

CHAPTER ONE

INTRODUCTION

Background to the Study

The ever-evolving information environment of the 21st century brought about challenges to many organisations, including libraries. In order to surmount these challenges, it became necessary for these organisations to create value and gain competitive advantage in the environment they operate. Having a competitive edge depends on the leadership which influences employees' work-related attitudes in an organization.

Employees are the resources that promote productivity in any organisation hence they are the live-wire of any organisation. They are important contributing factors for effectiveness and efficiency of organisations. Employees provide labour, innovation, service and a host of other resources that make success possible in an organisation. This is why Singh and Sharma (2011) asserted that an employee is the most important asset for any organisation. It is therefore not surprising that leadership of organisations that value their employees put them first in the scheme of affairs of the organisations. This therefore serves as a motivating factor which spurs employees to exhibit high job involvement which would facilitate provision of adequate services.

Bringing together employees who come from different backgrounds and have different job perceptions together does not guarantee success in any organisation. Success lies in influencing them positively in such a manner that they should use their potentials to manipulate other resources to actualize the organisational goals. However,

the way employees perceive the leadership styles in an organisation to a great extent, determine their followership, job involvement and productivity.

Job involvement is acknowledged as one of the important employees' work-related attitudes. It is viewed as an employee's psychological attachment to the job (Bhatia, Deep & Sachdeva, 2012). This attachment to job is as a result of some factors which may include employees' characteristics, job satisfaction, leadership styles and work environment. Highly involved employees believe that their work is a very important part of their lives; as such they perform well on the job since their job is a vital aspect of their self esteem (Lodahl & Kejner as cited in Chughtai, 2008). When employees perceive job characteristics as positive, it may positively influence their work attitude and enable them to perform effectively, considering that job involvement enhances productivity (Tiwari & Singh, 2014). It is vital that organisations, including public libraries, create environment that will foster high job involvement among staff. This can be achieved through the leadership of such organisations, because effective management of employees and their work attitude depends to a great extent on the leadership abilities.

Involving employees in library job is indispensable in the public library because job involvement positively affects information services, library patronage and public perception of the library. Job involvement of various categories of staff in the library is crucial in ensuring that available resources and services are effectively utilised by library clientele. Effective job involvement is necessary in public libraries for adequate service delivery and improvement on the perception of the institution by library users. This is necessary considering the fierce competitive information environment of the 21st century

which portends that libraries are no longer the only information service delivery establishments. The importance of job involvement in organizations has been emphasized by different researchers such as Akinbode and Fagbohunbe (2014); Ekmekci (2010); Jafari, Shaarbafchizadeh, Yaghoubi, Zahmatkesh and Azami (2013); Uygur and Kilic (2009). According to these researchers, high job involvement leads to better outcomes and high productivities. In line with this, it became imperative that the public library staff are managed in such a manner that they should be highly involved in their jobs.

The public library offers opportunity for people to acquire learning experiences required for literacy and self development which will equip them to contribute to economic development of their society. Everhat (2012) noted that public library offers important resources in virtually every school subject, and enables community members to borrow textbooks and other information resources for learning and leisure. It provides spaces where teenagers and other member groups can study and congregate. In line with this view, Molly (2012) opined that public library has continued to transform lives, adopting new technologies, experimenting with innovation and transforming ideas to provide services that empower patrons to develop. Similarly, Osuigwe, Jiagbogu and Udeze (2012) noted that public library is a gateway to knowledge which provides favourable conditions for lifelong learning, independent decision making and sustenance of democratic institutions.

Public library has become more important in the present information society, in which information is used extensively as an aspect of economic, socio-cultural and political life. Accurate information is essential for effective operation and decision

making in all aspects and levels of human endeavour. Among all the libraries, it is only the public library that provides information materials for all ages and access to information without any type of discrimination. Public library is therefore an essential social amenity considering its role in the society. It can be best appreciated as a poor man's university and a centre for reaching the unreachable (Onebunne, 2008). The services provided by the public libraries are beneficial to the communities although the results may be long term, and hard to measure (Parameswaran & Vimal, 2008). In consideration of its roles, employees' job involvement in public libraries is vital for it to impact positively in society and attain its goals.

Public libraries employ librarians and library staff to accomplish efficient information service delivery. In support of this idea, Akinyemi and Ifijeh (2013) asserted that for libraries to achieve their objectives, they require human resources of various cadres. Tise (2007) noted that libraries have staff who package information in formats that are easily adopted by information seekers. Library staff comprise of males and females who use their talents and abilities to work for efficient and effective information service delivery. Librarians mentor, supervise, delegate duties to library staff and persuade them to be involved in their jobs for the benefit and retention of their heterogeneous clients, who are critical in the practice of librarianship (Aina, 2004). The level of their job involvement is dependent on individual and numerous factors that may foster or hinder attachment to jobs. High job involvement among staff can be realized through effective leadership, taking into cognisance that leadership is a process of influencing staff towards attainment of organisational goals. Thus, that kind of influence should be desirable to foster positive work attitude among subordinates (Anyaoobi, Nina-

Akpousung & Akpoma, 2012). In consonance with this line of thought, Euripides (as cited in Adair, 2007, p 2) emphasized that “ten good soldiers wisely led, will beat a hundred soldiers without a head”.

Public library is no exception in terms of the need for effective leadership. Librarians need to acquire effective leadership styles in order to meet demands of evolving information environment. Leadership of public libraries can be viewed at different levels ranging from the state central library, divisions, branches, departments, sections and units. These sections and units are managed by professionals who are responsible for the day to day activities in their different sections. Adair (2007) pointed out that the secret of success in any formal organisation is excellence of leadership at all levels, which facilitates the attainment of organisational goals. In line with this idea, every leader in the library, irrespective of the section assigned to the person to head, should work to achieve desired goal. Ascendancy to leadership positions in state public libraries is a process, which is based on seniority, in accordance with laid down rules and regulations guiding the civil service.

Librarians in public libraries work in line with the civil service rules in addition to the edict establishing the library. Fatokun, Salaam and Ajegbomogun (2010) asserted that library has its hierarchical structure, official decision making processes, institutional policy and routines which enable the institution to achieve set goals, in the ever-changing information society. Dynamic leaders are therefore needed to navigate the affairs of the public library through inevitable changes and uncertainty. In addition, library leaders should take up different leadership styles as each organisational situation demands. This will help them adapt to changes and motivate workers. Furthermore, it will enable them

to spur library staff to innovate and be involved in their jobs, remain relevant, valued and significant contributors to national development. Dynamic leaders involve their workforce in the achievement of organisational goals. In line with this view, it then becomes imperative that the leaders in the public library adopts different leadership styles which will foster the attainment of its goals.

Different leadership styles have different effects on employees. The most effective style a leader can use is a good mix of different leadership styles that are customized to the situation and organisations (Nwaigwe, 2015). Researchers identified some leadership styles such as autocratic, bureaucratic, democratic, participative, charismatic, situational, transactional, transformational, laissez-faire, and facilitative leadership styles (Germano, 2010; Khan, Khan & Ismail, 2015; Ojo (as cited in Opaleke, 2012). This study focused on the autocratic, bureaucratic and transformational leadership styles.

Autocratic leaders do not consult their subordinates for decision making and most of the time, they are power-crazy. Democratic leaders recognise their subordinates and consult with them on proposed actions/decisions and also implore them to participate (Abek-Ukaidi, 2015; Onah, 2007). According to Olaopa (2008), bureaucratic leaders work with clearly defined rules and procedures which stipulated the ways work should be done and give opportunity for continuity. Ahmadi, Ahmadi and Zohrabi (2012) described transformational leaders as those who inspire and encourage employees to achieve beyond expected goals and make them view the organisational goals as their own goals. Effective leaders understand and use different leadership styles. In addition, they know

when to apply each style considering staff characteristics and the situation at hand (Ratyan & Mohd, 2013).

A lot of focus has been paid to leadership styles and job involvement in different organisations, less attention has been directed to public libraries. For example, Jafari et al., (2013); Malik and Ansari, (2014); Nazem and Moziini (2014) found significant relationship between leadership styles and job involvement in organisations in Isfahan, India and Iran respectively. In contrast, Mester, Visser, Roodt and Kellerman (2003) found no significant relationship in their study which was carried out in organisation in Johannesburg. All the organisations are located outside Nigeria. The researcher could not see any study in relation to the perception of the library staff on the relationship that exist between leadership styles of librarians and their job involvement in public libraries of South-East and South-South Nigeria. There is therefore need to determine the relationship between perceived leadership style of librarians and job involvement of library staff, this will enable librarians to understand the leadership styles that will facilitate adequate job involvement among library staff. This gap necessitated this study with a view to filling the gap in literature.

Statement of the Problem

Leadership style and job involvement are among the indispensable factors necessary for the attainment of organisational goals. A good mix of leadership styles empowers staff potentials and working abilities which subsequently enhance efficiency in the process of actualizing set objectives. Job involvement facilitates performance. Effective job involvement enhances productivity, efficient service delivery and competitive advantage. Leadership styles have different effects on employees' job

involvement and the effects depend on staff perception of the style employed at a given situation.

One of the factors which can stall productivity in any organisation is application of a leadership style which does not match a particular situation. From the researcher's conversation with some community members, it seems that public libraries have not created enough positive impact on their users. One may therefore adduce this unsatisfactory state of affairs to the type of leadership styles employed by librarians in fostering and promoting job involvement of the library staff.

The researcher observed that some library staff formed the attitude of: absenting themselves from duty without permission and giving flimsy excuses whenever they were queried, habitual lateness to duty, seeking regular permission, absconding from work any time they like, gallivanting from one section to another when available in the office and delay in shelf-reading. These attitudes are signs of not being effectively involved in their jobs which affect productivity in the organization. Their job involvement seems to be influenced by the leadership styles of the librarians.

In order to discourage laxity and encourage effectiveness in rendering services to library users, it became imperative to carry out this study on the relationship between perceived leadership styles used by librarians and job involvement of library staff in public libraries in South-East and South-South Nigeria.

Purpose of the Study

Generally, the study was set to determine the relationship between perceived leadership style of librarians and job involvement of library staff in the public libraries in

South East and South-South Nigeria. Specifically, the study determined from the perception of the library staff:

1. the leadership styles utilised by librarians in public libraries of the South-East and South-South Nigeria.
2. the job involvement of library staff in public libraries in South-East and South-South Nigeria.
3. the relationship between autocratic leadership style of librarians and job involvement of library staff in the public libraries in South-East and South-South Nigeria.
4. the relationship between bureaucratic leadership style of librarians and job involvement of library staff in the public libraries in South-East and South-South Nigeria.
5. the relationship between transformational leadership style of librarians and job involvement of library staff in the public libraries in South-East and South-South Nigeria.
6. the relationship between autocratic leadership style of librarians and job involvement of male library staff in public libraries in South-East and South-South Nigeria.
7. the relationship between autocratic leadership style of librarians and job involvement of female library staff in public libraries in South-East and South-South Nigeria.

8. the relationship between bureaucratic leadership style of librarians and job involvement of male staff in public libraries in South-East and South-South Nigeria.
9. the relationship between bureaucratic leadership style of librarians and job involvement of female staff in public libraries in South-East and South-South Nigeria.
10. the relationship between transformational leadership style of librarians and job involvement of male staff in public libraries in South-East and South-South Nigeria.
11. the relationship between transformational leadership style of librarians and job involvement of female staff in public libraries in South-East and South-South Nigeria.

Significance of the Study

The result of the study will be of immense benefits to librarians, library staff, library users, students of library and information science and the general public.

Specifically, librarians will benefit from the results of the study as it will expose the relationships that exist between the three leadership styles of librarians as perceived by the library staff and their job involvement. When the relationship is made known to librarians, it will enable librarians to predict and use leadership styles that will stimulate library staff to be well involved in their jobs.

Library staff will benefit from the results of the study because knowledge of the relationships will enable librarians to know when to employ effective leadership styles.

This will create peaceful work environment that will facilitate library staff empowerment and participation in decision making which will enable them to see the job as their own and spur them to be highly involved in their jobs.

Furthermore, users of the public libraries will benefit from the results of the study. The results will enable librarians to utilize different leadership styles especially the ones that have positive relationships with job involvement. This will inspire library staff to be highly involved in their jobs and render desired library services that will enhance library usage.

Students of library and information science and librarians will benefit from the results of the study as the result when published, will add to existing knowledge.

The general public will benefit from the results of the study because the librarians will blend leadership in the management of library staff in the public libraries for desired job involvement and effective information service delivery to the general public.

Scope of the Study

The study focused on relationship between perceived leadership styles of librarians and job involvement of library staff in public libraries in South-East and South-South Nigeria. In addition it was restricted to library officers, library assistants, library attendants and data processing officers working in public libraries. The study focused on three types of leadership styles namely autocratic, bureaucratic and transformational leadership styles. These leadership styles were chosen because different leadership styles are used to handle different challenges in the work place depending on tasks to be achieved and the quality of staff in an organization. Also, these leadership styles are

always applicable in public institutions. Gender as a predisposing factor towards leadership style and job involvement was considered. Leadership styles serve as independent variables, while job involvement serves as dependent variable. The work did not involve any kind of comparison between the zones. Hence another research can be done on that.

Research Questions

The study was guided by the following research questions, from the perception of library staff:

1. What leadership styles are utilised by librarians in public libraries in the South-East and South-South Nigeria?
2. What are the job involvement of library staff in public libraries in the South-East and South-South Nigeria?
3. What is the relationship between autocratic leadership style of librarians and job involvement of library staff in public libraries in the South-East and South-South Nigeria?
4. What is the relationship between bureaucratic leadership style of librarians and job involvement of library staff in public libraries in the South-East and South-South Nigeria?
5. What is the relationship between transformational leadership style of librarians and job involvement of library staff in the public libraries in the South-East and South-South Nigeria?

6. What is the relationship between autocratic leadership style of librarians and job involvement of male library staff in public libraries in the South-East and South-South Nigeria?
7. What is the relationship between autocratic leadership style of librarians and job involvement of female library staff in public libraries in the South-East and South-South Nigeria?
8. What is the relationship between bureaucratic leadership style of librarians and job involvement of male staff in public libraries in the South-East and South-South Nigeria?
9. What is the relationship between bureaucratic leadership style of librarians and job involvement of female staff in public libraries in the South-East and South-South Nigeria?
10. What is the relationship between transformational leadership style of librarians and job involvement of male staff in public libraries in the South-East and South-South Nigeria?
11. What is the relationship between transformational leadership style of librarians and job involvement of female staff in public libraries in the South-East and South-South Nigeria?

Hypotheses

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

1. There is no significant relationship between autocratic leadership style of librarians and job involvement of library staff in public libraries.

2. There is no significant relationship between bureaucratic leadership style of librarians and job involvement of library staff in public libraries.
3. There is no significant relationship between transformational leadership style of librarians and job involvement of library staff in public libraries.
4. There is no significant relationship between autocratic leadership style of librarians and job involvement of male library staff in public libraries was not significant.
5. There is no significant relationship between autocratic leadership style of librarians and job involvement of female library staff in public libraries.
6. There is no significant relationship between bureaucratic leadership style of librarians and job involvement of male library staff in public libraries.
7. There is no significant relationship between bureaucratic leadership style of librarians and job involvement of female library staff in public libraries.
8. There is no significant relationship between transformational leadership style of librarians and job involvement of male library staff in public libraries.
9. There is no significant relationship between transformational leadership style of librarians and job involvement of female library staff in public libraries.
10. Autocratic, bureaucratic and transformational leadership styles of librarians in public libraries do not significantly predict job involvement of library staff.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature that related to the study was reviewed in this chapter. The review was done under the following subheadings: conceptual framework, theoretical framework, theoretical studies, empirical studies and summary of the review of related literature.

Conceptual Framework

Leadership

Leadership Style

Librarian

Library Staff

Job Involvement

Public Libraries

Theoretical Framework

Behavioural Theories of Leadership – University of Michigan Studies

Contingency Theories of Leadership – Path-Goal Theory

Theoretical Studies

Leadership Styles of Librarians

Job Involvement of Library Staff

Leadership Styles and Job involvement

Leadership Styles, Job Involvement and Gender

Empirical Studies

Leadership Styles

Job involvement

Autocratic Leadership Style and Job Involvement

Transformational Leadership Style and Job Involvement

Leadership Styles, Job Involvement and Gender

Summary of the Review of Related Literature

Conceptual Framework

Leadership

Leadership is a critical factor in the attainment of organisational goals. This is why in periods where leadership is inactive, organizations do not grow. Progress occurs when courageous, skillful and dynamic leaders are put in the leadership positions to persuade, influence, motivate and guide their group who collaborate to contribute towards the collective attainment of the objectives of the organisation. Northouse (2007) defined leadership as a process whereby an individual influences a group of people to achieve a common goal. Explaining this definition, one can say that leadership is a process which involves influencing others within the context of a group, involves goal attainment, and these goals are shared by leaders and their followers.

Similarly, researchers such as Hersey and Blanchard (as cited in Fehimehim & Popoola, 2013); Robbins (2001) defined leadership as the process of influencing others towards organisational performance for attainment of goals in a given situation. This sort of influence is the type which positively empowers employees to be involved in their jobs. In corroboration to this view, Anyaobi, et al. (2012) asserted that the kind of influence desirable should revolve around the behaviour that has to positively change the work attitude of subordinates; such influence of the leader on subordinates must be seen to be a positive one that will effectively help subordinates to attain organisational goal.

Leadership inspires subordinates to achieve goals, that is why Armstrong (2009); and Jang and Hartog (2007) noted that leadership is the process of inspiring people to do their best to achieve a desired result. This involves developing and communicating a vision for the future; motivating people and securing their engagement for positive outcomes from public libraries. Leadership is “a process of interaction between leaders and the led where the leaders attempt to influence the led in order to achieve a common goal” (Voon, Lo, Ngui & Ayoh, 2011, p. 25). According to Aboirous (2013), leadership is a process to change or create something from what otherwise would be chaos. This implies that leadership is important to co-ordinate affairs of the organization to avoid it from being in disarray. Liao, Lu, Huang and Chiang (2012) conceptualized leadership as the application of various behaviours and methods, leading members to achieve shared goals. Leaders choose any behaviour they feel that will give enablement for the attainment of goals.

The majority of the definitions available on leadership reflect the assumption that it involves a process where there is deliberate influence by one person over other people to guide, structure and facilitate activities and relationships in a group or organisation. Defining leadership as a process makes it possible for everyone, not just a selected few who are born with it. Leadership is about influence, the ability to influence your subordinates, your peers, and your bosses in a work or organisational context (Yukl, 2006). Without influence, it is impossible to be a leader.

Leadership requires skill to exhibit desired influence, in line with this, Chidi and Segun (2015) asserted that leadership can be seen as the skill or ability to steer people positively or negatively towards the actualization or achievement of a set of goals and

objectives. When the leadership in public libraries in South-East and South-South Nigeria steers library staff positively, they will feel happy and this will enable them to be involved in their jobs. On the other hand, when those in leadership steer library staff negatively, counter-productive work behaviours will occur. According to Vigoda-Gadot (2007), leadership is a behaviour that gives purpose and meaning. The leadership must be an effective one to give meaning to an organisation.

Leadership is the key trust that comes from the respect of others (Mintzberg, 2010). Trust is the foundation on which leadership stands. Trust affects a leader's impact and the organisation more than any other single thing. Leaders who inspire trust get better outcomes, morale, retention, innovation, loyalty, and revenue while mistrust fosters disbelief, frustration and turnover (Horsager, 2012). When both leader and subordinate trust each other, it is easier for them to work in harmony. Definitely, when there is trust between librarians and library staff, the work environment will be peaceful. Trust also affects the various organisational behaviour concepts such as motivation, team management, learning and communication. If there is mutual trust between the leader and the employees, they will be motivated to do their job in high spirits along with an overall enhancement of learning and communication skills. Relationship in the team will also improve, thereby giving better results for the organization. Trust begets trust (Robbins, Judge, Millett, & Waters-Marsh, 2008), though it takes time to be achieved, it must be earned considering its contribution to positive outcomes in all organisations. Trustworthiness is often the key to positions of leadership as trust is fundamental to all manner of organized human groups, whether in education, business, the military,

religion, government, or international organisations (Ivancevich, Konopaske & Matteson, 2007).

Leadership fosters employees to work mutually. This may be the reason why authors such as Bushra, Usman and Naveed (2011) viewed leadership as a bond which makes people work mutually. Leadership is seen as the reciprocal process of mobilizing people with certain motives and values. This is done with various economic, political, and other resources in a context of competition and conflict (Burns as cited in Northouse, 2013). Probably in order to achieve goals independently or mutually held by both leaders and followers.

Essentially, Ibukunoluwa and Oluwadamilola (2013) viewed leadership as a function ingrained in management. According to them, these two concepts are closely related especially within organisational setting but leadership is a characteristic of management that is not exhibited by all managers. The extent to which a manager can influence group members to behave in desired manner and express commitment to group goals is a reflection of his leadership characteristics. Leadership involves the enhancement of a person's vision, performance, and potential beyond its normal limitations. The weakest and dullest set of people can be transformed into the most efficient workforce through effective leadership. They asserted that leadership is one of the roles of a manager which is not necessarily carried out by all managers on a daily basis.

Leadership is indispensable in any organisation. Jabbar and Hussein (2017) asserted that leadership plays a key role in order to form and enforce a strategy. The role

of leadership is to establish direction, align people, motivate, inspire and provide good working environment necessary for optimal performance (Northouse, 2009). Sharing the same view, Chi, Tsai and Chang (2007) opined that leadership has played an important role in human development. According to the authors, it refers to the procedure of influencing major change throughout an organisation and its membership in order to push an organisation toward common goals and objectives.

Leadership is bestowed on people in government offices in consideration of individual position. According to Fatokun et al. (2010) leadership is in hierarchy and is usually illustrated as a triangle with the head at the apex of the triangle and authority flowing downward to all other part of the triangle. Ifidon and Ifidon (2007) defined leadership as the dynamic process of influencing staff so that they will willingly and enthusiastically work with zeal and confidence towards the accomplishment of the library's objectives. In agreement with the definition of Ifidon and Ifidon, the researcher defined leadership in public libraries as a process of persuading and motivating people with choice of behaviours to willingly use their potentials and get involved in the activities of the sections to accomplish library goals.

Leadership Style

Leadership style, according to Bosio (2013) is the way in which leaders influence and stimulate the activities of the group members. Leadership styles encompass how the leaders relate to others within and outside the organisation; and how they view themselves and their positions. Leadership style is a combination of

traits, skills and behaviours that leaders use while they influence their clients (Lussier & Achua as cited in Bosiok, 2013).

In the words of Rajasekhar and Vijayasree (2012), leadership style refers to a way of behaving and therefore every person may have his/her own style of functioning. Leadership style represents an indispensable aspect of leadership. It is a special way of conducting an organisation. Leadership style is the behaviour pattern used by leaders to resolve organisational issues. There are different leadership styles that can be identified in various leaders. Thus, every style has its own set of good and not-so-good characteristics.

Armstrong (2009) stated that leadership style, which is often called management style, describes the approach managers use to deal with people in their teams. Chartered Management Institute (2013) maintained that, Leadership style is the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his or her colleagues and team members. Leadership style can also be seen as the way in which functions of leadership are carried out, as well as the way in which the manager typically behaves towards members of the organisation. The focus on leadership style is on the idea that subordinates are more likely to work effectively for managers who adopt a certain style of leadership than they will for managers who adopt alternative styles. Achieving expected efficiency in leading employees is associated with adopting a leadership style that suits the situation.

Leadership styles definitely foretell the outcomes of the organisations. Obiwuru, Okwu, Akpa and Nwankwere (2011) explained that leadership styles are predictors of

effectiveness whereby leadership style in an organisation is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individual in the organisation. Pirraglia (2013) asserted that leadership styles have significant effects not only in small businesses but also in the world's largest corporations. These styles affect everyone from senior management to the newest college intern; and create the corporate culture that influences the organisation and its performance. Quoting the work of Shamir (as cited in Uchenwamgbe, 2013, p. 223) "leadership styles have diverse effects on variables such as flexibility, standards, rewards, clarity and commitment and in some cases on organisational climates as the behaviour of the leader produces motivation mechanisms which have effect on the conduct of individual's performance in the organisation".

