

article

by Ruth Hoskins

Submission date: 21-Jun-2019 01:00PM (UTC+0200)

Submission ID: 1145813290

File name: Notice_June_21_2019.docx (112.85K)

Word count: 6151

Character count: 35730

1

The Relationship between Conceptualisation and Practice of Research Support: A Proposed Model for Effective Research Support in Zimbabwean University Libraries

1.1 Background

The study of theories that inform professional practice of research support had not been an issue until recently where the role and philosophical traditions of librarianship were being challenged by “a scholarly and communication landscape which has changed profoundly and irrevocably” (Richardson *et al.* 2012). Traditionally research support has been understood and practised around collection development and information discovery without librarians getting involved in the research process itself. However, the changes in the research landscape due to “the new modes of knowledge production and e-science” (Hessels & Lente 2007:4); “emergence of new modes of publishing and scholarship” (Ellis *et al.* 2014); development of globally networked research communities have redefined this role. There was a shift in the role of the librarian from a supporter of the research process to a contributor to the process (Raju & Schoombee 2014:29). Librarians were expected to move into the research space, providing services and support to researchers throughout the research life cycle (Raju & Schoombee 2013). According to Parker (2012) research support is a set of services and facilities which assist in increasing research productivity and scholarship.

With academic library's service for research needed more than ever today due to the changing research landscape; universities libraries in Zimbabwe seemly struggled to make a positive impact on the scholarly work of researchers. It was observed that researchers benefit little from research support services of librarians beyond the traditional services of collection provision, information literacy (IL) training, developing acquisition lists and serving as reference persons. Studies that were conducted by Machimbidza (2014) and Mazhude (2015) in Zimbabwean state universities libraries revealed that institutional repositories and research commons as a new suite of services for researchers were characterised by slow growth and low usage. IL

The lack of effectiveness in support of researchers was thought to be intrinsic to the understanding of the concept, how it must be practised and the relationship between conceptualisation and practice of research support. The contention of Stafsudd and Collin (1999:6) is that people have trouble learning new behaviour due to the inherent

difficulty of blending new ideas with the existing ones presently used in practice. As such, conceptualisation of research support became important in trying to understand the actions of librarians in practice. As theory accompanies practice at every moment, the understanding that must come from espoused theories provided by the institutional leadership shape the actions of librarians in practice. To this end, the behaviour of librarians in practising research support was attributable to the understanding attached to the concept. Establishing the relationship between theories-in-use and espoused theories was thought to be a powerful means to explain the actions of librarians and infer whether their ineffective support to researchers can be ascribed to the congruence or incongruence between the two. In other words, was conceptualisation affecting the way research support was being practiced? The question called for a systematic examination of what academic libraries were doing (services) as well as an examination of what they said they were trying to do (missions).

1.2 Theoretical lens

The study was guided by theories of action namely espoused theories and theories-in-use by Argyris and Schön (1974) as a means to examine the relationship between conceptualisation and practice of research support. Argyris and Schön (1978:15) state that formal corporate documents such as organisation charts, policy statements and job descriptions often reflect espoused theory. Argyris and Schön (1978:16) assert that in order to discover an organisation's theory-in-use, we must examine its practice that is, the continuing performance of its task system as exhibited in the rule-governed behaviour of its members. According to Argyris and Schön (1974) organisational effectiveness can be achieved by aligning theories-in-use to espoused theories. When confronted with difficult situations people often do not act in congruence with their espoused theory. That is to say, the espoused theory and theory in use can be juxtaposed resulting in congruence or incongruity. Argyris (1980) makes the case that effectiveness results from developing congruence between theory-in-use and espoused theory.

1.3 Research questions

To understand the relationship between conceptualisation and practice of research support the following research question were instructive:

- 1) What resemblances can be observed between conceptualisation and practice of research support?

- 2) What discrepancies can be observed between conceptualisation and practice of research support?
- 3) What gaps are seen between the way research support is conceptualised and practiced?
- 4) What reasons are given for the incongruences between conceptualisation and practice of research support?

