

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

University librarians are the pivots around which all major and important university library functions revolve. This means that the approach they adopt in directing, guiding and controlling the staff under them, could determine the pace of progress in their libraries. As leaders, they place themselves before the group as they facilitate progress and inspire staff to accomplish organizational goals.

Northouse (2015, p.98) quoted Harry S. Truman, 33<sup>rd</sup> President of the United States who once said, “A leader is a man who can persuade people to do what they do not want to do, or do what they are too lazy to do”. Leadership process involves influencing of staff and directed towards goal attainment. Hence, Alkatani (2016) described leadership as a process where an individual influences a group of other individuals to achieve a common goal. In other words, the leader is the inspiration and director of the action. The leader is the person in the group that possesses the combination of personality and skills that make others want to follow his or her direction.

Leadership is one of the most important variables that contribute to the success of an organization. Anyone who acts as a model to others or any person whose orders are likely to be carried out is a leader. To lead is to engage others in acts which initiate a structure of interaction with members, while followership is to engage in acts which maintain a structure initiated by leader. The essence of leadership is followership. In other words, it is the willingness of staff to follow that makes a person a leader. Moreover, staff tends to follow leaders whom they see as providing means of achieving their own desires, wants, and needs. According to Akor (2010),

leadership is an interpersonal influence, exercised in a situation and directed through the communication process aimed at the attainment of a specified goal.

Olatunde (2010) argued that there are no general agreements on the definition of leadership due to the divergent ways different authorities view it and complex nature interaction involved in the process of leadership and followership. There is a common trend, however, among the different definitions of leadership – that common trend is social influence (Chiyem & Adeogun, 2016). Leadership is influenced by social process in which leaders seek voluntary participation of members of staff in an organization in order to achieve a set goal. In an attempt to make staff do their work leaders deploy various types of leadership styles. Leaders should identify the best leadership style to manage their staff in the organization.

Leadership style is the approach of providing direction, implementing plans, and motivating people (Northouse, 2015). Also, Eze (2011) defined leadership styles, as the total pattern of a leader's actions, as perceived by the leader's staff. Eze further asserted that leadership style is the characteristic way in which a leader relates with his staff and handles the tasks before the group. It is the underlying needs structure of an individual which motivates his behavior in various leadership situations. Three leadership styles identified by Lewin, Lippit and White in 1939 were used in this study. They are autocratic, democratic and laissez-faire leadership styles. Autocratic leadership style, according to Maqsood, Bilal and Baig (2013), is characterized by individual control over all decisions and little input from group members. The leadership typically makes choices based on their own ideas and judgments and rarely accepts advice from followers. Democratic leadership style on the other hand fosters a climate of trust, nurtures staff confidence, and encourages their individual development. In addition, democratic leadership includes the elements of participative decision making and sharing of power

(Adeyemi & Adu, 2013). Laissez-faire leadership style sets the tasks and gives staff complete freedom to complete the task as they deem fit. There is minimal involvement from the leader. The leadership however does not sit idle and watch them work. He or she is there to coach or answer questions and supply information if required.

The evolution pattern of organization and leadership styles in Nigerian university libraries has been a gradual process. According to Adeyemi (2011) and Ifidon (2006), these libraries started off with the traditional functional structure with a hierarchical authoritarian form of government. Adeyemi further indicated that though there is now an increasing awareness of the importance of modern management techniques and the positive relationship between organizational patterns and styles of leadership, some university librarians seem to be still using autocratic style. In the same vein, Dalatabadi and Safa (2010) in their study found that autocratic leadership style has a negative effect on shared values and organizational commitment and positive influence on staff's role clarity. Furthermore, Durowoju, Abdul-Azeez and Bolarinwa (2011) revealed in their study that autocratic and democratic leadership styles positively predicted organizational commitment of faculty members, while laissez-faire leadership style weakly correlated with work attitude. Democratic style of leadership has the potential for close relationship between the university librarian and staff in the setting up and pursuit of job-related objectives. The styles could influence work attitude negatively or positively.

Attitude is the predisposition to respond in a certain way to a person, object, situation, event, or idea. A person who shows a certain attitude towards something may be reacting to his conception of that thing rather than to its actual state. The attitudes people hold could influence the way they act in personal and larger situations. Hence, work attitude was defined by Chiyem and Bojoghre (2016) as the disposition of a staff towards assigned duties, arising from concepts,

feelings, beliefs, habits and motives which may be positive or negative. The staff beliefs and motives are carried into their work activities and these may in turn affect productivity. Good leadership and good work environment could contribute to the formulation of a positive attitude, while poor leadership and lack of essential facilities could also lead to the development of a negative work attitude. Chiyem and Bojehre (2016) noted firstly that managerial attempt to improve on any of these three key work attitudes is likely to positively affect the other two attitudes. Secondly, managers can increase staff job involvement by providing good work environment that fuels intrinsic motivation. In university libraries one assumes that the leadership styles of university librarians will have a positive impact on the work attitude of staff under them. However, the prevailing conditions show incessant complaints by library staff and lack of cooperation (Akor, 2010). Whatever direction work attitude may take, it could be the base on which any productivity, efficiency or effectiveness drive rests. There is also the contention between gender and work attitude.

Work attitude between males and females could be attributed to differences in sex role socialization processes. In this respect, men could be trained to believe their appropriate social role is to build a career in the work world and provide economic sustenance for their families and should be assertive. Conversely, women could also be trained to accept family roles as their pre-eminent life concerns and should be submissive (Eagly, 2013). Gender differences in behaviour also have economic consequences. To some extent, these differences have evolutionary origins and, therefore, may be considered innate, but to a larger extent than most of us seems to recognize, stem from culture and socialization.

According to Eze (2011) managers are the principal decision makers of the firm; consequently their actions are the fundamental causes of organizational success or failure. The

characteristics of an organization's key decision makers influence strategy, and subsequently organizational performance. On the relevance of leadership styles, Hartmond, Noranjo-Gil and Perego (2010) noted that a person has a direct and powerful impact on the quality of other people's work attitude. It would be difficult they argued, to imagine that anyone really enjoys a job if the boss is a nightmare. There is a general conviction that certain types of leadership styles are more effective because they are more likely to bring out desirable work attitudes. The university librarian is therefore expected to gain the co-operation and support of staff when they are aware that while their leader is emphasizing work, their leader is genuinely interested in their well-being. This is because the level of work attitude on the part of the staff may depend on how favourable or unfavourable the university librarian's leadership style affects them. Against this backdrop, any leader who undermines the role of his staff may find it difficult to achieve or accomplish the set organizational goals.

Fosmire (2008) posited that much of the work in librarianship demands close collaboration with staff that can safely be described as the university librarian's colleagues. In this vein, Dada (2009) asserted that this is why it is necessary that for a university librarian to succeed, he needs the co-operation of the staff under him with whom he must work together with as a team. It is therefore on this premise that the researcher decided to examine perceived leadership styles of university librarians as correlate of work attitude of library staff in federal universities in South- East, Nigeria.

### **Statement of the Problem**

In Nigerian Library Association (NLA) organized conferences, workshops and seminars, there was that general complaint regarding negative work attitude of staff in libraries. What could be responsible for the observed negative work attitude? Was it poor work environment,

inadequate facilities, poor remuneration or leadership styles employed by university librarians? The researcher opted for one of the probable reasons, which is, to investigate perceived leadership styles of university librarians as correlate of work attitude of library staff in federal university libraries in South-East, Nigeria.

### **Purpose of the Study**

The main purpose of the study was to determine perceived leadership styles of university librarians as correlate of work attitude of library staff in federal universities in South-East, Nigeria. Specifically, the study determined:

1. The commonly used leadership style in federal university libraries in South-East, Nigeria.
2. The work attitude of library staff in federal university libraries in South-East, Nigeria.
3. Relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in federal university libraries.
4. Relationship between perceived democratic leadership style of university librarians and work attitude of library staff in federal university libraries.
5. Relationship between perceived laissez-faire leadership style of university librarians and work attitude of library staff in federal university libraries.
6. Relationship between male library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries.
7. Relationship between female library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries.

### **Significance of the Study**

The findings of this study would be of immense benefits to university management, university librarians, library staff and future researchers.

The findings would help the university management to identify the leadership styles that have positive relationship on work attitude of staff and enhance their service delivery in libraries. This would enable university management to ensure that university librarians adopt the leadership styles that positively influence service delivery by staff and curb those with negative influence in order to improve performance in the university library.

The findings would also help university librarians to identify their leadership styles and provide them knowledge on how staff respond to them in a work situation. This knowledge would make them to adjust their leadership styles for the growth of their libraries. The findings would help library staff to identify their work attitude and provide information which would lead to boosting their work attitude. This would be manifested through positive work attitude.

Furthermore, the findings would be useful to the research community since they could provide firm empirical basis upon which generalization could be made in future research endeavors. This would apply especially to those who would carry out further research in the area of leadership and work attitude.

### **Scope of the study**

This study determined perceived leadership styles of university librarians as correlate of library staff work attitude. The independent variables are autocratic, democratic and laissez-faire leadership styles, while the dependent variable is library staff work attitude. Only university library staff on Consolidated University Salary Scale (CONUSS) 6 and above in federal university libraries in South-East Nigeria were used for the study. This includes professionals, para-professionals and other library staff in the above mentioned salary scale. These are staff that are in charge of various divisions/units and work directly with the university librarians.

## Research Questions

The following research questions guided the study:

1. What is the commonly used leadership style in federal university libraries in South-East, Nigeria?
2. What is the work attitude of library staff in federal university libraries in South-East, Nigeria?
3. What is the relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in federal university libraries in South-East, Nigeria?
4. What is the relationship between perceived democratic leadership style of university librarians and work attitude of library staff in federal university libraries in South-East, Nigeria?
5. What is the relationship between perceived laissez-faire leadership style of university librarians and work attitude of library staff in federal university libraries in South-East, Nigeria?
6. What is the relationship between male library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East, Nigeria?
7. What is the relationship between female library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East, Nigeria?



## Research Hypotheses

The following null hypotheses were stated and tested at 0.05 level of significance:

1. There is no significant relationship between perceived autocratic leadership style of university librarians and library staff work attitude in federal university libraries in South-East, Nigeria.
2. There is no significant relationship between perceived democratic leadership style of university librarians and library staff work attitude in federal university libraries in South-East, Nigeria.
3. There is no significant relationship between perceived laissez-faire leadership style of university librarians and library staff work attitude in federal university libraries in South-East, Nigeria.
4. There is no significant relationship between perceived university librarians' leadership styles and work attitude in university libraries in South-East, Nigeria.
5. There is no significant relationship between male library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East, Nigeria.
6. There is no significant relationship between female library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East, Nigeria.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, literature related to the study was reviewed under the following sub- headings:

#### **Conceptual Framework**

Leadership Styles

Work Attitude

#### **Theoretical Framework**

Douglas McGregor (1957) Theory X and Theory Y.

#### **Theoretical Studies**

Leadership Styles

Work Attitude.

Gender and Work Attitude

Relationship between Leadership Styles and Work Attitude

#### **Empirical Studies**

Studies on Leadership Styles of University Librarians

Studies on Work Attitude of University Library Staff

Relationship between Leadership Styles and Work Attitude

#### **Summary of Review of Related Literature**

##### **Conceptual Framework**

Relevant concepts in the title of study are reviewed as follows:

##### **Leadership Styles**

Leadership is an influencing process. This is because a leader must persuade or influence staff to complete a particular course of action. Leadership styles are patterns of behavior such as autocratic, democratic, laissez-faire and many others. Cavazotte, Moreno and Bernado (2012) defined leadership style as the way leadership is carried out and the behavior adopted by the leaders towards staff. It is the various patterns of behavior favoured by leaders during the process of directing and influencing staff. Cavazotte, Moreno and Bernado noted further that autocratic leaderships alone determines policy and assigns work to library staff without consulting with them. Democratic leaders on the other hand, shares ideas with staff and involve them in decision making while laissez-faire leaders cares less about rules and regulations. In order words, the existing rules are not enforced by the leader.

As noted by Adeyemi (2011), the very first major attempt to observe and objectively control the climate variable in group life was made by Lewin, Lippit and White in 1939. They investigated the psychological dynamics of democratic, autocratic and laissez-faire styles of leadership with eleven years old children. These children met after school under an adult leader and participated in interesting group activities like carpentry, soap making, carving and painting. The leadership factor was made to vary while other factors were made constant. Trained observers were required to record the children's behaviour. The aim of the research was to find out if the behaviour observed by the trained observers was as a result of the different leadership styles. Adeyemi (2011) further noted that the researchers Lewin, Lippit and White concluded that each of the leadership style reflects different atmosphere and behavior. The subjects showed the same reaction to each of the leadership style when rotated. The social atmosphere in the democratic setting was more relaxed and creative. Though there was high productivity in the autocratic environment, the atmosphere was tense.

