

## LEADERSHIP STYLES AND JOB EFFECTIVENESS OF SCHOOL LIBRARIANS IN PUBLIC SECONDARY SCHOOLS IN LAGOS STATE NIGERIA

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### Abstract

*The study investigated school administrators' leadership style on school librarians' job effectiveness in secondary schools in Lagos state, Nigeria. The descriptive research design was adopted for the study, and multistage sampling procedure was used to select respondents for the study. The simple random sampling technique was used in selecting three education districts while eighty secondary schools were randomly selected from each of the selected districts in Lagos State. Total enumeration was used to include all the 112 teacher/school librarians in the selected schools to constitute the sample for the study. A structured questionnaire tagged "Questionnaire on Leadership Styles and Job Effectiveness of School Librarians in Secondary Schools in Lagos State, Nigeria (QLSJESL) was used to collect data for the study. While three research questions were answered in the course of the study. The finding revealed that democratic leadership style is commonly used by school administrators in managing the secondary school librarians since this leadership style was found to enhance job effectiveness in secondary school libraries. Also, there is a significant relationship between leadership styles and school librarians' job effectiveness in secondary schools in Lagos state, Nigeria.*

**Keywords:** Job effectiveness, Leadership styles, School librarians, Secondary schools

### Introduction

Libraries as hubs of information and knowledge need to possess a high professional level of effectiveness and efficiency in carrying out their operations which is centred on meeting the diverse information needs of their respective users. School libraries are the essential base on which foundational educational systems rely for the successful implementation of global education goals and objectives. These are made available through print and non-print media of knowledge accumulated through ages. For school libraries to achieve their objectives, and that of its parent institution, it requires human resources made up of individuals of various cadres. The successful existence of a school system depends largely on its workforce, which comprises school administrators, teaching staff, professional school librarians and other supportive staff. The commitment of the library personnel could have a great impact on the quality of service delivery that are rendered in the school system. Work commitment is defined as the relative importance of work to an individual sense of self and achievement (Bass

and Riggio, 2006), which result to job effectiveness. Factor as leadership styles may affect the level of commitment of personnel in a workplace, which could bring about job effectiveness of workforce (Blau, 2000).

Leaders play significant role in the moral attitude and well-being of the people they lead. Consequently, good leadership is paramount to the satisfaction and commitment of an employee since it involves influencing or affecting a group of people to take collective action in a particular direction in order to achieve an organisational goal. Leadership, according to Fatokun, Salaam and Ajegbomogun (2010), is about listening to people, supporting and encouraging them as well as involving them in the decision making and problem-solving process. It involves building teams and developing their abilities to make skilful decisions. Osifeso (2010) opined that leadership could be viewed as community mobilisation, initiation and motivation of employees and involvement in their development. Ishaq (2008) also defined leadership as 'the ability to guide or move people in a particular direction and it is a quality that must be able to induce, persuade and motivate others to identify with the goals of an institution. Similarly, Grefsheim, Rankin and Whitmore (2007) explained leadership as the ability to convince and persuade others to act on the basis of greater knowledge or competence, reasoned argument and fairness. Leadership, therefore, can be explained to be the skill or ability to steer people positively or negatively towards the actualisation or achievement of a set of collective goals and objectives of an institution.

Leadership in the context of library administration refers to procedural guidelines and suggested avenues for library directors to advance academic, administrative and research development of the institution and the nation at large. The school library as a part of organised formal school system, therefore, should have laid down leadership pattern usually headed by the school librarian with vast experience of librarianship and administration. School libraries are complex organisation that has their own set objectives, hence the expected level of effectiveness and efficiency requirement of the school library in the information explosion and technological age continues to be an issue of concern. This is one of the major reasons why the issue of leadership and leadership style in school libraries must be given adequate attention.

