



The Mediating Effect Of Relational Leadership On The Relationship Between Organizational Learning Capability And Public Service Motivation Of Library Personnel

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Abstract :

The purpose of the study was to determine if relational leadership has a significant mediating effect on the relationship between organizational learning capability and public service motivation of private schools' library personnel in Davao Region, Philippines. Descriptive correlation and mediation analysis were employed to attain the objectives of the study. The researcher used an adapted questionnaire which was contextualized and was subjected to validators review and Cronbach alpha for reliability testing. Survey questionnaires were administered to the 400 library personnel in private schools using total population sampling method. Findings show that organizational learning capability significantly correlates with public service motivation, organizational learning capability with relational leadership, and relational leadership with public service motivation. Further, results revealed that relational leadership has partial significant mediating effect on the relationship between organizational learning capability and public service motivation.

Keywords – Organizational Learning Capability, Public Service Motivation, Relational Leadership, Library Personnel, Philippines.

1. INTRODUCTION

Libraries as learning centers provide relevant information and services to address the information, research and learning needs of community in pursuit of knowledge and global competitiveness (Unegbu, Babalola & Basahuwa, 2020). Like public organizations, libraries also cater all walks of life, though it is categorized as school, academic, research and public entities; hence, all follows the same fundamentals in the delivery of service. Public service motivation is not only experienced by librarians in public libraries but true to other types like school, academic and research, considering the nature of work and functionalities as stated by Unegbu, Babalola and Basahuwa (2020) relative to harnessing, disseminating and preserving knowledge and information attuned to the current demands of time. Unfortunately, despite the advancement, demotivation to some library personnel still happens due to job insecurity, poor interpersonal relations at work, lack of effective communication and exclusion from decision making process (Machara & Jain, 2016), lack of enabling environment to carry out their duties effectively and low salary (Unegbu, Babalola & Basahuwa, 2020) which increasingly lead to low performance. In the public sector, the ideal concept of public service is sometimes hindered by conflict of interest. According to Raudeliūnienė and Meidutė-Kavaliauskienė (2014),

people aspire to work for a variety of reasons, including social security, job content, personal objectives, and the desire to get work experience. However, excessive constraints are imposed on individuals who naturally want to help others, which has an impact on their motivation and job performance (Paarlberg & Lavigna, 2010). The ongoing challenges faced in recruiting, retraining, and motivating staff likewise underscore the significance of public service motivation (PSM) both in policy and practice in connection to leadership (Hameduddin & Engbers, 2022).

Basically, public service motivation (PSM) is vital in government (Vandenabeele & Schott, 2020), but motivation in general is applicable to all individuals whether in public or private. According to Ritz, Brewer, and Neumann (2016), public service motivation is characterized as a person's orientation toward providing services to others with the goal of benefiting others and society. The idea of PSM has drawn a lot of attention from public sector leaders because of its useful design that can help with staff engagement, attractiveness, and retention (Hameduddin, & Engbers, 2021). Clerkin and Fotheringham (2017) assert that government attraction is practical and has provided workers with career challenges and appeal. Because they internalize the values and beliefs of the public sector organization they work for, employees with high PSM perform better in their responsibilities than others (Miao, Newman, and Schwarz, 2019). However, this is ascribed to a rise in the drive of workers to put in extra effort in order to achieve the organization's objectives and enhance performance (Liu & Perry, 2016).

The researcher also looks at PSM's relationship to organizational learning capability (OLC) and relational leadership (RL) constructs in order to gain a thorough knowledge of its value. Rao et al. (2018) stated the importance of knowledge sharing as a learning mechanism of organization, specifically in transferring knowledge to increase employees' performance. Authors like Gomes and Wojahn (2017); and Hussain, et al. (2018), also indicated the important role of dialogue, knowledge transfer, experimentation and openness, participative decision making, and managerial commitment which help achieve organizational performance.