2.1 Review of literature

Kerr (2010:54) observed that while several research studies and discussion papers confirm that mission statements are primary conveyers of espoused values and beliefs, there is little consensus among the studies on the relationships between mission statements and organisational practice and performance. However, there is a belief that there should be a positive relationship between espoused values in missions and the implementation of these values in practice. However, Du Mont and Du Mont (1981:12) earlier contend that there is not necessarily a correspondence [congruence] between the library's stated goals (intentions) and its actual outcomes (services). The authors argue that there may be a strong consensus that a primary library goal is the enrichment of people's lives through alternative media use [espoused theory]. However, an examination of major ways the library staff spends its time may show an emphasis on book processing and the reading of traditional books [theory-in-use].

2.1.1 Past studies

Several studies have been conducted in order to establish the relationship between espoused theories and theories-in-use (Dermol 2012; Meacham & Gaff 2006; Kerr 2010; Willis 1993; Ganu 2013). Between them no study found a positive relationship between espoused theories and theories-in-use. In a study by Kerr (2010) which investigated the relationships between conceptions and practice of IL in academic libraries using a constant comparison approach found major contradictions and incongruencies in the relationships between the espoused theories and theories-in-use as indicated by significant gaps in addressing goals and missions. Unambiguous and explicit espoused theories including knowledge creation goals for IL practice did not materialise in instruction initiatives.

Outside the field of information studies, a study was conducted by Dermol (2012) to provide an answer to the question of whether the existence of a mission statement is

associated with company performance or not. They recognised value added per employee (VAE) as the only performance measure associated with existence or non-existence of mission statements. Glaring incongruence was identified between stated espoused theories and theories-in-use in academic institutions by Meacham and Gaff (2006). The findings suggested a total disconnect between what was expected of these institutions and the goals articulated in mission statements. The research of Smith *et al.* (2001) provides a comprehensive review of published empirical studies on mission statements and to explore the relationship between mission statement content and organisational longevity. The evidence was generally inconclusive, and the authors could not confirm any positive link between espoused values in mission statements and theories-in-use as seen in organisational performance levels.

3.1 Research methods

The following research methods were adopted:

3.1.1 Meta-analysis of group studies

Schreiber, Crooks and Stern (1997:314) characterise qualitative meta-analysis as “the aggregating of a group of studies for the purposes of discovering the essential elements and translating the results into a product that transforms the original results into a new conceptualisation.” The following universities formed the group of studies that hosted the mission documents and librarians who participated in the study:

- i. National University of Science and Technology;
- ii. Bindura University of Science Education;
- iii. Solusi University;
- iv. Midlands State University;
- v. Women's University in Africa;
- vi. Chinhoyi University of Technology;
- vii. Lupane State University; and
- viii. Africa University (AU).

Initially, statements of claim for conceptualisation and practice were developed from a rigorous analysis of data that was collected from mission documents, policies, and librarians of each of the eight group studies using a questioning approach. These claims provided data for meta-analysis of the eight group studies. The focus was on

comparisons among primary cases and abstract understandings of concepts and principles present in each primary study. This allowed for the subsequent development of meta-claims presented in the results section. During analysis, codes were used to avoid using names of the universities. For example, one of the universities was coded UL7.

3.1.2 The constant comparison method

The constant comparative method was used by the researcher to develop concepts from the data generated by individual cases by coding and analysing at the same time. The use of constant comparison method in this study was twofold; firstly, to establish the relationship between conceptualisation and practice by comparing concepts from the two variables and secondly it was used to compare cases with each other to come up with an integrated description of conceptualisation and practice of research support in Zimbabwean university libraries for a holistic understanding of its professional practice.

4.1 Findings of the meta-analysis

Examining the relationship between conceptualisation and practice of research support helped to reveal congruences or incongruences between the two variables. The juxtaposition of these meta-claims revealed several congruence and incongruence between espoused theories and theories-in-use for research support. Argyris (1980) makes the case that effectiveness in practice results from developing congruence between theory-in-use and espoused theory. Table 1 shows a juxtaposition of meta-claims for espoused theories and theories -in-use.

Table 1: Juxtaposition of meta-claims

Espoused meta-claims	Theories-in-use meta-claims
----------------------	-----------------------------

<ol style="list-style-type: none"> 1. Mission statements of academic libraries convey an integral role in support of higher education's core mission of research 2. Collections are presented as essential to achieve the research role of libraries 3. Libraries conceive traditional services and facilities for researchers 4. Research support conceived within collaborative environment 5. Technology is essential in the discharge of research support 6. Libraries champion faculty/subject librarians for research support 7. Research support is understood by libraries as training researchers and facilitating access to information 	<ol style="list-style-type: none"> 1. Services for research coalesce around gathering and sharing stages of the research lifecycle 2. Services offered by libraries skewed in favour of teaching and learning 3. Librarians use traditional approaches in support of researchers 4. Research support practised within collaborative environment 5. Specialisation is essential for effective research support 6. Librarians expressed mixed feelings with technological advancements
--	--

Source: field data (2018)

Comparative analysis of the meta-claims above revealed that conceptualisation of research support was affecting its practice. To this end, several congruence and incongruences were discovered and these are discussed below.