Every school usually have its hierarchical structure and the school librarian is a member of the official decision making structure, official decision making processes, school policies and routines to enable it to achieve set goals. In order to achieve this, school librarians usually take whatever steps and actions which enable them take responsibility for the product of their action either positive or negative. Studies have shown the growing focus on change management necessitated by the many new services being provided in schools, to include writing and tutoring services, support for supporting educational processes, multimedia creation and delivery, publishing services (Fatokun, Salaam and Ajegbomogun, 2010, Hernon and Schwartz 2008, Rad and Yarmohammadia, 2006). Fatokun, Salaam and Ajegbomogun (2010) recommended that school librarians without traditional line authority be given leadership roles in order to encourage a more flexible and adaptive organisational culture. Given the relative dearth of leadership research in the library literature, this

review is undertaken according to the Leadership Competency Model outlined in Hernon and Schwartz (2008) by concentrating in the areas of transformation, which identifies the ability to respond to change with vision through energising and inspiring stakeholders. Also, accomplishment this expresses the ability to realise vision and strategy through optimising structures and processes and people that articulate the ability to create an organisational culture where all employees are valued and energised to continuously improve and perform to the best of their abilities.

The Leadership Competency Model was intended as a means to provide focus in the most productive directions rather than a detailed research proposal. Transformation is necessitated by the changes in user needs, and this review focuses on how libraries have changed to productively and proactively meet those needs as well as potential problems that may be faced by library administrators. Accomplishment for library leadership requires more of a supporting role than an active role, and this review focuses on structuring for success. Human resources are more important in library administration (school libraries inclusive) than ever before due to the increase in skills and specialisation required of (school) librarians.

Library staff should be treated properly and be given a sense of belonging in order to get the best output from them. Therefore, it is paramount that heads of schools should not take with levity the issues of employee satisfaction in order to heighten the level of output and general performance of school library staff. To get maximum result, school need a school librarian that can effectively discharge his duties through the instrumentation of apt leadership styles. It is important to note that there are various kinds of leadership styles that can be employed in an organisation and each leadership style has its own peculiar advantage and disadvantage (Johnson, 2015).

The level of effectiveness of the school librarian can be measured by the value of output produced and level of user (students and teachers) satisfaction. The value of output is easily measured by the kind of leadership style employed by an individual head of school. According to Rad and Yarmohammadia (2006), leadership styles are predictors of leaders effectiveness and a major factor in enhancing or retarding the interest and commitment of individual library staff. Different types of leadership styles are being practised in different organisations today, some of which include: autocratic leadership style, democratic leadership style, transactional leadership style, transformational leadership style and laissez-affaire leadership style.

Autocratic Leadership style is usually practiced by authoritative leaders. This leadership style is highly non-participative as little/no input or feedback is required from other school staff and the school librarian. Fatokun, Salaam and Ajegbomogun (2010) noted that the autocratic leadership style believes that employees are lazy and will not be productive without strict supervision. According to Rad and Yahmohamadian (2006), an autocratic leader is one who practices the leadership style that is based on individual control over every decision and contributions from group members. From personal observation this leadership style is common with the private school owners, although not all, these set of individuals believe they are the alpha and

the omega of their educational institution.

The democratic leadership style is a direct opposite of the autocratic leadership style, which allows for contributions and inputs from employees in the organisation thereby allowing for creativity and innovation in their routine operations in the school as well in the library. Democratic leadership style gives library staff a high sense of belonging thereby getting the best inputs from them which often, result in higher level of productivity with, user satisfaction on the school library staff priority. When the participation level in decision making processes is considerably high, it is also referred to as participatory leadership style (Ishaq, 2008).

Transactional leadership style usually gives the employees or subordinates rewards or punishments for tasks carried out. The word 'transaction' implies that rewards are given for actions taken (either positive or negative). Thus, when information and library service in the school improves, users' satisfaction will be high and it would bring about upward trend in library patronage, then the school library staff are rewarded positively, but when the reverse is the case, staff are accorded due punishments.

