capacity-building involves enhancing the competence of an employee to execute appropriate tasks within the broader set of performance standards of an organisation.

Studies have mentioned that capacity-building occurs at an individual, institutional and societal level (Noe, 2009: 9; United Nations Committee of Experts on Public Administration [UNCEPA], 2006: 4). At the level of the individual, capacity-building means developing conditions that allow

individuals to build and enhance their current competencies. Capacity-building at this level depends on circumstances that will permit individuals to involve themselves in the process of learning and adjusting to change. On an institutional level, capacity-building involves overhauling current institutions and assisting them in formulating sound policies, organisational structures, effective management methods and revenue control (Noe, 2009: 10). Creating a strong interactive public administration system that receives feedback from the population and makes public administrators more accountable and responsive is the goal of societal level capacity-building (UNCEPA, 2006). Thus, capacity-building or development at whatever level brings about performance improvement.

Most studies provide a basis for a positive relationship between capacity development and organisational performance. Although a few studies have produced inconclusive results, Yamoah and Maiyo (2013: 44) found that enhancing the skills and competencies of employees results in performance improvement. Training, or any learning activity aimed at attaining specific knowledge and skills for an occupation or task, is focused on training on the job. This adds to the performance of the individual. Moreover, personal development directed to future rather than present needs is concerned more with career growth and immediate performance. The focus of this development then tends to be primarily on an organisation's future manpower requirements and the growth needs of individuals in the workplace. Yamoah and Maiyo (2013: 44) further mentioned that personal capacity development to acquire knowledge and skills might be used in the present or future. It is, however, an all-encompassing term used to explain all the different ways in which people can be encouraged to increase, update and adapt their knowledge, skills, personal abilities and competencies for the betterment of an organisation.

3.7.7 Performance management in libraries

The last few decades have witnessed countless calls for variations in organisational procedures due to inadequate institutional capability in most public administration systems. This is manifest in unsuccessful management practices, inefficiency and insufficient transparency. As a result, most organisational managers are under scrutiny to improve their outfit's performance regarding quality service provision and increase in employee performance. This constant call for top quality service delivery has led to the adoption of new policies and strategies to enhance service delivery by

improvement in the performance of employees. During the past few years, the concept of PMS has gained prominence in both the public and private sectors. Therefore, introducing and implementing this organisation-wide intervention in public and private-owned companies is a rising trend because of its ability to encompass all the functional areas of organisations under one umbrella in their quest to maintain, sustain and enhance competitive advantage.

Like other organisations, libraries also need performance management systems to dispense their duties effectively. Mathis and Jackson (2006: 3) defined performance management in the library as comprising all the processes used to identify, “measure, communicate, develop and reward” the performance of employees. The most basic and essential objective of performance management is to increase and enhance the effectiveness of an employee to promote growth in an organisation. Performance management in libraries takes many forms. It includes setting goals for a single unit in a whole library or yearly performance that library management uses to improve the performance and effectiveness of employees. According to Babalola (2014: 29), every library that wishes to improve the organisational effectiveness and enhance the performance of its staff is supposed to adopt “a more structured process” for managing employee performance. Moreover, all the elements in performance management such as monitoring, feedback and staff development are used to communicate the organisation’s focus to stakeholders. Libraries must carefully study their environment and identify and apply the tools that could be used to motivate staff to perform effectively (Chan, 2006: 114).

Performance management in libraries aims to foster a culture where teams and individuals over-perform and account for the attainment of their goals and the progression of the entire library (Herholdt, 2015: 5). To this end, the author advocates that attention be given to ascribing specific tasks with challenging and realistic goals to individuals and teams.

Performance management systems in libraries are done in the following areas, planning, goal-setting, working or actions, appraisals, and feedback. First is planning, done by top management and employees (Letsoalo, 2017: 17). In the course of planning, the vision and mission of the library are set. These vision and mission statements must not depart from the primary institution or organisation. The aim is to assist the institution in executing its mandates as collaborating research, teaching and learning. According to de Carvalho et al. (2012: 299), the planning phase provides a

clear description of the job and what the library is expected to achieve at the end of the year or academic year.

The second facet of library PMS involves setting goals and objectives (De Carvalho et al., 2012: 299). The objectives and goals of the library and the individual employees or workers are set here. A PMS at the libraries ensures a synchronous relationship between the individual and library objectives and the goals of the library and the larger institution. In the view of Lonsdale (2018: 304), the objectives must be specific, assessable, achievable, relevant, and time-bound. There is also the issue of developing a clear mode of measurement and evaluation for the set objectives and goals, leading to the next phase of the system, Action.

After setting objectives, individuals or employees must be given the opportunity to implement them. Action also means that employees must work to achieve the set targets or objectives of the library. According to Moshoeshoe-Chadzingwa (2010: 452), certain things ought to be provided to set the stage for the work to proceed smoothly and employees to work well. These may include motivation, funding, equipment or logistical support and encouragement. Moshoeshoe-Chadzingwa (2010: 452) further mentioned that two things are required in libraries, people and resources. People should be motivated in terms of salaries and bonuses, career progression, recognition and award. These factors help a library worker or assistant make every effort to ensure the library is placed on a high pedestal. Resources relate to funds or financial backing, equipment, technology and leadership. In the current dispensation where learning is moving from physical contact to the virtual world, libraries must brace themselves for that challenge.

Finally, after allowing the workers to work or take action, management must do a complete appraisal of the workers and the library facility to determine whether they are on track (Lonsdale, 2018: 315). The essence of the appraisal is to monitor, evaluate or review, and give feedback for the next cycle of performance management to commence. Although there may be different types of appraisals, rating, grading, critical incident and management behaviour, the outcome is to support the sustenance of the prevailing system for managing performance. Besides appraisal of individual employees, the entire work or role of the library should also be monitored. If there are any deviations, they should be corrected in the next cycle of the PMS. There are obvious challenges to the performance management initiative such as resistance to change by management and other employees, funding gaps, changes or transfers in the management members, insufficient time to

roll out the entire performance system, biases from supervisors or management, lack of skills or technical knowledge and lack of commitment from management (Lonsdale, 2018: 320; Tessmer & Richey, 2017: 92).

Performance management of academic library staff has been of great concern to library managers. Academic library managers in Ghana are responsible for identifying performance gaps and developing strategies and approaches to fill them. Several studies conducted in libraries place much premium on regular employee training as an instrument for higher productivity. Although personnel development will continue to be of value, an enhanced means of achieving improved results is by using performance management. Thus, having better policies on timely performance feedback, adequate resources, a good reward system and job environment are key to increased staff productivity (Armstrong, 2014).

Most research conducted in Ghana concentrated on single aspects of performance management such as motivation, appraisal and training (Afful & Antwi, 2001; Chan, 2006; Cobblah, 2015; Edwards & Williams, 1998; Emojorho, 2013; Igun, 2006; Jain, 2005; Lamptey & Boateng, 2013; Martey, 2002; Owusu-Ansah & Ashirifia, 2014). These works provide insight into how to use single elements to achieve higher performance in libraries; however, an all-encompassing strategy needs to be adopted for an all-round increase in staff performance and effectiveness. Targeting and improving individual elements cannot guarantee a balanced improvement in performance outcomes. Performance management in totality looks at the entire measures put in place to achieve higher performance in all organisations. Thus, an effective combination of human resource practices yields better and higher results than focusing on discrete practices. Efficient performance management in university libraries intends to simplify job tasks and performance expectations, drive behaviour to align with the library's core values, objectives and policy, develop employee and management communication relationships, augment individual and group efficiency and develop staff capabilities to the highest level by providing feedback (Njoku, 2018: 6). Njoku (2018: 6) establishes that university library management must continuously probe the information environment to set accurate goals successfully to manage staff performance effectively. Given this, libraries are currently adopting a more structured way to improve their effectiveness and enhance staff performance.

3.8 Factors affecting employee performance

Research by Dermol and Cater (2013), Armstrong (2012) and Song et al. (2011) on factors that affect employee performance indicates that it is affected significantly by training and new knowledge acquisition. Ketkar and Sett (2010) also suggest that job environment affects job performance and the overall output of an organisation. Lepak et al. (2016) and Chatman et al. (2014) found that the organisational climate also affects the attitudes and performance of employees. Awan and Mahmood (2009) also identify leadership style and organisational culture as determinants of employee commitment and performance in libraries. Conclusions drawn from a study conducted by Hussain and Soroya (2016: 155) also identify job satisfaction as one of the elements that have a direct positive relationship with the job performance of librarians.

Factors that affect the performance of any employee in the workplace vary from worker to organisation. However, five factors may cut across the spectrum and can make employees enraged or motivated and interested in the welfare and progress of the organisation. These factors include motivation, competence, abilities, resources, role perceptions, and workplace ambience.

3.8.1 Motivation

Motivation is deemed as the basic impulse that urges a person to act. It exponentially advances the willingness and ability to work when it exists. Motivation directs employees' actions to goal-directed behaviour and action that aid in fulfilling their needs. It is, therefore, the prime force that advances the performance of employees on the job. Latham and Pinder (2015: 485) assert that, although the efficiency and effectiveness of an employee reflect knowledge, competence and ability, motivation is the factor that drives them to achieve exceptional outcomes and output, be they personal or organisational. The provision of attractive and lucrative packages is avenue organisations use to attract and maintain competent and productive employees. Motivation, irrespective of the form it takes, enables an organisation to boost the performance of its employees to a higher level, helps reduce resistance to change exhibited by some members and helps lessen employee turnover and absenteeism and consequent costs of recruitment, training and developing new employees. Generally, dedicated employees enhance the organisation's image in global markets, and such employees accept change as they know the advantages that accrue.

3.8.2 Resources

Resources owned and used by an organisation can be physical (infrastructure, plant layout) or psychological (training, development, compensation, labour-management relationships, leadership, motivation, communication). Resources and their availability at every organisation have a marked effect on the performance of employees and their motivation to perform satisfactorily. The correlation between a conducive work environment and improved employee outputs is addressed by the literature. Armstrong (2012) argued that training enhances the knowledge, skills and competencies of employees and allows them to deal successfully with everyday job-related challenges and achieve improved job performance. The culture of training in the organisation directly improves job autonomy, which drives employees' skill development, job-related competencies and flexibility. Aside from the psychological factors, physical factors also help. Acquiring new technological equipment not only motivates employees, but releases work stress and boosts the external image of the organisation. When employees or workers lack the needed logistics or tools to work, their performance will always fall short of the required average compared to areas with enough resources.

3.8.3 Competences and abilities

The job performance of individual employees is perhaps most affected by their competence and ability to perform the job. Diamantidis and Chatzoglou (2019: 173) describe competence as the extent to which a person considers themselves capable of performing an assigned task. The authors contend that abilities indicate that a person has command over events within and outside the organisation rather than them having command over the employee. Lepak et al. (2016: 217) believe that people controlled by events have an internal locus of control, while those controlled by events outside their command have an external locus of control. Competent people out-perform their contemporaries and possess an internal locus of control. The locus of control concept may refer to the view of contingencies between action and to what extent these actions produce a specific result. Those who have a high perception of such contingencies (believe that their actions produce the outcomes) are internal, and those who have low perceptions of contingencies (believe that the outcomes are not produced by their actions) are external.

Weiner (2001) extended the discourse on locus of control by introducing a significant concept, the perception of causal attribution, which is the extent to which a person ascribes the outcome or result of an endeavour to internal and external factors. Weiner (2001: 15) advocated a stability-variability dimension whereby both the internal and external causes can be fixed or fluctuating, producing four categories of factors to which results and outcomes can be ascribed. Internal causes are from the individual employees and are either stable and do not change easily (for example, ability) or variable, those that change over time (for example, effort). Similarly, the external causes are stable (difficulty of a task) or variable (luck or chance). Here the notion is that interaction between locus of control and stability have different relevance for attributing positive (success) and negative outcomes (failure) on the organisation.

A person's ability also affects their job performance. Ability connotes a person's perception about their knowledge and skillset required to undertake a job. Knowledge implies the technical attributes and requirements of a specific field. It describes the acquisition and gathering of expert information about the chosen field in which the person has to perform. Skill is the practical ability to undertake a task. Theoretical information (knowledge) and practical ability (skill) make a person competent to excel in a particular job.

3.8.4 Role perception

Diamantidis and Chatzoglou (2019: 173) assert that role is the position one occupies in a system and is usually defined by the functions one undertakes due to the expectations of the significant members of a system and one's anticipations from that position. Role is crucial for the assimilation of individuals into the organisation. Role is a fundamental concept in work motivation as it is through roles that the interaction between the individual and the organisation occurs. Performance is greatly affected by the employee's role perception as it signifies how they appraise themselves in the organisation's activities. Thus, an employee with a clear appreciation of his role is likely to perform well on the job. In contrast, an employee battling role conflict due to being engaged in two or more simultaneous roles where he cannot decide his role and contribution to the job will most likely perform poorly. Role ambiguity, where a person is unclear about what is expected from his job position, also results in low productivity.

Additionally, Armstrong (2012: 6) suggested that the support and backing of management are crucial for enhanced employee performance. Generally, when employees believe in the support and backing of management regarding their job-related efforts, enhanced job performance will likely be witnessed in the outcomes produced by the employee and the organisation. Moreover, Diamantidis and Chatzoglou (2019: 174) mentioned that organisational climate influences employees' attitudes and behaviours and, hence, their performance levels. There is also the belief that, while some believe that organisational climate affects employees' proactivity level and behaviour, others view it as relating only to the motivation of employees. However, whether or not organisational climate affects the performance or motivation of an employee, the bottom line is employee motivation also bolsters job and organisational performance.

3.9 Factors Affecting Staff Performance in Libraries

Performance is defined as the ability to accomplish a task according to a pre-set job description, accuracy and speed (Naseem et al., Khan, 2012:152). Several factors affect employee performance in all organisations, including libraries. Research by Dermol and Cater (2013), Armstrong (2012) and Song et al. (2011) on factors that affect employee performance indicate that training and acquiring new knowledge affect employee performance significantly. Ketkar and Sett (2010) also suggest that the work environment also affects job performance and the overall performance of an organisation. Lepak et al. (2006) and Chatman et al. (2014) found that organisational climate also affects employees' attitudes and, consequently, their performance. Awan and Mahmood (2009) also identify leadership style and organisational culture as determinants of employee commitment and performance in libraries. Conclusions drawn from research conducted by Hussain and Soroya (2016: 155) also identify job satisfaction as one of the factors that have a direct positive effect on the job performance of librarians. Naseem et al. (2012: 142) assert that performance can improve when there is an improvement in motivation, job satisfaction, conducive working environment and employee creativity. These authors add that employee performance can be affected positively or negatively by training and development, job stress, office design, leadership style, organisational culture and structure and the employee's personal traits. Training and new knowledge acquisition are not enough for high performance. It is also crucial to motivate employees to increase

performance by emphasising factors such as job security, health, participatory decision-making and job enrichment.

In addition, Armstrong and Taylor (2014: 58) clearly outline that employee performance is affected by factors such as leadership style, team, system, personal and contextual factors.

There is a universal assumption that the goals and objectives of the library must be known to the staff to assess employee performance. Just as any other organisation, factors such as job description, motivation, feedback, information, direction, leadership and equipment need to be looked at for staff at various libraries to perform above par (Kont & Janston, 2013: 521). Babalola (2014: 23) believes these factors are pertinent to performance because performance management is a critical component for efficiency and effectiveness in an organisation and is considered the building block of human capital management. Performance management is the most critical process by which tasks are accomplished and thus requires precedence by management of all organisations, including libraries.

Libraries that serve as timely and current information providers are managed by people with different motivations, ambitions, perceptions and behaviours. Library staff play a significant role in the day-to-day operations of their libraries as they are the frontline operators who implement policies that ensure that the library's goals are attained. They are a significant library resource, and a significant part of the budget is expended on their account. This shows that employees should be well taken care of in the organisation to remain productive. In this competitive age, library management must ensure that employees are motivated at all times so that service delivery remains effective and efficient while customer satisfaction remains indisputable (Broady-Preston & Lobo, 2018: 122).

Kyrillidou and Cook (2019: 888) contend that academic libraries in higher education institutions contribute significantly to the execution of the mandate of these institutions, which are to teach, research and provide community services aimed at facilitating the social, political and economic development of the nation. Babalola (2014: 24) also states that academic libraries contribute significantly to the generation of knowledge and serve the needs of various knowledge-seekers. They provide an array of information resources and services that support the curriculum of their institutions. Consequently, libraries are crucial in any educational institution and community because they provide appropriate facilities that house information resources and qualified

professionally trained librarians mandated to serve users in their information seeking pursuits (Kyrillidou & Cook, 2019: 900). Library personnel are expected to undertake some mandatory functions to achieve the set objectives of their libraries. However, a few factors that can affect the effectiveness of staff to perform their duties including motivation, equity and equality, incentives for personal development and job design.

According to Kyrillidou and Cook (2019: 901), library staff or librarians must be motivated to discharge their duties as expected. Motivation means any stimulation that can incentivise the staff to sacrifice extra time. Motivation propels an employee to exhibit goal-directed behaviour. Motivation is often deemed a multiplier effect on enhancing the capacity and eagerness of librarians to work. Moreover, motivation helps to promote librarians to put up a higher level of performance; it encourages the potential of the staff to their full ability and reduces resistance to change (Latham & Pinder, 2015: 485). Motivation may mean having competitive remunerative schemes, encouragements and belief in workers. Another factor is job design at the library. Every employee at a library ought to do a specific task. Generally, when some work more than others, it generates conflict and envy. According to Potter (2017: 33), good job design ensures work rotation and that each employee experiences a bit of every task. An effective job design involves an employee in work-related activities which projects employee output, departmental productivity and organisational success.

Personal or capacity development is an important determinant of performance in libraries. Generally, when there are incentives to job progression or personal development, employees feel the urge to commit themselves to work (Broady-Preston & Lobo, 2018: 135). In a workplace where employees do not see any clear-cut progression in their role or duty, they tend not to have any compulsion for job commitment. Additionally, for library staff to work as expected, staff should not feel that some are being discriminated against or favoured (Li & Sandino, 2017: 35). The authors contend that, where there is an opportunity for a scholarship and very few are given without any justification for those who were denied, it makes these staff members feel aggrieved. Library management needs to ensure equality and equity in job-sharing. When jobs are rotated among staff, they tend to enjoy the work and even perform creditably.

3.10 Strategies for Improving Performance Management in Libraries

As the name denotes, strategies are all the possible means that help improve an activity. In the case of libraries, the strategies for improving performance management only differ from those of corporations in terms of their functions. For academic libraries to perform their role well, they need adequate funding, technical and logistical support, staff training and development, staff and institutional appraisal, and staff motivation. Universities play a leading role in the training and development of the workforce in every country. One strategy for enhancing performance management in libraries is the provision of resources and logistical support (Tiwari, 2013: 17). According to Nabutto (2017: 55), the availability of information resources is the basis for enhancing research, teaching and learning in universities. Therefore, libraries in higher institutions of education play a significant role in fulfilling the mission and vision of universities. In Africa, where information resources are scarce and coupled with rapid changes in technology compared to Europe, the USA and some Asian countries, the only strategy to close such a gap is to provide opportunities to improve library information resources.

Another strategy for improving performance management in libraries is adequate funding. According to Nabutto (2017: 56), libraries with inadequate funding lack resources and the desired equipment to enhance the technical competence of their librarians and libraries. Libraries must support research with academic information resources. Therefore, for libraries to respond to the needs of required job skills and researchers and help bridge the information gap, they must be properly funded. There is also a movement from a support role to active engagement in the learning process, meaning library staff now need a broader appreciation of adult learning and more highly developed teaching skills to fulfil their role (Kyrillidou & Cook, 2019: 901). This shift emphasises referring users to a combination of physical and electronic resources, hence the need to acquire the necessary technology to meet this objective, and funds are critical to this role.

Changes in society, especially technological ones, necessitate library staff are equipped to function in the ever-changing society of which academic libraries form part. Developments in information technology have thrown the spotlight on libraries and their staff to evolve and remain relevant by upgrading their competencies and skills and making the needed adjustments. The emergence of the phenomenon can be said to have exposed the weaknesses in library management in terms of inadequate knowledge, skills and competencies of library personnel to meet the current challenges.

Another strategy for improving performance management in libraries is training and developing staff. Nabutto (2017: 57) states that no library is immune to change, and every library, irrespective of capacity or form, requires a deliberate and planned staff development programme. Such programmes provide how library staff can grow on the job and prepare to advance as opportunities become available. According to Broady-Preston and Lobo (2018: 134), libraries in Europe allocate resources and time to staff and an annual number of training hours to spend on training and development. Another strategy, in the view of Talbot (2016: 21), is staff appraisals and appraisal of the entire library facility. Appraisals ensure that employees do not become oblivious to their shortfalls and challenges. Appraisals of the whole library also help ensure that it functions the way it should bolster research and other studies.

3.11 Strategies for Improving Staff Performance in Libraries

Strategies for improving employee or staff performance cut across organisations or institutions. These strategies or interventions may include employee development, rewards, altering job descriptions and engaging staff in decision-making. Employee development includes planning and career development, training, coaching, mentoring and performance feedback (Marangu, 2014: 15). In the view of Armstrong (2006: 21), career development involves the management of careers either within or between organisations. It also comprises acquiring new skills and making enhancements such as career planning and pathing to help advance an individual's career. Therefore, in organisations such as libraries, constant development of capacities is a prerequisite for employees to enhance their output. This would involve furthering their education and learning new emerging skills that make their work easier and simpler. Wang and Noe (2010: 116) contend that learning new skills and improving formal education or training is very important in working at any academic library.

Another strategy to improve performance is reward or motivation (Marangu, 2014: 16). Employees should be compensated fairly and equitably to their contribution to the organisation in achieving strategic goals. Njoku (2018: 12) believes that rewards can be offered to employees directly in the form of wages, salaries, incentives, commissions and bonuses or indirectly via statutorily required programmes such as social security, workers' compensation, discretionary programmes, medical cover and paid vacation. Motivation can also be offered by profit-sharing whereby the organisation

can share its profits in any earlier agreed upon manner at the end of the financial year, recognising the employee performance by words of appreciation and fostering good organisational culture.

Lockhart and Majal (2012: 4) state that the performance of employees in a library can also be enhanced through job rotation, where employees are shuffled between two or more jobs in a predetermined manner. The goal is to expose employees to varying experiences and different skill sets to improve job satisfaction. Employees are also encouraged to produce their best when more responsibilities and variety are introduced into their jobs. Flexible work hours such as the shift system also allow staff to balance their work with their personal lives (Marangu, 2014: 16). This eliminates problems such as stress, depression or fatigue, which might affect work performance. In addition to supervisors involving employees in determining their objectives, delegating duties and authority to employees also enhances their sense of responsibility, encourages teamwork and fosters creativity and innovation (Mansor et al., 2018: 585).

Mansor et al. (2018: 585) contend that evidence of strategic performance management must exist in the library or organisation for any semblance of strategic performance improvement to occur. The authors note that this process or sub-processes involve developing strategy, setting goals and targets, forecasting, performance evaluation, review of performance and compensation. The integrated sub-processes strategy instils performance-driven behaviour essential in maintaining a high performing workforce. The promulgation of clear strategic goals and action plans for evaluating performance is the expected output of the strategy development stage of the process. Crafting these goals is based on a total understanding of the critical value drivers to achieve competitive advantage. Target-setting results in clear operational action plans for enhancing key value drivers, expanding resources and setting financial goals for the upcoming year. Forecasting involves the organisation and its employees undertaking a series of activities proven to lead to attaining desired outcomes. In a study conducted by Diamantidis and Chatzoglou (2019: 173), it was indicated that regular forecasts are undertaken to find out whether the organisation is on track or whether corrective or predictive actions are required to resolve current or predicted challenges.

Performance measurement collects, processes, and distributes information and allows effective execution of the other sub-processes. The information is provided in the form of critical success factors and key performance indicators. The performance review at periodic intervals examines actual performance, targets and forecasts to ensure that timely preventive and corrective action is

taken to keep the company on track. Performance review meetings are generally planned and occur at regular intervals rather than taking place as and when needed. Providing incentives and compensation serve as a link between crucial strategic and operational actions and policies regarding compensation.

The literature shows that organisations that institute performance management in their operations tend to achieve more impressive financial and non-financial goals than organisations that don't manage their staff's performance. Marangu (2014: 18) argues that error-prone activities and work environments are usually creations and products of latent organisational deficiencies. These are unknown weaknesses in the processes and operations of the organisation that nurture workplace conditions that induce errors (error precursors) or impair the integrity and robustness of controls (flawed controls). Undetected organisational deficiencies plague the performance levels of human resources. The strategy to employ in a workplace such as an academic library is to create a conducive environment that tolerates all thoughts and opinions of employees. Armstrong (2006: 7) states that you cannot change the human condition, but you can change the conditions under which people work.

Diamantidis and Chatzoglou (2019: 190) suggest that supervisors and managers of libraries and organisations proactively earmark and correct vulnerabilities with controls at the earliest instance. The fact that significant events rarely occur makes information about flawed controls less readily available, thus the need for a more sustainable and regular source of information. Fortunately, these sources are pre-existing and are known to managers, supervisors and staff. Monitoring performance is also effective in ensuring that workers perform credibly (Diamantidis & Chatzoglou, 2019: 190). Performance monitoring involves a series of tasks that measure current performance, determine and identify gaps between current and expected levels of performance or results and identify and plan solutions required for any identified gap. This ensures the application of solutions borne out of collective activities and can effectively close identified gaps (Grund & Sliwka, 2009: 205).

In sum, the appropriate strategy is the continuous development of human resources, which involves identifying and capitalising opportunities of lifelong learning to form a stock of valuable and competitive human capital and better use of the organisation's workforce. Human resource development should be a coherent process-oriented to promote the personal and professional

development of library staff and improve the creativity of their work. This results in an improvement in the performance of human resources and affects organisational growth and an increased workforce capacity to adapt to the needs of the market.

3.12 Integrated Performance Management (IPM)

There have been several changes in the corporate world necessitated by the information explosion, globalisation of markets, the information and communication technologies revolution and the quest for talent. Managers are confronted with several challenges in creating value, focusing on innovation and maintaining and attracting more clients. Several reasons account for the inability of organisations to meet performance expectations. It is principally because it is extremely difficult to adopt a single and unique strategy to achieve high performance, hence the call for a more all-encompassing strategy. Several researchers and consultants in the field of performance management see the way out in a new breed of performance measurement systems (Verweire & Berghe, 2003: 4). Performance management guarantees sustained success when its approach is integrated. It must be comprehensively conducted to forestall a situation where the initiative is just one more performance management fantasy. Integrated performance management involves the collaboration of activities to achieve high effectiveness in an organisation. The merit of IPM is that its elements or components are already a crucial activity that most organisations perform. The only missing aspect is the effective integration of these activities into a single collaborative concept. Mostly, management cannot effectively combine these activities for better results. IPM enables organisational management to proactively antedate and manage volatility, implement their decisions, monitor their progress and eventually succeed in an ever-changing organisational domain. Abu-Doleh and Weir (2007: 75) assert that today's organisations focus more on attaining effective productivity and performance from their employees than ever before to ensure subsistence and staying competitive. An integrated approach assists the organisation in channelling all its energies and resources towards attaining identified goals, which eventually leads to a greater success rate of the performance management system. The absence of integration of these elements and concepts lead to impediments, duplications, wastages, conflicts, power struggles and demoralised staff.

Designing a performance management system requires considering the performance of individuals, teams and entire departments. Performance management is all about synergy in the organisational subsystems, procedures, structures, strategies and capacity. Motivation plays a pivotal role that cannot be over-emphasised at the individual employee level. Therefore, it is necessary to integrate it into the design of all performance management systems (Saravanja, 2010:177). By approaching performance management from an integrated and systems context, the organisation will enhance its chances of successfully implementing the new system and achieving high employee performance and overall productivity.

An integrated performance management system, an approach that combines several elements in the organisation's structure, comprises two components, performance appraisal and human resource management

3.12.1 Performance appraisal system

One of the critical components of any integrated performance management rolled out is its system of appraising performance. Sisa (2014: 52) states that, in most organisations, the system for evaluating the output of employees is deemed imperative and a prerequisite for effective performance management. In the view of Pavlov and Bourne (2011: 102), a performance appraisal system is a crucial tool for managing performance that provides and integrates all critical information for decision-making concerning managing institutional performance. The authors argue that the performance appraisal system forms a vital part of any organisation and can impact the organisation and its varied processes of driving performance in a significant way. Jing and Avery (2018: 80) tout performance appraisal as a major instrument for bringing about change, improvement and managing the organisation effectively and efficiently.

Darfus et al. (2018: 70) contend that performance appraisal systems must be considered not only as an instrument managers engage in enhancing the performance of individuals, departments and the entire organisation, but also as a source of crucial data appropriate for the use of the human resource department. It is also an avenue by which management seeks to stimulate, encourage and compensate employees for superior performance while providing important information for decisions regarding employee compensation, training and development. Performance appraisal

systems are fundamentally engaged to assess and observe the performance of individual employees to align their performance to organisational objectives, correct identified bad performances and improve and promote satisfactory performance. It also helps to reveal aspects of strengths and weaknesses, serves as a communication channel between managers and employees, determines appropriate employee behaviours, fosters mentoring and guidance, identifies emerging training and development needs and justifies administrative decisions concerning compensation and employee progression.

Fryer et al. (2009: 481, cited in Bourque, 2014: 53) identified the four facets of performance appraisal as determining what to evaluate, how to evaluate it, interpreting and describing the data and disseminating the outcomes. However, due to challenges in implementation, they were modified to output (how much is being done), welfare (the worth to the end users), performance (how the services are rendered) and composite indicators that harmonize all three issues. Choosing an appropriate mode of measuring performance has been identified as one of the challenges facing most organisations. Organisations often do not possess the appropriate skills to design performance measures and the capacity to gather performance data. Dikolli et al. (2009: 127) believe a reason for the challenges could be the expense practice of obtaining and maintaining performance and other technical measurements.

Studies in the literature show the difficulty in developing a workable system for appraising performance because they are not generic or easily transferable from one organisation to the other. Hildebrand and McDavid (2011: 42) believe that they are also often not well designed as they tend to focus primarily on external performance reporting and rather than internal performance management. Moreover, organisations often encounter problems in developing objective and scientifically based evaluations, hence, the adoption and use of subjective based performance evaluation systems. This raises the probability of the organisation defaulting on its pledge to recognise superior performance because the appraisals are unverifiable and prone to discrimination. However, in the quest to eliminate these challenges, Hildebrand and McDavid (2011: 45) suggested four factors to enable performance appraisal systems to efficiently and effectively operate. These are the existence of a procedure for analysing, adapting and implementing measures, the availability of employees with the required skills and competence to use, adapt and implement measures, the availability of amenable systems that allow the gathering,

interpreting and reporting of appropriate information and fostering an environment of appraisal in the organisation.

3.12.2 Human resource management systems

A human resource management system is the other crucial component of an integrated performance management system. An effective human resource management system is required to draw, develop and maintain skilled and talented employees to enhance their and the organisation's performance via a conducive work environment. Fryer et al. (2009: 480) identify effective modes of communication, designing effective feedback mechanisms, supervision, evaluation, strategic recruitment, compensation and recognition as some of the impactful activities that should be considered and undertaken in any effective human resource management system.

It is essential for the performance management initiative of every organisation to be backed and aligned by a robust human resource management system. The significance of effectively executed human resource management and activities of an organisation on its performance management initiative is particularly striking. When effectively undertaken, an organisation's mode of recruitment and selection ensures that the organisation is staffed with competent and high-performing employees whose performance outcomes can easily be assessed. The strategic plans of human resource management also impact the performance management process by allowing it to maintain its strategic focus, drive the process, forestall short-termism and the unplanned adverse effects of performance measurement (Dess & Robinson, 2019: 269).

The design and rollout of an information and communications technology system required to gather, process, and report relevant information concerning performance outputs reliably and sustainably is vital in contemporary human resource management systems. Likewise, monitoring and evaluation systems are required to determine the extent to which an executed system of managing performance is producing anticipated results or otherwise. Monitoring and evaluating the performance management system ensures it is audited to guarantee the accuracy of the data and information produced and ensure the overall integrity of the system (Rolstadas, 2017: 10).

Effective political and administrative leadership is a prerequisite for robust human resource management systems the world over (Orabi, 2016:100). Irrespective of how well they are

designed, performance management systems are set to fail when the prevailing human resource management systems or practices are weak or ineffective. Pulakos and O’Leary (2019: 150) contend that human resource management systems in public services are often constrained by capacity.

The effective implementation of the integrated performance management system or concept is often constrained by the difficulty of integrating all the required elements. These elements or systems meant to be combined to form the IPM are often not adequately rolled out individually, making the integration effort problematic. Again, the practice whereby the entire IPM effort is hurriedly implemented without consideration of significant supporting systems such as performance-based reward, information and communication technology and monitoring and evaluation has been deemed to be one of the problems of the IPM concept.

3.13 Benefits of Integrated Performance Management

Fryer et al. (2009: 478) and Sisa (2014: 69) identify increased productivity, cost-saving and effectiveness, efficiency in operations, enhanced client service and satisfaction, value for money and increased accountability and responsiveness as some of the merits of implementing an integrated performance management system. Brudan (2010: 117) and Sisa (2014: 70) agree with their observation that integrated performance management fosters a culture of performance in the organisation, maintains an effective and equitable system of evaluating employees, boosts and sustains employee performance, aligns individual and organisational goals, ensures efficient management of resources and produces an inspired and dedicated workforce. Considering the wide-ranging benefits IPM affords organisations, it is hardly surprising to find it being implemented by entities in the public sector as part of their effort to ramp up efficiency and modernise their operations.

Ample evidence is provided by Dormer and Gill (2010: 45) and Mayne (2007: 92) that integrated performance management systems produce information regarding performance which allows the management to manage affairs and make decisions based on sound evidence. Organisations benefit from integrated performance management systems by using them as a resource to improve the neutrality and validity of administrative decisions concerning appointments, compensation

increases, training, promotions, demotions, terminations, retentions and transfers of workers (Sherwin, 1957: 63; Beer & Ruh, 1976: 59; Levinson, 1976: 30; Beer, 1981: 25; Bale & Dale, 1998: 106; Brudan, 2009: 30). When there is transparency in the way promotions, recruitments and transfers are done in any organisation, it reduces conflict and animosity and paves the way for unity and growth. Njoku (2018: 3) explained that performance management provides various avenues for managers to support, instruct, coach and advise staff.

Nankervis and Compton (2006: 87) noted the merits of integrated performance management systems in generating feedback on employees' performance, providing opportunities for coaching and counselling and proffering areas of improvements in the competencies, attitudes and skills of staff. Hodge (2020: 5) believes integrated performance management systems also provide a framework geared purposely towards attaining results with critical elements such as goal setting, strategic planning, allocation of resources, assessment and evaluation. The framework promotes an open channel of communication and interaction between supervisors and employees on productivity, quality assurance, re-evaluation of progress, goals, training, and development-related issues. This constant interaction ultimately builds the morale and dedication of employees and helps create a culture of performance and communication.

Integrated performance management systems also encourage fostering continuous performance enhancement and a learning culture in the organisation. A learning organisation has structures and processes that improve the ability of the organisation to react, adapt and exploit changing circumstances in its internal and external environments (Beugré & Offodile, 2013: 535). Berman (2012: 350) also contends that integrated performance management systems assist organisations in forestalling the possibility of litigation from aggrieved employees by using credible and appropriate tools for assessing their performance. In the author's view, IPM allows an organisation to keep a record of job descriptions and responsibilities, strengths and weaknesses of individual employees as revealed by performance appraisals, corrective administrative action adopted to correct unsatisfactory performance, and administrative decisions concerning promotions, compensation increases, demotions and terminations.

3.14 Steps in the Design and Development of a Performance Management System

Performance management is a process, not an event, a continuous process rather than a one-off event. Some studies add that the process is continuous or like a cycle that moves stepwise (Bonder

et al., 2016: 2). The steps involved in designing a system for managing performance are listed below.

