

# The Impact of Leadership Styles on Administrative Effectiveness of Librarians in Federal Universities in South-South Nigeria

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## Abstract

The study was carried out to determine the impact of leadership styles on administrative effectiveness of librarians in federal university libraries in South-South Nigeria. The study adopted the ex-post facto research design which utilized the non-probability sampling technique, involving the purposive and accidental sampling. A total of (231)Two Hundred and Thirty-One respondents, that is, One Hundred and Seven professional librarians and One Hundred and Twenty-Four para-professionals from the six federal university libraries. Data was generated through questionnaire. Data was analyzed using both descriptive and inferential statistics (Independent t-test, One-way analysis of Variance and Multiple Regression Analysis). The research question was answered and the hypotheses were tested at .05 level of significance. The result from research question shows that leadership styles of Librarians in South-South Universities of Nigeria influence their administrative effectiveness. Hence the study recommends among others that democratic leadership style be employed by professional Librarians to (bring about good service delivery), effective performance and enhance productivity.

**Keywords:** Leadership styles, Administrative effectiveness, Librarians, Para-Professionals, Federal Universities, Nigeria.

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## I. Introduction

The concept of the library as the 'heart' of academic activities in a University, the sun around which teaching and research revolves is widely hailed. Academic libraries are established to serve institutions of higher learning such as Universities, Colleges of Education, Research Institute and Polytechnics. Their main responsibility is to enhance the actualization of the objectives of the parent institutions that established them, through the provision, organization and dissemination of information resources. Their function includes:

- a. The provision of information resources to help both students and Faculty members in their academic pursuits.
- b. To provide research materials and other bibliographic services to help staff and students in areas of their research interest
- c. To provide specialized library services to outside members of the academic community
- d. To provide collections for leisure, recreation and personal development
- e. They also provide reading accommodation to enhance learning
- f. They provide maintenance and security for the acquired information resources
- g. Above all, they collaborate with other libraries through exchanges or inter-library co-operation in order to serve their users better.

The academic library having been described as the 'heart' of a university and one of the most essential academic units of the university, the laws establishing university institutions in Nigeria are terse on the duties, functions and responsibilities of the librarian. The main duties and responsibilities of the University librarian are to provide library resources and services. To perform these duties successfully, the librarian should begin by providing himself with clearly stated objectives, goals and strategies for achieving them. The librarian should use the score board on the user satisfaction to take remedial action where necessary.

The university librarian should aim at developing a user friendly library. Library resources and services are for users. He should adopt the user-oriented philosophy of librarianship for example; his collection development policy should be based on the information need by the users. He is the head of the university library system, the leader of a team. He is expected to practice participative management, encourage communication and consultation horizontally and vertically through regular meetings. In addition, he should allocate responsibilities to all senior staff individually or in groups and sub-teams to enable them participate

effectively and positively in the running of the library and be partakers in its welfare and success. What then can make the academic librarians achieve the above stated goals?

- a) The quality of its collection-currency and spread
- b) Quality of personnel to coordinate other resources.
- c) Administrative effectiveness-the ability to plan, direct and coordinate available library resources, both human and material to achieve the desired goal of meeting the learning, teaching and research needs of users in efficient and timely manner. How well this is done could lead to-users satisfaction or dissatisfaction
- d) Leadership styles- Autocratic, democratic and laissez-faire

Each of the above stated factors needs a brief discussion to drive home the vital role they play in administrative effectiveness.

The quality of library collection is measured by the following variables: Adequacy, currency and spread. The collection should be large in terms of volumes available, it should have resources that are current and should reflect all the programmes available in the university. The collection development effort should be clear, definite and basic on the library's collection development policy.

Library staff are an indispensable part of library resources. They constitute the human resource that coordinate, plan and organize their resources to achieve the goals of the library. The staff in the library can be categorized into 3: the professional staff, the para-professional staff and the non-professional staff. By virtue of the complex nature of human beings, it takes good managerial skills and leadership qualities to successfully coordinate them to achieve organizational or library's goals.

### **Leadership styles**

Leadership in business and industry is defined here as that part of management which deals with the direct supervision of subordinates given a reasonable equality in technical equipment and supplies, it is by far the single most important factor in determining the effectiveness of a group or organization.

Leadership theories or styles as they are called, is about leadership effectiveness or success refers to performance which lead to the achievement of organizational goals, high degree of commitment to those goals, by the group, and a high level of group member satisfaction.

There are three main types of leadership namely;

- a. Authoritarians – Autocratic Leadership
- b. Democratic – Ideographic/participatory
- c. Laissez-faire.

a. Autocratic leadership style is one who claims to know everything, he dictates to his subordinates and expects unquestioning obedience from them. He is primarily concerned with the institution and the objectives. His behavior is characterized by stressing of goal accomplishment, rules, regulation and centralized authority at the expense of others.