Dominguez- Escrig, Broch, Chiva, and Alcamí's in their study on public sector revealed that learning is crucial in building a resilient organization, stopping crises from happening again, and in creating a suitable crisis response. Therefore, in the face of tremendous political and media pressure, public leaders must have quick respond to decide which crisis-related learning activities to prioritize (Hangeior & Ihagh, 2016). Also, since the goal is to enhance public services, knowledge sharing is essential to their advancement. This implies that innovative concepts and effective methods should, in principle, be shared across agencies and governmental tiers rather than being exclusive to a single entity or alliance as public service improvement procedures have been found to be heavily reliant on learning (Rashman, Withers, & Hartley 2009). In like manner, political learning is a big deal for public leaders that they want to improve external communications, minimize damage to their organization's reputation, assign responsibility, and strengthen their political crisis management plan (Boin et al., 2008, Birkland, 2006; Broekema, Porth, Steen, Torenvlied, 2019). Actually, leaders who underwent training programs have improved their work performance and public service motivation (Belle, 2014; Hameduddin & Engbers, 2022).

On the other hand, employees' motivation to work may be also be affected by leadership. According to Christensen et al. (2017) and Piatak et al. (2021), leaders can shape subordinate motivations and both leadership and managerial practices may reduce or enhance public service motivation; thus, affecting important individual and organizational outcomes (Hameduddin & Engbers, 2022; Obyrne, 2021). Jabeen et al. (2020) espoused the significant impact of leadership towards the organization, indicating leaders to display appropriate attitudes worth to emulate by subordinates. Ruppert-Winkel (2018), stated that it is the relational attitudes that foster to refocus the attention of the leader to the dynamic performance of the group, promoting excellent, reliable, and collaborative relationships between leaders and followers (Uhl-Bien and Ospina 2012). Obyrne (2021) opined that leaders can enhance commitment and performance output by adjusting the factors of motivation and job satisfaction. This will affect behaviors, attitudes, motivational levels, and performance. Moreover, complex processes may underlie the effect of leadership on PSM, and they are conditioned by contextual and organizational factors like: professionalism, religion and family education; and organizational factors like: organizational culture and job characteristics (Belrhiti, Van Damme, Belalia, & Marchal, 2020).

After thorough evaluation of various literatures, the researcher finds this research very fascinating to conduct for she has not come across studies pertaining to the mediating effect of relational leadership on the relationship between organizational learning capability and public service motivation. It is in this context that she also pushes to conceptualize the combination of the identified variables due to very limited scholarly reading materials on relational leadership. In general, this research might provide significant inclusions in the new body of knowledge not only in the field of librarianship but also in management and public administration spectrum.

Objectives of the Study

The main objective of this study was to probe the mediating effect of relational leadership on the relationship between organizational learning capability and public service motivation. Specifically, it seeks:

1. To determine the relationship between:
 - 1.1 organizational learning capability and public service motivation;
 - 1.2 organizational learning capability and relational leadership; and
 - 1.3 relational leadership and public service motivation.
2. To determine the mediating effect of relational leadership on the relationship between organizational learning capability and public service motivation

Hypothesis

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between:
 - 1.1. organizational learning capability and public service motivation;
 - 1.2. organizational learning capability and relational leadership; and
 - 1.3. relational leadership and public service motivation
2. Relational leadership does not significantly mediate the relationship between organizational learning capability and public service motivation

2. RESEARCH METHODOLOGY

The quantitative, non-experimental design of research using correlational technique was used in this study. First, descriptive-correlational means was used to describe the variables existing in the given situation. This showed the important connection between the factors and how they are correlated. Blay (2013) claimed that a descriptive study is merely a description of the phenomenon while correlation measures the link between two or more variables. Second, the mediation analysis was used to determine whether the relationship between organizational learning capability as the independent variable and public service motivation as the dependent variable is significantly reduced after the inclusion of the mediating variable - relational leadership. In like manner, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

2.1 Population and Sample

The respondents of the study were the 400 library personnel of the private schools in the Davao region working in the libraries of preschool, high school, and college. Librarians and other professionals working as library directors, library heads, library supervisors, catalogers, abstractors, indexers, reference librarians, circulation librarians, acquisition librarians, Audio Visual/Multimedia in-charge, e-library/internet in-charge, learning commons in-charge, bindery in-charge, reprography in-charge, and library assistants attending to clients' information needs with permanent positions were considered respondents of the study.