3.14.1 Identifying the objectives and strategic goals of the organisation

The first thing to do when designing and developing a system for managing performance is to determine the objectives, goals and mission of the organisation (Allan, 2014: 4). This will form the basis for developing a good performance management system or programme. Mission statements specify the strategic trajectory and rationalisation for organisational plans. It also seeks to respond to the fundamental question of ‘what is to be achieved and for whose benefit?’ Objectives and strategic goals also relate to things that have to be achieved by the individual employees or teams within an organisation over a specified period. Two issues are important when developing organisational mission statements. These are identifying the strategic objectives and determining and prioritising the organisation’s crucial stakeholders. These two tasks also entail identifying the strategic performance measures that can help to achieve the set objectives.

3.14.2 Determining individual objectives

After identifying and determining the mission statement and knowing the objectives, and having strategic goals, the next step is to translate them at the organisational level into departmental and individual goals so that they are properly aligned. Allan (2014: 10) stresses the significance of goal alignment as a crucial element in performance management. Objectives at the individual level constitute the set goals and targets allocated to employees concerning their performance. This allows the employees to have advanced knowledge of the standards to assess their performance in the future. Therefore, it is imperative that these objectives and goals are clear, measurable and understandable. These objectives, usually set consultatively between superiors and subordinates, are meant to engender a feeling of involvement and ownership in the outcome of the process (Armstrong, 2006: 56). To a large extent, this ultimately improves the working relationship between superiors and supervisors and instils favourable values such as motivation, commitment and productivity in employees.

Generally, when there is a synchronicity between supervisors and subordinates about objectives, specification, clarification and communication of roles and descriptions, performance standards occur amicably (Botlhale, 2011: 30). The determination of performance standards clarifies and brings to the notice of employees the expected performance levels and outcomes. Performance standards set the stage for an incident-free and objective review and ensure that surprises and confrontations are minimised during the performance review (Allan, 2014: 20).

3.14.3 Signing the performance agreement

The next step in the process is acknowledging and ratifying an agreement setting out the terms of performance and development, otherwise referred to as a performance contract. Botlhale (2011: 29) states that performance agreements hold employees to attain specified organisational goals and objectives. A performance contract or agreement delineates the performance outcomes and results, the level of performance standards to be achieved and the level of competence required to attain the goals. Armstrong (2006: 18) contends that the clarity of wording in the performance agreements and expectations is crucial in ensuring that employees understand their responsibilities. The performance contract or agreement is drawn up after a formal performance review meeting with the key areas, and expectations clearly set out.

3.14.4 Development of the performance and development plan

The next step after signing the performance contract is developing the plan for managing performance. Armstrong and Baron (1998: 61) view the performance and development plan as a combined examination between the supervisor and the supervisee of the expected responsibilities and required skills and competencies and as the best form of supervision, guidance and mentoring to be provided by the supervisor. The performance part plan focuses on what needs to be done to achieve objectives, improve standards, and improve performance, as well as the most important aspects of the job that require the most attention. The modes of evaluating performance and analysing evidence of levels of competence are also agreed upon.

This step at the employee level entails creating and signing a personal development plan. The personal development plan outlines an action plan for employee development, with the manager's and the institution's support.

The performance or development plan also determines the course of action required of employees to help develop their abilities, competencies and skills. Bonder et al. (2016: 5) believe that personal development can be realised through self-directed learning, formal training, coaching, job rotation, mentoring, counselling, project work, job enrichment and enlargement.

3.14.5 Work and support

The performance and development plan sets the stage for the real work to begin. Performance management aids employees to get into action to achieve planned and agreed objectives. This step is a work- and people-related activity that concentrates on what has to be done, how it should be undertaken, what is to be attained, and what must be done for future improvement. This step also focuses on developing employees, aiding them in their learning process and providing them with the support required to perform effectively (Armstrong, 2006: 49). Beer (1981, cited in Aguinis, 2013: 24) identified five areas to ensure that the performance or development plan materialises. The first goal is to enhance employees' performance and potential. The second is to develop dedication to the organisation by engaging with employees about career opportunities and plans. Thirdly, to motivate employees by acknowledgement and support. Fourthly, to intensify relationships between supervisors and supervisees, and finally, to diagnose individual and institutional challenges. Studies have also maintained that coaching employees using a performance management system should be undertaken on a regular day-to-day basis. This is due to the likelihood of employees discounting criticisms and comments if given in greater numbers, as is usually the case with comprehensive annual performance evaluations. Feedback from the performance management process tends to be ineffective if a significant length of time elapses between the performance process and the provision of feedback.

3.14.6 Continuous monitoring and feedback

The next progression in the process is continuous monitoring and feedback. Armstrong (2006: 19) views performance management as an unending process of designing and managing performance standards, monitoring and assessing performance, giving performance feedback, undertaking informal progress evaluations, amending goals and objectives, dealing with performance challenges and taking corrective actions and measures. This stage advocates continuous monitoring, managing and evaluating performance throughout the year to support attaining organisational objectives. This stage also requires regular and consistent observation, storing and recall of the actual performance data of supervisees by their supervisors. Hodge (2020: 5) contends that this stage requires that supervisees are furnished with regular, updated and instant feedback regarding their performance and development to show what has been satisfactory or unsatisfactory. Performance feedback thus aids supervisees to find out more about themselves in terms of their job performance.

3.14.6.1 Formal performance review and feedback

The final stage in managing performance is formal review and feedback. It is the responsibility of managers and supervisees to hold formal performance review meetings. These meetings are meant to be continuous, open, objective, consistent and honest and may be held monthly, quarterly or bi-annually. They provide the stage to assess performance progress against performance targets and for constructive feedback and reflection. These meetings also provide an avenue to interact about performance and development (Rizwan & Khan, 2018: 80). Consistent performance reviews seek to keep performance goals at the centre of organisational employees' regular work, highlight the significance of the procedure to the organisation, provide avenues for discussing and clarifying objectives, and review employees' advancement towards planned outcomes.

Undertaking performance regular reviews help to surmount the customary anxiety affiliated with performance appraisals, provides employees with ongoing feedback on their performance and compels supervisors to constantly and regularly interact and communicate with their supervisees (Nel & Beudeker, 2012: 21). Consistent performance reviews ensure that employees' performance is kept on track and help de-mystify the formal appraisal process by making it interactive and less

confrontational, allowing employees to benefit from the process. According to Pulakos and O'Leary (2019: 164), undertaking regular performance reviews removes subjectivity by the supervisee and the manager as performance is recorded and documented. The combined review meeting stresses the significance of negotiation, common understanding, mutual commitment and agreement between the manager and the employee.

Preparation by the supervisor and supervisee for the performance review is imperative. Boice and Kleiner (1997:200) believe that the performance review meeting requires the input of supervisees to succeed, and two-way communication ought to be encouraged in a measured tone. In a bid to enhance the contribution of supervisees to the entire performance review process, the authors recommend the involvement of self-assessment and appraisal elements. The authors note that self-appraisals make the process interactive and provide valuable lessons to both the employee and supervisor regarding how the employee views their performance. This engenders self-improvement in employees and assures the supervisor that they are prepared for the performance review.

The performance review meeting concentrates on analysing and reviewing the significant events arising from the period under review. The review meeting takes cognisance of what has been attained and what is yet to be attained, and what lessons can be learnt. Cognisance is also taken of how progress has been made in implementing the employee's development plan while presenting the employee an avenue to discuss the kind of leadership, guidance, coaching and support they received in the year under review. Elena-Luliana and Maria (2016: 5) assert that the overall mission of the performance review meeting is to be developmental, enhancing future performance and output rather than being fault-finding and judgemental. The authors aver that the meeting is not intended to be a top-down appraisal session where the manager makes a unilateral judgement about the employee's performance and behaviour but an interactive session where the opinions and sentiments of the employee are given attention and consideration. Longenecker (1989: 80) suggests employees be apprised of their overall rating after the review and accorded an avenue to comment on it. In some organisations, employees are rewarded for exceeding their performance targets. The performance management systems are assessed based on their strengths, weaknesses and impact and the extent to which they attain their intended objectives (Bento & White, 2006: 52; Rolstadas, 2017).

3.15 Features of a Performance Management System

A performance management system, a crucial component of all organisations, must provide adequate and relevant information for decision-making in an organisation. Some critical features of performance management make it effective and very successful (Prasad, Mangipudi & Vaidya, 2016). These are identified by Prasad (2016) and shown below.

- **Setting clear goals:** An effective PMS should be designed and aligned as closely as possible to the organisation's culture in which it is being implemented. It should therefore be strategically linked to outlined organisational goals. Prasad, Mangipudi and Vaidya (2016) also avers that setting clear organisational goals is an absolute necessity. This fosters a better mode of communication between management and employees and makes it very easy to measure performance because it is reviewed based on goals achieved by employees.
- **Providing effective and constructive feedback:** Performance management is a continuous process rather than a one-time activity. It involves continuous monitoring and evaluating, and presenting employees with constructive feedback. Feedback should always be done in such a way as to avoid any negative criticisms that will lead to the demotivation of employees. Staff should be made aware of their performance levels and be told or shown how to improve their performance constructively.
- **Identifying training opportunities:** A PMS should identify effective training opportunities in an ever-changing world where technology and clients' needs keep changing. These training opportunities should include managers to provide them with effective skills to coach and lead their employees.
- **PMS should be dynamic:** A performance management system should be dynamic and suitable for changing some realities in the workplace. Management should change some aspects of the system to suit trends. For example, it should allow for changes in teams, training, technology, appraisal and so on. Therefore, it should be an evolving activity rather than a one-off thing.

3.16 Factors that Militate against Performance Management

Many factors work against the full realisation of performance management systems. They fall under either human or organisational factors. However, in a study by Kurt and Lutgart (2013: 15), job design, the absence of integration and lack of leadership are profiled as the main factors militating against systems for managing performance in organisations.

The successful implementation hinges on whether or not there is an incorrect job or work design. The performance management system and resources must be aligned with the organisation's specific needs. Kurt and Lutgart (2013: 17) caution against the wholesale replication of performance management systems designed and implemented by other organisations even in the same industry. Consulting broadly, all prospective and important stakeholders of the performance management system is necessary. The trust and confidence of users is also an absolute requirement for the system's success. A pilot of the performance management design should be undertaken before it is rolled out comprehensively in the organisation while ensuring that all required and necessary documents are in place. The system must be fair and equitable. Performance management should be viewed as a continuous process and not an activity conducted once or twice yearly. The design should also include mechanisms for rewarding performance and dealing with poor performers. Generally, implementation is problematic in an organisation in a developing country like Ghana, where most programmes and policies are adopted from advanced countries.

Vaccaro et al. (2012) identify the lack of commitment from the organisation's leadership and incompetence as another militating factor. Commitment and support of top management are required for the effective implementation of the performance management system. Top leadership must drive the process and make performance management an integral aspect of the organisation's operations. Top leadership plays a role, not only directing the organisation strategically but monitoring and reviewing performance and reinforcing the concept by acknowledging and rewarding performance. Again, the competence to use a performance management system is imperative to guarantee flawless implementation. Tessmer and Richey (2017: 88) define strategic goals and performance indicators, identifying core competencies, crafting performance agreements and contracts, providing and receiving actionable feedback, undertaking appraisal interviews and performance counselling and coaching as some of the crucial skills and

competencies that top leadership would require to run the performance management system effectively.

The deficiency of integration in the performance management system and change management knowledge is another challenge. For the performance management system to succeed and be sustainable, a high degree of integration should be achieved with the strategic planning and human resource management systems and the organisational culture, structure and all other major organisational systems and processes (Tessmer & Richey, 2017: 91). Situations where there are disconnections between the various systems of the organisation breeds discontent, bias and conflict. Where there is synchronicity, performance management system implementation in any firm or organisation moves smoothly. In instances where standards and ratings vary across and within departments in the same organisation, employees feel unfairly treated and aggrieved. This is likely to give rise to replacing organisational standards with personal biases, values, relationships and subjectivity. Strategic management of change is a crucial aspect of applying the performance management system. Managing change is driven by the top management and involves smart management of resistance and clear and regular communication.

Tessmer and Richey (2017: 100) identify poor communication as another militating factor against any performance management system in any organisation. The authors contend that, where mystery surrounds the ratings and objectives of any performance management, employees resist the programme's outcome. The belief is that workers would believe the entire programme is aimed to target some people in the organisation. Others may also not take the recommendations in good faith or even use them. Any rift in the implementation would likely cause either the employees or the supervisor to leave the organisation. In the view of Vaccaro et al. (2012: 35), the higher the turnover of employees or any integral member of an organisation, the more damaging it is for the sustained growth of such organisation. In general, there should be no secrets and denial of information throughout the system. Vaccaro et al. (2012: 37) recommends the timeous and frequent evaluation of performance and feedback to employees to inform them of the performance. They also advocate that review meetings must be undertaken as two-way communication to allow the exchange of information. Crafting and communicating clear standards and transmission on an ongoing basis makes the process factual, open, and honest.

The non-standardisation of the performance management system in some organisations also proves a challenge. When performance is evaluated, it should be consistent across individuals, departments and periods. The support and backing of top leadership are imperative for this and must be crowned with training all supervisors to roll out a common performance management programme.

Allan (2014: 20) mentioned that one militating factor of smooth implementation of any performance management system is the lack of motivation. Motivation is assumed to improve performance management programmes in many ways and, without it, it discourages employees from giving their best. Motivation is believed to aid in encouraging employees to put in higher levels of performance than those who are unmotivated, capitalising on the full competencies and potential of the employees, minimising employee turnover and absenteeism and the cost of recruitment, training and developing new employees. Motivation helps break down resistance to change and provides the organisation with a roster of committed and dedicated staff which ultimately enhances the organisation's reputation.

Finally, there is the incongruence of organisational strategies and unreliable and non-standardised organisational objectives. For a performance management system to work well, managers or leadership should ensure the system is compatible with the strategy of the unit and organisation. Aligning individual goals with departmental and organisational goals is imperative. Nduka (2016: 20) identifies another congruence to be achieved is a performance management system and the organisation's culture, bearing in mind the country or region's cultural context. The prime position of feedback in the performance management process dictates that the organisation's culture be receptive to feedback, failure of which demoralises employees and makes them resist the process.

3.17 Fourth Industrial Revolution (4IR) and Libraries

The Fourth Industrial Revolution (4IR) was characterised by the fusion of the digital, biological, and physical worlds and the growing use of new technologies such as artificial intelligence, cloud computing, robotics, 3D printing, the internet of things (IoT), and advanced wireless technologies. It has ushered in a new era of digitised education and library operation (Ndung'u & Signé, 2020: 61).

The day-to-day activities in all workplaces are being changed by the advent of the 4IR using technologies such as artificial intelligence, robotics, virtual reality and IoT (Holland, 2020:3). In their study, Ahmat and Hanipah (2018) indicate how these innovative technologies affect libraries and information centres. They further indicate how digitalisation has affected most libraries and information environments and how clients can access all information needed without physically being in the library premises and even sometimes without the assistance of library staff. Libraries have no option but to move into this revolution where information professionals fear that some of the 4IR technologies will take over the library (Ayinde & Kirkwood, 2020:142).

The founder of the World Economic Forum (WEF), Professor Klaus Schwab, was the person to coin 4IR and made the first presentation in a forum at the WEF annual meeting in 2016 at Davos. Schwab defined 4IR as a technological revolution that has blurred the lines between digital, physical and biological spheres (Schwab, 2016). Some technologies such as autonomous vehicles, cloud computing, artificial intelligence and IoT are ingrained in our daily activities. Studies such as those of Gekara and Snell (2020); Webster and Ivanov (2020) and Howard (2019) confirm innovative technologies will take over certain jobs and create the need or demand for new knowledge and skills which most employees do not have. However, in the view of Ayinde and Kirkwood (2020: 143), human beings would always be needed to perform several enhanced functions, such as making informed strategic decisions. Human brilliance, skills and ingenuity will always be required for effective application. Information professionals create, acquire, process, store and disseminate quality information in any format to individuals and organisations for high performance and customer satisfaction.

In research conducted by Engerer and Sabir (2020), the role of information professionals was divided into three, namely, information specialist, research librarians and I humanist. According to them, a research librarian provides adequate support to researchers. The I humanist builds the architecture used in identifying research areas, and an information specialist provides the collaborative and communication tools needed in research. As Kirkwood (2018) says, information professionals will still remain relevant and should not feel the danger of being replaced by 4IR technologies. 4IR instead creates modern knowledge, the perfection of duties and redefines skills and jobs needed by the information professional, leading to quality and fast service. 4IR improves performance and augments labour by reducing routine and repetition. Therefore, Ayinde and

Kirtwood (2020: 145) encourage information professionals to build up their skills and knowledge regarding 4IR technologies to survive.

3.17.1 Libraries and librarians' readiness for 4IR

In a special Global Vision discussion conducted by the International Federation of Library Associations and Institutions in July 2017, there was a discussion on how libraries can unite to tackle the challenges associated with 4IR (Cassell et al., 2017). An agreement that was arrived at states that:

Libraries enable literate, informed and participative societies. When we look at the future, according to the debates in our teleconference, libraries will be trustworthy information brokers; will do more with new technology; provide universal access to information and scholarly works, whether it be media or information we already know or new media; preserving and providing access to information in all formats and providing trusted and effective support for political and social engagement. Libraries will be advocates for and facilitators of the Fourth Industrial Revolution, where people create their own devices and objects.

Fibrich (2017), on the other hand, stated that

Personalisation will be increasingly important. Due to the nature of new technologies solving new and meaningful problems for customers, we will start to see them expecting services on their terms according to their ideals and needs. Thus, we will need to develop new business models that cater to our customer's needs on their terms.

On strategic actions for libraries, Ahmat and Hanipah (2018: 56) admit that librarians and all library stakeholders provide the support needed to prepare action and strategies to stabilise libraries in the 4IRera. Ahmat and Hanipah (2018) advance four main strategic actions to be taken by librarians and library leaders to adequately propel libraries to manage any changes that may crop up due to change. These are.

- Reshaping organisational behaviour; there should always be changes in leadership styles, organisational culture and individual behaviour that may need proper adoption and sustainability of new technologies. People need to change their mindsets and behaviour to conform to the new season. Library leaders, therefore, must instil some belief in their staff and emphasise to them the need for change.
- Redesigning a new business model: 4IR comes with new technologies that require new models. Libraries must partake effectively in this activity to provide new strategies for success in this era.
- Restructuring business process flow: restructuring processes in libraries is an important activity that cannot be overemphasised. Hopwood et al. (2016) identify three main processes that need attention and restructuring, management, operational and support. Chang and Huynh (2016) recommend that libraries move to greater automation and remove all processes that slow down effective, efficient, and on-time information delivery to clients.
- Remaking the job descriptions and roles: new job descriptions must be made for library staff at all levels. For example, new roles must be given to staff whose functions will be taken over by robots. Therefore, there should be retraining and the introduction of new skills for survival in the era. Library leaders need to be enlightened to deal with all the challenges that may come from the introduction of 4IR. Professional librarians must learn new multiple skills such as data scientists, community outreach and engagement and digital content development (Harden & Loving, 2015).

With all the necessary support provided by the parent institution, libraries must adopt new techniques by restructuring the activities mentioned earlier to effectively deal effectively with all the issues of concern in the 4IR. New roles, behaviours, processes and skills must be acquired rather than concentrating only on sophisticated technologies such as artificial intelligence. If effective attention is paid to these components, there would be high-level service optimisation, and the libraries' position in our communities will remain relevant.

3.18 General Problems Encountered in Implementing an Integrated Performance Management System

All the activities undertaken to change or enhance the performance of employees and the overall performance of an organisation constitutes a performance management system. There are three primary purposes for which organisations establish a performance management system. Noe (2010) identifies these as administrative, developmental and strategic. This current study is centred on the developmental purpose of the performance management system, which concentrates on improvement at the level of the employee and eventually at the organisational level (DeNisi & Pritchard, 2006: 267). Bevan and Thompson (1991), cited in Njoku (2018: 6), assert that a performance management system accelerates the integration of the various constituents of human resource activities to the goals and objectives of the organisation, ensuring an efficient and effective synchronisation between them for the general effectiveness of the organisation. However, Ofosuhene (2013) maintains that workers may be demotivated and unhappy if a performance management system is not well implemented.

Some general issues encumber implementing integrated performance management systems in most organisations. These range from human and organisational factors, increase in litigation, damaged relationships and increased employee turnover to wasting time. The customary resistance to integrated performance management systems stems from these organisations' human resources and is manifested by their resistance to change and fear of performance evaluations. Schneier (2018: 215) corroborates this assertion with his observation that the unwillingness of managers or supervisors to appraise their employees' work performance is matched by the employees' reluctance to have their performance assessed.

Elena-Luliana and Maria (2016: 5) identify the false impressions and misconceptions employees have regarding integrated performance management systems and their constituent parts as a challenge. The authors aver that employees often perceive performance appraisals as lacking procedural fairness. Sisa (2014: 73) reiterates this point by observing that most employees perceive performance evaluation as nothing other than avenues used by supervisors arbitrarily to punish employees not favoured by supervisors and reward the favoured. These instances where performance evaluations are perceived as tools for the wrong reasons instead of being used to advance a culture of performance within the organisation makes the system lack credibility and

the trust of employees (Dahlström & Lapuente, 2009: 6). Dess et al. (2019: 273) observe that the lack of the required competencies, abilities, technical knowledge, skills and knowledge and education contributes to the challenges encountered in implementing integrated performance management systems. Fryer et al. (2009: 482) identify the specific skills and knowledge supervisors and supervisees lack as communication and interpersonal skills, performance planning, goal-setting, performance standard-setting and supervisory and people management skills. The authors also advocate that supervisees know about objective-setting, self-performance evaluation and performance communication.

Integrated performance management systems are constrained in their implementation because of their perception as a waste of time, energy and resources (Asamany & Shaorong, 2018: 46). Prowse and Prowse (2009: 72) contend that most managers and supervisees are sometimes unwilling to support the performance management system because of their view that it creates a new management chore, places compliance obligations on them and represents new management surveillance and control to monitor their operations. Prowse and Prowse (2009: 72) believe that the preoccupation of most organisations with demanding work schedules, deadlines and time constraints makes implementing performance management systems an afterthought. The considerable resources required to institute an integrated performance management system often make the implementation problematic. In instances where it does take off, long term sustainability is difficult to achieve.

The fear of adopting new ways is another challenge constraining integrated performance management systems. The fundamental changes in organisational practices and norms occasioned by implementing such new and sophisticated programmes sometimes prove difficult to accommodate by employees and stakeholders (Brynard, 2010: 194). This challenge is further heightened by the absence of performance management or result-oriented culture in most organisations. Moreover, there is also the problem of damaging relationships. As a consequence of a flawed system, the relationships among the individuals involved may be damaged, often permanently. Finally, an integrated performance management system decreases the motivation to perform. Motivation may be lowered for many reasons, including the feeling that superior performance is not translated into meaningful, tangible rewards.

As indicated earlier, the institution of a performance management system is often confused by behavioural and organisational factors. For organisations, there is the problem of institutional learning (Mayne, 2007: 94). Brudan (2010: 116) alludes to the difficulties most organisations encounter in shifting from their age-long command and control or existing bureaucratic culture to the performance-oriented culture associated with performance management. Ohemeng (2010: 126) observes that the institution of performance management systems in the public sector is often difficult to achieve and sustain because of the relatively slower rate of adjustment of behavioural and institutional change in such organisations owing to the diversity and political influences of the environment in which they operate. Fryer et al. (2009: 481) outlines the inherent technical challenges associated with the design, implementation and evaluation of performance management and determining appropriate rating methodologies and performance indicators as challenges.

Organisations rarely undertake feasibility tests before implementing performance management systems on a full scale. Potter (2017: 35) cautions against the rushed implementation of performance management systems which occurs when organisations do not take the time to invest in the requisite human and financial resources and a change in the mindset of employees needed to guarantee the success of the system when eventually rolled out. Modelling the system based on what is done in other organisations rather than determining the best fit for the organisation often contributes to the failures of these systems.

Ohemeng (2010: 127) believes that the lack of political and administrative support and backing militate against implementing performance management systems in most organisations. The not-so-forthcoming administrative support from the organisation's employees stems from designing and implementing the performance management system using the top-down approach instead of the more collaborative participatory approach. The non-pragmatism of involving every stakeholder in technocratic decision-making in the public sector makes the participatory approach unrealistic at the design stages of the performance management system (Moynihan & Pandey, 2010: 856). Therefore, the system always appears to be an imposition on employees by top leadership and management. Fryer et al. (2009: 489) identify tagging the system as illegitimate, its perception by staff as beyond the scope of their jobs and its lack of support and commitment from employees as the consequences of using a non-participatory approach in the design stages.

Again, the institution of a performance management system is impeded by resource constraints and the absence of institutional capacity. Sisa (2014: 78) observes that most organisations often commence the implementation of the initiative without sufficient financial and human resources. The author contends this state of affairs results from the implementation of the performance management system in the public service being an imposition by international development agencies and the government without recourse partly to the ability and preparedness of the organisation to implement it. Organisations in the public sector usually do not have the needed experience, knowledge and expertise to implement the performance management system, hence the reliance on management practitioners, consultants, academics and professional organisations to assist them during implementation. The drafting of external expertise sometimes makes implementation problematic by creating differences of understanding and interpretation between the experts, political leaders, programme designers, implementers and users, resulting in confusion and ambiguity (Brynard, 2010: 200). The limited understanding of the concept and the under-appreciation of country-specific culture contribute to the initiative's bad implementation when spearheaded by external consultants and practitioners. Therefore, it is significant that practitioners and consultants who undertake the implementation are well-versed, knowledgeable and skilled in designing performance management systems and have credible experience in troubleshooting implementation challenges.

There is also the problem of transferability as most integrated performance management programmes are adopted from developed or industrialised countries. Often there are differences in the makeup and development of African countries, and such programmes fail to produce the desired results (Antwi et al., 2008: 261). Asamany and Shaorong (2018: 47) agree with other studies that contextual differences in implementation are crucial. It is common for performance management programmes known to have succeeded in some jurisdictions to fail in others. In the authors' view, this issue of transferability has contributed to the implementation challenges of performance management systems in developing countries. Again, there is the belief that the implementation of performance management systems tends to fare better in totalitarian jurisdictions and cultures than democratic systems. Implementing performance management systems has been better in jurisdictions with strong and stable public administration systems and where the careers of politicians and senior civil servants are clearly separated.

Finally, the implementation of performance management systems in organisations is hampered by institutional and environmental issues such as reorganisations, restructuring and budget cuts (De Waal, 2010: 60). The demand of these organisational issues for attention and resources ultimately split the attention and focus top leadership directs to implementing these systems. Generally, implementing a performance management system will be difficult in organisations where management and institutional processes such as goal-setting, operational, support, control and organisational behaviour are undeveloped (Aguinis, 2013: 21). Additionally, in organisations, especially public institutions where change management is frequent, it encumbers instituting systems for managing performance.

3.19 Conclusion

The literature reviewed shows that organisations worldwide have now placed great importance on human capital due to technological advancements and changing needs of clients. Therefore, several measures are put in place to develop the human capital so that employees can be well equipped to perform effectively to achieve organisational goals. Performance management is essential for the individual and the organisation to be placed on the same perspective. Management of organisations have to identify, measure, develop, communicate and reward the performance of employees. All these processes are undertaken effectively by establishing a performance management system. The performance management system concerns appraisal, job description, environment, feedback, recognition and many more. Every action that is supposed to be taken by management in terms of performance is spelt out clearly and made available to staff.

Finally, the performance challenges were also indicated to include job stress, motivation, job environment, management attitude, resource provision, organisational culture and communication. Therefore, library management must always do their best to overcome these challenges and achieve their goals which can only be realised with the effective use of a performance management system.

The next chapter deals with the methods and approaches employed for the research.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

Research methodology entails a logical way of conducting research. According to Babbie (2002), a research method is defined as procedures, systems and measures used in executing the research based on fundamental principles and assumptions associated with their use. Several basic ways of studying a phenomenon exist. These differences are mostly exhibited in the various methods employed in observing, understanding and measuring the phenomenon being studied. There are, however, different ways by which a phenomenon can be studied. These different ways are referred to as paradigms, approaches and designs to research. The selection and application of methods always depend on the study's objectives, the nature of the problem or phenomenon being studied and the theories that underpin the study (Babbie & Mouton, 2001:48).

This chapter discusses the various means, tools and methods used to gather the necessary information for this study. It involves the techniques and processes used in collecting and collating the data and includes the research paradigm, design, approach, instruments, population, sampling, data collection and methods of data presentation and analysis. The diagram below shows the research methodology map used for the study.

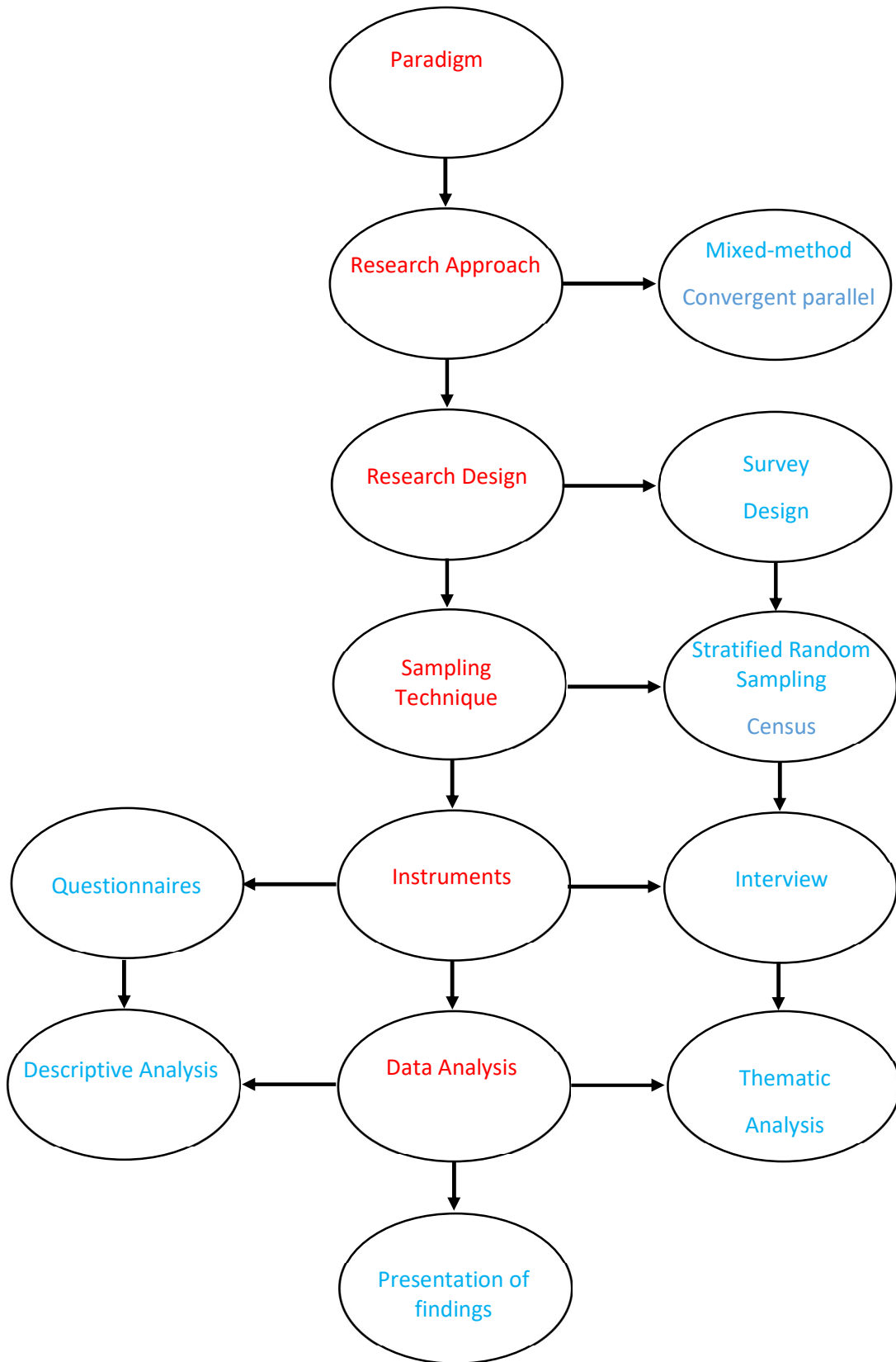


Figure 1: Research methodology map (2020).

4.2 Research Paradigm

The term worldview is used to indicate the fundamental principles that guide a research action (Guba, 1990:17). This worldview, also called a paradigm, is the perception, shared beliefs, the way of thinking or school of thought that inform the import or interpretation of research results. It constitutes the concepts abstract opinions and principles that shape how a researcher perceives, interprets and act in that world. Almost all research is predicated on some basic philosophical assumptions about what constitutes valid research and which research methodology are apposite (Bryman & Bell, 2011: 5). These assumptions more often than not feed into how the research is conducted. Moreover, researchers often use their own philosophical presumptions to make deductions, report insightful facts and model how knowledge is acquired and studied (Myers, 2015: 3). This is because the philosophical assumptions held by a researcher helps guide the choice of approaches that would be engaged in the investigation.

The research paradigm, also referred to as worldviews or broadly conceived research methodologies, are fundamental sets of axioms that guide action (Crotty, 1998:21; Guba, 1990:17; Lincoln & Guba, 2000:8; Mertens, 1998:10; Neuman 2000:9). A research paradigm is also referred to as a framework (Ngulube, 2015), assumptions (Miller & Brewer, 2003), beliefs, worldviews and approaches (Creswell,2014; Newman, 2014). Creswell (2009: 39) believes these paradigms, which exist outside research and are held by every individual, are often shaped by a combination of factors. These often include the researcher's field of study, the beliefs of the supervisors and faculty and relevant past exposure or knowledge. Paradigms are thus essential as they offer principles and prescriptions, which, for researchers in a particular discipline, guide what phenomenon to be studied, how to study it and how to interpret the study's results. Therefore, it is imperative for a researcher to clearly indicate the paradigm in which the research will be situated. This information helps to provide accurate explanations why a researcher chooses either quantitative, qualitative or mixed-method approaches for their research.

Lincoln and Guba (1985) identified epistemology, ontology, axiology and methodology as the four main components of a research paradigm. Having a strong understanding of these components is pertinent as they encompass the fundamental beliefs, assumptions, values and norms held by each paradigm (Kivunja & Kuyini, 2017:26). Richards (2003: 33) sees ontology as “the nature of our beliefs about reality.” Investigators or researchers always have assumptions about reality and

therefore always want to know and study it. This question about what can be known about reality always leads researchers to inquire. Scotland (2012) describes ontology as an element or component of a paradigm that includes the assumptions made to believe the reality of a phenomenon or belief that something makes sense. With ontology, the underlying belief system of a particular researcher is examined. It is concerned with the assumptions we make to be confident that something makes sense or is factual. Epistemology describes how the truth is known about a phenomenon. Cooksey and McDonald (2011) describe epistemology as knowledge within the world. It deals with the fundamentals of knowledge, nature, form and how it is acquired and communicated to other humans (Cohen et al., 2007:7). As a component of a research paradigm, methodology refers to the research design, methods, procedures and approaches employed to study or investigate a phenomenon (Keeves, 1997). Methodology guides the researcher in deciding the type of data appropriate for a particular study and the relevant data collection instruments to use. Axiology also deals with the ethical issues that need to be considered when undertaking research. It considers the concept of making the right decisions and choices, that is, understanding the concept of right and wrong behaviour regarding particular research (Kivunja & Kuyini, 2017:28).

4.2.1 Quantitative and qualitative research paradigms

Constructivism, also known as the social constructivist viewpoint is integrally associated with the qualitative research approach as the beliefs and assumptions lend themselves quite easily to the tenets of qualitative research (Mertens, 1998:6). Social constructivists ascribe to the belief that humans seek comprehension of their world of existence by developing subjective opinions of their experiences. The objective of researchers of the constructivism school is to rely predominantly on respondents' views concerning the situation at hand. The type of questions used by the social constructivist are broad, general and open-ended to accommodate diverse responses. Interpretation of the data gathered by the social constructivist is shaped to a large extent by the experience and background of the researcher (Creswell, 2014:35).

