WORLD WIDE JOURNAL OF
MULTIDISCIPLINARY RESEARCH AND
DEVELOPMENT

Bassey, Umo Antigha
Department Of Library and
Information Science
Faculty of Education
University Of Calabar
Calabar, Nigeria

Bassey, Antigha Okon
Senior Lecturer, Department
of Sociology, University of
Calabar, Calabar, Nigeria

Information Feedback and Decision Making In Public Secondary School Organisations' Libraries in Cross River State, Nigeria

Bassey, Umo Antigha, Bassey, Antigha Okon

Abstract
This study examines the influence of information feedback on Decision Making in Public Secondary School Organisation Libraries in Cross River State, Nigeria. Expost facto survey design was utilized and 342 library staff and principals that were involved in library decision making were studied. One Way Analysis of Variance test revealed a significant influence of information feedback on effective library decision making. It was concluded that practice of information feedback processes and technique influence library decision making to be effective. Consequently, it was recommended that library staff and principals of secondary schools in Cross River State should be further trained on information feedback to increase its utilization as a tool of enhancing effectiveness of library decision making.

Keywords: Information Feedback, Decision Making, School Libraries, Organisation, Effect Decision

Introduction

Central to organizational communication management system is information feedback, which is a cardinal guide to decision making. The place of feedback communication process is very critical and need to be in proper position, analysed and utilized to enhance organizational decision efficiency and effectiveness. School libraries are integral component of secondary school organisations, which performed a critical function in students' learning and teachers' teaching processes in schools.

It is the important place of library in school organisations that prompted a study of library information feedback and decision making in secondary school libraries in Cross River State, Nigeria. The aim of this study is to determine if there is significant influence of information feedback on decision making of library staff and principals of selected secondary schools in Cross River State, Nigeria.

Conceptual Analysis and Review

Information feedback is defined as the process of transmitting already evaluated or corrected information or data about action, event, situation or process to the point of origination or controlling source from which the original information emerged from (Merriam-Webster, 2018). Different libraries utilize different methods of getting information feedback to improve service delivery through effective library decision making. University of Tampere (2018) developed the following methods: survey website; interviewing users, customers' information service and interactive session to generate feedbacks. York University (2018) generate information feedback on its library performance from: In-person method, phone interview and enquiry, email check, fill-in comment cards, twitter and Facebook get in touch, and annual survey.

University of Tampere (2018) states that library information feedback help to address the problems noted in the feedback as soon as they are received in decision making by library personnel. This is when library services are systematically planned and its development goals clearly set. York University (2018) posited that library information feedback is used in improving services, which is revealed in the expansion, stock and quality manpower of the

Correspondence:
Bassey, Umo Antigha
Department Of Library and
Information Science
Faculty of Education
University Of Calabar
Calabar, Nigeria

university library which are the secret of its development and quality standard. This study was carried out to examine the application of information feedback and its methods in secondary school libraries, considering its huge benefits and utilization in university libraries.

Armstrong (2004) posits that, it is important to get feedback or evaluation in order to assess the effectiveness of outcome when interventions are planned. In this case, in the school library and school organisation, it is necessary to get feedback on decisions made about the library and its resources by the school principals and library staff because whatever action that is taken by them for the library will ultimately translate to teaching and learning outcomes in the school, as well as the learning achievements of the students. Thus, feedback brings about control in an organisation as the library staff and principal have to decide on the different ideas and actions, equally the effect of these ideas and actions in the schools. Kirkpatrick (1994) maintains that library information feedback or evaluation is a clear indicator or measurement of immediate satisfaction of library users, and aid in decision to improve library for users.

Library information feedback according to Agee (2005) help ensure that school library has a balanced and contemporary collection. Agee (2005) posits that school should carry out evaluation of its collections using its SWOT analysis (strength, weakness, opportunities and threats) of its present collection and how they support and match the curriculum of the school. These literatures were sourced outside Cross River State, thus this study examines the state of secondary school library organisations in utilization of information feedback to improve its services through effective decision making.