2.2 Data and Sources of Data

This study utilized survey questionnaire which was adapted and contextualized based on this study. The questionnaires before distribution underwent a series of validation from the experts to determine its objectivity, content and clarity and were subjected for pilot testing with a Cronbach's Alpha of .942, .929, .952, and .886 respectively. Cronbach's alpha is a measure used to evaluate the reliability and consistency of the items in the questionnaire. The rule of thumb stated the following values: when $a \geq 0.9$ excellent, $0.9 > a \geq 0.8$ good, $0.8 > a \geq 0.7$ acceptable, $0.7 > a \geq 0.6$ questionable, $0.6 > a \geq 0.5$ poor, $0.5 > a$ unacceptable. Since the rating obtained good to excellent results, then values were more reliable. Tavakol and Dennick (2011) stated that a high level of alpha would mean that the items were highly correlated. The questionnaire was constructed based on a 5-point likert scale.

Before the gathering of data, ethical considerations were observed and this study underwent evaluation conducted by the members of the ethics review committee. After several review processes, this study was marked as passed and approved by the UM Ethics Review Committee (UMERC) with Protocol Number A366-1020-2018.

2.3 Sampling Method

This study used universal sampling or total population sampling as its sampling method. Total population sampling is a purposive technique commonly used to examine the entire population that has one or more characteristics (Crossman, 2017). This sampling method is suitable for this research because of the common characteristics defined by the chosen population. Though individuals of this population have different ages, gender, and attitudes, but they share a certain experience in their jobs. Moreover, this technique is fitted for this study considering that only few are librarians by profession and very limited professionals are handling library services.

This study did not cover the public sector libraries because most of the personnel in these organizations were hired under job orders due to very limited librarian positions. In this light, it was also presumed that due to their irregular employer-employee relationship status, management did not have a stronghold on these employees as far as their commitment to the organization was concerned, anytime they will leave and seek for new employment for personal and other reasons. In the same manner, those employees working in the libraries of private schools with temporary status, under observation, and on the-job-training were excluded in this study.

In cases that respondents will back out from the study the time that the questionnaires were given, due to unavoidable personal and family circumstance and other important concerns in the exigency of service (travel, meetings, etc.), the researcher had the tentative schedule or time of these respondents until the questionnaires were completely answered. But if seen that respondents were really hesitant from the start, then the researcher ensured ready replacement with no strings attached.

2.4 Research Locale

This study was conducted in the Davao Region, formerly called Southern Mindanao. Region XI is located at the Southeastern portion in Mindanao comprising four provinces and one capital city namely: Davao de Oro, Davao Del Norte, Davao Del Sur, Davao Occidental, Davao Oriental, and Davao City. The region has six cities, Davao, Digos, Mati, Panabo, Samal, and Tagum, and 43 municipalities, grouped into 11 congressional districts and divided into 1,162 barangays. The region covers a total land area of 20,357 sq.km., with Davao City as its premier city having an area of 2,443.6 sq. km. The focus of this study were the private schools' library personnel handling school libraries (Pre-school to High school) and academic libraries (college) in Region XI.

2.5 Statistical tools

The data were appropriately analyzed and interpreted based on the objectives of the study; and thus, used the following statistical tools: Pearson r and Mediation Analysis. **Pearson r** was utilized to determine a significant relationship between Organizational Learning Capability of private schools' library personnel in Region XI and their Public Service Motivation, Organizational Learning Capability and their Relational Leadership and Relational Leadership and their Public Service Motivation. **Mediation Analysis** was utilized to determine the mediating effect of Relational Leadership on the relationship between Organizational Learning Capability and Public Service Motivation.

