

LEADERSHIP STYLES AND EFFECTIVENESS OF
DEPARTMENTAL HEADS IN AHMADU BELLO UNIVERSITY
LIBRARY COMPLEX

BY

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DECLARATION

I hereby declare that this project has been written by me and that it is a record and production of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated and the sources of information are specifically acknowledged by means of references.

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C E R T I F I C A T I O N

This thesis entitled LEADERSHIP STYLES AND EFFECTIVENESS OF DEPARTMENTAL HEADS IN AHMADU BELLO UNIVERSITY LIBRARY COMPLEX by Prissy Kateete Gaijurenda Tiberana meets the regulations governing the award of the degree of Master of Library Science of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.



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ABSTRACT

Thesis Topic: "Leadership Styles and Effectiveness
of Departmental Heads in Ahmadu Bello
University Library Complex."

The study was intended to identify the leadership styles exercised by the departmental heads in Ahmadu Bello University Library complex with a view to determining how such leadership styles affect subordinate staff's performance. Sixteen departments in the Ahmadu Bello University complex constituted the population of the investigation. The investigation was carried out by means of a Leadership Style Description Questionnaire.

According to the analyses of the investigation, the null hypothesis: "There is no significant difference in the way library administrators (departmental heads), perceive their leadership styles from the way their subordinate staff perceive these styles," was not rejected. That is to say that, both the departmental heads and the subordinate staff indicated that the predominantly exercised leadership style was autocratic (authoritarian).

Again, when staff performance (scores from section (d) of the LSDQ), and the exercised leadership styles were put on a correlation test, it was discovered that there was a strong correlation. This was an indication that staff performance was related to the leadership style exercised by the departmental heads. This revealed that with the well trained staff in an organizational environment like the

one in Ahmadu Bello University library complex, democratic leadership style was performed.

In the light of the findings, the researcher, therefore recommended an intensive inservice training for librarians in administrative leadership, as well as periodic subordinate evaluation of their departmental heads' behaviour.

It is very much hoped that the findings of the present study will be of great help to library administrators not only in Nigeria but in other African countries.

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ABBREVIATIONS

A.B.U.	Ahmadu Bello University
A.T.C.	Advanced Teachers' College
ELS	Bachelor of Library Science
df	degrees of freedom
DH	Departmental Heads
Fig.	Figure
I.A.R.	Institute of Agriculture Research
I.A.R.L.	Institute of Agriculture Research Library
i.e.	That is to say
I.E.L.	Institute of Education Library
K.I.L.	Kashim Ibrahim Library
LBDQ	Leadership Behaviour Description Questionnaire
LSDQ	Leadership Styles Description Questionnaire
M.L.	Medical Library
M.L.S.	Master of Library Science Degree
n and no.	number
P	Probability
P.K.L.	President Kennedy Library
qr.	question
S.B.S.	School of Basic Studies
SD	Standard Deviation
SS	Subordinate Staff
V.M.L.	Veterinary Medicine Library

$\bar{x}$	mean
χ^2	Chi-square
Σ	summation
ρ	Spearman's rho

Chapter 1

1. THE PROBLEM

1.1 Introduction to the Problem

Dubin (1976)¹ defined theory as an attempt of man to model some aspect of the empirical world.

He further stated that:

the underlying motive for this modeling is either a) that the real world is so complex that it needs to be conceptually simplified in order to understand it, or b) that observation by itself does not reveal ordered relationships among empirically detected entities.

In this sense, therefore, a theory tries to make sense out of the observable world ordering the relationships among elements that constitute the theorist's focus of attention in the real world.

Further more, a survey of management literature showed a lack of consensus about the definition of leadership. However, most of them see leadership in terms of communication behaviour between the two or more individuals - an interaction process in which an individual usually through the medium of speech, influences the behaviour of others, towards a popular end (Koehler *et. al* 1976).² Studies in leadership associated leadership with many variables such as personality traits being inherent in certain individuals, and with leadership styles which emphasize leader's performance rather than the type of person he/she is.

KASHIM IBRAHIM LIBRARY
AHMADI REFERENCE

1.1.1. Theories of Leadership

The study of administrative leadership dates back to the Greeks and Romans with the "great man" theory, that leaders are born and not made. The attempt to identify characteristics in various leaders occupied the time in research, and so was the question whether leaders were born. This theory, also sometimes called the "trait theory", suggested certain qualities to be found in a leader. These include: self assurance, intelligence, initiative, drive for achievement of power, interpersonal skills, administrative ability, imaginative, good upbringing and education. Prominent among the trait theorists are Oldway Tead, Chester I. Bernard and Erwin H. Schell. The trait theory was abandoned after fifty years of research and had failed to find one personality trait that could be used to identify leaders from non-leaders (Jennings, 1961).³

Besides the "trait theory" there also developed "systems theory", the "contingency theory" and the "style theory". The systems theory was concerned with the complex interrelationship between the many different parts of a system (organization), as well as the effect of the environment on the system and vice versa. It is this theory which identified three aspects of leader's behaviour which affect productivity

positively, that is, assumption of the leadership role; closeness of supervision, and the degree of employee orientation (training. Jennings, 1961).⁴

The contingency theory (also called situational theory) argued that the ability of a person to be a leader and to influence his subordinates depends on situations. Thus Fiedler (1967),⁵ identified four factors which are responsible for variation in situations. The factors are:- the nature of the work to be done, the personality of the staff, the working conditions and the sanctions at the leader's disposal. It is from this theory that Fiedler (1967)⁶ later on identified two styles of leadership; namely:- the psychologically distant leader and the psychologically close leader.

The "style theory" tries to find out whether the approach of a leader can influence the quality and efficiency of the work. This is because it is assumed that the ability to lead and the willingness to follow depends largely on the leadership style exercised by the leader (Davis, 1979).⁷ So, in actual fact, leadership styles are classified on the basis of how the leaders use authority in order to influence the staff under them. Lewis, Lippitt and White (1939)⁸ categorized leadership styles into three namely:- authoritarian, democratic and laissez-faire.

1.1.2 Leadership Styles: an overview

The study of leadership styles is an established one. Scholars' interest in this field spring from the fact that organizations of different sizes or in different cultural environments or different situations require different leadership styles if they are to operate efficiently. In this sense leadership is concerned with the implementation of those policies and decision which assist in directing the activities of an organization towards its specified goals. Thus, leadership can be taken to mean the process of influencing the activities and behaviour of an individual or a group in efforts toward goal achievement in a given situation (Musaazi, 1982)⁹. Put in another way leadership is an interaction process in which an individual, that is to say, a leader, usually through the medium of speech influences the behaviour of others toward a particular goal or objective (Heiman, 1951)¹⁰. Indeed, leadership can be viewed as the unique increment that makes it possible to utilise resources in the most productive manner and to achieve the highest level of management goals. Because in every organization, whether business or government, profit oriented or non-profit service institutions like libraries, there is a common need to accomplish the establishment's goals in the most effective way possible. These organizational goals

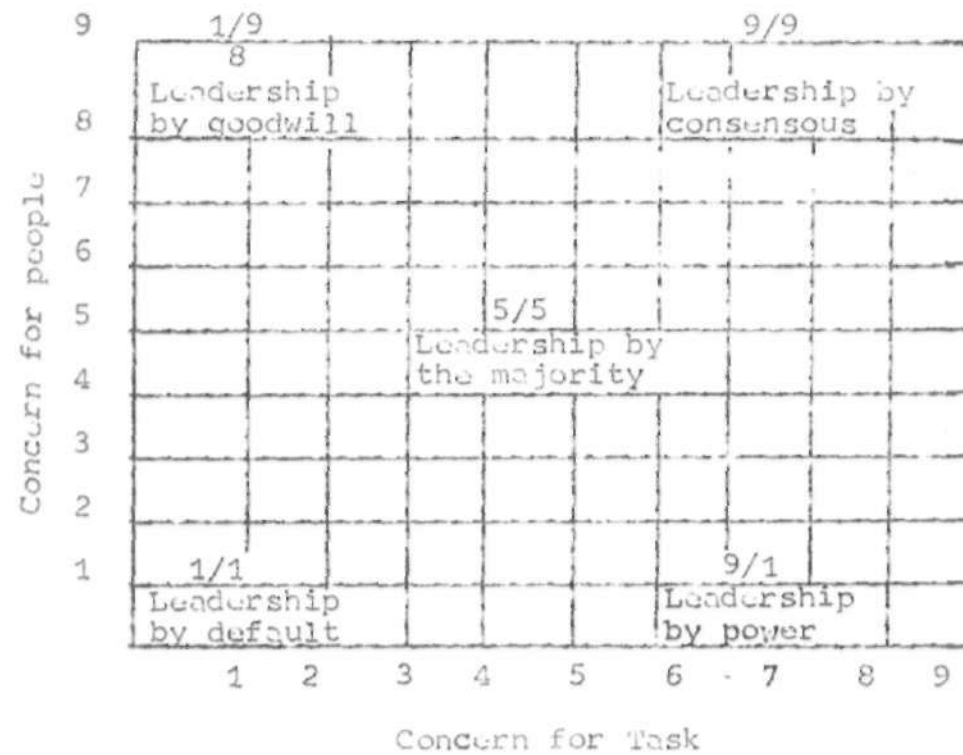
will vary widely in nature and scope of their operating activities, the physical setting, the people involved, and the organizational objectives sought (Gibb, 1969),¹¹

Thus, it is generally agreed that efficient and effective management which is concomitant of good leadership, leads to better utilization of resources, thereby ensuring a higher level of productivity. The concept of good leadership is subjective, however. Because a good leader in one situation is not necessarily a good leader in another situation. For instance, a good school principal may not necessarily make a good academic librarian. The two situations require different leadership styles. Nor is it necessarily true that a good leader in one cultural environment will be a good leader in another cultural set up. Thus, a good academic librarian in the United States of America may not necessarily be a good librarian in Nigeria. This partly explains why we have studies dealing with leadership styles in different fields. Thus, we have studies which focus on leadership in schools (Musaazi, 1982,¹² Thakur, 1981¹³), political leadership (Ojuka and Ochieng, 1976¹⁴), leadership in business (Greenleaf, 1977)¹⁵ and leadership in libraries (Stueart and Eastlick, 1981,¹⁶ and Ifidon, 1985¹⁷).

The necessity for these studies is that staff members of a particular organization will, to a large

extent determine the kind of leadership that will be practised by those in leadership positions in the organization. Staff members of each organization as a group have peculiar characteristics like size, intimacy, stability, flexibility and homogeneity which exercise a lot of influence on the behaviour of those in authority in the organization. Indeed, Haiman (1951)¹⁸ and Fiedler (1967)¹⁹ suggested that leadership behaviour was influenced by four main factors as mentioned earlier in the study.

Not surprisingly, scholars in this field have identified several leadership styles in different organizations. In an attempt to study the way leaders behave toward their subordinates, Blake and Mouton (1964)²⁰ designed a managerial grid which was intended to take care of the two major ingredients of leadership styles; i.e. concern for the task and concern for people or as Fiedler (1967)²¹ put it, "the psychologically distant leader and the psychologically close leader".

Figure 1. The Managerial Grid

As it can be observed from the diagram above, concern, for task ranges from a scale of degrees as when management is more concerned with output or results, i.e. the chief cataloguer being very much concerned with the number of books catalogued per day and not putting into consideration the health hazards and working conditions of his staff. Again, the readers' services librarian may be concerned with the neatness and well organised shelves without considering that the shelving staff have to carry the discharged books to the shelving areas and then shelves the books

accordingly. This can easily be done if there are enough hands to do the job. The scale for "concern for task" ranges from one, which denotes "very low concern for task", to nine "very high concern for task". This means that the leader with "very high concern for task" will inevitably have "very low concern for people and vice versa. As far as librarians are concerned, concern for people in our working lives ^{include} all the people with whom we interact during the course of our work. These include our co-workers at all levels as well as the library clientele. The concern for people scale also varies through degrees measured from one to nine.

According to Blake and Mouton (1964)²², a leader with a high concern for productivity (task), cares very little for the staff under him/her, exercise authority in an unilateral way and demands only obedience from his subordinates. However, in some other studies, the high concern for task is sometimes referred to as the authoritarian leader (Haiman, 1951),²³ autocratic leader (Bass, 1960),²⁴ leadership by power (Blake and Mouton, 1964),²⁵ the technician leader (Meredith, 1977),²⁶ and the theory "X" leadership style (Haimann and Raymond, 1982).²⁷ At its highest, the authoritarian leadership breeds dictatorship. This type of leadership flourishes successfully in military institutions where in most cases the junior officers have to obey their senior officers blindly without any questioning. If an order is

disobeyed, the junior officer could face a heavy punishment.

On the other hand, the leader who is concerned with people (1/9), believes that when his/her staff are happy, production takes place without the need for close direction and control. Blake and Mouton describe such a leader as leader by goodwill. Although, some studies tend to muddle this up with the laissez-faire leader, (Blake and Mouton, 1964),²⁸ the investigator feels that this situation could only be associated with the maternalistic approach to leadership in the African culture. This is because, in real life situation, one may not be able to find a leader who will be 90% concerned with his staff at the expense of the task to be done. However, this could be in a family situation where the mother's concern is wholly on her children. An African mother, less concerned with the task, will tell you that: "God will provide". This type of situation may not be easy to find in an organizational working environment.

The "laissez-faire" leader could easily be associated with the 1/1 leader according to Blake and Mouton. This type of leader has very little concern for both the work and the staff. He/she desires little other than security, strives for little, gives little, and cares little both ways except that enough is done to allow

him/her stay in the system and enjoy the organizational benefits. This is also true of the laissez-faire leader (Musaazi, 1982²⁹), the leadership by default (Blake and Mouton, 1964³⁰), and the spectator leader (Maccoby, 1977³¹).

In the 5/5 leadership situation, there is moderate concern for both the people as well as the task. Although, this type of leader's primary concern tends to be with task, he/she is often willing to give considerable attention to inter-personal issues, not for their own sake but to ensure the successful completion of the task. Even if the group is allowed to determine the organization's policies, the 5/5 leader, through persuasion argument, will make a strong attempt to ensure that the group's decision reflect his/her own ideas. However, decision-making usually rests with the majority of the member in the group. Conflict is most often handled through negotiation and compromise. At its best, this type of leadership produces the democratic environment in classic studies of leadership styles (Lewis, 1939).³² At its highest too, the 5/5 approach to leadership produces the 9/9 leadership; leadership through consensus, leadership by majority (Blake and Mouton, 1978),³³ the theory 'y' leadership (Haimann and Raymond, 1982)³⁴; and the gamesman leader (Maccoby, 1977)³⁵, for this group of leadership style, in the present study, the word democratic will be used.

Thus, though it is commonly acknowledged that one leadership style is more suited to one organization than another, or to one cultural environment than another, there is still no consensus among industrial psychologists and educationists as to which approach or leadership style is appropriate to the various organizations. That is to say, the approach or leadership style that a leader should utilize in order to best achieve positive employee motivation and effectiveness. Indeed, this controversy is largely responsible for the increasing number of research studies from different academic disciplines including Library Science which find their way into academic libraries each year, i.e. Stueart and Eastlick, (1981),³⁶ and Lowell (1975)³⁷. The overall objectives of many of these studies is to establish which approach of leadership style is most suitable to the organization or industry each researcher has studied.

1.2 Statement of the Problem

Despite the fact that many books and articles exist on the management of academic libraries, (e.g. Marchant, 1976³⁸, Ifidon, 1985³⁹, Ochai, 1985⁴⁰, Gorman, 1982⁴¹, Martell 1987⁴² and White 1985⁴³), the controversy over the question of the best approaches or leadership style to be adopted by library administrators still remains unsolved. Thus, although since the 1960s, management philosophy has shifted from emphasizing organization and control of library activities to being more concerned with achievement

of predefined organizational results through participation and coordination, that is to say, participative management, academic libraries have been slow to adopt participative management procedures. (Waldhart, 1978:⁴⁴ and White 1985).⁴⁵ Many of them including those in Nigeria continue to **practise** the traditional authority-based, bureaucratic-style. That is to say, authoritarian management which is more concerned with the level and nature of library activities than with determining how those activities contribute or fail to contribute to accomplishing library objectives. Unfortunately, as Waldhart (1978)⁴⁶ observed:-

Library management's preoccupation with the organization and control of activities has tended to obscure the fact that libraries like other organization exist to accomplish objectives and that objectives of an organization presents means for achieving ends, not ends themselves.

The chief reason why most library administrators are reluctant or unwilling to move away from traditional authority based, bureaucratic styles of management to participative and result-oriented management is that they are not fully convinced of its efficacy. The claim that participative management will have positive effects on the motivation of the subordinate staff thereby resulting in increased productivity, (Marchant, 1978⁴⁷, Durey, 1985⁴⁸), is not palatable to them. They **still strongly** believe that authority-based, bureaucratic style of leadership rather than a style that relies more heavily on the participation of library staff in "management decision making" is the

ideal for administering libraries (Plate and Stone 1974⁴⁹, and Nzotta, 1980⁵⁰). However, there is sufficient evidence to suggest that the traditional authority-based, bureaucratic style of leadership is prone to negative employee motivation which leads to low productivity and wastage of resources (Martell, 1987⁵¹ and White 1985⁵²).

It has been suggested, (Shika, 1986⁵³), for instance, that university libraries in Nigeria often spend money on materials like books and journals which have no academic value to their clientele. The end results is that such materials are rarely used or not used at all. In fact, during the period 1979-1983, such materials in Kashim Ibrahim Library accounted for 50.33 percent of its total book collection. The purchase of "unwanted" books and journals by Kashim Ibrahim Library has been imputed on the authority-based, bureaucratic style of leadership currently practiced by the departmental heads. The studies of Ochai (1977)⁵⁴, Momoh (1985)⁵⁵, and Shika (1986)⁵⁶, for instance, have indicated very convincingly that successive departmental heads of the Collection Development Division of Kashim Ibrahim Library during the 1970s and early 1980s purchased books and journal at will without consulting with either student bodies or faculty academic staff.

In the light of these findings it is hard to believe the assertions of Eboka (1980)⁵⁷; and Akhidime (1980)⁵⁸ that the library administrators of Kashim Ibrahim Library

practise participative management. There are good grounds to suggest that their findings were based on insufficient research data.

Again the research studies which were conducted on Kashim Ibrahim Library (Amos, 1979⁵⁹, and Ampitan, 1984)⁶⁰ tend to suggest that the subordinate staff of the library have low morale and negative motivation both of which hamper the library as an organization, to achieve its organizational objectives. It is common knowledge, for example, that library materials are often stolen with connivance of the subordinate staff (Okoye-Ikanta, 1980)⁶¹. It is also true that returned books remain unshelved for unnecessarily long periods thereby depriving the library users the opportunity to use them. It is reasonable to assume that these irresponsible behaviours are fostered by low morale and negative motivation. Not only do these practices make the library an inefficient organization, but also cost the library dearly since the lost items^{have} to be replaced. In these days of austerity, the library cannot afford to engage in injudicious spending. It goes without saying, therefore, that efficient and effective management will require departmental heads of Ahmadu Bello University Library Complex to adapt an approach to leadership that more adequately accommodates growing complexity and has the potential for making the library responsive to the demands of the future.

"What is less frequently remembered, perhaps is that employee's morale is to a large degree determined by his immediate supervisor". This statement made by the McDiarmids in 1943⁶², was re-echoed by Plate and Stone in 1974⁶³. In fact, almost similar assertions have been made by non-library administrators to the effect that "... the relationship between first line supervision and the individual workman is of more important in determining the attitude, morale, general happiness, and efficiency of the employee than any other single factor"⁶⁴. These statements are emphatic enough to underline the fact that supervision and morale are inseparable and to point out the need for investigation. Boyd (1976)⁶⁵, also stated that: "... whether at the lower level or the highest echelon of an organization, the supervisor is the key to the employee's attitude towards their jobs and the quality and quantity of productivity".

1.3 Significance of the Study

It is for the above mentioned reasons that the researcher proposed to undertake a study in the leadership style exercised by persons who play supervisory roles in Ahmadu Bello University Library Complex. That is to say, the departmental heads; and how their leadership styles affect the job performance of the subordinate professional and para-professional staff under their supervision.