The positivism worldview is associated with the quantitative approach. Its norms and assumptions are aligned more to the tenets of quantitative research and ascribed to writers such as Comte, Mill, Newton and Durkheim, who gained prominence during the 19th century (Creswell, 2014:34). The positivism paradigm and its assumptions are aligned with the original scientific form of research

in which problems are investigated to identify and evaluate the causes that contribute to the outcome.

The post-positivism paradigm is described by Mason (1992: 13) as "an experimental, quantitative core strengthened by critique from various analysis, theoretical views, and value frameworks, combining the use of survey and observational data, with regression and cluster analyses." Myers (2015: 7) concurred by adding that the post-positivist approach is one of the most common research ideologies in information systems and is associated with the use of quantitative methodologies. The fundamental reason for this paradigm is that post-positivism emphasizes the importance of statistical data and analysis, which can be quantified and utilized to prove cause and effect, correlations, and testing hypotheses, and it allows for quantitative investigations. The positivist paradigm has been chastised for its limited and exclusively scientific approach, which is committed to realistic and objectivity perspectives. Post-positivism integrates the positivist philosophy and behavioural approach (Cullen, 2014: 8).

Moreover, the interpretivism paradigm encompasses qualitative approaches and is grounded on the social meaning constructions (Creswell, 2009: 2). Interpretivism philosophy relies largely on an inductive theory generating research approach and supports the use of theory as a framework at the beginning. Unlike post-positivism, the interpretivism paradigm emphasises on complex, ever-evolving social constructs, making them less responsive to precise measurement or numerical interpretation (Bryman& Bell, 2011: 7). A critical tenet of the interpretivism paradigm is its ability to deal with the collaboration between researcher and participants to comprehend the participants' perception of the status quo being examined instead of emphasising measurements (Cullen, 2014: 3). Despite the advantages of this philosophy, it has been criticised for being inherently time- and place-dependent and including the researcher's personal involvement. However, this paradigm will complement post-positivism because there is less emphasis on numbers or scientific procedures but on the perception of participants. Instruments used may include interviews, focus group discussions and observation and acknowledge and legitimate the value-laden nature of the enquiry.

4.2.2 Pragmatism

Pragmatism was the research paradigm adopted for this study because it uses several approaches and philosophies that support one of the best frames to address and answer the research questions. Creswell (2014: 40) and Kivunja and Kuyini (2017: 35) indicate that the pragmatism paradigm or worldview was proposed by writers who contended that it was impossible to determine absolute reality by a single scientific approach postulated by the proponents of constructivism and positivism paradigms. A single paradigmatic disposition was not concrete enough for authors such as Alise and Teddlie (2010). They could not offer an amalgamation of methods beneath the two research approaches. Teddlie and Tashakkori (2009: 99) indicate that literature on mixed-methods research has identified pragmatism as the optimal paradigm for this research.

Creswell and Creswell (2018: 58) believe that pragmatism is not devoted to a single system of philosophy. It is applicable to mixed-methods research where researchers draw substantially from both qualitative and quantitative assumptions. As a deconstructive paradigm, pragmatism advocates using mixed research methodologies evades the problematic concerns of truth and reality, instead focusing on ‘what works’ as the truth regarding the research questions (Feilzer, 2010:8). Pragmatism advocates a flexible approach to undertaking research problems by engaging diverse methods cutting across different research approaches. A pragmatic approach to mixed-method research, as opposed to a critical realism approach, places less emphasis on philosophical assumptions when conducting research procedures or methods. Researchers are less constrained in their research a result of this. Rather than selecting between the constructivist or positivist/postpositivist paradigm, pragmatism evaluates “what works” best to address research problems (Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). The epistemology of the pragmatists is anchored on the assumption that, although there is a single real-world, different people from varying backgrounds and experiences can have different views about it. Therefore, the pragmatic paradigm has an intuitive attraction, permission to study areas of interest, adopt appropriate methods and use findings constructively in tandem with the researcher’s philosophies (Creswell, 2014:39; Tashakkori & Teddlie, 2003:18). The accommodation of conventions and views of the two critical research approaches have made pragmatism essential due to contributions such as improved generalisability and inter-subjectivity (Brierley, 2017:150). Individually, researchers are at liberty to select the procedures, methods and techniques of the research that best

match their goals and objectives. Developing research questions that can easily be answered by combining qualitative and quantitative research data is pivotal to the application of mixed-methods research in pragmatism. (Creswell et al., 2011). Adopting this method for this study was informed by the research questions and the purpose set out for the study. The pragmatic paradigm was selected as the research paradigm for the study due to its flexibility. Using the pragmatic paradigm allowed the study to benefit from both the constructivist and positivist paradigms and permitted the researcher to choose freely from several methods to collect data.

The pragmatist paradigm was selected as the research paradigm for the study because of its amenability to the mixed-method research design selected for the research work. This allowed the study to benefit from the tenets and assumptions of both constructivist and positivist paradigms and allowed the researcher freedom of choice of various methods of research and techniques of data collection.

4.3 Research Approach

Kothari (2004: 8) defines a research approach as encompassing approaches, techniques, methods and instruments to solve a particular research problem. There are three research approaches: quantitative, qualitative and mixed-method. This research employed the mixed-method approach to explore the performance management practices in Ghanaian academic libraries and develop a framework for academic libraries for increased performance.

Mixed-method research includes collecting and integrating qualitative and quantitative data. By this, researchers can gain in-depth knowledge beyond the information provided by only qualitative or quantitative data (Creswell & Creswell, 2018). The mixed-method leans on the pragmatic paradigm, which is not committed to only one system of reality and philosophy. The mixed-method research approach has been described by Cameroon (2009: 141) as a silent revolution because of its emphasis on overcoming contradictions between qualitative and quantitative approaches. Collecting data for mixed-method usually involves using questionnaires and interviews (Johnson & Onwuegbuzie, 2004:14). Blaxter et al. (2010: 85) assert that this increases the validity of data collected. Creswell and Creswell (2018) identified three main designs of mixed-

method research, explanatory sequential, exploratory sequential and convergent. This research employed the convergent parallel design for the study.

4.3.1 Convergent parallel design

The most familiar of the mixed-method designs is convergent parallel design. A convergent design is employed to corroborate, confirm or cross-validate research findings and is usually employed to overcome the weaknesses in one technique using the strengths of the other. Unlike the exploratory or explanatory, convergent design is a single-phase approach whereby researchers concurrently collect both qualitative and quantitative data, do separate data analysis and compare or combine results. Equal emphasis is placed on qualitative and quantitative data (Creswell, 2015; Creswell, 2012; Creswell & Creswell, 2018). This is mainly done to gain a holistic insight into the phenomenon being studied.

The convergent parallel mixed-method design was adopted for this study because it allows qualitative and quantitative data to be collected concurrently in one phase. In this research, it was necessary to collect data concurrently because of limited time. Merging the qualitative and quantitative data was done during the data interpretation and discussion stage, where there was side-by-side integration. Thus, qualitative quotes were used to confirm or deny the results obtained from the quantitative data to overcome the problems and weaknesses in the method with the strength in the other. The side-by-side integration was done during the discussion stage. The quantitative statistical results were first provided, followed by the qualitative quotes that confirmed or denied the quantitative results. Below is a diagram showing the convergent parallel design adopted from Creswell (2018).

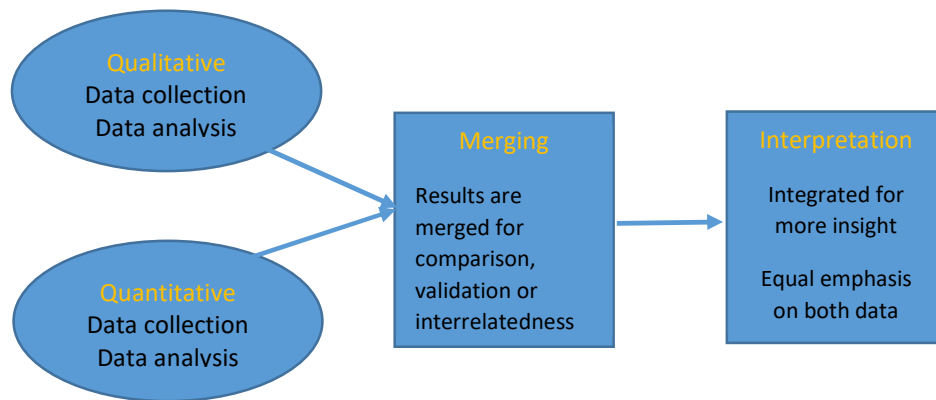


Figure 2: Convergent parallel design adopted from Creswell 2018.

4.4 Research Design

The selection of a research design or method is crucial because it determines how research results are reached. Creswell (2014: 25) view research design as a predetermined plan used to assemble and interpret data to prove or disprove research questions. A research design connects the theoretical assumptions to specific techniques and approaches of data collection and analysis. Research designs are categories of research within quantitative, qualitative and mixed-method approaches that offer detailed direction for procedures in a study.

This study used the survey design, which is a systematic process used to collect data about the thought, preferences and behaviours of people by using standardised questionnaires or interviews (Creswell, 2014). Since surveys provide an in-depth description of an existing problem, it was essential for the researcher to employ to describe the performance management practices in Ghanaian academic libraries. Even though surveys may have their problems (Babbie, 2007:276; Blaxter et al., 2010:80), they have more benefits than weaknesses. Some of the benefits that encouraged the researcher to use it are:

- a. Results are generalisable and representative.
- b. Fairly easy to construct and administer.
- c. It can simplify the collection of huge data within a short time period.
- d. Convenient for describing the features of big populations.
- e. It is economical.
- f. Convenient for analysing individual opinions and relationships.

- g. It has rapid turnaround in the collection of data (Babbie, 2007:276; Blaxter et al., 2010:80)

The survey design was employed because it involves a detailed description of the phenomenon by which a researcher accurately describes the existing situation. The motivation for this type of design is anchored on the assertion of Slavin (2007: 12) that information is gathered without causing any harm to the environment and offers information on naturally existing concerns. This study's population was scattered across Ghana's geographical area and, therefore, using this design was the most appropriate to collect data from the scattered population. Surveys are useful when one wants to assess a particular group's attitudes, opinions, and behaviour to establish consensus, trends, or prevalence. Attitudes and behaviours may be subjective. This study sought to provide information concerning staff performance in the academic libraries that were involved in a bid to ameliorate that subjectivity. Respondents' opinions on improving library staff performance were collected using questionnaires and interviews. Moreover, on the strength of survey design, Creswell and Creswell (2018) indicate that using a descriptive research design offers a more precise representation of a phenomenon and becomes easy to know the perceptions and behaviour of people regarding managing staff performance in Ghanaian academic libraries. Using surveys is economical and ensures a rapid turnaround in collecting data under any study approach.

This study gives an account of established circumstances and known actualities that can be investigated to produce a report of the current status of performance management in academic libraries in Ghana. It makes recommendations on how a performance management system can achieve high performance in academic libraries in Ghana. Using the survey design was the best method for this study because the researcher's interest was in the existing conditions, viewpoints and ongoing processes of a large population in the phenomenon under study.

Each study objective was achieved using either qualitative, quantitative data or both. Objective One required both qualitative and quantitative data obtained by an interview with head librarians and sectional heads and the questioning of other staff using questionnaires to establish the level of understanding of librarians concerning the concept of performance management. Objective Two required qualitative data obtained by an interview with head librarians and sectional heads. It was important for this study to establish these opinions to build the philosophies underpinning performance management policies. These views required in-depth probing, which can only be

done using qualitative interviews. Objectives Three and Four also required both qualitative and quantitative data to corroborate responses from both management and staff of the library. Finally, Objective Five also needed qualitative and quantitative data because it was the main contribution of the work to knowledge and practice. The responses obtained from both qualitative and quantitative methodologies provided valuable insight into developing a framework for an integrated performance management system for academic libraries in Ghana.

4.5 Population

Identifying a population of interest is crucial in all research. The population is the large unit from which data is obtained to answer a research question. Teddlie and Yu (2009) view the population of a study as the larger unit with connected features from which data is obtained to solve a research problem. Depending on the study's objectives and the total population, a researcher may decide either to use all the units in the population or a smaller sample. This study's population was library staff of all the university libraries in Ghana.

In Ghana, there are 36 accredited universities, each with a library. For this study, these 36 university libraries formed the overall research sites, and the staff formed the population from which the study obtained data. However, because university libraries are often homogenous (similar in structure and objectives), it was deemed unnecessary for all 36 university libraries to be included. Furthermore, the study was time-bound, and it was necessary to reduce the number of libraries that participated. So, the researcher relied on a sampling technique that subdivided all the universities based on three main characteristics, chartered private universities, public universities and technical universities. After stratification, the researcher sampled all the strata to ensure representation of all the universities. The researcher also considered the location and the state of the university, among others. Once a university was selected, all library staff were eligible to participate in the study.

4.5.1 Sampling of universities in Ghana

In the first sampling level, the universities were categorised into three primary strata or groupings: public, private and technical universities. There are 14 public universities, 12 chartered private

universities and eight technical universities (nab.gov.gh/index, accessed on 18th October 2020). Thus, the stratified sampling technique was used to ensure that all three types of universities were included as proportionately as possible and that all appropriate levels of the library staff were included as proportionately as possible. Stratified sampling prevents obtaining an unrepresentative sample that over or under-represents specific groups of the population. The libraries found in these universities automatically formed the population for this study. After sampling from this population, the proportionate stratified sampling technique was used to select the institutions for the study. The total population of university libraries in Ghana was 36. To proportionately sample the universities, the researcher used a formula provided by Kish (1965: 83). For the sake of representation, Kish encourages using a sample fraction of 1/4 to draw the libraries for the study (Kish, 1965: 83). Each stratum should have the same sampling fraction as depicted in Table 1 below.

Table 4.1: Sample size of university libraries in Ghana

Library	Public universities	Private universities	Technical universities	Total
Population size	14	12	8	36
Sampling fraction	¼	¼	¼	¼
Final sample size	4	3	2	9

Source: Field data 2020.

For example, the sample size for public universities was calculated as:

$(\frac{1}{4} \times 14) = 4$, which is approximately four universities (Kish, 1965: 83). It can also be calculated as the sampling fraction multiplied by the population for each stratum to determine the final sample size for each. In the view of Kish (1965: 83), the sampling fraction in each stratum should always be made equal to the sampling fraction for the entire population. The actual university libraries that participated in the study were purposively selected to balance the different geographical,

socio-economic, size, age and other factors relating to the varieties of university libraries in Ghana. Table 2 provides the names of the selected university libraries. The libraries were purposively selected for representation based on the above criteria (geographical, socio-economic, size and age).

4.5.2 Census approach for the staff of university libraries

After the universities were selected, the respondents were chosen to participate in the study. The census method was adopted to select participants for the study. Harding (2006) defines the census method as the process of data collection where all units of a population are studied. This gives an accurate measure of the study's population. It also helps obtain detailed information from the smallest subgroups of a population. One significant advantage of this technique is that the margin of error associated with sampling is reduced. On the other hand, it may be time-consuming when the target population is too large. Kothari (2004: 72) believes that, although census tends to be impractical when the population is large, it tends to produce the best results in terms of generalisations when the population is manageable. This study's population was manageable; therefore, the researcher included all staff of the selected institutions to take part. The researcher wanted the study to be generalisable as much as possible. Therefore, the best way was to engage all respondents. The target population for this study was all the library staff of the nine selected university libraries in Ghana. The selection of respondents considered the composition of the library staff, head librarians, sectional heads and other staff. The total staff population for the study was 291 from the nine selected university libraries.

The researcher engaged all the networks and associations she belongs to for promoting the work. Some networks and associations are WhatsApp groups, the Ghana Library Association (GLA) and the Consortium of Academic and Research Libraries in Ghana (CARLIGH). This made it easier to connect to prospective respondents. Table 2 below shows the population of respondents from the selected academic libraries.

Table 4.2: Population of staff

Institutions	Respondents		
	Head Librarians	Library staff	Total
Kwame Nkrumah University of Science and Technology	1	89	90
University of Ghana, Legon	1	68	69
University of Mines and Technology	1	12	13
Ashesi University College	1	2	3
University of Education, Winneba	1	48	49
Central University College	1	16	17
Cape Coast Technical University	1	34	35
Takoradi Technical University	1	20	21
Webster University	1	2	3
Total	9	291	300

Source: Field data 2020.

4.6 Data Collection Methods, Instruments and Procedures

The two main data collection tools used for the study were questionnaires and semi-structured interviews. The questionnaire was for the quantitative phase of the study, and the semi-structured interview was for the qualitative phase. Garaba (2010) asserts that using both quantitative and qualitative methods yield reliable and valid findings.

4.6.1 Questionnaires

Johnson and Christensen (2008: 203) sees a questionnaire as a self-reporting data collection instrument that each study participant completes. This data collection method is particularly suited to this study because the participants are highly literate and capable of independently understanding the questions and expressing their opinions. Quantifiable data was collected from respondents using a questionnaire. Moreover, to make participants understand the study and for easy analysis, the questionnaire was divided in tandem with the specific objectives of the study and used at the quantitative phase of the study, which involved obtaining responses from 279 library staff selected from the various libraries.

This study used closed and open-ended questions. To allow respondents to clarify within a framework of guided answering, open-ended questions were used. This enabled the researcher to obtain more nuanced quantitative data. Instead of constraining respondents to choose one of the answers in closed-ended questions, open-ended questions allow the expression of opinions and attitudes of respondents to their satisfaction. Open-ended questions are also used when all the possible answers to a closed-ended question are unknown. The closed-ended questions also comprised questions that provided a variety of alternatives from which to choose. Responses ranged from a simple 'yes' or 'no' to a list of probable responses on a scale representing varying degrees of a specific response.

The questionnaire requested participants to provide information in six main parts. Part 1 concentrated on the demographic characteristics of respondents. Part 2 investigated the perception of academic librarians on performance management. Part 3 centred on the performance management practices in academic libraries in Ghana. Part 4 focused on the factors that militate against performance management and staff performance in Ghanaian academic libraries. Part 5 sought data on factors and strategies for improving performance management and staff performance in Ghanaian academic libraries. Part 6 requested respondents to provide information on the challenges to using an integrated performance management system (IPMS) in libraries and recommendations.

The questionnaire may have its limitations. This could include the fact that the questionnaire does not consent to probing, does not offer itself to prompting and clarifying questions and lacks supervision (Johnson & Christensen, 2008). There is also the possibility that participants do not

return the questionnaires. To reduce this possibility, the researcher used constant periodic reminders via social media platforms and networks (GLA and CARLIGH) to encourage participation.

4.6.2 Interviews

Johnson and Christensen (2008:203) identify interview as a data-gathering method by which an interviewer questions an interviewee. Interviews begin with a set questioning plan in an order that is natural to the flow of the conversation. The motivating factor behind qualitative research is to go deep, reveal the whole narrative, and not hold anything back. The semi-structured interview guide was employed to implore information and reveal participants' honesty and truthfulness. This interview guide made it possible for participants to feel at ease and speak freely (Creswell, 2014).

The interview was semi-structured; some questions were rigidly constructed to serve as a guide, while others were unstructured to allow for flexibility in the interview process. The interview was also structured into parts like the questionnaires. This was done to substantiate information obtained from the questionnaires. The nine head librarians in all the academic libraries were interviewed because they form part of the management and are critical decision and policymakers. Interviewing them helped gain an insight into some management decisions concerning the purpose of this study. The researcher first visited all the academic libraries and fixed dates and times for the actual interview. The interview process lasted between 45 minutes and 1 hour and was audio-recorded with permission from participants. Some of the responses were also written in a book designated for the interview process. The researcher spent 30-45 minutes conducting one interview. The interview took place in the various offices of the respondents.

4.6.3 Data collection

Aside from personal identification of the field staff, the researcher sought ethical clearance from UNISA to facilitate entry into the study sites before data collection began. Copies of the ethical clearance certificate were sent to all the academic libraries involved. The rationale was to announce my presence in their library, explain the study's objectives, and seek permission, consent and support during the data collection period.

For the quantitative phase of data collection, with the help of other researchers, the researcher personally handed the questionnaires to the respondents in all the academic libraries involved. The questionnaire was administered during the daytime from 10:00 am at the respondents' offices. Respondents were given seven days to complete the questionnaire. The researcher also distributed an electronic version of the questionnaires by email and interactive platforms such as WhatsApp and Telegram. A link was provided to the actual questions for participants' responses. After the stipulated date for filling the questionnaire (and about three to seven days grace period), the researcher and her team went round to collect them. This method of administration of questionnaires ensured a 100% response rate.

For the qualitative data collection procedure to supplement the quantitative, the researcher physically visited the offices of the head librarians. First, all management members were given prior notification, appointments booked beforehand, and the interview guide to be used during the interview was provided. This was to help not put unnecessary pressure on the participants. Ample time had to be allowed for the interview considering the nature of the work of management members. The interviews, which lasted between 30 and 45 minutes, were recorded using an audio recorder and transcribed for interpretation and discussion.

4.7 Data Analysis and Presentation

Data presentation forms an integral part of all research. Data analysis aids in understanding and interpreting data to decide or provide a solution to the research question. After the data collection process, it is the responsibility of the researcher to process and interpret the data for use in decision-making and answering research questions. Various data processing tools and software are used to do this. Presentation of data may be done using pictures, graphs, maps, charts and other methods to help communicate findings. This study separately analysed quantitative and qualitative data.

4.7.1 Quantitative data analysis

Quantitative data analysis involves identifying, analysing, and summarising data collected using statistical methods. The collected data were checked for accuracy and completeness. Quantitative data were processed using descriptive statistics. Data collected was serialised, coded and analysed

using the Statistical Product and Service Solutions (SPSS) software version 22.0. The researcher tabulated collected data using the various objectives and subthemes of the study. It is presented using frequencies, tables, graphs, pie charts and percentiles to ensure an easy understanding of the analysis. The research questions served as a guide during the data analysis.

4.7.2 Qualitative data analysis

Recorded interviews were transcribed, coded and analysed into different categories using the study objectives as a guideline. All the recordings were replayed many times and cross-checked with the transcription. Emerging keywords and themes were classified per the research objectives. The transcription was read more than once to identify emerging themes. Some important quotations of responses were used to reinforce the study findings. Qualitative data analysis was therefore inductive and thematic. Serial codes were used for all the academic libraries, making it easier to attribute comments to a particular interviewee.

4.8 Pilot Study

Pretesting instruments before administration offers the opportunity to ensure items in the data collection instrument yield the correct responses for the study (Brink & Wood, 1998). Zikmund (2003) states that a pilot study is done to collect data from a small group of respondents that serves as guidance for more extensive research. Pretesting is done to ensure that the instrument would measure quality and concise information from respondents and measure the reliability and validity of the research instrument. Sarantakos (2005) outlined some goals of pretesting:

1. Examine the efficiency of how the study has been organised.
2. Practice using the research instruments before the actual study.
3. Find out the possible weaknesses, inadequacies, ambiguities and problems in the research.
4. Establish the degree of multiplicity of the study population.
5. Test how sustainable the methods and instruments are.
6. Estimate the response rate.
7. Ability to test responses of subjects to the overall research design.

The questionnaire and the interview guide were pretested in the University of Cape Coast library to determine the appropriateness and possibly refine the instruments. Three sectional heads were interviewed, and 20 staff members were given a questionnaire. Recommendations provided by these people were employed to improve the instruments before the actual data collection was done. The University of Cape Coast library was chosen because of its proximity to the researcher and shares similar characteristics with the selected academic libraries for the study.

4.9 Ethical Considerations

Ethical considerations in research may include aspects such as voluntary involvement, protection from all types of damage, confidentiality, anonymity, informed permission, privacy, and the researcher's conduct while carrying out the research exercise (Babbie, 2014:67; UNISA, 2016:3) Ethical considerations were kept in mind for this study. Consent was sought from prospective respondents, and they were assured of privacy and that their information would not be shared. The researcher obtained consent from all prospective respondents to guarantee their willingness to participate in the study. The participants and university authorities were informed of the type of information needed, why the information was being sought, what purpose it would be put to, how the participants were expected to participate in the study and how it would, directly and indirectly, affect them before the study. Confidentiality and anonymity issues were also adhered to such that no identification of a participant to a particular response could be made. Confidentiality will further be given serious consideration so that whatever information the respondents give will be used strictly for the benefit of the study.

Another important ethical consideration was the researcher's integrity. As indicated by Ikoja (2002: 16), a researcher must consider the following eight elements to produce thorough work: precision in data collection and processing, appropriate study methodology, proper and accurate interpretation of data, accurate reporting, non-fabrication of data, and /or criminal misbehaviour are all required. To the best of her knowledge and ability, this researcher endeavoured to follow these standards.

UNISA maintains a research ethics code (UNISA,2016). As a result, this researcher followed the UNISA. Ethics and Policy guidelines. This policy established explicit criteria for dealing with

research efforts. For example, it emphasises the significance of honesty, transparency and capability. Ethical clearance was sought from UNISA and sent to all the academic libraries before the actual data collection was done.

4.10 Chapter Summary

This chapter gave an account of the methodological procedures followed during data collection and presentation. The chapter also discussed the research paradigm, approach, design, methods, population, sampling, data collection methods, instruments and procedures. The research methodology chosen was mixed-methods research. Using the convergent parallel mixed-methods design enabled the researcher to gather quantitative and qualitative data using questionnaires and interviews. SPSS was used to analyse quantitative data, and theme analysis was used for the qualitative. The researcher used both physical contact and virtual platforms to contact respondents.

The next chapter discusses data analyses and presentation.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

This chapter presents the results of the quantitative and qualitative findings from the empirical investigation. The mixed-methods research approach was used. A questionnaire and an interview guide were used to elicit data independently from respondents of the study to obtain both quantitative and qualitative data, respectively, presented and analysed side by side. The study uses descriptive statistics to analyse quantitative data and thematic analysis in the analysis of qualitative data. Descriptive analysis consists of frequencies, percentages, means, and standard deviations. The thematic analysis simply involves grouping qualitative information into themes and codes. The mixed-method research approach and a convergent mixed research design were adopted for this study. Integrating data in the convergent research design involves merging quantitative and qualitative results (Creswell & Plano Clark, 2018:128). This strategy was adopted for the two sets of data to be presented together in a single study. This design ensured that research findings were enhanced and enriched.

In this chapter, the analysis of research findings is presented on five out of the six main objectives of this study, namely:

- Audit the categories of key performance indicators in Ghanaian university libraries.
- Review the performance management systems and practices in Ghanaian university libraries.
- Determine the factors that influence performance management and staff performance in Ghanaian University libraries.
- Explore the strategies for improving performance management and staff performance in Ghanaian University libraries.
- Ascertain how the fourth industrial revolution has affected the performance of Ghanaian University libraries

Research Objective 6, which sought to develop a framework for implementing an integrated performance management system for Ghanaian university libraries, is presented in Chapter 7 as part of the recommendations.

5.2 Response Rate

For the quantitative data, 291 questionnaires were distributed to library staff, out of which 218 respondents completed and returned the questionnaires, giving a response rate of 74.1%, as depicted in Table 5.1 below. All nine targeted university librarians participated in the interviews for the qualitative data, thereby returning a 100% response rate. Thus, the response rate for this study is well above Bryman's (2012: 235) opinion which indicates that a response rate of 60-69% is acceptable and 50% is barely acceptable. Detailed questionnaires with closed and open-ended questions were distributed to nine universities in Ghana. These were University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST), the University of Education, Winneba (UEW), the University of Mines and Technology (UMAT), Ashesi University (AU), Webster University (WU), the Central University (CU), the Cape Coast Technical University (CCTU) and Takoradi Technical University (TTU). The response rates for the nine study sites are shown in Table 5.1 below.

Table 5.1: The response rate of questionnaires from university libraries

University Libraries	Questionnaire distribution (N=291)	Response rates (N=218)	Individual university response rate (%)
KNUST	89 (31%)	64 (29%)	72.0
UG	68 (23%)	52 (24%)	76.5
UEW	48 (16%)	28 (13%)	58.3
CCTU	34 (16%)	28 (13%)	82.4
TTU	20 (7%)	16 (7%)	80.0
CU	16 (5%)	14 (6%)	87.5
UMAT	12 (4%)	12 (6%)	100
AU	2 (1%)	2 (1%)	100
WU	2 (1%)	2 (1%)	100

Source: Field data, 2021

All universities were well represented, with only UEW having the least (58.3%). UMAT, AU and WU had a 100% response rate, which was very satisfactory. The reason may be attributed to their staff population being very small. The relatively small staff population of UMAT (12), AU (2) and WU (2) ensured that questionnaires distributed had a greater chance response, mainly because the distribution was spearheaded by the university librarians themselves, which encouraged all the respondents to respond to the questionnaire.

5.3 Profile of Respondents and Participants

This section presents background information on the questionnaire and interview respondents.

5.3.1 Questionnaire respondents

Background information of respondents in research is necessary as it provides basic information on the particular persons who partook in the study, which validates the data. Data regarding the profile of respondents focused on their university of affiliation, gender, age, section of work, highest level of education, rank and years of experience in working in the library. The demographic information of respondents was analysed using descriptive analysis is presented in Tables 5.2 to 5.5 using frequencies and percentages.

Table 5.2: Questionnaire respondents (N=218)

Universities	Frequencies	Percentages
KNUST	64	29.4
UG	52	23.9
UEW	28	12.8
CCTU	28	12.8
TTU	16	7.4
CU	14	6.4
UMAT	12	5.5
AU	2	0.9
WU	2	0.9
Total	218	100.0

Source: Field data, Amoah (2021)

As depicted in Table 5.2, the majority of 64 respondents (29.4%) were from KNUST and the least from AU and WU.

Table 5.3: Gender and age of respondents

Gender	Frequencies	Percentages
Male	126	57.7
Female	92	42.2
Total	218	100.0
Age		
25-29	16	7.3
30-34	38	17.4
35-39	58	26.6
40-44	47	21.6
45-49	24	11.1
50+	35	16.0
Total	218	100.0

Table 5.3 shows the majority of the respondents were males (57.7%). It can be concluded that more males than females took part in this study. Even though gender *per se* did not seem to have any significant influence on the study results, it helped to show the demographic trends and patterns within the sample that partook in the study.

Regarding age, respondents between the ages of 30-39 were the largest group (48.2%), followed by the 40-49 age group (32.7%) and the 25-29 age group (7.3%). From the data, it can be deduced that the majority (65.6%) of the respondents from the nine universities fall into the age group 30-44.

Table 5.4: Section of respondents

Section	Frequencies	Percentages
Reference	76	34.9
Digital section	43	19.7
Cataloguing	37	16.9
Others	36	16.5
Acquisition	26	12.0
Total	218	100.0

Source: Field data, Amoah (2021).

Most libraries in Ghana have been structured in terms of operation such as Cataloguing, Digital, Client Services, Acquisitions and Students' Reference Sections. Therefore, it was of interest to the researcher to find out the sections of operation of the respondents. The majority of 76 (34.9%) were from the reference section. Since this section is the face of every library, staff are trained and properly positioned at the various aspects of the reference section to deal with the various information needs of the clients directly.

Table 5.5: Educational level, rank and years of working experience of respondents

Educational level	Frequencies	Percentages
Bachelor's degree	99	45.4
Masters	80	36.7
Diploma	36	16.5
PhD	3	1.4
Total	218	100.0
Rank		
Senior staff	142	65.1
Senior member	48	22.0
Junior Staff	24	11.0
Others	4	1.9
Total	218	100.0
Years of working experience	Frequencies	Percentages
Under 10 years	58	26.6
10-20	112	51.4
21-30	39	17.9
31-40	9	4.1
Total	218	100.0

The largest group of the respondents (45.4%), all professional LIS staff members in the libraries, had a bachelor's degree, with only a few (1.4%) having attained a PhD. The majority of respondents were senior staff (65.1%) in terms of rank because, in Ghana, senior members in the libraries are mainly Master's and PhD degree holders. The Master of Philosophy (MPhil) degree is one of the major criteria for promotion to a senior level management position in most university libraries in Ghana. It could also be concluded that respondents were generally highly educated and qualified for their respective positions in the libraries.

The study also revealed that over 73% of library staff had worked there for more than ten years. The researcher contends that the staff are highly experienced since they had worked for a long time and were, therefore, more likely to provide detailed, valid, reliable and credible responses. It

was established that respondents were well experienced as only 58 (26.6%) of the 218 had under ten years of experience.

5.3.2 Interview respondents

Biographical details, gender, academic qualification and years of working experience of the nine university librarians are shown in Table 5.6 below. The nine university librarians were coded as LIB1, LIB2, LIB3, LIB4, LIB5, LIB6, LIB7, LIB8, and LIB9.

Table 5.6: Profile (gender, qualifications and experience) of interviewees

Interviewees	Gender	Qualification	Years of working experience
LIB1	Male	Doctorate	15 years
LIB2	Female	Doctorate	Over 30 years
LIB3	Female	Master's degree	25 years
LIB4	Male	Doctorate	21 years
LIB5	Female	Master's degree	13 years
LIB6	Female	Master's degree	Over 20 years
LIB7	Male	Master's degree	14 years
LIB8	Female	Doctorate	Over 15 years
LIB9	Male	Doctorate	Over 13 years

Doctorate and master's degrees were the qualifications for university librarians. Of these, more librarians had PhDs than any other degree. The most experienced librarian, who had garnered over 30 years of experience, was at the University of Ghana, followed by UMAT, UEW and AU, respectively, who have over 20 years of experience. The high qualifications and long experience implied that these interviewees had vast knowledge and experience to comment about the

performance management system practices in their respective libraries. Per their position, all librarians are expected to possess adequate expertise in policy and management issues. Thus, they could be relied upon to comment and explain the topical issues concerning this study.

5.5 Key Performance Indicators (KPIs) in Ghanaian University Libraries

The first objective of the study was to audit the KPIs in Ghanaian university libraries. KPIs are measurements that help understand and measure how well staff perform. With this, the researcher sought to determine how the performance of individuals in the university libraries are measured, what specific indicators are used and how performance indicators can influence or affect staff performance.

5.5.1 Awareness of performance measurement systems in libraries

The researcher began by finding out whether or not respondents were aware of a performance measurement system in university libraries.

The respondents were asked to indicate ‘Yes’ or ‘No’ concerning their knowledge of the performance measurement system. The findings presented in Figure 5.1 revealed that 158 (72.5%) of the respondents were aware of the performance measurement system in their respective libraries, and 40 (18.3%) were unaware. It is expected that all staff should be aware of the measurement system in their respective libraries because this gives them a clear insight into what is expected of them and how well they are performing. The 18% of respondents who were not aware of the measurement system are quite significant, and management must ensure that all staff are made aware of the prevailing measurement system.

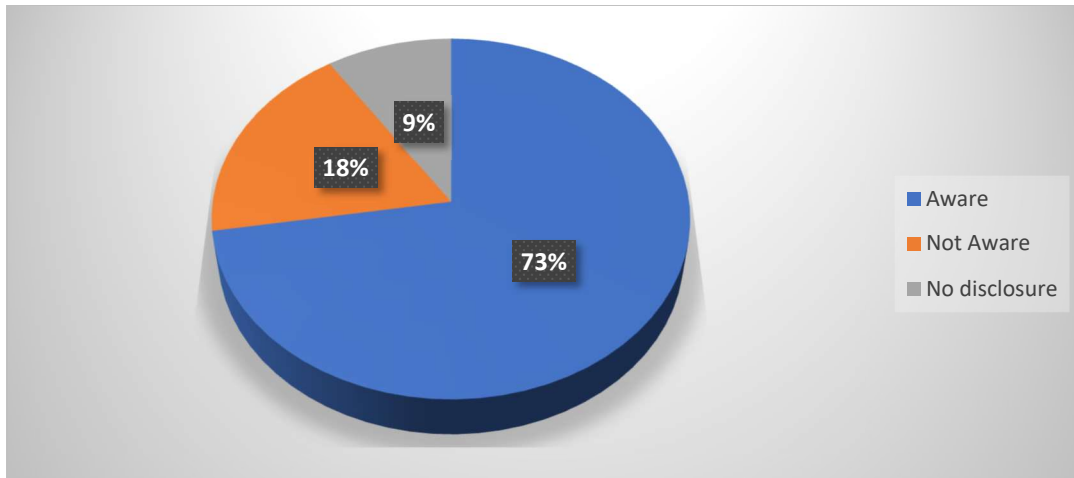


Figure 5.1: Respondents' awareness of a performance measurement system in their libraries.