The success of any organisation hinges on the type of leadership styles being used. In line with this, Mclaggan, Bezuidenhout and Botha (2013) maintained that success in an organisation in terms of attainment of goals and realization of objectives depends on managers and their style(s). Sabnett and Ross (2007) submitted that leadership styles are important for effectiveness of services and librarians should possess leadership skills to appropriately lead and manage their departments. However, the best leadership style in any organisation is that which empowers subordinates' potentials and working ability to enhance efficiency in the process of attaining organisation's objectives (Saad, Muhammad & Rafi, 2012).

Leadership styles according to Northouse (2013) can be defined in terms of power relationship that exists between leaders and followers. He emphasized that leaders have power that they wield to effect change in others. Therefore to fully understand

leadership, it is of vital importance to understand power. Power has been viewed as the potential of a process to influence people and the right that allows individuals to have decisions about specific matters (Rollinson, 2005).

Furthermore, Faghihi and Allameh (2012); Mosadegh and Yarmohammadian (2006) proposed that leadership style can be viewed as a series of managerial attitudes, behaviours, characteristics and skills based on individual and organisational values, leadership interests and reliability of the employees in different situations. In addition, Al-Ababneh (2013) noted that leadership style is an interactive process among individual groups that include a structured or restructured situation, members' expectations and perceptions. Leadership style is considered as one of the most determinants of employee job satisfaction, commitment and job involvement (Ezeuwa, 2005).

Examples of leadership styles according to Batista-Taran, Shuck, Guitierrez and Baralt (2009); Germano (2010); Greenleaf (as cited in Darwish & Nusairat, 2008); Ojo (as cited in Opaleke, 2012) are autocratic, bureaucratic, democratic, participative, charismatic, situational, transactional, transformational, laissez-faire, and facilitative, pace-setting, affiliative, coaching, leader member exchange, servant leadership styles. Servant leadership places the good of others over his self-interests and through that gains incredible strength and power throughout the organisation (Laud, 2014; Vanderpl, 2012). Autocratic, bureaucratic and transformational leadership styles are the focus of this study. Leadership style according to the researcher is the manner in which a leader interacts with employees to achieve organisational goals. It is that approach that empowers the librarians to influence the library staff to get involved in the library jobs in order to accomplish set goals.

Librarian

A librarian is responsible for the content of the library and supervises other library staff for effective information service delivery. The first known use of the word Librarian was in 1662 and can be referred to as a specialist in the care or management of a library (Merriam-Webster, 2018). Sokanu (2018) defined a librarian as a person who is professionally trained on Information Science. According to Armstrong (2007) one route to becoming a Librarian is having a good Bachelors Degree and also a postgraduate librarianship qualification. Librarians work professionally in different types of libraries, such as public, school, academic, special or private. They provide orientation to new library members, which enable them to make proper use of the library, be aware of the services provided and opening hours. The orientation also enables users to know how to use the catalogue cabinet, borrowing procedures and conditions of membership.

The librarian creates awareness about the library and may invite schools for excursion; by this, pupils and students become aware of the library. Similarly, librarians invite and encourage professional associations to hold their meetings once in a while in the library to enable them inform association members about the library. They present the library as a community space as such allow events to be held in the library auditoriums and complexes for greater awareness of the library resources and collaborate with some organisations to render some services. Moreover, librarians maintain stock of the library and ensure that it is in a good condition, looks attractive and inviting to library users. This means that the librarians keep close eyes on the condition of the stock, regularly weeding shabby and dirty books from the shelves.

Some librarians work with the public at the public services department which comprises the circulation section, reference section, serial section, digital section, children's section and extension services section. They also work at the Nigerian section of Professor Kenneth Dike State Central Library, Awka. Librarians working in circulation section supervise staff under them in relation to loaning books to users, and ensure that information resources are properly arranged for easy location, retrieval and use by library clients (Alyson, 2018). They also assist users to borrow books, keep records of new and expired membership of the library. Librarians in reference section render services to users with information resources which are not loanable. However, clients who need to use the books at home are given the opportunity to photocopy the required pages. Serial section librarians provide services with newspapers, magazines, gazette, professional journals and other current information materials.

Although librarians traditionally worked with printed resources, they have kept up with ever-evolving technology and now complement the printed information resources with electronic resources such as the Internet, computerized databases, e-journals and e-books. These resources have enabled the library to provide information services in different information platforms to users. Librarians with technological competencies have great opportunities to work in e-library and a bright future in the modern libraries (Ahmad & Yaseen, 2009). They engage in information literacy training which empowers library users to acquire knowledge of computer and internet. Furthermore, e-library librarians aid users to make use of the facilities in the section. Librarians today also have to be very adaptable, with their roles changing fast as digital technology means that access to their library and the stock they hold has become

radically different to even twenty years ago. Digital copying of certain resources means that readers can now access information from their own computers and do not come into libraries to read the original copies of a book. The use of electronic catalogues has widened access and allows for easier sourcing of information. Librarians have to make sure they are aware of the current technologies, but also one step ahead and anticipating the next generation of technological development (Armstrong, 2007).

The children's librarians plan and execute activities geared toward encouraging children to imbibe good reading culture. Such activities include: reading, debate, writing, spelling bee, drama and storytelling. The librarian holds these activities on Saturdays and during holidays. Long vacation programmes which are often filled with fun, provide a great opportunity for children's librarian to attract children to the library. Members of the community and non-governmental associations are often happy to volunteer assistance with activities.

Some librarians work behind the scenes in technical services department with the assistance of other library staff. The librarians in the technical services departments supervise selection, ordering, receiving, accessioning, stamping, cataloguing, classifying and distribution of library materials to different sections of the libraries, including divisional and branch libraries of public libraries. In line with this, Cragg and Birkwood (2011) emphasized that behind the scenes there are teams of librarians working to make this happen as there are librarians who select the books for purchase, librarians who process the orders and librarians who create the bibliographic records that make it possible for users to find the book in the library catalogue and then on the shelves.

In addition, some librarians work in the administration department with the support of other library staff. In support of this, Alyson (2018) asserted that librarians have a number of administrative duties. The librarians ensure that staff keep Civil Service rules and regulations; receive, prepare and deliver mails; prepare promotions and interviews of library staff; and maintain personal and work files of the library.

A librarian, according to the researcher is information professional who has a bachelors or postgraduate degree in Library and Information Science, focusing on effective information service delivery using different information format. No longer are librarians simply the custodians of shelves of books, but they also look after electronic resources and as such need continuing professional development.

Library Staff

Library staff are workers that have contact with users. Library attendants stay most of the time at check-points desks which are at or near the entrance of the library. They check users going in and leaving the library. Library officers and library assistants perform clerical duties in the library. Some of them work in public services department. Library assistants help patrons select materials but refer requests for more in-depth research to librarians who will use their professional acumen to assist users locate and retrieve needed information (Mckay, 2017). They are also called library clerks, library technical assistants and library circulation assistants. They shelf-read and organise books and other materials in the shelves, charge and discharge library materials at the circulation desk, collect fines and fees, answer general questions, issue library cards, issue borrowers' forms, issue borrowers' tickets, and assist with items on reserve.

Some of the library assistants work in the technical services department to help process new books. According to Input Youth (2015), they spend much of their day on their feet and have to bend and stretch to reach items for providing information services to users. Data processing officers help in delivering e-library services.

According to the researcher, library staff are employees who are not librarians but assist librarians to deliver services to users. These employees are library officers (holders of Ordinary and Higher Diploma), library assistants, library attendants and data processing officers.

Job Involvement

Job involvement is an indispensable factor for the realization of organisational goals. Lodahl and Kejner (as cited in Nwibere, 2014) conceptualized job involvement as the psychological identification of an individual with the work or importance of work in that individual's self-image. Job involvement is seen as "a value opinion one has towards his work" (Hung, 2008, p. 116). Lambert (2013) contributed that job involvement has been theorized to be the force that helps to shape many employees and organisational outcomes.

According to Bhatia, Deep and Sachdeva (2012) job involvement is an attachment to one's job that exceeds normal levels of commitment. According to Blau and Boal (as cited in Robbins et al., 2008), job involvement measures the degree to which people identify psychologically with their job and consider their perceived performance level important to self-worth. The amount of job involvement may depend upon the extent to which "an employee perceives the needs as capable of being met on

the job and therefore keeps a job that gives satisfaction” (Akinbobola, 2011, p. 92). From the above definitions, an individual has something that spurs him to be involved in the job; either because of self-esteem or central life interest or job-match with the person’s self concept.

People who like their jobs work more efficiently and more productively than those who do not like their jobs. This is very clear and understandable. Goos and Irwin (as cited in Hung, 2008) claimed that all successful businesses hinge on employee’s job involvement. In corroboration, Ekmekci (2010) contributed that job involvement has a key role in the overall performance of organisation and individuals who value their jobs sometimes spend a large portion of their time on the job. Nazem and Mozaini (2014) posited that the more the levels of job involvement are increased in the organisation the more its effectiveness is increased.

Job involvement makes some staff who are involved in their jobs forfeit their off-duty. In line with this, Wiener and Gechman (as cited in Toolpack Consulting, 2014) found that job involvement relates to off-work time devoted to the job. Khan, Jam, Akbar, Khan and Hijazi (2010) asserted that job involvement is the extent to which an individual is engaged in and passionate about performing their work. It is also an attachment to a particular job and as job attitude is an important variable that helps to increase the effectiveness of the organisation (Jafari et al., 2013). It is personal decision and in view of this, Hackman and Oldham (as cited in Arogundade & Olunubi, 2014) posited that job involvement is generally viewed as managing discretionary efforts, in which employees have choice in contributing or withholding their knowledge, skills and abilities to the success of the organisation. Noe, Hollenbeck, Gerhart and Wright (2004)

contributed that job involvement is the degree to which people identify themselves with their jobs. It has been one of the effective tools used for increasing employee productivity by enhancing employee participation and commitment.

In the view of Joiner and Bakalis (2006), job involvement described how interested, enmeshed and engrossed the worker is in relation to goals, culture and tasks of a given organisation. Job involvement is generally viewed as managing discretionary efforts, in which employees have choice in contributing or withholding their knowledge, skills and abilities to the success of the organisation (Elanjumara; Hendrick as cited in Akinbode & Fagbohunbe, 2014). Employees' job involvement depends on their perception of their job and the value they place on it. Pfeffer (as cited in Sharma, Srivastava, Ningthonjan & Arora, 2014) considered job involvement as a fundamental basis for establishing competitive advantage in business and markets; and asserts that increasing job involvement can enhance organisational productivity and efficiency.

According to Ike, Eze and Ukeh (2016), the process of job involvement in work has been the concern of the psychologists as they have tended to focus on organisational conditions that lead to job involvement such as meaningfulness of work, adequacy of supervision, etc. Hence, it is viewed as behaviour rather than merely an internal process which implies that when workers are committed to a course, a person or activity, they express this by an overt act. Job involvement is a necessary condition if the employee is to accept fully the organisational demands placed upon them by their membership in the organisation. The researcher sees job involvement as an attachment and dedication to job that facilitates attainment of personal and organisational goals.

Public Libraries

The philosophy of the public library is to serve people and community through its civic presence and provide information for learning and leisure. It is a library that welcomes all members of the community irrespective of educational attainment, religious and political affiliation, sex, age, language, social class, physical or economic status. According to Ranganathan (as cited in Ashikuzzaman, 2016), public library is a public institution or establishment charged with the care of collection of books and the duty of making them accessible to those who require the use of them. Gates (as cited in Saleh & Lasisi, 2011, p.2) defined public library as “that authorized by law supported from general funds or special taxes voted for the purpose of administration, for the benefit of the citizens of the country, town, city or region which maintains it on the basis of equal access to all”. IFLA/UNESCO Public Library Manifesto (1994, p.1) “proclaims public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women”.

Public library supports education of the citizenry which helps to translate them to functional literate members of the society who should read, write, interpret events and situations (Shukla, Singh & Mishra, 2013) so that they will be useful to themselves and society. The need for an agency that will provide information resources to all, remains the core purpose for the public library. Therefore, public library offers to adults and children the opportunity to access information materials, to educate themselves continuously and be in line with changes in different facets of life. Its contents are attractively presented with the help of the library staff whose duty it is to shelf-read and assist users to locate and retrieve the information materials for use. The content is

reviewed and kept up-to-date for acquisition and generation of new knowledge. These roles can be efficiently accomplished with well-structured and well-planned library services (Ebewolate, 2010). In this way, public library helps to support both formal and informal education.

Public library provides opportunities for long life learning as it is pertinent for people to learn continuously and remain relevant in their life endeavours. Those who stop learning will lag behind, and their ideas and skills will remain obsolete. According to Häggström (as cited in Fabris, Čotar, Zović, & Horvat, 2010), long life learning can be defined as all purposeful learning activity undertaken on an ongoing basis with the aim of improving knowledge, skills and competence. He further explained that it contains various forms of education and training, formal, non-formal and informal such as the traditional school system from primary to tertiary level, free adult education, informal search and training. Oghenetega, Erimieleagbon and Ugulu (2014) posited that long life education could be sustained through library services in the 21st century. Public libraries and librarians will have to change and adapt to new demands, professional tasks and working conditions. In line with this, public libraries are integrating innovative services in their systems to empower their users and potential users to be productive in information society. The Prof. Kenneth Dike State Central e-Library, Awka, which is the Headquarters of the Anambra State Library Board, has integrated Information Communication Technology in their system. This has enabled the library to empower over one thousand users on Information Literacy training. Success stories were received from some of the users who benefitted from the Information Literacy Training.

The public library traditionally provides information resources which communicate experience and ideas from one generation to another. Information is essential in today's global society for using public services, doing business, buying goods and dealing with personal and family needs. The public library has a key position in the information world, acquiring and processing information resources which are freely available and easily accessible by all people. It is the place where people acquire information from cradle to old age.

According to Iwhiwhu and Okorodudu (2012), the public library is a local centre of information that makes all kinds of knowledge and information readily available to its users. It provides a safe, democratic space, integrated into the local community and accessible to all. Public libraries are significant to families that are at poverty level, providing them equal access to information. In spite of the varied information resources available, there are those who cannot afford money to purchase information materials they need, the public library provides information resources for the benefit of this crop of people. More precisely, public library acts as a memory of the past by collecting, conserving and providing access to different information materials. It plays indispensable role in bridging the gap between the haves and the have-nots in providing access to internet.

Public library helps in preservation and transfer of our cultural heritage. The public library has the capabilities focused for cultural and artistic development in the community, helping to shape and support the cultural identity of the community. This can be achieved by working in collaboration with community members and organisations, by providing space for cultural activity, organizing cultural programmes

and by ensuring that cultural interests are represented in the library's materials. Recently, the public libraries in Africa were mandated to hold a cultural fiesta, at the instance of African Library and Information Association (AfLIA), from 23rd April to 13th May, 2017. It was a welcome development and some public libraries keyed into the idea and participated in the fiesta which actually exposed some of our young ones to artefacts used by our fore-fathers. This service gave Prof. Kenneth Dike Library, Awka, the opportunity to hold a Cultural Day which was well attended by dignitaries including the traditional ruler of Awka who advocated that the occasion be made an annual event.

Public library is a public space par excellence and a meeting place (Koontz & Gubbin, 2010). This is particularly important in communities where there are few places for people to meet and where event-halls are expensive. According to Audunson, Essmat and Aabo (2011), public library is an institution that gives access to a broad specter of literary and cultural expression from both minority and majority cultures, and a broad range of information that is useful when newcomers are trying to orient themselves to the new country (community). The use of public library as a community space is adding value to existence of library in the community. People of all ages now congregate and hold different programmes such as school quiz, debate, professional meetings, send off parties by professional bodies, etc., in the library. This increase library usage as it helps to create awareness on the existence of the library in the community.

The roles that public libraries play in early childhood development cannot be downplayed, as library programmes, instructions, and materials may offer the only options and opportunities to children to have exposure to important skills before they are due for formal education. Public libraries offer a variety of programmes for early learners

that are aimed at developing their individual capacity, teaching necessary early literacy skills and providing information to help parents and wards lend vital support to children (Huntington, 2005). The researcher views public libraries as libraries established to render free information services to users in different formats and are maintained by government and philanthropists.

Theoretical Framework

This sub section presents a review of the relevant theories that formed the framework of the study. The researcher adopted the Behavioural and Contingency Leadership theories.

Behavioural Theory of Leadership – University of Michigan Studies

Rensis Likert, in the late 1940s, led the University of Michigan to identify leadership behaviours under Behavioural Leadership Theories. Behavioural Leadership Theory was developed by theorists who scientifically studied the behaviours of leaders and effects of leaders' behaviour on the workforce and environment. Rensis Likert was among the scientists who concentrated their studies on the activities of leaders to identify their behavioural patterns. The central idea of the behavioural leadership theories was to find out the most effective leadership behaviours that influenced followers to goal attainment. The foundation of behavioural leadership theory was the belief that effective leaders used a particular style to lead individuals and groups to achieve certain goals, resulting in high productivity and moral upliftment.

Researchers from Ohio State University and University of Michigan investigated leadership styles and produced research to support the importance of task and relationship behaviors in leaders (Hersey, Blanchard & Johnson, 2013). The behavioural approach made effort to identify exactly what good leaders do on the job while trait theories indicated leader's leadership potentials not leadership performance. According to Robbins et al. (2008), behavioural theory of leadership proposed that specific behaviours differentiate leaders from non-leaders and behaviour of the leader impact work and follower (Saqr, 2009). In support of behavioural theories, Mihneva (2013) pointed out that it is not enough for a leader to just have certain types of characteristics, actions are important as well.

Since behavioural theories study behaviours of the leaders to enable people know the behaviours that can spur employees to work, it then implies that effective behaviours can be learned. The idea is that leaders can be made rather than born, which means that anyone can be made a leader through teaching them the most appropriate behavioural responses for any given situation or capabilities. In corroboration with the above, Amanchukwu, Stanley and Oluebube (2015) asserted that behavioural theory of leadership is based on the belief that great leaders are made, not born. They further explained that people can learn to become leaders through training and observation. With trait theories, many people who want to be leaders would not because they are not born leaders. Adair (2007) revealed that the belief that leadership qualities can and should be taught is noted, but what was unclear was how it should be done.

In any case, the obvious approach seemed to be to list the constituent qualities and then discuss each of them with examples from the lives of great leaders. According to

Adair, an early example of that approach was a self-help booklet titled 'How to be a leader of others. The idea that leaders are made is increasingly accepted, however, in order to be a good leader, one must have the experience, knowledge, commitment, patience, involvement and most importantly, the skill to negotiate and work with others to achieve goals. The majority of good leaders are thus made, not born.

A common feature of Behavioural Approach is that leadership is of two dimensions. These dimensions have been given variety of labels. Michigan Leadership Studies identified two distinct styles of leadership;

1. Job-centred Leadership: Leaders applying job-centred leadership explain work procedures, pay adequate attention to subordinates' work and are keenly interested in the performance. Their main concern is accomplishing their group's task in line with standards set out for the tasks. However, the use of direct pressure and close supervision led to decreased satisfaction and increased turnover and absenteeism.
2. Employee-centred Leadership behaviour according to Griffffin (2012) is interested in developing a cohesive work group and ensuring that employees are satisfied with their jobs. Robbins et al. (2008) explained that employee-oriented behaviour exhibits interpersonal relations. They take personal interest in the needs of their employees and accept individual differences among members. The employee-centered approach led to improved work-flow procedure and more cohesion in interactions resulting in increased satisfaction and decreased turnover and absenteeism.

In the public library, setting job-oriented behaviour may take the form of assigning processing of library materials to some staff, the librarian makes sure that materials are accessioned properly, stamped at appropriate number, classified and catalogued in accordance with standards set out in Dewey Decimal Classification Scheme (DDC) and Anglo American Cataloguing Rule (AACR2) respectively. Ensuring that books on the shelves of the public services department of the library match the contents of the catalogue cabinet, no excuse will be accepted for going contrary to any rule. On the other hand, employee-oriented behaviour may also be reflected in the way heads view duties, recognition for jobs well done, awareness of employees' needs and treat each employee with respect.

The implication of this theory is that leadership capability can be learned. A person who wishes to be an effective leader could learn behaviours that would empower him to effectively influence workers for desired job involvement. If there are specific behaviours identified that make leaders successful, then those that are selected for leadership positions but lack the needed behaviours should be trained. Programmes should be designed in order to implant those behavioural patterns in the individuals to make them effective leaders. Librarians who progress to leadership positions but lack leadership behaviours that would help them foster job involvement among staff, will have the opportunity to go through leadership programmes which will empower them to influence staff in such a manner that they should be involved in their jobs for the attainment of library goals.

This theoretical framework on leadership has relevance to the present study, which investigated the relationship between leadership styles (autocratic, bureaucratic

and transformational) of librarians and job involvement of library staff. Behavioural Approach to leadership explained leadership in terms of what leaders do and it is interested in finding out the leadership' behaviours that bring about job involvement of library staff. It has two outstanding dimensions namely, job-centred and employee-centred, which in turn correspond to bureaucratic and autocratic styles.

Contingency Theories of Leadership - Path-Goal Theory of Leadership

Path-Goal Theory of Leadership was developed by Evans in 1970 while Robert House modified it in 1971. Path-Goal Theory is one of the contingency theories of leadership. Contingency theory of leadership focused on variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is suitable in all situations. A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements. Contingency theory states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation.

The path-goal theory of leadership proposes that the steps managers take to motivate subordinates should depend on both the nature of the subordinates and the type of work they do. According to path-goal theory, effective leaders are those who help their staff to attain their goals. It suggests that the primary functions of a leader are to make valued or desired rewards available in the workplace and to clarify to the subordinates, the kind of behaviours that will lead to goal attainment and value rewards (Griffin, 2012)

The path-goal theory highlighted four types of leadership styles and each can help workers to accomplish their goals. The leadership styles are directive, supportive, participative, and achievement-oriented. It makes predictions concerning which style of leadership will be most effective in particular situations and types of subordinates. Discussed below are the four leadership styles;

The leader who uses directive leadership style explains to followers what is expected from them; provides guidance, and ensures that staff understand the rules and procedures to get the job accomplished (Ratyan & Mohd, 2013). This leadership style is beneficial to workers who are going through difficulties in accomplishing their jobs due to uncertainties within the work environment. It is also adequate for new employees who are unaware of so many things in the new environment, especially when unstructured jobs are being done.

The leader using supportive leadership style makes work pleasant for the workers by showing concern for them and by being friendly and approachable. Negron (as cited in Murdoch, 2013) submitted that supportive leadership style is suitable when subordinates show lack of confidence in their ability to complete a task and little motivation. It is also suitable for employees carrying out highly technical jobs. Supportive leadership style is similar to people-oriented leadership style.

Another type of leadership style highlighted by Path-goal theory is participative leadership style. The leader who uses participative leadership style encourages and facilitates employee involvement in decision making. Leaders who apply this style solicit subordinates' suggestions before making a final decision, albeit, they retain the final

decision authority. Both leader and staff share responsibilities in planning, decision making and implementation. Staff who are given opportunity become self-directed and generate creative team, thereby providing a greater cohesive team and ownership among participants (Murdoch, 2013). Participative leadership style can be effective in unstructured situation because it can increase role clarity, and it can also be effective for people who have a high need to control their environment. This style will be less effective for staff who prefer to be directed at the workplace and do not take on too much responsibility for their outcomes.

The leader using achievement-oriented leadership style motivates workers under them to perform at their highest level. Negron (as cited in Lumbasi, K'Aol, & Ouma, 2016) asserted that the achievement-oriented leader sets challenging goals, expects employees to achieve goals, continually seeks improvement in employee performance and have confidence that they will attain desired goals. This style is effective for highly capable workers who are bored from having too few challenges and need a morale booster to increase their confidence in ability to attain the given goal.

In public library, path-goal theory may be taken in the form of applying autocratic leadership style to push workers to attain expected goals or use transformational leadership style to introduce change that will help to provide information services in desired platform such as the provision of information through digital library in order to remain relevant in the society and achieve organizational goals or use bureaucratic style to maintain office rules and regulations, putting the characteristics of the staff into consideration.

The implication of the path-goal theory is that leaders need to adopt different leadership styles and be able to apply these styles to make workers involved in their jobs, taking cognizance of situations and employees' characteristics (Charry, 2012). This implies that the leader must evaluate each situation and staff characteristics before taking decision on leadership style to employ. Considering that one style of leadership may prove effective in one situation, yet ineffective in another, Saqer, (2009); Ng'ethe, Namusonge and Iravo (2012) posited that leaders should adopt a style that would establish and confirm their leadership authority by means of appearing competent and trustworthy. Maqsood, Bilal, Nazir and Baig (2013) succinctly stated that specific leadership style was not enough for running an organisation effectively and efficiently, thus managers have to choose different leadership styles for different situations as proposed by contingency theory.