According to Val and Kemp (2015), research evidence supports the idea that leaders' exhibits more than one leadership style. Also, most leaders according to Yukongdi (2010), use at least a little of each style but put more emphasis on either tasks or employee centered – style. The attention given to leadership style may be based on the assumption that staff are more likely to work effectively under leaders who adopt a certain style of leadership than they would for leaders who adopts alternative styles. The use of any style could depend on the situation.

### **Work Attitude**

An attitude reflects on what one feels about a particular object or thing. Work attitude therefore is the feeling or opinion a staff has about his work. It is also the belief and behavioural tendencies of a staff towards his job. Val and Kemp (2015) defined work attitude as the affective and evaluative reactions and the extent to which a staff identifies and are involved in their work. The elements that make up job satisfaction are salary (increments inclusive), other benefits and coworker relationships. Job satisfaction is an important arm of work attitude. Even when somebody is a renowned accountant, lawyer, nurse or doctor, his satisfaction at work matters most.

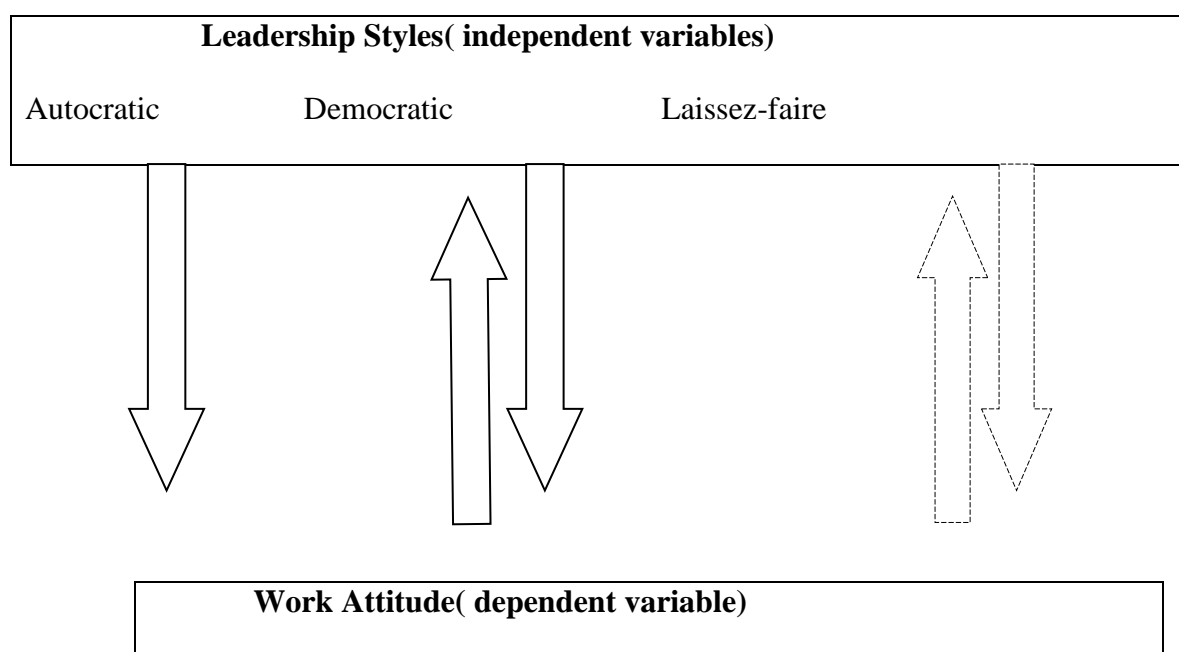
A highly committed staff could be one who accepts and believes in the library's values, is willing to put out effort to meet the library's goals, and has a strong desire to remain with the library. Staff who are committed to their library often refer to their library as "we" as opposed to "they" as in "in this library, we have great benefits." The way we refer to the library indicates the type of attachment and identification we have with the university library.

A library staff may become involved in their jobs in response to specific attributes of the work situation (New Charter University, 2012). New Charter University noted that high level of job involvement will be noticed when the work situation is meaningful; schedules are defined on

how work is to be done and behavioural standard identified, gives feedback, and provides backing for coworkers and supervisors. Many researchers have argued that improved efforts towards organizational success are a characteristic of job involved staff. Most times, job involved staff hardly move out to find jobs elsewhere. According to New Charter University (2012), there is no clear demarcation between job satisfaction and organizational commitment because most times, those elements that makes us job satisfied also makes us job committed.

See Figure 2.1 for the diagrammatic representation of the conceptual model.

**Fig 2.1:** Conceptual Model of University Librarians' Leadership Styles and Library Staff Work Attitude.



Source: Adapted from Maqsood, Bilal & Baig (2013).

In the conceptual framework, the dependent variable is work attitude while university librarians' leadership Styles are the independent variables. According to Eze (2011), the direction of influence in an autocratic environment is in one direction and democratic is in both direction, while in laissez-faire, power flow in from the direction of the leader to staff.

## **Theoretical Framework**

The theoretical framework is based on McGregor (1957) Theory X and Theory Y as follows:

McGregor (1957) Theory X and Theory Y

This study is anchored on Douglas McGregor (1957) Theory X and Theory Y assumptions.

McGregor (1957) noted that organizational decisions flow directly from leader's belief system.

Whatever leaders do, either in decision making or in using other management principles, all are linked to the leader's belief system. Theory X, according to McGregor (1957) states that;

- an average worker does not want to work
- and will avoid work if he can
- so, must be forced to work through coercion and threat of punishment.

While Theory Y on the other hand states that:

- most staff are not lazy
- staff enjoy working and to seek responsibility
- most staff are creative and imaginative
- staff not showing interest in their work is as a result of managements' inability to provide suitable working environment.

The relationship of the theory to the study is that Theory Y implies a more human and supportive approach to managing staff. McGregor's argument was that management has been ignoring the facts about staff. It had been following outmoded set of assumptions about staff because it adhered to theory X when the facts are that most staff could be closer to the theory Y set of assumptions. Some staff may have theory Y potential for growth; therefore, management's role is to provide an environment in which the potential of staff could be released at work. With

these assumptions, leadership role is to develop the potentials in staff and help them release that potential towards common objectives.

### **Theoretical Studies**

The theoretical studies were discussed under the following sub-headings:

#### **Leadership Styles**

A Theory X manager typically exhibits autocratic leadership style and permits little, if any, staff involvement in decisions (Shahzad, Rehman & Abbas, 2010). The library, whether public, private, or academic, usually has defined objectives for optimal information delivery. An integral, yet often invisible part of this information delivery, could be the guiding models of leadership. Allner (2008) noted that leadership in libraries had been bedeviled with the challenge of micromanagement and inadequate use of delegation of authority. The inability of leaders to effectively delegate responsibility and over indulgence on autocratic leadership style or pattern may lead to organizational failure. This may also be as a result of management's inability to effectively plan, organize and control. According to Ardichvili and Kuchenke (2010) and Egwunyenga (2010), an autocratic leader never allows staff decisions, and the leader is usually very far from staff. It is a leadership that is imposed on an organization and it is sometimes referred to as coercive leadership (Baughman, 2008). In short, autocratic leadership could lead to higher productivity but in the long-run, lack of initiative and institutional squabble are common. Eze (2011) argued that the increase in productivity experienced in an autocratic situation is as a result of the leader's use of performance recognition and sanction. Decision making is done by autocratic leaders; however, inputs from staff may be sought in the process, but hardly taken into consideration. This is because they are benevolent autocrats.

Autocratic leadership style opined Maqsood, Bilal and Baig (2013), is known for individual control over all decisions and little input from staff. Typically autocratic leaderships make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over staff. Some features of autocratic leadership as observed by Leadership Styles (2015), include little or no input from group members; leaders make the decisions; group leaders dictate all the work methods; group members are rarely trusted with decisions or important tasks.

Autocratic leadership could be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Nothing meaningful can be effectively achieved when a certain type of leadership style is used; hence Maqsood, Bilal and Baig (2013) argued that during military conflicts, group members may actually prefer an autocratic style. This style allows staff to focus on performing specific tasks without worrying about making complex decisions and to become highly skilled at performing certain duties, which can be beneficial to the organization.

Autocratic leadership could be good at times, but there may be many occasions where this leadership style could be a reason for inaction and this is why leaders who abuse an autocratic leadership style are often viewed as dictatorial. Innovative ideas may elude organizations as a result of the use of autocratic style. This stems from the inability of staff to contribute because they are not consulted. Some researchers have reported inadequate creative solution to problems in an autocratic environment. Autocratic leadership style prevents the use of creative ideas to problem solving; therefore leaders should learn to exercise restraint in the use of the style in the running of their institutions. Autocratic leadership style is sometimes termed the classical style.



It is a situation where the leader has all the power in terms of decision making and exercise of authority.

The leader does not consult staff, nor are they allowed to give any input, but are expected to obey orders and instructions without receiving any explanations. This is due to the fact that motivation environment is produced by creating a structured set of rewards and punishments.

Autocratic leadership style has been greatly criticized during the past 30 years and some studies informed that organizations with many autocratic leaders have higher turnover and absenteeism than other organizations (Cherry, 2015). These studies reported that autocratic leaders rely on threats and punishment to influence staff; do not trust staff; do not allow for staff input. In certain situation, autocratic style could be the best approach. The situations upon which the style could be used opined Leadership Style (2015), could include new, untrained staff who don't know which tasks to perform or which procedures to follow and effective supervision can be provided only through detailed instructions. Others are when staff do not respond to any other leadership style, there are high-volume production needs on a daily basis and there is limited time in which to make a decision.

The autocratic style of leadership according to Gosnos and Gallo (2013, p. 5), is characterized by the following features:

staff do not participate in the decision-making process; all decisions are made without the agreement of the staff; leaders rule with a heavy hand; leaders are uncompromising; they refuse to explain their behavior; leaders change staff obligations, with a previous agreement; leaders meticulously set the tasks and methods and do not leave the flexible space for the employees' decisions and initiative.

The autocratic style is also characterized by implementing the will of a leader, without taking into consideration the opinion of staff. Autocratic leaders decide alone, give orders to staff and expect them to carry them out, based on unilateral, top-down communication. In order to

motivate, leaders use their position to decide on the appropriate remuneration. Hence, Leadership Styles (2015) asserted that autocratic leadership style should not be used when staff becomes tense, fearful, or resentful; expect to have their opinions heard; there is low staff morale, high turnover and absenteeism and work stoppage.

The, what, when and how a task should be done are most times clearly stated by autocratic leadership. Leader and staff relationship are also clearly defined. Staff inputs are often not sought in decision making. Researchers have found that decision-making was less creative under autocratic leadership, hence Cherry (2015) indicated that it is more difficult to move from autocratic style to democratic style than vice versa. One of the management principles that is always put to use by an autocratic leader is control.

Autocratic leadership is an exchange process, so it is a matter of contingent reinforcement of staff based on performances. It motivates staff by appealing to their personal desires and on instrumental economic transactions. Autocratic leaders generally could use organizational bureaucracy, policy, power, and authority to maintain control. Previous leadership scholars according to Delong (2009) have identified providing contingent rewards on the fulfillment of contractual obligations as a reason for staff performance. This principal behavior represents autocratic leadership because it captures the exchange notion fundamental to transactional leader behavior. The transactions or exchanges included in contingent reward may include tangible (e.g., pay increases) or intangible (e.g., recognition) commodities.

An autocratic leader employs coercive tactics to enforce rules, manipulate people and decision making, and reward loyalty over merit. Douglas McGregor's Theory X believe that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity. Autocratic leadership's concern is strict compliance with organizational chart and

clear definition of processes. Fred Fiedler found that authoritarian leaders can be viewed as successful in certain task situations-allowing for the extremes of consideration and ruthlessness, depending on the situation (Men, 2010).

The autocratic leadership style is determined by the leader's power due to the fact that the leader has absolute power in a group or organization. The leader alone makes decisions and takes responsibility for the conduct, results and achievement of the organization. From co-workers he requires them to exclusively follow his instructions and directives, to respect and implement his decisions and orders and communicates formally and in written form. This leadership style can be applied for tasks that need to be urgently completed, with dependent associates in unstable working groups. In the beginning, this leadership style is effective and gives good results. However, argued Cherry (2015), if this type of leader behavior is applied long-term, without considering the level of human resources and the need for independence of associates, it becomes a limiting factor in the development of the organization. This style of leadership, characterized by unidirectional communication channels, confirms that autocratic leaders are mostly not interested in feedback and staff do not have influence and control over the decision making process. Hence, Hoyle (2012) opined that autocratic leadership style can be illustrated in the structure of a pyramid, whereby on the top of the hierarchy stands the leader, while staff are below.