Transformational leadership style on the other hand was developed by Downton and Burns in 1978 (Meyer, Becher and Vandenberghe, 2004). A transformational head of school/school librarian set an example for his/her staff and ensure dramatic changes in the library services. Such school administrators/school library heads influence staff job effectiveness through creating high job demand and setting challenging opportunities for staff in order to add to their qualitative input to achieve set objectives, with the promise of rewards. This kind of leadership clearly outlines school and library goals and objectives to be achieved and positively drives staff to its achievement, through individualised stimulation, individualized consideration, inspirational motivation and idealized influence.

Laissez-faire leadership style as a form of leadership is where there is little or no control directed to subordinates from their superiors. Laissez-faire is gotten from the French word which means 'let it be' (Timothy and Ronald, 2004). This kind of leadership can be practiced effectively in school libraries where a reasonably high level of productivity is shown by the library staff. It is a leadership style apt for individuals that can take initiative and be productive with little or no supervision.

Type of leadership styles implemented would affect the behaviour and even the output level of staff in a school library. The school library as an obligatory department of a school system is made up of the school administrators, the school librarian and student's representative which have various objectives and policies underlined. The achievement of these objectives is a function of various factors including the leadership style. According to Fatokun, Salaam and Ajegbomogun (2010), democratic and transformational leadership styles which involves an open and regular means of communication between the leaders and their subordinates bring about better output and higher productivity in the school library.

When the school administrators adopt the democratic and transformational leadership styles, the objectives of a school library are easily driven by the school librarian and his supportive staff since they have input in the decision making process, although there may be need to adopt autocratic leadership style when emergencies arise. Similarly, Fatokun, Salaam and Ajegbomogun (2010) noted that employees in the library will make noticeable contributions to the attainment of corporate goals when the leader communicates with the staff regularly on personal and not just official issues.

Moreover, Castiglione (2007) stressed that the library's leadership must manage change especially in this era of information and technological exposure, develop employees' inherent skills and provoke library users' commitment. This could also be encouraged in the school system. Workforces in government schools tend to be less productive when the autocratic leadership style is not employed by the school administrators (Hallam and Partridge, 2005). This could be attributed to the fact that the workload may not be as demanding as that of private schools (Choi and Rasmussen, 2009; Meyer Becker and Vendenberghe, 2004). Besides the degree of workload as a factor for determining the level of productivity, the expectations and attitude of the school administrators in such public schools may be quite low, because proprietors of private schools want to get the best value for remunerations paid to their staff (Shih and Allen, 2007).

Studies have shown that workers in public service in Nigeria, including library personnel in educational institutions have poor attitude to work (Aborisade and Obioha, 2009). This is as a result in bridge of agreement between organisation leadership and staff union's agreement. This leadership bridge of agreement leads to constant industrial action embarked upon by public servants in public institutions in Nigerian economy on several occasions, over poor working conditions that affect their job commitment and ultimately affecting workers' job effectiveness. It is in the light of this that this study investigated the influence of leadership styles on job effectiveness of school librarians in public secondary schools in Lagos state, Nigeria.

### **Research Questions**

This study provided answers to the following research questions:

1. What are the commonly used leadership styles by school administrators in public secondary schools in Lagos State, Nigeria?
2. What is the predominant leadership style in public secondary schools in Lagos State, Nigeria?
3. What is the relationship between leadership styles and job effectiveness of school/teacher librarians in public secondary schools in Lagos State, Nigeria?

### **Research Methodology**

The study adopted a descriptive design for the study, the population for this study was based on school/teacher librarians in all public secondary schools in the 6 educational districts in Lagos State, Nigeria. Multi-stage sampling procedure was adopted in selecting the sample for the study. Simple random sampling technique (without replacement) was used to select three (3) educational districts out of the six (6)

educational districts in Lagos State. From the three selected districts, eighty (80) secondary schools were further randomly selected from the each of the selected education district. Total enumeration was used to include one hundred and twelve (112) school/teacher librarians used for the study. This method was employed for equal representation of respondents from the selected secondary schools in Lagos.