Similarly, Benincasa (2012) reiterated that application of leadership style can and should be situational depending on the need of the team. He laid emphasis on the fact that great leaders choose their leadership style as a golfer chooses their club with a calculated analysis of the matter at hand, and with the main aim of achieving the best result at the end. Along this line of thought, Mosadeghrad and Yarmohammadian (as cited in Tsai, Tsai & Wang 2011) emphasized that by using appropriate leadership styles, managers can effect employee job satisfaction, commitment and productivity. Goleman (as cited in Brown 2014) asserted that emotional intelligence is a prerequisite for successful leadership, as such, leaders must have a high emotional intelligence, particularly a self-monitoring personality so that they can diagnose the circumstance and match their behaviour.

Path-goal theory shows a leader assuming all the responsibility of providing guidance, coaching and assistance to the subordinate in order to reach the goal. He does this through four styles: supportive, directive, participative and achievement-oriented. These styles are in different situations. Directive leadership could be aligned to bureaucratic and autocratic styles characterised by setting rigid rules and non-subordinate participation in decision-making. Achievement-oriented leadership could also be aligned to a transformational leader who motivates workers under him to perform at their highest level, sets challenging goals, expects employees to achieve goals, continually seeks improvement in employee performance and have confidence that they will attain desired goals.

Theoretical Studies

Leadership Styles of Librarians

Leadership styles are significant in organisations including public libraries as the influence of the leadership styles either makes or destroys the organisation. The influence of leadership styles is reflected through the organisation and attitudes of the workers. According to Germano (2010), the influence of leaders and their effectiveness in moving people to a shared vision can directly shape the library's people, its materials, how patrons use or interact with them and whether or not that experience is beneficial

Source of influence to a group by the leader towards the achievement of goals may be formal, such as that provided by possession of managerial rank in an organisation (Robbins, 2005). In this line of thought, Njoku and Nwosu (2010) asserted that formal leader is a leader whose position is provided for in the organisation's structure and such a

leader have a formal authority over his subordinates. In this case, leadership position is bestowed on an employee with some degree of authority in which the person may assume a leadership role given the position such a person attains in the office. Leadership in public library is based on hierarchy. Most librarians are bound to be directly concerned with a group of workers who will be looking up to them for leadership, motivation and involvement. However, it is not out of place to find some librarians who are in leadership positions, but lack the basic concept of personnel management that could have been of tremendous impetus in the development of leadership skills (Fatokun et al., 2010). In line with this, Satgoor (2012) noted that there is lack of formal leadership training of some managers and leadership is not taught as part of Library and Information Science. Corresponding to this submission, Allner (2008) asserted that,

In the library profession, one may encounter various problems caused by the lack of leadership qualities possessed by employees in managerial leadership positions. For example, one obvious problem is micromanagement. Indications of micromanagement include: wanting to be in control of everything, not giving employees sufficient authority and control over their job responsibilities, and interfering or imposing too many restrictions on what subordinates are allowed to do. The lack of delegation results in the manager becoming overwhelmed by job duties, the subordinates' motivation and initiative being stifled, and an overall inefficiency of the organization. (Allner, 2008, p.69).

Furthermore, he revealed that inadequate self-knowledge poses a problem. Under certain situations, this may result in sudden outbursts of anger, intimidation, threats, unjust and uncalled for reprimands, boastful attitude about one's own achievements and

abilities, and the inability to take into consideration constructive criticisms by subordinates. This may consequently lead to misuse of power, which can take various forms such as marginalizing and damage to reputation of people perceived as a threat to the librarian's authority, and as a result withholding necessary support meant for the subordinates. Patterns of poor managerial leadership create low morale, poor organisational climate, distrust towards supervisors among subordinates, low job involvement, low productivity, lack of teamwork, and lack of consensus building and shared goals. This describes a situation where the wrong person attained a managerial leadership position. Lack of leadership competency thus affects the leader negatively. Obijuru (2010, p. 155) captured it thus:

An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of his position. However, he must possess adequate personal attributes to match his authority, because authority is only potentially available to him. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his role in the organisation and reduce it to that of a figurehead.

Librarians need to equip themselves with leadership skills which will enable them to assume leadership positions with ease. They should also build trust to strengthen their leadership. High level of trust within an organisation can influence the successful implementation of the organisational goals. Michelle and Bligh (2017) explained that trust is a dynamic, interpersonal link between people, with unique implications for the workplace. Effective and trusted leaders feel comfortable in handling challenging situations in libraries and finding efficient as well as long-term solutions to challenges.

Leadership is critical in libraries and all employees should be seen (and developed) as leaders (Stephens & Russell, 2011.) In his book 'how to grow leaders', Adair (2007) observed that there are men who are supposed to be leaders but they are not. According to him, the anonymous author of a self-help book entitled 'how to be a leader of others' emphasised that:

There are in our midst today many underdeveloped strong men: men who might with proper training, have been leaders of others. Strong men, yet not quite strong enough to cause themselves to emerge from the crowd and let their personalities have its full power. What such men as these need is just a little impetus – a fillip to their energies. (Adair, 2007, p. 11)

This is in line with the Behavioural theory which proposes that leaders are made rather than born. Once the behaviours that make a person to lead effectively are determined those who lack such behaviours should be trained to acquire such behaviours. In corroboration, Singh (2009) posited that librarians are required to develop their leadership competencies for leading and managing change in libraries. Leaders conceive and initiate strategies that create and sustain library and information services. They continually pursue and evaluate innovations; direct the staff towards the accomplishment of the library's objectives; inspire the staff to apply their full capabilities to the work; understand that staff members have both their own objectives which must be harmonized with the library's objectives and the desire to be motivated by means of defining and designing ways of satisfying their human needs (Ifidon & Ifidon, 2007).

Being competent in leading cannot be over-emphasized as leadership is the key to success of organisations. According to Akor and Saka (2010) Mullins maintained that the success or failure of the professional librarians in carrying out their duties is dependent on the leadership qualities. In support of Mullins's idea, Nwokeocha (as cited in Opaleke, 2012), noted that the acquisition, collection, and the effective use of library materials are determined by the leadership quality of librarians.

Actually, excellent leadership not only inspires subordinate's potential to enhance efficiency but also meets their requirements in the process of achieving organisational goals (Lee & Chuang, 2009). Better leaders develop better employees and jointly they develop better products and services (Chand, 2014). In agreement with this, Goertzen (2014) submitted that leaders are expected to help employees prepare for a career and counsel them about personal problems, and followers reciprocate with unquestioned loyalty and obedience. Librarians in the Universities could see that to ensure success they need to perform dual jobs, both as the leaders of the profession and the managers of their libraries, these also apply to directors of public libraries (Ogundipe, 2005). It seems that they deliberately opted for the role of leaders in libraries in preference to the managerial role. Probably they realized that in seeking first the leadership role all other things will easily fall into place. Sawalha (2017) emphasized that good leaders work hard, have high professional competence, can command professional respect, are visible and lead by example. They know what is happening in their organisation and in their own department.

Leadership roles can be found throughout the library from the professionals to the paraprofessionals and that leadership is always a process of learning skills (Nye, 2004).

He further stressed that opportunity must be given to utilize the new skill in various situations in order to be satisfied. Invariably, this brings efficiency to information service delivery and actualization of the library aims and objectives. Leaders (managers) must understand their roles and responsibilities and acquire variety of skills to carry out their work effectively. Most importantly, leadership role should concentrate on what unit leaders have to do in order to play their vital and immediate part in increasing levels of engagement. This strategy will include the implementation of learning programmes that will definitely help the unit leaders to understand how they are expected to act and the skills they need to use (Armstrong, 2009). Considering the indispensable nature of leadership, the following initiatives are desirable and could be found rewarding:

- Self development in leadership skills by librarians and informational professionals
- Integration of leadership development into the library information centre strategic planning
- Leadership Development Programme to run through the ladder (i.e. from the top to bottom)
- Library and Information Schools to integrate Leadership Skills development into their curricula
- Need for Librarians Information professionals to maintain strong network within and without their organisation to enhance development of skills and knowledge. (Fadehan, 2010, p. 99)

In agreement with this, Akor and Saka (2010) submitted that the university librarian as a leader is concerned with the supervision of staff and the improvement of

the professional growth of librarians and their productivity. The conviction given to library workers by the leaders to accept the objectives of the library and the personnel evaluation of their own personal aims will facilitate their loyalty to the leaders.

To select a particular style of management or leadership, Ifidon and Ifidon (2007) succinctly opined that it will involve some multiple-determining criteria, which according to them, includes the leader's character traits, available resources, nature of the library and information services, capabilities of staff, library users, internal and external forces (labour laws and labour unions, parent organisation's constraints and government regulations), patterns of organisation and measurement. They further articulated that, the type of leaders, position, powers and leadership style which range from the inflexibly autocratic to the unpardonably permissive, have to be considered. They concluded that the choice of management or leadership style is not an easy exercise; neither should it be done haphazardly.

Therefore librarians should consider the power that they hold before employing a leadership style. In line with this, Germano (2010) asserted that leadership styles can be classified according to leaders' power and behaviour used to achieve objectives. No matter what one's leadership style is, "a key component of effective leadership is found in the power the leader has to influence other people's behaviour in order to get them to act in certain ways" (Jones & George, 2003, p. 445). The influence of leadership will depend on the type of power used by a leader over their subordinates.

Organisational setting identified five kinds of powers which are: reward, coercive, legitimate, referent and expert power. Reward power is a type of power in

which reward is used to influence subordinates to work; leaders should carefully in order to avoid subordinates becoming accustomed to reward and refusing to carry out duties without a reward. Coercive power is the type of power exercised by the autocratic leaders whose subordinates fear due to threat of punishment which the leaders may issue them, if they fail to carry out instructions. Legitimate power refers to the type of power that a leader has when the subordinates believe that the leader has a right to instruct them and that they have an obligation to carry out the instruction.

Furthermore, referent power is created when the subordinates believe that the leader possesses qualities that they admire and would like to possess; in this vein, they will attempt to copy it. Expert power is based on the leader's possession of expertise, skill and knowledge that are relevant in the organisation. These empower the subordinates to accede to the leader's decisions. Each of the leadership power can be used or can be combined so that the leader can have maximum influence on the subordinates (Rollinson, 2005; Lunenburg, 2012). According to Rasool (2008), leaders have the essentials of authority, power and influence to lead followers to their goals. The use of these essentials has changes from the past, to the present and into the future business and organisational environment due to globalisation.

Germano (2010) posited that there is a clear difference between leadership styles and there may be instances where one style is more effective; a need for flexibility and perhaps an inventory/awareness of who might best lead an initiative based on their styles. Considering that one style of leadership may prove effective in one situation, yet ineffective in another (Saqr, 2009), leaders should leadership style that will fit a particular situation. In addition, Ng'ethe, et al. (2012) suggested that leaders should

adopt a style that would establish and confirm their leadership authority by means of appearing competent and trustworthy. Maqsood, et al. (2013) emphasized that a specific style of manager was not enough for running an organisation effectively and efficiently, thus managers have to choose different leadership styles for different situations as supported by contingency theory (Charry, 2012; Lamb, 2013). A good leader does not depend on only one style but uses different types depending on the situation he is faced with at the moment. In support, Benincasa (2012) stated that leadership can and should be situational depending on the need of the team. He emphasized that great leaders choose their leadership style as a golfer chooses his or her club with a calculated analysis of the matter at hand, and with the main aim of achieving the best result at the end.

Libraries, especially public libraries need more than leaders and leadership; they need the right kinds of each, to remain viable as information institution and add value to the constituents they serve. Library's leadership must manage change, develop employees and provoke customer dedication (Germano, 2010). Therefore it is pertinent for librarians in public libraries to be extremely careful in adopting the leadership styles that will spur library staff to be involved in their jobs. Three styles of leadership of librarians are being considered in this work: autocratic, bureaucratic and transformational.

Autocratic Leadership Style of Librarians

Autocratic leadership style is considered the classical approach to leadership. A leader retains as much power and decision-making authority as much as possible. It is embedded in leaders who have full organisational power and authority for decision making. According to Piraglia (2013), these leaders are supremely confident and

comfortable with the decision-making responsibility for company operation and strategic plans. The managers who apply autocratic leadership style insist on doing it all by themselves without consulting other employees. According to Mishra, Grunewald and Kulkarni (2014), autocratic leadership style is still practised by many leaders across the globe as it is instinctive and comes natural to many leaders. This type of leader gives orders and expects it to be done.

The employees working under autocratic leaders are basically concerned with doing whatever they are instructed to do, even if it is not comfortable or in line with what they thought. It implies that the employees are expected to obey orders without any argument. This type of leadership eliminates arguments over how and why things should be done in a certain way and it often reduces the likelihood of getting diverse ideas from different employees.

Autocratic leadership style is the one in which the leader is power conscious and does not consult subordinates when taking decisions. Newell (as cited by Akor & Saka, 2010) wrote that the university librarian who employs the initiation structure (autocratic), dictates to the librarians what ought to be done or avoided, commands and expects compliance. The librarian (leader) is dogmatic and positive, leads by the ability to give and also withhold reward as well as punishment. Rajiasekhar and Vijayasree (2012) contributed that the autocratic leader feels the necessity of strict supervision, cannot tolerate any interference, and feels that personal loyalty to the leader is an important virtue of a good subordinate. It can sacrifice new ideas, innovations, and human capital development. This implies that librarians in public libraries that adopt autocratic leadership style do not consult library staff when taking decision points out what the

library staff should do. The librarians do not even care whether the library staff have the skills to carry out the desired job or not.

Autocratic leadership style is effective in a highly structured, hierarchical environment where everyone knows exactly what he is supposed to do, and follows orders without any question (Rabinowitz, 2013). It is better not to be applied when the librarian is working with a team of experts who are more experienced like a programmer in the e-library section whose job is highly technical. Also some appropriate periods to apply autocratic leadership style, is when the librarian has all the information to solve the observed problem in public library, he has short time and employees are well motivated. In his own contribution, Terry (2014) submitted that leading autocratically works better when there are emergencies or stressful situations. At most of these periods, it is very difficult for a group of people to agree on what to do. For instance, selecting a committee to investigate a serious offence, responsible and intelligent staff are needed. Basically, this is a situation in which having a strong autocratic leader can be very helpful. Pirraglia (2013) disclosed that research indicates that autocratic leaders display less creativity than more contemporary styles, but works when fast decisions must be made without involving employees.

An organisation that has autocratic leaders can damage irreparably as pointed out by Germano (2010) since they force their subordinates to implement strategies and services in a manner very narrow based upon a subjective idea of what success looks like. Ogbah (2013) reported that librarians in some selected libraries in Delta employ autocratic leadership style and their subordinates perceived this type of leadership style to be negative. Terry (2014) maintained that autocratic leaders are usually not popular with

their employees and this leadership style is often compared to dictatorship. Librarians who utilize autocratic leadership style are sometimes challenged by their subordinates because of hard handedness. Autocratic leadership style hinders the use of initiative, encourages “plastic loyalty” and can foster counter-productive work behaviours in the organisations.

Similarly, Uchenwamgbe (2013) asserted that organisations which are low in efficiency tend to have leaders who are highly bossy and decision making is centred on them alone. Akor (2014) submitted that university librarians who are leaders in North Central Zone use autocratic leadership style to an extent because they believe that their subordinates will work best in a situation where they are forced to perform their job. As a result of this, the subordinates put on a frown most of the time; their work is regularly inspected and their new ideas not accepted. Al-Ababneh (2013) and Al-Ababneh and Lockwood (2013) found in their studies that autocratic leadership style has the least mean value among democratic and laissez-faire and autocratic leadership styles.

Treating library staff kindly will possibly help them to be involved in their job just as Jaiyeoba (as cited in Fatokun, et al., 2010) posited that employees in the library will make noticeable contributions to the attainment of corporate goals when the leader communicates with the staff regularly on personal and not just official issues. It is however important to note that the democratic and transformational leadership styles may be suitable for libraries where the subordinates have proved to be responsible enough to work under less strict supervision; but if otherwise is the case, the autocratic leadership style maybe implemented by the leader to achieve results.

Bureaucratic Leadership Style of Librarians

Bureaucratic leadership style is that in which the manager (leader) manages the office or organisation based on a written policy. According to Rouzbahani, Alibakhshi, Ataie, Koulivand, and Goudarzi (2013), bureaucratic style is based on following normative rules, and adhering to lines of authority. Bureaucratic leadership style can be effective when managing employees who perform routine tasks and do what is expected of them (Mind Tools, 2014). Bureaucratic leaders have the perception that policies come before people and complaints; to that effect, they are usually met with resistance or disinterest. Griffin (2012) asserted that the best examples of bureaucracies today are government agencies and universities. Bureaucratic leaders follow rules rigorously and ensure that their people follow procedures precisely (Ojokuku, Odetayo & Sajuyigbe, 2012). In this approach, everything must be done in line with written policies and procedures. According to Santrock (2007), bureaucratic leadership style is a drawback and ineffective in teams and organizations that rely on flexibility, creativity, or innovation.

According to Weber (as cited in Griffin, 2012), bureaucracy is a model of organisation design based on a legitimate and formal system of authority. Many people associate bureaucracy with red tape, rigidity and passing buck. Weber viewed bureaucratic form of organisation as logical, rational and efficient. He offers the model as a framework to which all organisations should aspire, the one best way of doing things. Ideal bureaucracy exhibits five basic characteristics which are:

The organisation should adopt a distinct division of labour; and each position should be filled by experts.

The organisation should develop a consistent set of rules to ensure that task performance is uniform.

The organisation should establish a hierarchy of positions or offices that creates a chain of command from the top of the organisation to the bottom.

Managers should conduct business in an impersonal way and maintain an appropriate social distance between themselves and their subordinates.

Employment and advancement in the organisation should be based on technical expertise, and employees should be protected from arbitrary dismissal. (Griffin, 2012, p. 355)

Bureaucratic leadership style is that in which the manager (leader) manages the office or organisation based on a written policy. Bureaucratic leaders are most comfortable relying on a set out policy in order to convince their subordinates or followers to get on board. Librarians in public library rely on written policies handed over to them by their predecessors and most of them hold unto the policies instructing their subordinates according to the policies on the way work should be done, even when there is a change due to information society. Public libraries deserve leadership styles that will ignite change and make it viable to meet demands of their multifarious clients and thrive in the competitive information environment. Germano (2010) emphasized that the specific risk with bureaucratic leaders is the perception that policies come before people and complaints to that effect are usually met with resistance or disinterest. He further stated that policies are not in themselves destructive, but thoughtlessly developed and blindly implemented policies can de-motivate employees and frustrate desired outcomes. It is this bureaucratic structure that forms the basis for the appointment of heads or chiefs of

administrative subdivisions in the organization and endows them with the authority attached to their position.

In spite of the number of years public libraries have been in existence in Nigeria, they are still unable to actually endear the society to them. Effective leadership that will spur library staff to use their potentials is needed. It is in line with this that Germane (2011) advocated for the type of leadership that will encourage followers to engage in creative responses to a strategic vision which in turn will promote increased organizational success, despite existing institutional values or culture as well as financial limitations. Griffin (2012) asserted that the best examples of bureaucracies today are government agencies and universities.

In the present day organizations, bureaucratic style is less innovative and less creative. This may actually be the reason why the public libraries have not been effervescent and are unattractive to potential users. Justifying this, Maqsood et al. (2013) clearly stated that leaders applying bureaucratic leadership style are not dynamic and never change their behaviours with the changing environments. Molero and Navas (2007) found that transformational leadership is more pronounced in employee job satisfaction as compared to autocratic leadership styles. The central problem in bureaucratic approach is similar to that of autocratic leaders. Invariably, both of them fail to motivate and have little impact on people's development. Ahmad, Armanu, Achmad and Fatchur (2014) found in their study that bureaucratic leadership style has insignificant negative influence on organisational commitment and this means that improving bureaucratic leadership style could decrease organisational commitment. It designs and specifies how goals are subdivided and reflected in subdivisions of the

organisation. Divisions, departments, sections, positions, jobs, and tasks make up this work structure.

Nwafor (2012, p. 177) contributed that “leaders using bureaucratic leadership style may appear to be making real effort (may in fact be very busy) but their actual contributions are limited”. He revealed that bureaucratic leadership style was the essential leadership style of principal officers of thirty seven (37) public universities in Nigeria. Any leader behaving in this manner seeks neither to attain any results nor to establish sound relationships. Thus, the major goal is to steer clear of trouble by avoiding risk and to meet only minimum requirements for both results and relationships. Weber who initiated bureaucracy laid foundation of a retreat from bureaucracy in his widely reported observation that it could stultify individual initiative. Organisations that apply bureaucracy have failed to learn from past mistakes and in consequence engage in a retreat from reality. This is why organisations operating in fast moving and unpredictable environments – those occupying a particular technological niche – would be uniquely disadvantaged by the retention of bureaucratic structure, working practices and leadership style. Mind Tools (2014) concluded that bureaucratic leadership style is much less effective in teams and organisations that rely on flexibility, creativity or innovation.

Transformational Leadership Style Library

Transformational leadership style is a process by which change or transformation is introduced to individuals and organisation. It is a modern approach towards leadership. According to Bushra et al. (2011), it was first introduced by Burns in 1978 and developed by Bass in 1985. Aghashahi et al. (2013) submitted that transformational leadership is a style in which leaders encourage and motivate their subordinates to step

beyond self-interests to build commitment for the organizational mission and objectives. Transformational leaders delegate challenging work to deserving people, keep lines of communication open, and provide one-on-one mentoring to develop people. Paracha, Qamar, Mirza, Hassan and Waqas (2012) added that transformational leadership is helpful for innovation implementation by the organisation in the era of competition. Duren (2012) explained that transformational leadership is particularly adept at handling major changes in the libraries by providing a support system for evolving leadership. Transformational leaders exact additional influences by broadening and elevating their followers' goals and providing them with the confidence to perform beyond the expectations specified in the implicit exchange agreement (Modassir & Singh, 2008).

Transformational leadership encourages change which is essential in public libraries due to opportunities created by Information and Communication Technology, in which varied information dissemination outfits are competing with libraries. Rehman, Shareef, Mohmood and Ishaque (2012) posited that organisations need leaders that have capabilities for inspiring, motivating and encouraging staff towards the complex goals of the organisation. Transformational leadership has the above attributes and is much more interested in changing organisations and employees for the accomplishment of goals. It is a choice leadership style due to its benefits in human development for sustainability and progress of the libraries.

Transformational leadership is observed in the library when librarians encourage their followers to boost the level of their morale, motivation, beliefs, perception, and coalition with the objectives of the organisation. These leaders provide opportunities to their followers to change, transform and in the process develop themselves as

contributors to accomplishment of organisational goals. This empowers them to impact positively on the organisation and also sustain their organisation in the competitive environment. According to Modassir and Singh, 2008; Obiwuru, et al, 2011; Paracha, et al., (2013), transformational leadership has five dimensions of components or behaviours which are intellectual stimulation, individualized consideration, inspirational motivation, idealized influence (behaviour) and idealized influence (attributes).

Intellectual stimulation deals with exposing the followers to challenges of handling old problems in new ways. Cherry (2013) revealed that intellectual stimulation is the hallmarks of transformational leadership and explained that followers (library staff) need to be encouraged to express their creativity. Mester et al. (2003) maintained that intellectual stimulation encourages followers to approach problems in new and to creatively think of new ways to carry out their daily responsibilities. This may entail offering library services to users of public libraries in new and better ways, probably using information and technology facilities. According to Modassir and Singh (2008) leaders who engage in intellectual stimulation do not answer all their employees' questions; they make them seek the answer on their own.

One way to foster creativity is to offer challenges to group members, making sure that the goals are within their capabilities (Cherry, 2013). The main idea of this exercise is to spur staff working in public library to stretch their limits in order to accomplish new services, specially, now that public library is no longer a place where people only go to read. Other innovative services which ordinarily were unimagined are being offered in some public libraries to empower community members towards self employment.

Intellectual stimulation focuses on the librarians' ability to facilitate and encourage library staff to exercise problem solving and critical thinking skills, as well as creative and innovative approaches to their jobs.