Planning, implementation and evaluation are very necessary in any administration but the autocratic leader will, or prefers to dominate all aspects of administration. Subordinates are not allowed to deviate from the status quo without substantial documentation as to the consequences of the changes. He is feared and work is done with all vigor only when he is around since there is no group participation, there is minimal commitment to the results of group behavior, and this affects the job and staff productivity.

b. Democratic Leadership style: unlike the autocratic leader, a democratic leader is one who does not claim to know everything, he does not depend or rely solely on his own intelligence and capabilities but encourages consultation with his subordinates. It is a leadership with the consent and support of those who are led. The group delegates to the leader the right to make certain decisions and judgment and to take actions when all is concerned. The group trusts the leader that he will function in their best interest.

In order for trust and support to exist, both the leader and the group must have successful experiences in having their needs and expectations met by each other. Free and open communications using appropriate channels of authority to promote trust. Research in leadership has been concerned primarily with traits of personalities that could be associated with leadership in some way. Most studies have identified the successful

leader as being intelligent, having good judgment, insight, imagination, ability to accept responsibility, sense of humor, a well-balanced personality and a sense of justice.

The Democratic leader is respected, loved and cherished. He always assumes the role of a co-ordinator and an organizer, and satisfaction is gained because every member feels the work has been done collectively.

### **Laissez-faire leadership style**

This is leadership in which each group member sets goals independently. He does not actually lead but withdraws to the background. It is the least efficient of the three types of leadership styles and exists either in rebellion against autocratic leadership or because no leader assumes the role. It exists when a leader is too weak or too threatened to exercise the function of leadership or when lack of trust within the group prevents unity.

Hostility generated by the autocratic leadership traditionally seen in the library systems can result in a librarian who is determined to be the opposite of all that being despised in the system. Because of lack of information, the librarian practices laissez-faire leadership in the mistaken believe that democratic rule is practiced guidelines, rules, and regulations, limits setting and decisions are not seen as safe-guards for the individual group member, the library and the user, but as infringement on the rights and the dignity of the worker.

This kind of leadership style affects the staff negatively, and their attitude to work. Attainment of the organizational goals becomes an uphill task as people work towards different directions. It offers room for malpractices, example; embezzlement, inappropriate records and forgery. Lack of co-ordination of efforts as a result of "I don't care" attitude, this leads to apathy towards the library by the users. And consequently, the library loses its value.

### **STATEMENT OF THE PROBLEM**

The value of a library is determined by the quality, adequacy, currency and spread of its collection. This is in addition to a good workforce that is characterized by competence, experience, well-motivated and positive attitude to work and other responsibilities. In our contemporary time, every academic library strive to provide the above variables in their best form and state to ensure that library users get fulfillment as they use the resources and services rendered by academic libraries.

Besides, library staff are being motivated by on-the-job training, staff development among other considerations. However, the attitude of library staff do not reflect or reciprocate the gesture extended to them by their employers. It is obvious that poor workers attitude to work could lead to poor quality services to the library clients.

However, preliminary observation of library use pattern in the University of Calabar and the attitude of library staff to work reveals a state of apathy towards library resources and services, and persistent cases of lateness and poor attitude to work. It is on the bases of this observation that this study was embarked upon, to find out if leadership style could be responsible for the administrative ineffectiveness and staff poor attitude towards the library resources and services.

In the verge of this crisis, to the extent that the library's public relations is fading off and the library patronage dwindling. The researchers are poised to finding out whether leadership styles could influence the administrative effectiveness of librarians in academic libraries in South-South, Nigeria and could salvage the problem with the following objectives:

1. To determine if leadership style could influence administrative effectiveness.
2. If administrative effectiveness could influence effective library patronage
3. Highlight the challenges of leadership and administrative effectiveness.

## **II. Literature Review**

This chapter presents a review of literature that are related to the present study. Globally, education in general and university education in particular is fundamental to the development of knowledge, economy and society. Therefore, education shall continue to be highly rated in national development plans as the most important instrument of change Federal Government of Nigerian (FGN, 2006). Hence, the ability of University administrators to effectively ensure that teaching, learning and research in Universities are effective and efficient may require that administrators must possess the desired personality including awareness of the vision and mission in order to achieve the desired result. Onyeike and Jaja (2015) averred that university administrators should be properly trained to enhance the achievement of the objectives of teaching and learning, since the librarians ability to administer the library comes to the forefront of the mission. According to Robinson (2005), a library is an institution that manages the intellectual products that individuals can gain access to readily. A

library is both an infrastructure and Knowledge recorded in books and audio – visual materials. The purpose of the library is to provide books and make the library materials available and accessible to the users. Hence, academic libraries have been described as the ‘heart’ of the university because they provide a place for student and faculty to do their research and advance their knowledge individually and collectively.