### **Instrumentation**

The instrument for data collection was a self-structured questionnaire tagged *Questionnaire on Leadership Styles, Job Effectiveness of School Librarians in Lagos state, Nigeria*. The questionnaire was administered to the school/teacher librarians from the selected secondary school in Lagos state. The items were designed to measure the variables treated in the study. The face and content validation the questionnaire was done by trial testing it 20 school librarians in selected private secondary schools who are not part of those used for the study, using the test-retest method. The reliability coefficient is 0.77 which was found reliable and adequate for the study. The questionnaire was administered to selected school/teacher librarians from the selected public secondary school in Lagos State, Nigeria.

### **Presentation of Results and Discussion of Findings**

The data collected were analysed using descriptive statistical technique of frequency count, percentages, mean, and standard deviation as well as inferential statistical technique of, Pearson Product Moment Correlation (PPMC).

Out of the 160 copies of questionnaire distributed to respondents from public secondary schools in Lagos state, 112 copies were found usable and valid for analysis. The biographic data revealed that 92(82.1%) of the school/teacher librarians were females while only 20(17.9%) of the school/teacher librarians were males. This implies that there are more female school librarians in secondary schools in Lagos State. Also, on the qualification of school librarians in secondary schools in Lagos state, 57 (50.9%) of school/teacher librarians had Master Degree in library science, while 38 (33.9%) had first degree and higher diploma. Furthermore, 17 (15.2%) of them had Postgraduate diploma and none of the school librarian had diploma/ OND and Ph.D. This implies that all the school librarians in public secondary schools surveyed in Lagos State are academically and professionally qualified for the position they are holding.

**Research question 1:** What are the commonly used leadership styles by school administrators in public secondary schools in Lagos State, Nigeria?

**Table 1: Commonly used leadership styles by school administrators in secondary schools in public secondary school in Lagos State**

Leadership styles	Frequency	Percentage (%)
Autocratic	12	10.7
Democratic	70	62.5
Laissez-fair	30	26.8
<b>Total</b>	<b>112</b>	<b>100.0</b>

Table 1 indicated that the commonly used leadership style by school administrators is democratic leadership style with 70 (62.5%) response rate, also laissez-faire leadership style was 30 (26.8%) and autocratic leadership style was 12 (10.7%). This implies that democratic leadership is the most commonly used leadership style among the school administrators in public secondary schools in Lagos State. It is expected that this will bring about development in the school libraries because, school/teacher librarian will have sense of belonging in the school.

**Research question 2:** What is the predominant leadership styles in public secondary schools in Lagos State, Nigeria?

**Table 2 Influence of leadership styles on job effectiveness of school librarian in secondary schools in Lagos State**

Leadership styles	Level of job effectiveness			Total	Mean	SD
	High	Medium	Low			
Democratic	32	22	16	70	2.20	1.01
Laissez-fair	8	9	13	30	1.95	.71
Autocratic	2	3	7	12	1.82	.99
<b>N=112</b>				<b>Weighting mean = 1.98</b>		

Table 2 shows the result of the predominant leadership style in public secondary schools in Lagos State, Nigeria. The result showed democratic leadership topped the list of leadership styles being used by the surveyed school administrators with mean score of 2.20, followed by laissez-fair leadership style with mean score of 1.95 and autocratic leadership style with mean score of 1.82. This result implies that democratic

leadership style is the predominant style used in public secondary schools in Lagos State, Nigeria.

**Research question 3** What is the relationship between leadership styles and job effectiveness of school librarians in public secondary schools in Lagos State, Nigeria?