It was revealed that the majority of the interviewees used a performance appraisal form for measuring staff performance in the libraries. However, some interviewees disclosed that the appraisal forms were not well structured and could not measure what they were supposed to measure. All interviewees (100%), on the other hand, were aware of the performance measurements system in their respective libraries. Some of the interviewees who indicated this gave the following details to support their views:

- LIB6:

Yes, we have a performance evaluation system that is being examined and being made more relevant to each one of us and obviously to the university itself, but it's not specifically a library thing, although there may be a lot of things we may evaluate ourselves on as library staff.
- LIB4:

The appraisal that we have is not comprehensive enough and requires changes
- LIB3:

The appraisal form is not well structured. A senior member is responsible for all the processes involved, i.e., filling and submitting. For senior members,

an annual appraisal form is filled and submitted by themselves to the head of department. However, junior member's appraisal form is filled and submitted by a senior member only when he or she is due for promotion. I think this should be done yearly as in the case of senior members

5.5.2: Defined standards of performance

Questionnaire respondents were required to indicate whether or not their libraries had defined performance standards to guide staff performance for evaluation purposes. A descriptive analysis was conducted to analyse the results, and they are presented in frequencies and percentages in Figure 5.2. The study revealed that 123 respondents (56.4%) indicated they did not have defined performance standards that guide staff performance, and 72 (33.0%) said their libraries had defined performance standards.

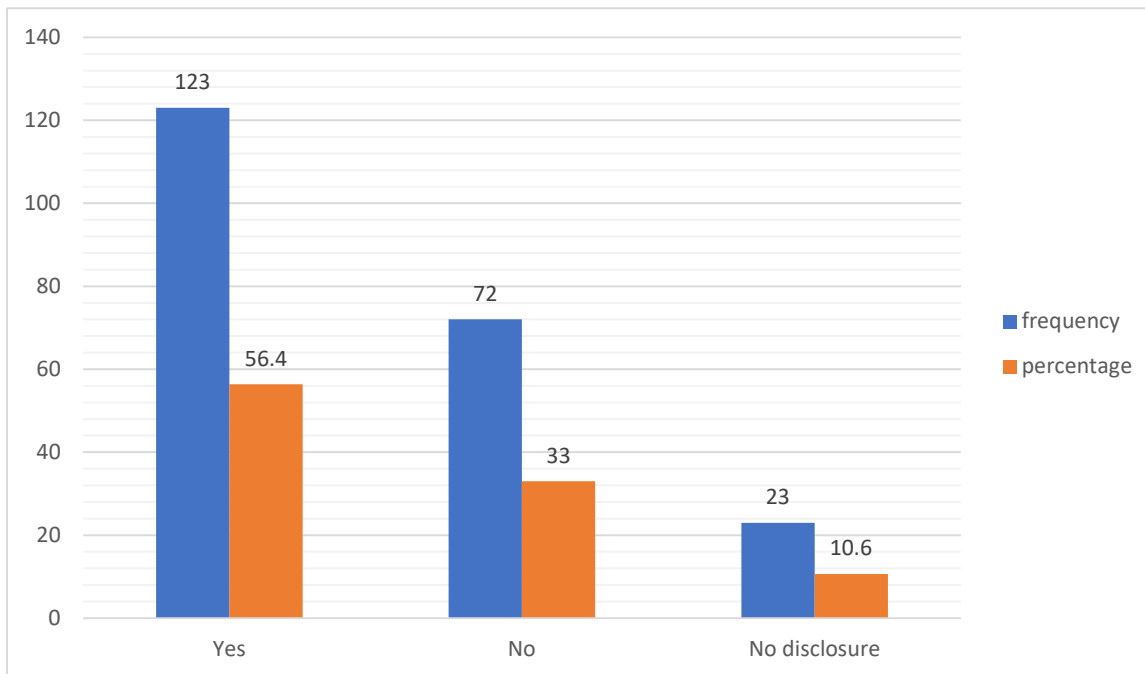


Figure 5.2: Defined performance standards.

The interviews corroborated the questionnaire findings that the majority, six out of the nine librarians (66.7%), indicated that their libraries did not have a written standard of performance.

The interviewees further noted that staff are expected to know what is expected of them in performance. They are all given appointments letters with clearly stated responsibilities to guide them to perform their duties assiduously.

5.5.3 Description of key performance indicators (KPIs) in libraries

The study sought to determine the level of understanding of KPIs among library staff. This question was posed only to questionnaire respondents because the study assumed that their understanding of this concept would determine the kind of response. Descriptive analysis was employed and presented in frequencies and percentages. The data as shown in Table 5.7 below revealed that the majority, 69 (31.7%), describe KPIs as measures of the library's success, 33 (15.1%) see KPIs as critical indicators of progress to an intended result and, surprisingly, about 30 respondents (13.8%) had no idea of what KPIs meant. Twenty-nine (13.3%) saw KPIs as standard indicators for measuring the performance of the library staff, 16 (7.3%) described them as tackling the performance of the library staff against targeted objectives and improving where necessary, 41 (18.8%) described them as processes used to develop and measure the performance of the library staff. Even though some respondents did not know what KPIs were, it could be concluded generally that most respondents had an idea of the concept.

Table 5.7: Descriptive analysis of KPIs description among questionnaire respondents

KPIs Description by Respondents	Frequency	Percentage
Measuring the library's success	69	31.7
Critical indicators of progress towards an intended result	33	15.1
No idea	41	18.8
Using standard indicators to measure the performance of the library staff	30	13.8
Processes used to develop and measure the performance of the library staff	29	13.3
Tracking the performance of the library/staff against targeted objectives and improving where necessary	16	7.3
Total	218	100.0

Source: Field data, Amoah (2021).

Respondents were asked to indicate their level of understanding of KPIs. This question was only posed to questionnaire respondents. The data revealed that only 15 (6.9%) of the respondents had an excellent understanding of KPIs. The large majority 170 (78%) had limited knowledge, and 16 (7.3%) did not understand them at all. From the data, it can be deduced that most respondents, 94 (43.1%), had limited knowledge of KPIs. However, Table 5.7 shows that respondents could describe what KPIs are, probably since it is defined in the questionnaire. Table 5.8 shows that most respondents had a limited idea of the concept.

Table 5.8: Respondent’s level of understanding of KPIs

Respondent’s level of understanding of KPIs	Frequency	Per cent
I have limited knowledge of KPIs	170	78
I have a fair/acceptable idea of KPIs	17	7.8
I don’t have any understanding at all	16	7.3
I have an excellent understanding of what KPIs entail	15	6.9
Total	218	100.0

Source: Field data, Amoah (2021).

5.5.4 Clarity and measurability of KPIs among respondents

The study sought to discover the clarity and measurability of KPIs in the libraries to discover their effectiveness. KPIs are supposed to be very clear and measurable for easy staff performance appraisal. However, the data revealed that 88 respondents (40.4%) had no idea whether their KPIs were clear and measurable, 43 (19.7%) thought they were somehow clear and measurable, 35 (16.0%) felt their KPIs were very clear and measurable, and (52 (23.9%) said their KPIs were not clear and unmeasurable. The data is shown in Table 5.9. It can be deduced that staff may only have an idea of the concept because they do not have it spelt out to them, as depicted in Tables 5.7 and 5.8. Some of the reasons provided included:

- No KPIs in place.
- No clear and measurable KPIs.
- No need for KPIs because of the annual assessment.
- Poor communication between library management and subordinates.

Table 5.9: Clarity and measurability of library KPIs

Clarity and measurability of KPIs	Frequency	Per cent
No idea	88	40.4
Not clear and unmeasurable	52	23.9
Somehow clear and measurable	43	19.7
Very clear and measurable	35	16.0
Total	218	100.0

Source: Field data, Amoah (2021).

It was found from the interviews that most of the head librarians (LIB3, LIB5, LIB9, LIB8, LIB7 and LIB4) disclosed the unavailability of clearly stated KPIs in their respective libraries

Some of the interviewees had the following to say:

- LIB9:
We are now developing them because we just transitioned from polytechnic to university.
- LIB8:
We are yet to.
- LIB3:
We will try and develop something for staff members.
- LIB7:
We will study about it and know which one will best suit the library staff.

Further interviewing revealed that the KPIs used differ from one library to another. LIB3 explained that the university did not have structured KPIs for performance measurement, let alone the library. Similarly, LIB1, LIB9 and LIB8 indicated a delay in their transition, and thus they are yet to develop KPIs for staff performance. The study established that 80% of the libraries did not have stated KPIs and that most of them relied on the staff appraisal forms and the indicators to assess staff performance. Some interviewees said that libraries and their management need to have a

comprehensive appraisal and KPIs aligned with their mission. LIB1 and LIB6 had the following to say about their existing KPIs:

- LIB3:

I will say, very well. Very well in the sense that libraries have a mission, and the mission is to provide serious access to high-quality resources in the various format using innovative delivery methods in support for both students and staff from the university, and our KPIs are very well aligned with this mission.

- LIB6:

We have KPIs which are general for all the library staff.

5.5.5 Library's effectiveness in achieving stated objectives of service delivery

The researcher also sought to find out how effective the libraries have been in achieving their service delivery objectives. The general mean and standard deviation of (M=2.82, S=1.258) from the questionnaires shows that libraries are achieving their objectives very effectively. To confirm this using statistical data, most respondents said they are somehow effective in achieving their objectives with a mean and standard deviation of (M=2.83, SD=1.311). Very effective in achieving the library's objectives yielded a mean and standard deviation of (M=2.42, SD=1.314). The following two responses proved to be significant 'not effective in achieving objectives' with a low mean and standard deviation of (M=3.63, SD=.835) and 'no idea' with a mean and standard deviation of (M=4.02, SD=0.197) as shown in Table 5. 10 below.

Table 5.10: Library’s effectiveness in achieving objectives in service delivery

Effective Achievement of Objectives	Mean	Standard Deviation
Very effective	2.42	1.314
Somehow effective	2.83	1.311
Not effective	3.63	0.835
No idea	4.02	0.197
Means of means	2.82	1.258

Source: Field data, Amoah (2021).

It was essential to understand the reasons behind the library’s effectiveness or otherwise in achieving stated objectives. The researcher required respondents to provide reasons using open-ended questions. Some reasons provided included:

- Inadequate staff.
- Laziness on the part of the staff.
- Inadequate resources.
- Poor library services.
- Poor leadership.
- Inadequate motivation.

Some respondents also provided reasons for their libraries’ effectiveness using descriptive analysis, and are expressed as frequencies and percentages in Table 5.11. Some of the respondents gave more than one reason which accounts for the increase in the overall frequency (285). Data revealed a majority, 46 (16.2%), of the respondents stated that inadequate staff motivation accounted for the ineffective achievement of their library’s objectives. Thirty-five (12.3%) said that inadequate resources were one of the reasons for ineffective achievement. Interestingly, laziness on the part of staff also accounted for 11.2% of the reasons for ineffective achievement of the objectives, while 24 (8.4%) blamed it on poor library leadership. When it came to the effective achievement of the library’s goals, the majority, 32 (11.2%) of the respondents, indicated regular performance appraisal as crucial. Among other reasons, a clear statement of objectives represented

8.8% of responses given to support the effective achievement of the library’s goals, as shown in Table 5.11 below.

Table 5.11: Reasons for the effective or ineffective achievement of library objectives in terms of service delivery (N=285)

Reasons	Frequency	Per cent
Inadequate motivation	46	16.2
Inadequate resources	35	12.3
Inadequate staff	33	11.6
Laziness on the part of the staff	32	11.2
Regular performance measurement	32	11.2
Clear objectives	25	8.8
Poor library services	24	8.4
Poor leadership	24	8.4
Poor working conditions	18	6.3
Well organised sections	8	2.8
Others	8	2.8
Total	285	100.0

Source: Field data, Amoah (2021).

5.5.6 KPIs used by respondents’ libraries to measure performance

The study further sought to know the KPIs their libraries use to measure performance. This multiple response question allowed respondents to choose as many as applied. Results revealed that a higher number of the respondents, 78 (70.3%), indicated that one of the KPIs for measuring library performance is the contribution to student success. The number of physical user visits was

73 (65.8%), and adequate space for students in the library was 70 (63.1%). It is interesting to note that only 23 (20.7%) indicated community engagement and support as one of the KPIs. The data is presented in Table 5.12 below.

Table 5.12: KPIs used by libraries to measure library’s performance (multiple responses)

KPIs used by libraries	Frequency	Per cent
Contribution to students’ success	78	70.3
Number of physical users’ visits	73	65.8
Adequate space for students in the library	70	63.1
Opening hours of the library	68	61.3
Number of functional computer workstations	55	49.5
Information literacy training provided	47	42.3
Contribution to the university research output and performance	44	39.6
Electronic document accessibility	43	38.7
Number of group study areas	33	29.7
Community engagement and support	23	20.7

Source: Field data, Amoah (2021).

The study sought to confirm the KPIs that the respective libraries actually use to measure staff performance. The information gathered in this section of the study was analysed using descriptive analysis and presented in frequencies and percentages in Table 5.13 below. The results revealed that the majority, 83 (74.8%), of the respondents identified ‘punctuality to work’. It was found that 51 (45.9%) identified ‘on-time delivery of task’ as the KPI used to measure staff performance,

while 50 (45.0%) chose ‘involvement in teaching and learning’. Notably, among the responses given is ‘staff community engagement’, one of the KPIs with the lowest response, 21 (18.9%).

Table 5.13: KPIs used by libraries for measuring staff performance

KPIs for measuring staff performance	Frequency	Per cent
Punctuality to work	83	74.8
On-time delivery of tasks	51	45.9
Involvement in teaching and learning	50	45.0
Staff contribution to research	46	41.4
Number of books catalogued	38	34.2
Staff participation in academic programmes	38	34.2
Development of new ideas	30	27.0
Others	7	6.3

Source: Field data, Amoah (2021).

The majority (77.8%) of the librarians interviewed indicated that categories of KPIs varied from one university library to another. However, the following assertions also disclosed the similarity and the strive for a common goal:

- LIB6:

There is another one, opening hours. We are supposed to open the library from 8 am to 10 pm [in] two sessions. The first session is 8 am to 5 pm and 10 pm for the second session. And during the examinations period, we are supposed to do 24-hour service. Are we doing that, or we are not doing that? I think this is a key indicator that is measurable.

- LIB1:

The library is mandated to provide at least 30% seating capacity. What it means is that, at any point in time, the library should be able to seat about

one-third of the student population. This is a specific key performance indicator. Are we able to do that or we are not able to do that?

- LIB2:

And then training, we are supposed to provide workstations, especially for those who don't have laptops. Are we able to do that? How many workstations do we have? Are we able to meet the needs of our students? Are we able to provide access to resources as well as learning tools? These are specific, measurable key indicators that the library is supposed to meet. The library is supposed to make sure that the staff have the competence to be able to deliver. And therefore, CPDs (Continuous Professional Development) for staff, the libraries are supposed to be provided on regular basis. So, these are key indicators to use to measure whether the library is performing or not performing.

- LIB3:

For the Library as an entity, I will say [that] some of these indicators exist by default. And we all know that per our mission, we are supposed to provide adequate space for collaborative and contemplative learning. By collaborative, I mean [the] discussion where contemplative means [that] you sit down quietly and do your own studies.

It was found that seven (77.8%) out of all the librarians interviewed did not have well-written KPIs for staff. It was presumed that staff should know on their own. It could be deduced from the responses provided that the library staff may not have prescribed or clearly stated KPIs that they are aware of, which may account for the differences in responses.

5.6 Performance Management Systems/Practices in Ghanaian University Libraries

The second objective of the study was to review the performance management systems/ practices in Ghanaian university libraries. Performance management is an integrative and systemic approach geared to enhancing performance to achieve the goals and objectives of an organisation and promote the mission and vision of the organisation. First, the study investigated whether a well-

designed performance management system existed in Ghanaian university libraries. Second, the study probed the knowledge of staff and library management regarding the PMS concept. Thirdly, how performance gaps were identified and dealt with were also studied. Finally, the effectiveness of the PMS in the libraries was also examined. The data on the performance management practices in Ghanaian University libraries were analysed using descriptive analysis, and themes from the interviews were also stated.

5.6.1 Availability of performance management policy

First, the researcher asked respondents about written policies on performance management systems in libraries. Figure 2.3 reveals that the majority, 184 (84.4%), of the respondents, said ‘No’, meaning that they did not have written policies on performance management in their libraries, and 34 (15.6%) said ‘Yes’, showing they had a written performance management system in their libraries. Interviewees confirmed this conspicuous absence of a policy as more than 70% of librarians indicated their libraries did not have a performance management policy.

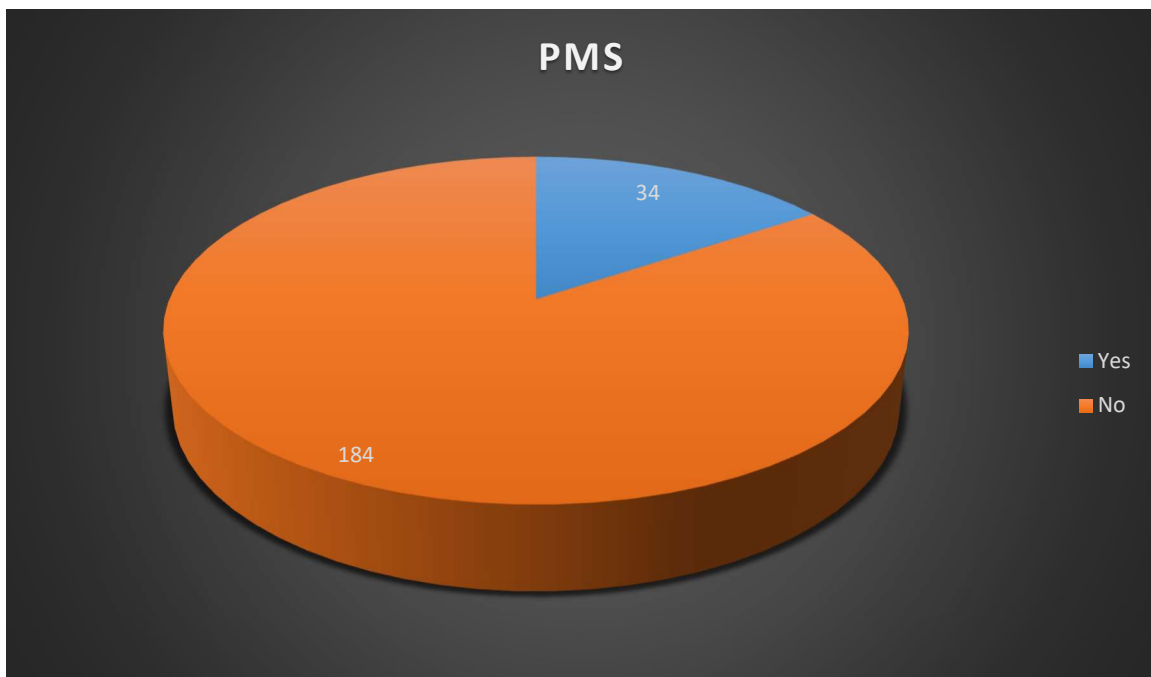


Figure 5.3: Written policies on the performance management system.

Data from interviews disclosed that some university libraries were using a performance management system adopted from the university as a whole; they did not have one specially designed for the library. The participants accepted the need for the performance management system and practices even though they did not have them.

All the interview participants said that performance management systems and practices would uplift library staff's performance, so they need to pay attention to it. It was revealed during the interviews that the libraries engage in most of the performance management practices. However, there are no good structures for the system, and proper integration was absent. Most of the librarians acknowledged that they concentrated on one aspect and left the others to suffer. One of them remarked:

LIB5:

We don't have a performance management system, but we have to learn on the subject matter.

LIB8:

Well, for a policy, I will say not really, in the sense that the library relies on the general university policy on appraisal as well as rewards and promotion. But we go beyond that to ensure that we have a job description for all categories of staff in the library detailing the specific functions, the objectives, the expectations of every category of staff in the library. But when it comes to a well-designed policy for the library as an entity, not really.

Another participant who indicated that they were designing a document remarked:

LIB3:

I don't think there is, but I think there was a draft document we prepared for quality assurance [in which] there were different aspects, which I will have to pull out. That document has still not seen the light of day because it has to go through the system [of approvals]; it will go through the [University] Academic Board and Council because that is how policies are developed.

5.6.2 Documentation of PMS in Ghanaian university libraries

The researcher asked respondents about the documentation of their performance management system to obtain data on the performance management practices. Figure 5.4 shows that 81 respondents had no idea whether the PMS was documented or not; 28 said their performance management system was very well documented; 68 respondents said somehow documented, and 41 said it was not documented. Therefore, it can be seen that the majority, 81 (37.2%), had no idea as to whether or not their library's performance management system was documented.

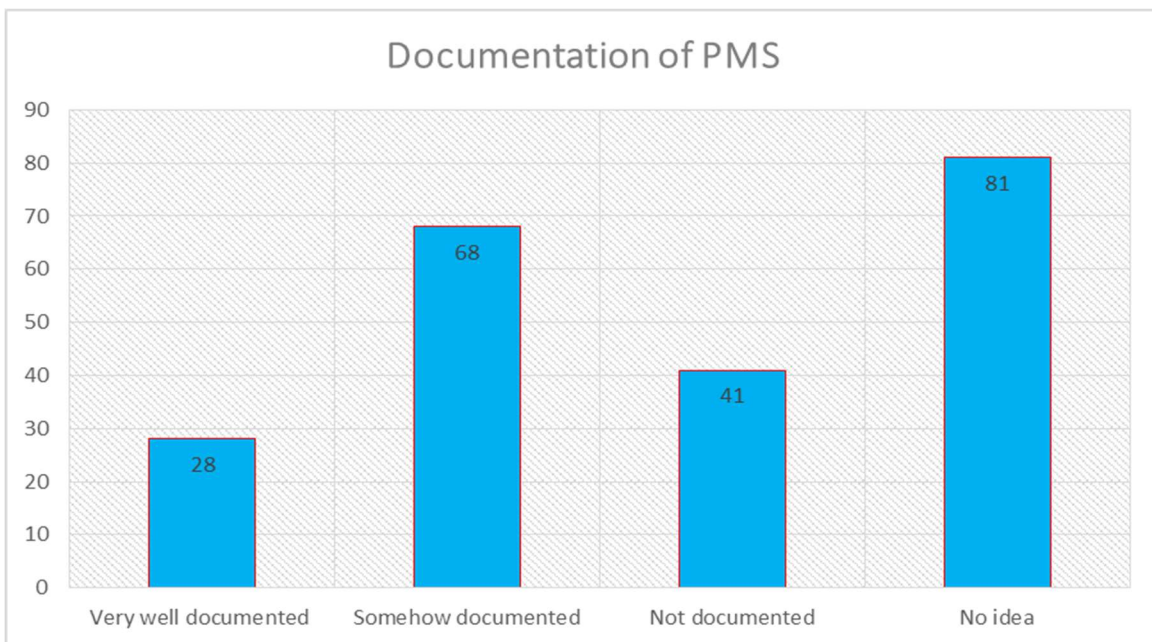


Figure 5.4: Documentation of a performance management system in Ghanaian university libraries.

Questionnaire respondents were asked to indicate whether the performance standards in their libraries were meant for all categories of staff. Figure 5.5 illustrates the responses concerning the performance management system or practices in Ghanaian university libraries. The data shows that only a small percentage representing 14.7% of respondents, was very sure of this. Quite a

significant majority (85.3%) were either not sure, somehow sure or had no idea about the existence of performance standards for all categories of staff. These statistics show that the performance management practices in Ghanaian university libraries lacked coherence. The majority of staff were unaware of the documentation and the various facets that constituted the performance management system.

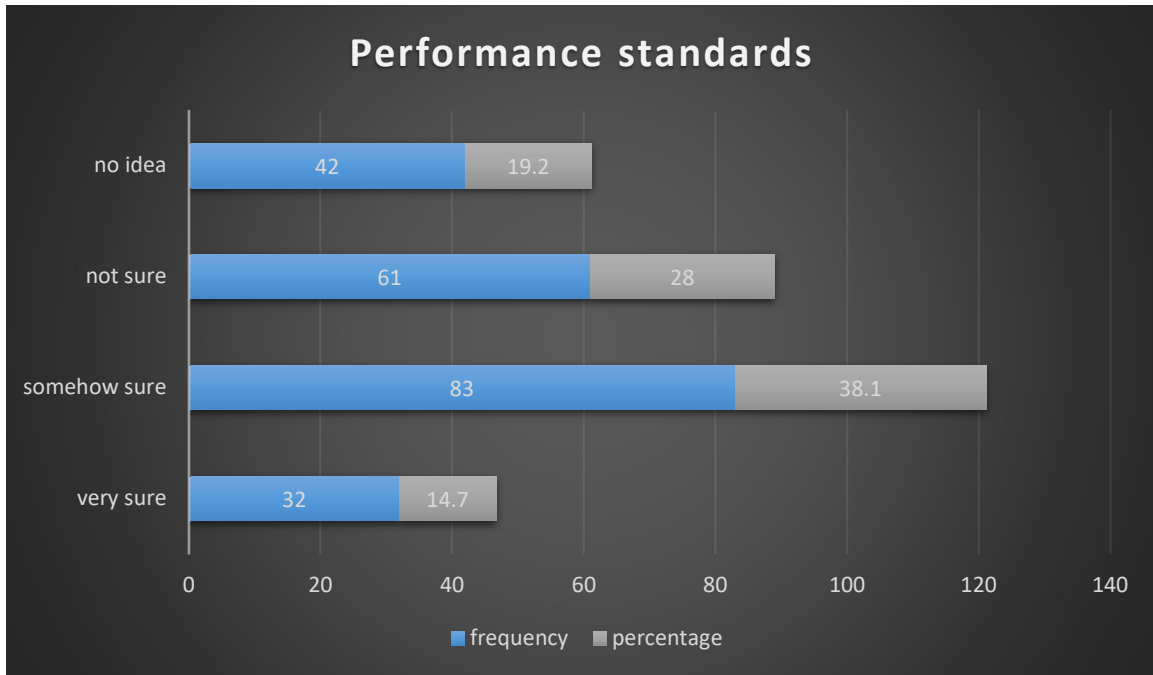


Figure 5.5: Are performance standards made for all categories of staff?

Nine interview participants revealed that there were standards for all library staff. It can therefore be emphatically stated that there was a lack of communication between staff and management because management knew of the standards, but the majority of the staff were not aware of it.

The study also sought to determine whether a formal performance evaluation system existed. The majority of questionnaire respondents (80%) indicated there was a formal system, while the remaining 20% stated otherwise.

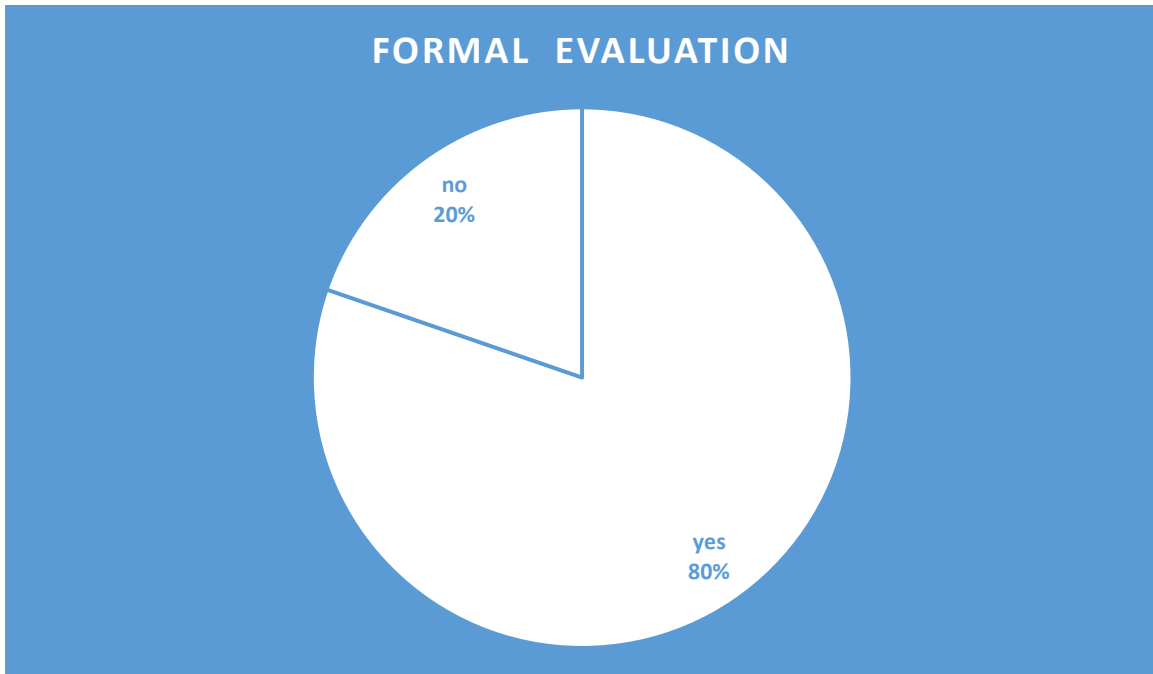


Figure 5.6 Formal system of performance evaluation.

When corroborating the questionnaire findings with interviews, it was revealed that most of the participants used a formal system of performance evaluation. The common one used is the appraisal system, where standards were set for performance measurement. Some libraries did not have a system at all, so the performance of library staff was not checked. It was found out that section heads were responsible for the appraisal.

LIB9:

We also use performance appraisal, but if we have to check between 1 and 10, I would say three because it is not effective at all because the university management have no interest in the library and well-being of it.

LIB1:

Yes, appraisal. But then an appraisal is in two (2) folds. I would say we do job evaluation to determine the output of the individual, and this is recorded in the appraisal.

It provides us access to the key indicators in the appraisal and then based on that promotion, best staff award and citation and others given as rewards.

And then, we also do the observation by supervisors or Heads of Department.

LIB8:

Well, I know that people will have different points of view on how much HR consults, not just with the library but different other Departments. The system is basically HR for everybody. Performance management systems, I think they are pretty complicated from what I can see. I think it will be probably useful for people to be able to say, "what can we take out of this that is relevant to us?"

LIB3 also stated that

We use performance appraisal, but it not all that comprehensive, even that one is not done regularly. Staff only use it when there is the need for promotion.

The study noted that most libraries, 109 (60.2%), used a performance appraisal system as a tool for evaluating staff performance even though some of the libraries used self-assessment, attendance monitoring systems and others. It was, however, unfortunate that some libraries did not have a formal system of evaluation and had to resort to the number of visits by patrons, meeting performance targets and using assessment sheets as tools to monitor the staff and library performance

5.6.3 Strategies for improving staff performance in libraries

In an attempt to get more in-depth information on the performance management system in libraries, the researcher asked questionnaire respondents and interviewees about the strategies put in place by the respective libraries for improving staff performance. These were multiple response questions that allowed respondents to choose as many as applied to their libraries. The data were analysed using descriptive analysis and is presented in frequencies and percentages in Table 5.14 below.

Table 5.14: Strategies for improving staff performance in libraries

Strategies for Improving Staff Performance	Frequency	Percentage (%)
Clear job description	70	32.1
Effective staff training	70	32.1
Teamwork	60	27.5
Proper provision of feedback	55	25.2
Regular staff training	55	25.2
Effective leadership	54	24.7
Good reward system	50	22.9
Access to information	22	10.1
Work design	19	8.7

Source: Field data, Amoah (2021).

The results revealed that 70 (32.1%) libraries used clear job descriptions and effective staff training to increase staff performance in libraries. Teamwork and the provision of feedback were also important strategies for increased staff performance.

Responses from university librarians were similar to that of the respondents. Some of the strategies used by librarians are:

- Job description.

LIB2:

First of all, you have realised how I keep hitting on the job description. Proper job descriptions for each and everyone to know what is expected of him/her at all times is very important.

- Unity of command

LIB6:

We can also talk about the unity of commands. Each staff member is supposed to know to whom he/she reports. Leadership roles should not be conflicting. So, you should know you are supposed to report to this person and that other person reports to that other person. Then that command is there, so leaders should know their roles and ensure that they won't conflict.

- Good reward system

LIB8:

Then the reward system should be very, very rewarding. And sometimes this one goes beyond us because, when it comes to remuneration, we are not the employers; it is the University that employs

Good communication; The quality of communication is also very important. Leaders or Heads should be able to communicate the performance management system very well to their subordinates and then ensure that they all fit in place.

Commitment on the part of the leadership is also a key strategy to improve performance.

LIB4:

Proper job description, adequate resources, good motivation and regular training on human resource concepts that are of need to librarians and the library at large.

LIB7:

Yeah, productivity for the Library, the set of rules and terms. People fail, and it's when people come to see light at the end of the tunnel they work. But if they cannot see light, they won't work.

From both responses, some strategies are good communication, clear job description, good motivation, regular training on current human resource trends and the provision of adequate resources. All these strategies mentioned are essential to achieving high performance in libraries.

The strategies are essential elements of an IPMS and explain why the adoption of the concept is crucial to the success of libraries.

5.6.4 Techniques used to assess staff performance and identify performance gaps

The researcher also asked respondents about the various techniques to assess staff performance and identify performance gaps in their respective libraries. Data gathered in this section were analysed using descriptive analysis and presented in frequencies and percentages. These were multiple response questions that allowed respondents to select as many options as applied. Results are shown in Table 5.15 below. Most of them, 89 (80.2%), saw performance appraisal as the technique used to assess staff performance and identify performance gaps. Other respondents selected as follows: ‘observation’ was chosen by 42 (37.8%), respondents; ‘work output’ was selected by 40 (36.0%), and ‘participation’ garnered a mere ten (9.0%) of respondents. Therefore, it can be deduced that the majority of the respondents (80.2%) see performance appraisal as the effective technique used in their libraries to assess staff performance and identify performance gaps. However, the option with the fewest responses was participation in decision-making which had only 10 (9.0%) of the total respondents, as illustrated in Table 5.15 below.

Table 5.15: Techniques used by libraries to assess staff performance and identify gaps

Techniques Used to Assess Performance and Identify Gaps	Frequencies	Percentages (%)
Performance appraisal	89	80.2
Observation	42	37.8
Work output	40	36.0
Participation in decision making	10	9.0

Source: Field data, Amoah (2021).

Some libraries did not have a system at all, so the performance of library staff was not checked. It was found out that section heads were responsible for the appraisal. Interviewees confirmed this finding by indicating that the most commonly used technique is the appraisal system, where standards were set for performance measurement.

The study further investigated what happens when a gap is identified in the assessment process. The data gathered from the interviewees indicate different measures in resolving gaps. Some problems or gaps are referred to administration; others may have an informal dialogue and, when the performances are terrible, may be referred to a higher authority.

LIB8:

Yes, when there is the proper job description, and the staff knew what exactly is expected of them and they deliberately do not perform. You use the reward system to ensure that they are punished or they are rewarded and that puts them in order and makes sure that they can perform in subsequent years.

LIB2:

We tend to have discussions with people; for instance, you bring it up in any kind of discussion, usually one on one basis. It could be a line manager and someone he/she manages. For instance, somebody asks someone else to do something and talks to them on the phone to try and see whether they got any update, it tends to be more informal.

Results showed that sometimes poor staff performance results from a lack of certain commodities that facilitate efficiency and effectiveness. In such a case, the library can do nothing to improve the performance, which hinders performance assessment.

LIB9:

Before we look at the problem, we look at what you have to work with. If you have to do a retrospective cataloguing and you don't have internet, or you have to do original cataloguing, and you don't have cutter number table, for example, how can you work? So, we look at all those things before we apportion roles.

LIB1:

Definitely, without the resource, it will be very difficult to deliver. Yes. That one [in that case] the staff cannot be blamed; it is the management that should be blamed. In this case, attention should be turned to management.