Librarians may attain this by handling the situation, asking the library staff for opinions about how to handle it and encouraging them to contribute toward a resolution. Transformational leadership behaviour such as intellectual stimulation increases the followers' feeling of self-worth because they transmit the message that the leader believes in the followers' integrity and ability. Rana, Malik and Hussain (2016) found in their study that intellectual stimulation is significant in predicting job involvement.

Individual consideration is concerned with developing followers through mentoring and coaching. It treats employees as individuals, not just as members of a group in order to raise their level of maturity and to foster effective ways of handling their goals and tackling challenges in the organisation. Observing that there are individual differences among staff in different organisations including public libraries, the pace of learning and understanding of jobs differs, hence the leaders understand and recognize individual uniqueness of each employee, helps them develop their strengths, link the individuals' current needs to the organisation's needs (Messer et al., 2003).

Leaders (librarians) can depict this behaviour by being compassionate, appreciative, recognizing and celebrating the achievements of their subordinates. They can also show this behaviour by being responsive to the employees' needs (Modassir & Singh, 2008). Individualized consideration requires the librarians to recognize and express appropriate concern over the library staff as individuals with their own strengths, needs and feelings. This may be accomplished through mentoring and support for

individual library staff's growth through professional development opportunities in public libraries. Ahmadi et al. (2012) concluded that leaders who apply this style of behaviour to their subordinates are like instructors and teachers trying to develop their personality, empowering them and treating them in the way they deserve.

Inspirational motivation is characterized by the leader setting higher standard task and inspiring the followers to accept and accomplish it. In addition, it provides meaning for engaging in shared goals and spurs team spirit via enthusiasm and optimism. Bass (as cited in Obiwuru et al., 2011) posited that followers look up to their inspirational leaders as one providing emotional appeal to increase awareness and understanding of mutually desirable goals.

This is attained by communicating high expectations and expressing important purposes (Modssir & Singh, 2008). Librarians with inspirational motivation foster strong team spirit among library staff as a means of leading them towards achieving public library goals. The library services to be integrated in the system has to be explained so the library staff to offer the services will understand those services very well and render them diligently. Librarians may attain inspirational motivation by having the ability to inspire and motivate library staff working in public library in a visible, active way and form desired relationships with library staff. The librarians working in public libraries may accomplish this by describing the vision or goal of the library as well as encouraging library staff to fulfill their parts in bringing it to realization by the librarians' example.

Idealized influence (attribute) occurs when the leader instills pride and faith in followers, provides a vision and a sense of mission to do the right thing, gains respect as a role model, sets standards for emulation, operates out of deeply held personal value systems that include qualities like justice and integrity and encourage continued individual development (Mester et al., 2003., Modassir & Singh, 2008). The librarian may actualize idealized attribute by keeping rules and regulations of the office like being punctual in the office, talking to both staff and users with respect.

Idealized influence (behaviour) referred to leader's behaviours that result in subordinates identifying with their leaders and making effort to emulate them. This helps them to attain their goals and that of the organization (McLaggan et al., 2013). Idealized influence challenges the librarians to be effective, positive role models and always expect library staff to follow their footsteps. The librarian may accomplish this by being consistent in words and actions that are professional and supportive of visions, goals and displaying positive traits such as honesty, dependability and enthusiasm for library clientele.

According to Germano (2011) libraries, like all organisations, stand to benefit from transformational leadership since it represents self-sustaining change along with the propensity to encourage the creative thinking that improves library experiences for patrons. This is why Sheikh, Newman and Al Azzeh (2013) recommended training and effective development of transformational leaders in Middle Eastern Organisations. Germano (2011) further explained that transformational library leaders drive and sustain environments that produce valuable change by doing the following:

- ❖ Evaluating innovation efforts
- ❖ Identifying ‘creatives’
- ❖ Developing an innovative climate
- ❖ Assessing tolerance for change
- ❖ Understanding patron wants/needs

Evaluation of innovation efforts involves the alignment of creativity and innovation efforts which fully explain how to attain maximum vision of library services and processes (Germano, 2011). Librarians utilizing transformational leadership should appreciate both success and failure which will encourage library staff to make contributions

Identifying library staff that are creative is important as they are contributors to innovative projects. According to Germano (2011) “Creatives” are employees who question established practices to come up with new ideas and develop exciting new programs that benefit patrons while almost always thinking in the big picture to the detriment of details. The essence of identifying them is to spur them to utilize their potentials and not to suppress them like autocratic and bureaucratic leaders. It is pertinent to encourage and motivate this crop of staff and their potentials channeled towards strategically desired results.

Furthermore, innovation climate gives opportunity to accept change. According to Germano, (2011) transformational leaders in libraries develop an innovative climate by constantly demonstrating their willingness to and accepting to change while encouraging that same willingness to embrace change in those around them. Martin (2015) asserted that change is fundamental to meet an organisational vision; though there

are some employees who may resist change. In the light of this, he emphasized that resistance to change could be in forms of antagonism or delay in carrying out duties delegated to them.

Indeed transformational leaders have the capabilities of handling staff to accept change in order to survive in the competitive environment. Previous studies of Avolio and Bass; Fairholm; Lowe, Kroeck and Sivasu- brahmaniam,; Stevens, D'Intino and Victor (as cited in Lo, Ramayah & Min, 2009, p.134) reported that 'transformational leadership is more effective, productive, innovative and satisfying to followers as both leaders and followers work towards the good of organisation propelled by shared vision and values as well as mutual trust and respect'.

The need for effective leadership in public libraries in Canada led to launch of the Public Library Leadership Fellow Programme in 2012. This was organized by the Canada Urban Libraries Council, in conjunction with University of Toronto and School Institute. According to Baarrie and Raven (as cited in Philip, 2014) at the completion of the programme, "participants should be able to reflect constructively on the nature of leadership, understand the role of leaders in shaping and engaging teams that advance the institution's mission and vision" and "identify and understand their personal leadership strengths".

Job Involvement of Library Staff

Job involvement of library staff in public libraries is fundamental for accomplishment of set goals hence it cannot be downplayed. Involvement is an individual committed participation in activities that concern an organisation or a group

where the individual commits time, energy and dedication. Involvement in whatever that is beneficial to individuals and entire society is important. Being involved exposes one to various activities of the group one is socializing with and that will give the person opportunity of not being naïve of the actions of the group. A library assistant who is involved in the job assigned to him in the public services department should be conversant with the books in the shelves assigned to him and will easily locate and retrieve information materials required by the clientele.

According to Lambert (2013), work is important and people should engage in work to better themselves. This may be by being financially independent, or improvement on one's skills through practicing or in-service training. An applicant having applied for a job in a library, and in the process of the recruitment signs an undertaking that the rules and regulations of the office would be observed and kept, ought to be involved in the job to justify his salary. Individuals may particularly get involved in certain activities when it is seen as having a potential of satisfying certain salient psychological needs. Psychological need satisfaction is crucial for ones well-being, and should be one of the biggest priorities. Need satisfaction is even related to greater work performance, less perceived stress, and fewer turnover intentions. Also, when the needs are not satisfied the staff get frustrated, and there will be negative psychological consequences (Gagné et al., 2014). In addition, Khan et al. (2011) contributed that job involvement is linked to importance of work in individual's routine or daily life. Some library staff may value their jobs due to the satisfaction they derive from outcomes of the assigned jobs.

Significance of job from the employees' points of view makes them have a greater recognition of their job, that can increase the power of the analysis of the current and future organisation's conditions, and finally be more prepared to accept higher responsibilities (Ziyaei, Nargesian and Aybaghi as cited in Jafari et al., 2013). A staff who is always ready to accept higher responsibility shows a sign of job involvement. This type of staff accepts responsibility without a frown and does it diligently. Ho, Oldenbury, Day and Sun (2012) opined that employees' involvement in their present job may relate to many values that individuals anticipate in their various life and work roles. It is likely that an employee may view a job as important to his identity, because of the values placed on social relationships or job security. This implies that library staff may be involved in the job because of relationship with co-workers or job security since the office belongs to government.

Work values play key role in influencing an employee's affective responses in the workplace which will translate to job involvement (Ho, et al., 2012). Work values have been commonly viewed as a personality variable, a strong antecedent of all three work attitudes and a relatively unchanged feature over an individual's life course. They explained that work values and job involvement are generally regarded as resulting from socialization processes, and the social learning flowing from these processes. Ucanok (2009) submitted that the work value of a person was different from one person to another where work values were specific goals that an individual considered important and the individual would make effort to get these goals from the work context.

A library staff is the one who knows why he values the job and why it is important to him. Acting on what one treasures gives the individual a strong foundation

for life. Ho et al. (2012) found out in their study that work values contribute significantly to job involvement. Employee's job involvement depends on his perception of his job and the value he places on it. Liao et al. (2012) added that job values dictate work behaviour, set goals for individuals and adjust choices over work hours.

Job involvement is a function of individual difference and the work situation (Uygur and Kilic, 2009). When viewed as an individual difference variable, job involvement assumes to occur when the possession of certain needs, values or personal characteristics predispose individuals to become more or less involved in their jobs. Lodahl and Kenjer (as cited in Schuler, 2013) contributed that job involvement is a function of individual, especially his early socialization. Children learn a great deal by watching and listening to family members, teachers, and other authority figures. What they observe usually influence them; as such, if they observe that people around them value their jobs, they may as well do the same. A library staff who grows up in an environment where people value their work will definitely observe the positive work attitudes. He should be able to wake up early, get prepared and leave home on time, in order to arrive at the office within the stipulated time. Many children in this environment will certainly imbibe these desired work attitudes and should be able to talk about dignity of labour. Schuler (2013) contributed that job involvement as a function of individual socialization is valid hence he maintained that an organisation can effectively increase the level of the employee job involvement through increased participatory supervision, decreased role ambiguity or decreased task repetitiveness.

The second perspective views job involvement as a response to specific work situation characteristics. This shows that some types of jobs or characteristics of the work

condition influence the extent to which a library staff becomes involved in his job. Job involvement has been related to job characteristics like task autonomy, task significance, task identity, skill variety and feedback, and supervisory behaviours such as leader consideration, participation in decision making and amount of communication (Brown as cited in Chughtai, 2008). Involvement in decision making and other related matters of one's job can enhance the performance of the employee. An investigation by Siegel and Ruh (as cited in Srivastava, 2005) revealed that job involvement significantly correlates with participation in decision making. The chances given to employees to make job decisions, lead to the strengthening of job involvement.

Opportunity to contribute towards matters that relate to one's job is of a great option to easy implementation of the job. Participation leads not only to better decision making, but also makes the implementation of the ideas simpler and more effective due to the perception of the group members that it is their decision. Decision making could be the act of choosing the one that seems to be the best alternative from varied alternatives (Griffin, 2012). The degree of participation by workers in decisions that affect them and the organisation as a whole will spur them to better commitment and involvement in the realization of organisational goals. A library staff who represents other library assistants in shelves sharing feels honoured and will do his best to see that the decision taken is implemented. Chruden and Sherman (as cited in Uchenwamgbe, 2013) submitted that participation in decision making creates an individual's mental and emotional involvement in a group situation which encourages the person to contribute to group goals and share responsibility with them. Participation in making job decisions gives a sense of belonging. Actually,

If employees have a sense of belonging to something that they perceive is of genuine importance to them, a powerful spirit of responsibility is engendered, which in turn creates a greater likelihood of individuals putting in more effort and being more conscientious in their attitude to the organization, the job, co-workers and clients. (Dierendonck, 2014, p.2)

According to Jones and George (2003) the successful process of making a decision, executing it and then seeing the positive outcome can help satisfy employee's need for achievement, provides recognition and responsibility, and enhance self-esteem. Simply being asked to participate in organisation decision-making may also enhance employee's job involvement and self-esteem. The degree to which job encourages involvement and positive discretionary behaviour very much depends upon the ways in which job holders are led and managed. Features of job can affect the job involvement because these features may encourage the internal motivation of employees. In other words the goodness and value of work play important role in the worth of employee due to internalisation of value through job involvement.

The nature of the duties contributes to job involvement. Adekanbi (as cited in Omolayo & Ajila, 2012) opined that workers' job attitude depends on the nature of the duties as the duties have been designed, and the extent to which an employee has identified with the outcome of his labour. This means that through job design, job involvement of library staff could increase. Moreover, job involved employees develop an organisational personality to do whatever they can for their organisation and they believe that their high job involvement contributes to organisational effectiveness. Similarly, giving employees power over their work content, that is, decision relating to

swiftness of work, quality of product and job related abilities and resources can encourage the employees to enhance their job involvement (Khan et al., 2011). Job involvement will be highest when the work environment makes an individual believe that his/her work is meaningful, offers control over how work is accomplished, maintains a clear set of behavioural norms, makes feedback concerning completed work available and provides supportive relations with supervisors and co-workers.

Job involvement affects the performance of the employee. In corroboration, Ekmekci (2010) posited that job involvement has a major role in the overall performance of organisation and individuals who value their jobs invest a large portion of their time on the job and the job becomes an integral part of their life. Library staff in the e-library section who are highly involved in their job sometimes are hardly conscious of office closing time when surfing the net to assist any user who will do examination the next day or somebody that wants to attend an interview. This is because they are often carried away by their jobs to the extent that they forget to check work closing time. To this crop of library staff time flies in the office and at times they wish for the extension of the day, which is not possible. An employee who takes job as important in his life, will definitely do all he could to see that the job is completed as desired. This set of staff can take job home if that opportunity is granted and if it is the type of job that can be moved from the office to elsewhere that the job can be handled, especially when there is a limited time to complete the job.

Each employee is uniquely created hence employees exhibit different levels of job involvement towards the accomplishment of the organisational goals. They make efforts in varied degrees to achieve the goals of the organisation. Any intervention or

effort to maximise and promote organisational effectiveness requires a higher degree of job involvement among workers in an organisation (Elanjumara; Hendrick as cited in Akinbode & Fagbohunge, 2014). In line with this library staff have different degree of job involvement which are geared towards attainment of public library goals.

Employees with high level of job involvement strongly identify with his job and really care about the kind of work they do. For highly involved workers their jobs seem inevitably connected to their different identities, interests, and life goals as well as the satisfaction that they may derive from doing their duties effectively (Jafari et al., 2010; Liao & Lee, 2009). According to Ueda (2012) highly involved individuals generally seem to be satisfied with their jobs, positive moods at work as is desired and highly committed to their employing organisations, their careers and their professions. Akita and Venkat (2004); Chightai (2008) and Jafari et al. (2010) found that the respondents in their studies indicated high job involvement.

Furthermore, job involved employees believe that their personal goals and that of the organisation are the same. Certainly,

An individual with a high degree of job involvement would place the job at the center of his/her life's interest. The well-known phrase 'I live, eat and breath my job' would describe someone whose job involvement is very high. Person with low job involvement would place something other than their jobs (e.g. family, hobbies or other things) at the centre of their lives (DeCarfel & Schaan as cited in Lambert, 2013, p. 2).

The employee who is well known by the above phrase may increase his total work hours causing the individual to spend more time and attention on the job. Wiener and Gechman (as cited in Toolpack Consulting, 2014) found that job involvement relates to off-work time devoted to the job. In this case instead of observing the off-work, employees invest the period to work showing that these crop of employees are really involved in their jobs. Sometimes, a high job involved library staff forfeits the day's off-duty which he is supposed to observe for doing a Saturday work. Onah (2008) commented that job involvement results in an individual's tendency to exceed the normal expectations associated with his or her job. Exceeding the normal expectations of the organisation is at the advantage of the organisation and its members. This is what most of the organisations want at this period of fierce competition era. Probably no organisation including public libraries would wish to hire an employee with low job involvement or those uninvolved employees.

Similarly, Arogundade and Olunubi (2014) maintained that highly involved individuals perform quite well on their job and this contributes significantly to their self esteem. Edward and colleagues (as cited by Bhatia et al., 2012) identified four interlocking principles for building a high-involvement work system that help to ensure that the system will be effective and that the various practices will work together to have a positive impact on employee engagement. These principles can be summed up as providing employees with power, information, knowledge and rewards.

According to Khan et al. (2011) many theorists have hypothesised that highly job-involved employees will put forth substantial efforts towards the achievement of organisational objectives and be less likely to leave the organisation. That is employees

with high job involvement rarely think about quitting the job and they are expected to project the future for their individual organisation (Kalantari, Ghorchian, Pasha & Jafari, 2011), thus enabling the retention of members of staff with many years of experience, which will also facilitate the retention of clientele who may continue to patronise the library due to the old employees' mode of rendering services and already established relationships. The longer the employees stay with an organisation the more they learn the system, products and services and have better understanding of their co-workers (Bersin, 2013).

Highly involved library staff are needed in public libraries due to constant changes in information environment which occasions disappearance of library information service monotony. Clearly, it is no longer the period when if one sought knowledge, it is most readily found in books which are kept in an organized manner in the libraries. This could be the reason why Clegg, Kornberger and Pitsis (2006) warned that knowledge in the information age is everywhere and acquired through different mediums. In view of this trend, libraries need highly involved staff who would uphold the system and compete effectively with other organisations that are offering information services. Libraries therefore need strong commitment to implement their development plans, especially as it concerns all levels of staff (Olorunsola & Bamijoko as cited in Rao, 2011). Presently,

Libraries are part of a highly competitive service industry. Competition comes from mega-bookstore, online book dealers, consultants, the internet, and individuals who feel they can go it alone. Libraries are no longer the only information show in town. Free web access to information is here to stay and non-

library and free web access information providers won't hesitate to market to library customers. (Kumber, 2004, p. 2)

Considering competition for information users, public libraries need highly involved workers who will be ever-ready to assist users to retrieve desired information and to reach the excluded (prisoners, the hospitalised and people in the orphanage) in the society. The public library in the current competitive information environment deserves proactive librarians and other library workers who will go extra miles to be highly involved in their jobs, to cushion the challenges of the changing information scene and empower the public library to attain giant strides.

Proactive librarians are those librarians who care, diagnose and analyse the needs of the information users and customize their services to suit the users (Gwang, 2011). In the same vein, other library staffers who are at service points should be dedicated and highly involved in their jobs in such a way as is in line with the Ranganathan's law of "save the time of the user". They should imbibe the culture of providing prompt services to their users which will encourage the user to visit the library if any information need arises. In his study on evaluation of library staff involvement programmes, Rao (2011) revealed that the productivity of paraprofessionals is paramount in every aspect. Appreciation of their contribution could be made by giving them more opportunity to improve and also to enable them to be highly involved in their jobs.

Employees can demonstrate a delightful positive attitude towards job as a result of the experience they have on the job. The experience with the job can mean an increased involvement in the fulfillment of formal job requirements. Omolayo and Ajila (2012) asserted that greater willingness to invest personal energy and time in job

performance can also occur with having a satisfying job. Different expectations, goals and values that people bring with them to their jobs and the satisfaction they hope to derive from the job is a reflection of their job involvement.

Satisfaction of the employees is of utmost importance for desired organisational goals. Pahmi, Tarmudi and Shahwir (2013) in corroboration maintained that organisation with more satisfied workers tends to be more effective in their jobs. The happier people are with their jobs and the job environment, the more satisfied they are on the job the more involved they will be with their jobs. Satisfaction is therefore central in any work setting, to enable the work flow move with ease as desired. When employees are satisfied with their jobs it may make them more productive, innovative and dedicated to maintaining the quality of services offered to users (Razalean, Givi, Givi & Nasrabadi, 2010). It is important to note that meeting the expectations of the employees is necessary for them to be highly involved in their jobs. Srivastava (as cited in Akhtar & Singh, 2010) found a significant relationship between job involvement and need for achievement motivation and high achieving person feel more involvement with their job as compared a low achieving person.

An employee with little job involvement sees job as just something to do to earn a living. In this situation all his/her motivation is extrinsic and she/he has little or no interest in learning how to perfect in performing his/her job (Onah, 2008). On the other hand, an employee 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 excellently. An employee whose job involvement is high can be viewed as one whose job is important to his/her self image. This kind of employee believes that work is important

and it has to be done in order to contribute to the well being of both the employee and the society.

People who are uninvolved in their jobs may not consider job as central to their lives and may hardly progress in their profession. Employees who are not involved with their jobs have their reasons, are probably more likely to blame their organisation for having a job they care little about, which means less likelihood of commitment to the organisation. These employees who are uninvolved would put up a behaviour, say discussing with co-workers when there is work to do, or leaving their seats for “essential” personal services like going to the bank (Arrey, 2013). On the other hand, employees who are involved in their job should form a greater bond with the organisation from which the job originates (Lambert, Barton & Hogan as cited in Lambert, 2013).

Low job involvement as viewed by Hafer and Martin (2006) contributed to employees’ feelings of alienation of purpose, alienation in the organisation or feeling of separation between what the employees see as their “life” and the job they do. Lambert (2013) emphasised that employees alienating from the job find it frustrating to attend work, day after day which ultimately leads to increased job stress. Alienation implies a state of individuality and separation from the self and work environment. It is said to exist when an individual experiences powerlessness, meaninglessness, normlessness, isolation and self-estrangement (Brown as cited in Mester et al., 2003). An alienated employee distances himself from the job, decreases his interest on the job and therefore lacks job involvement.

An employee who has low job involvement and is at the service point in an organisation may not exhibit expected attitude. This may also bring down the image of the organisation, and can lead to the frustration of the users which may consequently make them stop patronising the organisation. Low job involvement of library staff may contribute to inadequate shelving of library materials and users can be frustrated when they are unable to locate and retrieve library materials on the shelves even though such materials have not been borrowed. Ensuring that employees are encouraged to be highly involved in their jobs with the view to satisfying and retaining clientele and for favourable perception of the organisation is important. Both low levels and high levels job involved employees may be absent or late to duty for excusable reason such as illness, transportation problems but both may not be thought of the same way.

In this era of products and services competition, Pfeffer (as cited in Sharma et al., 2014) considered job involvement as a fundamental basis for establishing competitive advantage in business, markets and asserts that increasing job involvement can enhance organisational productivity and efficiency. Hung (2008) claimed that all successful business hinge on employee' job involvement. When employees are really involved they may bring out their talent to add value that would place their organisation above others that offer the same products or render the same services. Ghassemi, Isfhani, Abbaspour and Farhanghi (2015) contributed that employees with high involvement in their job have a lot of strength and are so eager and passionate for doing their responsibilities.

The importance of job involvement is obvious. Actually, it is one of the most essential factors for realising organisational and employee goals. Certainly, if organisational resources are provided but the workers are not involved in their jobs, it

will be impossible for the organisation to attain its goals. Increasing job involvement would enhance organisation and productivity through engaging employees to be more involved in their job and designing work in such a way that it will be a meaningful and fulfilling experience. Thus, if a job is designed in such a way that it is easily understood and manipulated without difficulty, employees may be willing and eager to be at work and be involved in such a way that they will contribute meaningfully. That is to say that some library staff assistants may find it difficult to shelve books properly due to Dewey Decimal Classification used in classifying the books. These staff may be reluctant to go to work; and would prefer to be late to duties any day they want to attend duties as a means of avoiding shelf-reading.

Therefore, it is important for organisations to design job in such a way that employees responsible to carry out such jobs understand it to the extent that they may be highly involved in the job. The higher the level of staff job involvement in an organisation the more their effectiveness will increase. Liao and Lee (2009) revealed that the more involved employees are the more competent and successful they are at work, and the more they believe that their personal goals are compatible with that of their organisational goals. Gorji, Elimadi and Hoseini (2014) emphasised that high job involvement brings about positive outcomes and makes people to work more than their responsibility. As a result they tend to attribute positive work results to their internal and personally controllable factors. The job involvement of employees in the organisation and use of skills and expertise for the advancement of the organisation is a significant issue. There is no doubt that establishment may prefer to work with those employees with high level of job involvement (Uygun & Kilic, 2009). It is a common fact that the

more an employee sincerely does his work carefully the more he perfects and the more he does it with ease.

Due to the importance of employees' job involvement in the organisations, job involvement programmes were carried out in India. Rao (2011) pointed out that attempt was made to find out the major reasons for implementing employee involvement programmes and the reasons include: improving quality, employee motivation, employee morale, improving skills, etc all geared towards increasing employees' job involvement. Investing in library workers to facilitate job involvement among them is vital to prepare them for new work required in the constantly changing environment of library and information service delivery (Ludlow & Stasbury as cited in Rao, 2011).