When faced with the need to provide a decision, an autocratic leader is one who would come up with a solution for the entire group on their own. The autocratic leader would generally solve an issue and make decisions for the group using observations and what they feel is needed or most important for the majority of the group members to benefit at that time (Val & Kemp, 2015). These are the leaders that would decide for the group when they would wake up and

depart, and exactly how far they should go for that day. If the group came across any conflicts or barriers within the expedition, these leaders would also make the decisions on their own, inquiring feedback from the three hired instructors to ensure that their decisions were okay.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style, rather it is an abusive, unprofessional style called “bossing people around Clark (2015).” It has no place in a leader's repertoire. The authoritarian style should normally only be used on rare occasions. Maqsood, Bilal and Baig (2013) indicated that if you have the time and want to gain more commitment and motivation from your staff, then you should use the participative style.

Also, some of the appropriate conditions to use it are when you have all the information to solve the problem, you are short on time, and your staff are well motivated. Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. An autocratic leader dictates tasks and timelines to staff and imparts a strong focus on an objective hence Leadership for Communities (2015) acknowledged that the style could be especially functional for a team with inexperienced and/or unskilled members.

A satisfied worker shows positive work attitude and an unsatisfied worker arising from the use of autocratic leadership style is an unnecessary addition to his or her library's problems (Egwenyenga, 2010; Long, 2008). Egwenyenga and Long asserted that although autocratic leaders' emphasis is on high productivity, it often breeds counter-forces of antagonism and restriction of output. Frequently, it could result in hostile attitudes, a suppression of conflict, distorted and guarded communications, high labour turnover and absenteeism, low productivity

and work quality. This leadership tends to produce dependent and uncreative staff that are afraid to seek responsibility.

Autocratic style could be a useful way to accomplish work. It is not a complete failure. The picture of autocratic leadership style just presented has been an extreme one, but actually, the style exist in all shades of gray from rather dark to rather light. This is because this view of work according to Adeyemi and Adu (2013), built great railroad systems, operated giant steel mills and produced the dynamic industrial civilization that developed in the United States.

Olatunde (2010, p.8) in developing and sustaining team building spirit asserted that

The first step is “involve all those who are part of the problem or part of the solution”. Implementing this rule has been shown to produce better diagnoses and better solutions. This rule promotes an expanded participation method of problem solving. The second is “have decisions made by those who are closest to the problematic situation”. This rule pushes decision making lower in the organization, treat those closest to the problem as the relevant experts and gives more power to more people.

It appears that there is now an increasing awareness of the importance of modern leadership techniques and the positive relationship between organizational patterns and style of management. Before now, writes Adeyemi (2011), the traditional style dominated the African scene and the common denominator between the traditional and modern styles of management is staff participation. Adeyemi stated further that in many African traditional scenes, autocratic structure is being replaced by participatory leadership where there is a close co-operation between the leadership and his staff in the setting up and pursuit of job related objectives. The group works together as a team on problems of mutual concern, sharing ideas and information. This system tends to produce staff members who have good work attitude, who can increase

productivity and are more flexible and more adaptable to change, arising from being satisfied with their jobs (Akor, 2010; Peretemode & Peretemode, 2008).

Democratic leadership style emphasizes group and leader participation in formulation of policies that serves as guidelines for organizational operations. The leader derives power and authority from his followers. According to Hernon (2007), it is time consuming on the short-run but better on the long-run for the library because it promotes group productivity and staff shaped by this style are more mature, objective and less aggressive. Group cohesiveness may best be achieved in university libraries if the university librarians and their staffs become cognizant of the need patterns of one another. This symbiotic relationship acting as a cohesive agent could foster a spirit of mutual understanding, tolerance and co-operation.

It is a type of leadership style in which members of the group take a more participative role in the decision-making process. Cherry (2016) reported that democratic leadership environment causes staff to be more creative and innovative as a result increases productivity. Allowing staff to contribute in decision making makes them to feel at home and the consequence is higher productivity and positive work attitude. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members. Some of the primary characteristics of democratic leadership opined Eze (2011), includes staff are encouraged to share ideas and opinions, even though the leader retains the final say over decisions; staff feel more engaged in the process; and creativity is encouraged. Due to the fact that staff are encouraged to share their thoughts, democratic leadership seem better in providing ideas and more creative solutions to problems. Staff also feels more involved and committed to projects, making them more likely to care about the end results.

Though democratic leadership is often acclaimed as the best type of leadership style, it has some limitations (Olatunde, 2010). These limitations for example, may include when roles are not defined and timelines are needed and when staff are inexperienced, their input may not necessarily be needed. Democratic leadership may lead to abandonment of projects. Democratic leadership works best in situations where staff are skilled and eager to share their knowledge. It is also necessary that adequate time be allowed to enable staff contribute in the development of an action plan and eventually vote on issues before implementation. It encourages staff to be a part of the decision making. The democratic leader keeps his or her staff informed about everything that affects their work and shares decision making and problem solving responsibilities.

Maqsood et al. (2013) noted that the leader is the coach who dictates the tune but inputs from the staff are not ignored in decision making. It is a style that is characterized with higher productivity (which is sustained for a long period). Many staff likes the trust they receive and respond with cooperation, team spirit, and high morale in a democratic environment. According to Leadership Styles (2015), the democratic leader develops a plan of action for staff and allows them to assess their activities as against set goals. Staff are assisted to grow to the limit of their career. Achievement are also recognized and encouraged.

Democratic leadership style like other styles has some disadvantages. It may be most successful when used with highly skilled or experienced staff or when implementing operational changes or resolving individual or group problems. Leadership Styles (2015) highlighted the following as conditions under which democratic leadership style could be used or not to be used. It could be most effective when the leader wants to keep staff informed about matters that affect them and the leader wants staff to share in decision-making and problem-solving duties. Also,

when the leader wants to provide opportunities for staff to develop a high sense of personal growth and job satisfaction and you want to encourage team building and participation. Democratic leadership should not be used when there is not enough time to get everyone's input; it's easier and more cost-effective for the manager to make the decision and the business can't afford mistakes.

Democratic leaders demonstrate the elixir of human understanding. If applied with integrity, democratic leadership could reform organizations. Leaders using this style create an environment where staff are empowered to fulfill their highest needs and becomes member of a productive community.

Democratic leaders are servants to staff and guide them in creating and embracing a vision for the organization. They inspire and bring forth top performance and create a belief system of integrity, a cause beyond oneself, diversity of thought, and inclusiveness for all races and gender (Hoyle, 2012). Subsumed in this style according to Hoyle are moral leadership, leading with love, and spiritual leadership. Moral leadership is based on dignity and respect for the rights of others to self-determination within moral bounds of the organization. Rather than an arbitrary set of rules to follow, moral leadership is a covenant to do the right things for others and live that covenant in all human interactions. Also linked to democratic leadership is leading with love. This leadership style reaches beyond leading with heart, soul, and morality and moves on to the concept of love in an attempt to reteach the lesson of history's great leaders. The most powerful leaders in history are remembered not for their positions, wealth, and number of publications or position but for their unconditional love for others. Leading with love revisits ideas that guide human kindness, social justice, and servant leadership and rediscovers ways to replace anger,



mistrust, and hatred with love. This type of love is unselfish, loyal, and benevolent concern for the good of another.

Democratic leadership is more associated with positive emotions experienced by staff, whereas autocratic leadership is more associated with negative emotions. Democratic leaders inspire and motivate staff by clearly articulating a promising and compelling vision for the future. Men (2010) articulated that democratic leaders provides support to staff, encourage staff to learn and develop, and build good relationships with staff, which then nurture staff favorable perception of the organization. Autocratic leadership offers rewards (or threatens punishments) for the performance of desired behaviors and exerts more control. This type of leadership results in compliance and can be effective in some circumstances, but is less likely to generate trust and commitment to work (Zagoršek et al. 2008) and positive evaluation of the organization.

A democratic leadership style is defined by a leader who involves staff in decision-making and management. The leader encourages associates to participate in setting goals, determining processes, providing ideas and suggestions for solving necessary problems, as well as indulge in decision-making process. This type of leader does not give detailed instructions, or does he control staff but gives them the freedom to plan their work activities and is often characterized as encouraging and practicing participative decision-making and teamwork. Men (2010) emphasized that autocratic leadership can be explained through the saying that the leader achieves the organization's objectives through people, and that the democratic leader achieves goals with people. Little wonder that International Institute for Applied Knowledge Management (2013) acknowledged that this type of leadership emphasizes the leader's role in encouraging staff to achieve organization goals. The democratic leadership style is characterized by two way

channels of communication, including the exchange of feedback with staff, as well as the delegation of work and authority.

The democratic leaders are those who took a very relaxed yet in-control approach to leading staff. Democratic leaders, more often than not, would consult staff when approaching an issue and consider their suggestions, but the leader retains the final say in what particular approach is taken (Val & Kemp, 2015). Within the expedition setting, many of the participants displayed this kind of leadership by obtaining suggestions from other members of the group to come to a group consensus when trying to solve a problem or an issue. These leaders would then talk amongst themselves and come to a decision as to what the group would do.

This style involves the leader including one or more staff in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your staff will respect (Clark, 2015). This is normally used when you have part of the information, and your staff have other parts. Note that a leader is not expected to know everything - this is why you employ knowledgeable and skillful staff. Using this style is of mutual benefit - it allows them to become part of the team and allows you to make better decisions. The democratic leader involves team members in planning and decision-making, often through a formal information gathering and/or voting process. At best argued Leadership for Communities (2015), the democratic leader encourages ideas and input from all team members and motivates teams toward success and at worst, the democratic leader can leave out input from less aggressive team members and override feedback from members once a decision is made.

Democratic leadership encourages team spirit. Problems are brainstormed by the leader and his staff and inputs gathered with which final decision is taken. In Lewin's study, children in

this group were less productive than the members of the authoritarian group, but their contributions were of a much higher quality (Cherry, 2015). Democratic leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative.

Hoyle (2012) opined that democratic leaders strive to move away from the authoritarian boss-led mode of leadership to the human side of the enterprise espoused in the 1930s by Mary Parker Follett, Elton Mayo, Frederick Roethlisberger, and others. They found that productivity and human relationships were closely linked, and opened inquiry into informal structures and social systems. Follett's vision guided her to challenge the grip of scientific management on early twentieth-century industry. She believed managers should treat workers with dignity and change the workplace from strict authoritarian control over workers to a more collegial team concept. Chester I. Barnard in 1938 viewed successful organizations as humans working together to reach goals rather than impersonal structures to force productivity (Long, 2008). These pioneer writers who believed in democratic leadership see organizations as a social system where the social needs is paramount if there is to be increase in productivity. Also, Douglas McGregor and other like minds encouraged staff participation in decision making in organizations. These pioneer writers ideas did encourage decision making in organizations. Hoyle (2012) further argued that without a site based approach to problem solving, organizations become tightly controlled by rules and policies that are not conducive to effective teamwork.

Kai (2013) pointed out that when the communication pattern is top to bottom and ruled by the chain of command, teams become guided missiles for management. These missiles are told when to fire, how to fly, and where to strike. If the team missiles hit the wrong target, management blames the teams for the failures. Democratic leadership, however, leads to

delegation and communication about goals, processes of goal accomplishment, respect for diversity in team members, and a collective effort to seek quality in each task and final product. This collaborative process brings a family atmosphere to the workplace and creates respect for the contributions by each member.

According Ogunola, Kaleijaye and Abrifor (2013), democratic leaders are charismatic, so they motivate staff and appeal to their ideals and moral values by creating and representing an inspiring vision. This form of leadership involves the creation of an emotional attachment between leaders and staff. Democratic leaders take a real interest in the well-being of their staff. As described by Jin (2010), democratic leadership integrates the elements of empathy, compassion, sensitivity, relationship building, and innovation. It fosters a climate of trust, nurtures staff confidence, and encourages their individual development and include elements of participative decision making and sharing of power(Paracha,Qamar, Mirza, Hassan & Waqas, 2012).

By encouraging positive social interactions among staff, Adeyemi (2011) opined that the leader encourages positive work attitude. Providing opportunities for staff from different work areas or section to interact both socially and professionally can help improve work attitudes. Democratic leadership treats staff fairly and this produces many positive outcomes, but evidence suggests opined Caza, Caza and Lind (2011) that leaders' efforts to be fair are often unsuccessful because they emphasize the wrong aspects of justice. They tend to emphasize distributive justice, though staff may be most concerned with procedural and interactional justice. Democratic leadership style encourages division of labour and freedom of members to mix freely for the cross-fertilization of ideas which are all important for the success of the whole organization.