4.1.1 Congruence

▪ *Congruence on collections*

All the eight libraries investigated were found to espouse a mission of supporting research through provision of information resources and this mission was realised in practice through the Resources, Liaison and Shared Service models. Libraries were putting greater emphasis on availing resources such as books, electronic resources, and other kindred materials. As part of realising this mission, librarians were also facilitating access to these resources by training researchers and doing reference work.

▪ *Congruence on services*

Congruence exists between traditionally espoused services and facilities for researchers and traditional models employed in practice. The following services were found to be popular in practice as espoused in documents:

- ✓ Provision of resources realised in practice.
- ✓ IL training realised in practice.
- ✓ Institutional repository as a facility to capture the intellectual output.
- ✓ Marketing in practice via the.
- ✓ Reference services realised in practice.
- ✓ Tutorials for researchers realised in practice.

- *Congruence on the definitions of research support*

Research support definitions from all the libraries reinforce the info-centric approach seen in all the libraries. The definitions provided in all the libraries expressed collections in form of e-resources, books, and e-journals as a form of research support. This was in tandem with building of both physical and electronic resources in libraries. IL training, e-resources training and research tutorials were also frequently articulated in the definitions. This is in synch with practice where the libraries through the efforts of Subject librarians hold IL training sessions for researchers, e-resources training, workshops on the research process, anti-plagiarism and intellectual property rights.

- *Congruence on collaboration*

Collaboration as a conduit to enhance and meet the needs of researchers was espoused as a strategic goal in achieving the needs of researchers. This was actualised in practice by all libraries through the Shared Service Model. Several initiatives to realise this goal in practice were palpable. All libraries were part of ZULC initiative for the purposes of realising economies of scale in subscribing to expensive e-resources.

It was also found that majority of the libraries were collaborating with sister departments within their institutions in the delivery of IL skills training to researchers. Notable department mentioned by librarians to be amenable to collaboration in IL training initiatives included computer science, Information technology as well as communication skills. It was discovered that libraries collaborate with research offices in capturing the end products of scholarship such as conference papers, research projects and research articles for preservation and disseminating through the institutional repository.

- *Congruence on technology*

The goal of providing technologically driven services to researchers was partly realised in practice as librarians practising research support appreciated the role played by technologies in supporting researchers in communicating with researchers and in the selectively disseminate information via social media. Services are also available 24/7 due to the capabilities of technological advancements in acquisition, access and delivery. Services such as IL skills training were also delivered online in some cases.

- *Congruence on subject librarians*

Most libraries used Faculty librarians as research support staff in practice as espoused in mission goals. The Librarian deployed Faculty librarians in faculties to provide service such as ILS training, SDI, marketing, literature searches, acquisition among other service for researchers. Six of the eight libraries had Faculty librarians on the ground helping researchers as mentioned in policy documents.

4.1.2 Incongruence

Incongruences ² between espoused theories and theories-in-use can render professional practice ineffective (Argyris and Schön 1974). It was found from the comparative analysis that there are considerable contradictions, inconsistencies and ¹² major gaps between espoused theories and theories-in-use in the practice of research support. The following list shows the major incongruences that were discovered from the comparative analysis:

1. A major hiatus was seen in the way services were being delivered by all libraries to their various constituencies and what the mission statements encapsulate in support. Implicit in mission statements of libraries was that libraries would provide balanced support to the three core functions of universities - namely research, social responsibility, teaching and learning. However, comparative analysis revealed that espoused support for research was not fully realised in practice as service offered were biased towards teaching and learning. The majority of the libraries had no structural mechanism to deal with unique needs of researchers. Only one library had a dedicated department dealing with needs of researchers. However, the distinction made between research and teaching and learning in mission documents demonstrates the importance and the exclusivity of these constituencies within the academic setup.
2. The limited services provided to researchers reflected the traditional aspects of librarianship which do not match and satiate the new research landscape. In the

new research landscape libraries were expected to offer the following services as expressed by several scholars, among them Ford and Zeigen (2013); Rockman, Puckett and Bass (2008); Richardson *et al.* (2012); Detlor and Lewis (2006); Chan (2004); Raju and Schoombee (2013); Corral, Kennan and Afzal (2013); and Tise (2015):