5.6.5 Effectiveness of library performance management processes for improving overall staff performance

Finally, the researcher posed a question to the respondents to ascertain their views on how effective their library's performance management processes proved in improving overall staff performance. The responses revealed that 49 (22.5%) of the respondents felt their performance management processes were very effective in improving overall staff performance; 106 (48.6%) said theirs were moderately effective; 37 (17%) said it was ineffective and 26 (11.9%) had no idea.

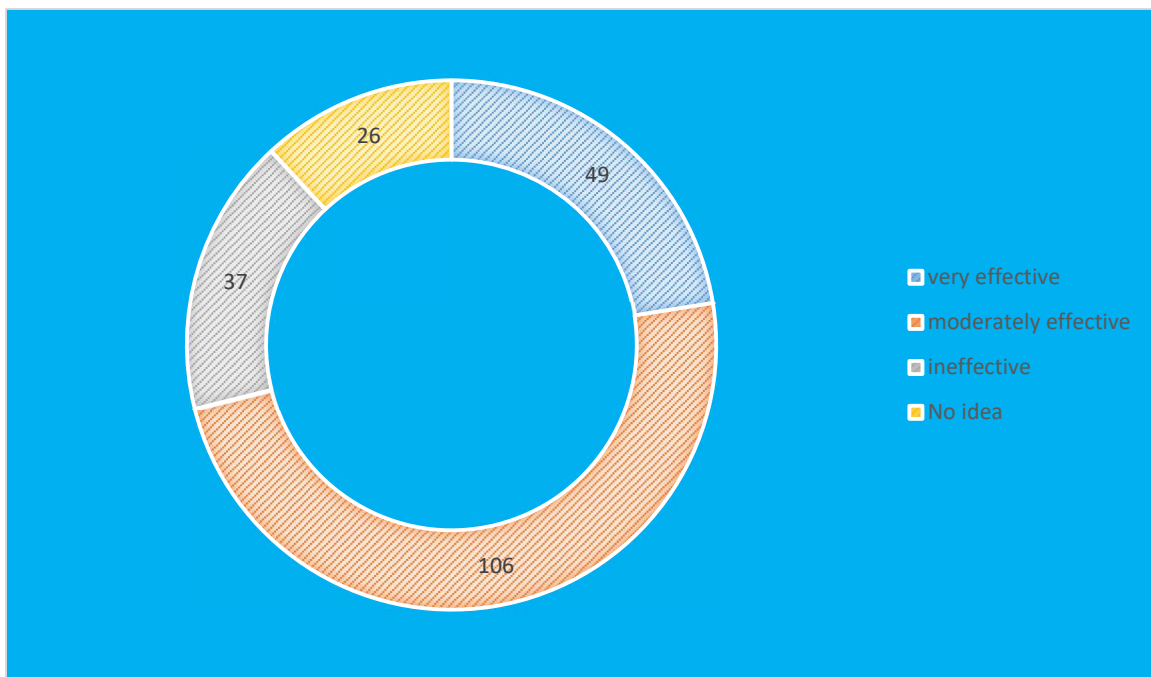


Figure 5.7: effectiveness of performance management processes for improving overall staff performance.

Qualitative data obtained in interviews disclosed that some university libraries used the performance management system adopted from the university. The libraries as entities did not have a PMS designed for the library. According to the librarians, this explains why the performance management process is ineffective in their library. All nine librarians accepted the

need for a performance management system specifically designed for the library because they felt it would uplift the performance of library staff. It was revealed during the interviews that the libraries engaged in most of the performance management practices, but there was no policy for the system to operate effectively. Most of the librarians acknowledged that they concentrated on one aspect and left the others to suffer. Some of the comments on the effectiveness of performance management processes were:

LIB9:

If I have to check between one and ten, I would say three, it not effective at all because the university management have no interest in the welfare of the library.

LIB5:

...that the processes are not effective. Because they did not have any knowledge of the performance management concept even though they are doing what needs to be done

LIB8:

...the performance processes were poorly done, and that explained the reasons some staff did their own thing whenever they went to the office.

The responses from the quantitative analysis agree with qualitative. A minority of the quantitative responses indicated their performance processes were very effective, but the remainder were either somehow effective, not effective or had no idea. Similarly, most library management interviewees stated their performance management processes were ineffective. They acknowledged that some of the processes were not done efficiently.

5.7 Factors that Influence Performance Management and Staff Performance in Ghanaian University Libraries

The third objective of the study was to determine the factors that influence performance management and staff performance in Ghanaian university libraries. This objective was divided

into two parts. Part one investigated the factors that affect performance management and staff in respondents' individual libraries. Part two probed the factors that influence the adoption and use of integrated performance management systems in libraries.

5.7.1 Factors that influence performance management in libraries

A five-point Likert scale was used to collect data on the factors that affect performance management in various libraries. The data is presented using frequencies and percentages and shown in Table 5.16.

Table 5.16: Descriptive analysis on the factors that influence performance management and staff in university libraries

Factors	SA	A	N	D	SD
Poor job design	46 (21.1%)	94 (43.1%)	46 (21.1%)	21 (9.6%)	11 (5.1%)
Incongruence of organisational strategies	61 (28.0%)	97 (44.5%)	42 (19.2%)	7 (3.2%)	11 (5.1%)
The absence of proper performance management element integration	49 (22.5%)	109 (50%)	42 (19.2%)	10 (4.6%)	8 (3.7%)
Poor leadership style	70 (32.1%)	98 (45%)	28 (12.8%)	15 (6.9%)	7 (3.2%)
Lack of commitment from the leadership of the library	68 (31.2%)	101 (46.3%)	26 (12.0%)	12 (5.5%)	11 (5.1%)
Insufficient knowledge of management on performance management	72 (33.0%)	106 (48.6%)	24 (11.0%)	11 (5.1%)	5 (2.3%)
Poor communication between library management and staff	76 (34.9%)	108 (49.5%)	22 (10.1%)	5 (2.3%)	7 (3.2%)
Inadequate staff motivation	100 (45.5%)	88 (40.4%)	20 (9.2%)	6 (2.8%)	4 (1.8%)
Inadequate knowledge of PMS on the part of library management	56 (25.7%)	68 (31.2%)	86 (39.4%)	5 (2.3%)	3 (1.4%)

Source: Field data, Amoah (2021). SA=strongly agree, A=Agree, N=Neutral, D=disagree and SD=strongly disagree.

From Table 5.16, it can be seen that poor job design influences performance management in libraries. The majority (94 (43.1%) of the respondents agreed with this, and 11 (5.1%) disagreed. With regards to the incongruence of organisational strategies, the majority, 97 (44.5%), agreed; 42 (19.2%) neither agreed nor disagreed (neutral), and the lowest, 11 (5.1%), strongly disagreed. Respondents totalling 109 (50%) also agreed to the absence of proper integration of performance

management as a factor that influences performance management and staff performance in libraries. Regarding poor leadership style, the majority, 98 (45%), agreed, and only 8 (3.7%) strongly disagreed. Most respondents, 100 (45.5%), strongly agreed with inadequate staff motivation as a factor that influences performance management, and only 4 (1.8%) disagreed. A total of 86 (39.4%) respondents, representing the majority, neither agreed nor disagreed to inadequate knowledge of library management on the PMS concept as a factor that affected PMS, with 68 (31.2%) agreeing and 56 (25.7%) strongly agreeing.

Interviews with librarians revealed some other factors that influence performance management in libraries. Some of the factors identified by the interviewees are:

- Poor communication.
- Lack of motivation.
- Insufficient knowledge of the performance management concept.
- Management's lack of devotion.
- Complacency.
- Resistance to change.
- The mindset of some staff members is a causative agent for performance failure.
- Inadequate interest of top management.
- Poor connection between faculty and the library.
- lack of information.
- Inadequate resources.

LIB1:

We can first talk about poor communication. As you earlier indicated, when the system is there, and they are not aware of what entails in the system, it definitely affects performance.

It's poor communication, so they will not be able to perform.

And then, lack of motivation, when they put in their best, productivity is increased, and they don't have the commensurate motivation, they will be demotivated, and there will be a failure.

Then, insufficient knowledge of the system itself or lack of knowledge. If they don't own it or they don't know what it involves, it will fail.

They may be competent, and they may have the ability and the capacity to do what is right, but poor leadership style will put them off.

Then the one I have been stressing - improper job description. Every member is supposed to know what is expected of them, so if they don't have it, that one too can cause failure.

And then I think lack of devotion on the part of management and staff can also be a cause of failure.

LIB3:

One, lack of information. Sometimes we also do not understand that it is teamwork and the connection that, if you don't do this [one thing], it affects somebody else. And that is not just within the library that, if I don't do this/ give out information, it affects someone else performance. Also, the institution itself - lack of information of activity in one place affects library performance. For example, because we don't have a departmental or faculty library, there is no presence of the library and how it affects teaching, learning, and research at that level. It is only much later that they see the connection. It was when [after] I came that the librarian became part of the academic board, even that only in attendance.

LIB8:

The connection between the Faculty and the Library is not strong. Until you have to make alternative arrangements, for example, being involved at the faculty level. So, I have proposed so there should be liaison librarians; it has to come through a policy, that policy has been there since 2018, nobody has looked at it.

LIB9:

The causes of failure first start with the top. It starts with the Administration. If someone is not motivated, no matter what, he/she is not going to perform. Motivation comes from the top; motivation comes in so many ways. So, the whole thing trickles down from the top. If the top is not working, the down cannot work.

LIB7:

Inadequate resources; as you rightly indicated earlier, when you [employees] have everything else without the resources, it will be difficult for you [them] to deliver and definitely will reduce productivity.

We can also talk about competence; the resources are available, but staff doesn't have what it takes to deliver. This can also affect productivity.

Then the environment or the organizational culture, that one too can impact productivity negatively.

Motivation; when they are demotivated, it will also negatively impact productivity

And then when jobs are not properly described it breeds conflicts, and this will negatively affect productivity.

This study has established insufficient knowledge of the concept and poor communication as a significant factor affecting performance management in Ghanaian university libraries. Most of the quantitative responses were corroborated by the qualitative responses.

5.7.2 Causes of failure of the integrated performance management system (IPMS) in Ghanaian university libraries

The purpose of this study was to present an IPM that provides solid guidelines and practical recommendations to all academic libraries seeking optimum staff performance and overall progress. Another part of this objective dealt with the factors that influenced the use of an IPMS.

IPMS requires that all the different aspects of performance management be effectively aligned and undertaken for better results. A performance management system and its subsystems must work in an integrated fashion for accomplishing tasks in libraries for optimum results. It was of interest for this study to find out why IPMS is failing in the Ghanaian university libraries. The study revealed that one of the major causes of failure of an integrated performance management system was inadequate knowledge of the concept, 85 (38.9%), followed by poor leadership style, 52 (23.9). Respondents totalling 32(14.7%) stated lack of motivation; 29(13.3%) stated lack of defined goals; 12 (5.5%) picked other, and the lowest was 11 (5.0%) who said improper supervision. The data is presented in Table 5.17 below.

Table 5.17: Causes of integrated performance management failure.

Causes of integrated performance management failure	Frequency	Percentage (%)
Inadequate knowledge of the concept	85	38.9
Poor leadership style	52	23.9
Poor coordination among library departments	40	18.3
Lack of training for staff	32	14.7
No motivation	32	14.7
No clearly defined goals	29	13.3
No idea	15	6.9
Improper supervision	11	5.0

Source: Field data, Amoah (2021)

During the interviews, librarians were asked to identify the root cause of failure of IPMS. Eight of the nine head librarians indicated inadequate knowledge as a significant cause of failure. This response confirms what the questionnaire respondents stated. Setting up proper guidelines and formalising the steps for proper integrated performance management was also identified. See Figure 5.8.

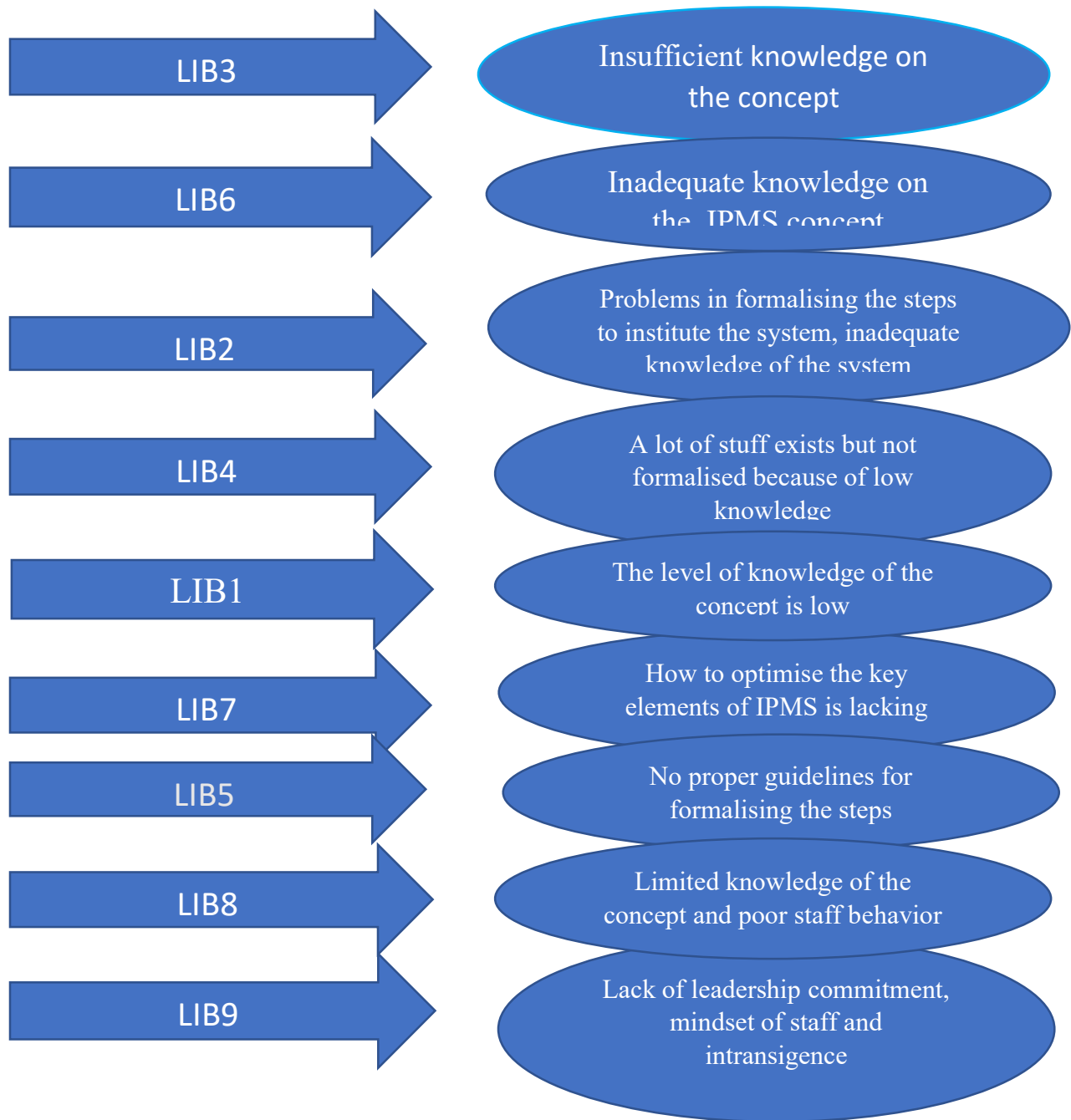


Figure 5. 8: Causes of failure of IPMS

Evidence from both questionnaire respondents and interviewees showed similar responses, i.e., the findings from the interviews corroborated the questionnaires. They all revealed that inadequate

knowledge, improper alignment, staff attitude in terms of change and the lack of leadership commitment are all significant causes of the failure of IPMS.

5.8: Strategies for Improving Performance Management and Staff Performance

Qualitative and quantitative data was used to achieve the fourth objective of the study, which was to explore the strategies for improving performance management and staff performance in Ghanaian university libraries. The study firstly sought the strategy to improve performance management and secondly the strategy to improve staff performance from respondents. Two multiple response questions were posed for the quantitative aspect. The data was analysed using descriptive analysis and is presented in Tables 5.18 and 5.19 below.

Table 5.18: Strategies for improving performance management in Ghanaian university libraries

Strategies	Frequency	Percentage (%)
Provision of resources and logistical support	97	44.4
Regular training and development in PMS	94	43.1
Overall appraisal of the libraries	88	40.4
Regular staff appraisal	83	38.1
Enhancing technical competence of librarians	81	37.2
Involvement of human resource experts	76	34.9
Access to information	74	33.9
Specify others	5	2.3

Source: Field data, Amoah (2021).

The data analysed revealed that, out of the 218 respondents, the majority of 97 (44.4%) stated the provision of resources and logistical support as cardinal strategies for improving performance management in libraries. Regular training and development in PMS followed, 94 (43.1%), and

overall appraisal of the libraries had 88 (40.4%). However, five (2.3%) of the respondents chose the option 'others,' which was the lowest of all the responses. The 'others' referred to by this category of respondents as strategies for improving performance management include job creation, employee involvement, and empowerment of employees in decision making.

Responses obtained from qualitative data on the strategies that could be employed to ensure high levels of working standards and achieve set targets in performance management indicate the following:

LIB8:

Properly laid down and written policies that all staff are aware of, good reward system and regular staff performance appraisal.

LIB3:

Everybody should be consulted to have a good performance policy, and there should be training of librarians on most human resource concept. Performance appraisal should also be done regularly and effectively

LIB2:

Adopting good strategies for high performance is key. Regular staff training, better leadership styles and good communication between leaders and subordinates.

The issue of training is essential in enhancing performance as a strategy. Some of the factors that can be implemented to improve performance management in libraries may be influenced by a well-documented policy that has the resources to be implemented.

To further understand respondents' views on improving performance, the researcher asked a second question about the strategies used to improve staff performance in university libraries in Ghana. The data revealed staff motivation as the most efficient strategy, 96 (44.0%), regular staff training as the second most efficient, 93 (42.7%), and regular performance monitoring as the third most efficient, 88 (40.4%). Only 12 (5.5%) of the respondents indicated the organisational culture in libraries as a strategy for improving staff performance. No respondents chose 'others.' See Table 5.19 below.

Table 5.19: Strategies used to improve staff performance in academic libraries in Ghana

Strategies	Frequency	Percentage (%)
Staff motivation	96	44.0
Regular staff training	93	42.7
Regular performance monitoring	88	40.4
Regular provision of performance feedback	86	39.4
Job rotation	82	37.6
Effective job design	72	33.0
Access to information	18	8.3
Organisational culture	12	5.5

Source: Field data, Amoah (2021).

The interview participants shared their views on the various approaches that could be employed to ensure high working standards and achieve set targets in performance management.



Figure 5.9: Strategies for improved performance management.

The quantitative phase results agree with those from the qualitative phase. On the whole, respondents were emphatic on staff motivation, proper systems, regular training and better leadership styles as some central stimulants for increased performance. However, during the interviews, it was noticed that, while interviewees (library management) considered factors associated mainly with policies, quantitative responses (staff) saw motivation as a major factor for high performance.

5.9 The Fourth Industrial Revolution (4IR) and its Effect on Staff Performance in Ghanaian University Libraries

As the world is currently experiencing technological development such as the Internet of Things (IoT), artificial intelligence, robotics and 3D printing, the provision of information by libraries to clients has also witnessed a new trend. Libraries have adopted several strategies to continue to exist in this era. Therefore, assessing the performance of library staff in this era cannot be overemphasised. One of the study's objectives was to determine how these technologies have affected or are likely to affect library staff performance. How is the performance of librarians being managed for libraries to provide timely and adequate information to their clients? This and many other questions were posed to elicit data from questionnaire respondents and interviewees.

5.9.1 Awareness of 4IR

First, the awareness level of questionnaire respondents was sought. Data revealed the majority 156 (71.5%) were aware of 4IR, with 13 (6.0%) having no idea about it. Data is presented in Figure 5.10.

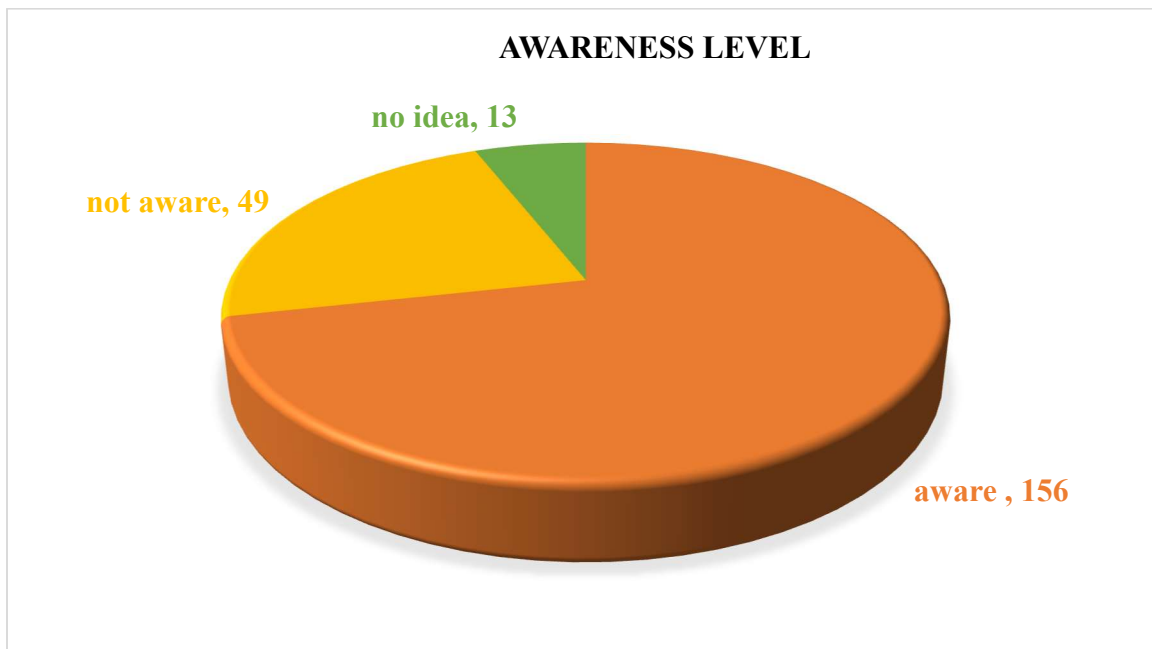


Figure 5.10: Awareness level of 4IR by respondents.

5.9.2: 4IR technologies

Respondents were asked to choose or indicate the exact 4IR technology or technologies of which they were aware. This multiple response question gave respondents the latitude to select as many as applied. Eighty (36.7%) respondents had heard of IoT, followed by cyber security and cloud computing with 70 (32.1%) and 69 (31.1%), respectively. Fuller details are shown in Table 5.20 below.

Table 5.20: Respondent’s awareness of 4IR technologies.

4IR technologies	Frequency	Percentage (%)
Internet of things (IoT)	80	36.7
Cyber security	70	32.1
Cloud computing	69	31.7
Robotics (artificial intelligence)	68	31.2
Sharing economy	53	24.3
Augmented reality	24	11.1
None of the above	20	9.2
Others	3	1.4

Source: Field data, Amoah (2021).

5.9.3: 4IR technologies used by respondents’ libraries

The study further sought to enquire from respondents which of the 4IR technologies mentioned in Table 5.20 were used in their respective libraries. The results revealed that, out of the 218 respondents, the majority 75 (34.4%) used the internet of things, 64 (29.5%) used none of them showing that they are aware of the 4IR technologies, but their libraries use none of them. A considerable number of respondents, 31 (14.2%), stated they had no idea what was used in their libraries. The rest of the data is presented in Table 5.21.

Table 5.21: 4IR technologies used by respondents' libraries.

4IR technologies used by respondents	Frequency	Percentage (%)
Internet of things (IoT)	75	34.4
None of the above	64	29.5
No idea	31	14.2
Cloud computing	19	8.7
3-D Printing	13	5.9
Sharing economy	8	3.7
Cyber security	7	3.2
Others	1	.5
Robotics (Artificial Intelligence)	-	-
Augmented reality	-	-
Total	218	100

Source: Field data, Amoah (2021).

Interviews with head librarians revealed the internet of things, cyber security, library management system and 3-D printing as the 4IR technologies in use. The interviewees indicated that libraries have to change to always keep abreast with the times, thus embracing the 4IR technologies.

LIB9:

Whether it's the library or any other organization, you have to make sure you meet the demand of the time. The way business was done many years ago is different

The way we used to look for information: those times when you are in Tamale doing research, you have to come down to Balme Library, now we don't do that anymore. So, the library must meet the demand of the time and must meet the people.

LIB2:

Information behaviour has changed, library spaces have changed. Gone are the days when you go to the library and not expected to talk, but now, we have social spaces. You go to Libraries; they have television and DSTV so you can watch. It means it's changing, so libraries must meet the users' needs for every particular time. If your library cannot do that, your library will be obsolete, and people won't come.

LIB1:

Okay. I think we are talking about cloud computing. Cloud computing allows us to host our data not necessarily on a local server, but a server on the internet and will not be the only people who have access to it, therefore, reducing the cost involved in hosting our data so cloud computing is applied.

Then we have the internet of things; we are using RFID, which is an application of the internet of things. All our books have a device in them that uses a sensor, and wherever the book is, you can always track it. So that is an application of the internet of things.

Then cyber security; you saw how biometric devices are all over the place, both in the library and around the University. It's an application of cyber security.

So, I would say yes, Cloud computing, the Internet of Things, Cyber Security, and sometimes Robotics as well.

Both qualitative and quantitative responses indicated the internet of things (IoT) as the major 4IR technology used in almost all the libraries. This was followed by cyber security, 3D printing and cloud computing. It was quite interesting to note that some libraries did not have any of the technologies at all, despite the advancements in technology and the changing needs of the clients.

5.9.4 Preparation of libraries for the implementation of innovative trends

Having ascertained the level of usage of 4IR technologies among respondents, the study sought to find out how ready and prepared the libraries are to implement these innovative trends. The findings elicited are presented in Figure 5.11 below.

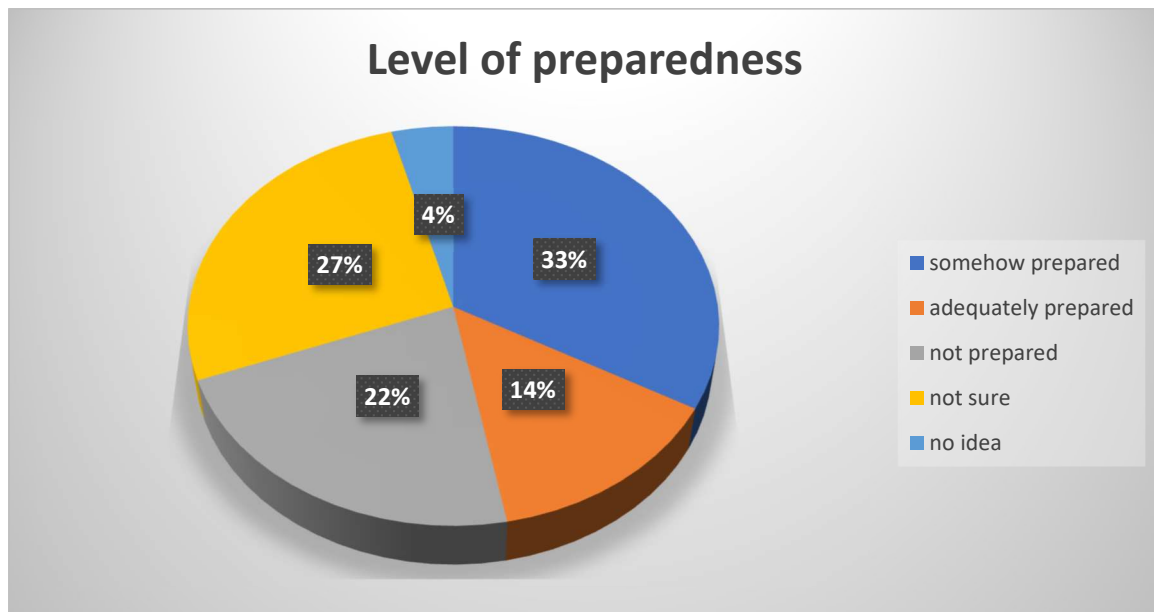


Figure 5. 11: Preparation of libraries to implement innovative trends.

The majority, 72 (33.0%), of the respondents stated their libraries are somehow prepared to implement the innovative trend. A further 30 (13.8%) indicated their libraries are adequately prepared, and 48 (22.0%) said their libraries are unprepared for these innovative trends.

In a quest to confirm the quantitative findings, the researcher posed the same question to the qualitative respondents. Data is present in Table 5.22 below.

Table 5.22: Qualitative responses on the library’s preparedness for the implementation of new trends

Librarian	Indication
LIB1	<i>We are all prepared, but we need to add more of the 4IR technologies.</i>
LIB2	<i>Not all that prepared because we are now reorganising our library because of the transition.</i>
LIB3	<i>We are very prepared; of course, we may have to put in more effort to ensure its effectiveness.</i>
LIB4	<i>Not adequately prepared but would love to use some of those technologies for effective service delivery.</i>
LIB5	<i>We are prepared and need to upgrade some technologies and also acquire new ones as well as new training for staff members.</i>
LIB6	<i>We are very prepared. Ready to purchase as well as upgrade to meet new demands.</i>
LIB7	<i>Not very well prepared, because it is mostly a mining and technology university, the university management’s attention is not fully on the progress of the library.</i>
LIB8	<i>We do not have all it takes, but we are prepared to adopt new technologies to continue to stay in the information business.</i>
LIB9	<i>We are not very prepared, but we are ready to upgrade and use some technologies that will change the face of the library.</i>

From both quantitative and qualitative responses obtained, it could be realised that the majority of the libraries were not adequately prepared to implement 4IR technologies. Only a few (14%) respondents in the quantitative phase indicated their libraries were well prepared. Only KNUST and UG librarians could indicate their libraries’ preparedness to implement the new 4IR technologies.

Knowing how to use technologies associated with 4IR is crucial because it helps to increase the performance of staff and the overall performance of the library. In the quest to ascertain more in-depth information from respondents on 4IR, the researcher sought to find out their knowledge or technical knowledge on operating in the era of 4IR. The relevance of library staff in the deployment of 4IR technologies by Ghanaian Universities and whether librarians have the necessary equipment

to navigate effectively in the 4IR era. The data were analysed using descriptive and is presented in Table 5.23 below.

Table 5.23: Relevance of library staff and the necessary knowledge to operate in the era of 4IR

4IR question		Frequencies	Percentages (%)
Necessary knowledge to operate 4IR	Not sure	106	48.6
	Yes	64	29.4
	No idea	27	12.4
	No	21	9.6
	Total	218	100.0
Role of library staff in the phase of 4IR	Very relevant	128	58.7
	Somehow relevant	61	27.9
	Not relevant	13	5.9
	Not sure	16	7.3
	Total	218	100.0
Necessary equipment to perform effectively in the 4IR era	Somehow	85	39.0
	Not sure	77	35.3
	Very sure	36	16.5
	No idea	20	9.2
	Total	218	100.0

Source: Field data, Amoah (2021).

From Table 5.23 above, the findings revealed that most library staff, 106 (48.6%), were not sure that they had the necessary knowledge to operate in the 4IR era. Respondents were further questioned on the role of library staff in the face of 4IR. Data obtained revealed that the majority, 128 (58.7%), think that the role of the library staff will always remain relevant in the era of 4IR.

Only 13 (5.9%) indicated that the role of librarians would not be relevant in the phase of 4IR. Furthermore, since the 4IR is a technological shift, the researcher asked respondents whether librarians have the necessary equipment to perform effectively for the libraries' goals to be achieved in this era. The majority, 85 (39%), chose the option 'somehow'. This means librarians somehow have the necessary equipment to perform effectively in the 4IR era.

Interviews on the issue of relevance also revealed that library staff will still be needed in this 4IR era; the only difference would be a change in their work routines. Staff have to constantly learn to keep abreast with time to be relevant in this era.

LIB1:

Very relevant, it has rather become more challenging these days and our importance is even needed the more. The reason is that, when you talk of getting information on the internet these days - what kind are they getting? Is it not popular sources? But users are not supposed to even use popular sources; they are supposed to be using scholarly resources, and we [librarians] have what it takes to be able to help them with that.

LIB6:

It's a hard thing. I know some people like Vice-Chancellors and other big people will say, "Why do you need a library when you have Google?"

I think only if we make ourselves relevant, if we can show to people that, look, we are relevant to the faculty, supporting their research, supporting their access to effective scholarly communication, increasing their visibility, increasing local content. That's it. You make yourself useful; you make yourself relevant.

LIB7:

The library will forever remain relevant. The approach will change.

LIB5:

*The system is changing; like I told you, everything changed upon technology.
The people will be relevant when they update. There will be so many other things that we were not doing that we will need to do.*

5.9.5 How 4IR is affecting staff performance and service delivery in libraries

Tables 5.24 and 5.25 represent findings on how the introduction of 4IR has affected staff performance in respondents' libraries and how 4IR has affected library service delivery. For the first question (4IR and staff performance), it was surprising to see the majority, 92 (35.7%), of the respondents indicating that they have no idea whether 4IR affects staff performance or not, as seen in Table 5.25 below. Data in Table 5.25 revealed that the majority, 71 (47.0%), indicated that they have no idea of how 4IR has affected staff performance, and 20 respondents stated that 4IR makes service delivery fast and effective. The remaining findings are illustrated in Tables 5.24 and 5.25 below.

Table 5.24: How 4IR has affected staff performance

How 4IR has affected staff performance	Frequency	Percentage %
No idea	92	35.7
Fast and effective service delivery	66	25.7
New ways of operations	58	22.5
High performance	32	12.5
Others	9	3.6
Total	257	100.0

Source: Field data, Amoah (2021).

Table 5.25: How 4IR affected service delivery

How 4IR has affected service delivery	Frequency	Percentage %
No idea	71	47.0
Improved service delivery	50	33.1
Quick access to information	16	10.6
Information is now on smart devices other than libraries	11	7.3
Increased virtual libraries	3	1.9
Total	257	100.0

Source: Field data, Amoah (2021).

The same question was posed to librarians to discover the impact of these innovative technologies on service delivery in libraries. Some of the responses are shown below:

LIB8:

Beyond that, there is a wider reach to patrons, especially those in remote areas, and apart from that, repetition of processes has also been reduced.

LIB5:

There is improved security all over the place through the use of biometric devices.

So 4IR has improved the performance of our university.

LIB4:

It has made service delivery effective and efficient. It has affected it positively.

LIB2:

Yeah, positively. In the sense that, if for nothing at all, there is the ease of performing the traditional roles that we used to do. They have now become faster. For instance, there is no need to go to the shelves to identify a book.

The RFID will help you identify a book faster wherever you are. Is it not good? It is. There is improved networking, and OPAC confirmation is all improved, so you can sit somewhere in a remote area and find out whether the material is available or not.

While most of the quantitative respondents did not have an idea of how 4IR affects staff performance in libraries, interviews also revealed that 4IR has a positive impact on the performance of librarians. It has also led to the effective and efficient delivery of library services. Because there is a broader reach to patrons and improved security of our information sources and the library premises as a whole, these views corroborated those provided by some quantitative respondents who had an idea of what this particular question required. Some quantitative respondents stated improved service, quick access to information and an increase in virtual libraries as some of the positive impacts of 4IR on libraries.

5.10: Recommendations for Adopting an Integrated Performance Management System (IPMS) in Ghanaian University Libraries

Another section that was not part of the main objective of the study was also studied to solicit views from respondents on the measures library management needs to adopt for the effective implementation of an IPMS. Even though it was not part of the main objectives of the study, it was essential to know the various recommendation from both quantitative and qualitative respondents. The quantitative data are shown in table 5.26 below:

Table 5.26: Measures that library management should adopt for effective implementation of IPMS

Recommendations/Measures	Frequency	Percentage %
Training on new roles for staff	66	25.5
No idea	42	16.2
Proper orientation for staff	35	13.5
Constant monitoring and clear job description	30	11.6
Proper staff remuneration	28	10.8
Policy design development	21	8.1
Acquisition of new technologies	18	6.9
Others	14	5.4
Adopt proper integrated IPM	5	1.9
Total	259	100.0

Source: Field data, Amoah (2021).