Therefore, from the above point of view the library is seen to play the role of collecting, processing, storing, disseminating and utilizing information to provide services to the academic and research community. As important as the libraries are, they do not function without librarians and staff. Librarians are the administrators of libraries, hence the services provided by libraries are to a large extent determined by the administrative activities of the librarians. Suffice to state that a library’s livelihood is dependent on its capacity to meet user’s needs. To achieve the set objective of the library to the university community, the present researcher believes that librarians ought to be concerned with effective organization of human and material resources to meet the various needs of the users and to keep the library information, unfortunately, there is so much anomaly being experienced in the system such as ineffective leadership and poor welfare of staff.

Edet and Ekpoh (2017) averred that to achieve the objectives of tertiary education as stipulated in the policy in tandem with Universal best practices, effective leadership must be put in place in our universities. The advice of Edet and Ekpoh (2017) may have been motivated by the rumor and that Nigeria problem is that of leadership and the fear that the problem may be playing out in all facets of administration, the problem is indeed playing out in the university system. The study is worried about the administrative ineffectiveness of librarians in Federal Universities in South-south Nigeria for several reasons. For instance, librarians can no longer meet the needs and aspirations of faculties and departments. There is high handedness in the system giving way to a total neglect of due process. For example administration of the library have become politicized and godfatherism determines appointments and recognition of librarians and in terms of appointments, ‘square pegs’ are appointed to occupy "round holes" and as such the actual work to be done remain undone for example, policies are no longer implemented as it should, worst of it all staffers are not motivated equally and their welfare is least considered an agenda for discussion. In addition, grants to the libraries are mismanaged and working condition is getting poorer. When staff try to question certain anomalies, one is usually directed to the higher authority, fortunately, Graham (2013) clears this air of controversy. Graham noted that grants and contracts administration and institutional compliance with federal and state regulations are responsibilities of University administrators. Hence its proper management rests with the administrator (or the librarian). Onyeike and Jaja (2015) noted that the prospects of developing an effective academic leadership in south-south universities in Nigeria may not be realized if attention is not given to welfare of universities administrators.

In short this study observes that the problem of the libraries is that of administrative in effectiveness of librarians. The present researchers are pissed off because the consequences are biting hard across the libraries in the federal universities in the south-south, Nigeria. This observation is gleamed from the recurring outcry from fellow librarians during meetings of Nigerian Library Association (NLA) of south-south Universities. Observable, the unfolding unpalatable phenomenon that makes reports that maintaining an effective library service delivery in universities in south-south Nigeria to be a great deal of tasks for librarians which is evident to their ineffectiveness. At this point, the vision of the university may be marginally achieved thus affecting quality of graduate, Post graduate and research out puts among other services that the university is supposed to render to the society. Goodal (2009) noted that poor university administration affects teaching and learning, university research and the goals of university education anywhere in the world. The present study observes that if this present situation is allowed to persist, then universities in the south-south will be working at a loss for itself and for the country at large.

The present study wonders why doing a job one has been trained for would be such a herculean task. To this end, so many factors have been identified as causes for administrative ineffectiveness of librarians. Some blame it on the appointment and selection of wrong personalities. Others blame it on lack of requisite knowledge and insufficient education. Still others blame the problem on poor attitudes and inexperience of some librarians.

In search for solution, many researchers have suggested some ways forward. For example, some suggested that acquisition of higher education would engender more innovative skills and the capacity that could help the librarian to be more effective at his or her job. Some others noted that personal characteristics should be given adequate attention if quality service delivery are expected from librarians. To others administrative effectiveness is synonymous to good leadership style. This imply that the style of leadership could influence how effective the librarian does his or her duties. For Onyeike and Jaja (2015), it is important to determine the condition under which university administrators cogently operate and ascertain measures that can be adopted to improve their standard of operation in federal and state universities in south-south, Nigeria. The authors suggested enhanced welfare package and training programmes to enhance expertise. This goes to reveal more clearly that the ineffectiveness of administrators has reach a point that requires immediate solution, hence this observation prompted the present study.

From the foregoing, and having examined the various suggestions, and efforts at finding solution to the problem yet evidences of the existence of the problem of administrative ineffectiveness among librarians still persist in the system. The various suggestions implies that the person who fits the position of a librarian ought to be trained, experienced and of a favourable personality and one who exudes an acceptable style of leadership, this justifies the choice of variables for the present investigation.

### **Leadership Styles and Administrative Effectiveness**

Leadership styles are the behavioural approach a leader adopts to influence subordinates in the pursuit of organizational goals. Oboegbulem and Onwurah (2011) described leadership styles as the underlining needs and structure of an individual that determines his behavior in various leadership situation. Adeyemi and Bolarinwa (2013) defined leadership as the act or process of influencing people so that they will strive willingly towards the achievement of objectives. A number of basic characteristics are associated with effective leadership such as expertise, interpersonal styles, ability to manage and time management. Choi (2007) identified vision, courage, symbolism, sacrifice and citizen participation as vital characteristics of democratic leadership.