**Table 3: Correlation matrix showing the relationship between school administrators' leadership styles and school/teacher librarians job effectiveness in public secondary school in Lagos state**

		Job effective	Autocrati	Democrati	Leissez-
		.	c	c	fair
Job effectiveness	Person correlation Sig (2-tailed) N	1			
Autocratic	Person correlation Sig (2-tailed) N	.215* .023 112	1		
Democratic	Person correlation Sig (2-tailed) N	.243** .010 112	.285** .002 112	1	
Leissez-fair	Person correlation Sig (2-tailed) N	.154 .105 112	.110 .250 112	.280** .003 112	1

Table 3 presents information on the relationship between school administrators' leadership styles and school librarian job effectiveness in secondary schools. The result revealed a positive relationship between autocratic leadership style and job effectiveness ( $r = 0.215^*$ ,  $p (.023) > 0.05$ ); democratic leadership style and job effectiveness ( $r = 0.243^*$ ,  $p (.010) < 0.05$ ); laissez-fair and job effectiveness ( $r = 0.154$ ,  $p (.105) > 0.5$ ). The inference to be drawn from this is that school administrators' styles will improve the job effectiveness of school/teacher librarians in public secondary school in Lagos State. Therefore, leadership styles are established as factors that can bring about improvement in job effectiveness of school librarians in public secondary school in Lagos State.

### Discussion of findings

#### Commonly used leadership styles by school administrators

The findings revealed that majority of the school librarians in secondary school Lagos State are females. The reason for this can be investigated in future studies. Also, the result revealed that the commonly used leadership style by school administrators in



public secondary schools in Lagos State is the democratic leadership style. This implies that democratic leadership style is commonly practised among school administrators in Lagos State, Nigeria as indicated by the respondents. This is in line with Ishaq (2008) and Johnson (2015) who expressed that democratic leadership style is commonly employed in public institutions.

### **Influence of leadership styles on job effectiveness school/teacher librarian**

The finding shows that leadership styles influence job effectiveness of school/teacher librarian in secondary schools in Lagos state. This implies that school administrators' leadership style has significant influence on job effectiveness of school librarian in secondary schools. This finding is in line with Castiglione (2007), who studies on Self-managing work teams and external leadership in libraries, who found out that leadership style employed by library heads will determine the effectiveness of information service of the library. Aborisade and Obioha (2009) on the role of motivation in enhancing job commitment in Energy Foods Company and Fatokun, Salaam and Ajegbomogun (2010) on influence of leadership style on the performance of subordinates in Nigerian libraries their findings revealed that democratic leadership style will improve human productive in organisation and library service delivery.

### **The relationship between school administrators' leadership styles and school/teacher librarian job effectiveness**

The finding also revealed that there is positive relationship between school administrators' leadership styles and school librarian job effectiveness in public secondary schools in Lagos State, Nigeria. This implies that there is positive relationship between Autocratic leadership style and school/teacher librarians' job effectiveness, democratic leadership style and school librarians' job effectiveness and laissez-fair and school librarians' job effectiveness. This finding is in agreement with Timothy and Ronald (2004) on transformational and transactional leadership, also Ishaq (2008) on leadership qualities and organizational transformation in university of Abuja Library and Osifeso (2010) study on workplace bullying. These studies revealed that there is a positive relationship between leadership styles employed by employers of labour in organisations and library. Therefore, school administrators' leadership styles will improve school/teacher librarians in public secondary schools and this will bring about improvement in their job effectiveness.

### **Conclusion and Recommendations**

The study established that school administrators' leadership styles influences the job effectiveness of school librarians in public secondary schools. It is therefore good when school administrators practices democratic leadership style and school librarians as well should be diplomatic in their engagements with the school community. School/teacher librarians must focus on maintaining a balance between the school community and the school administrators. This will bring about participatory process which information service delivery to school community.

**Based on the findings of this study, the following recommendations are made:**

- ❖ School administrators should be democratic in their decision making process, to enable school librarian provide effective information service delivery.
- ❖ School administrators should carry school/teacher librarians in their decision making process and give the school/teacher library opportunity to harness technology in their services delivery.
- ❖ School administrators should also themselves as a stakeholder in the development of the school library and employ necessary leadership styles that will encourage effective service delivery in library

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