Laissez-faire leadership allows staff maximum autonomy in their jobs. Individual decision making, free exchange of information, interpersonal conflict resolution and minimal leadership control seems to be standards in this leadership style. Laissez-faire leadership style is a French term or expression which literally means “let people do what they wish” (DeLong, 2009). According to Akor (2010), this model of leadership is marked by indecision, vacillation and indifference and the leader seldom has no clear vision of organizational goals and develops no policies. He allows complete freedom to the group and staff to do as they wish. It is a kind of leadership where there are practically no rules in the organization or there may be rules but they are not enforced by the leader. The leadership grants freedom to group or individual decision without direction by the leader.

Staff work attitude under this leadership could be poor because they are free to do what they like. The leader, Egwunyenga (2010) asserted, has no authority and in such a situation, you find anarchy or chaos because staff activities are not guided by the leadership. This is because the leader merely sees his role as that of supplying materials needed by the group he is supposedly leading. This leadership, she opined further avoids power and responsibility and depends largely upon the group to establish its own goals and work out its own problems. Laissez-faire leadership takes a passive stance towards the problems of the group or the organization, “anything goes” is the watchword (Lee, 2010). This leadership style sets the tasks and gives staff complete freedom to complete the task as they deem fit. There is minimal involvement from the leader. The leadership however does not sit idle and watch them work. The leader is there to coach or answer questions and supply information if required. There is a benefit in this leadership style due to the fact that staff are developed to take responsibility which may lead them to improved motivation. However, with little guidance from the leadership, staff may

begin to feel lost and not reach the goals originally set within the time frame (LearnManagement, 2011).

Individual decision making, free exchange of information, interpersonal conflict resolution and minimal leadership controls could be standards in a laissez-faire leadership environment. Delong (2009) and Fatokun (2010) argued that if there is anything that will prevent an organization from optimizing its productivity, it is a laissez-faire management style. It is a propensity among organizational leaders to avoid too much interference in staff behavior.

Lee (2010) stated that delegative leadership style, popularly known as laissez-faire is a type of leadership style where most of the actions involved in leadership is left in the hands on staff. Due to this hands-off nature of leading, researchers have reported that it is the least productive style (Cherry, 2016). It should be noted however, that the leader is not completely hands-off because sometimes they are available to provide feedback and consult with staff. Laissez-faire leadership is characterized by very little guidance from leaders; complete freedom for followers to make decisions; leaders provide the tools and resources needed; group members are expected to solve problems on their own. While the conventional term for this style is 'laissez-faire' and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback.

The laissez-faire leadership style is also known as the "hands-off" style (Leadership Styles, 2015). It is one of the leadership styles in which the leader provides little or no direction and gives staff as much freedom as possible. Leadership Styles (2015) outlined when laissez-faire is to be used and when it should not. This is an effective style to use when staff are highly skilled, experienced, and educated; staff have pride in their work and the drive to do it successfully on their own and staff are trustworthy and have experience. This style should not be

used when it makes staff feel insecure at the unavailability of a leader; the leader cannot provide regular feedback to let staff know how well they are doing. It should not be used also when the leader doesn't understand his or her responsibilities and is hoping the staff can cover for him or her. Also, *Effective Leadership Styles* (2011) acknowledged that laissez-faire leadership can be effective in situations where group members are highly skilled, motivated and capable of working on their own. It is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions. A situation where staff are not good at setting their own deadlines, managing their own projects and solving problems on their own, projects can go off-track and deadlines can be missed. A laissez-faire leader occasionally uses his or her power and assigns a significant level of freedom to staff, in order to perform their jobs. Gonos and Gallo (2013) and Northouse (2011) asserted that the leader relies on staff to individually determine the objectives of their activities, the means to achieve them, as well as the implementation process. The leader may help staff to obtain the necessary information and ensure contact with the external environment. Laissez-faire leadership style is associated with a leader who provides the necessary information, obtains materials, manages technical resources and oversees working conditions. He often allows associates and individuals to make decisions with minimal supervision. This management style could provide positive results but assumes the existence of a well-established group of professionals, individuals, and creative experts, who have developed self-control and need the freedom to express their creative and intellectual potential (International Institute for Applied Knowledge Management, 2013).

The laissez-faire style is characterized by the leader's role in providing information to staff and maintaining good work conditions. The laissez-fair approach to leadership is based on the idea that the participants should be able to work problems out and make their way through an

expedition without too much extra guidance. These kinds of leaders would provide very little guidance when dealing with group issues and would allow group members to come up with decisions on their own.

Eze (2011) maintained that the laissez-faire leader would take an extremely “hands-off” approach to leading in order to encourage group problem-solving and critical thinking. However, the leader is still responsible for the decisions that are made. This is used when staff are able to analyze the situation and determine what needs to be done and how to do it. This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and have confidence in the people below you.

Leadership for Communities (2015) reported that at best, the laissez-faire leader promotes an acute sense of competence and expertise in team members and allows others to rise to their performance potential. At worst, this style could lack accountability for team failures. Laissez-faire leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation (Cherry, 2015).

The situation painted above according to Baughman (2008), breeds idleness, laxity, complacency and boredom, low productivity and poor work attitude. Just like autocratic style, staff / university librarian’s relationship may suffer. Series of quarrels are likely, leading to total breakdown of law and order resulting in little achievement of both library and individual goals respectively.



## **Work Attitude**

An appropriate attitude to work may be demonstrated when staff are positive about their job role, enjoy coming to work, provide support for other coworkers, are willing to take on new tasks, and take their responsibilities at work seriously (Kammeyer-Mueller, 2012). Creating and maintaining a positive attitude among workers could be important for morale problem solving, skill development and ultimately productivity in the work-place.

Work attitudes are multifaceted in their composition, in their structure, and in their temporal nature. Staff, of course, do not have only one work attitude. Kammeyer-Mueller (2012) further stated that the composition of attitudes staff have about their job and their work vary along many dimensions, most notably their target, their specificity (e.g., their recent pay raise versus their job as a whole), and their nature. Hettiararchchi and Jayarathna (2014) and Judge & Kammeyer-Mueller (2012) asserted that structurally, work attitudes are hierarchically organized, with perhaps an overall work attitude being the most general factor, followed by still relatively general work attitudes such as overall job satisfaction, organizational commitment and job involvement.

A satisfied staff tends to be absent less often, to make positive contributions and to stay with the institution. In contrast, a dissatisfied staff may be absent more often, may experience stress that disrupts coworkers, and may be continually looking for another job. Contrary to what a lot of leaders believed, opined Nart and Batur (2014) and Sussanty, Miradipta and Jie (2013), high levels of job satisfaction do not necessarily lead to higher levels of performance. Job satisfaction, a positive assessment of feeling seems to occur when work matches the individual needs and values. Younes (2012) noted that job satisfaction is often described as a single concept - that is, a person is satisfied with the job, or not. They stated further that it is best considered as

a collection of related work attitudes that can be divided into a variety of job aspects. For instance the Job Descriptive Index (JDI) is used to measure job satisfaction in terms of five specific aspects of a person's job.

Organizational commitment is another arm of work attitude. A staff with a high level of commitment is likely to see herself as a true member of the institution. For example, referring to the institution in personal terms like "we make high-quality products" (Younes, 2012), to overlook minor sources of dissatisfaction with the institution and to see herself remaining a member of the institution. The reverse seems to be the case when the staff is less committed. In organizations where human resource practices are implemented staff feel more committed to the organizations and they want to exhibit positive work attitude (Ahmad, Ahmad, & DanSyah, 2010; Shahzad, Rehman, & Abbas, 2010).

Job involvement results in staff tendency to exceed the normal expectations associated with his or her job because according to Olusegun (2012) he does not see job or work as just something to do to earn a living. Thus motivation is intrinsic and the staff has interest in learning how to perform the job better. On the other hand, a person with a lot of job involvement will derive intrinsic satisfaction from the job itself and will want to learn more and more about how to perform the job effectively. As a result, they seldom will be tardy or absent, they are willing to work on hours and they will attempt to be high performers and followed by more specific attitudes such as job satisfaction facets, specific dimensions of organizational commitment, and so on. A phrase that brings the idea of work life into focus as indicated by Changing Attitudes towards Work (2012) is "work to live, don't live to work."

As observed by Right Management (2012), people want to be around those who make them feel better about themselves. Staff with positive attitudes tends to be more productive

because they always see opportunity accompanying every challenge. The following as noted by Right Management (2012) are some of the gains of practicing positive work attitude. They are:

It is better for your mental health because you are better able to cope with stressful situations at work; ability to inspire and motivate self and others; Ability to turn every challenge into an opportunity or make less than ideal situations; other staff around you will also adopt a positive work attitude making it easier for everyone to get along in the workplace, and perceived as a leader and get more special projects to work on among others.

Most industry observers and practitioners agreed that frontline staff who are satisfied with and committed to their jobs share the institution's customer-oriented values, exhibit low levels of role stress, and deliver the highest level of service quality (Younes 2012). Jokisaari and Nurmi (2009) noted that longitudinal research also shows that declines in supervisor support during the period of organizational entry were associated with declines in job satisfaction. Unbecoming attitude to work could be as result of abuse of office by the leader.

One study demonstrated that pay satisfaction following a merit raise was much greater for those who had increment in salary (Schaubroeck, Shaw, Duffy & Mitra, 2008). It follows therefore, that those who are expecting increase in salary may be more satisfied when raises are disbursed. Hence, Harris, Anseel, and Lievens (2008) showed that pay satisfaction is often based on whom one compares oneself to - those who compare their pay to those who make much more than themselves are less satisfied than those who compare their pay to those who make only slightly more than themselves. Besides the main effect of organizational practices related to compensation argued Edwards and Cable (2009) research utilizing a polynomial regression approach to assess congruence suggests that the correspondence between staff values and organizational values is associated with more positive work attitudes. Studies have correlated individual reports of organizational characteristics as predictors of work attitude. For instance,

Judge and Kammeyer-Mueller (2012) found that the favourableness of organizational changes, the level and importance of the change put together predict staff commitment. Another study revealed that favourable reports concerning staff performance leads to staff job satisfaction and organizational commitment (Takeuchi, Chen, & Lepak, 2009). Another study involving cross level mediation according to Mayer, Nishii, Schneider and Goldstein (2007), found that the relationship between individual perceptions of organizational justice with work attitudes and job satisfaction was moderated by group-level justice climate. These studies, taken together, suggest that collective perceptions of situations are predictive of individual work attitudes.

### **Gender and Work Attitude**

Organizational commitment, a work attitude has been defined by researchers as the level of involvement and identification with a given organization. Therefore, organizational commitment includes the acceptance of organizational goals and a strong belief in these goals, willingness to perform substantial efforts on behalf of the organization, and having a definite desire to maintain organizational membership (Uygur & Kilic, 2009).

Chungtai (2008) indicated that job involvement and organizational commitment is somewhat similar in that they are both concerned with an employee's identification with the work experience. Job satisfaction is the amount of overall positive feeling that individuals have toward their jobs. Ekmekci (2011) asserted that organizational commitment and job involvement differs between males and females. According to Ekmekci, males are more committed to their organizations and they are more involved in their jobs. The reason, he argued can be explained with the role of male in society. The males appear to be more responsible for the daily bread of the family, while the females are often dependent on their husbands and this makes them, less jobs-involved or committed.

A good number of explanations accounting for the observed gender differences in work attitude can usually be classified as fitting either a “gender model” or “job model” (Eagly, 2013). The gender model claimed that the lower subjective work attachment of women is the result of these diverse socialization experiences. Chin-Wen, Chen-Yu and Chiang-Kuei (2012) argued that household and family responsibilities faced by employed women generate conflict between domestic and work roles which presumably further decreases their commitment, job involvement and job satisfaction. Assuming that the gender model is correct argued Rajadhiksha and Ramadoss (2012) the job involvement constructs should be stable among females and males. The gender explanation he continued implies that women and men are socialized to have low and high, respectively, levels of job involvement which are rather impervious to change in work conditions. Should this view be valid, asserted Ansari (2011), job characteristics could manifest little effect on job involvement once initial subjective job orientation is controlled.

Proponents of “job model” of work attitudes, however, predict that work conditions will be important determinants of job involvement regardless of earlier levels of subjective job involvement (Chungtai, 2008). Rather than attribute gender differences in work attitudes to divergent socialization processes and family situations, proponents of the “job model” maintain that disparities in job conditions could be the major sources of gender differences in work attitude. Also, Chiyem and Bojeghre (2016) observe that women exhibit lower levels of work commitment and involvement because they are segregated into the less rewarding and motivating jobs.

Uygun and Kilic (2009) posited that men have relatively positive work attitude than men. Uygun and Kilic argued two explanations for the above position. Women may arrive at a higher level by using different comparison groups; and men may be more willing to verbalize

dissatisfaction with work because of difference socialization. The most likely explanation could be that these processes operate in conjunction to produce greater reported job satisfaction among women.