When asked about the significant recommendations associated with the adoption of integrated performance management systems in university libraries, the interviewees noted the following:

- Capacity building by training library staff on the PMS concept.
- Proper integration.
- Adequate training of librarians on the IPMS concept.
- Effective monitoring.
- There should be proper gathering and documentation of information regarding IPMS and regular review to fill future gaps.
- Staff motivation on the reflection of performance and salary increment, assessors' remarks should be included in corrective measures, and attention should be paid to it.
- A bottom-up approach to ensure participation.
- Provide infrastructure and technological resources.
- Set SMART goals and proper monitoring systems.

Interviewees also commented on the steps to implement the recommendations, such as developing a framework by well-scrutinised systems and involvement. Some of the participants in the interview indicated that the works of assessors should be taken seriously and attention paid to training library staff. Beyond the suggestions on the recommendation, some steps have to be followed to ensure successful adoption. The case of document review by data collection and analysis should be ensured.

5.11 Chapter 5 Summary

Even though library staff had good knowledge of KPIs, almost all the libraries did not have a documented KPI of which staff were aware. Clearly stated KPIs were unavailable in the libraries, making performance measurement difficult. The assumed KPIs were also different from library to library. Libraries were somewhat effective in achieving their goals. None of the libraries had a clearly stated performance management system. Most of the libraries relied on the PMS of the entire university. Participants accepted the need for the PMS for the library. Most of the libraries misconstrued performance appraisal as a performance management system. Appraisal was the primary technique used to assess staff performance in all the libraries. The performance management processes of the libraries were not effective because there was an incongruence of organisational strategies and the absence of an integrated performance management system. A significant cause of the failure of PMS was inadequate knowledge of the concept. Training and adopting an IPMS was an important strategy for improving all-around library performance. Most staff had a fair knowledge of the 4IR concept. Some libraries used some of the technologies associated with 4IR, such as the internet of things, cyber security and 3-D printing. However, some libraries did not have the required technologies to operate in the 4IR era. Librarians acknowledged that they needed more training and equipment to function in the era because their role is relevant, even in this technological shift. The 4IR has rather positively affected staff performance. The duties of librarians could be refined to improve performance, lead to fast and effective service delivery and new ways of operation. It has also led to increased virtual libraries and social spaces in libraries. The following chapter discusses the findings presented in this chapter.

CHAPTER SIX

DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

6.1 Introduction

The research findings presented in the previous chapter are discussed and interpreted. The discussion and interpretation provide insight and perspectives into the research findings, bearing in mind the purpose of the study, which was to investigate the performance management practices in Ghanaian university libraries to develop a framework for implementing an integrated performance management system for academic libraries. This chapter summarises the research findings and highlights the crucial factors and themes to make sense of the data. It critically analyses and discusses the data concerning relevant literature to elucidate the deeper meanings of the responses and to comprehend the phenomena of integrated performance management systems among Ghanaian university libraries.

The questionnaire and interview are re-categorised and analysed in this chapter, with each related to the topics in Chapter 5 and details to clarify the relationships provided. Each of these themes is linked to a distinct research issue, and they have been described to ensure that the interpretation and discussion are meaningful, consistent and clear. The following headings were used to guide the discussion:

1. The categories of key performance indicators in university libraries.
2. The performance management systems/practices in Ghanaian university libraries.
3. Factors that influence performance management and staff performance in Ghanaian university libraries.
4. Strategies for improving performance management and staff performance in Ghanaian university libraries.
5. Effect of 4IR on the performance of Ghanaian university libraries.
6. Challenges to the use of an integrated performance management system in Ghanaian libraries

6.2 Background Information

The background information of the participants was required to create a profile that would provide credibility to the views represented in the data. Studies have indicated that people's worldviews are influenced by their social backgrounds. Various scientific disciplines, for example, have discovered that attitudes on a wide range of problems change between age groups. There are frequent variances in viewpoint among responders with varying degrees of education. Furthermore, education level- which is typically queried as "the greatest degree of education completed"- is frequently employed as a proxy for income. It is thus argued that educational level provides an indication of a respondent's income or more broadly, their socioeconomic standing (Dobronte, 2013). In this sense, the socio-demographic features of respondents were the focus of this study.

Even though background information was not one of the specified objectives of the study, it was necessary to evaluate the integrated performance management system concerning university libraries and staff performance and understand and discuss the study findings. The respondents' or participants' background information improves the validity, credibility, reliability, and trustworthiness of their responses in any study. The background data of respondents comprised their university, gender, age, section, educational level, rank and years of experience on the job.

Universities of respondents and participants were included to ensure that all universities selected for the study were properly represented. Most respondents came from KNUST. This was due to the availability, readiness and willingness of the library staff to participate and provide insights to aid in the completion of the study and help improve the library and staff performance as a whole. The study recorded both male and female participants throughout the study. However, more males (58%) than females participated. The gender of respondents was included to ensure a fair representation of both genders in the study. Males dominated because, throughout the study, it was found that there were more male staff than females in the various universities showing some form of gender disparities. Pertaining to age, most of the respondents were in the age bracket 35-39 years. Looking at how libraries are now moving away from analogue to digital operations, the youth of librarians is necessary because they are easily exposed to the use of modern technologies and can quickly adapt to new ways of doing things.

In addition, respondents of various university libraries that took part in the study came from different sections cutting across cataloguing, digital, reference and acquisition, among others. The majority (35%) of the respondents belonged to the reference section. Another background information considered was the respondents' highest level of education. The majority (45%) of the total respondents had a bachelor's degree as their highest level of education. Participants' ranks were included to guarantee that all staff positions partook in the study. Most of the respondents (65%) were in senior staff positions.

The years of service were employed to indicate the number of years the participant worked in the university library. Results show that the years of experience of participants ranged from one to 40 years and the year bracket with the highest respondents was 10-20 years, with 51% of the total respondents.

The respondents' background information provided diverse but representative perspectives and ideas about the integrated performance management systems concerning library and staff performance in Ghanaian university libraries.

6.3 Categories of Key Performance Indicators (KPIs) in University Libraries

Libraries accomplish their vision by identifying and managing objectives. All library stakeholders and clients always expect high service quality which is realised using strategic planning associated with KPIs (Holmes & Parson, 2016:25). Strategically oriented PMS measurements include key performance indicators that quantify productivity, effectiveness, quality and efficiency of the organisation's actions to control, manage, monitor and perform tasks (Mohammad, 2018; Popovič et al., 2018). As navigational tools, KPIs show how well a library performs regarding its goals and objectives. For example, many libraries only collect usage statistics and publish them as KPIs. Such statistics cannot monitor a library's performance and should not be seen as KPIs, even though they may be useful for some other purposes. Library management has traditionally found it difficult to establish KPIs for libraries (Holmes & Parson, 2016:25). Therefore, library management must shift their focus from inputs and outputs to outcomes and impacts to analyse the impact, which has become more frequent in recent years. It is necessary to focus on the outcomes of the library to analyse impact and value because neither the extent of library usage nor the quality of its services

provides proof of the impact that libraries have on their users. This made it crucial for this study to audit the KPIs in Ghanaian university libraries. With this objective, this study inquired into several aspects, such as the level of understanding of KPIs by respondents and aligning the library's mission with KPIs and KPIs used by the libraries.

6.3.1 Knowledge of respondents on Key Performance Indicators (KPIs)

This study established that nearly three out of four respondents (n:158, 72.5%) had good knowledge of what KPIs entail. According to the description of KPIs by Vellmirovic et al. (2010), organisations use financial and non-financial indicators to testify to the achievement of long-lasting goals. Further, Smith (2001) describes KPIs as processes that tell where performance has been in the past, where it is now and, perhaps more usefully, where it is likely to be in the future. The finding of this study agrees with these views because participants described KPIs as measuring library success and tracking the performance of the library/staff against targeted objectives. KPIs, being an expression used to characterise all qualitative and quantitative activities to assess the value of those activities (ISO 11620, 2018), need to be well known and understood, especially by those who enable an organisation to achieve them. Thus, the general knowledge by respondents of this study is a good start towards implementing such KPIs in Ghanaian University libraries.

6.3.2 Alignment of library's mission with Key Performance Indicators

Like other institutions or organisations, libraries need performance standards or systems to function effectively. But libraries would not perform well if these performance standards were separated or not linked to the mission and vision statement of the libraries. This implies that, when choosing a library's performance indicator, the first step would be to base it on the library's mission and goals (Sahak & Omar, 2012:9). According to Letsoalo (2017: 17), planning is a critical component of libraries done by top management and employees. The vision and mission statements of the library are set during the planning phase, and they should not depart from the primary institution or organisation (Letsoalo, 2017). This demonstrates that the mission and vision statements cannot be separated from the library's primary purpose. The library realises its purpose and improves performance when its vision and mission statements are married to its performance

systems. As described by Sahak and Omar (2012: 9), the first step to consider in choosing KPIs is basing the indicators on the mission and goal of the library. It is necessary to indicate the reason that informed the choice of a particular KPI. According to De Carvalho et al. (2012: 299), the planning phase of the process provides a clear description of the job and what the library is expected to achieve at the end of the academic year.

However, this study revealed that many of the respondents had no idea whether their library's mission and vision statements were aligned to their KPIs or not. This is worrisome as it has negative implications for the library's performance. This is because, according to the staff at the KNUST library, their inability to identify and align their work with the mission and vision statement of the library is an indication that they will not know the kind of tasks to execute to achieve its goals and objectives. Suggestions by Sahak and Omar (2012: 9) indicate that all library staff must be involved in the selection and determination of KPIs, which implies that they should be cognizant of the KPIs and how each one relates to the mission/vision of the library. Staff need to know what is expected of them from the perspective of the mission, vision and KPIs. Library staff need to clearly understand the KPIs to add value and ensure a significant contribution to the process of achieving them (Poll & Boekhorst, 2007).

6.3.3 Clarity and measurability of KPIs in libraries

This study revealed that most of the respondents, 88 (40%), had no idea whether or not their KPIs were clear and measurable (Chapter 5, part 5.5.4). Even the head librarians interviewed disclosed the unavailability of clearly stated KPIs in their respective libraries. Having clear and measurable KPIs in libraries is important to achieve good performance. Brophy (2006: 4) argues that, even though there are no universally accepted KPIs for libraries, clear and measurable ones are essential for progress and good performance. According to Poll and Boekhorst (2007), libraries need to select clear performance indicators that correspond with their goals, mission and objectives. However, this study revealed otherwise, with only 16% of the respondents stating their library's KPIs were clear and measurable. This finding agrees with Appleton's (2017) statement that library management traditionally finds it difficult to establish clear and measurable KPIs. This finding was adequately corroborated by interviewees who disclosed the absence of clearly stated KPIs.

Some of the reasons given were that most library management did not know of KPIs, and some were yet to develop them.

6.3.4 Relevance of KPIs for university libraries

Several studies have shown that relevant KPIs determine organisational goals and objectives, and university libraries are no exception. Rolstades (2017:10) describes performance as achieving organisational objectives in all management fields (management control, general politics, human resources management).

According to Abu Eid and AlEraidi (2008), KPIs in libraries are specifically developed to measure library performance. Therefore, relevance has to do with the extent or level to which the KPIs can achieve this measurement. Abu Eid and AlEraidi emphasise that the application of KPIs is essential in increasing the satisfaction level of users and improving library performance. Rolstades (2017: 12) proposed that KPIs ensure the success of workers in terms of attaining their goals and the overall goals of the organisation. This further implies that relevant KPIs have to be related to the staff's personal goals, which, in turn, need to be anchored on organisational goals.

The findings of this study revealed and validated the fact that KPIs are relevant in measuring performance. This is because the study respondents indicated that KPIs are relevant in encouraging high performance and assessing staff performance. Respondents further indicated that libraries with clear and measurable indicators could improve the performance of their staff, which translates to achieving the library's goals and objectives.

This study also revealed that the majority of the respondents believe KPIs are relevant for tracking staff progress in university libraries. This study confirmed findings by Tandoh (2011) that clear records or KPIs from the previous year's review are imperative to track employees' progress in the year, thus asserting that KPIs help track progress. Tandoh (2011) elaborates that, during the review stage of ascertaining past performance regarding whether individual and organisational goals were achieved or not, lessons can be learned and new KPIs developed to guide employees in their quest to work towards achieving organisational goals and objectives. According to Lonsdale (2018: 315), after giving workers the platform to work, management would have to do a complete appraisal based on the KPIs set for them and the library facility to determine whether or not they are on track. In other words, KPIs are relevant in university libraries to determine whether

set goals have been achieved or not and offer feedback relevant for the next cycle of performance management to commence.

This study also revealed that the relevance of KPIs is for monitoring and evaluation (M&E). About 26% of the respondents revealed that M&E is an integral part of every organisation, including university libraries. Hence, appraisal systems are put in place in their libraries to monitor, evaluate or review and offer feedback for subsequent years of performance management. According to Grund and Sliwka (2009: 205), performance monitoring involves a series of tasks that measure current performance, determine and identify gaps between current and expected performance levels or results, and identify and plan solutions to plug any identified gap. This ensures the application of solutions borne out of collective activities and can effectively close identified gaps. Diamantidis and Chatzoglou (2019: 190) also revealed that monitoring performance effectively ensures that workers perform creditably. Therefore, effective monitoring and evaluation based on set targets or KPIs are the keys to attaining high organisational performance and hence the findings of the study are in line with existing studies (Grund & Sliwka, 2009; Diamantidis & Chatzoglou; Armstrong, 2006).

Some respondents indicated that KPIs are relevant for self-assessment and boosting library image. However, the bottom line is that KPIs are relevant for improving staff and library performances to meet organisational goals and objectives. Therefore, for libraries to achieve this, they should develop effective and clear KPIs capable of tracking performance progress, monitoring and evaluating performance and offering feedback relevant for organisational growth and development.

6.3.5 Reasons for the effective or ineffective achievement of library objectives in terms of service delivery

The delivery of services in libraries is not a standalone system or variable. Effective or ineffective service delivery depends on other key variables ensuring the performance or delivery of services in university libraries. As shown in Chapter 5, Table 5.11, most of the respondents in this study verified that inadequate resources, poor leadership style, low motivation, poor working conditions, staff laziness, and insufficient staff account for the lack of achievement of library objectives with

regards to service delivery. Some asserted that the conditions or reasons for effective delivery of services in their libraries include well-organised sections, clear objectives or KPIs and regular performance measurement.

Other scholars have identified several reasons for the effective or ineffective attainment of library objectives. These include shortage of resources (Ahmed & Othman, 2017:13; Ombaka et al., 2015:13), leadership style (Orabi, 2016:94; Erkutlu, 2008:12; Gomeda & Lee, 2020:17; Seblewongel, 2016:29), rewards and motivation (Pukakosand, 2019:147; Yesil et al., 2013:433; Yasmien et al., 2013:939) and direction and performance (Ng'ang'a et al., 2016:19; Nel et al., 2012:17).

Ombaka et al. (2015: 13) contend that, for organisation to achieve exceptional performance or improved service delivery, it depends largely on the quantum of resources under the organisation's control. Ahmed et al. (2017) and Orabi (2016) defined organisational resources as competencies, knowledge, assets, and measures that inspire the organisation to take strategic management decisions for growth. These variables are seen as organisational resources. Lack thereof can lead to ineffective service delivery, and libraries are no exception. The findings of existing studies support the claims made by some of the study respondents that inadequate resources are a significant factor for ineffective service delivery. These resources include financial, human, and material resources and explain why several respondents complained of insufficient staff as a reason for the inefficient delivery of services in their libraries.

Respondents in this study (Chapter 5, Table 5.11) revealed that poor leadership was also a challenge facing the effective delivery of library services. Leadership is critical as far as employee performance is concerned. Good and effective leadership ensures that staff perform highly. In other words, the kind of leadership skills or styles can influence organisational performance. If an effective leadership style is practised or exhibited, performance will improve. According to Erkutlu (2008), strong leaders show transformational leadership skills, and they can outperform to generate higher performance than other leadership styles. There is, therefore, no doubt that poor leadership has an adverse effect on service delivery in libraries. In other words, the findings of Erkutlu show that poor leadership is a major reason for the ineffective achievement of library objectives in terms of service delivery. Erkutlu et al. (2020) also asserted that transformational leadership provides the innovativeness required for the modern business environment. They added

that the transformational leadership style capacitates employees and improves their performance in an attempt to enhance organisational performance and sustain continued survival.

According to Podsakoff (2009), good or transformational leaders ensure and maintain quality and effective leader-follower relationships that allow them to influence their followers' performance positively. Unlike poor leadership style where there is no positive correlation between leaders and their followers, Tsigu and Rao (2015) revealed a 5% significance level that transformational leadership and employee performance have a positive linear correlation. According to Anfo (2017), the transformative leadership style is the most appropriate for carrying out duties in Ghana's tertiary institutions. The study's hypothesis was based on a comparison of transformational and non-transformational leadership styles and revealed that such leadership style is best in ensuring that duties are executed, and services are delivered appropriately.

Respondents in this study further revealed that inadequate motivation results in ineffective service delivery within libraries. They added that there is no form of incentives or remuneration offered to employees, making the conditions of service very poor. According to Mustapha and Ali (2019), rewards or motivations are the due recompense employees receive from their organisations in consideration for their service. According to Pulakos and O'Leary (2019), rewards stimulate and encourage employees and employers to challenge themselves and achieve set goals while cooperating with others in a harmonious work environment. It is, therefore, believed that rewards or motivations stimulate higher levels of satisfaction and performance, and employees have more interest, excitement, fun, and confidence in performing tasks. This is corroborated by the findings of this study (Chapter 5, Table 5.11) which show that poor or inadequate motivation leads to poor service delivery. Every employee needs to be motivated to give their best and ensure that they effectively deliver their tasks or services; they should be motivated enough to carry out their duties.

6.3.6 KPIs used by university libraries in Ghana

Critical success variables must be monitored and measured routinely by using performance indicators. Performance indicators should demonstrate what is being accomplished at a glance. Strategically oriented PMS measures integrate key performance indicators to measure quality, productivity, effectiveness and efficiency of actions undertaken by the organisation to control, manage, monitor and accomplish the activities (Mohammad, 2018; Popovič et al., 2018). Appleton (2017) indicates emphatically that library management has traditionally found it difficult to

establish KPIs and have instead tended to measure the unmeasurable. University libraries must be specific about having social well-being or inclusion outcomes to demonstrate their societal influence. KPIs must reflect both the service quality and the advantages of using it. However, as Appleton (2017) indicated, there is no universally accepted approach for measuring many parts of the library and staff performance. However, one method is to measure performance against strategic objectives.

It was realised from the responses obtained that the majority of the libraries (77.8%) did not have clearly stated KPIs that staff were aware of, and the assumed KPIs also differed from one library to the other. This confirms the assertion by Poll and TeBoekhorst (2007) about the missing nature of how to determine, develop and use KPIs in libraries and highlights that each library may have unique concepts of quality different from other libraries. Therefore, measures should be selected based on the peculiar concept of each library. Even though there is no universally accepted list of KPIs, the International Standard Organisation (ISO11620: 2014) provides guidelines and standards that must be followed to set clear and measurable KPIs for all types of libraries. Libraries must then follow the guidelines provided by ISO and IFLA to develop and implement KPIs for high performance in libraries. Although there may be disparities in the KPIs of each library, some of the common ones indicated in the study are:

- Punctuality.
- On-time delivery of tasks.
- Involvement in teaching and learning.
- Staff contribution to research.
- Number of books catalogued.
- Staff participation in academic programmes.
- Development of new ideas.

To alleviate the problem of inconsistencies in setting KPIs, the International Standard Organisation (ISO 11620: 2014) developed a standard for developing KPIs for libraries, as indicated earlier in Chapter 1, Section 1.1.2.1.

6.4 Performance Management Systems or Practices in Ghanaian University Libraries

PMS is a means by which better results are achieved in all organisations. Moullin (2017) asserts that performance management requires planning, managing, and continually reviewing performance for effectiveness in the organisation. The main objective of a performance management system, as identified by Sales (2019), is to ensure managers, employees, and other stakeholders take the necessary action to achieve the organisation's goals. Specific systems or practices need to be in place in libraries to entice employees to give their best and perform extremely well. Five of these actions or practices were considered crucial for the success of performance management in libraries. These are policies, performance standards for all categories of staff, strategies for improving staff performance in libraries, techniques used to identify gaps and effectiveness of the library's PMS and are discussed below.

6.4.1 Performance management system (PMS) policy

Several studies stipulate the importance of PMS policies as a tool for effectiveness at the individual and the organisational level. A well-written policy serves as a reference point for all employees and management of libraries (Ahenkan et al., 2016: 525). Most of the respondents in this study (84.4%) revealed that their libraries did not have a PMS policy. This conspicuous outcome was confirmed by more than 80% of interviewees who indicated their libraries did not have a PMS policy. A further finding was most libraries used the PMS policies of the whole university, even though the participants had never seen this document. Interviewees acknowledged this absence of the policy leads to low performance and limitations associated with achieving targets. The findings are similar to those of Kaupa and Atiku (2020: 25). They found out in a study on the challenges in the implementation of PMS that the shortage or absence of PMS policy was one main challenge that affected its effective implementation.

PMS policies ought to be well-designed and made known to all categories of staff to guide activities and processes for high performance. Ofosuhene (2013) states that a well-designed PMS leads to highly motivated staff and affects performance positively. Additionally, Ahenkan et al. (2016: 527) assert that PMS is one of the major vulnerable activities which has the potential of thwarting an organisation's performance if not well designed. PMS requires a lot of time and

energy to state and implement all its procedures. In this study, library management acknowledged their readiness to adopt and use a PMS specially designed by the library and for the library. The readiness of an organisation to adopt new strategies plays a significant role in its effectiveness (Shah et., 2017). To further validate his findings, Armstrong (2014) asserted that policies on timely performance feedback, adequate resources, a good reward system, and a good job environment are essential to strengthen staff performance and productivity.

6.4.2 Performance standards for library staff

Setting performance standards for all categories of staff is an integral part of a PMS. In this research, however, quite a significant majority (85.3%) were not sure about the existence of a performance standard for all staff. The statistics obtained showed inconsistencies in the performance management practices in Ghanaian University libraries. The system lacked coherence since various facets that constituted PMS were not known to staff. The study's findings are supported by what Moshoeshoe-Chadzingwa (2010) identified in his study. According to him, employees give their best when employers or management set clear performance standards for each staff category. The two most important assets to every library are the staff and resources. Resources include the financial needs, equipment, policies, technology, and leadership needed to improve the library and its staff performance. Moshoeshoe-Chadzingwa (2010) observes that people should be motivated in terms of salaries, bonuses, career progression, recognition and award, which will encourage them to give their best in making sure the library is placed on a high pedestal. The findings of Moshoeshoe-Chadzingwa (2010) agree with the results of this study as it identified that reward, staff training, and effective leadership are some of the performance systems or practices employed by libraries.

6.4.3 Strategies for improving staff performance in libraries

As a holistic approach, PMS is mainly done to improve staff performance in organisations (Armstrong, 2017). Kaupa and Atiku (2020: 25) argue that PMs primarily focus on achieving improved outcomes by understanding staff performance and managing it within a context of standards, planned goals and evaluating results against the organisation's mission and vision.

Gerrish (2016) and Moulder (2012) reiterate this by stating that PM directs the energies of employees to achieve goals. Strategies put in place by library management are essential for improving staff performance. This study investigated some of the strategies in libraries to boost staff performance. Results from both quantitative and qualitative respondents revealed the following:

- Clear job description.
- Effective and regular staff training.
- Teamwork.
- Proper feedback.
- Effective leadership.
- Good reward system.
- Good communication.
- Clear information.

All the above listed are consistent with statements by Mohammad (2018) and Sales (2019) that identified the various actions organisations need to take to meet overall goals and objectives. Due to these different components that need to be effectively carried out, there should always be a framework or policy to guide all the activities and processes in libraries to ensure high performance (Franco-Santos & Otley, 2018).

6.4.4 Techniques for assessing staff performance and identifying gaps

Sisa (2014: 52) says that the system for evaluating or assessing the output of employees is deemed imperative and a prerequisite for effective performance management in several organisations, and this calls for an effective performance appraisal system. Like other regular or public organisations, libraries also have a system for assessing staff performance against indicators or targets. The main standards to evaluate library staff performance are quantity, quality, cost, output and the time in which these are achieved (Youngjohns, 2009). The study findings revealed most of the libraries (80.2%) used performance appraisal as a tool for staff assessment. This was confirmed by library management during the interviews, even though some also mentioned observation, work output and participation in decision-making.

According to Pavlov and Bounce (2011: 1022), a performance appraisal is a crucial tool for assessing staff performance and provides and integrates all critical information for decision-making as far as institutional performance management is concerned. The essence of performance appraisal in the management planning and control system of organisations is because it is a major tool for bringing about change, improving and managing the organisation effectively and efficiently (Jing & Aver, 2018). As identified in this study, this is similar to the case of university libraries. Hence university libraries in Ghana adopt performance appraisal to assess staff performance and identify gaps. Darfus et al. (2018) contend that performance appraisal is not only considered a tool for managers to engage staff and enhance the performance of individuals or organisations but also to ensure that there is appropriate data for improving the human capital of the organisation. In other words, performance appraisal provides institutions with an avenue by which management seeks to stimulate, encourage and compensate employees for excellent performance while providing relevant information for decision-making regarding organisational growth.

As revealed in this study, another fundamental tool for assessing employee performance in libraries is staff involvement in decision-making. Decision-making is crucial to employee performance as it affects the well-being of employees. As a result, the level of participation of employees in strategic management decisions is imperative to ascertain data on how employees are faring. This study revealed that involving staff in decision-making is important in assessing performance. Contrary to the findings of this study, Moynihan and Pandey (2010: 856) argue that the non-pragmatism of involving every stakeholder in technocratic decision-making in the public sector makes the participatory approach unrealistic at the design stages of the performance management system. This means that it is impossible to involve everyone at the design stage of every project due to certain circumstances. Because of that, the system always appears to be an imposition on employees by top management. Fryer et al. (2009: 489) agreed with Moynihan and Pandey (2010), indicating that the participatory approach has been tagged as illegitimate. It is perceived by staff as beyond the scope of their jobs. It lacks support and commitment from employees due to using a non-participatory approach in some organisations, especially at the design stage.

However, that does not discount the fact that decision-making is a tool for assessing employee performance because respondents revealed that it is an important tool for assessment. The study, therefore, is in disharmony with the findings of existing literature and projects the view that decision-making is a form of assessment of employee performance and should be encouraged in all spheres of life.

6.4.5 Effectiveness of library performance management system practices

Bryson (2018) asserts that the successful implementation of a performance management system is mainly affected by management commitment to issues associated with performance management. Performance management should be holistic and encompassing for effectiveness and high performance in libraries. Organisations use PMS as a vital tool to advance individual and organisational performance, service quality, increased productivity, and operational efficiency. Effectively implementing PMS is essential for improving organisational efficiency and effectiveness.

In a quest to assess the effectiveness of PMS in university libraries in Ghana, the study found out that only a minority (22.5%) indicated the effectiveness of their library's PMS. The remaining respondents (77.5%) were either unsure, somehow sure, or had no idea of the system's effectiveness. Interviewees revealed that it was difficult to know how effective the system had been because the libraries did not have a PMS policy and framework. All nine librarians said that a PMS specifically designed for the library and its sections is needed to uplift its image by quality and effective service delivery. Therefore, they acknowledged the need for effective implementation of all the processes or elements of PMS. Kagari et al. (2010: 107) suggested that effective performance management should include all the processes used by libraries to direct and support employees to work effectively and efficiently to attain the library's mission.

6.5 Factors that Influence Performance Management and Staff Performance

Investigations that have been conducted empirically on the challenges to performance management and staff performance in libraries indicate that, despite the effectiveness and efficiency of the system in achieving high performance, some factors influence its effective implementation (Kurt

& Lutgart, 2013; Vaccaro et al., 2012; Richey, 2017). The key findings of this study from both quantitative and qualitative responses revealed several factors that influence performance management and staff performance in Ghanaian university libraries (Chapter 5, Table 5.16).

These factors include:

- The incongruence of organisational strategies.
- Poor leadership style.
- Inadequate knowledge of performance management or lack of training.
- Inadequate staff motivation.
- Poor job design.
- Absence of commitment from library leadership.
- Insufficient knowledge of the performance management concept.
- Poor communication.
- Absence of information.
- Inadequate interest of top management in the affairs of the library.

The findings of this study are consistent with existing literature, especially on the following factors, lack of training or inadequate knowledge of performance management, lack of motivation, poor leadership style, job design and satisfaction (Hussain & Soroya, 2016; Chatman et al., 2014; Dermol & Cater, 2013; Armstrong, 2012; Song et al., 2011; Ketkar & Sett, 2010; Mahmood, 2009; Lepak et al., 2006).

Poor knowledge of the performance management concept was one of the key factors found in this study to militate against performance management in libraries. A study by Tessmer and Richey (2017: 88) indicated that the competence to use a performance management system is imperative to guarantee the flawless implementation of the system. Tessmer and Richey (2017: 88) add that defining strategic goals and performance indicators, identifying core competencies, undertaking appraisals, providing feedback and performance counselling are all crucial skills required by library management to run a performance management system smoothly and effectively.

Motivation is one of the factors that stood out throughout this study (Chapter 5, Table 5.16). According to respondents, poor motivation results in the low achievement of organisational goals.

This is because motivation is seen as a basic impulse that entices people to act. When it exists, it advances the willingness and ability of staff to work and should not be overlooked. Kyriallidou and Cook (2019: 901) indicated in their study that, for librarians to discharge their duties as expected, they need to be motivated. In this case, motivation refers to any sort of stimulation that encourages employees to put in the extra effort. Motivation is frequently regarded as having a multiplier effect on librarians' capacity and enthusiasm to work. Furthermore, motivation encourages librarians to perform at a higher level, inspires personnel to reach their best potential and breaks down reluctance to change (Latham & Pinder, 2015: 485).

Another factor that stood out from this study was poor job design. Job design is crucial in determining how employees of organisations work. Every library staff member should be responsible for a specific task. When certain people work more than others, it usually leads to conflict and envy. Smart job design, according to Potter (2017: 33), guarantees work rotation and that each employee gets a taste of each activity. An effective job design involves personnel in work-related activities, enhancing employee and departmental productivity as well as organisational success. Additionally, for library staff to work as expected, staff should not feel that some staff are being discriminated against or favoured (Li & Sandino, 2017:35). This explains how significant clear job design is to organisational growth. Unfortunately, there is poor job design in various libraries, which may explain why some cannot achieve their goals. However, for libraries to achieve their goals or targets, there should be a conscious effort to design clear-cut jobs for all employees.

Librarians identified poor leadership style as a factor that influences performance (Chapter 5, Table 5.16). Leadership is vital in ensuring that organisations achieve their desired goals. An organisation without good leadership will achieve low productivity. Good leaders engender good and productive working environments, which lead to high performance. This is supported by Kont and Janston (2013: 521), who state that job descriptions, motivation, feedback and information, direction, leadership, and equipment must all be considered for personnel at diverse libraries to perform above par, just as they must for any other corporate organisation. Good and effective leadership ensures that staff perform and vice versa. According to Erkutlu (2008), strong leaders have transformational leadership qualities and can exceed other leadership styles in generating

higher performance. As a result, there is no doubt that bad leadership has a negative impact on library service delivery.

Gemeda and Lee (2020) argued that transformative leadership fosters the kind of innovation required in today's economic world. They went on to say that this type of leadership style empowers employees and increases their performance to boost organisational performance and ensure long-term survival. Finally, on leadership style, Podsakoff (2009) discovered that good or transformational leaders ensure and maintain a positive leader-follower relationship with their followers to affect their performance significantly.

Poor communication was also one of the militating factors of performance management. Tessmer and Richey (2017: 100) contend that, where mystery surrounds any performance management system, staff or employees tend to resist the outcome of such a programme. Staff would wrongfully harbour the idea that the entire programme aims to target some people, which may cause them to resign. Therefore, it is crucial to make the purpose of the library's performance management known to all staff (Ahenkan et al., 2016: 525).

Finally, the incongruence of organisational strategies, resistance to change and absence of commitment also impedes performance management.

Another aspect of this same objective dealt with the causes of IPMS failure. The causes of failure identified in this study and other research are similar to all the factors that militate against performance management. This is because IPMS is all about the effective combination of all the performance management elements. For example, Schneier (2018: 215), Elena-Luliana and Maria (2016: 5) and Sisa (2014: 73) identified all the factors mentioned earlier as some of the factors that affect the effective implementation of IPMS. The finding of this study is in line with the findings of Ahenkan et al. (2016: 522), Asamany and Shaorong (2018: 46) and Sisa (2014: 51).

6.6 Strategies for Improving Performance Management and Staff Performance

Performance management and staff performance are vital to serving users' needs and achieving the vision and mission of each library. Based on this view, the study sought to find out the various strategies adopted by university libraries in Ghana to ensure that performance management and staff performance are improved.

6.6.1 Availability of resources

This study revealed the availability of adequate resources (material, human, financial and so on) as a strategy for improving performance management and staff performance (Chapter 5, Table 5.18). Respondents indicated that resource availability plays a significant role in ensuring that the library's vision and mission statements are achieved. Other researchers confirm this strategy as revealed in this study. They claim the provision of resources is a strategy for improving staff performance in organisations and hence support the findings of existing literature (Babalola, 2014; Chandrasekar, 2011; Ndagana, 2007).

Libraries in higher institutions of learning, such as universities, play a crucial role in providing data or information for research, leading to the achievement of the vision and mission statements of libraries. According to Nabutto (2017: 55), the availability of resources (information or data) forms the basis for enhancing research, teaching and learning in universities. Nabutto (2017: 56) further indicated that adequate funding is a strategy for improving performance management and staff performance. Funding falls under financial resources and relates to the findings of this study. Libraries with adequate funding need the desired logistics to strengthen or enhance the technical competence of librarians who are always in a good position to achieve their goals. It is, therefore, deduced that, for libraries to be in a better position to respond to the changing needs of people and researchers and bridge the information gap, they must be properly resourced in diverse ways (human, capital, financial, and material).

6.6.2 Staff training

Wang and Noe (2010: 116) indicate that training is the acquisition of new skills and improvement in formal education or training, and this is very important in working at any academic library. Developing the human capital in university libraries cannot be overemphasised (Castelyn, 2007). This study identified regular staff training and the development of a performance management system (Chapter 5, Table 5.18) as one of the strategies for improving performance management in libraries. Staff must be allowed to regularly develop their competencies and especially be trained in a mode of digital librarianship in this technological era where 4IR technologies are taking over globally (Asante & Alemna, 2015). It is not out of place for most of the respondents of this study

to assert that adequate staff training improves staff skills which translates to achieving the libraries' goals. Staff training is also necessary for acquiring sufficient knowledge as far as performance management is concerned. In a study conducted by Smith (2015), it was realised that staff training in university libraries is necessary because it re-equips and provides new skills for staff that could be very useful in addressing the changing needs of clients.

According to Nabutto (2017: 57), no library is immune or resistant to change, and every library, irrespective of capacity or form, requires a deliberate and planned staff development or training programme. The purpose of such a programme is to ensure that library staff are well equipped or trained with current knowledge to grow on the job and prepare to advance as opportunities unfold. This explains why organisations set aside resources for the training needs of their staff, and it is not surprising that Preston and Lobo (2018: 134) attested that libraries in Europe allocate resources and time to staff and an annual number of hours to spend on training and development opportunities. According to Marangu (2014: 15), employee development involves planning and career development, training, coaching, monitoring and performance feedback. However, staff training is not all about receiving lectures or tuition but includes coaching and monitoring components that tell how well staff perform.