- | | |
|--------------------------------|---------------------------------|
| i. bibliometrics; | vi. institutional repositories; |
| ii. research commons; | vii. research skills training; |
| iii. research data management; | viii. web services; and |
| iv. collaboration/partnership; | ix. excellent written and |
| v. digital collections; | analytical skills. |

From the list, it was established that libraries provided institutional repositories, web service such as 'Ask a librarian' and research skills training as services targeted towards researchers. Other services offered by the libraries include availing information resources and literature searches.

3. Comparative analysis of the meta-claims revealed that there was a gap in both policy documents and practice in the recognition of researchers as distinct constituency served by the library. Mission documents were not explicit about researchers as a distinctive group. It was also discovered that in practice librarians just offer services to all constituencies as one package. They made no distinction between the services for teaching and learning and those for research. This arrangement has resulted in services being skewed in favour of teaching and learning through acts of omission and commission.
4. Conceptualising research support as embedding, partnering and providing new and expanded services to researchers was not fully appreciated by many of the libraries. Only library UL01 demonstrated the new conceptualisation by creating new structures and enacting policies germane to research support. Most of the libraries concentrating and emphasising provision of resources and facilitation of access to information.
5. Competence in the delivery of service is one of the values espoused by most of the libraries, but this was not properly addressed in practice as librarians lack the skills and knowledge needed to work with researchers. Management in various libraries regard their staff as competent enough to deal with researchers simply

because the librarians were holders of library and information science degrees. However, this contradicts what practising librarians experienced as they did not have the requisite skills needed to support researchers. Many of the Faculty librarians lacked subject knowledge required to be in partnership with researchers. They also lacked knowledge of the research methods, research data management and bibliometrics.

6. Inconsistencies among the actions in the delivery of IL were reported by librarians. Although the IL training skills course was promoted in mission documents as an important service to researchers to develop them into independent learners, its teaching in practice varied, uncoordinated, shortened and at times conflated with library instruction. Some Faculty librarians in different university libraries offered it on a one on one basis, some as a for-credit course, and in groups with no examination at the end.
7. Collaboration is heralded in espoused documents as an important cog of research support in an environment characterised by budget cuts and shortage of manpower. It was discovered that all the libraries were in collaboration of some kind, however a major hiatus was noticed in practice as collaboration was limited to partnering with organisations and departments within the institution. Such efforts had ceased to be sufficient in meeting the needs of the researchers given the modern research environment. No librarians were found to be collaborating with researchers as required in the new conceptualisation of research support where librarians are expected to embed and partner, researchers in their research projects. According to Monroe-Gulick, O'Brien and White (2013:384) the concept of being a partner was interpreted as not only helping researchers succeed in completing and disseminating their research, but also contributing to actual knowledge creation. This means working with researchers throughout the entire research lifecycle.
8. A disjunction was also observed between the espoused importance of technology as a major influence in meeting the needs of researches and the use of technology in the practice of research support. In as much as the librarians praise the technology for making their work easier, paradoxically, they complain about

researchers as being adult learners who struggle to use technology. In the end, the technological use becomes limited by lack of uptake by researchers.

9. A disconnect was realised in some libraries where subject librarians are heralded in strategic documents as the most competent to offer research support yet in practice system librarians were responsible for research support.

4.1.2.1 Reasons for the incongruence

From the examination of eight group studies, it was established that librarians faced barriers that contributed to incongruence ² between espoused theories and theories-in-use of research support. These barriers were found to be both at institutional and individual levels. Both levels of barriers are explained below.

▪ Funding

Libraries used various terms to express funding as a major hindrance to effective research support initiatives. Statements like 'budget constrains' (UL02), 'economic recession' (UL05), 'downturn in economic progression' (UL05), 'low budget' (UL01), 'money is not enough' (UL04) and 'financial challenges' (UL03, UL04, UL07 and UL08) were recorded. Librarians felt that without money it was impossible to discharge and plan for research support. For example, one librarian from UL08 stated, "there is not much when it comes to research ... because without money you can't talk of research, you can't plan, and you can't implement." This discovery supports the findings of Namuleme and Kanzira (2015) that discovered that ³ library budgetary cuts, coupled with the inflationary cost of e-resources, have hindered research support services in academic libraries.