Women have been found to have closer supervision, and more limited promotional opportunities than men, yet women's attitude towards their jobs are often more favourable than men's (Garikci, Antalyali & Oksay, 2015). Men and women may have different characteristics of work. Women may be more satisfied because they focus on their roles as home-makers, rather than their roles as workers and seem to derive additional satisfactions from this sphere. According to Zou (2009), in the job satisfaction literature, women, though argued to be shortchanged in the work world, are more satisfied with their job than men. Zou stated further that although effort has been made to interpret these puzzling situations, we have been, so far, unable to provide satisfactory explanation to the paradox of the contented women workers.

Rajadhyaksha and Ramodoss (2012) reported that information on gender and organizational commitment had mixed results. For example, the journal asserted that there are some authors who suggested that women are less committed to their work than men. Much of these contentions may have as their roots the idea that women, as a result of their socialization, place a greater emphasis on family roles than men (New Charter University, 2012). This may result in women placing less importance on their work roles whereas men's socialization process leads them to identify themselves as independent, assertive and goal-directed.

### **Relationship between leadership Styles and Work Attitude**

How the leader behaves influences people's attitudes and performance. Few leaders may understand the full significance of how influential their leadership style influences the performance and work attitude of their

employees. Leaders control both interpersonal and material rewards, and punishment that often shape staff behaviour and influence their performance, motivation and work attitude (Shafie, Baghersalimi & Barghi, 2013).

According to Adeyemi and Adu (2013), leadership styles could affect an employee's self-image and resulting potential in either positive or negative way by being supportive, fair, and encouraging, or unsupportive, inconsistent and critical. In addition, they may also affect an employee's health and energy level by creating a stimulating work climate or one filled with tension and fear. The influence of a leader's style reaches greater proportion as the effects on individuals begin to have cumulative effect on group work attitude.

It is essential that a leader should exhibit a positive personality profile and possess leadership skills and expertise to help further the goals of the organization. It is central to the success or failure of the entire operation. Awan and Mahmood (2010) opined that the mission statement notwithstanding, if the leadership cannot work with staff in a way that promotes commitment and sense of enjoyment about the work to be done, the chances of ever achieving anything more than mediocrity are slim.

It is important to remember that a university library is only as good as the people it employs. There is no gainsaying the fact that university libraries can become dysfunctional because of the staff who works within them and not always because of outside forces (Leadership Style, 2010). In an environment where the leader is democratic, staff seems to be more positive in their work attitude than staff who works under an autocratic leader. According to Shahab and Nisa (2014), leadership style has influence on staff behaviour, including their adoption of the institution's strategy and value and has been linked to

both institutional outcomes and staff work attitude. By ensuring that management is in tune with the needs of staff and that they are aware of the organization's needs, work attitude could be improved.

Leadership styles and behaviors could have a particularly powerful effect on staff work attitudes. Democratic leadership has a meta-analytic correlation with staff satisfaction (Shafie, Baghersalimi & Barghi, 2013). This shows that leader consideration behaviors such as showing concern and respect for followers and taking care of their welfare are a booster to their level of satisfaction with their leaders. Autocratic leadership style on the other hand has a somewhat weaker but still positive correlation with staff satisfaction with the leader. Eisenberger, Nishii, Schneider and Goldstein (2010) indicated that the aforementioned relationship between leader-member exchange and staff attitudes is stronger when staff identifies their supervisor with the organization. This informed Kai's (2013) assertion that democratic leadership has been linked to more positive staff emotions during the work hour and can buffer the relationship between emotion regulation and job dissatisfaction. Effective leaders could provide a sense of meaning and purpose by developing an exciting vision based on personal and organizational values. Dolatabadi and Safa (2010) said that leadership occurs where leaders and followers embrace a shared philosophy, raise one another to greater levels of motivation and develop an understanding of mutual needs, aspirations and values. Leadership is needed in university libraries, which, emphasizes coalition and teamwork.

Leaders have noted that work attitude is not a concept to be easily set aside because for a leader to succeed and avoid staff turnover, it is important that the elements or characteristics of work attitude should be maintained. Judge and Kammeyer-Mueller (2012) asserted that



leadership style is critical to work attitude and leads to productivity. It is only when cordial relationship exists between leader and staff that higher productivity ensues.

A leader that wants to make a success of his leadership must always endeavor to put others first. In the book *Leaders Eat Last*, the author Simon Sinek, noted that the success of every team is linked to the preparedness of the leaders to sacrifice their comfort for that of their staff (Leadership & Management, 2015). Leadership and Management (2015) indicated further that instead of protecting their selfish interest, leaders who make a difference build a circle of safety that separate the security inside the team from the challenges outside. By building this circle, the leaders earn the trust of the team and this result in a situation where everyone has a feeling of belonging and all energies are devoted to facing the common enemy and seizing big opportunities. When leaders make their staff's concern and comfort their priority, they completely win them over. When that happens, there is no limit to what the members can do to ensure the leaders' success.

People believe that good leadership begets good followership because a leader is one who sets the pace for others to follow. Azuh (2015) believes that progressive successes in a successive order are as a result of the foundation laid by the leader that stepped his feet on the ladder. According to Azuh, in a life time, the average person directly or indirectly influences ten thousand other people. Those in leadership position influence many people. In actuality, leadership carries such an incredible responsibility of making sure the followership is heading in the right direction and that the decisions the leader makes are character-based and the route he chooses is a good one. Real leadership means organizing the staff and establishing credible democratic institutions through which the aspirations and sentiments of staff can be expressed. Without such active participation, leadership is never tested nor fully accepted. There is good

correlation between good leadership and good followership because many philosophers believe that to have a near perfect society, where the leadership is accountable to staff, there must be followership that is pragmatic and responsible (Azuh, 2015). Followership, that has passed through moral transformation and regeneration.

### **Empirical Studies**

The following Empirical studies related to the study were discussed:

#### **Studies on Leadership Styles of University Librarians**

Akor (2010) studied the influence of democratic leadership style on the Job performance of librarians in North Central zone of Nigeria. It aims at determining the influence of democratic leadership style on job performance. Descriptive research design was used for the study. The population for the study consisted of 87 Librarians (staff). The Questionnaires was used for data collection. Data were analyzed using mean and standard deviation.

The study revealed that democratic leadership style does not significantly influence the job performance of librarians. That is, democratic leadership style has no significant relationship with work attitude. It was recommended that university librarians should be supervised and closely monitored by the University Authorities to ensure that autocratic and laissez-faire ones are checked.

The design for this study was appropriate and so is the statistics used in data analysis. The studies are related in the use of statistical tools- mean and standard deviation were used in the study. Both studies are partially related in content and scope- the study determined the influence of only democratic leadership while the present study determined the relationship between autocratic, democratic and laissez-faire leadership styles on staff work attitude.

Also, Al-Ababneh (2013) studied leadership styles of managers in five-star hotels and its relationship with employee's job satisfaction, a work attitude. A total of 2400 employees working in six five-star hotels in Jordan were the population of the study but 350 employees were selected as sample using random sampling technique. However out of the 350 questionnaires administered, 220 of them were retrieved and found usable.

The empirical results indicated that two types of leadership styles, namely, democratic and laissez-faire were found to have direct positive significant relationship with employees' job satisfaction. The study's results further showed that different leadership style will have different impacts on employee job satisfaction (a work attitude). An interesting finding is that democratic leadership has a strong influence on job satisfaction than laissez-faire while there was no correlation between autocratic style and job satisfaction.

The present study and Al-babneh (2013) are similar in the sense that both are descriptive survey and used questionnaire as instrument for data collection. However, there were some observed differences. For example random sampling was used to arrive at the sample size (350), while in the present study, the entire population for the study was used-there was no sampling because the population was small. The questionnaire for Al-Ababneh (2013) was adapted from American researchers while the present study's questionnaire was structured by the researcher.

Sakiru, Othman, Silong, Kareem, Oluwafemi and Yusuf (2014) researched on the relationship between Head of Department leadership styles and lecturers job satisfaction in Nigeria public universities. The study aims at ascertaining the relationship between transformational (democratic), transactional (autocratic) and laissez-faire leadership styles and their relationship with job satisfaction (a work attitude).

The research design used for the study was descriptive correlation and data were collected from the respondent with the aid of the questionnaire. The population of the study was 500 respondents with sample size 217. The Minnesota Satisfaction Questionnaire (MSQ) developed by (Weiss and Dawis, 1967) was used to measure job satisfaction of lecturers, while the leadership style of the head of department was measured by the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2000). The instrument was administered by the researcher with the help of Nigerian Coordinators (research assistants) in each school. The data collected were analyzed using mean, standard deviation and Pearson's Product-Moment Correlation statistics.

Findings revealed that a positive and moderate relationship exist between autocratic leadership and job satisfaction. The relationship between democratic leadership style and job satisfaction was also positive and moderate but linear. The result further indicated that the lowest positive relationship was between laissez-faire leadership style and job satisfaction. The study contributed useful information for educational leaders and researchers in the field of human resource development.

The study is related to the present study in a number of ways: both studies are descriptive survey design. They are also related in the use of research assistants in data administration and collection, and in data analysis. There are also some observed differences in methodology. In the present study the researcher used the whole population because the subjects are small. The study used 'table of random numbers' to arrive at the sample size (217) from a population of 500 respondents. Also, in the present study, the researcher constructed the instrument used while the study adopted MSQ and MLQ developed by Weiss and Davis (1967) and Bass and Avolio

(2000) respectively. The present study used mean and correlation in data analysis. Both studies are significantly related in content and scope.

Dolatabadi and Safa (2010) carried out an investigation on the effect of directive and participative leadership styles on employee work attitude in banking industry in Iran. In this research, data were collected from managers and frontline bank employees. From a total of 348 employee questionnaire distributed, 194 were found usable. The entire 87 managers questionnaires administered were retrieved and found usable. The instrument for the study was constructed by the researcher using a multiple-item method and each item measured on a five-point Likert scale from strongly disagrees to strongly agree. The instruments were evaluated for reliability using Cronbach alpha to measure the internal consistency, after which, it was found to be appropriate for the study.

Findings indicate that directive leadership has negative impact on employee work attitude. In other words, due to autocratic nature of directive leadership, this leadership style reduces employees' commitment to service quality and shared values between bank and employees. The finding further revealed that participative leadership significantly impacts on employee's work attitude. These findings demonstrate that employees who work in a participative bank environment are influenced by the firm's culture and values. Due to the directive nature of autocratic leadership (it excludes employees and limits their autonomy and decisions) employees will be less likely to accept organizational goals or strategies.

This study is related to the present study because both are survey research and are significantly related in scope-except that nothing was said of laissez-faire leadership style. The instrument used for the study was constructed by the researchers and internal consistency done using Cronbach alpha. Findings from both studies could be generalized. The researcher used 87

managers and 194 employees for the survey, while the present study, used all the respondents. Different approach was used in data analysis. Dolatabadi and Safa (2010) used Structural Equation Modeling (SEM), while the present study used correlation and mean for analysis. Structural equation modeling is a statistical technique for testing and estimating causal relations using a combination of statistical data and qualitative causal assumptions.

### **Studies on Work Attitude of University Library Staff**

Rast and Tourani (2012) did an evaluation of employees: An empirical study of airline industry in Iran. The purpose of this study was to determine level of employees' work attitude and empirically test the relationship between employees' work attitude and their gender.

The study adopted survey research design with a population of 912 employees of 3 private airline companies in Iran. The entire population was used for the study. However, out of the 912 questionnaires administered, 328 of them responded but 315 (34%) were found usable. The questionnaires consisted of a set of Likert type scales (multiple choice items). A pilot study was done using 20 employees. The Cronbach's alpha was calculated using Statistical Package for Social Sciences (SPSS) version 18.0 software. The instrument was adjudged reliable (alpha = 0.76). The study used t-test and mean in data analysis.

The result of an independent-sample t-test indicate that overall job satisfaction is slightly related to the gender of the employees but it is not statistically significant at the 0.05 level ( $p = .07$ ). In addition, the mean of job satisfaction facets was plotted against the difference in gender. The result indicates a weak relationship between respondents' gender and facets of job satisfaction. The research design used is appropriate for the present study, so also is the method of data analysis. The two studies are similar in design and analytical tools used. Both studies are partially related in content but differ significantly in scope. There is also a difference in the

disciplines covered (the study was done in the airline industry while the present study is in the library field).

Ekmekci (2011) investigated job involvement and commitment of employees in Turkey. The research explored the relationship between employees' job involvement and their feeling of organizational commitment and how some demographic factors influence the two work attitudes.

The study is a descriptive research design with a population of 300 employees working at two multinational companies in Turkey. The sample for the study was 210 employees. The statistical tools used in the study were mean, t-test, ANOVA, and regression analysis. Findings revealed that male workers are more involved and committed in their jobs than their female counterpart. It was also found that the level of organizational commitment and job involvement differs with respect to marital status, educational level and tenure variables. The study further showed that only 16.66% of the organizational commitment of the employees can be explained with the influence of factors other than job involvement.

