

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Winter 1-21-2023

SUCCESSFUL MODELS IN MANAGING PRIVATE UNIVERSITY LIBRARIES IN NIGERIAN UNIVERSITIES

Emmanuel Layi Layi Adebayo
el.adebayo@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Scholarly Communication Commons](#)

Adebayo, Emmanuel Layi Layi, "SUCCESSFUL MODELS IN MANAGING PRIVATE UNIVERSITY LIBRARIES IN NIGERIAN UNIVERSITIES" (2023). *Library Philosophy and Practice (e-journal)*. 7594.
<https://digitalcommons.unl.edu/libphilprac/7594>

SUCCESSFUL MODELS IN MANAGING PRIVATE UNIVERSITY LIBRARIES IN NIGERIA

BY

Dr. Emmanuel 'Layi ADEBAYO

el.adebayo@gmail.com

layi.adebayo@lasu.edu.ng

+234-803-724-7826

Author's Profile:

As at 2023 Dr. Adebayo had served continuously as both College Librarian and University Librarian in 5 tertiary institutions at Federal, State and Private Universities for 28years. Currently, he is the University Librarian, Lagos State University. He has a PhD (Uyo, 2004) in LIS, MLS (Ibadan, 1987) B. Ed (Ilorin, 1985) and NCE (Ondo 1981)

ABSTRACT:

This write up considered the evolution of libraries in Nigeria which of course cannot be separated from the history and development of universities. Development of libraries in private universities can also not be separated from that of public libraries. Therefore, the Management Models of libraries in private universities may not really be different from that of public libraries, however, the uniqueness in the set -up of private universities has warranted the adoption of unconventional management models in running such university libraries. These models include **Management By Groping Along (MBGA) or The Chess Management Model, The Participatory Management Model and The Intersection Management Model**. In this study, a robust suggestion was made to Proprietors (Visitors) of Private Universities on ways of making private universities, and by extension, the Libraries World Class and attract respect and recognition of stakeholders in the academic world. It is recommended that experienced candidates should be engaged as University Librarians from the inception of universities to occupy the positions. Equally important are issues bordering on restructuring of personnel and budgets deductions which are abnormally and usually experimented from libraries, this practice is expected to be discontinued.

Keywords: (Management) Style, Theory, Model, Participatory, Intersection

1. EVOLUTION OF UNIVERSITY LIBRARIES IN NIGERIA

A look into the history of university libraries in Nigeria shows a marriage of two entities, university and library. One could easily say that, the history of university libraries is as old as the history of universities itself. The journey began through the report of the 1944 Elliot Commission, which was headed by Walter Elliot. Harris (1970) posited that, the report of the commission strategically presented the role of libraries in the realization of the goals of higher education institutions that were proposed in the British West African countries.

Academics libraries are expected to serve the information needs of the management, academic and student population of the respective institution. The establishment of the University College Ibadan in October, 1948, marked the implementation of recommendations made in the Elliot's report, then, the University College Library was also created. The Library was managed by Mr. John Harris, making him the first University Librarian in the country. The establishment inherited the small library collection of the Yaba Higher College in addition to the 18,000 volumes of the Henry Carr Library, which the Nigerian colonial government had purchased in 1946" (Aguolu and Aguolu, 2007).

Just after independence in 1960, the second university library was birthed in the eastern part of the country. The University of Nigeria, Nsukka was the parent institution to its Library and was fully supported by its pioneer University Chancellor-Dr. Nnamdi Azikiwe who donated some 12,000 volumes of his books and 1,000 journal volumes in different subject fields to the university. That served as its initial nucleus. Most significantly, the Library which is also named after the man that breathed life into it-Dr. Nnamdi Azikiwe, was the first indigenous; full-fledged university library (Aguolu & Aguolu, 2007).

In 1962, three more university libraries came into existence with the establishment of the Ahmadu Bello University, Zaria; University of Lagos and the University of Ife now Obafemi Awolowo University. As at year 2020, there are forty-three (43) federal university libraries, forty-eight (48) state university libraries, and seventy-nine (79) private university libraries in Nigeria.

1.1. PRIVATE UNIVERSITY LIBRARIES

On the 10th of May 1999, three (3) private universities in Nigeria - Igbinedion University, Okada, Babcock University, Ilishan-Remo and Madonna University, Okija received their licenses from the National Universities Commission (NUC) permitting them to operate higher learning institutions in line with the constitutionally backed regulations of the commission. The owners of these institutions gave life to their university libraries by providing fully dedicated and properly sited buildings. The Libraries were allowed to select and acquire library resources which are relevant to the activities, courses and programmes to be offered in the universities. From there on, many private universities were established alongside their university libraries with the aim of ensuring the actualization of the university's mission and vision. As at the last count, 2020, 79 of such had been established.