▪ Shortage of staff

'Heavy workloads' resulting from 'shortage of manpower' emerged to be a key challenge across the libraries with respect to research support in these institutions. Librarians mentioned that the work is 'overwhelming' due to 'staff shortage' (UL07) and others noted that they 'require more staff' (UL05), 'not adequately staffed' (UL06) and have 'limited human capital' (UL02). This confirms what Pasipamire (2015) who noted that practising librarians face many ³ challenges regarding the enormous size of the student bodies, lack of support from parent institutions and financial constraints. In this regard, one librarian from UL06 noted, "We are not adequately staffed to deal

with researchers, first we have a shortage of manpower and then another issue is that of skills.”

- **Time**

It was also discovered that librarians practising research support faced the challenge of time allocation which was aggravated by the absence of an institutional policy that makes it mandatory for librarians to have specific schedules for meeting and delivering services to researchers. The language of researchers was telling: ‘not on the timetable’ (UL01); ‘don’t have enough time allocated’ (UL06) and failed to ‘get adequate time’ (UL03), ‘the time is very minimum’ (UL02). This challenge was presented as needing top level management to solve as one librarian noted:

“It is a challenge that needs to be dealt with at a higher level. You may not get the adequate time that you need, for example’ when we want to do IL training. The curricula here are such that we are not on the timetable. We rely on the beneficence of the communication skills lecturers who provide us with time in their lectures.”

In the same vein, librarians felt like they were ‘serving two offices’ (UL07) due to work overload which meant that ‘we don’t have enough time...’ (UL07) to focus on researchers. This was attributed to lack of a governing policy: “I think it is because we don’t have a policy to say librarians should be involved in this or that.” In this setup, ‘balancing faculty and other duties becomes challenging’ (UL08).

- **Infrastructure**

Lack of facilities needed to support researchers was also another common challenge acknowledged by practising librarians. For effective service delivery, librarians needed space and related infrastructure to hold ‘IL training sessions’ and ‘conduct workshops.’ In addition, librarians also needed technological tools like reference management software and computers so as to meet the ‘international best practices’ in research support. From the interviews, statements like; ‘we don’t have training rooms’ (UL03), ‘the biggest ... we don’t have training facilities’ (UL04), ‘we have two intakes, but the space is not increasing’ (UL01), ‘lack of appropriate technology and resources,’ and ‘lack of adequate space’ (UL08) emerged from almost all the libraries. This dovetails with Namuleme and Kanzira (2015) who observed that inadequate infrastructure and information communication technologies (ICTs) are a major challenge to providing research support services.

- **Lack of management support**

Librarians also felt that they were not receiving a fair share of attention from management and administration. Statements like 'they don't support' (UL04), 'the library survives as an island' (UL07), 'lack of support from university management' (UL08, UL02), 'administrators don't accept change' (UL06) pointed to the fact that practicing librarians were more worried and were affected by this lack of support and cooperation from management. One librarian exclaimed:

"The university seems to prioritise academics when it comes to assisting members to go for (staff) development. You apply for money to go and do a PhD you are told priority is given to academics, that alone shows that the university is not serious about the library."

- **Absence of enabling policy**

The absence of a supportive policy that defines the way research support is supposed to be discharged in a fast-changing research environment put librarians in a quandary. The challenges emerging from lack of policies ranged from 'unclear roles and responsibilities' and 'job specifications (where) you can't change anything' (UL05) where one librarian bemoaned: 'we don't have a policy to say librarians should be involved in this or that' (UL07). It was mentioned that "policy wise or strategic wise the library itself doesn't seem to be positioning itself well because it's not even talked about" (UL04). This absence of policy that speaks directly to research support puts everything in a quandary as one librarian expressed: 'absence of a research support policy... everything becomes very unclear' (UL08). Explaining the depth of the challenge, one librarian said,

"some of the things that we do are a result of our own initiatives and not that they are written somewhere, so even if we don't do them, nobody is going to make a follow up to say you did not do ABCD" (UL08).