Leadership styles considered in this work are democratic, autocratic and laissez-faire. The features of these leadership styles could depict an open or close form of leadership. An open leadership style has democratic tendencies while a close leadership style has autocratic and laissez-faire tendencies. It is possible to determine the extent to which an administrator frequently exhibit a more open or close leadership styles and relate it to his or her effectiveness. Leadership style of a librarian can be seen as the leadership approach a librarian employs in the administration of the library organization. It includes all administrative functions such as controlling directing and motivating. Robbins (2003) defined leaders as individuals who achieve goals through other people, who oversee the activities of others and who are responsible for attaining goals in their organizations. The librarian as a leader would be expected to perform the above roles Kavanaugh and Ninemeur (2001) observes that a particular style a leader employs is determined by some factors like, the personal characteristics, subordinates characteristics and the organizations environment. The organizational environment such as the climate, values, composition of work group and nature of work itself are formed to influence the type of leadership style a leader employs, these factors could influence a librarians administrative effectiveness in small or large extent.

In the words of Obi, (2020) a motivated workforce is a productive and most reliable source of strength, from which expectation of sacrifice and dedication is as basic as it is justified. She said that staff motivation connotes the psychological process that arouse feelings and direct behaviour of staff in an organization for optimum productivity and that effective motivation connects the personal goals, and needs of the worker to the overall goals of the establishment.

Kavanaugh and Ninemeier (2001) noted three leadership styles (autocratic, democratic and laissez-faire or free rein). They explained that autocratic leadership is embedded in leaders who have full organizational power and authority for decision making without sharing it with their subordinates while a democratic style leadership implies that the leader shares his authority of decision making with employees and delegate, duties; finally, a laissez-faire style exist where leaders give their employees most of the authority over decision making and having less supervision over them.

From the above description, differential level of effectiveness outcome is inevitable. Tunner and Muller (2005) avers that effective management style (Leadership style) would bring about employees satisfaction which inturn affects their organizational performance. This further imply that staff satisfaction could be an indicator of administrative effectiveness. According to Day (2000) effective leadership could also mean creating and maintaining a sense of vision, culture, and interpersonal relationships. An organization with this type of director, would always exude the right climate adequate for effective service delivery, this is because as reasoned by Gilbreath and Benson (2004) when employees attitudes are positively influenced, they bring about better output in return. This imply that effective leadership is about creating the right climate, influencing and motivating staff for better work output (service delivery). For the administrator to be effective, he or she ought to employ the most appropriate leadership style.

Robbins, Coulter and Vohra (2011) observed that transformational leadership is strongly correlated with lower turnover rates and higher levels of productivity, employee satisfaction, creativity, goal attainment, and follower well-being. Democratic Leadership style demonstrates openness, and respect for every person in the group (Udeh 2000). It is characterized by adequate welfare attention, shared responsibilities, and group members involvement in decision making.

Autocratic leadership concentrates decision making on the leader, with minimal involvement of the workers. According to Lyle and James (2003) autocratic leadership style is characterized by the following denial of group members respect, welfare of group members accorded little or no consideration, little participation in decision making process by group members, leader exercising control in decision-making process, and

imposition of task to subordinates without due consideration of their aptitude. The leader uses command to give directives and exert compliance in group members with constant suspicion and distrust on members. According to Onyini (2007) autocratic leadership style is a direct opposite of the democratic leadership style and signifies a self-centered leader whose administration is centered on him. The leader adopting this style may be feared but not respected (Dididjon, 2002).

Dididjon, (2002) noted that autocratic leaders have the advantage of taking speedy decisions since they do not consult others most times. The implication of this is that a leader (for example the librarian) who adopts autocratic leadership style may not achieve much result through the cooperation of lecturers, library usage and significant others may resort to eye service and sycophantic behaviours, when this happens work is affected and in the overall goal attainment is affected because task is left non-accomplished when the leader is not present.

Laissez-faire leadership style also known as free rein is the pattern of leadership behavior distinctly marked by indecision, vacillation and indifference towards group members and activities, goal setting and goal achievement of both the group and organization (Osuku, 2003). According to Fowers (2008) this type of leadership behavior does not make any meaningful progress in an organization rather would lead to a state of organizational anarchy since every member acts independently. This style has no concern for either the organization or the staff as a result their behavior can be described as passive or political. Passively is expressed in acts of laziness, apathy and resistance to change. Their political nature is expressed in concern about status, quick to criticism, drawing attention to others fault and their inconsistency in decision making.