The expectancy theory of Vroom (as cited in Akhtar and Singh, 2014) suggested that administrators should make good use of personal expectancy to inspire employees. This is based on the notion that individual's action is determined by possible anticipated results and the relationship between the results and the action adopted. According to Akhtar and Singh (2014) job involvement of employee is determined by his expectancy level, which results in incentives for action. If the expectations of the employee are met, the employee's job involvement will increase but if it is not met his job involvement will be lower or it may cause him to leave and join another establishment which he feels will meet his expectations. If it is not possible for him to leave, he stays and as a result of the below expectations alienation may be the consequence.

Eliminating any obstacle that will hinder job involvement is crucial so that employees should be able to contribute effectively towards the attainment of

organisational goals. Smallwood (as cited in Teng, 2010) pointed out that dissatisfied employees could easily develop negative attitude and perception that could negatively influence other employees. Herzberg, Mausner and Suyderman (as cited in Rao, 2011) identified major factors they refer to as dissatisfiers. These include an organisations' policy and administration supervisor, salary scale, working condition as well as interpersonal relationship. In their opinion, managing these factors may remove the issue of dissatisfaction which will facilitate job satisfaction, commitment and high job involvement. Throwing more light to this, Noe et al. (2004) explained that,

When dissatisfied employees are unable to change their situation or remove themselves physically from their jobs, they may psychologically disengage themselves from their jobs. Although they are physically on the job, their minds may be somewhere else. This psychological disengagement can take several forms. First, if the primary dissatisfaction has to do with the job itself, the employee may display a very low level of job involvement. A second form of psychological disengagement is a low level of organisational commitment. (Noe et al., 2004, p. 429)

Considering the effect of dissatisfied employees in an organisation, Liao and Lee (2009) stressed that organisations need to know how to achieve the highest degrees of job involvement or improve these levels. Although every organisation may likely aspire to encourage a high degree of job involvement this effort is difficult mostly due to inherent differences in the degrees of job involvement among organisational members (Liao & Lee, 2009). Actually, "it is difficult for the management to decide what makes employees happy. It is important for the organisation to know it and it can help the

organisation to provide the employee needs” (Pahmi et al., 2013, p.44). The employees’ job involvement demands great attention because of its implication in the attainment of organisational goals.

Maintaining job involvement depends so much on individual characteristics and work situation of the organisation. An employee who has integrity and insists on maintaining it will definitely continue to be involved in his job. It is really beneficial to be well involved in ones job as it helps to increase self-worth. Apart from the built-in benefit of personal satisfaction, there are other benefits that come from getting involved in the job, it provides opportunities to learn and practice new skills, network with others, have fun and fellowship as it provides one with opportunities to make new friends with employees that have similar interest and values.

Being involved enables the organisation to use the individual’s skills, talents and vision to motivate others towards achieving a common goal. Furthermore, it gives employee opportunity to explore personal leadership style, identify and build his/her own leadership skills, enhance individual communication and interpersonal skills, feel more a part of the organisation, meet workers from other backgrounds different from their own and gain valuable experience for the resume for a job.

Measuring employees’ job attitudes in an organisation is a necessity considering that the way workers behave is important in the attainment of organisational goals. How then can one measure job involvement? Employees bring different attitudes to the organisation and as such various levels of attitudes are observed. Measuring the job involvement of the employees will go a long way to enable the organisation know even

the levels of job involvement of the workers. Robbins et al. (2008) maintained that knowledge of employee attitudes can be helpful to managers in attempting to predict employee behaviour. It will also provide valuable feedback on how employee perceived their working conditions and can also reveal employee intention early enough, which will enable the organisation to take appropriate action in time. Job involvement will be measured with Job Involvement Scale which Lodhal and Kejner developed in 1965. Many researchers like Arogundade and Olunubi (2014); Chughtai (2008); Ishwara (2010); Liao and Lee (2009); Omolayo and Ajila (2012) used this scale by Lodhal and Kejner to measure job involvement in their studies. In the same vein, Ekmekci (2011) submitted that the scale developed by Lodahl and Kejner is the mostly used scale by researchers to evaluate the job involvement.

Leadership Styles and Job Involvement

Relationship between leadership styles and job involvement has been discussed by Jafari et al., (2013); Mester et al., (2003); Pupipatphol, (2009); Rasool (2008). In some studies, leadership styles have positive relationship with job involvement while some have negative relationship with job involvement. Leaders express their leadership styles which either make or mar the organisation. When employees care about their organisations or leaders they invest effort to attain the organisational goals. The conduct of a leader as a member of an organisation stimulates individuals' relationship with the working environment and the job itself. Leadership styles act as a channel to motivate people as well as library staff to be involved or not in their job. If the relationship between the leader and employees is cordial there will be mutual trust, understanding, respect and confidence which will make the work environment conducive for desired job

involvement. To get maximum outcome from the services of public library, there is need to utilise leadership styles that will positively influence library staff to see job as their own, as that may spur them to be highly involved in their jobs.

Mukli, Jaramillo and Locander (as cited in Quyang et al., 2010) averred that number of researches showed that leadership plays a crucial role in the attitudes and behaviors of employees. The study by Enns (as cited in Omolayo & Ajila, 2012) indicated that manager's behaviours which were perceived as directive and restrictive correlated more with organisational climate and job involvement.

Empirical evidence indeed showed that autocratic leaders negatively influence group stability and effectiveness (Van Vugt, Jepson, Hart & De Cremer as cited in De Cremer, 2006). Hamidifar (2013) warned that negative leader-employee relationship reduces productivity and increases absenteeism and the turnover to the organisation can be quite high. Rahimi, Aslani, and Alipour (2013) in their research found that autocratic-colonial leadership style had no relationship with job attitude. Al-Ababneh (2013) submitted that the autocratic leadership leads to lower levels of job satisfaction, and satisfaction as one of the antecedents of job involvement is indispensable in organisations, unless if they do not want to achieve their organisational goals. That is why Dess, Picken and Lyon (as cited in Bushra et al., 2011) advised that if leaders want to produce a positive influence on individuals group and organisation, then leadership should be broadened from old rigid autocratic style to friendly and contemporary style.

Omolayo and Ajila (2012) indicated that there was no relationship between leadership styles and job involvement. Also, significant influence of leadership styles and organisational climate was found on job involvement as well as on job satisfaction.

Cheng, Yen and Chen (2012) investigated 210 soldiers from eight companies of the Taiwan Army, found out that for leaders with high emotional contagion, the positive relationship between transformational leadership and subordinates' job involvement was stronger for subordinates' with high (versus low) susceptibility. For leaders with low emotional contagion, no such interaction was found.

Jafari et al. (2013) found that spiritual leadership has positive correlation with job involvement. They submitted that spiritual leadership shapes the spiritual beliefs and commitment to work which as an interior stimuli result in their development and performing their tasks in the best way and increases accountability inside the employees.

Nazem and Mozaini (2014) found in their study that transformational and pragmatic leadership styles have relationship with job involvement. Effective leadership style is seen as a potent source of management development and sustained competitive advantage, leadership style helps organisation to achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done. Rasool (2008) in his study found that transformational leadership style has a moderate positive correlation with employees' job involvement. Rana, Malik and Hussain (2016) found a positive relationship between transformational and transactional leadership styles and job involvement.

Mester et al. (2003) posited that leadership theory suggests a positive relationship between transformational/transactional leadership and other constructs such as

organisational commitment, job involvement and job satisfaction, but in their own study transactional and transformational leadership did not correlate significantly with job involvement and job satisfaction, hence it is in contrast to other findings.

Leadership styles, Job Involvement and Gender

Organisations employ males and females to work for the success and sustainability of their organisations. Each employee, irrespective of gender, brings to the organisation different varieties of abilities, skills, knowledge, and ideas that will aid the organisation to achieve its goal. However, the degree to which employees are involved in these various organisations, would largely determine whether the organisation would achieve her objectives (Diefendorff as cited in Arogundade & Olunubi, 2014). These employees have different social backgrounds, which contribute to their personal characteristics.

Gender roles in society have been viewed differently in such a way that there are specified sex roles based on Social Role Theory (Dulin, 2007). According to Eagly and Wood (as cited in Paustian-Underdahl, Walker & Woehr, 2014), men have been traditionally associated with breadwinner positions and women with homemaking positions. Roles of men in society have been to work and provide for the upkeep of the family. As such they make effort towards providing the needs of the family.

On the other hand, gender stereotype makes the society to view women as those meant to stay and run homes. They are viewed as ones who are more dependent on their families or husbands who drive them to be less involved or committed to organisations that employed them. Stereotype nature of women has changed enabling them to work in

different organisations. The increased number of women in paid labour attests to this submission. Powell, Butterfield and Parent (2014) proposed that stereotype may change over time in the presence of disconfirming information. Currently, women are competing with men in almost all spheres of human endeavours.

In workplaces, the way males and females perceive their leaders have either negative or positive impact on their job involvement. Jackson, Alberti and Spines (2014) asserted that with consideration for varying leadership styles one would assume that opinions of subordinates vary in terms of their preference of supervisors' leadership styles and abilities. Leadership styles of the managers help to shape the interactions between manager and employees by defining how they approach the employee in the workplaces. The employees' perception of the manager plays a large role in the establishment of their relationship and how they will be involved in the jobs.

Men are believed and expected to be more energetic, assertive and independent than women. Naturally, men have the ability to direct and control people and are rated as masculine. Based on this, one can argue that this can be applied to their preference of leadership style. On the other hand, women are typically described and expected to be more communal, relation-oriented, nurturing and rated as feminine. Based on this notion, their preference to leadership style can be affected by this. Most organisations prefer leadership styles that provide opportunities for changes and innovations in order to progress with global trends. In line with this, Hitt, Keats and DeMarie; Volberda (as cited in Paustian-Underdahl et al., 2014) submitted that as organisations have become faster paced, global environments, some organisational scholars have proposed that a more

feminine style of leadership is needed to emphasise the participative and open communication needed for success. Paustian-Underdahl et al. (2014) emphasised that organisations shift from a traditional masculine view of leadership and toward a more feminine and transformational outlook.

Following social role theory, the correlation between leadership style and job involvement among male and female staff should be different. This is in line with the findings reported in previous studies by Cheng and Lin (2012); Reuvers, Engen, Vinkenbureg and Wilson-Evered (2008). In the study on leadership style and job involvement, Cheng and Lin (2012) reported that gender moderates the relationship between leadership styles of boss and subordinates job performance such that use of different leadership styles by male or female boss has differential effect on male and female subordinates. With specific reference to transformational leadership style, Reuvers et al. (2008) reported a gender difference in correlation between transformational style and employee innovativeness. In addition, Singh, Nadim and Ezzedeem (2012) found in their study that women viewed their best bosses differently from their male counterparts on several dimensions.

On the other hand, Catalyst (2004) revealed that the leading research and advisory organisation working with businesses and the professions to build inclusive environments and expand opportunities for women at work in a research achieves a new level of understanding about women's workplace perceptions and experiences. They compared female to male perceptions and experiences, and found that there were several similarities between male and female. It then implies that the perceptions of male and female about their jobs and leadership may be similar. According to catalyst, women and

men report similar levels of work satisfaction; reasons for which they would potentially leave their companies; and strategies for advancing. Some of these similarities allow the researchers to shatter pervasive myths about women.

Empirical Studies

The empirical studies in this work were discussed under the following subheadings; Leadership Styles, Job Involvement, Autocratic Leadership Style and Job Involvement, Transformational Leadership Style and Job Involvement and Leadership Styles, Job Involvement and Gender.

Leadership Styles

Some researchers have conducted studies on leadership style. Some of these research studies will be discussed.

Omeke and Onah (2013) conducted a study on “The Influence of Principals’ Leadership Styles on Secondary school Teachers’ Job Satisfaction in Nsukka Educational Zone of Enugu State, Nigeria”. The study aimed to investigate the principals’ leadership style and determine how they influence teachers’ job satisfaction. Descriptive survey design was adopted for the study. Population of the study was not specified but 280 teachers were selected for the study through Stratified Random Sampling Technique. Mean and standard deviation were used to analyze the research question, while t-test was used to test the null hypotheses. Result of the study showed that the principals adopted three leadership styles; autocratic leadership style ($x = 3.14$), Laissez faire leadership style ($x = 2.99$) and Democratic leadership style ($x = 2.53$). The

result showed that autocratic leadership style affected teachers negatively and do not ensure job satisfaction. Omeke and Onah recommended proper blending of the leadership styles, to enhance effectiveness. Principals should undergo in-service and refresher courses on modern rudiments of leadership styles. The appointment of principals should be based on competence and dedication to duty. School administrators should give teachers more opportunities to participate in decision making.

The present study is related to the study by Omeke and Onah because both of them studied autocratic leadership style and also considered gender in the perception of leadership style. It differed from the present study because transformational and bureaucratic leadership styles were included in the present study whereas democratic and laissez faire were included in the study by Omeke and Onah.

Job Involvement

Ishwara (2010) conducted a study on “Determinants of Job Involvement and Job Satisfaction among Teaching Professionals in Karnataka”. The study investigated the perceived level of job involvement and job satisfaction among university teachers working in Post Graduate Department in the Karnataka State, Southern India. The population of the study was not indicated but a sample of 304 comprising of 120 Assistant Professors, 94 Associate Professors and 90 Professors were selected through Proportionate Stratified Random Sampling technique for the study. Percentage, mean, standard deviation, chi-square and correlation analysis were used to analyse the data collected. The result showed that the University teachers have moderate level of job involvement. Ishwara recommended that the University should conduct survey of their

employees' job satisfaction and job involvement periodically to enable them determine their employees' level of job involvement and job satisfaction; examine, understand and address various job-related issues faced by the employees; adopt teacher friendly policy and administration; maintain optimal level of teacher ratio and provide accommodation for their employees to be near their workplace.

The study by Ishwara is related to the present study because both were carried out to ascertain the level of job involvement of the employees. It afforded opportunity to compare the results of both studies. Ishwara's study differed from the present study because it dealt on only the level of job satisfaction and job involvement. It did not include leadership style and gender issue.

Chightai (2008) carried out a study entitled "Impact of Job Involvement on In-role Job Performance and Organisational Citizenship Behaviour in University in Pakistan". The purpose of the study was to determine the levels of the three variables. The population of the study was not indicated but a sample of 208 teachers was selected using stratified random sampling technique. Data were collected using questionnaire. Mean, standard deviation and Pearson correlation coefficient were used for data analysis. The result showed that job involvement was reasonably high, organisational commitment was moderately high and there was high level of organisational citizenship behavior. The findings of this research support the notion that highly involved employees tend to perform at higher levels. Chightai recommended that organisations should invest in conditions which could help to make employees more involved in their jobs as such gesture would be profitable to the organisations.

The study by Chightai is related to the present study because both focused on ascertaining the level of job involvement. It also gave opportunity to compare the level of job involvement of both studies. The study however differed from the present work because it dealt only on job involvement and did not include leadership styles.

Autocratic Leadership Styles and Job Involvement

Omolayo and Ajila (2012) conducted a study entitled “Leadership Style and Organisational Climate as Determinants of Job Involvement and Job Satisfaction of Workers in Tertiary Institutions”. The study was conducted in Ekiti State Nigeria. The study sought to determine the influence and relationship between the leadership styles and organisational climate and job involvement and job satisfaction. The study was conducted in three selected educational institutions in Ekiti State of Nigeria.

The population of the study was not indicated, but a sample of 300 workers (150 males and 150 females) was randomly selected for the study. Descriptive survey design was adopted and data were collected through questionnaire. T-test and Pearson product moment correlation and regression analysis were used to analyze data generated from the study and to test the hypotheses formulated. Among the findings of the study were; a significant influence of leadership style and organisational climate on job involvement and job satisfaction, there is no significant relationship between job satisfaction and any of the leadership styles (autocratic and democratic); and between job involvement and any of the leadership styles (autocratic and democratic), there is no significant difference between leadership styles (autocratic and democratic) and job involvement, there is no

significant difference between leadership styles (autocratic and democratic) and job satisfaction.

The study recommended that attention should be paid to leadership in the management of human resources in order to attain organisational effectiveness. Leaders in organisations should have appropriate orientation on the importance of good leadership and in maintaining a cordial relationship with their subordinates who are indispensable assets to the organisation. Leaders should evaluate their subordinates frequently in order to understand their feelings, perceptions and expectations of their leadership styles as it will enable them to make necessary adjustments.

The study is related to this present research because both aimed at ascertaining the relationship between autocratic leadership style and job involvement. The study however differed from the present study because it included democratic and laissez faire leadership styles but excluded bureaucratic and transformational leadership styles.

Transformational Leadership Style and Job Involvement

Nazem and Mozaiini (2014) conducted a research entitled “Investigating the Relationship between Leadership Style (transformational and pragmatic) and Employees’ Job Involvement at Islamic Azad University”. The study aimed to provide an appropriate model for effective services at Islamic Azad University of Roudehen, Iran. Population of the study was not indicated, but a sample of 468 employees’ selected using stratified random sampling was used. Data for the study were collected using questionnaire. Mean, median and mode were used to analyze the research questions and multiple linear regression was applied in testing hypotheses. The result showed that there was a

relationship between leadership style (transformational and pragmatic) and its dimensions with employees' job involvement. The study recommended that organisations should employ and appoint eligible managers and leaders for efficiency in administration and supervision of higher education institutions to enable them survive in the competitive and uncertain environment.

The study by Nazem and Mozaiini is related to present study because both aimed at ascertaining the relationship between transformational leadership style and job involvement. The study, however, differed from the present study for not including autocratic and bureaucratic leaders.

Ike, Eze and Ukeh (2016) conducted a research on the "Role of Leadership Styles and Self Efficacy on Employees' Job Involvement in Enugu State. The study investigated the role of leadership styles and self efficacy on employees' job involvement. There was no sampling technique used. The researchers made use of the whole staff of the company totalling three hundred and thirteen (313) employees. Questionnaire was used to collect data for the study. Three instruments namely, leadership style scale, self-efficacy scale and job involvement scale were adopted for the study. Two-way analysis of variance (ANOVA) was employed for statistical analysis. The findings of the study showed a significant difference in job involvement between employees with high self-efficacy and those with low self-efficacy. In addition, the study was able to identify differences between the two categories of leadership styles (considerate and initiative- autocratic) on employees' job involvement.

The study by Ike, Eze and Ukeh is related to the present study because they focused on finding the relationship between leadership styles and job involvement. Both

studies adopted job involvement scale which was developed by Lodahl and Kejner (1965). However the two studies differed in aspects of leadership style studied. The former study concentrated on Self efficacy and initiative leadership style, while the present study focused on bureaucratic and transformational leadership styles.

Pupipatphol (2009) conducted a research entitled ‘The Relationships between Transformational Leadership, Job Involvement and Role of Professional Nurses in Primary Care Units’ in Bangkok. The research aimed at determining the role of professional nurses and the relationship between transformational leadership and job involvement. The sample was 250 professional nurses, randomly selected using simple random sampling technique. Research instrument was questionnaire. The data were analyzed using simple percentage, mean, standard deviation, and Pearson’s product moment correlation coefficients. The result of the study showed that the role of professional nurses at primary care units was at the middle level. Transformational leadership was positively related to the role of professional nurses in primary care units at a middle level. Job involvement was positively related to the role of professional nurses at primary care units at a high level.

The findings of the study aided the present study as regards ascertaining level of job involvement. The study by Pupipatphol is related to the present study because both dealt on relationships between transformational leadership styles and job involvement. They however differed in area of study and as well as scope of the study. This is because the former study was carried out in a hospital environment located in Bangkok which is outside Nigeria, while the present study was carried out in public libraries located in South-East and South-South of Nigeria.

Sheikh, et al. (2013) conducted a research on “Transformational Leadership and Job Involvement in the Middle East: The Moderating Role of Individually held Cultural Values”. The research was carried out with the view of examining whether individually held cultural values moderate the relationship between transformational leadership behaviour of supervisors and the job involvement of subordinates in the Middle Eastern organisational context. The population of the study was not indicated but a sample of 229 employees of 10 organisations in the United Arab Emirates was used for the study. Hierarchical regression analysis was used to analyse data collected. The result showed that transformational leadership was found to influence job involvement positively. In addition, the cultural value orientations of individuals were found to moderate this relationship. Collectivism positively influenced the relationship between transformational leadership and job involvement. These findings provided an insight into how transformational leadership may be used to motivate culturally diverse groups of employees within the Middle East to be involved in their jobs. The study recommended training and effective deployment of transformational leaders within Middle Eastern organisations.

The finding and recommendations of the study highlighted how effective leadership styles will be used to motivate employees for desired job involvement. The study of Sheikh et al. is related to the present study because both intended to ascertain the relationship between transformational leadership style and job involvement. The two studies however differ in their choice of leadership style because study by Sheikh et al. dealt only on transformational leadership style, while the present study focused on autocratic, bureaucratic and transformational leadership styles. The two studies also

differed in scope and area of the study. This is because while the Sheikh et al. study was carried out in ten organisations located in United Arab Emirate which is outside Nigeria, the present study was carried out in public libraries located in South-East and South-South Nigeria.

Malik and Ansari (2014) conducted a study entitled “Relationship between Leadership Style and Job Involvement: An Empirical Study on Indian employees”. The study aimed at investigating the relationship between leadership styles and job involvement of non-managerial level employed with IT firms in Delhi-NCR region. Population of the study was not indicated but sample of 127 were selected using convenient sampling technique. A correlational research survey design was adopted to conduct the study. Data for the study were collected using questionnaire and out of 127 copies of questionnaire distributed only 74 were successfully filled and returned by the participants yielding a response rate of 58%. Descriptive statistics and two-tailed Pearson correlation were used for data analysis.

The results of study by Malik and Ansari revealed that transformational leadership was significant and positively related with job involvement. Transactional leadership was found to be insignificant for the sample of non-managerial employees. Laissez-faire leadership was found to be significant but negatively related with Job Involvement.

The study by Malik and Ansari is related to the present study because both intended to investigate the relationship between leadership styles and job involvement. Both studies also adopted Multifactor Leadership Questionnaire (MLQ) which was constructed by Bass and Avolio (1994). On the other hand, the studies differed in their

choice of leadership styles. This is because they used transformational, transactional and laissez-faire leadership styles, while the present study used autocratic, bureaucratic and transformational leadership styles. The two studies also differ because Malik and Ansari study did not explore the perception of male and female on leadership style and job involvement. Moreover, while the former study was carried out in IT firms in Delhi-NCR region which is outside Nigeria, the present study was carried out in public libraries located in South-East and South-South Nigeria.

Mester et al. (2003) conducted a study on leadership style and its relationship to employee attitudes and behaviour in Johannesburg. The purpose of this study was to examine the relationships between leadership style and organisational commitment, job satisfaction, job involvement and organisational citizenship behaviour and whether these relationships were stronger for transformational than for transactional. The participants were drawn from 18 major companies listed on the Johannesburg Stock Exchange involved in the development and implementation of infrastructure and industry projects and the design and manufacture of engineered products. The population of the study was not indicated but a total of 404 employees were selected using stratified random sampling technique. Data for the study were collected using questionnaire. Mean, standard deviation, and Pearson moment correlation were used to identify the direction and the strength of the relationship between each of the variables.

Result of the study indicated that transformational and transactional leadership did not correlate significantly with job involvement and job satisfaction. The study provided evidence of a significant relationship between transactional leadership and affective commitment, transformational leadership and affective commitment (to a lesser

degree), normative commitment as well as organisational citizenship behaviour. The results further indicated a significant relationship between affective commitment and normative commitment. The researchers recommended replication of the study in different industries.

The study by Mester et al. is related to the present study in aspect of purpose of the study which sought to find out the relationship between transformational leadership style and job involvement. They are also related as both adopted questionnaire for instrument for data collection. The two studies however differed in aspect of purpose of the study, area of study as well as scope. This is because the study by Mester et al. studied relationship between organisational commitment, job satisfaction and organisational citizenship behaviour. Moreover, while the former study was carried out in Johannesburg in South Africa which is outside Nigeria, the present study was carried out in public libraries located in South-East and South-South Nigeria.