6.6.3 Effective performance appraisal

Performance appraisal plays a fundamental role in managing human resources in libraries and therefore has become one of the primary management practices that cannot be overemphasised. Performance management has, over the years, become one of the important tools used to assess and evaluate effectiveness, reward and correct performance gaps according to the organisation's expectations. It is necessary to appraise staff performance effectively to validate the importance and the quality of libraries to stakeholders (Ninh et al., 2010). Most of the respondents (70%) said that performance appraisal was one of the strategies that could be employed to improve performance management in university libraries in Ghana. This study findings agree with Talbot's (2016: 21) view that staff appraisals and the full appraisal of library facilities are crucial to improving library performance management. To Talbot (2016: 21), appraisals ensure that employees are not oblivious of their shortfalls and challenges. Talbot continues to say that appraisal of the entire library system helps to ensure that the library functions effectively and

efficiently. In their study, Diamantidis and Chatzoglou (2019: 190) stated that performance appraisal is key to improving staff performance. According to them, performance monitoring involves a series of tasks that measure current performance, determine and identify gaps between current and expected levels of performance or results, and identify and plan solutions to fill any identified gap. Therefore, this ensures that pitfalls and solutions born from collective means to tackle the gaps are identified.

6.6.4 Good reward system (staff motivation)

A reward system is one of the essential elements of a performance management system. Recognising the performance of library staff is of critical importance to the development of the library. Recognition should seek to acknowledge exceptional performance to encourage and support the library's objectives. Babalola and Nwalo (2013) showed in a study that recognising and motivating the librarian is a necessary input to realise the library's goals. In this study, a good reward system also emerged as one of the strategies for improving staff performance in university libraries. Marangu (2014: 16) contends that a good reward system entices employees to work effectively; therefore, employees should be compensated fairly and equitably according to their contribution to achieving the organisational goals and objectives. To Marangu, reward or motivation is not only about monetary rewards or a salary increase but includes open recognition, vacation, promotions and so on. Njoku (2018: 12) believes that rewards can be offered to employees by payments in the form of wages, salaries, incentives, commissions and bonuses or indirectly via statutorily required programmes such as social security, workers' compensation, discretionary programmes, medical coverage and paid vacation. Another form in which reward or motivation can be done is profit-sharing, recognising the employee's performance by words of appreciation and fostering good organisational culture. There are boundless techniques by which employees receive rewards, which may be formal or informal. Whichever form it might take, the purpose is to encourage the individual to continually perform well for the library's success.

In addition to the strategies revealed by respondents, authors such as Mansor et al. (2018), Marangu (2014) and Lockhart and Majal (2012) mention other strategies such as job rotation, flexible work system and proper supervision of staff as contributing to the improvement of performance management and staff performance in libraries.

6.7 How the Fourth Industrial Revolution (4IR) has Affected the Performance of Ghanaian University Libraries

With the advent of innovative technological advancements such as the internet of things, artificial intelligence, robotics and 3D printing, libraries have adopted new approaches to deal with client information needs. Knowing how these innovative technologies affect staff performance and how libraries meet clients' information needs in this era cannot be overemphasised. Thus, this study sought to determine the responsiveness level of librarians, the technologies university libraries in Ghana are using to ensure maximum performance and the relevance of library staff in this era.

6.7.1 Awareness level of 4IR

The study found that most of the respondents, 156 (71%), knew about 4IR and saw it partly as a system for building on the digital revolution; 34.6% saw it partly as the amalgamation of technological discoveries and (27.6%) focused on artificial intelligence. These perceptions align with the description and position espoused by Lund (2021: 1).

According to Schwab (2016), the 4IR builds on the digital revolution that began in the mid-century, blurring the barriers between the physical, digital and biological worlds. However, since its inception in 2016, the 4IR notion has been rare in academic library literature (Catalano et al., 2018; Chiware & Becker, 2018; Moll & Moll-Willard, 2019; Sewell & Kingsley, 2017). Nevertheless, embedded systems, IoT and cyber-physical systems, big data and cloud computing are already widely used in academic libraries (Avuglah & Underwood, 2019; Chiware & Becker, 2018).

6.7.2 4IR technologies used by university libraries in Ghana

Concerning the 4IR technologies used by the libraries, it was found that, out of 218 respondents, 34.4% use IoT, whereas 29.5% use none of the stated 4IR technologies, implying that the 4IR technologies are not widely applied in Ghanaian university libraries as yet. It was disturbing to note that quite a high number of staff (31%) indicated they had no idea what their libraries used. Staff need to be aware of the concept and become cognisant of it and how it affects libraries. However, a study by Ahmat and Hanipah (2018) showed how these innovative technologies affect

libraries and information centres, such as how clients could access information all over the world without necessarily being in the library. Ahmat and Hanipah (2018) recommend libraries move into this revolution if they want to be in business and remain relevant in this era. According to an agreement reached in a special global vision discussion by IFLA (2017), libraries should do more with these innovative technologies and provide universal access to scholarly works and other information to their clients.

6.7.3 Library's preparedness for the implementation of 4IR technologies

Investigating the libraries' preparedness for implementing 4IR technologies revealed that many respondents (47.1%) were prepared to implement innovative trends, 22.0% were not prepared, and 26.6% were unsure. This finding contradicts a study by Chang and Huynh (2016), which recommended that libraries move to greater automation and remove all processes likely to slow down the effective, efficient and on-time delivery of information to clients.

Knowing how to use 4IR technologies is critical to improving staff and library performance. But the findings revealed that a majority (48.6%) of staff were unsure whether they had the necessary skills to operate in this era. This finding contradicts one of the four strategic activities that librarians are to take to be relevant in this era, as proposed by Ahmat and Hanipah (2018), Hopwood et al. (2016) and Harden and Loving (2015). The need for librarians to acquire multiple skills and knowledge to operate in this era is key to the survival of librarians and information professionals. Ayinde and Kirkwood (2020: 145) also identify the need to build skills and competencies of librarians for continuous survival.

6.7.4 Role of library staff in the face of 4IR

According to the findings of this study, 58.7% of the respondents felt the role of library staff is still relevant in the 4IR age. Barely 6% felt that librarians would not be relevant, leaving about 35% who provided no opinion. It is hoped that the 35% might in future be persuaded by Dargar and Srivastava (2020), who opined that the role of librarians would still be relevant. However, it would be restructured into three main areas, information specialists, research librarians and I-humanists. Kirkwood (2018) further indicated the relevance of the role of librarians and added that

perfection of duties and redefinition of skills and jobs are to be focused on for quality service provision.

6.7.5 How 4IR has affected staff performance in libraries

Findings on how 4IR has affected staff performance and library service delivery in respondents' libraries surprisingly revealed that many (35.7%) did not know whether 4IR affects staff performance or not. For instance, 47.0% had no notion on the subject, 25.7% of respondents felt that 4IR makes service delivery fast and effective. This was quite a surprising finding because staff performance at this face is very important for libraries. Librarians and all library stakeholders are to provide the needed support to comprehensively prepare action and strategies to stabilise the library in the face of the 4IR. Ahmat and Hanipah (2018: 56) recommend libraries redesign and adopt new business models to successfully deal with the challenges and disruptions that may arise from using these innovative trends.

A model such as the IPMS is one of the good business models for effective staff performance in the 4IR. IPMS provides room for regular changes and updates to meet emerging trends. Ahmat and Hanipah (2018) identifies four main strategies for libraries to survive in this 4IR era, namely; redesigning a new business model, remaking the job description and roles, reshaping the organisational behaviour and restricting business process flow. A performance management system allows all the above to be done effectively. Sisa (2014: 69) identifies increased productivity, cost savings and effectiveness, efficiency in operations, enhanced client service and satisfaction, value for money and increased accountability and responsiveness as some of the merits of implementing an IPMS. Considering the benefits of IPMS, it is not surprising to know some public sector entities are adopting it as part of their efforts to ramp up efficiency and modernise operations. Adopting this system by libraries would not be out of place, especially in light of these new technologies that continue to emerge. 4IR technologies are very much a reality (Mavrikios, 2019; Dargar & Srivastava 2020) and need to be used for effective library service delivery.

6.8 Challenges to the Use of an Integrated Performance Management System (IPMS) in Ghanaian Libraries

Having an IPMS helps to ensure managers and employees take the necessary action to achieve the goals and objectives of an organisation (Sales, 2019). IPMS helps attain quality, effectiveness, customer satisfaction, innovation and employee satisfaction. However, despite the numerous benefits associated with such a system, libraries still face challenges to its implementation. Against this background, this study investigated some of the challenges libraries face in the effective implementation of an IPMS in Ghanaian university libraries.

6.8.1 Insufficient knowledge by management of IPMS

Having little or no knowledge of how to adopt and use an integrated performance management system has a substantial influence on its success. The study revealed that 52.6% of respondents alluded to insufficient knowledge on IPMS by management as one of the main challenges faced by libraries. Most managers feel hesitant to implement the system because of a lack of requisite skills and conceptual knowledge to implement and manage it effectively. In a study done by Sisa (2020), it was apparent that most managers lack the appropriate skills in performance planning, setting achievable goals, conducting effective performance appraisals, setting performance goals and conducting effective communication. Franco-Santos and Otley (2018) assert that more attention by acquiring the needed skills is necessary to implement the concept effectively. Kaupa and Atiku (2020: 31) recommend regular training and knowledge acquisition of IPMS for effective implementation.

6.8.2 Lack of integration of the PMS elements

Lack of proper integration of the PMS concepts was another challenge. Close to 95% of respondents agreed on this, and only 1.4 % disagreed. This could be due to insufficient knowledge of the concept. Perry-Smith and Blum (2006) confirm that better results are achieved when an effective combination of human resource practices is undertaken. Management teams of all establishments, including libraries, need to give equal attention to all factors that lead to increased productivity, such as feedback, clear job descriptions and recognition for effective performance in

the library. Implementing a PMS is time-consuming and needs more resources and effort. Managers would naturally feel reluctant to bring all the elements of concern to achieve good results. This study confirms this because more than 80% of respondents agreed that management commitment was a challenge to implementing PMS, leading to a loss of momentum.

6.8.3 Resistance to change

Performance management requires regular fundamental changes to certain processes or workflow in an organisation. Organisations often find it difficult to move from the typical technique of doing things to a new one. Most times, employees and some managers resist change, no matter how effective it might be. More than 75% of the respondents agreed that resistance to change affects the smooth implementation of the concept.

Some of the other dominant challenges identified were:

1. Poor communication: helps to deal with resisting change and properly understand what is expected of staff.
2. Poor reward system: absence of a good reward system for library staff due to financial constraints also affects good performance. Most employees are motivated to perform if a reward system is attached to performance.
3. Inadequate importance accorded to the system by library management.
4. Poor performance evaluation.

According to Mathis and Jackson (2006), occupational strategies promote integrated performance management efforts. In a human resource study, Smither (2009) revealed that employees work hard if they recognise and clearly understand what is expected of them and have been involved in setting those expectations. Proper communication between library leaders and staff, a good reward system, ascribing importance to the system, and adequate staff assessment are all key to the effective implementation of the system. It is not surprising that performance management in libraries is unsuccessful due to the ineffective use of these factors. The main goal of an IPM is to increase employee efficiency. IPM is thus a constant process of recognising, assessing and developing employee performance while aligning it with the organisation's goals. Setting

standards and highlighting them is necessary for employees to perform. It is difficult to measure results and determine whether they have increased without a reference point (Dessler, 2013).

6.9 Summary

This chapter discussed and interpreted the findings of the study. It was revealed that all university libraries did not have well stated KPIs. Nonetheless, staff were expected to perform their duties accordingly, which was not the case. There was also no performance management policy for the libraries, even though participants accepted the need for one. Performance appraisal was the only tool used to assess staff performance and correct performance gaps in these libraries. The implementation of the system was unsuccessful due to factors such as inadequate knowledge, poor integration, inadequate knowledge and poor communication between management and staff. The IoT was the most used 4IR technology in the libraries. However, it was emphasised that libraries should be encouraged to adopt and use new models that direct staff to perform effectively by changing roles, acquiring new skills and using new ways to meet clients' changing needs. One such model is IPMS, which, when done effectively, can properly direct library leaders to adopt and use innovative technologies such as the 4IR technologies. The next chapter summarises the findings, conclusions and recommendations on using integrated performance management to achieve overall effectiveness in university libraries.

CHAPTER SEVEN

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND FRAMEWORK FOR INTEGRATED PERFORMANCE MANAGEMENT (IPMS) IN GHANAIAN UNIVERSITY LIBRARIES

7.1 Introduction

This chapter summarises the study's major findings, provides conclusions originating from Chapter 6 and offers several recommendations to chart the course for implementing an IPMS in Ghanaian university libraries effectively. It also proposes a framework for an IPMS for university libraries. Areas for further studies are suggested. Thus, the chapter focuses on the implications of the study's findings for policy formulation, practices and further research. The goal of the study was to assess a paradigm shift to an IPMS for university libraries in Ghana. The discussion in Chapter 6 established the KPIs in university libraries, factors that constrained staff performance in university libraries, strategies that could be adopted to address the gaps in the overall staff performance in university libraries and how the 4IR influenced the performance of Ghanaian university libraries.

7.2 Summary of the Study Findings

This section provides details of the study findings derived from the discussion.

7.2.1 KPIs in Ghanaian university libraries

In an attempt to understand the contextual position of KPIs in the libraries, the study probed the awareness of PMSs and KPIs, the level of understanding, clarity and measurability of their libraries' KPIs and some of the KPIs used by the respondents' libraries. Regarding the level of awareness of KPIs within the universities, the study found that the majority of the respondents were aware of the KPI concept (Chapter 5, Figure 5.1). Most of the respondents were aware of the KPIs phenomenon. They understood them as measuring the success and tracking performance in libraries and as tools to track performance in the operations and management. It was clear that

most of the respondents (a little above 40%) (Chapter 5, Table 5.5) had no idea whether their library's KPIs were clear and measurable. This is because, from Table 5.5, it was realised that the majority of the respondents' libraries did not have clear KPIs; hence, they had no idea of the clarity and measurability of KPIs. Close to 80% of the libraries under study did not have clearly stated KPIs that of which staff were aware. Even though results showed most libraries did not have clearly stated KPIs that staff were aware of, library management expected staff to perform along certain lines. The majority of the respondents had no idea whether their library's mission and vision aligned with their KPIs, but library management expected staff to perform along certain lines. This led the researcher to probe further and ask about these expectations or indicators. Results revealed these were the contribution of staff to student success, punctuality, the ability of staff to get involved in teaching and learning, timely delivery of tasks, number of books catalogued, contribution to research and development of new ideas, even though they were not documented. This study further found out that KPIs may differ from one library to the other, depending on the mission and vision statement of the library.

7.2.2 Performance management systems/practices in Ghanaian university libraries

The findings of this study revealed the absence of a performance management system policy in all the libraries. Most of the staff were unaware of the documentation and the various facets that constituted the performance management system. Most libraries used performance appraisal as a formal system for evaluation. Moreover, quite a significant majority (85.3%) of respondents were not sure about the existence of a performance standard in their respective libraries. Yet the findings revealed that most libraries used the performance appraisal system as a tool for evaluating staff performance and identification of performance gaps, even though some other libraries used self-assessment and attendance monitoring systems instead. However, it was unfortunate that some libraries did not have a formal evaluation system and had to resort to the number of visits by patrons, meeting performance targets and using assessment sheets as tools to ascertain the performance of their staff and library (Chapter 5, Table 5.12). Moreover, almost 80% of the respondents were either not sure, somehow sure, or had no idea of the effectiveness of their library's performance management system. The reason for this was the absence of a performance management policy in their library.

7.2.3 Factors that negatively influence performance management and staff performance in Ghanaian university libraries

This section was in two parts, the factors that influence performance management and staff performance and the causes of failure of an integrated performance management system. The study found that several factors negatively influenced performance management and staff performance in university libraries. Notable among these were the following, poor job description, the incongruence of organisational strategies, poor leadership style, poor communication, insufficient knowledge on performance management and lack of commitment (Chapter 5, Table 5.15). According to the respondents, the above factors hinder achieving the goals and objectives of university libraries.

7.3.3.1 Causes of failure of IPMS in Ghanaian University libraries

In university libraries where IPMS is employed, the study revealed that one of the major causes of the system's failure is inadequate knowledge of the concept. Other causes were the insufficient motivation of staff, lack of defined goals and improper supervision. A lack of integration/alignment was also a pivotal challenge to IPMS. The commitment of university library management to change was a challenging issue in ensuring the realisation of the output of IPMS. The study also found there was less attention paid to implementing the performance management system. These challenges associated with using an integrated performance management system hinder the achievement and successful implementation of IPMS. The study found that there should be a clear job description, proper leadership style and good remuneration to improve performance. Respondents strongly agreed that adequate commitment from library management would lead to improved performance management and overall staff performance in libraries and quality communication between library management and staff.

7.2.4 Causes of failure of IPMS in Ghanaian university libraries

This study revealed that inadequate concept knowledge was one of the major causes of failure. Other causes were the inadequate motivation of staff, lack of defined goals and improper supervision (Chapter 5, Figure 5.8 and Table 5.17). The study found that there should be a clear job description, proper leadership style and good remuneration to improve performance. Respondents strongly agreed that adequate commitment from library management would lead to improved performance management and overall staff performance in libraries and quality communication between library management and staff.

7.2.5 Strategies for improving performance management and staff performance in Ghanaian university libraries

The factors for improving performance management and staff performance were not far from each other since the overall purpose of a performance management system is to increase staff performance. This study disclosed some strategies for improving staff performance in libraries, namely: clear job descriptions, effective staff training, a good reward system, provision of clear information and effective leadership. Teamwork, proper provision of feedback and regular staff training were also identified as strategies to strengthen library and staff performance (Chapter 5, Table 5.13). Providing resources and logistical support were also identified as cardinal strategies for improving library performance management (Chapter 5, Table 5.18). Regular training and development in PMS followed and overall appraisal of the libraries. Other methods for improving performance management include job description, employee empowerment and involvement of employees in decision making. Staff motivation, regular staff training, effective performance appraisal and regular performance monitoring were also indicated to be strategies. The organisational culture in libraries was also a strategy for improving staff performance in university libraries since it outlines what is expected of staff and serves as an organisational manual.

7.2.6 The 4IR and its effects on the performance of Ghanaian university libraries

This study revealed that most library staff were familiar with the concept of 4IR. The concept of

4IR was perceived as a system for building on the digital revolution, amalgamating technological discoveries and focusing on using artificial intelligence. The findings indicated that IoT, cybersecurity and cloud computing were the 4IR technologies used by Ghanaian university libraries. The study revealed that 75 (34.4%) of the respondents used the IoT, 64 (29.5%) used none of the stated 4IR technologies showing that they were aware of the 4IR technologies, but their libraries use none. It was revealed that the majority of the libraries were somehow prepared to implement the innovative trends. Thirty (13.8%) are adequately prepared, 48 (22.0%) are not prepared, 58 (26.6%) are not sure, and 9 (4.1%) have no idea about anything concerning the implementation 4IR (Chapter 5, Figure 5.8). Knowing how to use technologies associated with 4IR is crucial because it helps to increase the performance of staff and the overall performance of the library. It was found out that the role of library staff in the face of 4IR is crucial. Librarians will assume new roles to ensure the proper delivery of information to clients. This will go a long way to impact staff performance and the overall performance of libraries positively. The majority of respondents said they were uncertain whether the staff had the necessary know-how to operate in the era of 4IR even though they had the equipment required to perform effectively. The staff said they had no idea whether 4IR influenced their performance. 4IR was acknowledged to have improved service delivery and access to information (Chapter 5, Table 5.25).

7.2.7 Recommendations for adopting an IPMS in Ghanaian university libraries

Results showed that most respondents suggested training in new roles for staff as one of the measures that library management can adopt to implement IPMS. Others recommended adopting proper integrated IPM. Adequate orientation for staff, training in new roles, adopting proper integrated IPM and policy development were suggested recommendations to adopt IPMS in university libraries in Ghana. Most interviewees at UMaT, KNUST, and CU PIs recommended capacity building by training library staff on the PMS concept, proper integration, staff motivation to reflect performance, and salary increment. Assessors' remarks should be included in corrective measures. Attention should be paid to them; a bottom-up approach should be used to ensure participation, infrastructure and provision of technological resources, setting SMART goals and proper monitoring systems.

7.3 Study Conclusions

The objectives of the study were: to audit the KPI phenomenon, review the PMS or practices, determine the factors that influence performance management and staff performance, explore the strategies for improving performance management and staff performance, ascertain how the 4IR has affected performance and develop a framework for implementing an IPMS in Ghanaian university libraries. The section aims to provide conclusions to the various research questions and sub-questions and the overall conclusion in line with the research problem. The purpose of the conclusion is to help readers to simply and easily understand the lessons derived or learnt from the study's findings.

7.3.1 Conclusions on the KPI phenomenon in Ghanaian university libraries

In a quest to understand the contextual position of KPIs in the libraries, the study probed the awareness of performance measurement system and KPIs, the level of understanding, the clarity and measurability of the libraries' KPIs and some of the KPIs used by the respondents' libraries. Based on the findings summarised in Section 7.2.1 and referring to Objective 1.4.1.1 and research question 1.4.2.1, the conclusion follows.

7.3.1.1 Awareness of performance measurement system

There was high awareness of a performance measurement system in all the libraries involved. This was manifest by the number of staff who indicated their awareness of a performance measurement system in their respective libraries. This measurement system was mainly performance appraisal, but others stated observation and attendance as other measurement systems.

7.3.1.2 Awareness and level of understanding of KPIs

Library staff were adequately aware of the KPI concept. They understood them as measuring the success and tracking performance in libraries and as tools to track performance within the operations and management of the libraries.

7.3.1.3 Clarity and measurability of KPIs

A significant majority of the libraries under study did not have clearly stated KPIs of which staff were aware. Hence, most of them had no idea of the clarity and measurability of KPIs.

7.3.1.4 Some KPIs used by libraries

Even though the libraries did not have clearly stated KPIs, management expected staff to perform according to the following: contribution of staff to student success, punctuality, ability to be involved in teaching and learning, timely delivery of tasks, the number of books catalogued, staff contribution to research and development of new ideas for the progress of the libraries. These KPIs differ from one library to another, depending on the mission and vision statement of the library.

7.3.2 Conclusions regarding the PMS or practices in Ghanaian university libraries

The performance management system or practices as an objective considered the availability of policy, formal evaluation system, strategy to increase staff performance, the system for identifying performance gaps and the overall effectiveness in the libraries. Referring to research question 1.4.1.2 and the summary of findings in 7.2.2, the study concludes that:

7.3.2.1 Policy

A comprehensive and reliable PMS policy is lacking in all the libraries studied. Furthermore, staff were unaware of the documentation and the various facets that constituted the PMS. Thus, the absence of a comprehensive, coherent policy and the general ignorance of staff regarding any policies or guidelines do not provide a strong foundation for effective performance in Ghanaian university libraries.

7.3.2.2 Formal evaluation system and identification of performance gaps

The overall formal evaluation system was performance appraisal and identification of performance gaps, although some libraries used self-assessment and attendance monitoring systems. However, it was unfortunate that some libraries did not have a formal evaluation system and had to resort to the number of visits by patrons, meeting performance targets, and using assessment sheets as tools to ascertain the performance of their staff and library.

7.3.2.3 Effectiveness of PMS

The performance management system was ineffective in all the libraries, evidenced by the fact that a significant majority (80%) of the respondents were either not sure, somehow sure or had no idea of the effectiveness of their library's performance management system.

7.3.3 Conclusions on the factors that negatively influence performance management and staff performance in university libraries

One of the primary objectives of this study was to identify the factors that negatively affected performance management and staff performance. Considering the summarised findings of the study in Section 7.2.3 and Objective 1.4.1.3, the study concludes that:

7.3.3.1 Factors that negatively influence performance management and staff performance

Prevalent factors that negatively influenced performance management and staff performance in university libraries were: poor job description, the incongruence of organisational strategies, poor leadership and communication, insufficient knowledge about performance management and lack of commitment (Chapter 5, Table 5.15).

7.3.3.2 Causes of failure of IPMS in Ghanaian university libraries

- a) The primary cause of the system failure was inadequate knowledge of the IPMS concept. Other causes were inadequate staff motivation, lack of defined goals and improper supervision. There was a strong assertion that lack of integration or alignment of all the necessary IPMS elements, a commitment by the universities library management to change and the little attention paid to the implementation of performance management system are challenging issues in ensuring the realisation of the output of IPMS. These challenges associated with using an integrated performance management system hindered achieving successful implementation of IPMS.
- b) The study concludes that there should be a clear job description, proper leadership style, good remuneration and adequate commitment from library management to mitigate the various causes of failure of IPMS and improve performance.

7.3.4 Conclusions on the strategies for improving performance management and staff performance in Ghanaian university libraries

We suggest some strategies to ensure the effectiveness of performance management and overcome the problems associated with staff performance in Ghanaian university libraries. Based on the study summarised in Section 7.2.6 and concerning Research Question 1.4.2.4a and b, this study concludes that:

clear job description, effective staff training, a good reward system, provision of clear information and effective leadership are some of the strategies that could be adopted for improved performance management. In addition, teamwork, proper provision of feedback, providing resources, regular training, effective performance appraisal, logistical support and regular staff training could also strengthen library and staff performance.

7.3.5 Conclusions on the 4IR and its effects on the performance of Ghanaian university libraries

Based on the findings summarised in Section 7.2.7 and concerning Objective 1.4.1.5, this study makes the following conclusions.

7.3.5.1 Awareness of the 4IR concept

Most of the staff in Ghanaian university libraries were aware of the 4IR concept. They perceived it as a system for building on the digital revolution, amalgamating technological discoveries, and using artificial intelligence.

7.3.5.2 4IR technologies used by Ghanaian university libraries

A significant proportion of Ghanaian university libraries do not use any 4IR technologies. Among the few libraries which do, the prevalent 4IR technologies used were IoT, cybersecurity and cloud computing.

7.3.5.2 Libraries' preparedness for the implementation of 4IR

Most of the libraries (86%) were not adequately prepared for implementing 4IR technologies; only 14% of them seemed adequately prepared. For Ghanaian universities to remain important and relevant in this technological era, they need to prepare for adopting and using all the relevant elements effectively.

7.3.5.3 Relevance and knowledge of library staff in the 4IR era

This study concluded that, even though staff were uncertain about the knowledge needed to operate in the 4IR era, their role will always be relevant, despite technological advancement. Librarians will assume new roles to ensure the proper delivery of information to clients, which will go a long

way to impact staff performance and the overall performance of libraries positively.

7.3.5.4 Impact of 4IR on staff performance and service delivery

It was concluded that the 4IR impacts library staff performance positively, leading to fast and effective service delivery, new ways of operation and high performance. The 4IR can increase virtual libraries, leading to a broader reach for patrons and improved security in libraries by using biometric devices. The 4IR was acknowledged to have improved service delivery, access to information and overall library staff performance.

7.4 Recommendations

This study proposes some recommendations that university library management should institute to rectify the current poor state of IPMS practices in their libraries. While the recommendations are directed explicitly to university libraries in Ghana, which is the central focus of this study, they can equally be applied in all types of libraries and many related settings and contexts where staff performance is deemed important.

7.4.1 Recommendation on KPIs

This study revealed that most libraries did not have clearly stated or documented KPIs of which staff were aware. Library management should implement measures to ensure its effectiveness since KPIs are important tools for effective staff performance. Library management should implement the following to improve the level of awareness of KPIs in university libraries:

7.4.1.1 Strive to move KPIs to openness and transparency and facilitate innovative ways to communicate and monitor performance compliance.

7.4.1.2 Set standardised KPIs that are documented clearly and measurable to all library staff. This will enable staff to participate in assessing their own performance. The set standardised KPIs should align with the library's mission and vision.

7.4.1.3 Ensure that the content of the documented KPIs remains freely and readily accessible in whichever form for the benefit of the library community at all times.

7.4.1.4 Educate staff about the concept of KPIs, the benefits, and why they must work along with the set KPIs. This would enable staff to find logic in using KPIs to improve their buy-in and performance in university libraries.

7.4.1.5 Effectively include supervision and implementation of KPIs to ensure their usage to help achieve the objectives of the libraries.

7.4.2 Recommendation for the PMS practices

This study revealed that not all the libraries had a performance management system policy due to inadequate knowledge of the concept by library management. The performance management practices of the libraries were not effective. The following recommendations are made to improve PMS and practices in university libraries.

7.4.2.1 Library management should acquire and develop their skills, knowledge and expertise on the PMS for effective implementation to achieve high performance in libraries. The technical knowledge of university library staff is relevant for successfully implementing the performance management concept. Continuous professional development and regular training to keep librarians abreast of modern and new trends in staff performance are essential for overall staff performance.

7.4.2.2 Library management should document performance management system policies properly and make them available to library staff.

7.4.2.3 Each university library should implement a formal system of performance evaluation to conduct monitoring and assessment of library staff.

7.4.2.4 Staff should be oriented on the various facets of PMS.

7.4.2.5 Library management should effectively integrate all the factors that support the PMS, such as direction, capacity and resources for effective staff performance and the overall

performance of the library.

7.4.3 Recommendation on strategies for improving performance management and staff performance

The following recommendations are made to strengthen the strategies used in improving the staff performance in Ghanaian university libraries.

7.4.3.1 The libraries should enhance the design and implementation of the strategies that would effectively improve staff performance in university libraries. Some strategies identified in this study are regular staff training, effective motivation and proper documentation of all the performance management processes.

7.4.3.2 There should be strict supervision of staff performance to ensure improved performance across university libraries.

7.4.3.3 University library management should conduct an effective needs assessment to identify the performance gaps and the exact intervention to deal with them.

7.4.4 Recommendation on factors that influence performance management and staff performance

The following recommendations are made to reverse the factors that negatively influence performance management and staff performance.

7.4.4.1 Design adaptive measures and strategies that will influence performance positively. These may include effective motivational packages with well-laid down communication structures to ensure participation and staff commitment.

7.4.4.2 Ensure there are systems to encourage management commitment and adequate knowledge of PMS by management orientation on the need for reversing and ensuring that factors that hinder staff performance from increasing are controlled.

7.4.5 Recommendation on 4IR

Even though most of the staff were aware of the 4IR concept, only a few of its technologies were applied in the various libraries. The following recommendations are made to improve the level of usage of 4IR in the university libraries.

7.4.5.1 Library management should strive to adopt and use most of the 4IR technologies that will effectively disseminate information. This will increase staff performance and the library as a whole because of the changing needs of the clients in terms of information provision.

7.4.5.2 Management should improve staff training to improve the readiness and preparedness of the library to take advantage of the modern technological trend and continue to exist in the era.

7.5 Proposed Framework for IPMS in Libraries

The sixth and last objective of the study was to develop a framework for implementing an IPMS for Ghanaian university libraries. Two main research questions were posed to tackle this objective.

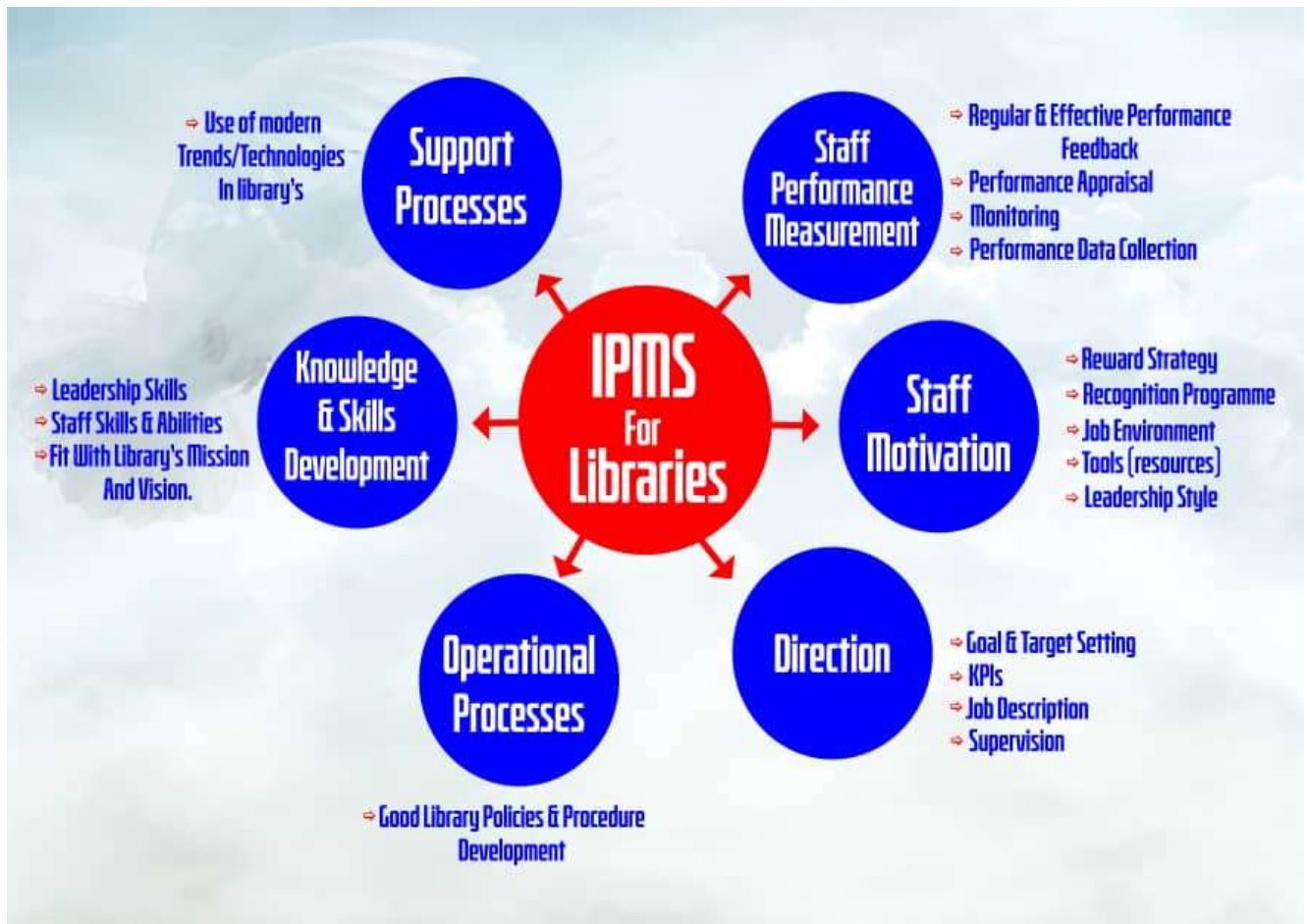
- What framework can be proposed for an effective IPMS in libraries?
- What is the justification for the proposed framework?

The various components of the IPMS framework to address the research questions are graphically presented in Figure 7.1 to enhance clarity and easy comprehension.

7.5.1 The proposed framework

The Cambridge Advanced Learner's Dictionary and Thesaurus (2015) defines a framework as a structure built around something. It is the foundation that contains ideas and facts that a researcher can propose and synthesise to provide sustenance for a phenomenon. In human resources, a framework or model is a term that stands for an organisation's strategic scheme designed to help administer and coordinate business functions regarding human capital. The main goal of

developing a framework is to enable organisations to manage their human resources efficiently to achieve stated goals and objectives. This study proposes a framework that library management can employ and use for effective staff performance and the overall achievement of the libraries' goals and objectives. This framework is named Integrated Performance Management for University Libraries (IPMUL) and is graphically presented in Figure 7.1



Source: Amoah (2021).

Figure 7.1: Integrated performance management system framework for university libraries.

The framework addresses the issue with staff performance in libraries. It integrates six main issues essential for progress: operational processes, direction, knowledge and skills development, support

processes, performance measurement and staff motivation. Integrated performance is achieved when libraries focus on an integrative system of activities, processes and practices comprising these six essential components. These factors are discussed in detail below.