It is hoped that the research findings emanating from the study will enable the researcher to make recommendations

as to which is the most appropriate approach (model) or leadership style to be adopted in the management of Ahmadu Bello University Libraries. The leadership style to be recommended should be the one which ensures effective utilization of resources and fosters positive motivation among the library staff. This is a prerequisite for the library to achieve its organizational objectives. It is also hoped that the study will serve as a model for administrators, not only in Ahmadu Bello University, but also in other Nigerian University Libraries which like Kashim Ibrahim Library, are still grappling with the problem related to attitude to work. In these days of austerity, the need for prudent spending of the universities' scarce resources, and the need to ensure that the library staff do a good job are paramount. It is also hoped that this work will make a modest contribution to the university library administrators' task to provide better services to an increasing number of library users with dwindling financial resources. As observed (Shika, 1986)⁶⁶, the current management procedures practised by some departmental heads of Ahmadu Bello University Library Complex more than not lead to wastage of resources.

1.4 Null Hypothesis

"There is no significant difference in the way the library administrators in Ahmadu Bello University Library Complex perceive their leadership styles from the way their subordinate staff perceive these leadership styles."

The above hypothesis led the researcher to five research questions. These are:

1. How do departmental heads in Ahmadu Bello University Library Complex perceive their leadership styles?
2. How do the subordinate staff perceive their departmental heads' leadership styles?
3. Do the subordinate staff's perceptions differ significantly from the departmental heads' perceptions of the departmental heads' leadership styles?
4. What leadership styles do the departmental heads in Ahmadu Bello University Library Complex frequently exercise?
5. Does the style of leadership exercised by the departmental heads have profound positive or negative effect on the library staff in the conduct of their work?

1.5 Aims of the Study

The study had three aims:-

1. To determine the leadership styles commonly exercised by departmental heads in Ahmadu Bello University Library Complex.
2. To assess the impact of the departmental heads' leadership styles on the job performance of subordinate staff under their supervision.
3. To make recommendations based on the research findings.

1.6

Definition of Terms

The terms defined here do not include those defined in the text. The terms defined in the text include: Leadership and theory.

1. Administration: The act of administering or managing people and resources towards the attainment of set goals (Heyel, 1963)⁶⁷.
2. Administrator: One who manages or directs, (MacDonald, 1978)⁶⁸. This word will be used interchangeably with the words leader, manager, and departmental head in this study.
3. Authoritarian Leadership: According to Haiman's (1951)⁶⁹ definition of authoritarian leadership, this is:

a social process wherein the making of decisions for a social unit is placed in the hands of one man who is presumed to know better than others what the group should believe and do. Having made his/her decision, the authoritarian leader or autocratic (as is sometimes called), directs the behaviour of others towards his predetermined ends. His methods of control may be various and sundry. They may even have the appearance of democratic procedures. The crucial factor is that the leader has 'authored' the decision and the followers accept it without question. This very clearly implies that the leader is thought as superior to the followers.
4. Behaviour: In this study, the word behaviour will be used synonymously with the word style.
5. Complex: Composed of more than one or more parts (MacDonald, 1978)⁷⁰. Thus, a university library complex means a group of libraries established,

maintained and administered by a university to meet the needs of its students and members of the academic staff (Harrod, 1971⁷¹ and Egbule, 1977⁷²).

6. Democratic Leadership: Haiman (1951)⁷³ defined the phrase as:

a social process in which the group as a whole is self-governing (not subject to any outside authority) and in which all members of the group are equally represented in the making of collaborative decisions. If irreconcilable differences exist within the group, the decision goes to those who are numerically a majority, and the rest are expected to comply. The democratic leader guides and co-ordinates the group's decision-making process. He is a discussion leader or chairman of debate whose only predetermined purpose is to preserve and enhance democratic procedures. He determines how the members of the group will think and decide, not what they will think and decide, and even with respect to the 'how' function, the group has the final authority. He is the group's methodological agent, but only so long as the group finds it convenient and helpful for him to do so. This philosophy clearly implies that no member of the group is superior to the other. One vote is as good as another, because it is believed that every human being has an equal right to make the decisions which affect his life.

7. Department: A section of a library devoted to one subject as in a departmentalized library, or to one kind of service, as a "reference library". Any administrative section or series of functions, such as cataloguing department. In America sometimes called division (Harrod, 1971)⁷⁴. A.B.U. libraries adopt the American word "division". In this study, however, the word department will be used.

8. Departmental head: A member of the professional staff who is directly responsible to the chief librarian or director, for a division of the library organization having its own staff (Horrod, 1971)⁷⁵. In this study the phrase will also be used for heads of libraries within Ahmadu Bello University Library Complex.
9. Directive: According to Stuart and Eastlick (1981)⁷⁶, directing is "that complex function of getting workers to perform tasks efficiently and effectively so that the goals and objectives of the organization are fulfilled". Directing is therefore concerned with the relationship of a supervisor to the subordinate at all levels of the organization.
10. Informing: To tell; to direct; to give information - news, message etc. (MacDonald, 1978)⁷⁷.
11. Laissez-faire leadership: Musaazi (1982)⁷⁸ defines it as:

Leadership where there are practically no rules in the organization. The leadership grants complete freedom to groups or individuals to operate without the leader's participation or direction, which leaves the subordinates at liberty to do whatever they want. The leader in this respect does not exercise his authority. The primary role of the leader is merely to supply working materials needed by the group he/she is supposedly leading. He remains apart from the group and participates only when the group has asked him to do so. He is an advocate of trouble-free life for the organization or the department under his charge.

12. Management: The art of directing, organising and controlling (MacDonald, 1973)⁷⁹.
13. Maternalistic leadership: Of, like, or characteristic of a mother; motherly care. A very sympathetic and caring leader; more concerned with the problems of the staff under him/her than the task being done. Motivation is the key word in this style of leadership. (Macdonald, 1978)⁸⁰.
14. Morale: Of or relating to character or conduct considered as good or evil: ethnical: conformed to or direct towards right, virtuous (Macdonald, 1978)⁸¹.
15. Library: A house or building containing books and other information resources where people go to retrieve such information that is in the library resources (Harrod, 1971)⁸².
16. Library Administration: The management of the library. To oversee the work of a library in all its relations and to plan for and promote its usefulness is the work of the library administration. It embraces the supervision and development of the work (Harrod, 1971)⁸³.
17. Library Management: See library administration.
18. Organization: A formal organization is predetermined arrangement of individual whose interrelated tasks and specialities enable the total aggregate to achieve goals (Macdonald, 1978)⁸⁴.

19. Perception: It is the act of apprehending the properties of the message conveyed. Perceive means to become aware of through the sense, to see, to understand, to get knowledge of the mind (Macdonald, 1978)⁸⁵.
20. Participate: Take part; in this study it will mean taking part in decision-making management (Macdonald, 1978)⁸⁶.
21. Style: The distinctive manner peculiar to an administrator, leader, author etc. particular custom or form observed; peculiar behaviour of a leader (Macdonald, 1978)⁸⁷.
22. Supervise: The act of supervising; inspection; control (Macdonald, 1978)⁸⁸.
23. Supervisor: The person who supervises; an overseer; an inspector (Macdonald, 1978)⁸⁹.
24. Support: Strength; help; provide for; keep in place. (Macdonald, 1978)⁹¹.

1.7 Scope and Limitations

The study was concerned with the perceptions of departmental heads and their subordinate professional and para-professional staff, of the leadership styles exercised by the departmental leadership in Ahmadu Bello University Library Complex (here after A.B.U. library complex). Out of the eleven departments in the main university library, the Kashim Ibrahim Library, the researcher studied only eight departments namely: Bindery, Cataloguing, Collection Development,

Media, Readers' Services, Reference, Research and Bibliographic and Serials Departments. The remaining three departments, namely: Administration, Departmental Libraries and Staff Training were not covered by the study. This was because the first one is headed by a university administrator of the rank of a senior registrar, and the staff under her are also non-librarians. In Departmental Libraries Division the head, a Librarian I has only one professional staff under him. And again, the staff training division is a 'one man' division. The staff training officer is a professional librarian of the rank of Senior Librarian, and is the only professional staff in the division.

Again, of the fifteen branch libraries in Ahmadu Bello University Library Complex, the researcher limited herself to libraries with at least, not less than three professional or para-professional staff. That is to say, the head of the library and two subordinate staff. This trimmed the number to eight branch libraries which were covered by the study. These are:- Advanced Teachers' College Library, Kano; Advanced Teachers' College Library, Zaria; Institute of Agriculture Library, Institute of Education Library, the Medical Library, President Kennedy Library (in the Institute of Administration), Samaru Public Library, and Veterinary Medicine Library.

The study was limited to Ahmadu Bello University Library Complex. This is because the investigator considered a total number of a sixteen departments to be studied large enough to warrant the study. As Fiedler (1967)⁹¹, indicated: "The study

of leadership style in a work situation is plagued into a number of problems". Thus, a large number of comparable cases is difficult to find. The sample should be involved in almost the same type of work, and should also be under the same cultural environment. Accordingly, the researcher limited her investigation to attributes, tasks and responsibilities common among departmental heads within Ahmadu Bello University Library Complex. It is from similar attributes, tasks and responsibilities; that is, supervising, informing, directing, motivating and supporting, that the researcher studied and drew the conclusion of the research.

Similarly, since the non-professional library staff were considered not professionally equipped sufficiently to contribute towards decision-making in academic libraries, they were not included in the study. This is because, as demonstrated in Soyinka's study (1985)⁹², of the 155 respondents only 51 were professional librarians. The 51 professional staff represented only about one third of the whole population. The present study, therefore, covered library staff who either have the two year non-degree diploma in Library Science and any other library qualification above the diploma level.

The primary focus in this study was on leadership styles, commonly exercised by departmental heads in Ahmadu Bello University Library Complex. For this purpose, the researcher selected four dimensions of leadership styles in the "style theory", namely: authoritarian (autocratic),

democratic, laissez-faire and maternalistic leadership styles. Each one of them has an independent and unique focus, although the four may be related in some ways. Issues of relationship between leadership styles and other departmental variables were not examined, except to the extent that leadership styles on one hand, and departmental effectiveness, on the other, may indicate certain relationship.

At a second level, the researcher examined the departmental effectiveness, in terms of objective measures - perceptions. The task of determining organizational effectiveness is complex and for this, the researcher favoured the use of library staff perceptions. This ^{was} partly because of the researcher's limited time as well as resources to embark on a long-time evaluation study.

1.8

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Chapter 2

2. REVIEW OF RELATED LITERATURE

The lack of published research directly related to leadership styles used in Nigerian library organization points to a need for study and exploration in this area of library administration. The following review of literature includes only a brief section of library administration in Nigeria; the bulk of the review reports studies conducted else where. There is need to use such studies to determine their suitability for the Nigerian research application (Ogbuehi, 1981),¹ so, too, it may be useful to review the findings of such studies focused on library leadership in other countries to determine their application to Nigeria contexts.

For a better understanding of the literature, the researcher has reviewed some areas of philosophy of management. The second category of literature is related to leadership movement, and the addendum in library management as a whole and in Nigeria in particular. Understanding other countries' approach to leadership will hopefully benefit researchers of library management and leadership styles in Nigeria.

2.1 The Philosophy of Management

Those who have the responsibility for deciding the direction of an organization and who hold the authority to move it towards its goals are the most important ingredients

in determining the organization's success or failure (Drucker, 1973)². Whether in business, education, government, religion or medicine, the quality of an organization's administrators determines its success. Successful administrators anticipate change, vigorously exploit opportunities, correct poor performance and lead the organization towards its objectives. In contrast to other groups within an organization, administrators have the greatest opportunities to turn strew into gold or the reverse.

Robbins (1976)³ suggested that management can be studied as a discipline that seeks to answer such questions as "What kind of life do we want?" and "How can we best achieve it?". One can view management as a field of study that concerns itself with the determination of how life's resources are to be utilized efficiently and effectively. According to Robbins, it is important to develop the reasoning that management is both a macroscopic field, shaping our destiny, and a microscopic field, giving direction to the individual practitioners in developing their attitudes on management practices. The macroscopic philosophical perspective is directly relevant to the study of management process. If one views this process, simplistically for the moment, as setting goals, allocation of resources, and coordinating human effort towards goal attainment, the integration of philosophy and management becomes clearer (Robbins, 1976).⁴ Philosophers concern themselves with determination of purposes (setting of goals) and how this purpose can best be achieved (the allocation and coordinating of resources). Therefore, since administrators in the aggregate

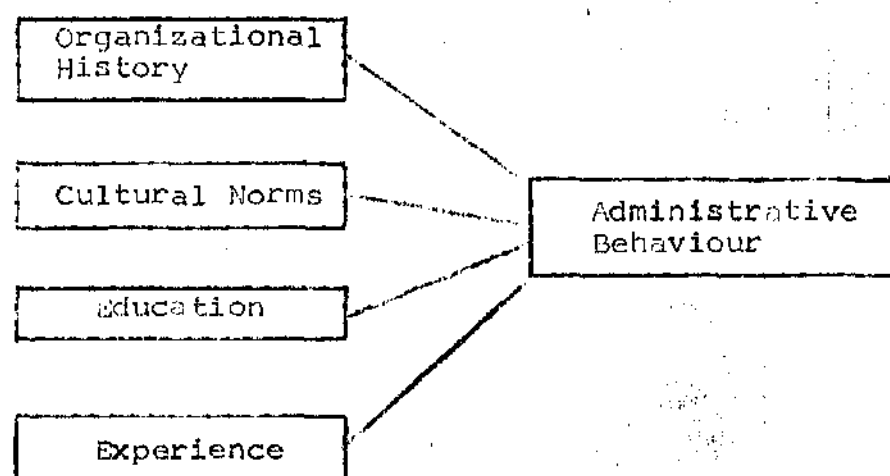
have such a profound effect on people's lives, it seems logical that one needs a basic understanding of what administration is all about. More important, however, one needs to know why administrators act the way they do.

A microscopic perspective on management philosophy focuses on establishing an organized system of administrative thought. It looks at concepts and methods. Its objective is to describe administrative practice as thinking, questioning, and understanding. Once one can understand the pattern of the physical world, one can influence and guide it to create a better life. All administrators have a philosophy comprising a system of attitudes, approaches, precepts and values that guide the way they deal with organizational problems (Robbins, 1976)⁵.

The diagram in Figure 2 describes the determinants of management behaviour. Inputs include the organization's history, the cultural norms, and the education and experience of the leader. The last three inputs determine an individual's value system. The four combined determine leadership behaviour. No leader functions in a vacuum. One is influenced heavily by the current cultural milieu ... values, beliefs, and attitudes prevalent in society as well as the culture unique to the organization. "A fact often overlooked, is that the present has been determined by the past" (Leavitt, 1974).⁶ The previous successes and failures which the organization has experienced, dominant administrative philosophies espoused by prior leader,

and precedents set by earlier leadership decisions are a few of the historical factors that influence the behaviour of current leaders (Robbins, 1976).⁷

Figure 2: Determinants of Administrative Behaviour



(Adapted from Robbins (1976) p. 7.

2.2. Leadership Movement

2.2.1 Leadership defined

In an unpublished review, V.J. Bentz listed 130 definitions of leadership obtained in a sampling of the literature prior to 1949. Fortunately, Morris and Seeman (1950),⁸ provided classifications of these definitions. A modified version of these helps indicate how the researcher proposes to define the same phenomena covered by these definitions.

Status versus Leadership: One cluster of definitions makes leadership synonymous with the the importance of one's position. The concept, status, can be used to refer to the value of one's position and although status may produce leadership, it is distinguishable by observation and measurement from leadership and can be independent of leadership under specific conditions.

Esteem Versus Leadership: A second cluster of definitions defined the leader as focus of attention, as representative of the group. This aspect can be examined by using the concept of esteem, the value of members to the group regardless of their position. Esteem can also help to describe observations about sociometric choice, another way earlier researchers defined leaders.

A Leader as a Leader: The leader is often defined simply as anyone who engages in leadership acts. Leadership appears to be rather a sophisticated concept. Words meaning "chief" or "king" are the ones found in many languages to differentiate the ruler from other members of the society. The word leader did not appear in language usage until 1800 (Stogdill, 1974).⁹

In the most recent study, Stoghill (1974)¹⁰ also reviewed definitions and concepts of leadership and concluded his study by focussing on the concept of leadership as the initiation of structure and consideration. He wrote:

This group of writers have attempted to define leadership in terms of the variables giving rise to the differentiation and maintenance of role structures in groups. For this reason, the definition appears to have greater theoretical utility than those that are more concrete and descriptive. They lead to a consideration of the basic process involved in emergence of the leadership role.

But Stoghill (1952)¹¹ demonstrated that persons in different leadership positions engage in different specific behaviours. What "A" does in order to exhibit leadership in position "A" may be different from what "B" does in position "B", yet both bring changes in the behaviour of other members both lead. Stoghill found that among 46 naval organizations, while all did some supervision, the function was stressed in the work of the executive.

2.2.2. Leadership Styles:

Leadership styles are the habits and work patterns of an administrator. McGrath (1963)¹², in his summary of the literature pointed to two clusters of leadership styles and attitudes which have been the focus of most psychological research in the area. These clusters have been variously labelled as autocratic, authoritarian, task-oriented, and initiating on the one hand versus democratic, equalitarian, permissive, group-oriented, and considerate on the other. However, in most literature, three styles of leadership styles are often mentioned; democratic, autocratic and laissez-faire (Musaazi, 1982)¹³

and Haiman, 1951)¹⁴. These three styles of leadership behaviour date as far back as 1938 when Lewis and Lippitt performed classical studies on the effect of the three styles on the behaviour of a boys' club (Lewis and Lippitt, 1939)¹⁵. This raised many questions regarding the degree to which a leader should be concerned with personal relationships in an organization. The leader can either take the responsibility for making decisions and for directing the group members or he can, to a greater or lesser extent, share the decision-making and coordinating functions with the members of his group. All these methods and any other combination of them, have worked in some situations and not in others (Gibb, 1954)¹⁶. Charlisle (1973)¹⁷, referred to these styles as directive, participative, and freerider. Stoops and Johnson (1967)¹⁸ identified four major types of leaders i.e., laissez-faire, democratic, hard boiled autocratic and benevolent autocratic. The democratic form of leadership is pictured in the central position along a continuum. Others have differentiated between charismatic, symbolic, headman, theorist, agitator and authoritarian types of leadership. In the Nigerian situation, Soyinka (1985)¹⁹ came out with a leadership style he termed transactional. The problem of what constitutes the best leadership behaviour has been one of the major areas of controversy in the field of administration (Fiedler, 1967).²⁰

As can be observed from the literature reviewed above, all the leadership styles identified depend upon the inter-relationship between the leader and the people with whom he works.