The methodology used is related to the present study - the research design, method of data collection and in the instrument used. The population/sample size is adequate for the study. The present study used the entire population. Both studies are also related in terms of the analytical tools used. They differ partially in scope.

Ekere and Ugwu (2011) investigated the influence of age, gender and working experience on librarians' work attitude in university libraries in Nigeria. The purpose was to determine the influence of personal characteristics of librarians on their work attitude.

The study adopted survey research design with a population of 685 librarians from 25 federal and 26 state universities in Nigeria out of which a sample size of 458 was selected using

proportionate random sampling technique. Questionnaire was used for data collection and the analytical tools used were mean, standard deviation, t-test and ANOVA.

The findings revealed that older librarians are more positive in their work attitude than the younger ones and male librarians had higher work attitude than females. This means that there were significant age and gender differences in librarians' work attitude, favouring older and male librarians. The study of Ekere and Ugwu (2011) and the present study are similar in design and analytical tools used but differ in purpose and scope. The earlier study focused on the influence of age, gender, and experience on work attitude of librarians throughout Nigeria while the present dealt with relationship between library staff work attitude and their perception of the leadership styles of university librarians in South- East Nigeria.

Shahab and Nisa (2014) studied the influence of leadership and work attitude toward job satisfaction and job performance of human resources at Konawe hospital in Southeast Sulawesi. The number of respondents in this study was 79 respondents with the status of civil servants. The study was conducted using survey method. Questionnaire was the main instrument for data collection. The analysis technique used in the study was the concept of Equation Structural Model (ESM) with Partial Least Square (PLS) program. Partial Least Square (PLS) analysis is a powerful method because it does not have to assume a certain measurement data, it can be applied at all scales of the data and does not require a lot of assumptions and sample size. The purpose of the PLS model is to help the researcher to find the latent variables for prediction purposes in which the model is a linear aggregate of the indicators (Shahab & Nisa, 2014)).

The study revealed that leadership style has positive and significant influence on work attitude. The present study and the study of Shahab and Nisa (2014) are related in the sense that both are descriptive survey and used questionnaire as instrument for data collection. However,



the two studies differ in the analytical tools used in that whereas Shahab and Nisa (2014) used Partial Least Square (PLS) the present study used mean and ANOVA.

### **Summary of Literature Review**

This chapter reviewed literature that is related to university librarians' leadership styles as correlates of library staff work attitude. The review focused on autocratic, democratic and laissez-faire leadership styles, staff work attitude, and gender and work attitude. Leadership is one of the most important variables that contribute to the success of an organization. To lead is to engage in an act which initiates a structure in interaction with others and to follow is to engage in act which maintains a structure initiated by another.

Leadership style was defined as the characteristic way in which a leader relates with staff and handles the tasks before the group. In autocratic leadership style, power flows from the leader to staff, i.e in one direction. This occurs when the leader focuses more attention on goal attainment, directs, gives orders and uses punishment to secure compliance. On the other hand, the flow of influence with democratic leadership style is in all directions. This leadership style exists where the leader consults with his staff before taking decisions and encourages their active participation in all programmes. This leadership also recognizes the worth of the individual and therefore is concerned about promoting good human relation. In laissez-faire leadership environment, power weakly flows from leader to the staff.

Some literature accounting for the observed gender differences in work attitude could usually be classified as fitting either a "gender model" or "job model". The gender model claimed that the lower subjective work attachment of women is the result of diverse socialization experiences. Household and family responsibilities faced by employed women generate conflict between domestic and work roles which presumably further decreases their

commitment, job involvement and job satisfaction. Proponents of “job model” of work attitudes rather than attribute gender differences in work attitudes to divergent socialization processes and family situations, maintain that disparities in job conditions could be the major sources of gender differences in work attitude.

Literature showed that staff positive work attitude may not necessarily be contingent upon financial rewards alone but on the style of leadership adopted by their leaders, in this case, university librarians in the area of concern for the needs of staff in the libraries. The researcher observed that only few studies have addressed the topic of leadership within the field of librarianship and most of them are on Western and Asian origins. To the researcher’s knowledge, no study was found on perceived leadership styles of university librarians as correlates of work attitude of library staff in federal university libraries in South- East, Nigeria. Therefore, this study sought to fill this gap.

## **CHAPTER THREE**

### **METHOD**

This chapter presents the procedures that were adopted in this study under research design, area of the study, population of the study, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

The study adopted correlation research design. According to Nworgu (2015) correlation design seeks to establish the relationship between two or more variables as well as indicating the direction and magnitude of the relationship between them. In correlation research, data are collected in order to determine whether or not and to what degree a relationship exists between two or more variables. The design is appropriate because according to Peretomode, Peretomode and Ibe (2010), it is used to study quantifiable relationship between two variables.

#### **Area of the Study**

The area of this study is South-East, Nigeria which shares boundaries with South-South and North-Central. There are five federal university libraries in the area. The area comprised of five states, and each state has one federal university. The states includes: Abia, Anambra, Ebonyi, Enugu and Imo. The area was chosen to ascertain if the generally observed complaint at NLA organized conferences and seminars regarding poor work attitude of library staff could be hinged on leadership styles of the university librarians. Carrying out the research in the area would enlighten the university library leadership to make necessary adjustment in their practices with a view to enhancing staff work attitude.

### **Population of the Study**

The population of the study consisted of 274 library staff in all the federal university libraries that are on CONUSS 6 and above in the area of study. The population distribution by universities is presented as appendix VI on page 94.

### **Sample and Sampling Technique**

The entire population was studied without sampling because the size was not too large. However, out of the two hundred and seventy four (274) copies of the questionnaires administered, two hundred and forty three (243) representing 88.6% were retrieved and found usable.

### **Instrument for Data Collection**

The instrument for data collection in this study is a structured questionnaire titled ‘‘Library Staff Perceived Leadership Styles of University Librarians and their Work Attitude Questionnaire, LSPLSULWAQ’’. The instrument was developed by the researcher after intensive literature review. The questionnaire contained three sections (A - C). Section A dealt with demographic information of the respondents while section B contained twenty seven (27) items that measured autocratic, democratic and laissez-faire leadership styles. The leadership styles items were not identified with subheadings (items were mixed) to avoid bias and band wagon effect by respondents. The independent variables, that is, autocratic, democratic and laissez-faire leadership styles have nine items each. Section C contained 10 items that measured library staff work attitude. The sections were constructed by the researcher and validated by experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The response options of the items of the questionnaires were structured on Likert five-point scoring scale as Strongly Agree (SA) – 5

points; Agree (A) – 4 points; Undecided (UD) – 3 points; Disagree (DA) – 2 points; Strongly Disagree (SD) – 1.

### **Validation of the Instrument**

The leadership styles and library staff work attitude questionnaire was constructed by the researcher and validated by 3 experts in the Departments of Library and Information Science and Educational Foundations, Nnamdi Azikiwe University, Awka. The copies of the research questionnaires, title of the dissertation, purpose of the study, research questions and the hypotheses were given to the experts to guide them in the validation. The experts were requested to ascertain whether the instrument measured what it tended to measure. This was to ensure face and content validity. The instruments were adjudged valid by the experts, and their comments were used to produce final copies of the instruments.

### **Reliability of the Instrument**

A trial test was conducted in order to establish the consistency of the responses. Ten (10) staff of Delta State University Library, Abraka were used in the trial test. The data from the trial tests were analyzed using Cronbach Alpha and reliability coefficient of 0.83 and 0.86 were obtained for Section B (leadership styles) and Section C (work attitude) respectively. This indicated that the instrument was reliable. ( see Appendices II & III, pp. 86 & 87 ).

### **Method of Data Collection**

The questionnaire was administered to respondents in their respective libraries by the researcher with the help of five research assistants. The research assistants were briefed with respect to the category of staff the questionnaires were meant for. Out of the 274 copies of the questionnaire administered, 243 copies representing 88.6% were retrieved and used for the study.

### **Method of Data Analysis**

The data collected were analyzed using mean and Pearson' correlation to answer the research questions and test the hypotheses. The criterion mean scores (22.5 and 25.0) were used to analyze research questions 1 and 2 respectively. The interpretation of correlation coefficient by Best and Khan (2003) was used as decision rule for the other five research questions as follows: .00 to .20 (negligible), .20 to .40 (low), .40 to .60 (moderate), .60 to .80 (substantial), and .80 to 1.00 (high to very high). Also a null hypothesis is rejected if the probability (P) value obtained is less than the significance level of 0.05 and upheld, if the probability (P) value obtained is greater than the significance level.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

Data for this study were analyzed and presented in Tables according to the research questions and hypotheses as follows:

#### Research Question 1

What is the leadership style of university librarians in federal university libraries in South-East, Nigeria?

Data for research question 1 were analyzed and presented in Table 1.

**Table 1: Respondent's mean ratings on commonly used leadership styles of university librarians in South-East, Nigeria**

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Leadership Styles	Mean Scores
Autocratic	33.00
Democratic	34.6
Laissez-faire	29.21

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Table 1 revealed that with 22.5 mean cutoff point the leadership style mostly used by university librarians in the study area was democratic leadership style (34.6). This was followed by autocratic (33.00) and laissez-faire (29.2) in that order. This means that the commonly used leadership style was democratic leadership style.

#### Research Question 2

What is the work attitude of library staff in federal university libraries in South-East, Nigeria?

Data for research question 2 were analyzed and presented in Table 2.

**Table 2: Respondent's mean ratings and work attitude of library staff in university libraries in South-East, Nigeria**

No. of Staff	Mean Score	Remark
243	34.9	Positive

Table 2 is showing that the work attitude of library staff in the study area was positive. The mean cutoff point was 25.00 while the mean score was 34.9.

### Research Question 3

What is the relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in federal university libraries in South-East, Nigeria?

Data for research question 3 were analyzed and presented in Table 3.

**Table 3: Pearson correlation between perceived autocratic leadership style of university librarians and work attitude of library staff in South- East, Nigeria**

	N	Work Attitude	Autocratic Style	Remarks
Autocratic Style	243	1	-.148	
				Negative
Work Attitude	243	-.148	1	

Table 3 shows that the Pearson's Correlation Coefficient,  $r(243) = -.148$ . This shows that a negative relationship exists between perceived autocratic leadership style of university librarians and work attitude of library staff in federal universities in South- East Nigeria.



#### Research Question 4

What is the relationship between perceived democratic leadership style of university librarians and work attitude of library staff in federal university libraries in South-East Nigeria?

Data for research question 4 were analyzed and presented in Table 4.

**Table 4: Pearson correlation between perceived democratic leadership style of university librarians and work attitude of library staff in federal universities in South- East, Nigeria**

	N	Work Attitude	Democratic Style	Remarks
Democratic style	243	1	-.139	
				Negative
Work Attitude	243	-.139	1	

Table 4 shows that the Pearson's Correlation Coefficient,  $r(243) = -.139$ . This shows that a negative relationship exists between perceived democratic leadership style of university librarians and work attitude of library staff in federal universities in South- East, Nigeria.

#### Research Question 5

What is the relationship between perceived laissez-faire leadership style of university librarians and work attitude of library staff in federal university libraries in South-East Nigeria?

Data for research question 5 were analyzed and presented in Table 5.

**Table 5: Pearson correlation between perceived laissez-faire leadership style of university librarians and work attitude of library staff in federal universities in South- East, Nigeria**

	N	Work Attitude	Laissez-faire Style	Remarks
Laissez-faire style	243	1	-.035	
				Negative
Work Attitude	243	-.035	1	

Table 5 shows that the Pearson's Correlation Coefficient,  $r(243) = -.035$ . This shows that a negative relationship exists between perceived laissez-faire leadership style of university librarians and work attitude of library staff in federal universities in South- East, Nigeria.

### Research Question 6

What is the relationship between male library staff perception of the leadership styles of university librarians and work attitude of library staff in federal university libraries in South-East Nigeria?

Data for research question 6 were analyzed and presented in Table 6.

**Table 6: Pearson correlation between perceived leadership styles of university librarians and work attitude of male library staff in South- East, Nigeria**

	N	Male Work Attitude	Leadership Styles	Remarks
Leadership styles	71	1	.000	
				Positive
Male Work attitude	71	.000	1	

Table 6 shows that the Pearson's Correlation Coefficient,  $r(71) = .000$ . This shows that a positive relationship exists between perceived leadership styles of university librarians and work attitude of male library staff in federal university libraries in South- East, Nigeria.

### Research Question 7

What is the relationship between female library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East Nigeria?

Data for research question 7 were analyzed and presented in Table 7.