2.6 Ethical Considerations

The researcher made it a point that information presented in the study was not fabricated nor written without shreds of evidence; hence, all were properly cited with due credit to the authors. Other explanations expounded to support the authors were based on personal experiences and real-life situations and no misinterpretations of conclusions, findings, and remarks were created to destroy the authors' credibility. This study was subjected to an anti-plagiarism detector with the use of Turnitin software to check its authenticity.

This study had no trace of falsification of any information from the retrieved works of literature just to fit into the work created, like theories, and models. There was no exaggeration of explanations in any manner presented, to contain the original thoughts of the authors. In the same manner, conflict of interest was non-evident as far as this study was concerned.

3. RESULTS AND DISCUSSION

3.1 Relationship between Organizational Learning Capability (OLC) and Public Service Motivation (PSM)

Table 3.1 revealed the relationship between OLC and PSM of library personnel. Results revealed an overall r-value of 0.79 and a p-value of $< .001$. This showed that overall, library personnel with high organizational learning capability have higher public service motivation. The findings also suggested that for the library personnel to increase their motivation in doing public service, they have to focus on the seven measures of organizational learning capability. The more knowledgeable and skilled the library personnel are, the more they develop high public service motivation.

From Table 3.1, it was also observed that when indicators of OLC were correlated to the indicators of PSM it yielded the following results: Knowledge sharing correlated with attraction to public service, commitment to public values, compassion and self-sacrifice yielded an overall coefficient of 0.699 at p-value $< .001$, or significant. Also, Dialogue correlated with attraction to public service, commitment to public values, compassion and self-sacrifice got an overall coefficient of 0.736 at p-value $< .001$, still significant. Further, when Participative decision-making, Managerial commitment, Experimentation and openness, knowledge transfer and Risk taking were correlated with attraction to public service, commitment to public values, compassion and self-sacrifice it yielded an overall coefficient of 0.726, 0.596, 0.754, 0.693, and 0.689 respectively with all p-values $< .001$; thus, all significant. Moreover, the correlation test between the indicators of PSM and OLC yielded these results. Attraction to public service, Commitment to public values, Compassion and Self-sacrifice linked with knowledge sharing, dialogue, participative decision-making, managerial commitment, experimentation and openness, knowledge transfer and risk taking got an overall coefficient of 0.586, 0.748, 0.705, and 0.638 respectively with all p-values $< .001$, indicating significant. Therefore, the null hypothesis of no relationship is rejected.

The aforementioned finding is supported by a study conducted by Hangeior and Ihagh (2016) on public officials' quick responsiveness to crisis-related learning activities to address difficulties. Onağ et al. (2014) clearly emphasized the significance of the seven elements of organizational learning capability in addressing organizational difficulties and so influencing learning (Turulja & Bajgorić, 2018) to help the organization to grow (López-Cabrales, Real, & Valle, 2011; Ma Prieto & Pilar Perez-Santana, 2014) and generalize ideas with impact (AL-Faouri, 2015). In one instance, employee's personal morale naturally rises after resolving challenging situations. This made it clear how important organizational learning is for public service organizations and so with the private sector noting its impact to the happiness and motivation of employees. Additionally, Rashman, Withers, and Hartley (2009) confirmed one of the dimensions of organizational learning capability called knowledge sharing which enhances public services and development. According to Rao, Yang, and Yang (2018), it is one of the organization's learning mechanism. Gomes and Wojahn (2017) also pointed out dialogue as an important process in transferring knowledge which have great impact to organizational learning. By initiating formal processes like dialogue, departments and/or employees can have a better avenue to share their best practices among with them (Gomes & Wojahn, 2017). For private organizations, dialogue and other learning mechanisms are used as part of their continuous learning (Palos & Veres Stancovici, 2016).