Reuvers et al. (2008) carried a research entitled “Transformational Leadership and Innovative Work Behavior: Exploring the Relevance of Gender”. The study was conducted in Australia. The study explored the relationship between transformational leadership and employee innovative work behavior. It also examined the moderating effect of gender of manager and gender of the employees. The population of the study was not indicated, but a sample size of 335 respondents drawn from four hospitals was used for the study. Data for the study were collected using questionnaire. Descriptive statistics of mean and standard deviation were used for data analysis. The result showed a positive and significant relationship between transformational leadership and innovative work behavior. Furthermore, gender of the manager moderated the relationship between

transformational leadership and innovative work behaviour. No significant effect was found for the three-way interaction of transformational leadership, gender of the manager, and gender of the employee. The study recommended that hospitals that want to capitalize on the innovative capabilities of employees must ensure that team leaders and individuals in key leadership positions not only possess transformational leadership behaviours, but explicitly demonstrate them as well.

The two studies are related because both focused on finding ways of improving job involvement of employees in organisations. They both differed in area of the study while the former study was carried out in Australia which is outside Nigeria, the present study was carried out in public libraries located in South-East and South-South Nigeria.

Leadership Styles, Job Involvement and Gender

Rana et al. (2016) conducted a study on “Leadership Styles as Predictors of Job Involvement on Teachers in Punjab, India”. The study examined the effect of perceived positive styles of leadership, that is, transformational and transactional leadership, on job involvement of teachers in public and private universities of the Punjab. It also explored gender difference in the perception of leadership styles and job involvement. The population of the study was not indicated. A sample of 250 lecturers made up of 146 males and 104 females was used for the study. A correlational research survey design was adopted to conduct the study. Questionnaire was instrument used for data collection. Pearson correlation, multiple regression, t-test, and ANOVA were used for data analysis. The result of the study showed that both transformational and transactional leadership styles and their subfacets had significant positive relation to job involvement. The result

also indicated non-significant gender differences in perception of transformational leadership, and job involvement.

The study by Rana et al. is related to the present study because both found the level of employees' job involvement and the relationship between leadership styles and job involvement. Both studies also adopted Multifactor Leadership Questionnaire (MLQ) which was constructed by Bass and Avolio (1994). Furthermore, both studies explored gender perception of leadership style and job involvement. The studies differed in their choice of leadership styles. This is because the former study used transformational and transactional leadership styles, while the present study used autocratic, bureaucratic and transformational leadership styles. They also differ in their area of study as well as scope. This is because while the former study was carried out in school environment located in Punjab, India which is outside Nigeria, the present study was carried out in public libraries located in South-East and South-South Nigeria.

Summary of the Review of Related Literature

The study reviewed books, journals and internet resources. The review discussed the conceptual framework. It explained the concepts of leadership styles, librarians, library staff, job involvement and public libraries. It showed that effective leadership styles motivate and spur employees to be involved in their jobs for the attainment of organisational goals, Librarians are degree holders in Library and Information Science, that job involvement is a personal attachment to present job which facilitates performance and attainment of organisational goals and objectives. It also showed that

public libraries are libraries established and funded by government for providing information for everybody in society without any form of discrimination.

Behavioural and Contingent leadership theories were adopted for the study. The behavioural leadership theory was reviewed to explain what leaders do and explained that leaders can be made through observation and training. From the behavioural theory, University of Michigan Studies highlighted two dimensions of leadership styles which leaders can use to spur the employees to be involved in their jobs for the attainment of visions and goals. Contingency theory was also reviewed and explained that no single leadership style is suitable in all situations; from the contingency theory the path-goal theory highlighted four leadership styles which are directive, supportive, participative and achievement-oriented leadership styles.

Theoretical studies dealt on leadership styles of librarians, job involvement of library staff, relationship between perceived autocratic leadership styles of librarians and job involvement of library staff, relationship between perceived bureaucratic leadership styles of librarians and job involvement of library staff and relationship between perceived transformational leadership styles of librarians and job involvement of library staff, leadership styles, job involvement and gender. From the theoretical studies, it was shown that autocratic and bureaucratic leadership styles do not encourage employees to be involved in their jobs and do not give employees the desired push for change in the organisations. Transformational leadership inspires, motivates and encourages staff to be involved in their jobs for the accomplishment of individual and organisational goals.

The review of empirical studies on transformational and autocratic leadership styles, revealed positive relationship between transformational leadership style and job involvement, negative relationship between autocratic leadership style and job involvement.

Literature review for the study showed that all previous studies were carried out in academic library or in organisations outside Nigeria. Remarkably, none of these studies were done in public libraries in the South-East and South-South Nigeria. Therefore, there exist a gap in knowledge that needed to be filled, hence this study on relationship between leadership styles of librarians and job involvement of library staff in public libraries in South-East and South-South Nigeria.

CHAPTER THREE

METHOD

This chapter discussed the method and procedures which the researcher adopted in conducting this study. It was organised under the following sub-headings; research design, area of the study, population of the study, sample and sampling technique, 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. This design was adopted because according to Akuezuilo and Agu (2007) a correlational study seeks to establish what relationship exists between two or more variables. This design was adopted because this study investigated the relationship between perceived leadership styles of librarians and job involvement library staff.

Area of the Study

The research was conducted in public libraries in South-East and South-South Nigeria. There are 11 states and 102 public libraries in these two geo-political zones. States in the South-East geo-political zones are Abia, Anambra, Ebonyi, Enugu and Imo. There are 40 government public libraries in South-East zone. This zone is inhabited mainly by Igbo speaking natives who are industrious, friendly, educated and are endowed with rich cultural heritage. On the other hand, States in the South-South geo-political zones are Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. This zone has a total of 62

government public libraries. The inhabitants are educated, fishermen and in addition they have rich cultural heritage.

The researcher made choice of the area of study because of library staff low passion and motivation for their job. In addition, nine of the States in South-East (Abia, Anambra, Ebonyi, Enugu and Imo) and South-South (Akwa Ibom, Bayelsa, Cross River and Rivers) geo-political zones constitute the former Eastern Region of Nigeria where the first public library edict was enacted in Nigeria, precisely in 1955.

Population of the Study

The population of this study consisted of 437 library staff. The library staff include: library officers, library assistants, library attendants and data processing officers working in public libraries in the South East and South-South Nigeria. Specifically, the population consisted of Abia 38, Akwa Ibom 18, Anambra 48, Bayalsas 16, Cross River 12, Ebony 33, Enugu 26, Imo 51, Rivers 23, Edo 36 and Delta 136 library staff. Sampling was not done. See population distribution in Appendix F, page 198. According to Nworgu (2015), some studies may have small population that may be managed and demand the inclusion of all the elements in the study. With regards to this view, the entire population was used because the population was considered manageable.

Instrument for Data Collection

The data required for this study were collected using structured questionnaire entitled Perceived Leadership Styles Questionnaire (PLSQ) and Job Involvement Questionnaire (JIQ). The instrument comprised of three sections; A, B and C.

Section A of the instrument sought information on personal data of the respondents. Section B sought information on Perceived Leadership Styles of Librarians and the acronym is PLSQ. PLSQ consisted of 30 items generated from the three types of leadership styles addressed in the study. Items 1-10 covered autocratic leadership style, 11-20 covered bureaucratic leadership style, while 21-30 covered transformational leadership style. However, items 1-20 were structured by the researcher based on the literature reviewed. For items 21-30 the researcher adapted Multifactor Leadership Questionnaire (MLQ) from Saqer (2009) to measure transformational leadership style. Section C sought information on Job Involvement. Job Involvement Questionnaire comprised of 30 items which sought data on job involvement of the library staff. It was adapted from Lodahl and Kejner (1965).

The response format for the questions is on four-point scale which has the response categories as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

Validation of the Instrument

The draft copies of PLSQ and JIQ together with the purpose of the study, research questions and hypotheses were given to three senior lecturers in the Department of Library and Information Science, Measurement and Evaluation, and Education Management and Policy all in the Faculty of Education, Nnamdi Azikiwe University, Awka. They were requested to assess the face and content validity of the instrument and their inputs were taken into consideration and adequate corrections effected.

Reliability of Instrument

The reliability of the instrument was determined using Cronbach Alpha. The pilot test was carried out on 20 library staff (library officers, library assistants and library attendants) working in Jigawa State Public Library. This Public library is in Northern Nigeria which is not part of the zones studied but has the same characteristics with them. The reliability of the instruments was established using Cronbach Alpha method for determining internal consistency. The alpha coefficient for the three subscales of leadership styles questionnaire were 0.67, 0.73 and 0.74 for autocratic, transformational and bureaucratic leadership styles respectively. The alpha coefficient for the Job Involvement Questionnaire was 0.77. These alpha coefficients show that the instruments are reliable. (See Appendix A page 171 for details of the reliability analysis).

Method of Data Collection

The instruments were administered on the 437 respondents with the help of 22 research assistants. The research assistants were informed on the need to make it clear to the respondents that the questionnaire was purposely meant for academic research work only. The distribution and collection of the copies of the questionnaire lasted for two months and three weeks. A total of 437 copies of the questionnaire were distributed while 311 representing 71% of the total copies were duly completed.

Method of Data Analysis

Percentage was used for data analysis for research questions 1 and 2 while Pearsons correlation was used for data analysis for research questions 3-11. Pearsons correlation was equally used for hypotheses 1-9. Regression analysis was done on

hypothesis¹⁰. The research hypotheses were tested at 0.05 level of significance. Statistical Package for Social Science (SPSS) of computer software was adopted for the analysis.

Leadership styles (autocratic, bureaucratic and transformational) were used as independent variables, while job involvement served as dependent variable. Using summated scale, the possible scores for each of the three types of leadership styles ranged from 10 to 40 while that of job involvement ranged from 30 to 120. These were obtained by multiplying the lowest response weight which is '1' with the number of items in the scales and the highest response weight which is '4' with the number of items in the scales. Before analysis, each respondent's ratings for all the items were summed up to get the respondents' scores on perceived leadership styles and job involvement. From the distribution of scores for all the respondents, the composite mean scores and Pearson's correlation were calculated.

The decision rule on the correlation was guided by Best and Kahn's (2005) criteria as follows:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	high to very high

For the hypotheses, where obtained p .value was greater than the stipulated significance level of 0.05, the null hypothesis was not rejected. However, if obtained p .value was less than the stipulated significance level of 0.05, the null hypothesis was rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected from the field for this study were analyzed and the summaries were presented in tables to highlight the findings. The presentations were sequentially done starting with the answers to the research questions and then the testing of hypotheses.

Research Question 1

From the perception of the library staff, what are the leadership styles utilised by librarians in public libraries of South-East and South-South Nigeria?

Table 1: Range of Scores of Library Staff on their Perception of Leadership Styles employed by the Librarians in Public Libraries

Leadership Styles	Range of Scores	N	%	Remarks
Autocratic	10 – 24	218	70.1	Not employed
	25 – 40	93	29.9	Employed
Bureaucratic	10 – 24	26	8.4	Not employed
	25 – 40	285	91.6	Employed
Transformational	10 – 24	152	48.9	Not employed
	25 – 40	159	51.1	Employed

Table 1 showed that only 93 (29.9%) of the library staff with the scores ranging from 25 to 40 perceived that the librarians utilised autocratic leadership style, 285 (91.6%) of the library staff who scored between 25 and 40 perceived the librarians utilised bureaucratic leadership styles, while the 159 (51.1%) library staff who scored

between 25 and 40 believed that the librarians employ transformational leadership style in the public libraries.

Research Question 2

From the perception of library staff, what are their job involvement in public libraries in South-East and South-South Nigeria?

Table 2: Range of Scores of Library Staff on their Perception of their Job Involvement

Range of scores	N	%	Remarks
30 – 74	152	48.9	Poor job involvement
75 – 120	159	51.1	Good job involvement

Table 2 indicated that 159 (51.1%) of the library staff with scores ranging from 75 to 120 have good job involvement, while 152(48.9%) others who scored between 30 and 74 have poor job involvement.

Research Question 3

From the perception of library staff, what is the relationship between autocratic leadership style of librarians and job involvement of library staff in public libraries?

Table 3: Pearson r on the Perception of Library Staff on the Relationship between Autocratic Leadership Style of Librarians and Job Involvement of Library Staff.

Source of Variation	N	Auto. Lead. Style	r	Job Involvement	r	Remark
Auto. Lead. Style	311	1.00	-0.18	Very low	negative Relationship	

Table 3 revealed that from the perceptions of library staff there was a very low negative relationship (-0.18) between autocratic leadership style of librarians and job involvement of library staff in public libraries in South-East and South-South Nigeria

Research Question 4

From the perception of library staff, what is the relationship between bureaucratic leadership style of librarians and job involvement of library staff in public libraries?

Table 4: Pearson r on the Perception of Library Staff on the Relationship between Bureaucratic Leadership Style of Librarians and Job Involvement of Library Staff.

Source of Variation	N	Bureau. Lead. Style r	Job Involvement r	Remark
Bureau. Lead. Style	311	1.00	-0.32	Low negative Relationship

Table 4 showed that from the perception of library staff, there was a low negative relationship (-0.32) between bureaucratic leadership style of librarians and job involvement of library staff in public libraries in South-East and South-South Nigeria.

Research Question 5

From the perception of library staff, what is the relationship between transformational leadership style of librarians and job involvement of library staff in public libraries?

Table 5: Pearson r on the Perception of Library Staff on the Relationship between Transformational Leadership Style of Librarians and Job Involvement of Library Staff.

Source of Variation	N	Transf. Lead. Style r	Job Involvement r	Remark
Transf. Lead. Style	311	1.00	0.55	Average positive Relationship

Table 5 indicated that from the perception of library staff there was an average positive relationship (0.55) between transformational leadership style of librarians and job involvement of library staff in public libraries in South-East and South-South Nigeria.

Research Question 6

From the perception of male library staff, what is the relationship between autocratic leadership style of librarians and job involvement of male library staff in public libraries?

Table 6: Pearson r on the Perception of Male Library Staff on the Relationship between Autocratic Leadership Style of Librarians and Job Involvement of Male Library Staff.

Source of Variation	N	Auto. Lead. Style r	Job Involvement r	Remark
Auto. Lead. Style	117	1.00	-0.16	VeryLow negative Relationship

Table 6 revealed that from the perception of the male library staff there was a very low negative relationship (-0.16) between autocratic leadership style of librarians and job involvement of male library staff in public libraries in South-East and South-South Nigeria.

Research Question 7

From the perception of female library staff, what is the relationship between autocratic leadership style of librarians and job involvement of female library staff in public libraries?

Table 7: Pearson r on the Perception of Female Library Staff on the Relationship between Autocratic Leadership Style of Librarians and Job Involvement of Female Library Staff.

Source of Variation	N	Auto. Lead. Style r	Job Involvement r	Remark
Auto. Lead. Style	194	1.00	-0.18	Vrery Low negative Relationship

Table 7 showed that from the perception of female library staff there was a very low negative relationship (-0.18) between autocratic leadership style of librarians and job

involvement of female library staff in public libraries South-East and South-South Nigeria.

Research Question 8

From the perception of male library staff, what is the relationship between bureaucratic leadership style of librarians and job involvement of male library staff in public libraries?

Table 8: Pearson r on the Perception of Male Library Staff on the Relationship between Bureaucratic Leadership Style of Librarians and Job Involvement of Male Library Staff.

Source of Variation	N	Bureau. Lead. Style r	Job Involvement r	Remark
Bureau. Lead. Style	117	1.00	-0.21	Low negative Relationship

Table 8 revealed that from the perception of male library staff there was a low negative relationship (-0.21) between bureaucratic leadership style of librarians and job involvement of male library staff in public libraries in South-East and South-South Nigeria.

Research Question 9

From the perception of female library staff, what is the relationship between bureaucratic leadership style of librarians and job involvement of female library staff in public libraries?

Table 9: Pearson r on the Perception of Female Library Staff on the Relationship between Bureaucratic Leadership Style of Librarians and job Involvement of Female Library Staff.

Source of Variation	N	Bureau. Lead. Style r	Job Involvement r	Remark
Bureau. Lead. Style	194	1.00	-0.36	Low negative Relationship

Table 9 revealed that from the perception of female library staff there was a low negative relationship (-0.36) between bureaucratic leadership style of librarians and job involvement of female library staff in public libraries in South-East and South-South Nigeria.

Research Question 10

From the perception of male library staff, what is the relationship between transformational leadership style of librarians and job involvement of male library staff in public libraries?

Table 10: Pearson r on the Perception of Male Library Staff on the Relationship between Transformational Leadership Style of Librarians and Job Involvement of Male Library Staff.

Source of Variation	N	Transf. Lead.Style r	Job Involvement r	Remark
Transf. Lead. Style	117	1.00	0.49	Average positive Relationship

Table 10 indicated that from the perception of male library staff there was a average positive relationship (0.49) between transformational leadership style of librarians and job involvement of male library staff in public libraries in South-East and South-South Nigeria.

Research Question 11

From the perception of female library staff, what is the relationship between transformational leadership style of librarians and job involvement of female library staff in public libraries?

Table 11: Pearson r on the Perception of Female Library Staff on the Relationship between Transformational Leadership Style of Librarians and Job Involvement of Female Library Staff.

Source of Variation	N	Transf. Lead.Style r	Job Involvement r	Remark
Transf. Lead. Style	194	1.00	0.59	Average positive Relationship

Table 11 indicated that from the perception female library staff there was an average positive relationship (0.59) between transformational leadership style of librarians and job involvement of female library staff in public libraries in South-East and South-South Nigeria.

Testing the Null Hypotheses

Hypothesis 1

From the perception of library staff, there is no significant relationship between autocratic leadership style of librarians and job involvement of library staff.

Table 12: Significance of Pearson r on the Perception of Library Staff on the Relationship between Autocratic Leadership Style and Job Involvement of Library Staff

N	cal. r	df	crit. r	Remark
311	-0.18	309	0.19	NS

NS =Not Significant

Table 12 indicated that at 0.05 level of significance and 309 df, the calculated r -0.18 is less than the critical r 0.19. This means that in the perception of library staff, very low negative relationship between autocratic leadership style of librarians and job involvement of library staff was not significant in public libraries. Therefore the first null hypothesis is accepted.

Hypothesis 2

From the perception of library staff, there is no significant relationship between bureaucratic leadership style of librarians and job involvement of library staff.

Table 13: Significance of Pearson r on the Perception of Library Staff on the Relationship between Bureaucratic Leadership Style and Job Involvement of Library Staff.

N	cal. r	df	crit. r	Remark
311	-0.32	309	0.19	S

S =Significant

Table 13 indicated that at 0.05 level of significance and 309df, the calculated r -0.32 is greater than the critical r 0.19. This means that in the perception of library staff, low negative relationship between bureaucratic leadership style of librarians and job involvement of library staff is significant. Therefore the second null hypothesis is rejected

Hypothesis 3

From the perception of library staff, there is no significant relationship between transformational leadership style of librarians and job involvement of library staff.

Table 14: Significance of Pearson r on the Perception of Library Staff on the Relationship between Transformational Leadership Style of Librarians and Job Involvement of Library Staff

N	cal. r	df	crit. r	Remark
311	0.55	309	0.19	S

S =Significant

Table 14 revealed that at 0.05 level of significance and 309df, the calculated r 0.55 is greater than the critical r 0.19. This means that in the perception of library staff,

average positive relationship between transformational leadership style of librarians and job involvement of library staff is significant. Therefore the third null hypothesis is rejected.

Hypothesis 4

From the perception of library staff, there is no significant relationship between autocratic leadership style of librarians and job involvement of male library staff.

Table 15: Significance of Pearson r the Perception of Male Library Staff on the Relationship between Autocratic Leadership Style and Job Involvement of Male Library Staff.

N	cal. r	df	crit. r	Remark
117	-0.16	115	0.19	NS

NS =Not Significant

Table 15 indicated that at 0.05 level of significance and 115df, the calculated r -0.16 is less than the critical r 0.19. This means that in the perception of male library staff, very low negative relationship between autocratic leadership style of librarians and job involvement of male library staff is not significant. Therefore the fourth null hypothesis is accepted.

Hypothesis 5

From the perception of female library staff, there is no significant relationship between autocratic leadership style of librarians and job involvement of female library staff.

Table 16: Significance of Pearson r on the Perception of Female Library Staff on the Relationship between Autocratic Leadership Style and Job Involvement of Female Library Staff

N	cal. r	df	crit. r	Remark
194	-0.18	192	0.19	NS

NS =Not Significant

Table 16 showed that at 0.05 level of significance and 192df, the calculated r -0.18 is less than the critical r 0.19. This means that in the perception of library staff, very low negative relationship between autocratic leadership style of librarians and job involvement of female library staff is not significant. Therefore the fifth null hypothesis is accepted.

Hypothesis 6

From the perception of male library staff, there is no significant relationship between bureaucratic leadership style of librarians and job involvement of male library staff.

Table 17: Significance of Pearson r on the Perception of Male Library Staff on the Relationship between Bureaucratic Leadership Style and Job Involvement of Male Library Staff.

N	cal. r	df	crit. r	Remark
117	-0.21	115	0.19	S

S =Significant

Table 17 indicated that at 0.05 level of significance and 115df, the calculated r -0.21 is greater than the critical r 0.19. This means that in the perception of library staff the low negative relationship between bureaucratic leadership style of librarians and job involvement of male library staff is significant. Therefore the sixth null hypothesis is rejected.

Hypothesis 7

From the perception of female library staff, there is no significant relationship between bureaucratic leadership style of librarians and job involvement of female library staff.

Table 18: Significance of Pearson r on the Perception of Female Library Staff on the Relationship between Bureaucratic Leadership Style and Job Involvement of Female Library Staff.

N	cal. r	df	crit. r	Remark
194	-0.36	192	0.19	S

S =Significant

Table 18 revealed that at 0.05 level of significance and 194df, the calculated r -0.36 is greater than the critical r 0.19. This means that in the perception of male library staff, low negative relationship between bureaucratic leadership style of librarians and job involvement male library staff is significant. Therefore the seventh null hypothesis is rejected.

Hypothesis 8

From the perception of male library staff, there is no significant relationship between transformational leadership style of librarians and job involvement of male library staff.

Table 19: Significance of Pearson r on the Perception of Male Library Staff on the Relationship between Transformational Leadership Style and Job Involvement of Male Library Staff.

N	cal. r	df	crit. r	Remark
117	0.49	115	0.19	S

S =Significant

Table 19 showed that at 0.05 level of significance and 115df, the calculated r 0.49 is greater than the critical r 0.19. This means that in the perception of male library staff,

average positive relationship between the male library staff perceived transformational leadership style of librarians and their job involvement in public libraries is significant. Therefore the eighth null hypothesis is rejected.

Hypothesis 9

From the perception of female library staff, there is no significant relationship between transformational leadership style of librarians and job involvement of female library staff.

Table 20: Significance of Pearson r on the Perception of Female Library Staff on the Relationship between Transformational Leadership Style and Job Involvement of Female Library Staff.

N	cal. r	df	crit. r	Remark
194	0.59	192	0.19	S

S =Significant

Table 20 indicated that at 0.05 level of significance and 192df, the calculated r 0.59 is greater than the critical r 0.19. This means that in the perception of female library staff the average positive relationship between transformational leadership style of librarians and job involvement of female library staff is significant. Therefore the ninth null hypothesis is rejected.

Hypothesis 10

The library staff perceived autocratic, bureaucratic and transformational leadership styles of librarians in public libraries do not significantly predict their job involvement.

Table 21: Regression analysis on the Library Staff Perceived Autocratic, Bureaucratic and Transformational Leadership Styles of Librarians and their Job Involvement

R	R ²	R ² Change	B	Beta	%Variance	cal.F	df	crit.F	Remark
0.59	0.352	0.345	63.982	0.33	34.5	55.55	307	2.60	S

S =Significant

Table 21 showed that library staff perceived autocratic, bureaucratic and transformational leadership styles of librarians and their job involvement have R² change of 0.345. This indicates that library staff perceived autocratic, bureaucratic and transformational leadership styles of librarians have the predictive power 34.5 percent for job involvement. The table further showed that at 3df numerator and 307df denominator, the calculated F 55.55 is greater than the critical F 2.60. The tenth null hypothesis is rejected. Therefore the library staff perceived autocratic, bureaucratic and transformational leadership styles of librarians in public libraries significantly predict their job involvement.

Summary of the Findings

From the analysis, the following findings were made:

1. Only 93(29.9%) of the library staff perceived that librarians utilize autocratic leadership style.
2. The majority 285 (91.6%) of the library staff perceived that librarians employ bureaucratic leadership styles, while 159 (51.1%) library staff perceived that the librarians employ transformational leadership style in the public libraries.
3. Only 159 (51.1%) of the library staff have good job involvement.