2. MANAGEMENT AS A CONCEPT

Management is the heart of any organization. Organizations cannot function effectively and efficiently without efficient management. It is a systematic process of formulating policies and programmes. Management plays a pivotal role in strengthening the bond amongst the employee and the employer and making them work together as a single unit. It is a science or an art of getting things done towards achieving organizational goals. It is the management's responsibility to ensure that employees are satisfied with their job responsibilities and eventually deliver their best.

3. MANAGEMENT THEORY

A **Management Theory** is an abstract of some phenomena, usually 'real' but sometimes imagined in a form that makes the abstract clearer. Theories emanates from ideas, principles and laws. Management theory is the application of scientific knowledge through ideas, principles and laws to guide management practices. Some of the identified **Management Theories** which are relevant in this paper include:

3.1. System Theory (Ludwig Von Bertalanffy (1956))

Here, organizations are seen as made up of interdependent factors, as individuals, groups, attitudes, motives, formal structure, interaction, goals, statuses, and authorities. What this means is that as the Manager coordinates work activities in the various parts of the organization, they ensure that all these parts work together to achieve the organization goal. In addition, the system theory implies that decisions and actions in one area of the organization will affect other areas. The theory considers an organization not only as a system in itself but as part of other systems.

3.2. Theory X and Theory Y (McGregor 1969)

Douglas McGregor believed that management style was determined by the Manager's assumptions of human nature. Based on his research, he identified two broad sets of beliefs which he labelled Theory X and Theory Y. Theory X suggests that human beings have inherent dislike for work and need to be controlled or directed if they are to achieve objectives. This leads to autocratic and paternalistic management styles. Theory Y sees work as a natural part of life from which people gain a sense of satisfaction. Workers can be motivated to give their best by respect and recognition. This leads to more consultative and participative management styles. McGregor believed that while both styles could be effective, Theory X management theorists could lead to demotivation and low levels of performance, while Theory Y management theorists could produce high levels of motivation and performance.

3.3. Scientific Management Theory (Fredrick Winslow Taylor 1940)

Scientific management theory is where tasks are standardized as much as possible and workers rewarded and punished as appropriate. Taylor wanted to create a mental revolution among the workers and management by defining clear guidelines for improving production efficiency.

3.4. Human Relations Theory (Elton Mayo 1949)

Human relations theory was popularised by Elton Mayo (1880-1949) through a study known as the Hawthorne Effect. Management involves getting things done with people and that management must be centred on interpersonal relations. The theory focuses on the motivation of the individual

viewed as a socio-psychological being. This school is also referred to as the Human Relations, Leadership, or Behavioural Sciences Approach. This school places emphasis on the study of inter and intra personal phenomena from the personality dynamics of individuals to the relations of cultures.

3.5. General Administrative Theory (Henri Fayol 1925)

Several management ideas and practice can be directly traced to the contributions of General Administrative Theory. It was an attempt to formulate an ideal prototype for an organization. While pioneers of the Scientific Management theories tried to determine the best way to perform a job, followers of the Administrative Management theories explored the possibilities of an ideal way to put all jobs together and operate an organization. Administrative management is about finding the best way to run an organization. This school of thought is also called the Traditional Principles of Management.

4. MANAGEMENT MODEL

A **Management Model** is the choice made by a top executive regarding how he define objectives, motivate efforts, coordinate activities and allocate resources.

A model is when the theories are put into a form that can be manipulated. Simulation is often used to characterize this process of implementation. Zlatko and Paul (2017) defined management model as a distinct body of ideas that offers organizational managers precepts for how best to fulfill their technical and social tasks. Some of the identified **Management Models include: Formal, Collegial, Political, Ambiguity and Cultural Models.**

4.1. The Formal Model: In a Formal model, leadership is attributed to the person on top of a complex power pyramid. Managerial leaders focus therefore on their attributes and tasks, on the management of the successful activities already in place and exclude the vision of a better future for the school institution (Bush, 2015). The formal leader establishes the goals and formulates the policies of the school organization.

4.2. The Collegial Model: The Collegial model implies that organizations determine their policies and make their decisions following a discussion process which leads to a consensus. Power is

shared among some or all members of the organization (Bush, 2015). They are entitled to participate to the decision-making process and the decisions are made by consensus.

4.3.**The Political Model:** The political model characterizes the decision-making process as being a negotiation and understanding process. The stakeholders from leading coalitions pursue particular objectives. These models focus on the group activities of some chairs and boards. (Pahome and Suditu, 2017). The leaders have their own interests and values that they pursue and promote as appropriate; these leaders exert influence and control over the procedures of the committees who make decisions. To develop acceptable results in terms of policies, leaders are both active participants to the negotiation process which characterizes the decision-making process and mediators of groups (Bush, 2015).