**Table 7: Pearson correlation between perceived leadership styles of university librarians and work attitude of female library staff in South- East, Nigeria**

	N	Female Work Attitude	Leadership Styles	Remarks
Leadership styles	172	1	-.084	
				Negative
Female work attitude	172	-.084	1	

Table 7 shows that the Pearson's Correlation Coefficient,  $r(172) = -.084$ . This shows that a negative relationship exists between perceived leadership styles of university librarians and work attitude of female library staff in federal university libraries in South- East Nigeria.

### Hypothesis 1

There is no significant relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in federal university libraries in South-East Nigeria.

Data for hypothesis 1 were analyzed and presented in Table 8.

**Table 8: Significance of relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in South- East, Nigeria**

	N	Work Attitude	Autocratic Style	P-value	Remarks
Autocratic style	243	1	-.148		
				.021	Significant
Work attitude	243	-.148	1		

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 8 shows that there is a significant relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in federal university libraries in South- East, Nigeria. The hypothesis was rejected. This is because  $r. (243) = .021$ ,  $P\text{-value} < 0.05$ .

### **Hypothesis 2**

There is no significant relationship between perceived democratic leadership style of university librarians and work attitude of library staff in federal university libraries in South-East Nigeria.

Data for hypothesis 2 were analyzed and presented in Table 9.

**Table 9: Significance of relationship between perceived democratic leadership style of university librarians and work attitude of library staff in South- East, Nigeria**

	N	Work Attitude	Democratic Style	P-value	Remarks
Democratic style	243	1	-.139		
				.030	Significant
Work attitude	243	-.139	1		

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 shows that there is a significant relationship between perceived democratic leadership style and work attitude of library staff in federal university libraries in South- East, Nigeria. The hypothesis was rejected. This is because  $r. (243) = .030$ ,  $P\text{-value} < 0.05$ .

### **Hypothesis 3**

There is no significant relationship between perceived laissez-faire leadership style of university librarians and library staff work attitude in federal university libraries in South-East Nigeria.

Data for hypothesis 3 were analyzed with and presented in Table 10.

**Table 10: Significance of relationship between perceived laissez-faire leadership style of university librarians and work attitude of library staff in South- East, Nigeria**

	N	Work Attitude	Laissez-faire Style	P-value	Remarks
Laissez-faire style	243	1	-.035		
				.583	Not Significant
Work attitude	243	-.035	1		

Table 10 revealed that there is no significant relationship between perceived laissez-faire leadership style and work attitude of library staff in federal university libraries in South- East, Nigeria. The hypothesis was accepted. This is because  $r(243) = .583$ ,  $P\text{-value} > 0.05$ .

#### Hypothesis 4

There is no significant relationship between perceived university librarians' leadership styles and library staff work attitude in university libraries in South-East.

Data for hypothesis 4 were analyzed with and presented in Table 11.

**Table 11: Significance of relationship between perceived leadership styles of university librarians and work attitude of library staff in South- East, Nigeria**

Predictors Entered	B	Beta	t	P	
Constant	34.121		10.161	.000	
Laissez-faire Leadership Style		-.012	-.011	-.152	.879
Democratic Leadership Style	.267	.209	3.104	.002	
Autocratic Leadership Style	-.251	-.210	-2.982	.003	

$R = .246$

$R\text{ square} = .061$

$\text{Adjusted } R\text{ square} = .049$

$F = 5.143$

Table 11 revealed that there was a statistically significant relationship between leadership styles and staff work attitude. The coefficient of determination, R square = .061 suggests that 6.1% of the variance in work attitude can be explained by the leadership styles. In other words, the work attitude of staff was weakly predicted by the leadership styles. For every one standard mark increase in laissez-faire score the model predicts an increase of - 0.12 standard marks in work attitude. Also, for every one standard mark increase in democratic leadership score the model predicts an increase of .267 standard marks in work attitude. Furthermore, for every one standard mark increase in autocratic leadership score the model predicts an increase of - .251 standard marks in work attitude.

### Hypothesis 5

There is no significant relationship between male library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East, Nigeria.

Data for hypothesis 5 were analyzed with and presented in Table 12.

**Table 12: Significance of relationship between perceived leadership styles of university librarians and work attitude of male library staff in South- East, Nigeria**

	N	Work Attitude	Male Styles	P-value	Remarks
Male style	71	1	.000	1.000	Not Significant
Work attitude	71	.000	1		

Table 12 shows that there is no significant relationship between perceived leadership styles and work attitude of male library staff in federal university libraries in South- East, Nigeria. The hypothesis was accepted. This is because  $r(71) = 1.000$ ,  $P\text{-value} > 0.05$ .

### Hypothesis 6

There is no significant relationship between female library staff perception of the leadership styles of university librarians and their work attitude in federal university libraries in South-East, Nigeria.

Data for hypothesis 6 were analyzed with and presented in Table 13.

**Table 13: Significance of relationship between perceived leadership styles of university librarians and work attitude of female library staff in South- East, Nigeria**

	N	Work Attitude	Female Styles	P-value	Remark
Female styles	172	1	-.084		
				.271	Not Significant
Work attitude	172	-.084	1		

Table 13 shows that there is no significant relationship between perceived leadership styles of university librarians and work attitude of female library staff in federal university libraries in South- East, Nigeria. The hypothesis was accepted. This is because  $r(172) = .271$ , P-value  $> 0.05$ .

### Summary of Findings

Findings of the study are summarized as follows:

1. The commonly used leadership style in the study area was democratic leadership.
2. Generally, the work attitude of library staff in the study area was positive.
3. There is a negative relationship between university library staff perceived autocratic leadership style of university librarians and their work attitude in South-East, Nigeria.
4. There is a negative relationship between university library staff perceived democratic leadership style of university librarians and their work attitude in South-East, Nigeria.

5. There is a negative relationship between university library staff perceived laissez-faire leadership style of university librarians and their work attitude in South-East, Nigeria.
  6. A positive relationship exists between perceived leadership styles and male staff work attitude in university libraries in South-East, Nigeria.
  7. A negative relationship exists between perceived leadership styles and female staff work attitude in university libraries in South-East, Nigeria.
  8. The relationship between perceived autocratic leadership style and staff work attitude was statistically significant.
  9. The relationship between perceived democratic leadership style and staff work attitude was statistically significant.
  10. The relationship between perceived laissez-faire leadership style and staff work attitude was statistically not significant.
  11. There was a statistically significant relationship between perceived leadership styles and staff work attitude.
  12. The relationship between perceived leadership styles and male staff work attitude is statistically not significant.
  13. The relationship between perceived leadership styles and female staff work attitude is statistically not significant.
-



## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discussed the findings of the study, conclusion, implications and recommendations. The chapter also contains limitations and suggestion for further studies.

#### **Discussion of Findings**

The discussion of findings was organized in line with major findings of the study.

#### **Leadership Styles of University Librarians**

Findings of the study show that university librarians in the area of the study used democratic leadership style more than autocratic and laissez-faire styles. This finding agreed with Akor (2010) and Nwaigwe(2015). In their separate studies, they revealed that the most commonly used leadership style was democratic leadership. The reason for this finding could be that though, democratic is time consuming in the short run, but in the long run it is better for the library because it promotes group productivity (Hernon, 2007). According to Hernon, staff shaped by this type of leadership style are more mature, objective and less aggressive. Group cohesiveness may best be achieved in university libraries if the university librarians and their staff become cognizant of the need patterns of one another. This symbiotic relationship acting as a cohesive agent could foster a spirit of mutual understanding, tolerance and cooperation. In situational approach to leadership, it is believed that a leader is a product of his functional relations to specific situations. The effectiveness of a leader thus could depend on how his leadership style interrelates with the situation in which the leader operates. Democratic leadership style emphasizes group and leader cooperation in formulation of policies that serves as guidelines for organizational operations. Using this style is of mutual benefit- it allows staff to become part of the team and allows you to make better decisions.

#### **Work Attitude of University Library Staff**

Generally, library staff work attitude was positive. This could be as a result of the leadership styles used in the libraries. A leader is required to have the ability to provide comfort to his staff in order to work correctly. An effective leader will run his function properly, not only

shown from the power and control but also by his attention to the well-being and satisfaction of staff. Attitude to work may be demonstrated when staff are positive about their job role, enjoy coming to work, provide support for other co-workers, are willing to take on new tasks, and their responsibilities at work seriously. According to Kammeyer-Mueller (2012) creating and maintaining positive attitude among staff could be important for morale, problem solving, skills development and ultimately productivity in the workplace. The study findings agreed with Shahab and Nisa (2014) when they reported that leadership has a positive and significant relationship with work attitude. That is, a staff who is satisfied with his work is likely to exhibit positive work attitude because how staff behave in their workplace is often linked to how they feel. However, Susanty, et al (2013) in their study concluded that work attitude has a positive influence but not significant towards leadership styles.

Jokisaari and Nurmi (2009) noted that longitudinal research has shown that declines in supervisor support during the period of organizational entry were associated with declines in job satisfaction. Unbecoming attitude to work could be as result of abuse of office by the leader.

### **Relationship between University Librarians Leadership Styles and Work Attitude of Library Staff**

The study revealed that there was a significant relationship between perceived autocratic leadership style of university librarians and work attitude of library staff in university libraries in South-East, Nigeria. This finding agreed with Dalatabadi and Safa (2010) in their study who found that autocratic leadership style has a negative effect on work attitude and positive influence on staff's role clarity. This finding also disagreed with Durowoju, Abdul-Azeez and Bolarinwa (2011) when they revealed in their study that autocratic styles positively predicted work attitude of faculty members. This could be as a result of the fact that autocratic leadership style could be a useful way to accomplish work. Autocratic leadership style is not a complete

failure. This outlook on workplace situation built great railroad systems, operated giant steel mills and created the vibrant and developed civilization that the United States of America is famous for.

However, This finding has been expressed by scholars such as Men (2010) who asserted that Douglas McGregor's Theory X becomes the authoritarian's pattern, believing that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity. They believe in a top-down, line-and-staff organizational chart with clear levels of authority and reporting processes. Ekere and Ugwu (2011) investigated the influence of age, gender and working experience on librarians' job satisfaction, an aspect of work attitude in university libraries in Nigeria. They found out that autocratic leadership style has negative impact on work attitude. In other words, due to autocratic nature of autocratic leadership, this leadership style reduces staff commitment to service quality and shared values between bank and staff.

Again, the study revealed that there was a significant relationship between perceived democratic leadership style of university librarians and work attitude of library staff in university libraries in South-East, Nigeria. This finding may be as a result of the fact that staff who works under democratic leaders' exhibit greater involvement and commitment because the leaders take a real interest in their well-being. There seems to be is a general conviction that certain types of leadership styles are more effective because they are more likely to bring out desirable work attitudes. The finding supports Jin's (2010) study in which it was revealed that democratic leadership integrates the elements of empathy, compassion, sensitivity, relationship building, and innovation. It fosters a climate of trust, nurtures staff confidence, and encourages their individual development.

In organizational context, leadership styles and behaviors could have a particularly powerful effect on staff work attitudes. Leader's consideration behaviour could have a meta-analytic correlation with work attitude. The strength of this correlation seems to suggest that leader consideration behaviours such as showing concern and respect for followers, and expressing appreciation and support are closely weaved together with the extent to which followers are satisfied with their leaders.

Also, the study showed that there was no significant relationship between perceived laissez-faire leadership style of university librarians and work attitude of library staff in university libraries in South-East, Nigeria. This finding could be as a result of the fact that Effective Leadership Styles (2011) acknowledged that laissez-faire leadership can be effective in situations where group members are highly skilled and capable of working on their own. Laissez-faire leaders offer little or no guidance to group members and leave decision-making up to group members. This could breed idleness, laxity, complacency and boredom, low productivity and poor work attitude (Baughman, 2008). As a result, university librarians' relationship with staff may suffer leading to total breakdown of law and order and in little achievement of both library and individual goals respectively.

Sakiru, Othman, Silong, Kareem, Oluwafemi and Yusuf (2014) researched on the relationship between Head of Department leadership styles and lecturers work attitude in Nigeria public universities and found that the lowest positive relationship was between laissez-faire leadership style and work attitude. Therefore, from the findings of this and reports of other previous studies, laissez-faire has a negative connotation, but library staff showed positive work attitude. This may be because the library staff showed maturity and understanding.

Again, the study found that there was a significant relationship between perceived leadership styles of university librarians and work attitude of library staff in university libraries in South-East, Nigeria. This finding could be as a result of the fact that the library staffs studied are mature and highly skilled and this made them to show understanding when their university librarians used a mixture of the leadership styles.

This finding agrees with Al-Ababneh (2013) who reported in his study that democratic and laissez-faire leadership styles were found to have direct positive significant relationship with staff work attitude. An interesting finding is that democratic leadership has a strong influence on work attitude than laissez-faire while there was no significant difference between autocratic style and work attitude. Al-Ababneh's (2013) results further showed that different leadership styles will have different impacts on staff work attitude.