At individual level, it was established that librarians lack the skills needed to support researchers. Librarians indicated the 'need to upgrade' (UL05) themselves and the 'need to enhance some other skills' (UL03) to be able to offer full-fledged support for researchers. In this regard, one Library Head noted, "...here at the library I can say that I am the only person with a master's degree" (UL06). It emerged that due to lack of skilled personnel in the library, the systems librarian had taken the centre stage in discharging research support at UL06 with other librarians focusing on other traditional

responsibilities like cataloguing and classification of library materials. Faculty librarian also bemoan lack of knowledge and expertise in the areas they support notwithstanding. In the same manner, Namuleme and Kanzira (2015) concluded that lack of skills was one of the serious issues incumbering the discharge of upstream research support in academic libraries in Uganda.

5.1 Analysis

Even though several congruencies were recorded which promotes effectiveness in professional practice, it was observed that libraries were being ineffective primarily because librarians still conceptualised and practised research support from a traditional view point and that they faced barriers at institutional and individual levels which caused incongruences. The libraries emphasised the provision of resources and materials, IL skills training, book acquisitions and reference services as means to support researchers in the new research environment. These efforts were not only inadequate but were rather falling short in meeting and matching the modern research landscape where research support was conceptualised as partnering and collaborating, undertaking research, working outside the library and spending time in departments. Argyris and Schön as noted by Kerr (2010) caution that there is little virtue in congruence alone since congruence between an inadequate espoused theory and a theory-in-use is useless. Librarians attested to the fact that they were being ineffective to researchers as evidenced by lack of interests on the part of researchers.

Argyris (1980) makes the case that effectiveness in practice results from developing congruence between theory-in-use and espoused theory. To this end, the study developed a model that attempts to show elements necessary to achieve effectiveness in practice. The model further shows how academic libraries can overcome incongruence present in their institutions and how different elements form a synergy to achieve effectiveness.

6.1 The proposed model for effective research support

The Research Support Model is based on the literature, research findings and Theory of Action: espoused theories and theories-in-use. The Model is first presented and the explanation to the constructs of the model follows.

University
(Research, Teaching, and Learning
and Social responsibility)

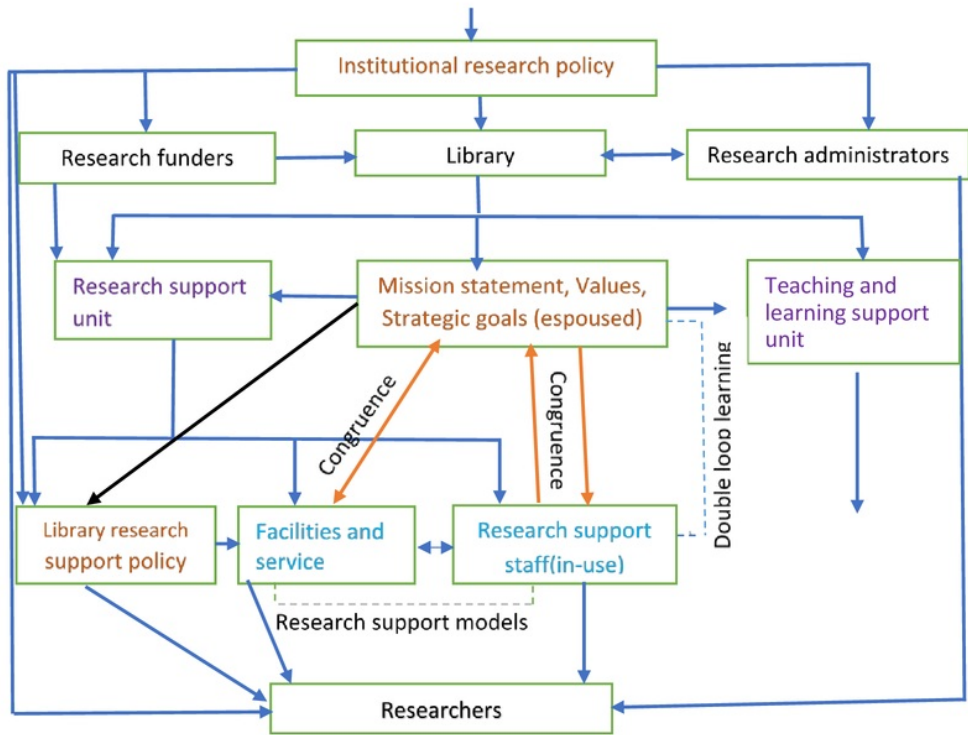


Figure 7.1: Proposed Model for effective research support in Zimbabwean universities