Decision making is a mental process of selecting a choice form among alternative choices. It is a logical process. The end product of every decision making process is a final choice. Decision making entails identification and selection of alternative course of action from among alternatives based on prevailing values, beliefs, preferences of those responsible for decision making (Kahneman and Tversky, 2000; Triantaphyllou, 2000). Decision making is effective when the goal of such decision or aim is achieved on its implementation. Every decision maker strives towards arriving at effective decision. Library staff and principals of secondary schools in making decision on running of school libraries focus on effective library decision making. This study focuses on determining if information feedback is a cardinal tool in effective library decision making.

Methodology
This study adopted ex-post facto survey design. A census method was utilized to study all library staff and principals of public secondary schools in Cross River State descriptively. Cross River State is made up of three educational zones: Calabar, Ikom and Ogoja zones, in which all the public secondary schools in the eighteen (18) local government areas of the state are grouped. The geographical population of the study area is 2,800,600 people (National Population Commission, 2006). The study population consists of all the principals of public schools in the three educational zones, making 245 principals, and 97 library assistants respectively, which brings to a total of 342 subjects (Secondary School Education Board, Calabar, 2015).

A questionnaire labeled "Information Feedback and Effective Decision-Making Process Questionnaire (IUEDMQ) was the major instrument used for data collection. The questionnaire was divided into two sections: Section 'A' and section 'B'. Section 'A' seeks information in respect of staff and principal demographic data, while section 'B' composed of items designed to evaluate the research variables in a four point liker scale. The reliability of the instrument was determined using Cronbach Alpha Reliability Coefficient which yielded coefficient range between 0.72 to 08.3, based on different sub-variables of the instrument. The data obtained was tested using one way analysis of variance (ANOVA), with a return rate of 301(n).

Theoretical Framework
General Systems Theory of Easton (1965) provided the theoretical framework. Easton (1965) relies on the interdependency of various parts of a whole and the boundaries that exist between the system and its environment. A system has sub-systems which are its parts. The school is likened to a complex system, while the library within the school organisation is one of its component parts. The library being a sub-system receives information from its environment and processes it, as input, processes and sends out output. Information feedback is an evaluative input into the school library sub-system. This theory was considered relevant to the study because through information feedback, principal and library staff generate input to process library decision which makes for effective library service utilization by library users within the school organisation.

Data Presentation and Analysis
Null hypothesis
Information feedback has no significant influence on effective decision making by principal and library staff in Cross River State Public Secondary School organisations, Nigeria.
Variables: The independent variable being Information Feedback was categorized into three (Low – 1, Average – 2 and High – 3); while the dependent variable being effective decision making. To test the null hypothesis, One-way Analysis of Variance (ANOVA) was utilized. The result is presented on Table 1

Table 1: Summary data and one-way ANOVA of the influence of information feedback on effective decision making by library staff and principals (N = 301)

Information feedback	N	X	SD		
Low – 1	75	17.23	1.96		
Average – 2	120	19.28	.65		
High – 3	106	19.19	.74		
Total	301	18.73	1.44		
Source of variance	SS	Df	MS	F-ratio	Sig.
Between group	227.439	2	113.7202	86.605*	.000
Within group	391.298	298	1.313		
Total	618.738	300			

* Significant at .05 level, critical F = 3.00, df = 298

Table 2: Fisher's Least Significant Difference (LSD) multiple comparison analysis of the influence of information feedback on effective decision making by library staff and principals

(I) Information Feedback	(J) Information Feedback	Mean Different (I – J)	Std. Error	Sig.
1.00	2.00	-2.04833(*)	.16867	.000
	3.00	-1.96201(*)	.17290	.000
2.00	1.00	2.04833(*)	.18687	.000
	3.00	08632	.15274	.572
3.00	1.00	1.96201(*)	.17290	.000
	2.00	-08632	.15274	.572

* The mean difference is significant at the .05 level

Findings

The result on Table 1 revealed that the calculated F-value of 86.605 is higher than the critical F-value of 3.00 at .05 level of significance with 2 and 298 degrees of freedom. With this result, the null hypothesis which stated that information feedback has no significant influence on effective decision making was rejected. This result implies that information feedback significantly influence effective decision making by library staff and principals. Since information feedback has a significant influence on effective decision making by library staff and principals, a post hoc analysis was employed using Fisher's Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2 above.