Table 3.1
Relationship between OLC and PSM

Variable		APS	CPV	COMPA	SS	Overall PSM
KS	Pearson's r	0.504	0.649	0.633	0.583	0.699
	p-value	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
DIA	Pearson's r	0.554	0.711	0.664	0.567	0.736
	p-value	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
PDM	Pearson's r	0.507	0.652	0.662	0.637	0.726
	p-value	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
MACOM	Pearson's r	0.485	0.608	0.502	0.428	0.596
	p-value	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$
EO	Pearson's r	0.528	0.676	0.697	0.65	0.754
	p-value	$< .001$	$< .001$	$< .001$	$< .001$	$< .001$

KT	Pearson's r	0.538	0.709	0.601	0.509	0.693
	p-value	< .001	< .001	< .001	< .001	< .001
RT	Pearson's r	0.54	0.659	0.588	0.546	0.689
	p-value	< .001	< .001	< .001	< .001	< .001
Overall OLC	Pearson's r	0.586	0.748	0.705	0.638	0.79
	p-value	< .001	< .001	< .001	< .001	< .001

** Correlation is significant at 0.01 level (2-tailed).

3.2 Relationship between Organizational Learning Capability (OLC) and Relational Leadership (RL)

Table 3.2 depicted the result of the correlation between OLC and RL of library personnel. Findings showed an overall r-value of 0.734 and p-value < .001. This meant that a high OLC of library personnel would essentially increase their relational leadership.

Specifically, it was observed that when the individual indicators of OLC like: knowledge sharing, dialogue, participative decision-making, managerial commitment, experimentation and openness, knowledge transfer and risk taking were correlated with the overall indicators of relational leadership, the results were significant, with r-values ranging from 0.57 to 0.701, all with p-values < .001, indicating significant. Also, when the indicators of relational leadership like: Caring, Empowering, Vision Intuition, Inclusion and Ethical were correlated with knowledge sharing, dialogue, participative decision-making, managerial commitment, experimentation and openness, knowledge transfer and risk taking, it yielded an overall coefficient of 0.655, 0.682, 0.716, 0.659, and 0.681 respectively, all with p-values < .001, still significant. Therefore, the null hypothesis of no relationship is rejected.

Based on the aforementioned findings, the authors' discussion on the significance of political learning for public leaders supports the link between relational leadership and organizational learning capabilities. This stressed on the value of political learning which enhance public leaders' communications, reduce harm to their organization's image, boost accountability, and strengthen their political crisis management strategy (Boin et al., 2008; Birkland, 2006; Broekema, Porth, Steen, Torenvlied, 2019). However, this suggests that proper education results in a favorable propensity to be given more responsibility in work. Real-world leaders should be able to communicate, foster dialogue, impart knowledge, and rally people to support and participate. They should also be able to guide the group to a collective performance. On the other hand, without the proper education or training required for their position, one cannot carry out their responsibilities effectively. This is factual and applicable to everyone, not just for public figures. Belle (2014) supported it by emphasizing the value of leaders receiving the right training which likely to enhance leadership effectiveness.

Table 3.2
Relationship between OLC and RL

Variable		CAR	EMPO	VI	INCLU	ETHIC	Overall RL
KS	Pearson's r	0.574	0.594	0.646	0.562	0.616	0.647
	p-value	< .001	< .001	< .001	< .001	< .001	< .001
DIA	Pearson's r	0.629	0.654	0.686	0.605	0.644	0.696
	p-value	< .001	< .001	< .001	< .001	< .001	< .001
PDM	Pearson's r	0.616	0.625	0.643	0.612	0.613	0.672
	p-value	< .001	< .001	< .001	< .001	< .001	< .001
MACOM	Pearson's r	0.493	0.533	0.555	0.524	0.532	0.57
	p-value	< .001	< .001	< .001	< .001	< .001	< .001
EO	Pearson's r	0.626	0.648	0.682	0.647	0.64	0.701
	p-value	< .001	< .001	< .001	< .001	< .001	< .001
KT	Pearson's r	0.563	0.587	0.617	0.568	0.603	0.635
	p-value	< .001	< .001	< .001	< .001	< .001	< .001
RT	Pearson's r	0.535	0.563	0.577	0.537	0.558	0.599
	p-value	< .001	< .001	< .001	< .001	< .001	< .001

Overall OLC	Pearson's r	0.655	0.682	0.716	0.659	0.681	0.734
	p-value	< .001	< .001	< .001	< .001	< .001	< .001

** Correlation is significant at the 0.01 level (2-tailed).

3.3 Relationship between Relational Leadership (RL) and Public Service Motivation (PSM)

Table 3.3 showed the correlation of RL to PSM. From the result, it can be noted that RL was significantly related to the overall indicators of PSM having an overall computed r-value of 0.752, and a p-value < .001. This indicated that the higher the relational leadership of library personnel, the higher their public service motivation. This also explained that library personnel or staff with high relational leadership were more likely to have high public service motivation than those with a low-level of relations.