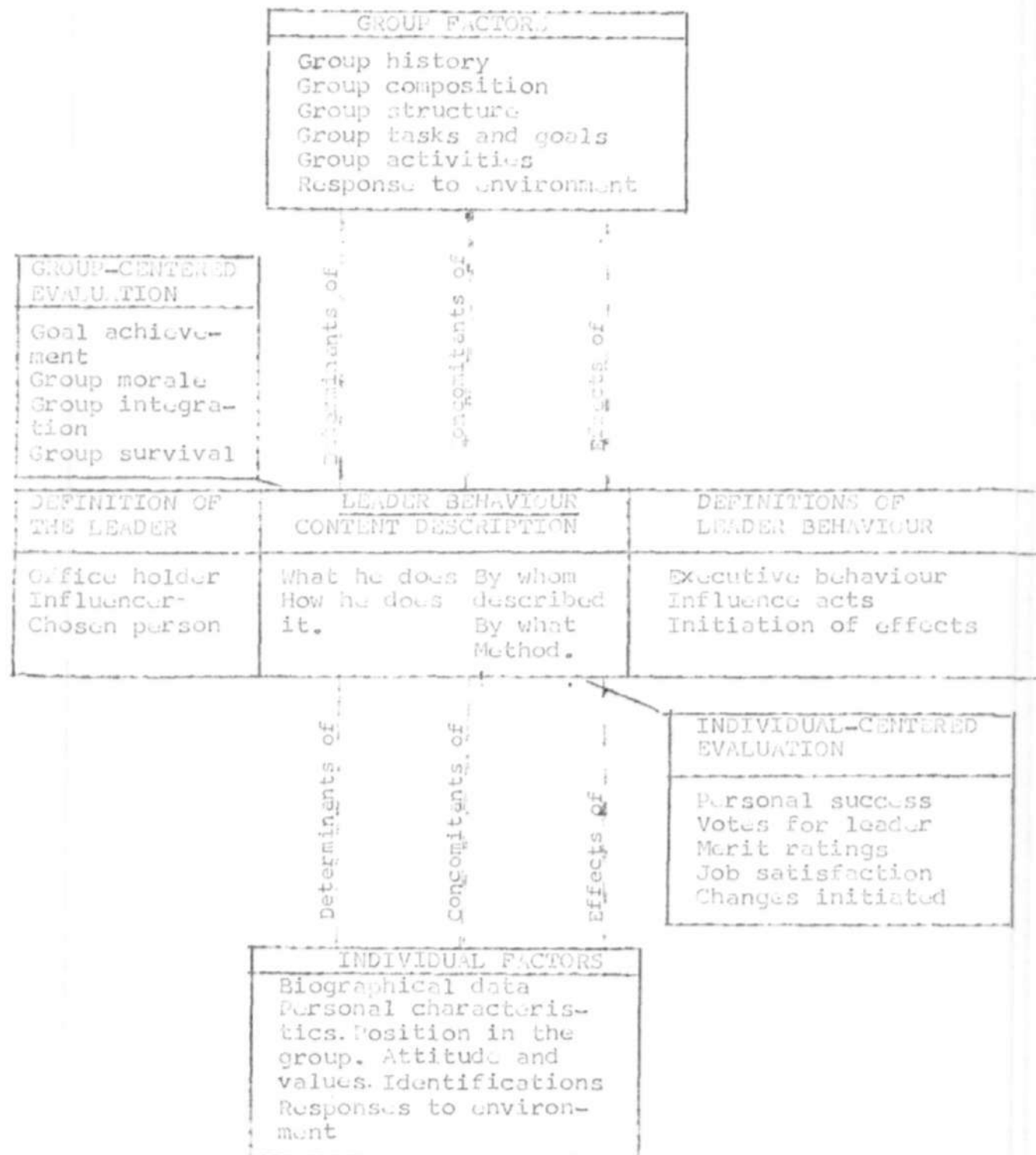
2.2.3 Elements in Leadership:

The topic of leadership has covered a wide variety of behaviours, many unrelated with each other. One step which could help to delineate the problem more carefully is the study of leadership developed by Morris and Seeman (1950),²⁰ & 21. In the study they identified five major elements of significance: group factors, group evaluation, leader behaviour, individual evaluation, and individual factors. Shown in Figure 3, are the elements as figured by Stoghill (1957)²².

2.2.4 Leadership and Behaviour Change:

Agreeing with Barners' (1926)²³ definition of leadership as a process of focusing the attention and releasing the energies of a people in desired direction, Bass (1973)²⁴ suggested two ways where "L" can change "B's" behaviour, by changing B's motivation or changing his modes of responding. A leader can change his subordinate staff's behaviour both in strength and direction. Stated in different terms, a leader can change his subordinate staff's goals, rewards, incentives and their importance. As was demonstrated by Bass (1973)²⁵, in his statement: "By pointing out the challenge and rewards of studying law, a professor could arouse or strengthen in a student

Figure 3. Paradiagram for the Study of Leadership.



(Adapted from R. Stoghill and E.A. Coons. Leader Behaviour: Its description and measurement. Bur. Bus. Res. Monogor. 88 Ohio State University, 1957).

Strong interest in a law career". A leader can also change his subordinates' habits by either reinforcing certain habits or reducing the strength of those tendencies. Motivation, too, could be changed either by altering the threat of punishment or the hope of reward of members as individuals or as a group. This could change as new goals or potential rewards are made more visible, replacing older ones through persuasion.

2.3. Library Management Developments

Library Management, as might be expected, shows no identifiable characteristic that would serve to set it apart from other organizational management. Trends, theories, and techniques introduced in management literature have slowly found their way into libraries. This development can be traced through a brief look at library literature.

In 1887 Cruden, then Librarian of the St. Louis Public Library, stated that "the duties of a chief executive of a library differ in no essential way from those of a manager of a stock company ... the librarian may profit by the methods of the businessman" (Drury, 1924).²⁶

Bostwick (1911)²⁷ addressing the New Zealand Library Association, advocated the adoption of the methods of business efficiency in the operation of their library. A number of librarians, including Williamson (1919)²⁸,

emphasized the value to libraries of industrial methods, pointing out that "no one has attempted yet to treat comprehensively the principles and philosophy of library service or library management". This was the time of development of the scientific management school, whose theories were applied to a number of industrial situations, but not yet to libraries. It was not until the 1930s that particular attention was paid to the application of scientific management to libraries. Coney (1930)²⁹ emphasized the "new" approach by stating that "... scientific management furnishes library administrators with a useful instrument for orienting their activities". Twenty years later, in 1954³⁰, Kipp published an article that discussed the application of scientific management to library operations for the period of 1920 to 1950. Kittle (1961)³¹, in his dissertation, pointed out that scientific management did not receive serious attention in libraries until after World War II.

Shaw (1947)³², analyzed two trends in library management - specialization and integration of specialities into a functional organization. In 1954,³³ Shaw noted a trend toward the application of scientific management techniques to public and research libraries, on time-and-motion studies, on standardization, and on management surveys. Later in 1965, Dougherty and Heinritz published the first full treatise on the application of scientific management to libraries³⁴.

However, in 1934, Danton emphasized the trend toward analyzing the human side, where "personnel administration" became paramount to the democratization of the library organization³⁵. Also McDiarmids, writing in the 1930s³⁶ recognized two paramount problems in libraries - the need to delegate authority to the level of responsibility, and the need to define library objectives and their influence on the administration. Winslow, in her 1953³⁷ paper, emphasized staff participation in "democratic organization". Reese's article (1959)³⁸, directed to library administrators, noted, among other things, an increase in staff participation in management of libraries.

With respect to the social system school, Joeckey, (1939)³⁹ a pioneer in the field of library management, suggested that "library administrators will do well to seek models from comparative studies in education". "Twenty years later, Wasserman (1958)⁴⁰ supported Joeckel's contention that "... in a very real sense library administration is only an extension of public administration".

Stone's (1967)⁴¹ survey showed a tendency toward emphasis upon theory and principles and basic functions, bringing with it corresponding de-emphasis upon specific technical skills. This is substantial when one examines the volumes that have been published in the last several years on organization and administration of specific types of libraries - academic, public school and special.

Finally, one must look at the quantitative or mathematical school and the influence it has had on library operations. During the late 1960s and in 1970s managers of libraries began to use applied operational research in their decision-making responsibilities (Swanson and Bookstein, 1972)⁴². More recently, Chen (1976)⁴³ in her dissertation, demonstrated how operations research techniques can be used by library administrators in their everyday decision making process.

Issues of major research journals and monographs on librarianship make it clear that management "topics" are receiving increasing attention. The proceedings of the first Association of College and Research Libraries national conference (Stueart and Johnson, 1979)⁴⁴, presented the thoughts and concerns of academic and research libraries in several major areas, including "Administration and Management". The 1971 issue of Library Trends addressed itself to the dilemma of "How we can optimally integrate the technical and human resources that we manage toward achieving the library's service mission and, at the same time, manage working arrangements and role relationships so that people's needs for self-worth, growth, and development are significantly met in our libraries (Stone, 1971)⁴⁵. On that same topic, Eggleton, (1979)⁴⁶, White (1985)⁴⁷ and Martell (1987)⁴⁸ studied the issue of participative management. An example, drawn from a number of volumes on the subject of personnel in libraries, is

a report done for the Illinois State Library, which identified the kinds of activities that are typical of the training and background of individuals working in libraries (Ricking and Booth)⁴⁹.

It is evident that the theories developed by the different schools (scientific management, human relations, quantitative) are being applied to library operations today (Stueart and Eastlick, 1981)⁵⁰. The continued use, development, and refinement of those thoughts and techniques will result in more efficient and effective library service.

2.4 Leadership Behaviour in Library Administration

The belief that leadership qualities are inborn and not acquired through training no longer enjoys unqualified support among educationists and industrial psychologists Boyd, (1979)⁵¹. It is now generally believed that most leadership qualities can be acquired through training and education. Thus, it is possible for a librarian to acquire leadership qualities that would enhance his effectiveness in his leadership role as a library administrator through training and education (Ochai, 1985)⁵². Indeed, already many scholarly works, i.e. books, and journal articles, on the management of academic libraries exist i.e. Rogers and Weber (1971)⁵³. Stueart and Eastlick (1981)⁵⁴, Ifidon, (1985)⁵⁵ only to mention a few. The overall aim of these works is to enable librarians, particularly those in administrative positions to adopt

leadership styles that will make them effective administrators. Put in another way, these works are intended to help library administrators acquire good leadership qualities so that they can become effective leaders.

However, the majority of those works deal with the situations outside Nigeria e.g. Drucker (1976)⁵⁶ and Howard (1980)⁵⁷. Yet we know too well that an effective library administrator in the United States of America, for instance, may prove ineffective in a Nigerian situation, because the two environments are different. Thus, leadership qualities which may prove to be "good leadership qualities" in the U.S.A. may prove to be "bad leadership qualities" in a Nigerian situation, because it is generally agreed among industrial psychologists, that the workers' cultural background, level of education and training exercise have more influence on the leadership styles that will be adopted by those who play leadership roles in public organization like academic libraries or in business (Musaazi, 1982)⁵⁸. This in part explains why there is every likelihood that an academic library administrator in the U.S.A. considered to possess "good leadership qualities" may not be so regarded in Nigeria. This phenomenon makes the utilization of the works, which deal specifically with library management outside Nigeria less profitable as a means of training academic library administrators to operate in a Nigerian situation (Musaazi)⁵⁹.

It is essential, therefore, that librarians in Nigeria should be made aware of the "good leadership qualities" that need to be possessed by the administrators of Nigerian University Libraries. Happily enough, some librarians in Nigeria have already begun to pay serious attention to this important subject i.e. Soyinka (1985)⁶⁰, Abimbola (1979)⁶¹, Adedeji (1974)⁶² and Nzotta (1981)⁶³. Though these works are very educative on some aspects of library management in Nigeria, they are not very comprehensive, especially on the question of the appropriate leadership styles to be adopted by academic library administrators in Nigeria. This explains why Ochai (1985)⁶⁴ did not hesitate to point out the need for such a study. This apart, most of the works on library management deal with libraries outside the Northern cultural zone. Indeed, not much work has been done to identify the appropriate leadership styles which if adopted would make library administrators of A.B.U. library complex more effective leaders than they are today.

Turning to the researcher's central issue, A.B.U. Library Complex, works which have concentrated on either K.I.L. or its branch libraries include Shika (1986),⁶⁵ Ochai (1977)⁶⁶ Momoh (1985),⁶⁷ Abdullahi (1983)⁶⁸ and Egbule (1977),⁶⁹ almost all dwelt mainly on the library services. However, Amos (1979)⁷⁰ studied job satisfaction among the junior staff of the library. She (Amos),

discovered that most of the junior staff used the library work as a "stepping stone" to further their education. This is a sign of dissatisfaction, as most of them left library work as soon as they got an opening else where.

Although Ifidon (1985),⁷¹ suggested several organizational structures which enhance library effectiveness, no study has followed this up to find out whether his recommendations were adopted. Coupled with this, Ochai (1985),⁷² pointed out that the library management in Nigerian university libraries adopted a "trial-and-error" method of management. It will, therefore, not be out of place for a researcher to try and investigate the type of leadership styles adopted by university library administrators in Ahmadu Bello University, Zaria, Nigeria. It is hoped that such a study, would make a modest contribution to the existing knowledge on library management in Nigeria.

2.5

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Chapter 3

3. METHODOLOGY3.1. Introduction

This chapter provides description of the process of research for this study. The researcher presents an explanation of the methodology used in conducting the investigation, a delineation of sampling procedures and the information concerning the construction of the instrument used for collecting data. The chapter concludes with a description of the methods of statistical analysis employed. Since process influences output, this process may help in understanding the research output in its proper perspective, with the limitations and strengths.

3.2 Procedure for Collecting Data

The study was designed as an ex post facto research in which opinions of departmental heads as well as their subordinate professional and para-professional library staff were collected and analysed. This type of research aims at discovering the possible causes of a behaviour pattern (Borg and Gall, 1978)¹. In the study, the behaviour is the effectiveness, whereas, the cause may be the leadership styles exercised by the supervisors.

The primary focus in this study was on leadership styles commonly exercised by departmental heads in Ahmadu Bello University Library Complex. However, a department, rather than an individual departmental head was chosen as the unit of analysis. For this purpose, the researcher

selected four dimensions of leadership styles, namely:- authoritarian, democratic, laissez-faire and maternalistic leadership styles. Each of these four leadership styles has an independent and unique focus, although the four may be related in some ways (Jennings, 1961)². Issues of relationship between the leadership and other departmental variables were not examined, except to the extent that leadership style, on the one hand, and departmental performance on the other, may indicate certain relationships. Based on the literature surveyed during the preparation of this study, it was assumed that some relationship between leadership styles and the departmental effectiveness should exist (Fiedler, 1976)³. So, a "style theory" approach to leadership was adopted in the study.

In order to achieve the aims of the study, a sample survey method which is a type of descriptive research was used. In this type of research, data are collected for the purpose of describing the conditions of the field as they either exist or existed. It is an attempt to describe the population characteristics by selecting an unbiased sample and estimating the parameters from the statistics obtained. Data are obtained, either orally or by means of a questionnaire, from a sample of respondents, for the purpose of testing the formulated hypotheses concerning the status of some problem in the field (Sax, 1968)⁴. In this case, the researcher decided

to carry out the investigation by means of a questionnaire.

The questionnaire methodology which the researcher adopted is not the only one that could be utilised for this study. Indeed, there are other alternatives. Such alternatives include the utilization of oral interviews as opposed to the questionnaire. But the researcher discarded the oral method for a number of sound reasons.

In a study such as the present one, the utilization of oral interviews would be futile. While it is true that in certain cases such as historical studies, oral interviews are useful, in the case of the present study, such an approach would be less rewarding than the questionnaire methodology. Because of their concern for their career prospects, many respondents would not willingly volunteer candid information about their duties and performance if their identities were not concealed. This would not be possible if this researcher were to conduct oral interviews, particularly so that many of the respondents are yet to reach the acme of their careers. They would not want to be associated with the views which seem to depict them as poor performers or which are highly critical of their supervisors.

But this problem does not arise in the case of questionnaire method. In the case of questionnaire method that was adopted, the respondent's identity was not required. As such, respondents felt free in answering questions put to them truthfully, since the answers were not likely to harm their career prospects.

KASHIM IBRAHIM LIBRARY
AHMADI BELLO UNIVERSIT
ZARIA, KADUNA

Besides, the above advantage of using a questionnaire, there is also the uniformity in the way the questions are asked, thereby making greater comparability in the responses (Nwadike, 1982)⁵. The factor of uniformity in the questions was also one of the major reasons for using questionnaire. This is because the data which was obtained from fifteen departmental heads and seventy-three subordinates was to be computed, compared and contrasted. Indeed, there is no way dissimilar variables can be compared and contrasted.

The purpose of this study was to test the following hypothesis: "There is no significant difference in the way the library administrators - departmental heads - of Ahmadu Bello University Libraries perceive their leadership styles from the way their subordinate library staff perceive these leadership styles." In this case, therefore, data were collected, to describe the sample population in terms of the leadership styles they exercised in their everyday activities with their subordinate staff.

3.3. Instrument used for Collecting Data

The instrument used for collecting data for this study was a questionnaire (see appendices 3A and 3B). Before deciding on the kind of instrument to be used for this study, the researcher carefully studied research instruments which have been used by previous investigations and the possibility of collecting responses from all the sample departments in the study. The research instruments

that were used in other studies related to this research were found wanting in one way or the other. It was then realised that to enable the researcher collect responses from her study population, it was necessary to use a questionnaire specifically designed for this study - taking into consideration the environmental and cultural background. Here I mean for example, in some of the literature I read, the researcher would ask his respondents whether their leader even paid them a visit in their homes. This is uncommon here in Northern Nigeria. Instead, it is the subordinate who should visit his leader.

The thrust of the questions was on finding the leadership styles exercised by departmental heads as they were perceived by departmental heads themselves and their subordinate professional and para-professional staff. For this reason, the researcher designed two types of questionnaire, namely:- one for departmental heads (appendix 3A), and the other one for subordinate professional and para-professional staff (appendix 3B). The two types of questionnaires were both grouped under four sections: (a) personal data, (b) one's knowledge of leadership theories, (c) one's opinion about the leadership styles exercised by his/her departmental head and (d) opinions about the departmental performance/effectiveness. In the case of departmental heads, sections (c) and (d) attempted to discover how they themselves perceived their leadership styles and their department's effectiveness. Some of the

questions were specifically related to a departmental head's context, but others sought his/her perceptions of what exist in his/her department. Both questionnaires consisted of check list, for example most of the questions in section (a), (b) and (c). However, section (d) consisted of rating scale. There were some opinionnaires here and there in section (b) and (c) i.e. questions 11(b) and 27(b) in the subordinate staff's questionnaire, and questions 11(b), 27(b) and 39 in the departmental heads' questionnaire.

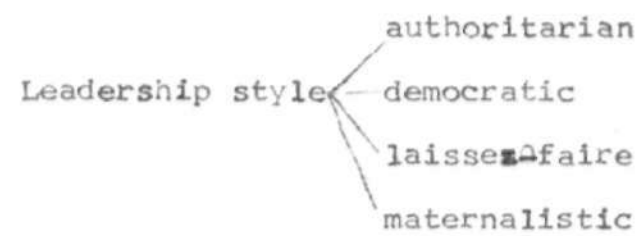
The questions, especially the one in section (c) consisted a series of written questions similar to those which could be asked in an interview, but carefully formulated (Tryrus, 1964)⁶. Five written answers to each question were designed to display the four leadership styles. So, all the respondent was required to do was to indicate the answer to the question asked, which he/she associated with his/her departmental head's style of leadership. This was designed to ascertain the type, intensity or frequency of the style being measured (Dalen, 1973)⁷. The grading of responses required in this study, therefore, was the type of leadership style exercised by each departmental head. In most cases, hardly ever or never donated (1), whereas always donated (5). Furthermore, each number symbolised a leadership style as it will be demonstrated in section 4.4 of the next chapter.

3.3.1 Construction of the Questionnaire

Maheshwari (1980)⁸ and Stogdill (1963)⁹ were the basic guides in the preliminary planning of the questionnaire. However, several considerations formed the basis of the selection of the items. Before drawing up the questionnaire, the researcher first of all tried to single out the properties of the phenomenon she was going to observe which were relevant to the questions she was going to ask. The properties, as far as the researcher's investigation was concerned were the attributes, tasks and responsibilities common amongst departmental heads in Ahmadu Bello University libraries. These included among others: motivating, informing, supervising, directing and supporting (Moskowitz, 1977)¹⁰. Accordingly, the researcher framed questions in which each of the four leadership styles being studied was displayed in the answers. The respondents were then asked to mark with an "X" in a box drawn by the side of each answer, the appropriate response. After getting all the responses all observations were tallied and classified into equivalent classes, so that observations falling into the same set were thought of as qualitatively the same and those in different classes were qualitatively different in some respect. In general, each observation was placed in one and only one class so as to make the class mutually exclusive and collectively exhaustive (Hetzberg and Stone, 1971)¹¹. Collectively exhaustive - this means that no

observation was left without a class.

i.e.



The subject matter for the items to be included in the questionnaire was obtained from two sources. The first source was a survey of the literature, which disclosed basic issues that have been shown to be of importance in previous studies in the field. The second source was other questionnaires that have been used in similar studies exploring the leadership styles/behaviour (Maheshwain, 1980¹²; Stogdill, 1963)¹³.