Oboegbulem and Onwurah (2011) noted that decision making is vital in such managerial functions as planning, organizing, influencing and controlling. Participatory decision making in a collaborative form with stakeholders in school usually improves the quality of decisions since diverse organizational experience is drawn and this increases the understanding of the group assured as their commitment to the decisions. This team spirit motivates workers to work toward the achievement of organizational goal. Mullis (2005) opined that many people believed that staff participation in decision making leads to higher performance and this is necessary for survival in an increasingly competitive world. Leadership entails that they provide opportunities and structures for their subordinates involvement is decision making as this would indirectly enhance their effectiveness. Suffice to note that in common everyday experience when organization is doing well the credit goes to the leaders. This means that effective leaders employs leadership styles that are productive and not counterproductive. Effective leadership has been viewed as one of the major challenges faced by many organizations. According to Bernard (2006), the difference between a successful organization and an unsuccessful one is the presence of an effective and dynamic leader.

Leadership style is generally conceptualized as the behavior of officially designated heads of establishment who is responsible for policy decisions, determines the direction and objectives of the organization. According to Bernard (2006) leadership is concerned with the directing function on the staff personnel and that in administration what one need is to understand more than the enforcement of obedience, thus leaders ought to lead, motivate, influence, guide and stimulate the activities of people (staff, workers) towards the achievement of the stated organizational goals. To achieve the above functions identified by Bernard, Darling –Hammond (2007) opines that the leadership or chief executives must apply the correct style of leadership making sure discipline is maintained as well as the ability to give the right instructions.

Zakaria (2010) and Ajanaku (2012) complained that the problem of school administration today is scarcity of people who are willing to assume significant leadership roles and not the lack of people. This observation goes to show that they are many square pegs in round holes and as such these unqualified leaders lack the personality and the style of leadership required to deliver set goals. In the university organization, the librarian is the person with the responsibility of running the library. Hence, as a leader, he or she is responsible for articulating the mission of the library directing and coordinating researches in order to achieve desired results. Results (such as service delivery staff motivation) are either satisfactory or unsatisfactory. Whichever way is the case it could be attributed to effectiveness or ineffectiveness of the leader. Onoyase (2007) posited that leadership is one of the most important variable that contributes to the success of an organization. Thus the present review examined related literatures on the impact of different leadership styles on administrative effectiveness of leaders in the school setting (such as secondary schools and tertiary institution) and civil service and other work environments with the view to understand which leadership style enhances the achievement of organizational goals or administrative effectiveness.

Ndum and Okey (2013) examined conflict management in higher institutions of learning with specific reference to Nigerian universities. The authors reported that for decades now that Nigerian universities has been faced with so many crisis ranging from conflict between academic staff and university administrators, students versus university authorities, to mention a few. The authors noted that the conflict have given rise to distrust and hostility among professionals and academics, thus, contributing in hampering smooth, effective and efficient administration in the universities. The authors recommended that leading should be a trained conflict management in order to effectively manage their organization to achieve goals.

For the librarian, they may also need to be trained on conflict management, so that conflict which occasionally disrupt work or service delivery could be effectively managed in a way that work continues. Uko (2015) study sought to assess and investigate how the proficiency and creativity of principals affect the management of school facilities in Cross River State, Nigeria. The sample of the study included 36 secondary schools, with two drawn from each of the 18 local government areas in the state. The primary data were collected from questionnaire and personal interview while the secondary data were collected from checklists, school records and documents, journals and internet. The data were given both qualitative and quantitative treatment. Pearson Product Moment Statistical Instrument was adopted in the analysis. The outcome of the study showed that there is a significant relationship between the principal's proficiency, creativity and the overall educational objectives, management of school facilities is necessary in creating the enabling conducive academic environment thereby enhancing a corresponding achievement and performance in the teaching – learning process. Based on the above, appropriate recommendations were made to include: Appointment of qualified and competent professionals as principals.

This can be the case for the library administrator. A qualified and competent librarian would be able to resolve conflict in the library and lead staff to achieve the vision of the university. According to Oboegbala and Onwurah (2011) school administrators should apply conflict management and resolution strategies to control and prevent conflict from becoming destructive.

A study by Nwankwo, Loyce and Obiora (2011) was to ascertain the processes of using democratic leadership in handling disciplinary problems in schools as well as determining how to improve the quality of students and teachers to be able to handle disciplinary problems through democratic leadership. The study adopted the descriptive survey design. Two research questions and two hypotheses guided the study. The population of the study comprised 288 respondents made up of 107 lecturers in faculty of education, Ebonyi State University and 181 lecturers from Ebonyi State College of Education. The instrument for data collection was a researcher developed questionnaire structured into three sections. Section 'A' was on the background information of the respondents; section 'B' elicited information on utilization of democratic leadership style in handling disciplinary problems while section 'C' was on ways to improve the quality of students teachers through democratic leadership in handling disciplinary problems in schools. It was also found that consultation with significant others and collaboration are among the process of using democratic leadership in handling disciplinary problems in schools. This outcome could be likened to the university librarian who employs democratic leadership style in conflict resolution or disciplinary issues in the library. The same result is apt to apply. Thus this style relates to the present study since both examined leadership styles. However, they differed in focus, population and design. The statistical tools employed for data analysis also differed, for example z-test was used to answer the hypotheses while in the present study ANOVA, Independent t-test and multiple regression analyses were used.