7.5.1.1 Operational processes

All the processes and activities that deal with creating and developing good library policies and procedures, work manuals, rules and regulations, adopting new strategies for service delivery and customer satisfaction fall under these processes. These components are essential and entail proper and effective documentation for easy access and use by all library staff. These policies and procedures make it possible for library staff to effectively and efficiently manage all issues in the library. Policies are tools for effectiveness, both at the individual and the organisational level. A well-written policy serves as a reference point for all employees and management of libraries (Ahenkan et al., 2016:525). PMS policies ought to be well-designed and made known to all categories of staff to guide activities and processes for high performance. Different sections of all libraries perform various functions. In light of this, developing a policy for all the units and sections of the library is essential (Chan, 2006:145). Mansor et al. (2012) demonstrate the necessity of having a well-documented performance policy to decide promotions, salary adjustment, transfers and termination of appointment. A well-designed policy and procedure encourage effective productivity because employees and employers know what is expected. A digital policy and guidelines for cataloguing and client service should be relied on to guide management and staff. Staff are derailed from the expected standard without guidelines (Ahenkan et al., 2016). Providing a step-by-step guide in a procedure manual is also useful for high performance. Policies and procedures are indispensable components of the framework for proper and efficient staff performance.

7.5.1.2 Staff performance measurement

Another process that proves helpful in the framework is performance measurement. Management can evaluate staff progress and the overall performance of the library. This process allows

comparing previous to current performance to ascertain shortfalls and excesses. Clients are also included in the performance measurement using either research or a questionnaire. Performance measurement includes regular and effective appraisal, data collection, monitoring and feedback. Operative performance measurement must measure staff based on presently needed skills and develop them to meet the challenges of the current technological era. Performance appraisal also includes the provision of feedback (Adjei, 2007). Feedback is also considered important as training, recognition and goal setting. Feedback can guide and reinforce effective behaviour and reduce ineffective behaviour. Whichever form it may take, librarians must ensure regular use and communicate staff performance which may motivate staff to work hard to achieve the library's goals. Tandoh (2011) states that irregular feedback leads to a decline in staff performance.

7.5.1.3 Staff motivation

Staff motivation is one of the essential elements of a performance management system. It considers reward strategy, a recognition programme, job environment, resources and leadership style. Therefore, it includes all the techniques used by management to maintain staff commitment, motivation and morale, such as reward systems, job environment or design and leadership style. It considers monetary motivation, the availability of resources, and a conducive work environment that supports high performance. For example, if library staff are offered good remuneration but do not have the requisite resources to perform their duties, performance will still be affected. It is essential to emphasize the various motivators to position the library staff for high performance. Motivating staff performance in libraries is a key to the growth of the library. Exceptional performance should be recognised to encourage staff and support the library's objectives. Babalola and Nwalo (2013) acknowledge that motivating library staff is necessary to realise the library's goals.

7.5.1.4 Direction

The fourth element is direction. Direction includes goal setting, setting KPIs, job description and effective supervision. It also includes all the activities used to formulate and communicate the

library's objectives, mission and goals that dictate performance. With direction, work is organised into positions for easy performance. Employees may leave their job if they do not have a proper job description (Todaro, 2005). Clear job descriptions, KPIs and goals are critical for an effective library performance management system. Direction ensures effective performance by providing a clear guide to all involved. A clear standard or guide should be provided in a well-written job description, KPIs and clear goals to measure performance effectively. The non-performance of library staff can be linked to unclear direction. Staff in the different library sections perform different tasks, so there should always be clear and well-written jobs that guide performance. Due to technological advancement and the client's changing needs, it is recommended that library management establish a process for reviewing and revising all directional issues (KPIs, job description, goal setting) to meet the client's needs (Tutu, 2012). Direction given to clients' service providers, cataloguers, digital service librarians or sectional heads should tell the individual what is expected.

7.5.1.5 Knowledge and skills development

Knowledge and skills development is another element that proves very useful in this framework. Library management could acquire new skills and improve staff skills and abilities in accordance with the mission and vision of the library using this process. Alemna (2012) asserts that, for libraries to be efficient and effective in service delivery, especially in this era of information overload and technological advancement, librarians must be proactive in constantly developing their skills and building on their knowledge. Therefore, there should be an investment in staff education, in-service training, conferences and seminars to increase staff performance. As library staff acquire more skills and knowledge by training on the job and special professional courses, they are correctly positioned to perform their tasks appropriately and efficiently. Professionalism in librarianship entails using modern equipment for proper service delivery, and this can only be achieved through knowledge and skills development (Emorjoho, 2013).

7.5.1.6 Support processes

The last component of this framework is the support processes used to support the entire framework to be effective. It includes using trends and technologies to support and sustain the

library. In this process, the financial strength of the library is critical. Library management may need to acquire new technologies to support the existence and effectiveness of the library. The use of new and modern technologies is crucial to the survival of libraries in this industrial revolution. These support processes help recognise the importance and use of these technologies and encourage librarians to be active in dealing with all the technical and financial issues for proper and effective service delivery, especially in the era where client needs keep changing.

7.5.2 Justification for the proposed framework

Proposing a framework to improve work processes should not be done arbitrarily. There should be a justification for why this proposed framework is relevant in a particular study. This section provides reasons why the IPMSUL is useful in addressing all the problems associated with performance in university libraries.

First, the IPMSUL is a comprehensive process of addressing all the problems associated with staff performance and the overall performance of libraries. Performance management is a human resource concept that is equally important for libraries since libraries deal with human beings. Libraries that wish to progress and maintain competitive need to use a PMS. All employees in libraries – those who provide direct services, such as reference librarians, and those who provide indirect services, such as cataloguers, must work effectively to achieve the library's goals. Baldwin (2003) encourages libraries to use a performance management system for effective performance. According to Baldwin, this helps to stipulate goals and objectives that need to be accomplished over time. Since a performance management system is a continuous process, library management must use it to deal with all the issues associated with staff performance and the changing needs of clients and deal with the technological advancements in the information field.

Mansor et al. (2012) propose three primary purposes for establishing a PMS, developmental, administrative and strategic. The strategic purpose links all employee activities with the library's goals. The developmental purpose of IPMS deals with using performance data to make decisions about employees, considering salary, promotions, adjustment, transfers and termination of appointment. It also helps to provide feedback on performance, counselling staff and evaluation and improvement of performance by using various elements indicated in the IPMSUL.

Second, instituting an effective performance management system in libraries requires time and resources; therefore, all stakeholders and senior managers should be involved. This proposed framework is expected to make it easier for university library management to deal with all issues associated with staff performance and the overall performance of the university library. The framework is flexible and allows for modification where necessary. It is essential to emphasise that library management communicate this proposed system's purpose, steps and procedures to library staff before implementation. The system recommends regular review for the necessary changes and adjustments. This proposed framework encourages continuous monitoring and improvement or alterations to keep abreast with the changes that may occur in the environment in which it is being implemented.

Thirdly, this IPMSUL framework is essential as it integrates all the processes necessary for increasing performance in libraries. An effective performance management system can capture all the specific jobs in libraries. It is a composite framework. Earlier researchers recommend using individual elements in the framework as tools for effective performance. However, this framework is an all-encompassing one that deals with all the performance issues in libraries while allowing for flexibility and modification. It is essential to have a framework that effectively combines all the processes employed by library management as far as performance is concerned. The framework synchronises with efforts by library management to address all the shortcomings in staff performance. A good performance management system can yield a higher level of satisfaction and increase staff performance (Ofosuhene, 2013).

The researcher contends that, if this IPMSUL framework is professionally and effectively applied, it will influence the way staff are managed in university libraries positively for high performance and attaining the library's goals.

7.6 Suggestions for Further Studies

Based on the results and conclusions of the study, the following areas for further research are suggested.

1. Further studies to measure the satisfaction levels and standards of the IPMS and 4IR among

staff to give more in-depth knowledge of the concepts.

2. Due to time and resource constraints, the study focused only on public universities in Ghana. Cross-cultural or similar studies could be done in other African countries. Therefore, it is recommended that further research should be conducted, either focusing on these logistically excluded areas or ensuring that they are included in any significant studies.
3. University management's influence on the use of IPMS and 4IR in the university libraries in Ghana could also be researched.
4. The study's sample is the university library staff. This study could be conducted in other administrative departments to cover the entire university. Further studies could be done at different educational levels.

7.7 Final Conclusion

This mixed-methods research focused on integrated performance management in Ghanaian university libraries. The findings indicated that using integrated performance management for university libraries in Ghana is ineffective. Several factors hindered IPMS from yielding results. Some identified in the study were poor leadership style in implementing the concept, inadequate staff knowledge on the concept, poor conditions among library staff, improper supervision during implementation, lack of training for staff capacity building and no clearly defined objectives and goals. Recommendations on using IPMS in improving the staff performance in university libraries were made based on the major findings of the study. A framework known as IPMSUL was coined to effectively deal with all the problems associated with implementing a performance management system in university libraries. This framework centred on professionalism, guided use and management of IPMS to deal with all the performance issues in university libraries effectively. In addition, some recommendations were also made to improve the performance of staff and an entire university library.

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APPENDICES

Appendix 1

**UNIVERSITY OF SOUTH AFRICA
COLLEGE OF HUMAN SCIENCES
DEPARTMENT OF INFORMATION STUDIES
QUESTIONNAIRE FOR LIBRARY STAFF**

Dear Participant,

My name is Gloria Bosomtwi Amoah, a PhD student at the Department of Information Science, University of South Africa (UNISA). This questionnaire is being administered to you to solicit information on the topic **“Towards an integrated performance management system for university libraries in Ghana.”** I would be very grateful if you could respond to all the questions providing as much detail as required and return the questionnaire at your earliest convenience. Responses given will be used for academic purposes only. Respondents are therefore assured that information provided would be treated with absolute confidentiality. Thank you for your cooperation.

Contact person:

All questions, suggestions and clarifications should be sent to the researcher, Gloria Bosomtwi Amoah – gloria.amoah@ucc.edu.gh, Mobile: 0541571808

PART 1: BACKGROUND INFORMATION

Q1. Please state your institution.....

Please complete the following by ticking the appropriate column.

		Male	Female
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2.	Please indicate your gender		
3.	Please indicate your age group	25-29	
		30-34	
		35-39	
		40-44	
		45-49	
		50 and above	
4	Please indicate your section		
		Cataloguing	
		Digital	
		Reference	
		Acquisition	
		Specify others:	
5	Please indicate your highest level of education		
		Diploma	
		Bachelors	
		Masters	
		PhD	
6	Please indicate your rank in your institution		
		Senior member	
		Senior staff	
		Junior staff	

		Specify other:
7	How many years of experience do you have?	

PART 2: KEY PERFORMANCE INDICATORS PHENOMENON IN GHANAIAN UNIVERSITY LIBRARIES (KPIs are a type of performance measurement that helps you understand how a library staff is performing)

Q8	Do you know any performance measurement system in your library (please tick as appropriate)	Yes	No
Q9	Does your library have defined standards of performance to guide staff performance for evaluation purposes?		
Q10	How will you best describe Key Performance Indicators in libraries (please tick as many as apply)		
	Measuring the library's success		
	Critical indicators of progress toward an intended result		
	Using standard indicators to measure the performance of the library staff		
	Processes used to develop and measure the performance of the library staff		
	Tracking the performance of the library/staff against targeted objectives and improving where necessary		
	No idea		
Q11	Please indicate your level of understanding of KPIs (please tick as appropriate)		
	I don't have any understanding at all		
	I have a limited knowledge of KPIs		
	I have a fair/ acceptable idea of KPIs		
	I have an adequate/good knowledge of KPIs		

	I have an excellent understanding of what KPIs entail	
Q12	How well does your library's mission align with the stated KPIs? (please tick as appropriate)	
	Very well aligned	
	Somehow aligned	
	Not well aligned	
	No idea	

Q13. Please give reasons for your answer in 12 above

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.....
.....

Q14	Are the library's KPIs clear and measurable? (please tick as appropriate)	
	Very clear and measurable	
	Somehow clear and measurable	
	Not clear and unmeasurable	
	No idea	

Q15. Please give reason for your answer in 14 above

.....
.....
.....

Q16. In your opinion, how relevant are Key Performance Indicators for university libraries?

.....

.....

.....

Q17	How effective is your library in achieving its stated objectives in terms of service delivery (please tick as appropriate)	
	Very effective	
	Somehow effective	
	Not effective	
	No idea	

Q18. Please give reasons for your answer in 17 above

.....

.....

.....

.....

Q19	What are some of the key performance indicators (KPI) (things that show your library is performing) used by your library to measure the library's performance? (please tick as many as apply)	
	Adequate space for students in the library	
	Number of physical user visits	
	Number of functional computer work stations	

	Information literacy training provided	
	Opening hours of the library	
	Contributions to student success	
	Contributions to the university's research output and performance	
	Electronic document accessibility	
	Staff training opportunities	
	Number of group study area	
	Community engagement and support	
	Others (please specify)	

Q20	What are some of the KPIs used by your library to measure staff performance?	
	Punctuality to work	
	Staff contribution to research (number of staff publications)	
	Number of books catalogued	
	Staff participation in academic programmes (e.g., public lectures and inauguration ceremonies)	
	Involvement in teaching and learning (e.g., orientation of students, teaching information literacy, user education)	
	Staff community engagement (e.g., your work impact on your community)	
	Development of new ideas (e.g., involvement in committees for decision	

	making)	
	On time delivery of task	
	Others (please specify)	

PART 3: PERFORMANCE MANAGEMENT SYSTEMS/PRACTICES IN GHANAIAN UNIVERSITY LIBRARIES.

Performance management is an integrative and a systemic approach geared towards enhancing performance in order to achieve the goals and objectives of an organisation as well as to promote the mission and vision of the organisation.

Q21	Do you know of any written policies on performance management in your library? (please tick as appropriate)	
	Yes	
	No	
Q22	Is your library's performance management system well documented? (please tick as appropriate)	
	Very well documented	
	Somehow documented	
	Not documented	
	No idea	
Q23	Does the library have specific performance standards? (please tick as appropriate)	

	Very sure	
	Somehow sure	
	Not sure	
	No idea	
Q24	Are these performance standards made for all categories of staff? (please tick as appropriate)	
	Very sure	
	Somehow sure	
	Not sure	
	No idea	
Q25	How familiar are you with the performance standards of your section/library? (please tick as appropriate)	
	Very conversant	
	Somehow conversant	
	Not conversant at all	
	Specify other:	
Q26	Is there a formal system of evaluation of performance management practices in your library?	
	Yes	
	No	

Q27. If yes, please indicate the process used for the evaluation?

.....

Q28. If no, please what is the system used for performance evaluation in your library?

.....

Q29	What are some of the strategies for improving staff performance in your library (tick as many as applicable)	
	Clear job description	
	Effective staff training	
	Good reward system	
	Team work	
	Proper provision of feedback	
	Regular staff training	
	Effective leadership	
	Work design	
	Access to information	
	Specify others:	
Q30	Which techniques are used by your library to assess staff performance and identify performance gaps?	
	Performance appraisal	

	Observation	
	Work output	
	Participation in decision making	
	Please specify others:	
Q31	How effective has your library's performance management processes proved in improving overall staff performance?	
	Effective	
	Moderately effective	
	Ineffective	
	No idea	

PART 4: FACTORS THAT NEGATIVELY INFLUENCE PERFORMANCE MANAGEMENT AND STAFF PERFORMANCE IN GHANAIAN UNIVERSITY LIBRARIES.

All the activities undertaken to change or enhance the performance of employees and the overall performance of an organisation constitute performance management system.

Based on a five point pre-coded scale described as: strongly agree=5, agree =4, neutral =3, disagree = 2 and strongly disagree = 1, Please indicate below the degree to which you agree or disagree with the following statements by ticking in the box

Q32	Factors that influence performance management in your university library?	5	4	3	2	1
		SA	A	N	D	SD

	Poor job design					
	Incongruence of organizational strategies					
	The absence of proper performance management element integration					
	Poor leadership style					
	lack of commitment from the leadership of the library					
	Insufficient knowledge of management on performance management					
	Poor communication between library management and staff					
	Inadequate staff motivation					
	Inadequate knowledge of PMS on the part of library management					

Q33. In your opinion what are the causes for failure of integrated performance management in Ghanaian University libraries?

.....

Q34	Factors that influence staff performance in academic libraries	5	4	3	2	1
		SA	A	N	D	SD
	Inadequate staff training and new knowledge					

	acquisition					
	Inadequate staff motivation					
	Poor performance evaluation					
	Poor management leadership style					
	Unclear job description					
	Ineffective performance evaluation					

Q35. In your opinion what other factors influence staff performance in university libraries?

.....

.....

.....

PART 5: FACTORS THAT IMPROVE PERFORMANCE MANAGEMENT AND STAFF PERFORMANCE IN GHANAIAN UNIVERSITY LIBRARIES.

Based on a five point pre-coded scale described as: strongly agree=5, agree =4, neutral =3, disagree = 2 and strongly disagree = 1, Please indicate below the degree to which you agree or disagree with the following statements by ticking in the box

Q36	Factors that improve staff performance in your academic library?	5	4	3	2	1
		SA	A	N	D	SD
	Clear job design					
	Proper leadership style					

	Proper performance element integration					
	Good staff remuneration					
	Adequate commitment from the leadership of the library					
	Sufficient knowledge of management on performance management					
	Quality communication between library management and staff					
	Specify others					

PART 6: STRATEGIES FOR IMPROVING PERFORMANCE MANAGEMENT AND STAFF PERFORMANCE IN GHANAIAN UNIVERSITY LIBRARIES

Q37	What are the strategies that can be used to improve performance management in academic libraries in Ghana (tick as many as applicable)
	Provision of resources and logistical support
	Enhancing technical competence of librarians
	Regular training and development in PMS
	Regular staff appraisal
	Overall appraisal of the libraries
	Involvement of human resource experts
	Access to information

	Specify others:
--	-----------------

Q38. In your opinion what are some of the strategies for improving performance management and staff performance in Ghanaian academic libraries?

.....

.....

.....

.....

Q39	What strategies can be used to improve staff performance in academic libraries in Ghana (tick as many as applicable)	
	Regular staff training	
	Regular provision of performance feedback	
	Staff motivation	
	Job rotation	
	Access to information	
	Regular performance monitoring	
	Effective job design	
	Organisational culture	
	Specify others:	

PART 7: HOW THE FOURTH INDUSTRIAL REVOLUTION (4IR) HAS AFFECTED THE PERFORMANCE OF GHANAIAN UNIVERSITY LIBRARIES

4IR describes the information technology evolution towards greater automation and interconnectedness. This 4IR is differentiated from the earlier revolutions by the speed of technology, the pervasiveness of its scope and the tremendous impact of new systems which has greatly affected this generation. The world is currently witnessing the occurrence of inventive technological developments such as the Internet of Things (IoT), artificial intelligence, robotics, nanotechnology 3D printing, and other technologies with diverse applications like the technologies themselves. The amalgamation of such technological discoveries is referred to as the Fourth Industrial Revolution.

Q40	Are you aware of the fourth industrial revolution?	
	Aware	
	Not aware	
Q41	If you are aware, what does it entail (tick as many as apply)	
	Building on the digital revolution	
	Focusing on artificial intelligence	
	The amalgamation of technological discoveries	
	Other(s), please specify:	
Q42	Which of the following 4IR technologies are you aware of (tick as many as apply)	
	Robotics (Artificial intelligence)	
	Cloud computing	
	Cyber security	
	Internet of Things (IoT)	

	Sharing economy	
	Augmented reality	
	3-D printing	
	None of the above	
	Specify others	
Q43	Which of these technologies is/are being used by your library (tick as many as apply)	
	Robotics (Artificial intelligence)	
	Cloud computing	
	Cyber security	
	Internet of Things (IoT)	
	Sharing economy	
	Augmented reality	
	3-D printing	
	None of the above	
	Specify others	
Q44	How prepared is your library towards the implementation of these innovative trends	
	Adequately prepared	
	Somehow prepared	

	Not prepared	
	Not sure	

Q45. Could you give reasons for your answer in 44 above?

.....

Q46	Do you think library staff have the necessary know how to operate in this era of 4IR?	
	Yes	
	Not sure	
	No	
Q47	How relevant is the role of library staff in the attainment of the 4IR by Ghanaian universities?	
	Very relevant	
	Somehow relevant	
	Not relevant	
	Not sure	
Q48	Do you think librarians have the necessary equipment to perform effectively in this 4IR era?	

	Very sure	
	Somehow	
	Not sure	
	No idea	

Q49. How has the introduction of 4IR affected staff performance in your library?

.....
.....
.....

Q50. How has the introduction of 4IR affected library service delivery?

.....
.....
.....

PART 8: CHALLENGES TO THE USE OF AN INTEGRATED PERFORMANCE MANAGEMENT SYSTEM (IPMS) IN UNIVERSITY LIBRARIES

IPMS requires that all the different aspects of performance management be effectively aligned and undertaken for better organizational results.

Based on a five point pre-coded scale described as: strongly agree=5, agree =4, neutral =3, disagree = 2 and strongly disagree = 1, Please indicate below the degree to which you agree or disagree with the following statements by ticking in the box

Q51	Challenges to the use of an integrated PMS in academic libraries?	5 SA	4 A	3 N	2 D	1 SD
	Insufficient knowledge by management on integrated performance management					
	Lack of integration/ Alignment					
	Neglecting change management in system implementation					
	Inadequate commitment by University/Library leadership					
	Others, please specify					

Q52. State other challenges that confront the use of an integrated performance management in academic libraries?

.....

.....

.....

PART 9: RECOMMENDATION FOR THE ADOPTION OF AN INTEGRATED PERFORMANCE MANAGEMENT SYSTEM IN GHANAIAN UNIVERSITY LIBRARIES

An integrated performance management focuses attention on all the processes, activities or elements that, if executed properly, leads to competitive advantage and long-term organizational growth. IPM requires that all the different aspects of performance management be effectively aligned and undertaken for better results

Q53	Please suggest measures that your library management should adopt for effective implementation of Integrated Performance Management System
1	
2	

THANK YOU FOR YOUR CONTRIBUTION TO MY STUDY

Appendix 2

**UNIVERSITY OF SOUTH AFRICA
COLLEGE OF HUMAN SCIENCES
DEPARTMENT OF INFORMATION SCIENCE
INTERVIEW GUIDE FOR HEAD LIBRARIANS**

Dear Participant,

My name is Gloria Bosomtwi Amoah, a PhD student at the Department of Information Science, University of South Africa (UNISA). This questionnaire is being administered to selected participants to solicit information on the topic **“Towards an integrated performance management system for university libraries in Ghana.”** I would be very grateful if you could respond to all the questions providing as much detail as required and return the questionnaire in your earliest convenience. Responses given will be for academic purposes only. Respondents are therefore assured that information provided would be treated with absolute confidentiality. Thank you for your cooperation.

Contact person:

All questions, suggestions and clarifications should be sent to the researcher, Gloria Bosomtwi Amoah – gloria.amoah@ucc.edu.gh, Mobile: 0541571808

PART 1: BACKGROUND INFORMATION

Q1. Please state your institution.....

PART 2: CATEGORIES OF KEY PERFORMANCE INDICATORS IN UNIVERSITY LIBRARIES (KPIs are a type of performance measurement/indicators that helps you understand and measure how a library staff is performing)

1. What is the performance measurement system in your library?

2. Is there any defined performance standard for evaluation purposes?
3. Does your library have KPIs? How well does your library's KPIs align with its mission?
4. What are some of the KPIs used by your library to measure staff performance?
5. What are some of the KPIs used by your library to measure the library's performance?

PART 3: PERFORMANCE MANAGEMENT SYSTEMS/PRACTICES IN GHANAIAN ACADEMIC LIBRARIES.

Performance management is an integrative and a systemic approach geared towards enhancing performance in order to achieve the goals and objectives of an organisation as well as to promote the mission and vision of the organisation

1. Is there a well-designed performance management system policy in your library?
2. Do library management have the knowhow to implement a Performance Management System?
3. How committed is the university management to the implementation of Performance Management System in your library?
4. How would you evaluate the performance management system in your library?
5. How often does your library measure staff performance?
6. What is the system used to measure and how does it correct staff performance gaps in your library?
7. Generally, how effective has your library's PMS proved in improving overall performance?

PART 4: FACTORS THAT INFLUENCE PERFORMANCE MANAGEMENT AND STAFF PERFORMANCE IN GHANAIAN ACADEMIC LIBRARIES.

All the activities undertaken to change or enhance the performance of employees and the overall

performance of an organisation constitute performance management system.

1. In your opinion what are the causes of failure of performance management in your library?
2. Does your staff have everything they need to perform their job? Explain
3. In your opinion what are the causes of underperformance of your subordinates?
4. What do you regard as challenges facing improvement of productivity in the library?
5. In your opinion, what are the challenges to developing the employees of the library?

PART 5: STRATEGIES FOR IMPROVING PERFORMANCE MANAGEMENT AND STAFF PERFORMANCE IN GHANAIAN ACADEMIC LIBRARIES

1. What are the strategies you use to improve staff performance and the overall library performance?
2. In your view what are the key drivers of success in your library?
3. What do you think are some of the factors that can be implemented to enhance performance management in your library?

PART 6: HOW THE FOURTH INDUSTRIAL REVOLUTION (4IR) HAS AFFECTED THE PERFORMANCE OF GHANAIAN UNIVERSITY LIBRARIES

4IR describes the information technology evolution towards greater automation and interconnectedness. This 4IR is differentiated from the earlier revolutions by the speed of technology, the pervasiveness of its scope and the tremendous impact of new systems which has greatly affected this generation. The world is currently witnessing the occurrence of inventive technological developments such as the Internet of Things (IoT), artificial intelligence, robotics, nanotechnology 3D printing, and other technologies with diverse applications like the technologies themselves. The amalgamation of such technological discoveries is referred to as the Fourth Industrial Revolution.

1. Do you know of 4IR?
2. What are some of the 4IR technologies used by your library?
3. How prepared is your library towards the implementation of these innovative trends?
4. Do your staff have the necessary know how to operate in this era of 4IR?
5. How relevant is the role of library staff in the 4IR?
6. Are librarians well equipped to perform effectively in this era?
7. How has the introduction of 4IR affected staff performance in your library?
8. How has the introduction of 4IR affected your library's service delivery?

PART 7: CHALLENGES TO THE USE OF AN INTEGRATED PERFORMANCE MANAGEMENT SYSTEM (IPMS) IN LIBRARIES

IPMS requires that all the different aspects of performance management be effectively aligned and undertaken for better organizational results.

1. Do you think the libraries goals can be achieved without an integrated PMS? Please explain your answer
2. In your opinion, what do you think are some of the challenges to adopting an integrated performance management in your library?

PART 8: RECOMMENDATION FOR THE ADOPTION OF AN INTEGRATED PERFORMANCE MANAGEMENT IN GHANAIAN ACADEMIC LIBRARIES

1. What changes / improvements would you like to see made in Performance Management system in academic libraries in Ghana?
2. What should be the steps taken to set proper expectations for proper performance management?

3. Are there any other improvements that you could suggest to ensure the success of PMS?

THANK YOU FOR YOUR COOPERATION

Appendix 3

Ethical clearance form



COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

23 February 2021

Dear Ms GB AMOAH

NHREC Registration # :
Rec-240816-052
CREC Reference # :
67063705_CREC_CHS_2021

Decision:
Ethics Approval from 23 February
2021 to 23 February 2026

Principal Researcher: Ms GB AMOAH

67063705@mylife.unisa.ac.za

Supervisor: Prof MKM MAJANJA

majanmk@unisa.ac.za

Title: *Towards an integrated performance management system for academic libraries in Ghana*

Degree Purpose: PhD

Thank you for the application for research ethics clearance by the Unisa College of Human Science Ethics Committee. Ethics approval is granted for five years.

The **Low risk application** was **reviewed** by College of Human Sciences Research Ethics Committee, on **23 February 2021** in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No fieldwork activities may continue after the expiry date (**23 February 2026**). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 67063705_CREC_CHS_2021 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

Signature :

Prof. Ilse Ferns
CHS Ethics Chairperson
Email: fernsi@unisa.ac.za
Tel: (012) 429 8210

Signature : PP

Prof K. Masemola
Exécutive Dean : CHS
E-mail: masemk@unisa.ac.za
Tel: (012) 429 2298



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix 4

Permission Letters

Office of the Registrar



UNIVERSITY OF MINES AND TECHNOLOGY (UMaT)

P. O. Box 237, Tarkwa, Ghana, West Africa

Tel: +233 3121 97734

Email: registrar@umat.edu.gh

Our Ref.: L.2

1st April, 2021

Gloria Bosomtwi Amoah
Sam Jonah Library
University of Cape Coast
Cape Coast

Re: Request for Permission to Conduct Research at University of Mines and Technology

Your letter dated 30th March, 2021 on the above subject matter refers.

I write on behalf of the Registrar to inform you that your request to conduct a study titled "Towards an integrated performance management system for university libraries in Ghana" in the University has been given approval.

You will be required to contact the University Librarian for the necessary assistance.

A handwritten signature in blue ink, appearing to read 'Jacob Tawiah', is written over a horizontal line.

Jacob Tawiah
Junior Assistant Registrar
For: Registrar

cc: Vice Chancellor
University Librarian

UNIVERSITY OF GHANA

THE BALME LIBRARY

P.O. BOX LG 24, LEGON, ACCRA, GHANA

Our Ref: BL/41

Direct: 055-236-4745

Your Ref:

<http://library.ug.edu.gh>

June 21, 2021

e-mail: blbalmelib@ug.edu.gh



Ms. Gloria Bosomtwi Amoah
Sam Jonah Library
University of Cape Coast
Cape Coast

Dear Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT UNIVERSITY OF GHANA

Your letter on the above subject refers.

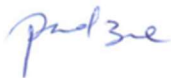
We wish to inform you that permission has been granted for you to conduct your research work on the topic "Towards an integrated performance management system for university libraries in Ghana".

Please contact the undersigned for further information.

Thank you.

This letter supersedes the earlier one dated April 23, 2021.

Yours faithfully



Prof. Perpetua S. Dadzie
Ag. University Librarian



UNIVERSITY OF EDUCATION, WINNEBA

OFFICE OF THE REGISTRAR

DIVISION OF ACADEMIC AFFAIRS

✉ P. O. Box 25, Winneba, Ghana

✉ academicaffairs@uew.edu.gh / academicverification@uew.edu.gh

☎ +233 (020) 2041115

Our Ref: DAA/P.1 /Vol.1/8

Your Ref:

14th June, 2021

Ms. Gloria Bosomtwi Amoah
Sam Jonah Library
University of Cape Coast
Cape Coast

Dear Ms. Amoah,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF EDUCATION, WINNEBA

Your letter on the above subject is referred.

We write to inform you that, your request to conduct your research work at the University of Education, Winneba has been approved and will be offered the needed assistance.

Kindly report to the Deputy Registrar, Division of Academic Affairs for further directives.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Collins Owusu-Ansah'.

Collins Owusu-Ansah
Deputy Registrar, Academic Affairs



**CENTRAL
UNIVERSITY**

FAITH • INTEGRITY • EXCELLENCE

22nd July 2021

Ms. Gloria Bosomtwi Amoah
Sam Jonah Library
University of Cape Coast
Cape Coast

Dear Ms .Amoah,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT CENTRAL UNIVERSITY

In reference to your letter on the above request, the University is pleased to inform you that your request has been duly granted.

We assure you of our support for any assistance you might need in undertaking your research.

Kindly contact the In-Charge, Library Services for any further directive.

Yours Faithfully

Francisca Yaba Asante (Mrs)

In-Charge, Library Directorate

CAPE COAST TECHNICAL UNIVERSITY

www.cttu.edu.gh

Tel. 0592774927/0209185158
Email: registrar@cctu.edu.gh
Website: www.cctu.edu.gh



P. O. Box DL 50
Cape Coast

April 30, 2021

Our Ref: CCTU/494/VOL.1/88

Gloria Bosomtwi Amoah
Sam Jonah Library
University of Cape Coast
Cape Coast

Dear Ms. Amoah,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT CAPE COAST TECHNICAL UNIVERSITY

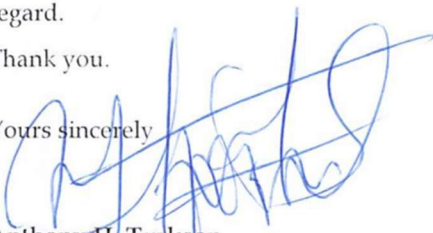
Your letter dated 28th April, 2012 on the above-mentioned subject refers:

We write to inform you that permission has been granted for you to conduct your study entitled "Towards an integrated performance management system for university libraries in Ghana" in the Cape Coast Technical University (CCTU).

The Quality Assurance Unit of CCTU is by a copy of this letter directed to assist you in this regard.

Thank you.

Yours sincerely


Anthony H. Turkson
Director, Directorate of Human Resource
For: Registrar

Cc: Registrar
Director, Directorate of Academic Planning and Quality Assurance
Ag. Head, Quality Assurance Unit
Head, UNISA Office

ASHESI INSTITUTIONAL REVIEW BOARD- IRB- irb@ashesi.edu.gh

Dear Gloria Bosomtwi Amoah,

Project Title: “**Towards an integrated performance management system for university libraries in Ghana**”

Application number: “**592021**”

Thank you for your application to Ashesi IRB committee. Upon careful human subject review of the work above, I am pleased to confirm that your project has **full ethical approval**.

Reason:

No ethical issues. But participation is voluntary, so I cannot guarantee the time for your participants.

You can proceed with your study, but please take note of the following:

- Approval is valid till “**01-Apr-2023**” After which another review will be required if study is to continue.
- Any substantive modification after review decision must be brought to the attention of the committee by the supervisor or investigator(s) and may warrant further ethical review.

Regards,

David Sampah

IRB Chair

Notice of Confidentiality

The content of this email may be privileged and are confidential.

It may not be disclosed to or used by anyone other than the intended person, nor copied in any way.

If received in error, please notify the sender and then delete it from your system.

Thank you.

Appendix 5
Certificate of editing

Bruce Conradie
66 Greenfield Rd
Greenside, Johannesburg
South Africa
Tel: +27 (0) 782-1401
info@theresearchfaculty.com

Attention: Gloria Amoah
Unisa

28 Feb 2022

To whom it may concern

Confirmation of document editing

This letter is to confirm that I have edited the document titled:

TOWARDS AN INTEGRATED PERFORMANCE MANAGEMENT SYSTEM FOR UNIVERSITY
LIBRARIES IN GHANA

The document was the work of Gloria Bosomtwi Amoah.

I may have involved the contributions of one or more subcontractor.

We have edited the document for errors of grammar, punctuation, and style. I have also provided the author with a list of aspects needing further attention or correction.

Excluded from the editing work were, if applicable, the annexures, mathematical or statistical formulae, the spelling of authors' names and other proper nouns, fact checking, foreign-language text, the content of Microsoft Word field codes, the accuracy of cross references or hyperlinks, the order of works within citations, acronym use, joining or splitting paragraphs, citation verbs' tense and number, and the use of first-person pronouns.

The service excluded editing the references.

I am a registered member of the SA Institute of Translators.

Yours faithfully



Bruce Conradie
Research Support Specialist
The Research Faculty

Job reference number = JR00137



KWAME NKURUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
KUMASI, GHANA, WEST-AFRICA

UNIVERSITY LIBRARY
OFFICE OF THE UNIVERSITY LIBRARIAN



TEL: +233-3220-60133, 60199, 60212 • FAX: +233-3220-60358 • EMAIL: library@knust.edu.gh

Our Ref: LIB/SG/Vol.1

Date: 8th March, 2022

Dear Ms. Amoah,

PERMISSION TO CONDUCT RESEARCH

I am pleased to inform you that you have been granted permission in respect of your request to conduct research in the KNUST Library with Professor Mabel Minishi-Majanja of the Department of Information Science towards a PhD at the University of South Africa. Your initiative is appreciable and the library is ready to support this research at its best.

As a library, we cherish the investigation into the performance management practices in Ghanaian university libraries which aims at developing a framework for implementing an integrated performance management system for academic libraries.

We wish you all the best in your research.

Thank you.

Yours Sincerely,

MICHAEL AHENKORAH-MARFO
DEPUTY LIBRARIAN (RESEARCH & INNOVATION)

DEPUTY LIBRARIAN
RESEARCH SUPPORT & INNOVATION
KWAME NKURUMAH UNIVERSITY OF
SCIENCE & TECHNOLOGY
KUMASI-GHANA