The questionnaire was then designed in accordance with the Leadership Behaviour Description Questionnaire (LBDQ) which was developed from the original Ohio State Research on leadership group for use in obtaining descriptions of a supervisor/manager/leader by group members whom he/she supervises. It was also used for the supervisor to describe his/her own behaviour. The LBDQ was chosen as the researcher's guide in designing the questionnaire for this study because, it (the LBDQ) has been widely used in empirical research and it has reasonably good internal consistency (Stogdill, 1963)¹⁴. Buros (1978)¹⁵, described the instrument as "by far one

of the best of the Ohio State Leadership scales and a good research instrument." Although the LBDQ was developed for American population, it has been used before in Nigeria and found appropriate (Ogbuechi, 1981)¹⁶.

3.3.2 Sampling Procedures

The universe for this study consisted of 26 departments this includes eleven departments in Kashim Ibrahim Library (K.I.L.) which is the main University Library with a staff population of 64 professional and para-professional staff and fifteen branch libraries (Mahmud, 1987).¹⁷

Since the problem of the study was the leadership styles adopted by departmental heads in Ahmadu Bello University Libraries, there was no way the researcher could have studied departments with only one professional or para-professional staff in the department. This is because studies in this field tend to compare and contrast the perceptions of the departmental head with those of his/her subordinate staff, (i.e. Soyinka, 1985)¹⁸. To enable me fix a standard sampling size, I got three pieces of paper on which I wrote $1/2^+$, $1/3^+$, $1/4^+$. One before the stroke stood for departmental heads, whereas the number following the stroke stood for the subordinate professional/para-professional staff in the department. Accordingly, I folded the three pieces of paper very well and put them in a container. I, then asked my daughter, Kemigisha, who was with me in the

library at the time, to pick one piece of paper from the container. This she did, and indeed picked the paper with $1/2^+$ on it. This indicated that my study would cover departments with, one departmental head and two or more professional/para-professional staff (See table 3.1.)

I then went to the Senior Assistant Registrar incharge of Administration Division of the library whom I contacted in connection with the staff list. Happily enough, she had just finished updating the senior staff list which was in tabular form. She gave me one copy, and that was the beginning of the field work. The list included information on names of staff, rank, salary level, work place (library), etc., (see appendix 4). I then got several plain sheets of paper, and as I was going through the list; each time I came across a name of a library/branch library, I would write that name down and then list down all the staff members in that very library. This was how I was able to discover branch libraries with two and more professional/para-professional staff, for inclusion in the study. These included: Advanced Teachers' College, Kano (ATC, Kano, 4); Advanced Teachers' College, Zaria (ATC, Zaria, 4); Institute of Agricultural Research Library (I.A.R. Library, 7); Institute of Education Library (6); Medical Library (7); President Kennedy Library (P.K.L., 8); Samaru Public Library (3); and Veterinary Medicine Library (4). Three

of these branch libraries namely:- Institute of Education Library, Samaru Public Library and Veterinary Medicine Library are located within a five minutes walking distance from Kashim Ibrahim Library the main University Library. The rest i.e. I.A.R. Library is located about three kilometres north of the main campus in the Institute of Agricultural Research; the Medical Library is located in Tudun Wada about 8 kilometres south of the main campus in the Teaching Hospital premises. Close to the Teaching Hospital is the Institute of Administration with President Kennedy Library which serves the interests of the Institute. Advanced Teachers' College, Zaria too is in the same direction with the Teaching Hospital but further than the Institute of Administration. The Advanced Teachers' College Library, Kano is the furthest from the university. It is located north of the Ahmadu Bello University main campus, in Kano State about 180 kilometres away.

In the case of Kashim Ibrahim Library, all the researcher did was to visit the various divisions and enquire either from the departmental head or any other staff for the number of professional/para-professional staff in the division. From the visits too, the researcher discovered that only eight of the eleven departments qualified for the study. The numerical distribution of the sample population is presented in Table 3.1.

Table 3.1

Numerical Distribution of
the Sample population.

Dept. No.	Sample Population	Responses returned	% received from each department	% of contri- bution to the whole study
1.	3: (1/2)	1/2	100	3.4
2.	14: (1/13)	1/13	100	16.0
3.	6: (1/5)	1/5	100	6.8
4.	4: (1/3)	1/2	75	3.4
5.	9: (1/8)	1/8	100	10.2
6.	4: (1/3)	1/3	100	4.5
7.	5: (1/4)	1/4	100	5.7
8.	7: (1/6)	1/6	100	8.0
9.	4: (1/3)	0/2	50	2.3
10.	4: (1/3)	1/2	75	3.4
11.	7: (1/6)	1/6	100	8.0
12.	6: (1/5)	1/5	100	6.8
13.	7: (1/6)	1/5	86	6.8
14.	8: (1/7)	1/5	75	6.8
15.	3: (1/2)	1/2	100	3.4
16.	4: (1/3)	1/3	100	4.5
Total	95	15/73=88	91	100

There is only one departmental head in each department. However, in the case of department 9, the head of department did not respond to the questionnaire.

For the purpose of distributing the questionnaire, the researcher took the trouble of visiting almost all the selected departments between 1st March and 20th April, 1988. The researcher personally distributed the questionnaire to most respondents. The mode of data collection used by the present researcher provided her with the opportunity to establish rapport, explain the purpose of the study, and where necessary clarify some of the points raised in the questionnaire. Though expensive, and time consuming, this method yielded high returns. Out of the 95 questionnaires administered to respondents, 88 or 91% were returned, and all the returned questionnaires were usable.

3.4. Procedure for Analysing the Data

The two types of questionnaires were collected, scored by computing the total scores for each category. As shown earlier on in this study, the questionnaire was divided into four major sections namely:- personal data, one's views about leadership theories; one's opinion about the exercised leadership style and then one's opinion about the departmental performance. The data needed for this study in sections (a) and (b) was computerised and summed up in tabular forms using simple percentage as presented in section 4.2 of the next chapter.

However, the scores from the core theme of the study, sections (c) and (d) of the questionnaire had to be computed and used for testing the hypothesis. The scores from section (c) - perceptions of the adopted leadership styles; were computed to identify the predominant leadership style. A Spearman's Rank-Order correlation was used to determine whether there was a relationship between the exercised leadership style and staff performance. A chi-square test was then done at 0.01 confidence level to find out whether there was a significant difference between the perceptions of departmental heads and the perceptions of subordinate staff of the leadership styles exercised by departmental heads.

The results of the investigation are reported in the next chapter.

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Chapter 4

4. ANALYSIS AND INTERPRETATION OF DATA4.1 Introduction

In this chapter, the results of the statistical analysis of the responses are reported. The study's sample consisted of eighty-eight respondents; out of whom fifteen were departmental heads and seventy-three were subordinate staff. The sample was drawn from sixteen departments in Ahmadu Bello University Library Complex. Eight of the sample departments were from Kashim Ibrahim Library, the University's main library, and the other eight were drawn from the University's branch libraries.

The researcher used the survey research method in carrying out the investigation. Responses were collected using a questionnaire (LSDQ) which was designed by the researcher with the guidance of Stogdill's (1963)¹, and Masheshwari's (1980)² questionnaires.

4.2 Description of the Respondents

The researcher distributed ninety-five questionnaires to the sixteen departmental heads and their subordinate professional and para-professional staff in Ahmadu Bello University Library Complex. However, seven questionnaires, which represents 9 percent of all the questionnaires issued out, were not returned. Only one of the unreturned questionnaires was a departmental head's questionnaire. This showed a 91 percent returns.

Table 4.1: Responses by Position Group

Position Group	Number	Percentage
Departmental Heads	15	17
Subordinate Staff	73	83
Total	88	100

As it can be seen from the table 4.1, of the 88 total responses, 15 (17%) were from departmental heads. The subordinate staff responses numbered 73 which represented 83 percent of the sample population.

Table 4.2 below shows the distribution of the respondents by their sex gender. Female respondents were 26 (33%) of the total number of respondents while male respondents were 52 representing 67 per cent of the whole number of respondents. This showed that of every three responses received, two were from male staff, while one was from a female staff.

Table 4.2: Distribution of Responses by Sex

Position Group	Male	Female	Total
Departmental Heads	13	2	15
Subordinate Staff	49	24	73
Tot 1	52	26	88
Percentage	67	33	100

However, since the present investigation was interested in the difference between perceptions of departmental heads vis-à-vis their subordinate staff, the remaining distribution of respondents were presented separately. The following two tables (Table 4.3a and 4.3b) show respondents from each group by their academic qualification.

Table 4.3a below shows that departmental heads in Ahmadu Bello University Library Complex are academically highly qualified personnel. Of the 15 respondents, only one (6.7%) has no university degree. The departmental head concerned possesses a higher diploma of the University of London. Of the other 14 only one has no higher degree. Of the remainder, i.e. 13; 8 (53.3%) departmental heads have a higher degree, i.e. M.L.S., while 5 (33.3%) possess both M.L.S. and Ph.D. degrees in Library Science. One of the 5 Ph.D. degree holders, the Ph.D. degree is in Educational Psychology

Table 4.3a: Distribution of Departmental Heads Responses by Highest Academic Qualification.

Qualification	Number	Percentage
B.L.S. degree	1	6.7
M.L.S. degree	8	53.3
Ph.D. degree	5	33.3
Any other	1	6.7
Total	15	100

Table 4.3b: Distribution of Responses from Subordinate Staff by Highest Academic Qualification.

Qualification	Number	Percentage
Non-degree diploma	29	39.7
B.L.S. degree	31	42.5
M.L.S. degree	12	16.4
Ph.D. degree	0	0
Any other	1	1.4
Total	73	100

On the other hand, table 4.3b above shows that of the 73 subordinate staff respondents, 29 (39.7%) respondents have a diploma in Library Science; 31 (42.5%) respondents have B.L.S. degree; 12 (16.4%) have a higher degree, i.e. M.L.S. Only one of them, representing 1.4 per cent has neither a university degree nor a non-degree diploma in Library Science. He possesses a School Certificate. But due to his long experience in library work stretching over a period of 14 years has risen to the rank of a Library Officer. This position is commonly held by non-degree diploma holders.

Looking at table 4.4, one can see that the majority of the departmental heads are seasoned librarians. Indeed, of the 15 departmental heads, 12 or 80 per cent have a working experience of more than ten years; two have a working experience of seven years while only

one has less than six years working experience.

Table 4.4: Distribution of Respondents by Years of Experience.

Year	Departmental Heads		Subordinate staff	
	No.	%	No.	%
1 - 3	0	0.0	17	23.3
4 - 6	1	6.7	15	20.5
7 - 9	2	13.3	15	20.5
10 and above	12	80.0	26	35.7
Total	15	100	73	100

The subordinate professional and para-professional staff are also very experienced librarians. For instance, 41 have working experience of more than seven years while 17 (23.3%) have working experience of more than one year but less than three years.

The distribution by rank shows that 60 percent of the departmental heads are principal librarians; 20 per cent are Senior librarians while the remaining 20 percent is made up of Librarian I rank. On the other hand, a good number of the subordinate staff (31 or 43%) is made up of library officers and library Assistants. However, 33 (45%) of the subordinate staff are of the rank of Librarian I or Librarian II. Of the remainder, 9 (12%) of the subordinate staff are either of the rank of Senior Library officer or Principal Library Officer. Table 4.5 is a summary of the respondents by their rank and salary level.

Table 4.5: Distribution of Respondents by Rank and salary Level.

Rank	Salary Level	Dept. Heads		Subordinate Staff	
		No.	%	No.	%
Library Officer/ Assistant	US\$ 6 - 7	-	-	31	43
Librarian I/II	8 - 9	3	20	33	45
Senior Librarian	10 - 11	3	20	9	12
Principal Librarian	12 - 13	9	60	-	-
Total		15	100	73	100

Regarding their place of training, 10 (66.7%) of the departmental heads indicated that they were trained as librarians at Ahmadu Bello University, Zaria. Two were trained in the Universities in the United States of America, one was trained at the University of Ibadan another one was trained in a British University while the other one was trained in a Canadian University. The subordinate staff were also dominantly trained at Ahmadu Bello University, Zaria. For instance 60 (82%) of the subordinate staff received their training at Ahmadu Bello University, Zaria.

Table 4.6 is a summary of the responses.

Table 4.6: Distribution of Respondents by Location of Training School.

Location of Training School	Dept. Heads		Subordinate Staff	
	No.	%	No.	%
Ahmadu Bello University, Zaria.	10	66.7	60	82
Bayero University, Kano	-	-	2	2.7
Maiduguri University	-	-	1	1.4
University of Ibadan	1	6.7	4	5.5
United Kingdom	1	6.7	3	4.1
United States of America	2	13.3	1	1.4
Else Where	1	6.7	2	2.7
Total	15	100	73	100

The departmental heads alone were asked questions dealing with the proceeding variables: (a) attainment of departmental headship; (b) criterion or criteria applied in the appointment of departmental heads; (c) duration of the departmental head's career and (d) level of training in administrative leadership. Thus, the following description mainly describes the departmental heads in the light of their responses to the questions based on the above mentioned variables.

Each departmental head was asked to indicate the manner in which he/she attained his/her headship. Of the 15 respondents 14 (93%) indicated that they were promoted to the headship by the University Librarian while the 15th

indicated that he/she attained his/her elevation of the departmental headship through an advertisement. Each departmental head was further asked to indicate what criterion or criteria were applied in his/her selection for the departmental headship. Of the 15 respondents 4 (26.7%) claimed that their elevation to the departmental headship was due to their administrative acumen; 4 (26.7%) claimed that their appointment was due to their academic qualification; 5 (33.3%) claimed that their appointment was due to their long working experience in the departments which they were appointed to head; while 2 (13.3%) claimed that their appointment was due to long working experience in A.B.U. libraries. Table 4.7 shows the distribution of respondents according to the criterion applied in their elevation to the position of departmental headship.

Table 4.7: Distribution of Respondents by criterion Used in Elevation to Headship.

Criterion Applied to Elevate to Headship	Number	Percentage
Academic qualification	4	26.7
Working experience in division	5	33.3
Working experience in library	2	13.3
Administrative capability	4	26.7
Total	15	100

In response to the question on the length of time each departmental head had been in his/her position the

distribution was moderately even, Thus, four respondents each of these: one to three years; seven to nine years and ten years and above. However, the four to six years duration had a frequency of three.

Responding to the question as to whether they had received formal training in administrative leadership; only 4 (26.7%) of the respondents indicated that they attended courses in the subject. Thus, eleven of the respondents (73.3%) did not receive formal training in administrative leadership. However, of the 4 respondents who received formal training in administrative leadership, three received the training at Ph.D. degree level while the fourth received the training at Master's degree level. Table 4.8: illustrates the point in view.

Table 4.8: Departmental Heads' Responses to the Question on Formal Training in Administrative Leadership.

Did you receive any Formal Training in Administrative leadership	Number	Percentage
Yes	4	26.7
No	11	73.3
Total	15	100

4.3 The Findings of the Study

The analyses were conducted to satisfy the research hypothesis of the present study namely, "There is no

significant difference in the way the departmental heads in Ahmadu Bello University Library Complex perceive their leadership styles from the way their subordinate staff perceive these styles." This hypothesis raised five research questions, as shown in section 1.4 of chapter one.

In order to enable her to answer the research questions raised, the researcher investigated (a) the tasks; (b) responsibilities; and (c) attributes common amongst library departmental heads. According to Moskowitz (1986)³, a librarian's leadership roles include among others, directing; informing; motivating; supervising; and supporting. The researcher then constructed an instrument reflecting the five mentioned leadership roles. The instrument included seventeen questions whereby four leadership styles under study namely: democratic; autocratic; laissez-faire; and maternalistic leadership styles, were displayed in the answers to each question. The respondents were asked to mark "X" in a box which corresponded with the answer they associated with their departmental head (see Section C of Appendices 3A and 3B). The scores from the questionnaire were submitted to the university computer for analyses⁴. The results of the analyses follow a restatement of the research questions addressed.

Research question one asks, "How do departmental heads in Ahmadu Bello University Library Complex perceive their leadership styles? To answer this question, descriptive statistics (frequency, percentage, mean and standard deviations) for each of the five leadership roles were

computed according to the four leadership styles. The data pertinent to the first research question are displayed in Table 4.9.

Generally speaking, departmental heads perceived their leadership style as autocratic as evidenced by the frequency on the questionnaire. The tendency to autocratic leadership style was very much pronounced in the supervisory and directive roles where the majority (12 and 11 respectively) showed that they were autocratic in their conduct of these two roles. The departmental heads also showed that they were autocratic in their supportive role to the subordinates. They saw themselves as democratic leaders on the informing role. But they were less confident about their motivating role. In the motivating role, 7 (44%) departmental heads saw themselves as democratic leaders; 6 (42%) saw themselves as laissez-faire leaders; and 2 (13%) saw themselves as autocratic leaders. However, the overall mean seem to suggest that 9 (52%) of the departmental heads perceived their leadership style as autocratic, 5 (32%) as democratic, 2 (14%) as laissez-faire and no externalistic leader.

Research question two asks: "How do the subordinate staff perceive their departmental heads' leadership styles?" The subordinate staff responses to the LSDQ in section C of the questionnaire were summarized and descriptive statistics computed to determine how they perceived the departmental heads' leadership styles. The statistics are presented in Table 4.10.

Table 4.9: Departmental Heads' Responses on the Exercised Leadership style.

ROLE	Democratic		Autocratic		Laissez-faire		Maternalistic	
	F	%	F	%	F	%	F	%
1								
Directive	3	18	11	75	0	1.7	0	0
Informing	8	56	4	27	2	15	0	0
Motivating	7	44	2	13	6	42	0	0
Supervisory	2	10	12	80	1	5	1	5
Supportive	5	33	9	58	0	2	1	7
Mean	5	32	8	51	2	13	0.4	2.3
S.D.	2.3	16.7	3.9	26.4	2.2	15.2	0.5	2.3
No. of Dept.	5		9		2		0	

Table 4.10: Subordinate Staff Responses on the Exercised Leadership Style.

ROLE	Democratic		Autocratic		Laissez-Faire		Maternalistic		No.
	F	%	F	%	F	%	F	%	
Directive	16	22	37	51	20	27	0	0	73
Information	16	22	36	49	19	26	2	3	73
Motivating	25	34	39	53	9	12	0	0	73
Supervisory	13	18	49	67	8	10	3	5	73
Supportive	11	15	46	63	12	17	4	6	73
Mean	16	22.2	41	57	14	18	2	3	73
S.D.	4.7	6.5	5.2	7.1	5.0	7.0	1.6	2.5	
No. of Dept.	3		9		3		0.4		10

Given the frequency scores on the questionnaire, the subordinate staff perceived the majority of their departmental heads as authoritarian in all the five leadership roles. This was displayed in the mean score of 41 (57%) of the total number of 73 respondents. The remaining 30 (42%) scores were almost evenly distributed between the democratic and laissez-faire leadership styles. The overall picture here is that the subordinate staff perceived 9 of the departments to be under authoritarian leadership, 3 under democratic leadership, and 3 under laissez-faire leadership.

Research question three asks: "Do the subordinate staff's perceptions differ significantly from the departmental heads' perceptions of the departmental heads' leadership styles?" In answering this question, the researcher took into consideration the main research hypothesis which is: "There is no significant difference in the way the library administrator in Ahmadu Bello University Library Complex perceive their leadership styles from the way their subordinate staff perceive these styles." The summed up comparison between the perceptions of departmental heads and perceptions of subordinate staff of departmental leadership styles can be seen in Tables 4.11; 4.12; and Figure 4.

Table 4.11 Comparison Between Departmental Heads' and Subordinate Staff's Perceptions of the Exercised Leadership styles by Frequency.