A study on the influence of leadership styles on secondary school teachers job satisfaction was carried out by Omeke and Onah (2012). The study was to examine the influence of principals' leadership styles on secondary school teachers job satisfaction in Nsukka Education zone of Enugu State, Nigeria. The design of the study was a descriptive survey design. Three research questions were posed and one null hypothesis was formulated and tested. The population of the study comprised all teachers in the twenty-eight government owned secondary schools in Nsukka Educational zone. Using a stratified random sampling technique, a total of 280 teachers (10 per school) was drawn from the population. The instrument for data collection was a four – point type questionnaire of 0.54. Data collected were analysed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The results revealed that there was significant difference in the mean rating of the leadership style of the principals on the job satisfaction of male and female teachers. It was also revealed that principals adopted three Leadership styles in their administration namely; autocratic, laissez-faire and democratic according to their dominance. Teachers irrespective of gender agreed that only democratic leadership enhances their job satisfaction. The study relates to the present study since both examined Leadership styles of administrators. However, the study differs in focus design, population and research area.

Another study by Adeyemi (2010) was to investigate the influence of principals' leadership styles and teachers' job performance in senior secondary schools. The study adopted the descriptive survey design, four research questions were posed and four hypotheses formulated and tested in the study.

The population of the study was 7460 teachers and principals of all 281 government owned secondary schools in Ondo State. A sample of 2040 respondents from the population comprises of 240 principals and 1800 teachers was drawn through a stratified random sampling technique. The instrument for data collection were the principals leadership style questionnaire (PLSQQ), and the Teachers' Job Performance Questionnaire (TJPQ), with reliability coefficient of 0.72 and 0.67 respectively. The data collected were analysed using frequency counts, percentages, correlation matrix and t-test. It was found that the democratic leadership style was the commonly used leadership style among principals of senior secondary schools in the state. Teachers' Job

Performance was also found to be at a moderate level in schools having principals with democratic leadership tendencies such as open communication, shared decision-making, delegation of duties, support and trust, working with teams, empathy, focus on improved human relations, and teaching and learning. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than schools using laissez-faire and democratic leadership style. The researchers recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of laissez-faire style should be discouraged among school principals as it could not bring a better job performance among teachers. The study relates to the present study since both examined leadership styles of administrators.

However, the study differs in focus, population, study area and statistical tools utilized. Similar to the study of Adeyemi (2010) is that of Duze (2012). The study examined the leadership styles of principals and the effect on job performance of teachers and supportive staff in senior secondary schools. The study design was descriptive survey. Three research questions and two hypotheses guided the study. The study population comprised all principals, teachers, and support staff in 358 senior secondary schools in Delta State. A sample of 1777 respondents comprised of 120 principals, 1,254 teachers, and 403 supportive staff from 120 schools was selected through the simple random sampling technique. The instruments for data collection were the principals' leadership style questionnaire (PLSQ), Teachers Job Performance Questionnaire (TJPQ) and Supportive Staff Job Performance Questionnaire (SSJPQ). Each was in two parts – A and B. Part A elicited demographic information such as the name of the school, location, year of establishment, number of teachers and number of students, number of years spent in the school, rank of the staff/principal, years of experience, and qualification.

Part B of PLSQ had three sections which elicited information on types of leadership, effective utilization, and performance of supportive staff. Part B of PLSQ in addition to requesting information on what leadership style was being used by the principal in the school and how effective a school principal was in utilizing the adopted leadership style in the school also elicited information on teachers competencies. Part B of SSJPQ information was also sought on principals regularity and functionality in school affairs. Reliability coefficient of 0.87, 0.89, and 0.83 were obtained for PLS Q, TJPQ, and SSJPQ respectively using Pearson Product Moment Correlation from data collected in two set of test.

Frequency counts and percentages were used to analyse the research questions, while one-way analysis of variance (ANOVA) and regression statistics were used to test the null hypotheses at the 0.05 alpha level. The results showed that there was a significant relationship between principals' leadership styles and the job performance of teachers and support staff in secondary schools in Delta State, Nigeria. The findings also revealed that a significant relationship exists between democratic leadership style and staff job performance, and that the democratic leadership style was up a head of laissez-faire, and laissez-faire a head of autocratic as having a more significant positive relationship with staff job performance. On account of these findings, it was recommended that principals of secondary schools should adopt the democratic leadership style in their school administration in order to enhance job performance among teachers and supportive staff which will in turn boost the desired productivity of students and staff. The use of autocratic leadership style by secondary school principals should be discouraged since it resulted in the lowest level of job performance for all staff in the study. This study relates to the present study since both examined leadership styles but differed in the focus, design and population. However, same impact may apply to administrative effectiveness of librarian employing the various leadership styles.