Further, It was observed that when the indicator of relational leadership, caring was correlated with public service motivation, the overall r-value was 0.684 with p-value < .001, or significant. Also, when empowerment was correlated with public service motivation, the overall r-value was 0.708 with p-value < .001, still significant. Furthermore, when vision and intuition, inclusion, and ethical were correlated with public service motivation, the overall r-values were 0.714, 0.679, and 0.695 respectively with all p-values < .001; thus, all significant. This meant that the higher the r-values, the greater are the correlation. Therefore, the null hypothesis of no relationship is rejected.

The studies by Christensen et al. (2017) and Piatak et al. (2021), which highlight the power of leadership to mold subordinate motives, also support the relationship between relational leadership and public service motivation. This implies that organizational activities, including leadership, can influence the incentives of subordinates in the dynamic condition of public service motivation. According to Hameduddin and Engbers (2022) and Obyrne (2021), management and leadership styles have an impact on workers' motivation for public service. Jabeen et al. (2020) emphasized the important role that leadership plays in an organization's success or failure noting that any accomplishments or the opposite result of leadership affected the employee motivation of which is in line with Albert Bandura's social learning theory.

Table 3.3
Relationship between Relational Leadership and Public Service Motivation

Variable		APS	CPV	COMPA	SS	Overall PSM
CAR	Pearson's r	0.454	0.648	0.622	0.601	0.684
	p-value	< .001	< .001	< .001	< .001	< .001
EMPO	Pearson's r	0.492	0.633	0.634	0.636	0.708
	p-value	< .001	< .001	< .001	< .001	< .001
VI	Pearson's r	0.497	0.641	0.644	0.634	0.714
	p-value	< .001	< .001	< .001	< .001	< .001
INCLU	Pearson's r	0.48	0.584	0.612	0.615	0.679
	p-value	< .001	< .001	< .001	< .001	< .001
ETHIC	Pearson's r	0.501	0.611	0.623	0.612	0.695
	p-value	< .001	< .001	< .001	< .001	< .001
Overall RL	Pearson's r	0.524	0.674	0.677	0.669	0.752
	p-value	< .001	< .001	< .001	< .001	< .001

**Correlation is significant at the 0.01 level (2-tailed).

3.4 Mediating Effect of Relational Leadership (RL) on the relationship between Organizational Learning Capability (OLC) and Public Service Motivation (PSM)

The purpose of this research is to add to the body of knowledge on the potential mediating factor in the relationship between organizational learning capability and public service motivation. Relational leadership was specifically examined as a potential mediating factor that might account for the relationship

between organizational learning capability and public service motivation. The study finds partial mediation. Additionally, important effects are provided that could contribute to the improvement of current studies on organizational learning capability and public service motivation.

Firstly, the findings on the relationship between organizational learning capability and public service motivation is supported by Self-Determination Theory of Ryan and Deci (2000), which postulates that people are motivated by intrinsic factors like autonomy, competence, and relatedness. When organization encourage learning, they enable personnel to grow in knowledge and abilities and feel more competent. In short, organizational learning capability can foster an atmosphere where library staff members feel more capable and independent and become motivated. It is through self-determination that we can overcome external obstacles, embrace challenges, and ultimately achieve a sense of fulfilment and purpose through motivation.