GROUP	Democratic		Autocratic		Laissez-Faire		Paternalistic	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Departmental Heads	5	2.3	8	3.9	2	2.2	0.4	0.5
Subordinate	16	4.7	41	5.2	14	5.0	2	1.6

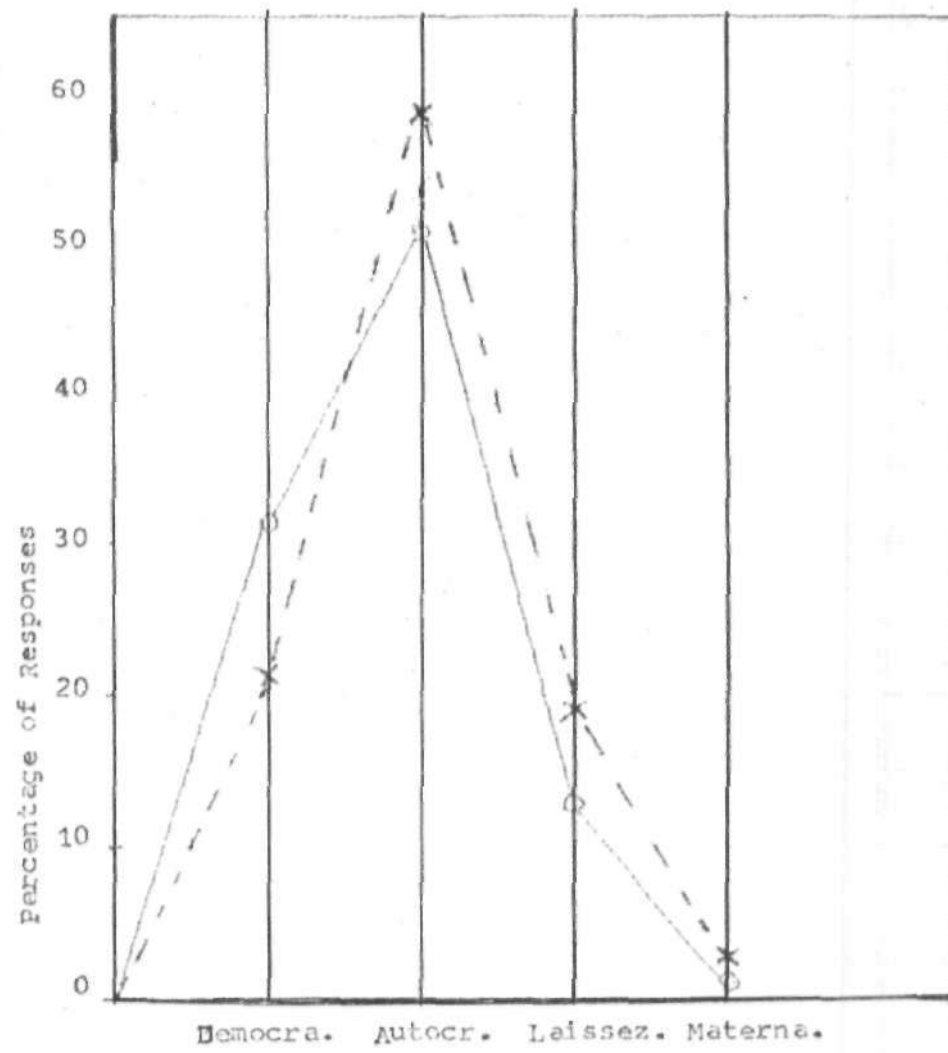
Table 4.12. Comparison Between Departmental Heads' and Subordinate Staff's Perceptions in Percentages.

GROUP	Democratic		Autocratic		Laissez-Faire		Maternalistic	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Departmental Head.	32	16.7	51	26.4	13	13.5	2.8	2.8
Subordinate Staff	22	65	57	7.1	18	7.8	3	2.8

A Spearman-Rank Order correlation was computed between the departmental heads' mean scores and the subordinate staff's mean scores. The Spearman-Rank-Order correlation was found to be 0 (zero). Although there were some small differences here and there, as seen in the test of the hypothesis for each variable; (see section 4.4); both groups perceived the leadership style exercised frequently as authoritarian. This was then followed by democratic; laissez-faire and lastly maternalistic.

However, the two groups' perceptions of the democratic style of leadership differed slightly. For instance, while the departmental heads viewed the leadership of five departments as democratic, the subordinate staff viewed the leadership of only three departments as democratic. The subordinate staff viewed the other three departments as being under the laissez-faire leadership. In fact, neither group perceived any of the departments as being under maternalistic leadership. The following diagram (Figure 4) illustrates the comparison between the two groups.

Fig.4 Graphical Comparison Between Departmental Heads' and Subordinate Staff Perceptions



Key: — Departmental Heads' Responses
x - - Subordinate Staff's Responses

Research question four asks: "What leadership styles do departmental heads in Ahmadu Bello University Library Complex frequently exercise? To answer this research question, the investigator summed up the frequencies of each leadership style as perceived by each group; i.e. departmental heads and subordinate staff. The results indicated that departmental heads in Ahmadu Bello University Library Complex are very authoritarian in their supervisory and supportive roles. This can be gleaned from the information provided in Table 4.13 and Figure 5. Of the 88 respondents, 61 (69%) respondents perceived the departmental heads leadership styles as authoritarian in their supervisory roles, while 55 (63%) respondents perceived the departmental heads as authoritarian in their supportive role. Following the two roles mentioned above closely was the directive role which scored a frequency of 49 representing 55 per cent of all the respondents. This was followed by the motivating role which got a mean frequency of 41 (47%) in the authoritarian leadership style. The informing role received a frequency of 40, representing 45 per cent in the authoritarian leadership style. When the responses for all the five leadership roles in the authoritarian style of leadership were added together, they gave an average of 49 scores, which represents 56 per cent. This can be interpreted to mean that of the 16 library departments under study, 9 department (57%) are

authoritarian managed. This is to say, that more than half (8) of the library department under study are under authoritarian headship.

The democratic leadership style came a poor second with four departments. The motivating role in this style of leadership got the highest score of 32 which represents 36 per cent of all the total scores. The supervisory role got the least scores of 15 or 17 per cent.

Next to democratic leadership style came the laissez-faire leadership style. From all indications, 3 of the departments in Ahmadu Bello University Library Complex are under laissez-faire headship. The three departmental heads showed more tendency to the laissez-faire leadership style in the directive and informing roles.

There was virtually no sign of maternalistic leadership in Ahmadu Bello University Library Complex. This was, however, not surprising. Most literature in administrative leadership agreed that such style of leadership is very rare indeed. There were, however, some minor trends towards this trait. But these were too minor to be recognized as shown in Table 4.13

Fig.5: Graphica Leadership Styles as Perceived by
Departmental Heads and Subordinate Staff
According to the Leadership Rolés

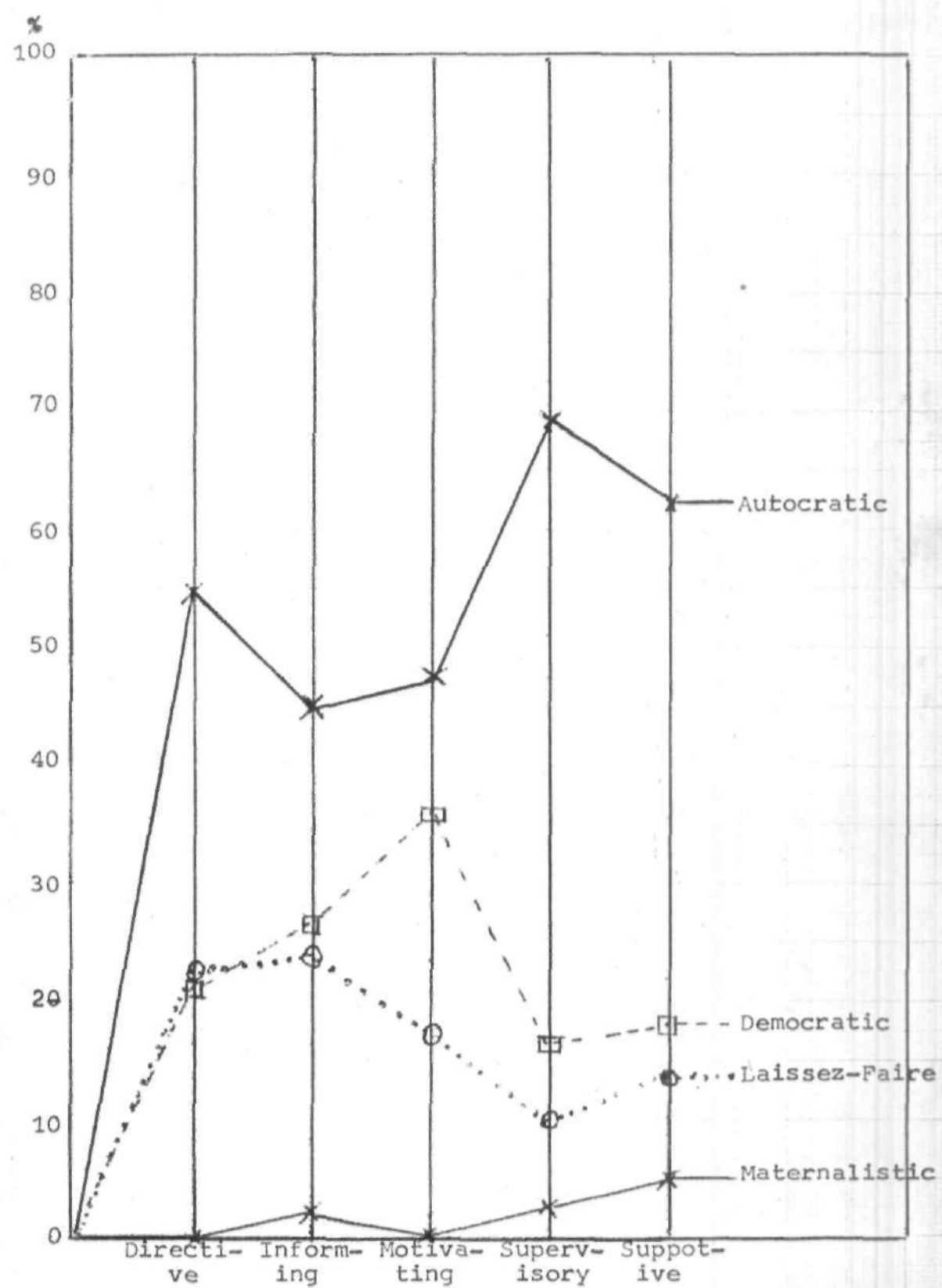


Table 4.13. Leadership Styles as Perceived by the Two Groups.

ROLE	Democratic		Autocratic		Laissez-Faire		Maternalistic		Total to the nearest	
	F	%	F	%	F	%	F	%	F	%
Directive	19	22	49	55	20	23	0	0	88	100
Informing	24	27	40	45	29	24	2	2.3	88	100
Motivating	32	36	41	47	15	17	0	0	88	100
Supervisory	15	17	61	69	9	10	3	3	88	100
Supportive	16	18	55	63	12	14	5	5	88	100
Mean	21	24	49	56	16	18	2	2	88	100
S. D.	4.1	4.5	7.0	8.1	4.8	5.3	1.9	1.9	0	0
No of Dept.	4		9		3		0.3		16	

From the above diagram (Figure 5) it is obvious that there is a clear cut indication that the autocratic leadership style is the commonly exercised leadership style in the departments of Ahmadu Bello University Library Complex.

Research question five asks thus: "Does the style of leadership exercised by departmental heads in Ahmadu Bello University Library Complex have profound positive or negative effects on the library staff in the conduct of their work?" As it has been observed in the previous research question, the leadership style which is commonly exercised by departmental heads in A.B.U. library complex is autocratic leadership style. Just as the researcher used the perceptions

of her sample population to find out the dominant leadership style, perceptions of respondents on departmental effectiveness were also sought. Eleven questions were included in the questionnaire of both groups (see section D of Appendices 3A and 3B). The questions asked the respondents to grade the work done in their departments on a 5 point Likert Scale. To enable a reasonable comparison, particularly when there were not enough scores on the 5th scale, the scales of 4 and 5 were combined to read as 4 in the summary. According to the scale, one was the lowest grading for very poor and five was the highest grading for very satisfactory (presently shown as 4).

Ten of the 88 respondents circled 4 which represents 11 per cent of the whole population. This, according to the study, shows that only two departments performed their daily work very satisfactory. Again, an average of 28 respondents representing 32 per cent of the whole population perceived a satisfactory work done by their departments. This was shown by circling 3 on the Likert Scale. This percentage, according to the present study, represents 5 departments which render average library services. When added together, only 7 or 44 per cent of the sample library departments perform above average i.e., effectively.

On the other hand, an average of 16 respondents recorded that they were very dissatisfied with the work done in their departments by circling 1 (one) on the scale. When calculated, these represent 3 departments. Yet, an average of 34 respondents, the biggest number so far, representing 39 per cent showed that their departments were performing below average - the 2 (two) scale. This is rather a disheartening situation. The perceived situation is illustrated in Figure 6.

When the findings from the leadership style exercised, and the perceived departmental performance were put on a statistical test to find out whether there was any correlation between the two, it was discovered that there was a very strong correlation of 0.8. This was performed on the Spearman's rank-order correlation as follows:-

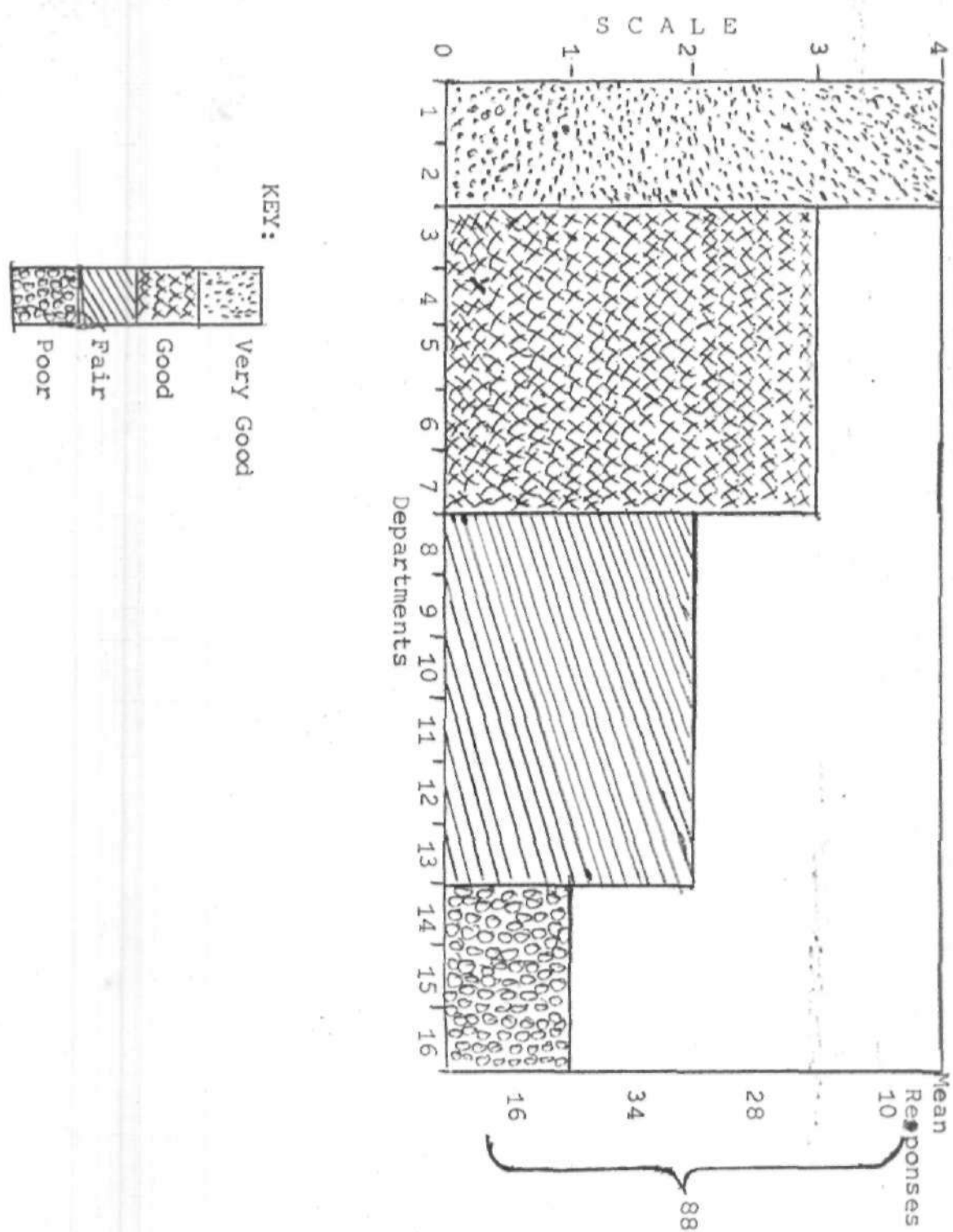
$$r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

In this study the calculation were:

$$r = 1 - \frac{6 \times 2}{4(16-1)} = 1 - \frac{12}{60} = 0.8$$

This shows that there is a strong relationship between library performance and the leadership style exercised by departmental heads. In other words, staff performance is influenced by the leadership styles adopted by library administration. And, as this study has shown, the current

Fig.6: Graphica Departments' Effectiveness as Perceived by
Departmental Heads and Subordinate Staff



exercised leadership style, i.e. authoritarian, has adverse effects on the performance of the subordinate library staff.

4.4 Testing the Hypothesis

The null hypothesis formulated for the present study was:

There is no significant difference in the way library administrators in Ahmadu Bello University Library perceive their leadership styles from the way their subordinate staff perceive these styles.

The null hypothesis was concerned with the comparison of perceptions of departmental heads and perceptions of their subordinate staff. The data for testing this hypothesis were obtained from the seventeen questions in section C of the questionnaire for each group across the leadership styles under study (see Appendices 3A and 3B). The scores from each question were subjected to a statistical test of significance to see if any statistical difference existed between the two groups.

A chi-square test was performed on the two groups' scores from each of the seventeen questions. The researcher found the chi-square (χ^2) test more appropriate for her study because it is a test of independence. It allows the researcher to test for a relationship between the variables of interest in the population (Carpenter, 1978)⁵. The researcher was only interested in establishing whether a relationship between the two groups existed.

That is why the chi-square test was found appropriate for the study. Besides, the chi-square test has been referred to as "goodness of fit" statistic (Ferguson 1976)⁶. This is because it shows the differences between the observed frequencies and the expected frequencies.

In order to avoid types one and two errors in testing the hypothesis, the researcher selected P. 0.01 level of significance. The 0.01 probability level is descriptive of the degree of confidence that a real difference exists or that the observed difference is not due to the caprice of sampling. A researcher commits type one error when he/she is falsed to reject a null hypothesis which is true. Similarly, he/she commits type two error when he/she accepts a null hypothesis which is not true. The p. 0.01 level of significance avoids these two errors by offering a very small level of significance (Ferguson 1976)⁷. When the observed chi-square is greater than the tabled value, the null hypothesis is rejected. However, if the observed chi-square is less than the tabled value, then, the null hypothesis cannot be rejected.

The proceeding tables (Tables 4.14 - 4.19) and discussions examine the responses of the sample population on the seventeen questions in the questionnaire using the chi-square test. The questions were grouped into five divisions according to the five leadership roles under this study for convenience.

4.4.1 Questions on the Directive Role

Question 16.

DH. When you give work to one of your staff members under your supervision, how much details do you give to such an individual on how to carry out the work?

SS. When your head of division/library gives you work to do, how much details does he/she give you on how to carry out the work?

- | | | | | | |
|----|---------------------------|-----|-----|-----|---------------|
| a) | Hardly any details | ... | ... | ... | Laissez-faire |
| b) | A few details | ... | ... | ... | Maternalistic |
| c) | Some details but not much | ... | ... | ... | Democratic |
| d) | A lot of details | ... | ... | ... | Autocratic |
| e) | All the details | ... | ... | ... | Autocratic |

Question 17

DH: When the staff member is doing the work, how much monitoring do you do to see the progress being made?

SS: When you are doing the work, how much monitoring does your head of division/library do to see the progress being made?

- | | | | | | |
|-----|------------------------------|-----|-----|-----|---------------|
| a). | Much monitoring | ... | ... | ... | Autocratic |
| b). | Some monitoring but not much | ... | ... | ... | Democratic |
| c). | Occasional monitoring | ... | ... | ... | Maternalistic |
| d). | Seldom monitoring | ... | ... | ... | Maternalistic |
| e). | No monitoring at all | ... | ... | ... | Laissez-faire |

Question 18

DH: When telling any staff under your supervision what to do, how specific do you explain the work to be done?