University administrators are the engine room of universities, they form the total workforce within these institutions and are made up of human resources who utilize material and financial resources to accomplish set academic goals. In order to ensure effective academic leadership in these universities, it is important to determine the conditions under which university administrators currently operate and measures that can be adopted to improve their standard of operation in federal and state universities in south-south, Nigeria.

### **III. Methodology**

The non-probability sampling technique involving the purposive and accidental sampling was adopted for this study. Out of the state and private universities, only six (6) federal universities were selected for this study. The accidental sampling was adopted as the researchers gave the instrument only to the librarians. They met in the federal universities in South-South as at the time of their visit to the institutions. This method, made no provision for estimation of the representativeness of the sample. The sample size was made up to two hundred and thirty-one (231) professional and para-professional librarians of the six (6) federal universities understudy. One hundred and seven (107) professions and one hundred and twenty-four (124) para-professions from the following investigating universities Bayelsa 12<sup>A</sup>, Benin<sup>A</sup>17/10<sup>B</sup>, Calabar 18<sup>A</sup>/25<sup>B</sup>, Port Harcourt<sup>A</sup>28/<sup>B</sup>30, Petroleum resources Efurum<sup>A</sup>9/<sup>B</sup>6, and Uyo<sup>A</sup>18/<sup>B</sup>53. The population of Librarians was denoted by A while that of para-professionals was B.



The instrument sought to measure information on leadership style whether autocratic, democratic or laissez-faire while administrative effectiveness was measured under four indices – Leadership role, staff motivation, communication skills and work environment. The questionnaire was made up of a 4-point likert scale pattern with strongly agree as 4 point, Agree as 3 points, Disagree as 2 points and strongly disagree as 1 point. One-way analysis of variance (ANOVA) was used for the analysis.

#### IV. Findings And Discussions

**TABLE 1**  
Distribution of population and sample of the study

S/N	Name of institutions	Number of professionals	Number of para-professionals
1	University of Bayalsa	12	-
2	University of Benin	17	10
3	University of Calabar	18	25
4	University of Port Harcourt	28	30
5	University of Petroleum resources- Efurum	9	6
6	University of Uyo	23	53
<b>Total</b>		<b>107</b>	<b>124</b>

**TABLE 2**  
Summary data and one-way ANOVA of the influence of leadership style on administrative effectiveness of librarians (N=231)

		N	Mean	Std. Deviation		
LEADERSHIPROLE	1.00	77	19.4026	.49364		
	2.00	123	18.1463	1.68738		
	3.00	31	19.5161	.50800		
	Total	231	18.7489	1.42865		
STAFFMOTIVATION	1.00	77	18.1948	.76156		
	2.00	123	18.1138	1.26234		
	3.00	31	20.0000	.00000		
	Total	231	18.3939	1.19991		
COMMUNICATIONSKILL	1.00	77	15.3766	1.49595		
	2.00	123	15.4959	2.57470		
	3.00	31	18.5484	1.52400		
	Total	231	15.8658	2.38368		
WORKENVIRONMENT	1.00	77	17.7792	1.50108		
	2.00	123	17.8780	1.06806		
	3.00	31	18.5161	.50800		
	Total	231	17.9307	1.19944		
		Sum of Squares	df	Mean Square	F	Sig.
LEADERSHIP ROLE	Between Groups	95.810	2	47.905	29.233	.000
	Within Groups	373.627	228	1.639		
	Total	469.437	230			
STAFF MOTIVATION	Between Groups	92.667	2	46.334	44.297	.000
	Within Groups	238.484	228	1.046		
	Total	331.152	230			
COMMUNICATION SKILL	Between Groups	258.337	2	129.168	28.088	.000
	Within Groups	1048.503	228	4.599		

	Total	1306.840	230			
WORK ENVIRONMENT	Between Groups	12.732	2	6.366	4.562	.011
	Within Groups	318.159	228	1.395		
	Total	330.892	230			

The upper part of Table 2 shows the sizes, means and SD for the three groups of respondents based on the levels of their ages. The actual results of ANOVA that compared the five group mean values are shown in the lower part of Table 2. The comparison yielded F-ratios of 102.472, 134.212, 16.376 and 3.400 for Leadership role, Staff motivation, Communication skill, and Work environment respectively. All the F-ratios are each higher than the critical F-ratio of 3.02 at .05 level of significant, with 2 and 228 degrees of freedom. With these results, the null hypothesis is rejected in each of the five instances of Leadership role, Staff motivation, Communication skill and Work environment. This implies that there is a significant influence of age on their administrative effectiveness of librarians in the four aspects of leadership role, staff motivation, communication skill, and work environment.