4. In the perception of library staff, there is a very low negative relationship of -0.18 between autocratic leadership style of librarians and job involvement of library staff in public libraries.
5. In the perception of library staff, there is a low negative relationship of -0.32 between bureaucratic leadership style of librarians and job involvement of library staff in public libraries.
6. In the perception of library staff, there is an average positive relationship of 0.55 between transformational leadership style of librarians and job involvement of library staff in public libraries.
7. In the perception of male library staff, there is a very low negative relationship of - 0.16 between autocratic leadership style of librarians and job involvement of male library staff in public libraries.
8. In the perception of female library staff, there is a very low negative relationship of -0.18 between autocratic leadership style of librarians and job involvement of female library staff in public libraries.
9. In the perception of male library staff, there is low a negative relationship of - 0.21 between bureaucratic leadership style of librarians and job involvement of male library staff in public libraries.
10. In the perception of female library staff, there is low negative relationship of - 0.36 between bureaucratic leadership style of librarians and job involvement of female library staff in public libraries.

11. In the perception of male library staff, there is an average positive relationship of 0.49 between transformational leadership style of librarians and their job involvement of male library staff in public libraries
12. In the perception of female library staff, there is an average positive relationship of 0.59 between transformational leadership style of librarians and job involvement of female library staff in public libraries.
13. In the perception of library staff, the very low negative relationship between autocratic leadership style of librarians and job involvement of library staff in public libraries is not significant.
14. In the perception of library staff, the low negative relationship between bureaucratic leadership style of librarians and job involvement of library staff in public libraries is significant.
15. In the perception of library staff, the average positive relationship between transformational leadership style of librarians and job involvement of library staff in public libraries is significant.
16. In the perception of male library staff, the very low negative relationship between autocratic leadership style of librarians and job involvement of male library staff in public libraries is not significant.
17. In the perception of female library staff, the very low negative relationship between autocratic leadership style of librarians and job involvement of female library staff in public libraries is not significant.

18. In the perception of male library staff, the low negative relationship between bureaucratic leadership style of librarians and job involvement of male library staff in public libraries is significant.
19. In the perception of female library staff, the low negative relationship between bureaucratic leadership style of librarians and job involvement of female library staff in public libraries is significant.
20. In the perception of male library staff, the average positive relationship between transformational leadership style of librarians and job involvement of male library staff in public libraries is significant.
21. In the perception of female library staff, the average positive relationship between transformational leadership style of librarians and job involvement of female library staff in public libraries is significant.
22. In the perception of library staff, autocratic, bureaucratic and transformational leadership styles of librarians significantly predict job involvement of library staff in public libraries.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the discussion of results, implications of the study, recommendations, limitations and suggestions for further research were presented.

Discussion of Findings

Findings of the study were discussed in this section under the following sub-headings:

1. Leadership styles adopted by librarians
2. Job involvement of library staff
3. Leadership styles of librarians and job involvement
4. Leadership styles, job involvement and Gender
5. Autocratic, bureaucratic and transformational leadership styles of librarians as predictors of library staff job involvement.

Leadership Styles of Librarians

The findings of the study showed that 93 (29.9%) of the library staff perceived that librarians employ autocratic leadership style. A majority of the library staff 285 (91.6%) perceived that the librarians employed bureaucratic leadership style, whereas 159 (51.1%) perceived that librarians employ transformational leadership style. The higher rating of bureaucratic leadership style when compared to autocratic and transformational leadership styles showed that librarians are perceived by library staff as using bureaucratic leadership style more than the other styles. This result is in accord

with the findings by Nwafor (2012); Fanimihin and Popoola (2012) who in their different studies on libraries domiciled in the ministries reported that the bureaucratic leadership is the dominant leadership style used by principal officers and by leaders in ministries and extra-ministerial departments.

The agreement between these findings and the current result could be due to the similarity in contexts. Public libraries are public service organisations owned by the government so are ministries and extra-ministerial departments. However, high use of bureaucratic leadership in public libraries is not the best at this period of fierce competition heightened by opportunities created by information and communication technology in information environment. In relation to this, Ahmad et al. (2014) argued that bureaucratic leadership generally has light task orientation and weak connection, therefore employee job involvement is negatively affected in a work environment where it is highly utilized. Bureaucratic leaders are strappingly committed to procedures and processes instead of employees. They failed to understand that employees are human beings who have feelings, emotions and individual values. Masqsood et al. (2013) emphasised that leaders applying bureaucratic leadership style are not dynamic and never care to change their behaviour with the changing environments. The danger in adopting bureaucratic style is that leadership's greatest benefits, motivating and developing people, are ignored by bureaucratic leaders (Germano, 2010). Nevertheless, the dominant use of bureaucratic leadership style among librarians found in this study contrasts with some previous study by Akor (2014) who reported that librarians in Benue State mostly use democratic leadership style.

The middling level of transformational leadership style is in line with Martin (2015) study in which he reported a middling level of use of transformational leadership style. According to Martin, this is troubling due to the fact that transformational leadership has been shown to be highly correlated with successful change in organisations, brought about by technology. He emphasised that strong leaders are needed throughout the profession to navigate change and strengthen the profession of librarianship. Whether the profession thrives or perishes may depend on its ability to find and develop transformational leaders.

Job Involvement of Library Staff

In relation to library staff job involvement, the study found that only 159 (51.1%) of other library staff exhibited good job involvement. This is consistent with the findings recorded by previous studies such as (Ishwawa, (2010); Khan, et al., (2010) and Sjoberg; and Sverke (2000), which reported moderate employees' job involvement. However, in contrast, other scholars such as (Chightai, 2008; Jafari et al., 2010; Liao & Lee, 2009; Nwaibere, 2014) found that employees used in studies reported high job involvement. According to Brown and Leigh (as cited in Chightai, 2008), people who are highly involved in their work tend to be more motivated and consequently are likely to put in more effort in their jobs and therefore should perform better than less involved individuals. This implies that motivation is critical for library staff job involvement. The conflicting findings may be because job involvement is an attitudinal/behavioural variable which can be affected by external work environment.

Employees from different work environment and under varying leadership styles are likely to have different job involvement levels. This obviously is the case in this study for most of these studies were conducted in different work environments. The different contexts notwithstanding, high employee job involvement is desirable in all work environment. Corroborating this, Uygur and Kilic (2009) observed that establishments prefer to work with employees with high level of job involvement. This is because these employees exhibit a number of desirable behaviours that promote productivity and endear them to their employers, for instance, Robbins et al. (2008, p. 79) posited that, “employees with high level of job involvement strongly identify with and really care about the kind of work they do”. The higher the level of staff job involvement in an organisation the more its effectiveness will increase.

However, the moderate job involvement reported by library staff is worrisome. This showed that they are not really involved in their jobs as expected. One may wonder what could have been the result if library staff were rated by librarians. This result is bothersome as the current status of library services in the public libraries in South-East and South-South Nigeria is poor and requires high job involvement of the staff. Generally, libraries are facing stiff competition and are challenged to maintain relevance in society in the face of many information providers (Clegg et al., 2006 & Kumar, 2004). This situation is even grimmer in Nigeria, for this reason, highly involved library workers are needed to help render effective and community friendly services to enable people become global and lifelong learners in their various communities.

Leadership Styles and Job Involvement

The findings of the study revealed a very low negative relationship between library staff perceived autocratic leadership style of librarians and their job involvement. Also, the relationship is not significant. The negative relationship between autocratic leadership style and job involvement showed that when library staff perceived librarians as using autocratic leadership style, their job involvement reduces. This indicates that autocratic leadership style does not encourage job involvement. According to Akor (2012), workers under an autocratic leader may be seen as working under pressure and fear most of the time and often show dissatisfaction to this form of leadership by various means such as indulging in eye service, lateness to work, reduction of work output, sabotaging the work, seeking transfer or voluntarily resigning from the establishment. The autocratic leader finds it difficult to get genuine love, support and cooperation from subordinates who regard his administration as a “one man show”. The finding was consistent with that reported by Omaloyo and Ajila (2013) who found no significant relationship with autocratic leadership style and job involvement.

Regarding the relationship between bureaucratic leadership style and job involvement, the current study found that there is low negative relationship between library staff perceived bureaucratic leadership style of librarians and their job involvement. The negative relationship between perceived bureaucratic leadership style and job involvement shows that when library staff perceived librarians as using bureaucratic leadership style, their job involvement reduces. This result concurs with the study of Ojokuku et al., (2012) who found that bureaucratic leadership style has negative relationship with organisational performance. This is an indication that bureaucratic

leadership style does not induce positive work attitude and behaviour in employees such as job involvement. Mind Tool (2014) submitted that bureaucratic leadership style is less effective in organisations that rely on flexibility, creativity or innovation. The low negative relationship between library staff perceived bureaucratic leadership style of librarians and their job involvement is significant.

On the other hand, the findings of the study revealed that there is a positive relationship between library staff perceived transformational leadership style of librarians and their job involvement. This relationship is significant. It indicates that when library staff perceived librarians as using transformational leadership style their job involvement increases. This finding is consistent with the findings from studies carried previously by scholars (Cheng et al., 2012; Javeed & Farooqi, 2012; Nazem & Mozaini, 2014; Rasool, 2008; Sheikh et al., 2012). These researchers in their different studies reported that transformational leadership styles and job involvement have significant relationship. However, there are few isolated cases that contrast with this current finding. For instance, Mester et al. (2003) found no significant correlation between transformational leadership style and job involvement.

Indeed, transformational leadership style has been a highly acclaimed leadership style. Therefore its positive relationship with job involvement is not surprising. This is because it has been shown to possess features that engender high employee motivation such as talking eagerly when setting out goals and objectives to be accomplished, considering the special needs, abilities and aspirations of staff, treating staff as an individual rather than just as a member of a group and the leader sacrificing his/her interests for the benefits of other staff among other encouraging features (Burns as cited

in Tsai et al., 2011). Transformational leaders are more sensitive to their environment and thus formulate and disseminate strategic goals that capture both the attention and interest of their followers. Transformational leaders translate vision into realities, values into actions, obstacles into innovations, and successful leadership helps to develop a climate in which followers are well motivated to transform challenges into success (Rana et al., 2016). Indeed, it is a highly recommended leadership style for organisations that need transformation as much as the library system in South-East and South-South Nigeria.

Leadership Styles, Job Involvement and Gender

Another significant finding of this study was that there is a very low negative relationship between perceived autocratic leadership style of librarians and job involvement of male as well as female library staff. There is low negative relationship between perceived bureaucratic leadership style of librarians and male as well as female library staff job involvement, the negative relationship is significant. On the other hand, there are positive relationships between perceived transformational leadership style of librarians and job involvement of male as well as female library staff. This positive relationship is significant. Generally speaking, librarians were rated the same regardless of whether they were rated by male or female library staff. This implies that both male and female library staff perceived the leadership styles of librarians in the same manner. Male and female library staff do not differ in their general perception of leadership styles utilised by librarians. This is in line with finding of Rana et al, (2016) who found no significant gender differences in perception of transformational, transformational leadership, and job involvement.

Autocratic, Bureaucratic and Transformational Leadership Styles of Librarians as Predictor of Library Staff Job Involvement.

Another significant finding of the study was that the regression analysis showed that the combination of the autocratic, bureaucratic and transformational leadership styles significantly predicts library staff job involvement. With this result, it is pertinent to use different leadership styles for different situations for attainment of desired job involvement.

Conclusion

The findings of the study suggested that librarians' use of transformational leadership style might increase the job involvement of staff of public libraries and so positively affect the attainment of the goals of these libraries. On the other hand, librarians' use of bureaucratic and autocratic leadership styles might decrease the job involvement of staff in public libraries and therefore hamper the realization of their goals. Since librarians' use of bureaucratic style dominates other styles, the significant negative relationship between bureaucratic leadership style and job involvement may have accounted for moderate job involvement of the library staff. The regression analysis showed that the three leadership styles predict job involvement. Thus, it is pertinent for librarians to combine different leadership styles for desired job involvement at different situations.

Implications of the Study

1. This study has provided empirical evidence as regards perceived leadership styles and job involvement in public libraries in South-East and South-South Nigeria. The results showed that the three leadership styles of autocratic,

bureaucratic and transformational are used, but bureaucratic leadership style is highly used. Librarians should reduce the use of leadership styles which will not encourage staff to be well involved in the job.

2. The findings revealed that library staff were moderately involved in their jobs. The finding showed low moderate range. The moderate job involvement is an indication that the dominant leadership style which is bureaucratic leadership does not induce high job involvement. Librarians should therefore moderate utilisation of bureaucratic leadership style and increase the use of transformational leadership style to facilitate high job involvement among library staff in public libraries in South-East and South-South Nigeria.
3. Autocratic leadership style of librarians had negative relationship with job involvement of library staff. Librarians should reduce the utilisation of autocratic leadership style to the barest minimum and use it only when it is inevitable since it does not induce high job involvement.
4. Bureaucratic leadership style had significant negative relationship with job involvement. Librarians should utilise bureaucratic leadership style with caution and modify some policies to be flexible and accommodate change and innovation to encourage job involvement among library staff in public libraries of South-East and South-South Nigeria.
5. Transformational leadership style had significant positive relationship with job involvement. Librarians should utilise more of transformational leadership style since it spurs library staff to be involved in their jobs in public libraries of South-East and South-South Nigeria.

6. Irrespective of gender, library staff in public libraries in South-East and South-South had the same perception on autocratic, bureaucratic and transformational leadership styles of librarians. Therefore, it would be unnecessary to utilise different leadership styles for any of the genders.

Recommendations

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

1. Librarians should be exposed to different leadership styles, which they will adopt and use for guiding and supervising staff under them. This should be achieved through inclusion of leadership courses in the curriculum for up-coming librarians, leadership training for librarians that are already in the fields, which would be achieved through professional seminars, workshops, and short-term courses.
2. Awareness should be created among the librarians working in public libraries on the relationships between leadership styles studied and job involvement. They should be encouraged to adopt and use more of transformational leadership style among other leadership styles, since it is the leadership style that has significant positive relationship with job involvement in this study, hence the one that will increase job involvement. This would be achieved by restoring meetings of chief executives of public libraries in Nigeria for training and seminars with the view to educate them on leadership and mandate them to step down the training to all the librarians in their various libraries.
3. Job involvement programmes should be organised by the librarians for the library staff on continual basis. This will enable the library staff be aware of the importance and benefits of being involved in their jobs.

4. The management of public libraries should adopt innovative system of recognising highest involved staff and giving incentives to them. This should be done in such a manner that staff will aspire to be highly involved in their job in order to benefit from such package.

5. There is need therefore for the management of public libraries to provide groundwork for implementing transformational leadership style and other leadership styles that positively correlate with job involvement to enhance the job involvement of library staff. Indeed, leadership styles of librarians need to evolve for a higher job involvement of library staff of public libraries in South-East and South-South Nigeria.

Suggestions for Further Research

The following were suggested for further studies:

1. Relationship between perceived leadership styles of librarians and job involvement of library staff in college, university or special libraries.
2. Comparative study on relationship between perceived leadership styles of librarians and job involvement of library staff in private and government owned universities in Anambra State.
3. Periodic check of library staff job involvement score: Implications for effective library services in public libraries of Northern Nigeria.

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APPENDIX A

REQUEST FOR VALIDATION

Prof Kenneth Dike
State Central e-Library
Awka
22nd May, 2014

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

Dear Sir/Madam,

REQUEST FOR VALIDATION OF INSTRUMENT

I am Udeze, Nkechi Sabina, a Ph D Student in the Department of Library and Information Science, Faculty of Education, Nnamdi Azikiwe University, Awka. I am conducting a research on the Relationship between Perceived Leadership Style of Librarians and Job Involvement of Library Staff in Public Libraries of South-East and South-South Geo Political Zones of Nigeria.

I humbly request that you use your expertise to validate the instrument for this study and offer corrections and modifications where necessary on the content and face values. Attached are the purpose of the study, the research questions and the hypotheses to be tested.

Thanking you in anticipation for your favourable consideration.

Udeze, Nkechi S.

APPENDIX B

LETTER OF TRANSMITTAL

Dept of Lib & Info Science
Nnamdi Azikiwe University,
Awka

Dear Respondent,

REQUEST TO COMPLETE RESEARCH QUESTIONNAIRE

I am a PhD student of Department of Library and Information Science, Nnamdi Azikiwe University, Awka. I am conducting a research study on the relationship between the perceived leadership style of librarians and job involvement of library staff in public libraries of South East and South-South Nigeria.

The attached questionnaire is designed for data collection for the study. I humbly request you to kindly assist me in this endeavour by completing the questionnaire on the assurance that your response will be kept confidential and will be used solely for this study.

Thank you for your understanding and co-operation.

Yours faithfully,

Udeze, Nkechi S.

APPENDIX C**PERCEIVED LEADERSHIP STYLES AND JOB INVOLVEMENT
QUESTIONNAIRE****SECTION A: BIO-DATA**

Kindly fill the blank spaces where necessary or tick (✓) in the appropriate boxes provided below:

1. Gender: Male ☐ Female ☐

2. Name of the library.....

SECTION B: Perceived Leadership Style Questionnaire

Instruction: This questionnaire contains statements which describe your boss' leadership style in the public library. Using the response categories as shown below indicate the item that best describes the way you understand his/her leadership style. The response categories are as follows:

Strongly Agree (SA), Agree(A), Disagree (DA), Strongly Disagree(SD)

Perceived Leadership Style

S/N	Statements on Description of Leadership Styles	SA	A	DA	SD
	AUTOCRATIC LEADERSHIP STYLE				
	My Boss:				
1	Does not believe in asking for the opinion of other staff.				
2	Likes using threat and punishments.				
3	Tells staff what to and insists that they do it.				
4	Does not give out information about the office.				
5	Does not allow exchange of ideas.				
6	Does not allow staff to use their own ideas.				
7	Rules with iron hand.				
8	Decides everything on his own.				
0	Criticizes work that is not done his own way.				
10	Pushes workers under him to work hard despite lack of motivation and tools.				
	BUREAUCRATIC LEADERSHIP STYLE – My Boss				

11	Ensures that each staff reports to his/her senior officer.				
12	Resists change and works only with written procedures and policies.				
13	Ensures that assignment is delegated from the senior to junior staff.				
14	Ensures that tasks are performed only the way it is said to be done.				
15	Maintains a social distance with subordinates.				
16	Sees employees as lifelong staff.				
17	Does not work with oral instructions.				
18	Does not care to change old ways of handling official issues.				
19	Waits for official instructions before taking actions.				
20	Is not committed on motivating and developing staff.				
	TRANSFORMATIONAL LEADERSHIP STYLE- My Boss:				
21	Instills pride in staff for being associated with him/her.				
22	Specifies the importance of having a strong sense of purpose in performing daily tasks.				
23	Suggests new ways of looking at how to complete assignments.				
24	Considers staff individual special needs, abilities and aspirations.				
25	Treats staff as an individual rather than just as a member of a group.				

26	Talks eagerly when setting goals and objectives to be accomplished				
27	Sacrifices his/her self-interest for the good of others.				
28	Gets staff to look at problems from different angles				
29	Show confidence that goals will be achieved				
30	Considers the moral and ethical consequences of his/her decision.				

Section C: Job Involvement Questionnaire

The following statements describe your job involvement in your current job. Using the response categories as shown below carefully indicate your extent of agreement or disagreement to the statements made concerning involvement in your job. The response options are as follows:

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Job Involvement

	Description of Job Involvement	SA	A	D	SD
1	The major satisfaction in my life comes from my job.				
2	For me, morning hours at work runs very fast due to being busy.				
✓ 3	I usually show up for work a little early, to get things ready.				
✓ 4	The most important things that happen to me involve my work.				
5	It does not disturb me if I did not do the job as expected.				

✓ 6	I'm really a perfectionist about my work.				
7	My commitment to my job is hard to be broken.				
✓ 8	I have other activities more important than my work.				
✓ 9	I live, eat and breathe my job.				
✓ 10	I would probably keep working even if I didn't need the money.				
11	I like to spend most of my time at work				
12	To me, my work is not so important.				
✓ 13	I am very much involved personally in my work.				
✓ 14	I avoid taking on extra duties and responsibilities in my work.				
✓ 15	I used to be more ambitious about my work than I am now.				
✓ 16	Most things in my life are more important than my work.				
✓ 17	I used to care more about my work, but now other things are more important to me.				
18	I do not understand this job no matter the method				

	used in directing me.				
19	I am always conscious of closing-time and once it reaches I cannot work anymore.				
20	I understand my job very well to the extent that I motivate my co-workers.				
21	I have passion for my job to the extent that I do not think that I can leave it.				
✓ 22	Sometimes I'd like to kick myself for the mistakes I make in my work.				
✓ 23	I'll stay overtime to finish a job, even if I'm not paid for it.				
24	I do not feel like leaving my current job.				
25	My job is so boring that I would want to leave it.				
26	I trained and understood every aspect of my present job.				
27	My job is simplified to the extent that I enjoy doing it.				
28	I do not like this work because of its monotonous nature.				

29	Challenges in my job are too much hence I am not so much involved.				
30	I take work home to make sure that I meet the target.				