SS: When the head of division/library is telling you what to do, how specific is he/she in his direction?

- | | | | | | |
|-----|---------------------------|-----|-----|-----|---------------|
| a). | Very specific | ... | ... | ... | Autocratic |
| b). | Some how specific | ... | ... | ... | Autocratic |
| c). | Just specific | ... | ... | ... | Democratic |
| d). | Not specific | ... | ... | ... | Maternalistic |
| e). | No discussion/explanation | ... | ... | ... | Laissez-faire |

Question 23

DH: Which of the following orders do you use?

SS: Which of the following orders do you associate with your head of division/library?

- | | | | | | |
|-----|---|-----|-----|-----|---------------|
| a). | Audu, will you see that those books get to the shelf today? | ... | ... | ... | Democratic |
| b). | Audu, please take those books to the shelf | ... | ... | ... | Autocratic |
| c). | Audu, Hassan and Hauwa, see those books, can one of you take them to the shelf. | | | | Maternalistic |
| d). | Audu, take those books to the shelf.. | | | | Autocratic |
| e). | Take those books to the shelf | ... | ... | ... | Laissez-faire |

The observed χ^2 of the directive role above was 6.93 with the tabled significant value for $P = 0.01$ of 9.21. The result is not statistically significant. Therefore, it can be viewed as indicating a homogeneous response. The only difference in the perceptions was seen in Question 17 (Table 4.14) where the null hypothesis was rejected with an observed χ^2 of 10.0 and the tabled value of 9.21. The differences occurred in the two groups' perceptions on the laissez-faire leadership style. The departmental heads saw no traces

of laissez-faire leadership style. However, 43 percent of the subordinate staff viewed the departmental style as laissez-faire on this question.

Table 4.14: Chi-Square Test on Responses to the Directive Role

Question	Departmental Heads					Subordinate Staff					df	χ^2	Tabled value at 0.01	Hypothesis
	Demo- cratic	Auto- cratic	Laissez- faire	Mater- nalistic	S.D.	Demo- cratic	Auto- cratic	Laissez- faire	Mater- nalistic	S.D.				
16	2	12	1	0	4.8	11	43	19	0	15.8	2	3	9.21	not rejected
17	6	9	0	0	3.9	20	21	32	0	11.5	2	10	9.21	not rejected
18	1	14	0	0	5.9	18	51	4	0	20.1	2	3	9.21	not rejected
23	2	10	3	0	3.8	14	34	25	0	12.7	2	2.2	9.21	not rejected
Mean	3	11	1	0	4.3	16	37	20	0	13.2	2	6.93	9.21	not rejected

4.4.2 Questions on the Information Role

Question 11

How often does your division/library hold general meeting?

- a). Hardly ever Autocratic
- b). Occassionally but not often ... Autocratic
- c). Often Democratic
- d). Fairly often Maternalistic
- e). Very often Laissez-faire

Question 15

DH: After attending heads of divisions/libraries meetings, how much of the information you obtained from these meetings do you communicate to the staff under your supervision?

SS: After attending heads of divisions'/libraries' meetings, how often does your head of division/library inform you of what was discussed at such meetings?

- a). All the information Laissez-faire
- b). Most of the information, but not all Maternalistic
- c). A fair amount of information ... Democratic
- d). Little information Autocratic
- e). Hardly any information Autocratic

Question 27

DH: How often do you give written instructions to
the staff under your supervision?

SS: How often does you head of division/library
sent you written instruction?

- | | | | | | | |
|-----|---------------|-----|-----|-----|-----|---------------|
| a). | Very often | ... | ... | ... | ... | Laissez-faire |
| b). | Fairly often | ... | ... | ... | ... | Autocratic |
| c). | Occassionally | ... | ... | ... | ... | Democratic |
| d). | Seldom | ... | ... | ... | ... | Democratic |
| e). | Never | ... | ... | ... | ... | Maternalistic |

Table 4.15: Chi-Square Test on Responses to the Information Role

Question	Departmental Heads					Subordinate Staff					df	χ^2	Tabled value at 0.01	Hypothesis
	Demo- cratic	Auto- cratic	Laissez- faire	Matur- nalistic	S.D.	Demo- cratic	Auto- cratic	Laissez- faire	Matur- nalistic	S.D.				
11	6	4	5	0	2.3	13	40	20	0	14.5	2	5.04	9.21	not rejected
15	8	6	0	1	3.3	9	47	10	7	16.6	3	14.11	11.34	not rejected
27	11	2	2	0	4.3	26	19	28	0	11	2	7.36	9.21	not rejected
Mean	8	4	2.3	0.3	2.8	16	37	19	0	12.5	3	6.27	11.34	not rejected

The observed chi-square of the information role was 6.27 with the tabled significant value at $P = 0.01$ of 11.34. The result is not statistically significant. It can therefore, be viewed as indicating no relationship between the variables. Both the departmental heads and their subordinate staff perceive the leadership style, exercised by departmental heads in the informing role similarly. However, as it can be noted on question 15 (Table 4.15), where 53% of the departmental heads perceived the frequently exercised leadership style as democratic. The subordinate staff perceived the leadership style exercised in this variable differently. This is because only 12% of the subordinate staff perceived the style as democratic, whereas the majority of them (64%) viewed the style autocratic. This notwithstanding, the chi-square test on the overall mean for the informing role showed no statistical significance in the two groups' perceptions of the leadership style exercised by the departmental heads.

4.4.3 Questions on the Motivating Role

Question 12

What proportion of the staff in your division/library contribute to discussions at divisional meeting?

- a). All the staff ... Maternalistic
- b). The majority of the staff ... Democratic
- c). Less than half but more than quarter ... Autocratic

- d) Just about one quarter of the staff ... Laissez-faire
 e) Hardly any staff ... Autocratic

Question 13

DH: During such meetings, how much time do you take
 to contribute to the discussion?

SS: How much discussion does the head of the division/
 library contribute at such meetings?

- a). Almost all the times ... Autocratic
 b). More than half of the time ... Autocratic
 c). Just about half of the time ... Democratic
 d). About one quarter of the time ... Maternalistic
 e). Very little time ... Laissez-faire

Question 14

DH: When you want to go to attend heads of divisions'/
 libraries' meetings, how often do you ask the
 staff under your supervision to tell you their own
 views on the topics to be discussed at such
 meetings?

SS: When your head of division/library wants to go to
 attend the heads of divisions'/libraries' meetings
 how often does he/she inform you, so that you
 can tell him/her your own views to take to the
 meeting?

- a). Always ... Maternalistic
 b). Often ... Democratic
 c). Occasionally ... Autocratic

Table 4:16: Chi-Square test on Responses to the Motivating Role

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KASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA.

Question	Departmental Heads					Subordinate Staff					df	X ²	Tabled value at 0.01	Hypothesis
	Demo- cratic	Auto- cratic	Laissez- faire	Water- nialistic	S.D.	Demo- cratic	Auto- cratic	Laissez- faire	Water- nialistic	S.D.				
12	10	1	4	0	3.9	37	23	13	0	13.6	2	3.9	9.21	not rejected
13	4	4	7	0	2.5	22	48	3	0	19.1	2	23.05	9.21	rejected
14	6	1	8	0	3.3	16	47	10	0	17.6	2	18.8	9.21	rejected
Mean	7	2	6	0	2.9	25	39	9	0	15.0	2	9.01	9.21	rejected

- d). Seldom Laissez-faire
 e). Never Laissez-faire

In the motivating role, the null hypothesis was rejected because the observed chi-square of 9.01 was almost equal to the tabled significant value at 0.01 of 0.01 of 9.21. This shows that there is no homogeneity of responses. That means that the two groups differ in their perceptions of the exercised leadership styles on the motivating role. As it can be observed in question 13 and 14 (Table 4.16), whereas the departmental heads perceived their leadership style as laissez-faire (53%), the subordinate staff viewed the style on both questions as autocratic (65%). This brought about the differing perceptions in the two groups. When the scores of each leadership style was totalled up and divided to find the mean, the chi-square test for the mean scores showed that there was no homogeneity in the responses as shown in Table 4.16.

4.4.4 Questions on the Supervisory Role

Question 21

DH: How many members under your supervision did you go to visit at their desk/in their office in 1987?

SS: How often did your head of division/library come to visit you in your office/at your table in 1987.

- a). Hardly any Laissez-faire
 b). About one quarter Maternalistic
 c). About one half Democratic

- d). About 75% of the staff ... Autocratic
 e). All the staff Autocratic

Question 24

DH: How do you see yourself in relationship to the staff under your supervision?

SS: How do you view your head of division/library?

- a). As our/their leader Democratic
 b). As our/their colleague ... Maternalistic
 c). As our/their boss Autocratic
 d). As our/their superior ... Autocratic
 e). None of the above Laissez-faire

Question 25

DH: When some members of staff under your supervision are doing a difficult task, what would you say to them?

SS: When you are doing a difficult task, which of these statements is your head of division/library to likely/say to you?

- a). Try and try and try again, ... Maternalistic
 b). Just try your luck. Laissez-faire
 c). Make sure you get it done. ... Autocratic
 d). Check with me in case of difficulty ... Democratic
 e). You could go and seek help from someone else
 Laissez-faire

Question 26

DH: If you wished to give instructions to one member of staff under your supervision, what would you do?

Table 4.17: Chi-square test on responses to the Supervisory Role

Question	Departmental Heads				Subordinate Staff				S.D.	df	χ^2	tabulated value at 0.01	Hypothesis
	Demo- cratic	auto- cratic	laissez- faire	inter- nalistic	Demo- cratic	auto- cratic	laissez- faire	inter- nalistic					
21	1	14	0	0	5.9	26	25	10	2	13.0	3	10.05	11.34 not rejected
24	1	14	0	0	5.9	5	65	3	0	27.0	2	0.62	9.21 not rejected
25	0	11	1	3	4.3	8	49	5	11	17.9	3	2.0	11.34 not rejected
26	1	9	2	0	3.3	14	47	12	0	17.4	2	0.4	9.21 not rejected
Mean	2	12	1	1	4.6	13	49	8	3	18.1	3	2.11	11.34 not rejected

SS: When your head of division/library wants to tell you what to do, what does she/he do?

- a). Send someone to tell him/her/me ... Laissez-faire
- b). Summon him/her/me to my office ... Autocratic
- c). Send him/her/me a written note ... Autocratic
- d). Go to his/her table/office ... Democratic
- e). Tell her/him any where I meet her/him Laissez-faire

The observed chi-square of the supervisory role was 3.11 with the tabled significant value at 0.01 of 11.34. The result was not statistically significant. Therefore, it can be viewed as indicating a homogeneous response. In all the four questions (Table 4.17), the responses were almost uniform. In this case, the hypothesis cannot be rejected.

4.4.5 Questions on the supportive Role

Question 19

DH: How many members of staff under your supervision came to relate personal problems to you during 1987?

SS: How often did you go to relate personal problems to your head of division/library?

- a). Hardly any ... Laissez-faire
- b). Less than 25% ... Autocratic
- c). About half of the staff ... Democratic
- d). More than half the staff ... Maternalistic
- e). All members of staff ... Maternalistic

Question 20

DH: How many members of staff under your supervision came to you to relate personal achievements in 1987?

SS: How often did you go to relate your personal achievements to your head of division/library?

- a). Almost all the staff Maternalistic
- b). More than half the staff Maternalistic
- c). About half of the staff Democratic
- d). About 25% of the staff Autocratic
- e). Hardly any staff Laissez-faire

Question 22

DH: How many of your staff did you praise for special achievement in 1987?

SS: Assuming that you made some achievement in 1987, how often did your head of division/library praise you?

- a). Hardly ever/any Laissez-faire
- b). Occassionally, about 25% Autocratic
- c). Often, about 50% Democratic
- d). Fairly often, about 75% Maternalistic
- e). Always, almost all the staff Maternalistic

Table 4.18: Chi-Square Test on responses to the Supportive Role

Question	Departmental Heads				Subordinate Staff				J.D.	df	χ^2	Tabled value at 0.01	Hypothesis	
	Demo- cratic	Auto- cratic	Laissez- faire	Water- nallistic	Demo- cratic	Auto- cratic	Laissez- faire	Water- nallistic						
19	4	10	0	1	3.9	7	53	5	8	20.1	3	4.4	11.34	not rejected
20	5	8	0	2	3.0	5	52	12	4	19.7	3	9.31	11.34	not rejected
22	6	6	1	0	3.3	20	34	19	0	12.1	2	3.12	9.21	not rejected
Mean	5	6	0.3	1	3.1	11	46	12	4	12.3	3	3.81	11.34	not rejected

The null hypothesis was not rejected in the supportive role. This is because the observed chi-square of the mean in the three questions (Table 4.18) was 3.81, with the tabled significant value at 0.01 of 11.34. The result is not statistically significant. This shows that there is no significant difference in the way departmental heads in A.B.U. library complex perceive their leadership styles from the way their subordinate staff perceive these styles.

Table 4.19: Chi-square test on the overall mean for the five leadership rules.

Group	Demo- cratic	Auto- cratic	Laissez- Faire	Mater- nalistic	S.D.	df	χ^2	Tabled value at 0.01
Dept. Heads	5	7	2	1	2.4	3	0.85	11.34
Subord. Staff	16	41	14	2	14.2			

Finally, the mean scores of each leadership role were computed across the four leadership styles. The mean scores of each role were also put on a chi-square test of significance, (Table 4.19). The result was a non-rejection of the null hypothesis. This was because the observed chi-square of the two groups was 0.85 with the tabled significant value at 0.01 of 11.34 was not statistically significant. We can, therefore, confidently conclude that, there was no statistical

difference at P. 0.01 level between the way departmental heads in A.B.U. library complex perceive their leadership styles and the way their subordinate staff perceive these styles. Both groups perceived the dominantly exercised leadership style to be authoritarian, followed by democratic, laissez-faire and then maternalistic leadership style in that order.

4.5. Discussion of Findings

4.5.1 Factors that determine departmental heads' leadership styles.

The study revealed that only four of the departmental heads in A.B.U. library complex practised democratic leadership style; nine practised authoritarian leadership style; while three practised laissez-faire leadership style. These results are illustrated in Table 4.13. on page 86.

Training

The researcher is inclined to believe that the four departmental heads who practised democratic leadership style were those who took courses in administrative leadership. Though four of the departmental heads received their training abroad, it would be far fetched to assume that they practised democratic leadership style because of having been trained abroad. There is no basis for this assumption. For there is no evidence to suggest that all librarians trained in the United States of America or the United

Kingdom or Canada, where these departmental heads were trained, practise democratic leadership. There are good grounds to assume, however, that librarians who are well grounded in administrative leadership are more likely to appreciate the advantages of participative management and therefore more prone to adopt democratic leadership style in running their departments.

It is not being suggested here, however, that every librarian who studies administrative leadership will adopt a democratic leadership style in managing his/her department. But, since it is now generally agreed (Ochai, 1985⁸; Benne, 1961)⁹, that administrative and leadership skills can be acquired through training, it is reasonable to assert that the more one is advanced in administrative leadership studies, the more he or she is likely to adopt democratic leadership style; since it is generally accepted as the best means to manage a university library. In fact, Ochai (1985)¹⁰ has imputed poor administration of university libraries in Nigeria on lack of training in library management by library administrators, thus by inference suggesting that one's administrative and leadership skills can be enhanced by training. This further strengthens the researcher's contention that the four departmental heads who practised democratic leadership styles in A.B.U. library complex were the four who took courses in

administrative leadership. Since they come from similar cultural back ground as the departmental heads who practise authoritarian and laissez-faire leadership styles and, since A.B.U. library complex constitutes a homogeneous environment that does not warrant different approaches of library management, their modern approach to library management can be ascribed to no other factor except their training in administrative leadership.

Cultural Values

It can be aptly argued that the departmental heads who practised authoritarian leadership style were those whose knowledge in administrative leadership is deficient. The nine departmental heads concerned all admitted in their responses that they had not studied administrative leadership. Their administrative approach was that of "trial-and-error" method (Ochai, 1985)¹¹. The lack of knowledge of administrative leadership, as currently understood (White, 1985)¹² allows traditional cultural values regarding the exercise of one's authority to predominate.

In Nigeria, as elsewhere in most parts of Black Africa, traditional cultural values by and large, favour the authoritarian leadership style which is commonly practised in most traditional situations. This, coupled with the fact that many people believe

that an average human being has inherent dislike for work and that people must be coerced, controlled, and directed, and threatened with punishment to get them to work, (McGregor 1960)¹³, have the effort of encouraging less informed library administrators in Nigeria to adopt authoritarian leadership style. They are generally unaware of the benefits which participative management would bestow upon the departments under their charge. They still view their leadership roles in the traditional way, i.e., to direct and dominate their subordinates. This behaviour is sanctioned and encouraged by the Nigerian societal norms under which a "leader" is seen as a "boss" who gives orders which the subordinates must obey without question.

Hence, Nigerian librarians whose belief in traditional cultural values regarding the use of authority has not been vitiated by training in administrative leadership, as is the case with most departmental heads in A.B.U. library complex, are prone to adopt authoritarian leadership style. To them participative management under, which the subordinate staff are allowed to play an active role in policy decision making, would mean a loss of authority and therefore undesirable. This gloomy situation is not limited to the A.B.U. Library complex alone. For instance, Soyinka (1985)¹⁴ has shown that the chief librarians in Lagos State practised "non-participatory

leadership" or authoritarian leadership style.

Frustration: The three departmental heads who practised laissez-faire leadership style, like those who practised authoritarian leadership style, cherish traditional authoritarianism. Their belief in traditional values regarding leadership in traditional society has also not been vitiated by training in modern management techniques, i.e. administrative leadership. In their responses they indicated that they did not take courses in administrative leadership during their training (see Table 4.8). That they practised laissez-faire leadership style instead of authoritarian leadership style was not out of design, but rather out of frustration. This frustration is born out of powerlessness on the part of the departmental heads concerned who, as a result, have resigned their leadership roles in despair.

This is not surprising, however. It is common knowledge that powerlessness on the part of a manager of a non-profit making public utility, like a university library, to enforce his decisions can make him lose interest in his job and force him to resort to laissez-faire leadership style (Museazi 1982¹⁵; Durey, 1985)¹⁶. Thus, the three departmental heads in A.B.U. library complex who practised laissez-faire leadership style were among the longest serving ones. Through their long experience they have come to realize that a

departmental head in A.B.U. library complex lacks sufficient authority to enforce his orders and decisions except, of course, with the approval and consent of the University Librarian. However, in many cases, this consent is hard to obtain.

This is not because the University Librarian is uncooperative but because the employment terms of the staff shield them from disciplinary action not specified in the "Regulation governing the conditions of Appointment of Senior Staff of A.B.U."¹⁷ This tends to foster indiscipline among the staff which go unpunished due to lack of sufficient authority on the part of the University Librarian and the departmental heads. Because the "Regulations" are silent on most issues which confront the departmental heads in their supervisory roles in running their departments. The result is that three of these departmental heads have become lethargic and allowed their departments to drift without direction.

These are among the four departmental heads who, apart from being frustrated by powerlessness of their positions, are also frustrated by poor promotion prospects. They lack the necessary qualifications for promotion beyond their present ranks. Since the A.B.U. librarians reverted to academic status in 1984, it has become increasingly difficult for long serving librarians

without Ph.D. degrees and publications to be promoted beyond the rank of Senior Librarian. Yet most departmental heads aspire to higher ranks than Senior Librarian. However, four of the eight longest serving departmental heads lack these requirements for promotion. This gloomy situation has left three of them lethargic and forced them to adopt laissez-faire leadership style. The prospects for promotion for the other four long serving departmental heads are good in that they have obtained Ph.D. degrees. Thus, despite the fact that they too may be frustrated by lack of sufficient authority to enforce their decision on the subordinate staff under their supervision, they still carry out their duties actively in order to enhance their chances for promotion.