In order to understand the pattern of the significant influence of administrative effectiveness of librarians of leadership role, staff motivation, communication skill librarians capacity to work with their staff and work environment, a post hoc multiple comparison analysis was carried out using Fisher’s least significant difference (LSD) test. The results of these analyses are presented in Table 3.

The results of Fisher’s multiple comparison analysis presented in Table 3 have shown that teachers whose level of age is below 30 years are significantly different in their administrative effectiveness of librarians in terms of leadership role, staff motivation, communication skill and work environment from those whose level of family relation is either 31-40 years or 40 years and above. Also, librarians whose age is 31-40 years are significantly different in their administrative effectiveness of librarians from those whose age is 40 years and above.

The upper part of Table 3 shows the sizes, means and SD for the three groups of respondents based on the levels of their leadership. The actual results of ANOVA that compared the five group mean values are shown in the lower part of Table 3. The comparison yielded F-ratios of 29.233, 44.297, 28.088 and 4.562 for leadership role, staff motivation, communication skill, and work environment respectively. All the F-ratios are each higher than the critical F-ratio of 3.02 at .05 level of significant, with 2 and 228 degrees of freedom. With these results, the null hypothesis is rejected in each of the five instances of Leadership role, Staff motivation, Communication skill and Work environment. This implies that there is a significant influence of leadership on administrative effectiveness of librarians in the four aspects of Leadership role, Staff motivation, Communication skill, and Work environment.

In order to understand the pattern of the significant influence of administrative effectiveness of librarians of leadership role, staff motivation, communication skill librarians capacity to work with their staff and work environment, a post hoc multiple comparison analysis was carried out using Fisher’s least significant difference (LSD) test. The results of these analyses are presented in Table 3.

**TABLE 3**

Fisher’s Least significant Difference (LSD) multiple comparisons analysis of the influence of leadership style on administrative effectiveness of librarians LSD

LSD

Dependent Variable	(I) LEADERSHIP STYLES	(J) LEADERSHIP STYLES	Mean Difference (I-J)	Std. Error	Sig.
LEADERSHIP ROLE	1.00	2.00	1.25626(*)	.18602	.000
		3.00	-.11353	.27229	.677
	2.00	1.00	-1.25626(*)	.18602	.000
		3.00	-1.36979(*)	.25726	.000
	3.00	1.00	.11353	.27229	.677
		2.00	1.36979(*)	.25726	.000
STAFF MOTIVATION	1.00	2.00	.08098	.14862	.586
		3.00	-1.80519(*)	.21754	.000
	2.00	1.00	-.08098	.14862	.586
		3.00	-1.88618(*)	.20554	.000
	3.00	1.00	1.80519(*)	.21754	.000
		2.00	1.88618(*)	.20554	.000
COMMUNICATION SKILL	1.00	2.00	-.11931	.31163	.702

		3.00	-3.17176(*)	.45615	.000
	2.00	1.00	.11931	.31163	.702
		3.00	-3.05245(*)	.43097	.000
	3.00	1.00	3.17176(*)	.45615	.000
		2.00	3.05245(*)	.43097	.000
WORK ENVIRONMENT	1.00	2.00	-.09883	.17166	.565
		3.00	-.73691(*)	.25127	.004
	2.00	1.00	.09883	.17166	.565
		3.00	-.63808(*)	.23740	.008
	3.00	1.00	.73691(*)	.25127	.004
		2.00	.63808(*)	.23740	.008

\* The mean difference is significant at the .05 level.

### Leadership styles and administrative effectiveness of librarians

The result revealed that leadership style has a significant influence on administrative effectiveness of librarians. Further analysis showed that the three leadership styles of librarians Democratic, Autocratic and Laissez-faire were significantly different in their influence on administrative effectiveness of librarians where democratic leadership style was more superior in explaining administrative effectiveness than the others.

This could be attributed to the observation of Udeh (2000) that democratic leadership involves the workers in all aspects of management, thus operates people –oriented style of leadership. According to Udeh, this type of leadership demonstrate openness and seeks opinion from every staff in the organization such that decisions reached reflects the opinion of the majority. This study findings find support in the findings of Onyeike and Jaja (2015) that university administrators in federal universities adopted democratic style of leadership.

## V. Conclusion

Based on the result of this findings, the study concludes that leadership styles have significant impact on administrative effectiveness of librarians especially in the South-South region of Nigeria. The study therefore recommended that Democratic leadership style be employed by Librarians for administrative effectiveness and enhance productivity.

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