The result of the analysis on Table 2 showed that library staff and principals from high information feedback school libraries had significantly higher mean achievement than library staff and principals from low and average information feedback. This result revealed that library staff and principals from high information feedback had significant effective decision making, than library staff and principals from low or average information feedback.

Discussion of Findings

The finding of this hypothesis test is in line with the view of Armstrong (2004) who posited that, it is important to get feedback or evaluation in order to assess the effectiveness of outcome when interventions are planned. In this case, secondary school libraries and school organisations should consider it necessary to get feedback on decisions made about the library and its resources in order to have good impact on learning and teaching. This will help measure users' satisfaction from school library service delivery as opined by Kirkpatrick (1994).

Oakleaf (2011) noted that when information feedback is applied to secondary school libraries, it will involve data collection which will bring about situation evaluation to help apply best practices to promote growth and development of library organisation. As seen by Agee (2005), implementation of library information feedback will help to balance school library stock and holding, streamlining it to contemporary technological requirement.

The study observation by the researchers on school library visits revealed that information feedback methods of York University (2018) and University of Tampere (2018) like phone interview and enquiry, email check, fill in comment cards, twitter and Facebook get in touch, annual survey, website survey, interactive sessions etc. are not applicable in secondary school libraries in Cross River State. Only personal interview was noted as a common method used, which was responsible for low and average information feedback staff and principals, information feedback

influence effective decision making which is cardinal in every organisation management.

Conclusion and Recommendations

Information feedback influence effective decision making in secondary school libraries in Cross River State. The major decision makers about the operation of secondary school libraries are library staff and principals. Principals here consist of both substantive principals and vice principals. No organisation can survive if decisions are not effective or result oriented. Consequently, management of secondary schools should strive to ensure effective library decisions making in order to have functional libraries which are integral part of school organisations, for schools to function optimally so that learning and teaching will be result-oriented in line with Easton 91965) systems theory.

It is recommended that modern methods of generating information feedback should be utilized in secondary school libraries, library staff should be trained in strategies and dynamics of information feedback. Library users should be given opportunity to supply feedback on their evaluation of needs and challenges of secondary school libraries in Cross River State. It is also suggested that similar study should be carried out in primary school libraries and in tertiary institution libraries in Nigeria.

References

1. Agee, B. K. (2008). Digital library system. London: Tade and Tade
2. Agee, J. (2005). "Collection evaluation: A foundation for collection development". *Collection Building*, 24(3): 92-95
3. Armstrong, C. (20045). Challenges in managing e-book collections in UK academic libraries. https://core.ac.uk Retrieved 13/10/18
4. Armstrong, M. (2004). *A handbook of human resources management practices* (9th ed.) United Kingdom: Kofan
5. Bassey, Umo A. (2016) Information Utilization and Effectiveness in Decision Making Process of Secondary schools in Cross River State, Nigeria. Unpublished Master's Degree Thesis, University of Calabar
6. Easton, D. (1965) *A system analysis of political life*. New York: Wiley
7. Kahnman, D. and Tversky, A. (eds.) (2000). *Choices, values and frames*. New York: Cambridge University Press
8. Kirkpatrick, D. L. (1994). *Evaluating library training programmes: The four levels*. Australia: Trore
9. Merriam-Webster (2018). Information feedback definition. https://www.merriam-webster.com>feed Retrieved 13/16/18

10. National Population Commission (2006). Data retrieved from the NPC office on 2006 Census. Calabar: Unpublished

11. Secondary Education Board (2015). Cross River State Secondary Education Board Statistical Records. Calabar

12. Triantaphyllou, E. (2000). *Multi-criteria decision making methods: A comparative study*. Netherlands; Kluwer Academic Publishing

13. University of Tampere (2018). Quality management-feedback and development – Developing the library user survey 2018, www.uta.fi>kirjasto>information Retrieved 13/10/18

14. York University (2018). How to give information feedback. Feedback Library, the University of York, https://www.york.ac.uk>library. Retrieved 13/10/18