4.5.2. Performance of departments

The study also revealed that the leadership style practised by departmental heads can have positive or negative effects on the library staff in the conduct of their duties. That is to say, that there is a close correlation between the leadership style exercised by departmental heads and the level of performance of the departments. The research showed that the performance of two departments was very satisfactory while that of five departments was satisfactory. The performance of the other nine departments was either poor (6) or very poor (3) (see Fig. 6).

The seven departments whose performance was either very satisfactory or satisfactory include the four departments which were under democratic leadership. The other three were the departments which, though under authoritarian departmental heads, have heads of units who are bold enough to "defy" their boss' autocratic methods of management in favour of a limited measure of participative management techniques in executing their supervisory duties in the units under their supervision. Such heads of units are among those trained at A.B.U. since the early 1980s when some rudiments of library management were added to the curriculum of the library school.

The administrative activities of the heads of unit who practised a limited measure of participative management minimized the negative effects which the departmental heads' authoritarian leadership style would otherwise have had on the performance of the departments thereby enhancing their overall performance. Indeed, in a situation where elevation to the departmental headship is haphazard rather than being strictly based on one's administrative skills, communication skills, personnel skills and leadership skills, which are the skills most needed in library managers (Mayeski and Sharrow, 1982¹⁸ and Lee, 1971)¹⁹, as is the case with the appointment of the departmental heads in A.B.U. library complex (see Table 4.7), the possibility

that some heads of units could make better library manager, if given a chance than some of the current departmental heads, cannot be ruled out.

It is the contention of this study that in the context of A.B.U. library complex, only departments under democratic headship, or those which, though under authoritarian headship, have heads of units who practise a limited measure of participative management techniques, can perform satisfactorily. The subordinate staff of A.B.U. library complex, especially the sample population, are academically highly qualified for the positions which they now hold. Most of them hold good university degrees from reputable universities (see Table 4.6). Because of their university education, they hold themselves in high esteem and expect others to do the same.

Thus, those among them who are under the jurisdiction of departmental heads that practised authoritarian leadership style, which left no room for their participation in the decisions affecting the departments, lacked motivation to direct their energies towards departmental goals (Martell, 1987)²⁰. They felt that they were denied opportunity for self-realization, which, due to their university education, they regard as a matter of course. Not unnaturally, they were dissatisfied with their jobs.

This is hardly surprising. Marchant (1976)²¹

has shown, for instance, that staff in university libraries where the system is authoritarian are less satisfied with their jobs than where the system is participative management or democratic leadership, and therefore, less productive. This is equally applicable to the subordinate staff of A.B.U. library complex who labour under authoritarian leadership. This explains why the performance of most departments (Fig. 6), under the charge of departmental heads who practised authoritarian leadership was "poor", while that of the departments under democratic leadership was "very satisfactory".

Because the subordinate staff under the democratic leadership style which, allow them to participate very actively in the decision-making of the departments, were highly motivated. Their participation in the decision-making of the department, gave them a feeling of achievement, self-esteem and self-actualization. These have positive effect on job satisfaction^{and} increased output (Likert, 1961)²². This is more so in that generally speaking the managers who exercise democratic leadership style allow their subordinate staff much freedom of action in carrying out their duties. This is because their behaviour is influenced by the belief that a human being is bound to exercise self-direction and self-control in achieving some of his/her personal objectives.

Indeed, Argyris (1964)²³, has aptly argued that, when people are allowed opportunity for self-realization, as is the case under democratic leadership, they will direct their energies towards organizational goals, thus becoming more productive. In fact, most authors hold the view that the participative or democratic style of leadership contributes the maximum to the organizational effectiveness because it generates not only high morale and satisfaction but also greater production (Ifidon, 1985²⁴ and Maheshwari, 1980)²⁵. The case was more explicitly stated by Likert (1961)²⁶, who observed that high producing organizations were those whose management systems were tilted towards participative management which is a concomitant of the democratic leadership style. Indeed, our assertion that only departments which enjoyed a measure of democratic leadership in A.B.U. library complex performed satisfactorily is corroborated by the findings of Bailey's study (1981)²⁷ which showed that in large libraries, such as the A.B.U. library complex, democratic leadership style yields better library services; that is better performance.

The three departments whose performance was ranked "very poor" are those which were under laissez-faire leadership. It is clear from the findings on the five leadership roles that the three departmental heads who exercised laissez-faire leadership style were found

wanting in the three most important leadership roles, namely, motivating; directing and informing (see Fig. 5). This meant that the subordinate staff in the departments under laissez-faire leadership were not motivated by their heads and carried out their duties without a common purpose or direction and in complete ignorance of the goals of their departments.

The subordinate staff in such departments did their jobs whenever they wanted and in ^amanner that suited their personal interests in complete disregard of the objectives of their departments. They were more likely to absent them-selves from work, as indeed many of them did, than those under authoritarian leadership or democratic leadership since their departmental heads would hardly bother about the quality of their work. For instance question eleven (B) (11 B) on the questionnaire (Appendices 3A and 3B), was an opinionnaire. Respondents were requested to indicate topics which dominated discussions at their departmental meetings. Thirteen, representing 14.8 per cent indicated that lateness to work and absentism from work were some of the issues which dominated their discussions at meetings. When this was correlated with the four leadership styles under study, it correlated with the laissez-faire departmental headship. Thus, apart from lack of motivation, the subordinate staff under laissez-faire leadership were denied the opportunity to get a feeling

of achievement and self-realization, since their departmental heads were most unlikely to appreciate and reward their outstanding performance. This left no room for satisfactory performance (Lynch, 1976)²⁸ •

It has already been noted, for instance, that subordinate staff who lack motivation as a result of being denied the opportunity for self-realization are dissatisfied with their jobs and perform poorly. However, in the case of the subordinate staff under laissez-faire, leadership in A.B.U. Library Complex the matter was ruffled further by the fact that they did their jobs in utter confusion and without direction of purpose, since each person was left to decide for himself or herself how to go about his/her job. This was bound to lead to very poor performance of the departments concerned, realizing that, by and large, the attitude of many Nigerians including the employees of A.B.U. library complex to "government work" is so poor that they cannot do their jobs satisfactorily without effective leadership.

4.6. References

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Chapter 5 :

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This investigation was set up to critically research into the leadership styles which are exercised by departmental heads in A.B.U. library complex and how the leadership style affected staff performance. The investigation was carried out by means of a questionnaire specifically designed by the researcher. The collected data were analysed and interpreted in chapter four.

5.1 Summary

Chapter one of this study introduced the researcher's problem. The researcher argued that due to lack of conviction about the efficiency of the new management techniques, librarians, especially those in developing countries (Ifidon, 1985)¹, still continue to practise the traditional authority based, that is bureaucratic style of management. The researcher, then gave a brief summary of the theories of leadership. She went on to give an overview of the leadership style theory. Towards the end of the chapter, the researcher spelt out the aims of her study as well as her research hypothesis. The limitations of the study were highlighted.

In chapter two, the researcher reviewed some of the literature which are related to the present study.

The bulk of the literature reviewed were studies conducted else where. However, some reports of studies conducted on library management in Nigeria within reach of the researcher were also reviewed. Works like those of Ochai (1985)², Ifidon (1985)³, and Soyinka (1985)⁴ were all cited in the review.

Chapter three examined the method the researcher employed in carrying out her investigation. The investigation was carried out to identify the leadership style commonly exercised by departmental heads in A.B.U. library complex with a view to determine whether such style had any effect on staff performance. The researcher used a survey method with the help of a questionnaire. This method of research was preferred to other methods because of its secretive nature. This was mainly due to the sensitive nature of the area of the investigation.

In the methodology, the researcher pointed out how she came about the research instrument (questionnaire) she used for her study. She also showed the statistical test she used in testing the hypothesis formulated for the study.

Chapter four is a report of the findings. Section two of the chapter gives a description of the sample population. The sample population, according to the report included sixteen departments in A.B.U. library

complex. The researcher administered questionnaire to all the sixteen departmental heads included in the study as well as to 79 of their professional and para-professional staff. Eighty-eight, representing ninety-one per cent of the sample population responded to the questionnaire. The data which were collected from the respondents were used in answering the five research questions as indicated in sections three and four of the chapter.

Correlation analysis was performed to determine whether staff performance was related to the exercised leadership style. A chi-square was also used to test the null hypothesis: "There is no significant difference in the way departmental heads in A.B.U. library complex perceive their leadership style and the way their subordinate staff perceive these style". In the report, where there were statistical significant interactions, the results were presented either by means of a graph or a table to demonstrate the relationship. The null hypothesis was not rejected with an observed chi-square of 0.85 and the tabled significant value at $P = 0.01$ of 11.34 on 3 degrees of freedom. Section five of the chapter discusses the findings of the data which were analysed in sections two, three and four of the same chapter.

The last chapter, is a summary of the investigation, conclusion and recommendations.

5.2

Conclusion

The result of this study did not show any differences in the perceptions of departmental heads and their subordinate staff about the leadership style adopted by departmental heads. There was a clear demonstration that departments in A.B.U. library complex are authoritarian managed. This was partly due to lack of knowledge in administrative leadership as indicated in the responses and partly due to the cultural values. One of the questions which was included in the departmental heads questionnaire (qr. no. 39), requested them to list down some of their leadership roles. Incidentally, 7 or 47 per cent respondents left the space blank. When they were interviewed later by the researcher, some of them confessed that they did not know what the leadership roles were. In actual fact, only 5, representing 33 per cent of the respondents were able to outline just a few (maximum 3) of their leadership roles. The other 3, (20%) filled the space with things which were completely out of place like, "Head of unit ... 1980-1985, Head of Division ... 1982 to date". This is a clear testimony that by and large, the departmental heads are ignorant of their leadership roles. It can thus be concluded that, the majority of the departmental heads in A.B.U. library complex lack adequate knowledge in administrative leadership. That they exercise autocratic leadership style, which is encouraged by the

societal traditional values, is hardly surprising. It can be summarised that the four departmental heads who practise democratic leadership style were those exposed to administrative leadership courses.

Furthermore, from the findings of this study and in line with Lewis (1980)⁵, autocratic leadership style in these circumstances (where the subordinate staff are well trained), does not lead to self-development and therefore brings about dissatisfaction. This leads to low productivity on the part of the subordinate staff. Similarly, Laissez-faire leadership style does not encourage self-realization, self-growth and job satisfaction. It does not encourage productivity and effectiveness either.

On the other hand democratic leadership style encourages self-development, self-realization, and job-satisfaction among others. Indeed, it encourages greater output and library effectiveness. Martell (1987)⁶ argued that; "the extent of rights to subordinates for formal and direct participation in decision making areas can provide libraries with a valuable new resource to assist in coping with rapid change". It can also lead to new organizational designs that make innovative use of decision-making structure and processes. Argyris (1973)⁷, also wrote: "People create streets. Once streets are built, they coerce people to ride on them and not

on sidewalks. People can create new streets and alter old ones; streets cannot create streets". Analogously, by breaking out of the strait-jacket of the traditional organizational structure, librarians will be able to explore and experiment with new designs. This may help them to cope more effectively with future challenges that presently threaten to overload them and that hamper efforts to create more responsive libraries.

In a nutshell library departmental heads need to combine administrative skills with personal sensitivity. They should be competent without being machanistic, must be visionary and idealistic without being woolly-minded, and must be leaders without being power hungry. They must be aware of the complexities of the many contexts in which library services are carried out. A leader is a man/woman of character, intelligence, human sympathy, and purpose (Benne 1961)⁸. These are the exact criteria of a good leader, and few of A.B.U. library complex departmental heads, match them all.

The findings of this study have demonstrated that advancement in academic qualifications per se does not make a person a better library administrator. Rather, it makes him/her even more autocratic in his/her deals with the subordinates especially if the advanced courses he/she took did not include administrative leadership. The findings also revealed that the best leaders - democratic - were those who were trained in administrative

leadership. The study also revealed that frustration on the part of a leader nurtures laissez-faire leadership.

5.3 Recommendation

Based on the findings of the study, the researcher has the following recommendations to make:

1. Since it is clear that autocratic leadership style had adverse effects on the performance of the library staff, which in turn makes A.B.U. library complex less effective and, since it is also clear that by and large departmental heads who practise autocratic leadership style do so partly out of ignorance of the advantages of the democratic leadership style, the researcher would like to suggest that the authorities of A.B.U. library complex should provide in-service training facilities for the senior librarians so that they can undertake courses in administrative leadership. The cheapest way to do this would be for the authorities to invite library management experts to organise seminars for such staff. The researcher further recommends that the authorities of A.B.U. library complex to urge A.B.U. library school to add elaborate courses in administrative leadership to the undergraduate curriculum.

Postgraduate students in the Department of Library Science should be requested, as a matter of urgency, to take "administrative leadership course" which ^{is} presently taught by the "Administration and Planning Unit" of the

Department of Education, Ahmadu Bello University.

This will ensure that the staff recruited by the A.B.U. library complex in future have a good knowledge of administrative leadership which will enhance their performance as supervisors.

2. In the light of recommendation one above, the researcher further recommends that in future, promotion to departmental headship should be reserved for senior librarians with a sound knowledge of administrative leadership. At specific intervals, the university librarian should ask the library staff, that is to say, professionals and para-professional to assess the performance of their departmental heads. They could be asked to comment on: a) how the departmental heads communicate with their colleagues; b) conduct meetings; c) reward subordinates' outstanding performance; and whether they have a grasp of their responsibilities. Those found wanting should be demoted from the headship. This will encourage departmental heads to seek new knowledge about library management and administrative skills so as to improve their performance. This apart, such a measure would encourage departmental heads to seek the co-operation of their subordinates in carrying out their duties, which, as this study has shown would make the A.B.U. library complex more effective.

3. The researcher also recommends that the library authorities should have job descriptions for each department. A job description, according to Stueart and Eastlick (1981)⁹ is "a written statement prepared by the administration describing the tasks that an employee is to perform, defining the relationship of the job and the employee to other units of the institution, and setting standards of education, experience and special skills required in the job". Such a job description should include among other things:

- a. name of the library, division and unit to which the job is assigned.
- b. date
- c. job title. This should indicate the group (professional, para-professional, technical or clerical) to which the job belongs and the level of the job within that grouping.
- d. Purpose and scope of the job
- e. Specific tasks assigned the job
- f. job requirements, including the library's standards as they apply to each job.

Although some departments in the A.B.U. library complex have some, (staff manual) they are very out of date i.e. 1976/77. The job description should as much as possible be updated annually or bi-annually at least. If this is done, it will to some extent enlighten staff

as to what their responsibilities are especially the departmental heads who seem not to know their leadership roles.

5.4 Areas for Further Research

The present research was limited in both population sample and cultural environment. Accordingly, its findings cannot be regarded as definitive until they have been corroborated by similar studies conducted in different cultural environments and perhaps, using larger population samples. It would be very rewarding to the Nigerian University library system if similar studies like the present one were conducted in places like the University of Nigeria, Nsukka library; University of Ibadan Library and Bayero University, Kano. A synthesis of these studies would undoubtedly produce a helpful handbook for Nigerian Librarians which would tremendously improve their performance.

Another area of study is in the leadership roles played by library administrators at all levels of the university library management. Such a study would help librarians who play leadership functions to know their roles.

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In reply please quote our reference

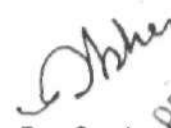
24th March, 19 80

To whom it may concern

Dear Sir/Madam,

This letter is to introduce to you Mrs. P.K.G. Tibenderana a bona fide Masters' programme student of our department. She is presently engaged in a research study titled "Leadership styles and effectiveness of departmental heads in Ahmadu Bello University Complex". Your library is one of her sample study. I would be very grateful if you could assist her in every way possible.

Yours Faithfully,


Prof. A. Mohammed
Head of Department.



APPENDIX 2

Kashim Ibrahim Library,
Ahmadu Bello University,
ZARIA, Nigeria.

22nd February, 1988.

Dear Colleagues in A.B.U. Libraries,

Re: LEADERSHIP STYLES AND EFFECTIVENESS OF DEPARTMENTAL HEADS*
IN AHMADU BELLO UNIVERSITY LIBRARY COMPLEX

As partial requirement for the award of a Master's Degree in Library Science (MLS), I am conducting a research in leadership styles and effectiveness of departmental heads in A.B.U. Library complex.

Leadership style is an important aspect of management and hence the need for the study. I am, therefore attaching a questionnaire on leadership behaviour. All you are requested to do is to respond to the questionnaire in the frankest way possible. Your opinions will contribute not only to the overall success of the project, but also to the improvement of the management of A.B.U. libraries as a whole. You should be assured that your responses will be kept in the strictest confidence possible.

Thank you very much for your anticipated cooperation.

Yours sincerely,

P. K. G. Tibenderana

P.K.G. Tibenderana

*Departmental heads as used in this study includes divisional heads and heads of branch libraries i.e. specialized libraries.

APPENDIX 3ALEADERSHIP STYLES DESCRIPTION QUESTIONNAIRE
FOR DEPARTMENTAL HEADS.

Please, kindly answer the following questions by marking with an "X" in the appropriate box.

SECTION A

1. How did you get the headship of the division/
library?
 - (a) Through recognition of my long experience
in the library ☐
 - (b) Through advertisement ☐
2. What creteria do you think were used in
appointing you the head of the library/division?
 - (a) Academic qualification ☐
 - (b) Long experience in the division ☐
 - (c) Long experience in the library ☐
 - (d) Administrative capability ☐
3. How long have you been a head of a division/
library?
 - (a) 1 - 3 years ☐
 - (b) 4 - 6 years ☐
 - (c) 7 - 9 years ☐
 - (d) 10 years and above ☐

SECTION B

4. Did you receive any formal training in
administrative leadership?
 - (a) Yes, I did. ☐
 - (b) No, I did not ☐

5. If the answer to question 4 above is "Yes" at what level of your training were you introduced to administrative leadership courses?
- (a) Non-degree diploma level ☐
 - (b) Undergraduate level ☐
 - (c) Masters' level ☐
 - (d) Ph.D. level ☐
 - (e) Any other (please, specify)
6. What is your sex gender?
- (a) Female ☐
 - (b) Male ☐
7. What is your age group?
- (a) 26 - 30 ☐
 - (b) 31 - 35 ☐
 - (c) 36 - 40 ☐
 - (d) 41 - 45 ☐
 - (e) 46 and above ☐
8. What is your salary level?
- (a) USS 14 ☐
 - (b) USS 13 ☐
 - (c) USS 12 ☐
 - (d) USS 11 ☐
 - (e) USS 9 ☐
9. How long have you been working in A.B.U. Library?
- (a) 1 - 3 years ☐
 - (b) 4 - 6 years ☐
 - (c) 7 - 9 years ☐
 - (d) 10 years and above ☐

10. Where did you get your professional training?

- (a) A.B.U. ☐
- (b) Bayero University, Kano ☐
- (c) Maiduguri University ☐
- (d) United Kingdom ☐
- (e) University of Ibadan ☐
- (f) U.S.A. ☐
- (g) Else where (please, specify)

SECTION C

Please mark with an "X" in the appropriate box, the response that best describes your situation.

11a. How often do you hold general meetings with staff under your supervision?