Source: Researcher (2017)

- **The university and institutional research policy**

Zimbabwean universities have three core functions, namely that of research, social responsibility, teaching and learning. To support these three pillars, university departments such as the library rely on university policy to shape and execute their mandates. With respect to research as one of the pillars, many of the librarians were not aware of their institutions research policy. The Model stresses the availability of an institutional research policy, which clearly spells out the specific roles played by each of the research support departments. This is particularly important as it was found in this study that different players within the universities who support researchers lacked a coordinated effort and were developing the same agendas for research support resulting in conflict and overlapping of responsibilities. This contributed to ineffectiveness in two ways. Firstly, resources from research funders could easily be misappropriated and secondly, researchers may totally fail to get a service simply because players would assume the others are doing it. This was epitomised by the issue of Open Access initiatives where both the library (UL04) and the research office were claiming to champion it. Consequently, both parties failed to hold the Open Access Week in 2016. This demonstrated that lack of clarity regarding responsibilities has come as a disservice to researchers. Effectiveness in support of researchers depends on the clarity and understanding of roles. It is therefore imperative that all the roles and strategies of the support environments are clearly stated and synchronised through the institutional research policy to unlock synergies among departments.

Further, librarians lamented that researchers shun services offered by the library and one of the many reasons offered was the fact that there were no policies in place that make it mandatory for beneficiaries to attend and receive research support service. A policy would ensure programmes such as IL skills training are made mandatory to attend because they provide life-long skills fundamental to the success of researchers. So, an institutional research policy is the starting point for effective support to researchers and this policy must be cascaded down to all the departments so that everyone is aware of their responsibilities.

- **Library, funders and research administrators**

A healthy, complementary and fiduciary relationship among stakeholders is very important for effective support of researchers. The study found that funding was one of the problems that libraries were facing. Libraries were not prioritised in resource allocation and faced budget cuts every now and then. This resulted in libraries failing to acquire resources and build infrastructure conducive for research support. The Model put emphasis on funders to demonstrate the importance of funding to the delivery of research support. Without adequate financial resources, there is no way libraries can develop and provide services that are required in a modern-day research landscape.

Equally, a healthy working relationship with other players such as research administrators was needed to ensure that the know-how and know-what is very clear. Findings indicated that research administrators do not see librarians as important academic partners. This was exemplified by the exclusion of librarians in UL06 when they tried to attend a research workshop organised by the research office upon which they were told that it was meant for academics only. This demonstrated that research administrators did not understand the role of the librarians in the scholarly orbit of researchers. Attendance of such workshops by librarians would make them aware of the nature of research done in the university and give them leverage to anticipate the needs of researchers and support them accordingly.

▪ **Library and the mission statement**

Analyses revealed that libraries were intricately connected to the missions of their universities as they express their mission statements in terms of the three pillars of research, teaching and learning and social responsibility. However, majority of the mission statements were found to have a medium degree of specificity and failed to explicitly identify aspects of the library's support towards research. For example, researchers as a service target were not mentioned by the mission statements. This failure was attributed to lack of clearly stated institutional research policies that should inform and shape the research mission of the libraries. It was also discovered that library mission statements failed to reflect exigencies for research support in this fast-changing environment. Most Faculty librarians blamed the mission statements for ineffective research support. Mission statements and values must consistently be revamped so that they speak to current issues.

Research support and teaching support as ordinate services

Findings of the study showed that services offered by libraries were skewed in favour of teaching and learning. Librarians claimed that they were mainly focusing on provision of information resources suitable for teaching and learning and claimed that there were no researchers to support. This kind of situation made teaching and learning superordinate to research. However, the Model places research support and teaching, and learning support as equivalent. This would ensure libraries ¹³ balance their investments in information resources and services in a manner that reflects the competing needs of both teaching and research.

Library research policy

Findings of the study showed that lack of library research support policy undercuts the effectiveness of library research support. Faculty librarians and other library staff charged with research support duties lamented the lack of clarity in research support roles and responsibilities due to lack of a guiding library policy. The danger with a lack of policy is that nobody takes these research support librarians to task in an event that they abdicate their duties to researchers. This scenario has resultantly caused service to be skewed in favour of teaching and learning because in the absence of policy librarians do what they think is appropriate even if it is not enough. The new proposed model places emphasis on library research policy as the starting point in terms of providing a balanced service. A library research support policy is a prelude to effectiveness because it has the potential to spell out how research support will be delivered, who will deliver it and where it will be delivered. The model also demonstrates that the library research support policy must be predicated upon the mission, vision, values and strategic goals of the library in order to achieve congruence between espoused goals and what happens on the ground.