APPENDIX D

COMPUTATION OF CRONBACH'S ALPHA FOR RELIABILITY OF INSTRUMENT

Reliability

Scale: Autocratic Leadership Style

Reliability Statistics

Cronbach's Alpha	N of Items
.665	10

Item Statistics

	Mean	Std. Deviation	N
Does not believe in asking for the opinion of other staff.	2.0000	.91766	20
Like using threats and punishments	2.3500	.93330	20
Tells staff what to do and insists they must do it.	2.8500	.58714	20

Does not give out information about the office	2.0000	.64889	20
Does not allow exchange of ideas.	1.6500	.81273	20
Does not allow staff to use of ideas.	1.8500	.74516	20
Rules with an iron hand.	2.4500	.82558	20
Decides everything on his own.	2.0500	.60481	20
Criticize work that is not done his own way.	2.4000	.50262	20
Pushes workers under him to work hard despite lack of motivation and tools.	3.1500	.48936	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Does not believe in asking for the opinion of other staff.	20.7500	10.303	.322	.645

Like using threats and punishments	20.4000	9.937	.379	.631
Tells staff what to do and insists they do it.	19.9000	12.726	-.008	.693
Does not give out information about the office	20.7500	11.566	.239	.657
Does not allow exchange of ideas.	21.1000	9.989	.465	.610
Does not allow staff to use their own ideas.	20.9000	9.674	.606	.581
Rules with an iron hand.	20.3000	11.274	.196	.671
Decides everything on his own.	20.7000	10.326	.604	.595
Criticize work that is not done his own way.	20.3500	10.661	.648	.599
Pushes workers under him to work hard despite lack of motivation and tools.	19.6000	13.095	-.083	.696

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.7500	13.039	3.61102	10

Scale: Transformational leadership Style**Reliability Statistics**

Cronbach's Alpha	N of Items
.731	10

Item Statistics

	Mean	Std. Deviation	N
Instills pride in staff for being associated with him/ her	3.3000	.73270	20
Specifies the importance of having a strong sense of purpose in performing daily tasks.	3.0500	.51042	20
Suggests new ways of looking at how to complete assignments.	3.0000	.79472	20
Considers staff individual special needs, abilities, and aspirations.	2.9000	.55251	20

Treats staff as an individual rather than just a member of a group.	1.9000	.78807	20
Talks eagerly when setting goals and objectives to be accomplished	3.0000	.72548	20
Sacrifice his/her self-interest for the good of others.	3.2500	.44426	20
Gets staff to look at problems from different angles.	2.9500	.22361	20
Shows confidence that goals will be achieved	3.0000	.79472	20
Considers the moral and ethical consequences of his/her decisions.	2.9000	.64072	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Instills pride in staff for being associated with him/ her	25.9500	8.576	.719	.648
Specifies the importance of having a strong sense of purpose in performing daily tasks.	26.2000	10.695	.372	.714
Suggests new ways of looking at how to complete assignments.	26.2500	8.513	.658	.657
Considers staff individual special needs, abilities, and aspirations.	26.3500	10.134	.500	.696
Treats staff as an individual rather than just a member of a group.	27.3500	14.766	-.527	.855

Talks eagerly when setting goals and objectives to be accomplished	26.2500	9.566	.469	.696
Sacrifice his/her self-interests for the good of others.	26.0000	10.632	.472	.705
Gets staff to look at problems from different angles.	26.3000	10.958	.803	.702
Shows confidence that goals will be achieved.	26.2500	9.355	.455	.699
Considers the moral and ethical consequences of his/her decisions	26.3500	8.555	.862	.630

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.2500	12.197	3.49247	10

Scale: Bureaucratic Leadership Style

Reliability Statistics

Cronbach's Alpha	N of Items
.736	10

Item Statistics

	Mean	Std. Deviation	N
Ensures that each staff reports to his /her senior officer	3.0500	.39403	20
Resists change and works only with written procedures and policies.	3.2500	.44426	20
Ensures that assignment is delegated from the senior to junior staff.	3.1500	.48936	20
Ensures that tasks are performed only in the known way it is said to be done.	2.6500	.48936	20
Maintains a social distance with subordinates.	2.5500	.51042	20
Sees employees as lifelong staff	3.3000	.73270	20
Does not work with oral instructions.	3.4000	.59824	20
Does not care to change old ways of handling official issues.	2.4000	.59824	20
Waits for official instructions before taking actions.	3.0500	.22361	20
Is not committed on motivating and developing staff.	3.2000	.52315	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Ensures that each staff reports to his /her senior officer	26.9500	6.576	.576	.695
Resists change and works only with written procedures and policies.	26.7500	6.513	.522	.698
Ensures that assignment is delegated from the senior to junior staff.	26.8500	6.239	.579	.687
Ensures that tasks are performed only in the known way it is said to be done.	27.3500	6.345	.532	.694
Maintains a social distance with subordinates.	27.4500	7.945	-.108	.784
Sees employees as lifelong staff	26.7000	5.063	.696	.651

Does not work with oral instructions.	26.6000	5.937	.549	.687
Does not care to change old ways of handling official issues.	27.6000	7.621	-.025	.784
Waits for official instructions before taking actions.	26.9500	7.839	.004	.749
Is not committed on motivating and developing staff.	26.8000	5.747	.747	.656

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.0000	7.895	2.80976	10

Scale: Job Involvement**Reliability Statistics**

Cronbach's Alpha	N of Items
.765	30

Item Statistics

	Mean	Std. Deviation	N
The major satisfaction in my life comes from my job.	3.3500	.48936	20
For me, morning hours at work runs very fast due to busy schedules.	3.1500	.36635	20
I usually show up for work a little early, to get things ready in time.	3.1000	.30779	20
The most important things that happen to me involve my work	3.1000	.30779	20
It does not disturb me if I did not do the job as expected.	3.1500	.48936	20
I'm really a perfectionist about my work.	3.0500	.22361	20
Commitment to my job is hard to be broken.	3.2000	.41039	20
I have other activities more important than my work.	3.1000	.44721	20
I live, eat and breathe my job.	2.9000	.30779	20
I would probably keep working even if I didn't need the money.	2.5500	.51042	20
I like to spend most of my time at work.	2.9500	.22361	20

To me, my work is not so important.	3.9000	.30779	20
I am very much involved, personally, in my work.	3.1000	.30779	20
I avoid taking extra duties and responsibilities in my work.	3.3000	.65695	20
I used to be more ambitious about my work than I am now.	2.6000	.68056	20
Most things in my life are more important than my work.	3.2000	.52315	20
I used to care more about my work, but now other things are more important to me.	3.1500	.36635	20
I do not understand this job no matter the method that was used in teaching it.	3.1000	.30779	20
I am always conscious of closing-time and once it comes I cannot work anymore.	3.0500	.60481	20
I understand my job very well to the extent that I motivate my co-workers.	3.1000	.30779	20
I have passion for my job to the extent that I do not think that I can leave it.	2.9500	.22361	20
Sometime I'd like to kick myself for the mistake I make in my work.	2.8500	.48936	20
I'll stay overtime to finish a task, even if I'm not paid for it.	3.2000	.41039	20
I do not feel like leaving my current job.	3.0500	.22361	20
My job is so boring that I would want to leave it.	3.2500	.44426	20
I trained and understood every aspect of my present job.	3.0000	.32444	20
My job is simplified to the extent that I enjoy doing it.	3.1000	.30779	20
I do not like this work because of its monotonous nature.	3.3500	.48936	20

Challenges in my job are too much hence I am not so much involved.	3.1000	.30779	20
I take my work home to make sure that I meet a set target.	3.0500	.22361	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The major satisfaction in my life comes from my job.	89.6500	17.608	.293	.758
For me, morning hours at work runs very fast due to being busy.	89.8500	17.818	.356	.755
I usually show up for work a little early, to get things ready	89.9000	17.674	.496	.750
The most important things that happen to me involve my work	89.9000	18.200	.289	.759

It does not disturb me if I				
did not do the job as	89.8500	18.029	.189	.764
expected.				
I'm really a perfectionist				
about my work.	89.9500	17.734	.674	.749
My commitment to my				
job is hard to be broken.	89.8000	16.800	.620	.740
I have other activities				
more important than my	89.9000	17.463	.372	.753
work.				
I live, eat and breathe my				
job.	90.1000	18.305	.248	.760
I would probably keep				
working even if I didn't	90.4500	20.155	-.297	.794
need the money.				
I like to spend most of				
my time at work.	90.0500	20.471	-.726	.787
To me, my work is not				
so important.	89.1000	18.305	.248	.760
I am very much involved				
personally in my work.	89.9000	19.358	-.148	.775

I avoid taking on extra duties and responsibilities in my work.	89.7000	18.221	.071	.778
I used to be more ambitious about my work than I am now.	90.4000	17.516	.188	.770
Most things in my life are more important than my work.	89.8000	16.379	.567	.739
I used to care more about my work, but now other things are more important to me.	89.8500	17.187	.570	.745
I do not understand this job no matter the method used in teaching it.	89.9000	18.095	.330	.757
I am always conscious of closing-time and once it reaches I cannot work anymore.	89.9500	17.734	.187	.767

I understand my job very well to the extent that I motivate my co-workers.	89.9000	17.147	.710	.742
I have passion for my job to the extent that I do not think that I can leave it.	90.0500	18.471	.277	.760
Sometime I'd like to kick myself for the mistake I make in my work.	90.1500	17.292	.374	.753
I'll stay overtime to finish a job, even if I'm not paid for it.	89.8000	17.011	.553	.744
I do not feel like leaving my current job.	89.9500	17.734	.674	.749
My job is so boring that I would want to leave it.	89.7500	16.303	.712	.733
I trained and understood every aspect of my present job.	90.0000	17.368	.584	.746
My job is simplified to the extent that I enjoy doing it.	89.9000	17.674	.496	.750

I do not like this work because of its monotonous nature.	89.6500	19.397	-.136	.783
Challenges in my job are too much hence I am not so much involved.	89.9000	17.989	.371	.755
I take work home to make sure that I meet the target.	89.9500	18.997	.003	.768

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
93.0000	19.053	4.36493	30

APPENDIX E

OUTPUT OF PEARSON CORRELATION

Frequencies

Statistics

	Gender	Autocratic Total	Bureau_Total	Transform_Total	Job Involvement Total
N	Valid	311	311	311	311
	Missing	0	0	0	0

Frequency Table

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	117	37.6	37.6	37.6
Valid FEMALE	194	62.4	62.4	100.0
Total	311	100.0	100.0	

Autocratic Total

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10.00	1	.3	.3	.3
11.00	2	.6	.6	1.0
12.00	1	.3	.3	1.3
14.00	1	.3	.3	1.6
15.00	5	1.6	1.6	3.2
16.00	1	.3	.3	3.5
16.00	9	2.9	2.9	6.4
17.00	19	6.1	6.1	12.5
18.00	10	3.2	3.2	15.8
19.00	18	5.8	5.8	21.5
20.00	21	6.8	6.8	28.3
21.00	1	.3	.3	28.6

21.00	27	8.7	8.7	37.3
22.00	32	10.3	10.3	47.6
23.00	41	13.2	13.2	60.8
24.00	29	9.3	9.3	70.1
25.00	18	5.8	5.8	75.9
26.00	11	3.5	3.5	79.4
27.00	1	.3	.3	79.7
27.00	8	2.6	2.6	82.3
28.00	8	2.6	2.6	84.9
29.00	7	2.3	2.3	87.1
30.00	1	.3	.3	87.5
30.00	4	1.3	1.3	88.7
31.00	4	1.3	1.3	90.0
32.00	9	2.9	2.9	92.9
33.00	1	.3	.3	93.2
33.00	6	1.9	1.9	95.2
34.00	3	1.0	1.0	96.1
35.00	1	.3	.3	96.5
36.00	6	1.9	1.9	98.4
38.00	1	.3	.3	98.7
39.00	1	.3	.3	99.0
40.00	3	1.0	1.0	100.0
Total	311	100.0	100.0	

Bureau_Total

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15.00	1	.3	.3	.3
16.00	2	.6	.6	1.0
19.00	2	.6	.6	1.6
20.00	1	.3	.3	1.9
21.00	2	.6	.6	2.6
22.00	5	1.6	1.6	4.2
23.00	6	1.9	1.9	6.1
24.00	7	2.3	2.3	8.4

25.00	15	4.8	4.8	13.2
26.00	17	5.5	5.5	18.6
27.00	13	4.2	4.2	22.8
28.00	30	9.6	9.6	32.5
29.00	39	12.5	12.5	45.0
30.00	43	13.8	13.8	58.8
31.00	36	11.6	11.6	70.4
32.00	25	8.0	8.0	78.5
33.00	18	5.8	5.8	84.2
34.00	18	5.8	5.8	90.0
35.00	7	2.3	2.3	92.3
36.00	5	1.6	1.6	93.9
37.00	3	1.0	1.0	94.9
38.00	4	1.3	1.3	96.1
39.00	5	1.6	1.6	97.7
40.00	7	2.3	2.3	100.0
Total	311	100.0	100.0	

Transform Total

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11.00	1	.3	.3	.3
13.00	2	.6	.6	1.0
14.00	2	.6	.6	1.6
15.00	1	.3	.3	1.9
16.00	2	.6	.6	2.6
17.00	1	.3	.3	2.9
18.00	9	2.9	2.9	5.8
19.00	11	3.5	3.5	9.3
20.00	23	7.4	7.4	16.7
21.00	21	6.8	6.8	23.5
22.00	22	7.1	7.1	30.5
23.00	30	9.6	9.6	40.2
24.00	27	8.7	8.7	48.9
25.00	17	5.5	5.5	54.3

26.00	21	6.8	6.8	61.1
27.00	13	4.2	4.2	65.3
28.00	9	2.9	2.9	68.2
29.00	20	6.4	6.4	74.6
30.00	14	4.5	4.5	79.1
31.00	9	2.9	2.9	82.0
32.00	10	3.2	3.2	85.2
33.00	11	3.5	3.5	88.7
34.00	13	4.2	4.2	92.9
35.00	9	2.9	2.9	95.8
36.00	3	1.0	1.0	96.8
37.00	2	.6	.6	97.4
38.00	6	1.9	1.9	99.4
40.00	2	.6	.6	100.0
Total	311	100.0	100.0	

Job Involvement Total

	Frequency	Percent	Valid Percent	Cumulative Percent
43.00	1	.3	.3	.3
48.00	1	.3	.3	.6
49.00	1	.3	.3	1.0
50.00	1	.3	.3	1.3
51.00	1	.3	.3	1.6
54.00	2	.6	.6	2.3
55.00	1	.3	.3	2.6
56.00	5	1.6	1.6	4.2
57.00	4	1.3	1.3	5.5
58.00	4	1.3	1.3	6.8
59.00	3	1.0	1.0	7.7
60.00	7	2.3	2.3	10.0
61.00	7	2.3	2.3	12.2
62.00	7	2.3	2.3	14.5
63.00	9	2.9	2.9	17.4
64.00	6	1.9	1.9	19.3

65.00	14	4.5	4.5	23.8
66.00	9	2.9	2.9	26.7
67.00	7	2.3	2.3	28.9
68.00	12	3.9	3.9	32.8
69.00	8	2.6	2.6	35.4
70.00	9	2.9	2.9	38.3
71.00	7	2.3	2.3	40.5
72.00	8	2.6	2.6	43.1
73.00	8	2.6	2.6	45.7
74.00	10	3.2	3.2	48.9
75.00	7	2.3	2.3	51.1
76.00	6	1.9	1.9	53.1
77.00	3	1.0	1.0	54.0
78.00	1	.3	.3	54.3
79.00	5	1.6	1.6	55.9
80.00	3	1.0	1.0	56.9
81.00	6	1.9	1.9	58.8
82.00	2	.6	.6	59.5
83.00	7	2.3	2.3	61.7
84.00	5	1.6	1.6	63.3
85.00	5	1.6	1.6	65.0
86.00	9	2.9	2.9	67.8
87.00	6	1.9	1.9	69.8
88.00	5	1.6	1.6	71.4
89.00	7	2.3	2.3	73.6
90.00	6	1.9	1.9	75.6
91.00	4	1.3	1.3	76.8
92.00	6	1.9	1.9	78.8
93.00	6	1.9	1.9	80.7
94.00	4	1.3	1.3	82.0
95.00	4	1.3	1.3	83.3
96.00	3	1.0	1.0	84.2
97.00	11	3.5	3.5	87.8
98.00	5	1.6	1.6	89.4
99.00	3	1.0	1.0	90.4

100.00	2	.6	.6	91.0
101.00	6	1.9	1.9	92.9
102.00	3	1.0	1.0	93.9
103.00	2	.6	.6	94.5
104.00	1	.3	.3	94.9
105.00	1	.3	.3	95.2
106.00	2	.6	.6	95.8
107.00	2	.6	.6	96.5
108.00	3	1.0	1.0	97.4
110.00	1	.3	.3	97.7
111.00	1	.3	.3	98.1
113.00	2	.6	.6	98.7
114.00	2	.6	.6	99.4
116.00	1	.3	.3	99.7
117.00	1	.3	.3	100.0
Total	311	100.0	100.0	

Correlations

Correlations

		Autocratic Total	Bureau_Total	Transform_Total	Job Involvement Total
Autocratic Total	Pearson Correlation	1	.519**	-.219**	-.182**
	Sig. (2-tailed)		.000	.000	.001
	N	311	311	311	311
Bureau_Total	Pearson Correlation	.519**	1	-.215**	-.321**
	Sig. (2-tailed)	.000		.000	.000
	N	311	311	311	311

Transform_Total	Pearson Correlation	-.219**	-.215**	1	.554**
	Sig. (2-tailed)	.000	.000		.000
	N	311	311	311	311
Job Involvement Total	Pearson Correlation	-.182**	-.321**	.554**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	311	311	311	311

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

Correlations

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Correlations

		Autocratic Total	Bureau_Total	Transform_Total	Job Involvement Total
Autocratic Total	Pearson Correlation	1	.560**	-.256**	-.164
	Sig. (2-tailed)		.000	.005	.077
	N	117	117	117	117
Bureau_Total	Pearson Correlation	.560**	1	-.201*	-.211*
	Sig. (2-tailed)	.000		.030	.022
	N	117	117	117	117
Transform_Total	Pearson Correlation	-.256**	-.201*	1	.494**
	Sig. (2-tailed)	.005	.030		.000
	N	117	117	117	117

Job Involvement Total	Pearson Correlation	-.164	-.211*	.494**	1
	Sig. (2- tailed)	.077	.022	.000	
	N	117	117	117	117

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

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

Correlations

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Correlations

		Autocratic Total	Bureau_Total	Transform_Total	Job Involvement Total
Autocratic Total	Pearson Correlation	1	.502**	-.199**	-.177*
	Sig. (2-tailed)		.000	.005	.014
	N	194	194	194	194
Bureau_Total	Pearson Correlation	.502**	1	-.224**	-.362**
	Sig. (2-tailed)	.000		.002	.000
	N	194	194	194	194
Transform_Total	Pearson Correlation	-.199**	-.224**	1	.590**
	Sig. (2-tailed)	.005	.002		.000
	N	194	194	194	194
Job Involvement Total	Pearson Correlation	-.177*	-.362**	.590**	1

Sig. (2-tailed)	.014	.000	.000	
N	194	194	194	194

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

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

Regression

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Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Transform_Total, Bureau_Total, Autocratic Total ^b	.	Enter

a. Dependent Variable: Job Involvement Total

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.352	.345	12.37202

a. Predictors: (Constant), Transform_Total, Bureau_Total, Autocratic Total

b. Dependent Variable: Job Involvement Total

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25506.201	3	8502.067	55.545	.000 ^b
	Residual	46991.497	307	153.067		
	Total	72497.698	310			

a. Dependent Variable: Job Involvement Total

b. Predictors: (Constant), Transform_Total, Bureau_Total, Autocratic Total

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63.982	6.882		9.297	.000
Autocratic Total	.158	.157	.054	1.004	.316
Bureau_Total	-.876	.199	-.238	-4.394	.000
Transform_Total	1.431	.132	.515	10.854	.000

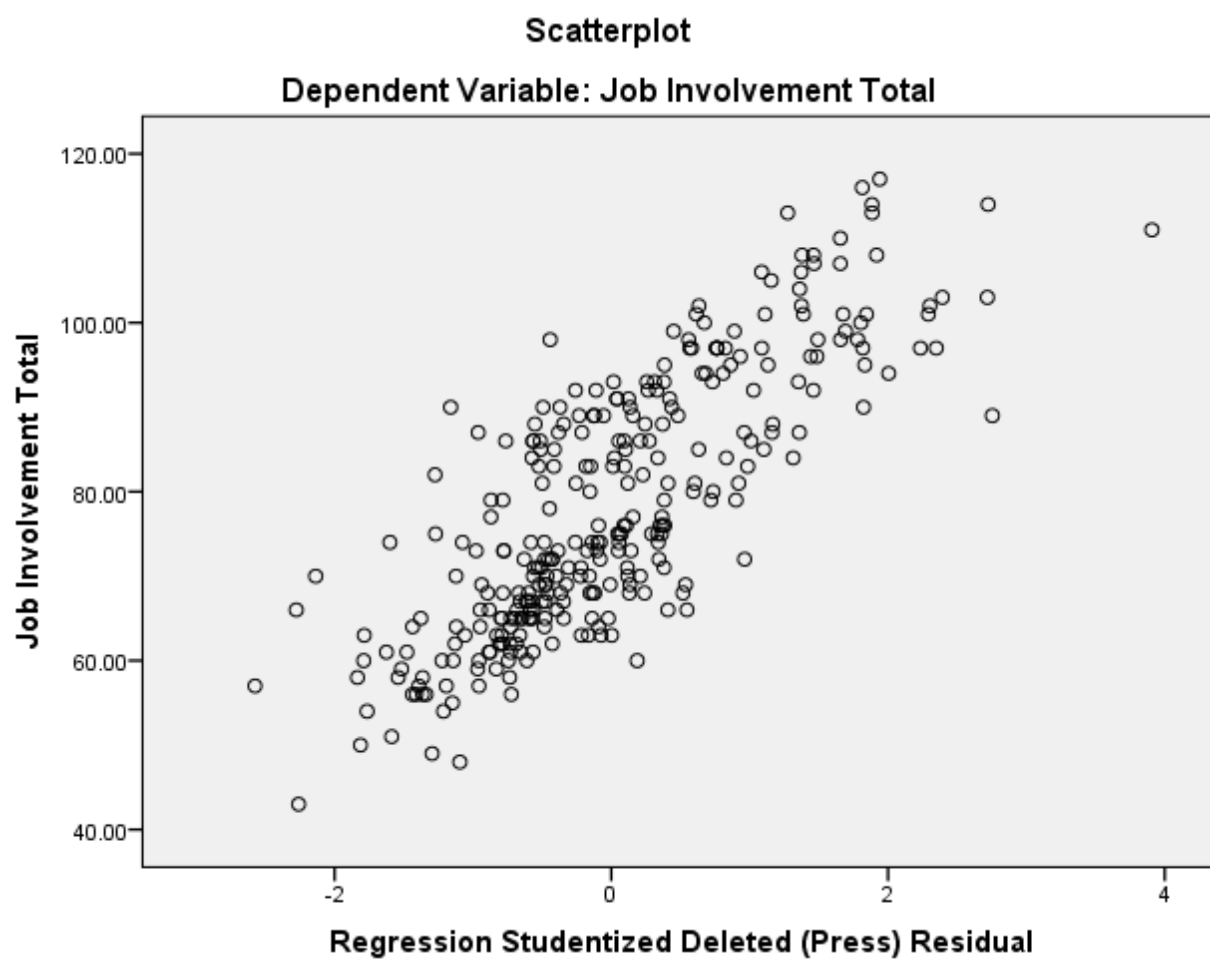
a. Dependent Variable: Job Involvement Total

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	56.1155	104.1084	78.3859	9.07073	311
Std. Predicted Value	-2.455	2.836	.000	1.000	311
Standard Error of Predicted Value	.713	3.135	1.319	.479	311
Adjusted Predicted Value	54.4402	104.6131	78.3774	9.09666	311
Residual	-31.43181	46.60383	.00000	12.31201	311
Std. Residual	-2.541	3.767	.000	.995	311
Stud. Residual	-2.552	3.820	.000	1.003	311
Deleted Residual	-31.70947	47.92574	.00845	12.50246	311
Stud. Deleted Residual	-2.575	3.908	.001	1.007	311
Mahal. Distance	.033	18.907	2.990	3.224	311
Cook's Distance	.000	.103	.004	.010	311
Centered Leverage Value	.000	.061	.010	.010	311

a. Dependent Variable: Job Involvement Total

Charts



APPENDIX F

Table 22: Distribution of personnel in the public libraries of South-East and South-South geo-political zones of Nigeria

S/N	State	No of libraries	No of Library Staff
	Abia	12	38
2	Akwa Ibom	5	18
3	Anambra	11	48
4	Bayelsa	1	16
5	Cross River	3	12
6	Ebonyi	3	33
7	Enugu	5	26
8	Imo	9	51
9	Rivers	4	23
10	Edo	25	36
11	Delta	24	136
	Total	102	437

Source: Directors of the public libraries in South East and South-South Nigeria

APPENDIX G

MAP OF SOUTH-EAST AND SOUTH-SOUTH GEO-POLITICAL ZONES OF
NIGERIA

APPENDIX H

Validation of instrument on the Topic:

Relationship between Perceived Leadership Style and Job Involvement of Subordinates in Public Libraries of S.E. & South-South Geo-Political Zones of Nigeria

This is to certify that I *Prof. Rommy Okoye*

Validated the above mentioned instrument and made corrections/recommendations on the following areas:

This study requires two separate instruments and not one. One should measure leadership style while the other measures job involvement. The author presented two instruments for leadership style. Of the two, I prefer the one in which items were not grouped. Except for items 2, 12, 13 & 19, the job involvement instrument appears okay, except for the fact that I have a feeling that the instrument measures more of job satisfaction than job involvement. The instruments could be used for measurement. The only problem I have is that it does appear to me that you can ascertain the relationship between the two variables. Leadership style is at the nominal level and job involvement (or job satisfaction) may be at interval level. It is not easy to obtain relationship between data at nominal level and data at interval level.

After the amendments, I considered the instruments fit ^{conditionally} unfit for the study which it is designed for, but you will have problem with analysis.

Signature:

Date:

of
06-06-14

APPENDIX I

Validation of instrument on the Topic:

Relationship between Perceived Leadership Style and
Job Involvement of Subordinates in Public Libraries
of South East & South-South Geo-Political Zones
of Nigeria

This is to certify that I Prof. A. S. Omenya

Validated the above mentioned instrument and made corrections/recommendations
on the following areas:

Lengthy title should be reduced. Include
that part removed in the scope.

After the amendments, I considered the instruments fit/unfit for the study which it
is designed for.

Signature: Prof. A. S. Omenya

Date: June 2014

APPENDIX J

Validation of instrument on the Topic:


Relationship between Perceived Leadership Style and Job Involvement of Subordinates in Public Libraries of South-East and South-South Geo-Political Zones of Nigeria

This is to certify that I Dr Chinwe V Anunobi

Validated the above mentioned instrument and made corrections/recommendations on the following areas:

- ① She has to reduce the length of the title
2. Examine can be replaced with determine since it is difficult to examine relationship
3. She has to correct specific issues indicated
4. She can find a way of rephrasing research question 2
5. The hypotheses have to be rewritten as indicated

After the amendments, I considered the instruments fit/unfit for the study which it is designed for.

Signature: 

Date: 25/06/14