- (a) Hardly ever (once in two years) ☐
- (b) Occasionally but not often (about 1 or 2 times a year) ☐
- (c) Often (about 3 to 4 times in a year) ☐
- (d) Fairly often (about 5 times in a year) ☐
- (e) Quite often (about 6 or more times a year) ☐

11b. What topics do you usually discuss at such meetings? Please list three or four topics.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

12. What proportion of your staff often make contribution at such meetings?
- (a) All the staff ☐
 - (b) The majority of the staff ☐
 - (c) Less than half the staff, but more than a quarter of the staff ☐
 - (d) Just about one quarter of the staff ☐
 - (e) Hardly any staff ☐
13. During such meetings, how much time do you take to contribute to the discussion?
- (a) Almost all the time ☐
 - (b) More than half of the time ☐
 - (c) Just about half the time ☐
 - (d) About one quarter of the time ☐
 - (e) Very little time ☐
14. When you want to go to attend heads of divisions/heads of libraries' meetings, how often do you ask the staff under your supervision to tell you their own views on the topics to be discussed at such meeting?
- (a) Always ☐
 - (b) Often ☐
 - (c) Occasionally ☐
 - (d) Seldom ☐
 - (e) Never ☐
15. After attending heads of divisions/heads of libraries' meetings, how much of the information you obtained from these meetings do you communicate to the staff under your supervision?
- (a) All the information ☐
 - (b) Most of the information, but not all ☐
 - (c) A fair amount of information ☐

- (d) Little information ☐
- (e) Hardly any information ☐
16. When you give work to one of the staff members under your supervision how much detail do you give to such an individual on how to carry out the work?
- (a) Hardly any detail ☐
- (b) A few details ☐
- (c) Some details but not very much detail. ☐
- (d) A lot of detail ☐
- (e) All the details ☐
17. When the staff member is doing the work, how much monitoring do you do to see the progress being made?
- (a) Much monitoring ☐
- (b) Some monitoring but not much ☐
- (c) Occasionally monitoring ☐
- (d) Seldom monitoring ☐
- (e) No monitoring at all ☐
18. When telling any staff under your supervision what to do, how specific do you explain/discuss the work to be done?
- (a) Very specific ☐
- (b) Some how specific ☐
- (c) Just specific ☐
- (d) Not specific ☐
- (e) No discussion/explanation ☐
19. How many members of staff under you supervision came to relate personal problems to you during 1987?
- (a) Hardly any ☐

- (b) Less than 25 ☐
- (c) About half of the staff ☐
- (d) More than half of the staff ☐
- (e) All members of the staff ☐
20. How many members of staff under your supervision came to you to relate personal accomplishments in 1987.
- (a) Almost all the staff ☐
- (b) More than half of the staff ☐
- (c) About half of the staff ☐
- (d) About 25% of the staff ☐
- (e) Hardly any staff ☐
21. How many members under your supervision did you go to visit at their desk/in their office last year?
- (a) Hardly any ☐
- (b) About one quarter ☐
- (c) About one half of the staff ☐
- (d) About 75% of the staff ☐
- (e) All the staff ☐
22. How many of your staff did you praise for special achievement in 1987?
- (a) Hardly any ☐
- (b) About 25% ☐
- (c) About 50% ☐
- (d) About 75% ☐
- (e) Almost all ☐

23. Which of the following orders would you give?

- (a) Audu, will you see that those books get to the shelf today? ☒
- (b) Audu, please take those books to the shelf ☐
- (c) Audu, Hassan and Hauwa, see those books, could one of you take them to the shelf ☐
- (d) Audu, take those books to the shelf ☐
- (e) Take those books to the shelf ☐

24. How do you see yourself in relationship to the staff under your supervision?

- (a) As their leader ☐
- (b) As their colleague ☐
- (c) As their boss ☐
- (d) As their superior ☐
- (e) None of the above ☐

25. When some members of staff under your supervision are doing a difficult task, what would you say to them?

- (a) Try and try and try again ☐
- (b) Just try your luck ☐
- (e) Make sure you get it done ☐
- (d) Check with me in case of difficulty ☐
- (e) You could go and seek help from someone else ☐

26. If you wished to give instructions to one member of staff under your supervision, what would you do?

- (a) Send someone to tell him/her. ☐
- (b) Sommon him/her to my office ☐
- (c) Send him/her a written note ☐

- (d) Go to his/her table/office ☐
- (e) Tell her/him in any place I meet her/him. ☐

27a. How often do you give written instructions to the staff under your supervision?

- (a) Very often ☐
- (b) Fairly often ☐
- (c) Occasionally ☐
- (d) Seldom ☐
- (e) Never ☐

27b. Please, kindly briefly give your reasons for your answer in question 27a above.

SECTION D

A number of questions about your division/library are asked below. Kindly, answer the questions by circling your rating on a five point scale below each question. Each number denotes the qualities on "very low" to "very high" scale.

1	Very low/very bad/very poor
2	Low/bad/poor
3	Just O.K.
4	High/good/well
5	Very high/very good/very well

28. How good is the quality of the work done in your division?

1 / 2 / 3 / 4 / 5

29. How efficiently do people in your division/library do their work?

5 / 4 / 3 / 2 / 1

30. How well do you handle the problems in your division/library?

5 / 4 / 3 / 2 / 1

31. To what degree do you allow members of staff under your supervision to take part in decision-making?

1 / 2 / 3 / 4 / 5

32. What would you say about your staff's punctuality?

5 / 4 / 3 / 2 / 1

33. How well have you succeeded in removing some of the deficiencies of the division/library?

1 / 2 / 3 / 4 / 5

34. How would you rate the morale of the members of staff in your division/library?

5 / 4 / 3 / 2 / 1

35. How would you rate the communication channels or rather the information flow in your division/library?

1 / 2 / 3 / 4 / 5

36. To what degree are you inspiring to the staff under your supervision?

5 / 4 / 3 / 2 / 1

37. How would you rate the attitude to work of the staff under your supervision?

1 / 2 / 3 / 4 / 5

38. At what degree do you enjoy being the head of the division/library?

5 / 4 / 3 / 2 / 1

39. Please kindly list down 4 to 6 of the leadership roles you play in the library in order of preference. That is, you should begin with the one you enjoy most and end with the one you enjoy least.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____
- (vi) _____

APPENDIX 3B

LEADERSHIP STYLES DESCRIPTION

QUESTIONNAIRE FOR SUBORDINATE STAFF

Please, kindly answer the following questions by marking with an "X" in the appropriate box.

SECTION A

1. In which division/branch library do you work?

- (a) Bindery ☐
- (b) Cataloguing ☐
- (c) Collection Development ☐
- (d) Media ☐
- (e) Readers' Services ☐
- (f) Reference Services ☐
- (g) Research and Bibliographies ☐
- (h) Serials ☐
- (i) A.T.C., Zaria Library ☐
- (j) A.T.C., Kano Library ☐
- (k) I.A.R. Library ☐
- (l) Institute of Education Library ☐
- (m) Medical Library ☐
- (n) President Kennedy Library ☐
- (o) Samaru Public Library ☐
- (p) Vet. Medicine Library ☐

2. Did you receive any formal training in administrative leadership?

- (a) Yes, I did ☐
- (b) No, I did not ☐

3. If the answer to question 2 above is "Yes", at what level of your training were you introduced to administrative leadership courses?

(a) Non-degree diploma level
(b) Undergraduate level
(c) Masters' level
(d) Ph.D. level
(e) Any other (Please specify)

☐
☐
☐
☐
☐

4. Did you gain much from the training you received in administrative leadership courses?

(a) Yes, I did
(b) No, I did not

☐
☐

5. If your answer to question 4 above is "No", please briefly explain your reasons.

SECTION B

6. What is your sex gender?

(a) Female
(b) Male

☐
☐

7. What is your highest academic qualification?

(a) Non-degree diploma
(b) 1st degree
(c) 2nd degree
(d) 3rd degree
(e) Any other

☐
☐
☐
☐
☐

8. What is your salary level?

(a) USS 6 - 7
(b) USS 8 - 9

☐
☐

(c) USS 10 - 11 ☐(d) USS 12 - 13 ☐(e) USS 14 - 15 ☐

9. How long have you been working in A.B.U. Library?

(a) 1 - 3 years ☐(b) 4 - 6 years ☐(c) 7 - 9 years ☐(d) 10 years and above ☐

10. Where did you get your professional training?

(a) A.B.U. ☐(b) Bayero University, Kano ☐(c) Maiduguri University ☐(d) United Kingdom ☐(e) University of Ibadan ☐(f) U.S.A. ☐(g) Elsewhere (please specify) ☐SECTION C

Please, kindly mark with an "X" in the appropriate box, the response that best describes your situation.

11a. How often does your division/branch library hold general meeting?

(a) Hardly ever (once in two years) ☐(b) Occasionally but not often
(1 or 2 times a year) ☐(c) Often (about 3 to 4 times a year) ☐(d) Fairly often (about 5 times a year) ☐(e) Quite often (about 6 times a year) ☐

11b. What topics do you usually discuss at such meeting?
Please list three or four topics.

(i) _____

(ii) _____

(iii) _____

(iv) _____

12. What proportion of the staff in the division/library contribute to discussions in such meeting?

(a) All the staff ☐

(b) The majority of the staff ☐

(c) Less than half but more than quarter ☐

(d) Just about one quarter of the staff ☐

(e) Hardly any staff ☐

13. How much discussion does the head of the division/library contribute at such meeting?

(a) Almost all the discussion ☐

(b) Dominates the discussion ☐

(c) Half the discussion ☐

(d) Just about one quarter of the discussion ☐

(e) Hardly any discussion ☐

14. When your head of division/library wants to go to attend the heads of divisions/library meeting, how often does he/she inform you, so that you can tell him/her your own views to take to the meeting?

(a) Always ☐

(b) Very often ☐

(c) Often ☐

(d) Occasionally ☐

(e) Hardly ever ☐

15. After attending the heads of division/library meetings, how often does he/she inform you of the information he/she might have obtained from the meeting?
- (a) Hardly ever ☐
 - (b) Occasionally ☐
 - (c) Often ☐
 - (d) Fairly often ☐
 - (e) Always ☐
16. When your head of division/library gives you work to do, how much details does he/she give you on how to carry out the work?
- (a) Hardly any ☐
 - (b) A few ☐
 - (c) Some but not much ☐
 - (d) A lot of details ☐
 - (e) All the details ☐
17. When you are doing your work, how much monitoring does your head of division/library do to see the progress being made?
- (a) Much monitoring ☐
 - (b) A fair amount of monitoring ☐
 - (c) Comes often ☐
 - (d) Comes occasionally ☐
 - (e) No monitoring is done ☐
18. When the head of division/library is telling you what to do, how specific is he/she in his directives?
- (a) Very specific ☐
 - (b) Some how specific ☐
 - (c) Just specific ☐

- (d) Not specific ☐
- (e) No discussion/explanation ☐
19. How often did you go to relate personal problems to your head of division/library in 1987?
- (a) Very often ☐
- (b) Fairly often ☐
- (c) Often ☐
- (d) Occasionally ☐
- (e) Hardly ever ☐
20. How often did you go to relate your personal achievements to your head of division/library?
- (a) Hardly ever ☐
- (b) Occasionally ☐
- (c) Often ☐
- (d) Fairly often ☐
- (e) Very often ☐
21. How often did your head of division/library come to visit you in your office/at your table in 1987?
- (a) Many times ☐
- (b) Fairly often ☐
- (c) Often ☐
- (d) Occasionally ☐
- (e) Hardly ever ☐
22. Assuming that you made some achievements in 1987, how often did your head of division/library praise you?
- (a) Hardly ever ☐
- (b) Occasionally ☐
- (c) Often ☐

- (d) Fairly often ☐
- (e) Always ☐
23. Which of the following orders do you associate with your head of division/library?
- (a) Audu, will you see that those books get to the shelf today? ☐
- (b) Audu, please, take those books to the shelf ☐
- (c) Audu, Hassan and Hauwa, see those books. Could one of you take them to the shelf? ☐
- (d) Audu, take those books to the shelf ☐
- (e) Let one of you take those books to the shelf ☐
24. How do you view your head of division/library?
- (a) As our leader ☐
- (b) As our colleague ☐
- (c) As our boss ☐
- (d) As our superior ☐
- (e) None of the above ☐
25. When you are doing a difficult task, which of these statements is your head of division/library likely to say to you?
- (a) Try and try and try again ☐
- (b) Just try you luck ☐
- (c) Make sure you get it done ☐
- (d) Check with me in case of difficulty ☐
- (e) You may go and seek help from someone else ☐

26. When your head of division/library wants to tell you what to do, what does she/he do?

- (a) Send someone to tell you ☐
- (b) Summon you to his/her office? ☐
- (c) Send you a written note? ☐
- (d) Come to your office/desk? ☐
- (e) Tell you any where he meets you? ☐

27a. How often does your head of division/library send you written instructions?

- (a) Never ☐
- (b) Seldom ☐
- (c) Occasionally ☐
- (d) Fairly often ☐
- (e) Many times ☐

27b. Please, kindly list 4 to 6 personal qualities which you associate with a good head of division/library in order to command the co-operation of the staff under his/her supervision.

SECTION D

A number of questions about your division/library are asked below. Kindly answer them by circling your rating on a five point scale below each question. Each number denotes the qualities on "very low" to "very high" scale.

1	Very low/very bad/very poor
2	Low/bad/poor
3	Just O.K.
4	High/good/well
5	Very high/very good/very well

28. How good is the quality of the work done in your division/library?

1 / 2 / 3 / 4 / 5

29. How efficiently do people in your division/library do their work?

5 / 4 / 3 / 2 / 1

30. How well does your head of division/library handle problems?

5 / 4 / 3 / 2 / 1

31. To what degree are you allowed to participate in divisional/library matters?

1 / 2 / 3 / 4 / 5

32. What would you say about the staff punctuality in your division?

5 / 4 / 3 / 2 / 1

33. How well has your head of division/library succeeded in removing the deficiencies of the division/library?

1 / 2 / 3 / 4 / 5

34. How would you rate the morale of the members of staff in your division/library?

5 / 4 / 3 / 2 / 1

35. To what degree does your head of division/library inspire you?

1 / 2 / 3 / 4 / 5

36. How would you rate the communication channels or rather the information flow in your division/library?

1 / 2 / 3 / 4 / 5

37. How would you rate the attitude to work of the staff members in your division?

5 / 4 / 3 / 2 / 1

38. At what degree do you enjoy being a member of the division/library in which you are now?

5 / 4 / 3 / 2 / 1

Comments:

APPENDIX 4

KASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY, ZARIA,
AHMADU BELLO UNIVERSITY LIBRARY COMPLEX
PROFESSIONAL AND PARA-PROFESSIONAL STAFF LIST
JANUARY, 1988.

<u>S/No.</u>	<u>NAME</u>	<u>LIBRARY</u>
1.	K. Mahmud	K.I.L.
2.	I. Diko	K.I.L.
3.	M.G. Umo	P.K.L.
4.	F. Akhigbo	S.B.S.L.
5.	R. Salami	I.A.R.
6.	V.W.E. Udo Dr. (Mrs.)	I.E.L.
7.	D.N. Obada Dr.	M.L.
8.	G.I. Okoye-Ikonta Dr.	K.I.L.
9.	M.A. Omoniwa	K.I.L.
10.	R.U. Onadiran (Mrs.)	K.I.L.
11.	S.A. Amune	K.I.L.
12.	J.O. Daniel Dr.	K.I.L.
13.	K.A. Momoh	K.I.L.
14.	T.O.S. Aguda	A.T.C. Zaria
15.	C. Okanlawon	V.M.L.
16.	G. Adamu	K.I.L.
17.	P.S. Seriki	K.I.L.
18.	J.A. Abu	K.I.L.
19.	S.H. Adi	C.I.L.S.
20.	S.A. Afegbua	K.I.L.
21.	M.O. Salaam	K.I.L.

22.	V.O. Masagbor	K.I.L.
23.	A.D.K. Taingson	K.I.L.
24.	J. Ezeji	I.A.R.L.
25.	J.T. Aleraiye	S.P.L.
26.	I.O. Akinmayowa	P.K.L.
27.	D. Balarabe Dr.	K.I.L.
28.	J.C. Oruma (Mrs.)	M.L.
29.	M.M.Zaki	K.I.L.
30.	S. Gamba (Mrs.)	K.I.L.
31.	K.A. Sanusi	K.I.L.
32.	J.O. Ajayi	P.K.L.
33.	R.B. Takobi	M.L.
34.	Y.T. Bida	M.L.
35.	S.A. Aiyedogbon	S.P.L.
36.	E.J. Ampitan	K.I.L.
37.	T.M. Ndakotsu	K.I.L.
38.	S.O. Adewole	NAPRI
39.	F.G. Amaakaven	K.I.L.
40.	M. Yusuf (Mrs.)	P.K.L.
41.	L.Y. Ogungbemi	K.I.L.
42.	P.I.O. Idachaba	K.I.L.
43.	C.E. Okanlawon (Mrs.)	K.I.L.
44.	D.S. Abdullahi	K.I.L.
45.	I.S. Afegbua	I.E.L.
46.	J. Aeoye	M.L.
47.	G. Abalaka	K.I.L.
48.	B.A. Omar	K.I.L.

49.	D.D. Jogai	K.I.L.
50.	C.C.A. Adikwu (Mrs.)	K.I.L.
51.	P.K.C. Tibenderana (Mrs.)	K.I.L.
52.	H. Halidu	D.M.L.
53.	H.C. Woakes (Mrs.)	K.I.L.
54.	G.T. Gandu (Mrs.)	K.I.L.
55.	B.J. Olure	D.A.C.
56.	V.A. Oyebanji (Mrs.)	K.I.L.
57.	A. Ali	K.I.L.
58.	J.A.I. Ochu	K.I.L.
59.	S.A. Yusuf	K.I.L.
60.	M.A. Maiyaki	K.I.L.
61.	J. Adelakan	M.L.
62.	M.T. Ogunbi (Mrs.)	K.I.L.
63.	A. Alemaka	K.I.L.
64.	J.N. Mapah	A.B.K.
65.	A.A. Igboeshal	K.I.L.
66.	G.S. Abdullahi	K.I.L.
67.	M.O. Salaam (Mrs.)	K.I.L.
68.	C. Manasseh (Mrs.)	K.I.L.
69.	T. Aliyu	V.M.
70.	A.L. Gambo	C.I.L.S.
71.	F.M. Tukur (Mrs.)	K.I.L.
72.	T.T. Abdullahi (Mrs.)	V.M.L.
73.	P. Ojo	M.L.
74.	U. Ibrahim	K.I.L.
75.	M.D. Abdullahi	K.I.L.

76.	S. Hassan	K.I.L.
77.	G.I. Nock (Mrs.)	K.I.L.
78.	A.O. Yakubu (Mrs.)	K.I.L.
79.	C.I. Ortese (Mrs.)	K.I.L.
80.	S.O. Okita (Mrs.)	K.I.L.
81.	E.I. Akobi (Mrs.)	K.I.L.
82.	E. Choms (Mrs.)	K.I.L.
83.	P.O. Ajayi	F.E.L.
84.	W.A. Abubakar	C.N.C.S.
85.	A.R. Maccido	P.K.L.
86.	Y.A. Usman	I.A.R.L.
87.	R.A. Musa (Mrs.)	I.A.R.L.
88.	T. Abashiya	Dept. L.S.
89.	B.C. Egbule	A.T.C. Kano
90.	E. Mustapha (Mrs.)	A.T.C. Kano
91.	H. Umar (Mrs.)	A.T.C. Zaria
92.	H.M. Daudu (Mrs.)	I.E.L.
93.	C.I. Daniel (Mrs.)	I.E.L.
94.	S.D. Haruna	A.T.C. Zaria
95.	M.G. Ibrahim	I.E.L.
96.	A. Musa	I.E.L.
97.	J. Mozeh (Mrs.)	I.E.L.
98.	M. Keyamo (Mrs.)	A.T.C. Zaria.
99.	M.A. Wada	K.I.L.
100.	T.A. Ayo-Vaughan	K.I.L.
101.	A.M. Sani	K.I.L.
102.	A.M. Akomolafe	K.I.L.
103.	A.D. Haruna	K.I.L.

AHMADU BELLO UNIVERSITY, ZARIA NIGERIA.
DEPARTMENT OF LIBRARY SCIENCE
(OFFICE OF THE HEAD OF DEPARTMENT)



Vice-Chancellor: Professor A. N. Mohammed.
B.Sc., D.A.P. & E. (Lond.), Ph.D. (ABU), F.N.S.P.

Head of Department: Professor A. Mohammed
B.A. (ABU) M.S. (Syracuse); M.A.; Ph.D (Northwestern)

Telephone: 069/50428; 50692
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Your Ref:

Our Ref: LS/11/11

15th April, 1988

The Director
Computer Centre
A.B.U., Zaria.

Dear Sir,

P.K.G. TIBENDERANA

The above named is a master's student in the Department of Library Science who is doing a research entitled "Leadership Styles and effectiveness of departmental heads in A.B.U. library Complex.

The nature of the study demands that she would need computer assistance in computing the responses in her questionnaires.

It would be highly appreciated if every assistance would be given to her to be able to complete the work.

Thank you.

Yours sincerely

Dr. Michael Afolabi
Supervisor