Secondly, the study discovered that relational leadership partially mediates organizational learning capability and public service motivation, which complied with the mediation parameters established by Baron and Kenny (1986). The mediation analysis involved the path between organizational learning capability and public service motivation, and the path between relational leadership and public service motivation. The findings support the relationship between organizational learning capability and public service motivation leading to support the studies of Rashman, Withers, and Hartley (2009) confirming one of the dimensions of organizational learning capability called knowledge sharing which enhances public services and development; and Sobrecarey & Apostol (2024) on the importance of transformational leadership qualities among school leaders which leads to higher commitment of teachers.

Thirdly, the findings on the mediating effect of relational leadership on the relationship between organizational learning capability and public service motivation was supported by Albert Bandura's Social Learning Theory, which highlights the value of seeing, modeling, and copying the actions, attitudes, and emotional responses of others. Social learning theory takes into account how human learning and behavior are influenced by the interaction of cognitive and environmental factors. In this way, by learning from peers and role models in a nurturing learning environment, library staff will become more motivated. Additionally, by encouraging organizational learning through leadership, library staff members can be inspired and their responsibilities can be linked to public service objectives, which will increase their intrinsic motivation.

Lastly, the findings are corroborated by the Moral Foundation Theory by Wang et al (2020), which holds that different combinations of cultural characteristics—known as moral foundations (MFs)—that are intrinsic, modular, and irreducible urge people to repress selfishness. According to this theory, moral foundations evoke PSM-relevant beliefs, attitudes, and memories that inspire people to perform public service by causing a socially and institutionally competent individual to control selfishness and cooperate with others. According to this theory, social triggers that arise throughout life events and in institutional settings play a role in the development and recurrence of PSM. Additionally, according to MFT, a limited set of five moral foundations—Care, Fairness, Authority, Loyalty, and Sanctity—both construct and confine this motivating effect.

Table 3.4. Mediating Effect of Relational Leadership on the relationship between Organizational Learning Capability and Public Service Motivation

Path	Estimates	Std Error	Z value	P
OLC → RL	0.719	0.033	21.585	<.001
RL → PSM	0.324	0.036	9.109	<.001
OLC → PSM	0.437	0.035	12.553	<.001

4. Conclusions

Based on the findings of the study, the following conclusions are drawn.

- Library personnel's learning capability significantly impacted their public service motivation and relational leadership. This meant that the more library personnel received support to increase their knowledge, skills and capabilities, the more that their public service motivation and relational leadership increases. On the other hand, the more motivated the library personnel are, the more is the tendency for them to become relational leaders and willing to accept challenges in organizational learning, upskilling and collaborative efforts for the organization's sustainability and development.
- Further, relational leadership generally contributed to the library personnel's motive towards gaining organizational learning and public service motivation. It is believed that being caring, empowering,

intuitive, inclusive and ethical leader will encourage library personnel's engagement to various knowledge and skills enhancement and commitment to work putting on self-sacrifice and compassion. This is in the case of newbies where the impact of leadership is very high as they want to get familiar with the process and the work in general, and so with the positive impression from their supervisors. Public service motivation is generally aided by relational leadership in the librarianship profession based from the result of this study as many are looking at the competencies developed and influenced by leaders. However, rarely are the motivation of library personnel which were developed solely through personal learning as mostly are associated to leadership.

5. Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

- The significant relationship of organizational learning capability on both public service motivation and relational leadership, and relational leadership and public service motivation, have all indicated the vitality of knowledge and skills for the library personnel. This explained that for the library personnel to continuously achieve high performance at work, there must be an in-placed personnel development program that will show career path and professional growth. Specifically, the provision to enroll higher degree and participation to regular trainings and seminars which will provide updates about the profession and alignment of service delivery both for local and international spheres. Generally, upskilling employees' learning likely increase librarians' motivation towards the attainment of personal and organizational success. There is a likelihood that librarians will tend to develop high leadership skills and may become expert in their assigned tasks. Also, having been equipped with learning capabilities, leadership and motivation maybe never a serious problem.
- On the mediating effect of relational leadership on the organizational learning capability and public service motivation, Future researcher/s may use these constructs for the study of mediating effect for other focus groups or organization for comparative results and additional array of literatures in the area of relational leadership.

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