In the present study, the leadership styles (autocratic, democratic, laissez-faire) generally did not influence library staff work attitude negatively. A leader is required to have the ability to provide comfort to his staff in order to work properly. An effective leader will be able to run his function properly, not only shown from the power and control but also by his attention to the well-being and satisfaction of staff.

Finally, the study revealed that there was no significant relationship between perceived leadership styles of university librarians and gender of library staff in terms of work attitude in university libraries in South-East, Nigeria. The findings agreed with Rast and Tourani (2012) who did an evaluation of employees' work attitude in an Airline industry in Iran. The purpose of this study was to determine level of work attitude and empirically test the relationship between staff job satisfaction and their gender. In that study, the mean of job satisfaction facets was plotted against the difference in gender. The result indicated a relationship between respondents'

gender and facets of job satisfaction. The findings agreed with Ekmekci (2011) who asserted that organizational commitment and job involvement differs between males and females. According to Ekmekci, males are more committed to their organizations and they are more involved in their jobs. The reason, Ekmekci argued can be explained with the roles of males in society. The males appear to be more responsible for the daily bread of the family, while the females are often dependent on their husbands and this makes them, less jobs-involved or committed.

Chin-Wen, Chen-Yu and Chiang-Kuei (2012) acknowledged that household and family responsibilities faced by employed women generate conflict between domestic and work roles which presumably further decreases their work attitude. According to Zou (2009) in the job satisfaction literature, women, though argued to be shortchanged in the work world, are more satisfied with their job than men. Zou stated further that although effort has been made to interpret these puzzling situations, we have been, so far, unable to provide satisfactory explanation to the paradox of the contented women workers.

## **Conclusion**

Based on the findings of the study, the following conclusions were made:

The commonly used leadership style in the area studied was democratic leadership style. However, the university librarians were more situational in their use of the leadership styles. The generally observed notion that university library staff have negative work attitude could not be attributed on leadership style in the study area; other factor(s) such as poor remuneration, poor facilities, non-conducive work environment etc. could be responsible.

The library staff exhibited positive work attitude. Positive attitude was practiced under autocratic and laissez-faire leadership styles. Positive work attitude could be guaranteed if university librarians become cognizant of the needs and well-being of staff working under them.

There was a statistically significant relationship between leadership styles and staff work attitude.

### **Implications of Findings**

The study has confirmed previous studies, that democratic leadership style is often reciprocated with positive work attitude and vice versa. The findings of the study implied that because the university librarians were generally using more of democratic leadership style in their leadership of the libraries, the work attitude of staff was influenced positively. Strained relationship could be expected if leaders apply autocratic style too often. Leadership role is to develop the potentials in staff and help them release the potentials towards common objectives. The use of democratic leadership style should be sustained.

The study has equally shown that positive attitude can be practiced under autocratic and laissez-faire leadership styles. Positive work attitude could be guaranteed if university librarians become cognizant of the needs and well-being of staff working under them. Leader consideration behaviours such as showing concern and respect for followers, looking out for their welfare, and expressing appreciation and support are synonymous with the extent to which staff are satisfied with their leaders. Situations are predictive of individual attitudes and there are indeed relationships between organizational characteristics (such as leadership styles) and work attitudes. Implicitly, democratic leadership style brings out the best positive work attitude, but when situation arises, that stern directive needs given, autocratic approach comes in occasionally. To relax nerves, some lapses of staff are overlooked, thereby applying laissez-faire approach. In all, democratic leadership is central in bringing out the best from staff.

## **Recommendations**

The following are recommendations arising from the findings of the study:

1. Greater use of democratic style of leadership should be continually emphasized and sustained by university librarians. This will enable university librarians to get the best from their followers.
2. The staff manifested positive work attitude. This they did through making their impacts felt positively even though the university librarians occasionally apply autocratic and laissez-faire approach. Sustenance of the above characteristic by library staff should be encouraged by the university librarians.
3. More conscious effort should be made by university librarians to ensure that staff are satisfied in their workplaces. When staff are satisfied with their work conditions, their work attitude would be positive.

## **Limitations of the Study**

The following are the limitations of the study:

1. The study was limited to federal university libraries in South-East, Nigeria alone, therefore the results would not be generalized because state- owned and private universities were not included.
2. The study was also limited to certain category of staff on CONUSS 6 and above in the federal university libraries studied. This limits the study's generalization to the entire staff.

## **Suggestions for Further Studies**

The following are suggestions for further research:

1. Adequate salary and work environment as correlate of work attitude of library staff in academic libraries in South-East, Nigeria.



2. Comparative research on relationship between leadership styles of university librarians and work attitude of library staff in public and private university libraries in South-East, Nigeria

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## APPENDICES

### APPENDIX I

#### **LIBRARY STAFF PERCEIVED LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND THEIR WORK ATTITUDE QUESTIONNAIRE**

Department of Library and  
Information Science,  
Faculty of Education,  
Nnamdi Azikiwe University,  
Awka.

Dear Respondents,

The researcher is a postgraduate student of the above named institution conducting a research titled: **Perceived Leadership Styles of University Librarians as Correlate of Work Attitude of Library Staff in South-East, Nigeria.**

The questionnaire is meant to gather information on the above mentioned topic. Your responses are for academic purposes only and they will be treated confidentially. Please, kindly respond as accurately as possible.

Thank you.

Yours sincerely,

**Joseph Chukwusa**

### Section A: Demographic data of Respondents

Instruction: Please tick the option for item below as it applies to you.

Name of Institution:

Gender: Male ( ) Female ( )

### Section B: Perceived Leadership styles of University Librarians

**Instruction:** Listed below are certain behaviours that could be exhibited by a university librarian on duty. Indicate by ticking (√) one of the response options for all the items, how much you agree that each of the statement is typical of your university librarian.

S/N	ITEMS	5	4	3	2	1
	<b>My University Librarian</b>	SA	A	UD	D	SD
1.	Avoids involvement in the way staff runs their units.					
2.	Depends on staff to set their own goals and means of achieving them.					
3.	Insists on increased services of library staff.					
4.	Encourages innovative thinking in the library.					
5.	Communicates very little with staff.					
6.	Facilitates library staff work.					
7.	Allows library staff participation in decision making.					
8.	Insists that library staff must follow standard rules and regulations.					
9.	Inspires library staff.					
10.	Monitors mistakes made by library staff.					
11.	Permit library staff to set their own pace while performing their duties.					
12.	Often don't explain actions to staff.					
13.	Delegate duties to library staff.					
14.	Make library staff to identify with my ideas.					
15.	Accepts new ideas and changes from library staff.					
16.	Act without consulting library staff.					
17.	Directs staff on what to do and expect them to comply.					
18.	Takes passive stance towards the problems of the library.					
19.	Permit library staff to use their own judgments in solving library problems.					

20.	Gives maximum autonomy to staff in the library.					
21.	Use coercion to make staff perform their work.					
22.	Allows staff a high degree of initiative while performing their library duties.					
23.	Do not engage in very strict supervision of staff.					
24.	Avoids interference in their work.					
25.	Only answer questions and supply information if required by library staff.					
26.	Let library staff do their work the way they want it.					
27.	Gives library staff a lot of independence while performing their duties.					

### Section C: Work Attitude of Library Staff

**Instruction:** Listed below are different aspects of attitudes workers exhibit. Indicate by ticking the option that is most appropriate to your work attitude.

S/N	ITEMS	5	4	3	2	1
		SA	A	UD	D	SD
1.	I dislike my work as a library staff.					
2.	My library is a great place to work.					
3.	Morale in this library is low.					
4.	I spend most of my time working in the library.					
5.	I joyfully accept and discharge any responsibility assigned to me.					
6.	I make more effort in my work than is expected.					
7.	I spend time chatting with my friends during work hours.					
8.	I hate working under pressure.					
9.	I do my work under strict supervision.					
10.	My library's policies are good.					

## APPENDIX II

### SECTION B: RELIABILITY COMPUTATION FOR LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS.

#### RELIABILITY

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded <sup>a</sup>	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.775	27

### APPENDIX III

#### SECTION C: RELIABILITY COMPUTATION FOR WORK ATTITUDE

Scale: WORK ATTITUDE

##### Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded <sup>a</sup>	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.902	10

## APPENDIX IV

## ANALYSIS OF THE LEADERSHIP STYLES AND WORK ATTITUDE

## Descriptive statistics

	Mean	N
Autocratic Style	32.98765	243
Democratic Style	34.58025	243
Laissez-faire Style	29.20988	243
Work Attitude	34.86008	243



**APPENDIX V**  
**SPSS OUTPUT OF ANALYSIS**

**Correlations**

		Laissezfaire	Workattitude
Laissezfaire	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.583
	N	243	243
Workattitude	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.583	
	N	243	243

**Correlations**

		Workattitude	Democratic
Workattitude	Pearson Correlation	1	.139*
	Sig. (2-tailed)		.030
	N	243	243
Democratic	Pearson Correlation	.139*	1
	Sig. (2-tailed)	.030	
	N	243	243

\*. Correlation is significant at the 0.05 level (2-tailed).

**Correlations**

		Workattitude	Autocratic
Workattitude	Pearson Correlation	1	-.148*
	Sig. (2-tailed)		.021
	N	243	243
Autocratic	Pearson Correlation	-.148*	1
	Sig. (2-tailed)	.021	
	N	243	243

\*. Correlation is significant at the 0.05 level (2-tailed).

**Descriptive Statistics**

	Mean	Std. Deviation	N
Workattitude	34.6914	5.89363	243
Laissezfaire	29.2099	5.10076	243
Democratic	34.5844	4.62164	243
Autocratic	32.9959	4.93721	243

**Variables Entered/Removed<sup>a</sup>**

Mode	Variables Entered	Variables Removed	Method
1	Autocratic, Democratic, Laissezfaire <sup>b</sup>	.	Enter

a. Dependent Variable: Workattitude

b. All requested variables entered.

**Correlations**

		Workattitud e	Laissezfaire	Democrati c	Autocrati c
Pearson Correlation	Workattitud e	1.000	-.035	.139	-.148
	Laissezfaire	-.035	1.000	.295	.410
	Democratic	.139	.295	1.000	.318
	Autocratic	-.148	.410	.318	1.000
Sig. (1-tailed)	Workattitud e	.	.292	.015	.010
	Laissezfaire	.292	.	.000	.000
	Democratic	.015	.000	.	.000
	Autocratic	.010	.000	.000	.
N	Workattitud e	243	243	243	243
	Laissezfaire	243	243	243	243
	Democratic	243	243	243	243
	Autocratic	243	243	243	243

**Model Summary**

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.246 <sup>a</sup>	.061	.049	5.74789

a. Predictors: (Constant), Autocratic, Democratic, Laissezfaire

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	509.723	3	169.908	5.143	.002 <sup>b</sup>
	Residual	7896.129	239	33.038		
	Total	8405.852	242			

a. Dependent Variable: Workattitude

b. Predictors: (Constant), Autocratic, Democratic, Laissezfaire

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.121	3.358		10.161	.000
	Laissezfaire	-.012	.081	-.011	-.152	.879
	Democratic	.267	.086	.209	3.104	.002
	Autocratic	-.251	.084	-.210	-2.982	.003

a. Dependent Variable: Workattitude

### Correlations

		Femalescores	Workattitude
Female	Pearson Correlation	1	-.084
	Sig. (2-tailed)		.271
	N	172	172
Workattitude	Pearson Correlation	-.084	1
	Sig. (2-tailed)	.271	
	N	172	172

**Correlations**

		Malescores	Workattitude
Malescores	Pearson Correlation	1	.000
	Sig. (2-tailed)		1.000
	N	71	71
workattitude	Pearson Correlation	.000	1
	Sig. (2-tailed)	1.000	
	N	71	71

## APPENDIX VI

### POPULATION DISTRIBUTION BY INSTITUTIONS

Institutions	Population
Nnamdi Azikiwe Library, University of Nigeria Nsukka.	103
Federal University of Technology Library, Owerri.	98
Prof. Festus Aghagbo Nwako Library, Nnamdi Azikiwe University, Awka.	33
Michael Okpara University of Agriculture Library, Umudike.	29
Federal University Library, Ndufu- Alike, Ikwo.	9
<b>Total Population</b>	<b>274</b>

**Source:** Institutions' Monthly Returns, 2017.

**APPENDIX VII****LIST OF UNIVERSITIES STUDIED**

**Federal University, Ndufu-Alike, Ikwo (FUNAI).**

**Federal University of Technology, Owerri (FUTO).**

**Michael Opara University of Agriculture, Umudike (MOUAU).**

**Nnamdi Azikiwe University, Awka (UNIZIK).**

**University of Nigeria, Nsukka (UNN).**