▪ Research services and facilities

Meta analyses of findings showed that libraries do not separate service for research, teaching and learning. This arrangement was thought to cause ineffectiveness in support of researchers because under such an arrangement it was very easy to overlook services that were needed. The new proposed model puts emphasis on separate and distinctive services for researchers so that researchers can effortlessly identify with the library. Studies that were carried out elsewhere show that researchers

believe that services from the library are geared towards teaching and learning and a majority have stopped using the library. Distinctive services and facilities such as research commons, bibliometrics, research data management, citation analysis, data curation and collaboration in projects must be introduced to raise the services for researchers together with those of teaching and learning.

- **Library research support staff**

In research support practices, intellectual labour is the greatest asset because most of the research support services are manufactured as they are being delivered. The new proposed model places emphasis on a competent, dedicated and well-resourced team of research librarians as a *sine qua non* for effective research support. For example, collaboration in research projects demands that librarians have the knowledge and competence to do research. Over and above, research librarians should only focus on researchers. The arrangement that was found in libraries was inimical to effective research support because Faculty librarians who were discharging research support duties were also doing other central organisational duties such as supervision and collection development.

Additionally, the model proposes that librarians practising research support must be reflective practitioners who reflect both in action and on action. Schön (1983) noted that the capacity to reflect on action, to engage in a process of continuous learning, was one of the defining characteristics of professional practice. Kerr (2010) noted that reflection on practice is done in the interest of learning, towards bringing theories-in-use in line with espoused theories for greater effectiveness in practice. Congruence between theories-in-use of research support librarians and the mission documents and policies of the library should result in effectiveness in practice. It is the entire process of reflection-in-action which is central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict.

Research support models

Meta analyses established that librarians use traditional models in support of researchers. Resource and Liaison models were found to be the most popular means of supporting researchers. However, these were found to be inadequate in dealing with modern day needs of researchers. To be effective in practice, the proposed model stress the need for librarians to put more emphasis on modern approaches of support

viz Hybrid Model which demands new structures, new posts and highly qualified and competent staff and the Engagement Model where librarians work outside the library spending time in academic departments, collaboration in conducting research and being assertive and proactive. These models can have a strong impact in the scholarly life of researchers.

article

ORIGINALITY REPORT

12%

SIMILARITY INDEX

10%

INTERNET SOURCES

5%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1	researchspace.ukzn.ac.za Internet Source	1%
2	link.springer.com Internet Source	1%
3	archive.org Internet Source	1%
4	www.ideals.illinois.edu Internet Source	1%
5	open.uct.ac.za Internet Source	1%
6	David Gough, Diana Elbourne. "Systematic Research Synthesis to Inform Policy, Practice and Democratic Debate", Social Policy and Society, 2002 Publication	1%
7	content.sciendo.com Internet Source	1%
8	Submitted to Maryville University Student Paper	<1%

9	Submitted to University of Cape Town Student Paper	<1%
10	mafiadoc.com Internet Source	<1%
11	mss3.libraries.rutgers.edu Internet Source	<1%
12	onlinelibrary.wiley.com Internet Source	<1%
13	eprints.soton.ac.uk Internet Source	<1%
14	Submitted to Canterbury Christ Church University Student Paper	<1%
15	ar.scribd.com Internet Source	<1%
16	Submitted to Marshall University Student Paper	<1%
17	infed.org Internet Source	<1%
18	Ronald Smith. "A Theory of Action Perspective on Faculty Development", To Improve the Academy, 1983 Publication	<1%

19

Internet Source

<1%

20

mail.une.edu.au

Internet Source

<1%

21

Journal of Enterprise Information Management, Volume 17, Issue 4 (2006-09-19)

Publication

<1%

22

Submitted to University of South Australia

Student Paper

<1%

23

Submitted to Arab Open University

Student Paper

<1%

24

Submitted to 87988

Student Paper

<1%

25

"Worldwide Commonalities and Challenges in Information Literacy Research and Practice", Springer Science and Business Media LLC, 2013

Publication

<1%

Exclude quotes On

Exclude matches < 6 words

Exclude bibliography On