4.4.**The Ambiguity Model** concern the uncertainty and unpredictability in an establishment. The principle of such theories is that, in an attempt to prioritize, establishments are forced to cope with various issues. The participation in decision-making is a fluid process. The members fail to make sufficient use of their rights related to the decision-making process. In relation to these models the concept of leadership has undergone alterations: there is an ambiguity of the goal, an ambiguity of power, an ambiguity of experience and an ambiguity of success.

4.5.**The Cultural Models** rely on values and norms of the people in the establishment; these models do not manifest themselves by formal structure but by symbols, which become shared traditions. Most of the scholarly literature on the social component of education focuses on the school's organizational culture. The main features of the organizational culture in the pre-university education system are norms and values shared by the organizational members, use of conceptual or behavioral symbols, logistics or school uniforms (Bush, 2015).

5. MANAGEMENT STYLES

A **Management Style** refers to typical ways by which a superiors relate with their subordinates at the workplace. Management Style is the manner in which managers exercise their authority in the workplace and ensure that their objectives are achieved. It covers how managers plan and organise work in their area of responsibility and, in particular, about how they relate to, and deal with their

colleagues and team members. Dundon and Rollinson (2011) referred to management styles as not only a manager's preferred approach to handling matters concerning employees and employment relations but also the way that the manager exercises his or her authority as well as making decisions. It is also a way in which the manager works to fulfil his goals, the way he plans, organizes, makes decisions and delegate authority.

Some factors that generate or influence leadership styles are:

- i. Physical and constitutional factors (age, height, weight, psycho-physical characteristics) of staff;
- ii. Psychological factors (general intelligence and integrity of character) of staff;
- i. Psychosocial factors (sociability, prestige); Sociological factors (Bucata and Rizescu, 2016) of staff. (Bucata and Rizescu, 2016).

The key components of management and leadership style are attitudes and behaviours, including: what a manager says; how they say it; the example they set; their body language; and their general conduct and demeanor. Different management styles are capable of handling different situations and solving different problems. Therefore, a manager should be a dynamic person, who has insight into many types of management styles.

5. 1. Types of Management Style

5.1.1. Autocratic Management Style: Here, the manager is the boss. He makes decision and employees do not have a say in management's decisions. Managers, Leaders and Superiors have the sole responsibility of taking decisions, roles and tasks are clearly defined, they lay down the duties of work and working methods, in other words, authority is centralized (Bucata and Rizescu, 2016). Employees are totally dependent on their bosses for direction and do not have the liberty to take decisions on their own, subordinates totally adhere to the guidelines and policies formulated by their bosses, downward communication, whatever the superiors feel is right for the organization eventually becomes the company's policies. Employees lack motivation in an Autocratic management setting.

There are two types of autocratic managers:

- i. **Directive Autocrat.** The Manager makes decisions alone and supervise the subordinates closely.
- ii. **Permissive Autocrat.** The Manager makes decisions alone, but allows subordinates to freely execute the decisions.

5.1.2. Democratic Management Style: The Manager allows the input and feedback of subordinates who are invited on an open forum to discuss plans and ideas, but the Manager is still responsible for making the final decision. Democratic Style of working ensures effective and healthy communication between the management and the employees. It is characterized by brainstorming, team spirit and cooperation. The manager reward, motivate and convince subordinate.

5.1.3. Laissez-Faire Management Style: This refer to free-rein. It involves little or no supervision from management. The decision-making is given to the followers. The followers are given the right and power to solve problems and make decisions. This style can be performed only when followers are highly skilled, experienced, and educated; the leader will not provide regular feedback to their followers (Mohammed, Shittu and Lawal, 2019) Individuals who have the dream of making it big in the organization and desire to do something innovative every time outshine others who attend office for fun; employees are not dependent on the managers and know what is right or wrong for them.

5.1.4. Transformational Management Style: Transformational manager causes change in individuals and social organization. Transformational manager applies transformational leadership is a style of leadership where the leader works with employees to identify the needed change, creating a vision to guide the change, and executing the change (Business Dictionary, 2016). Transformational leader's main objective is to work to change or transform his or her followers' needs and redirect their thinking. It needs charismatic leadership with individualized consideration and intellectual stimulation (Schultz and Schultz, 2016).

5.1.5. Transactional Management Style: Transactional manager promotes compliance of their subordinate through both rewards and punishments. They are more concerned with following

existing rules than with making changes to the organization (Malos, 2012). Transactional leadership means that leaders lead primarily by using social behavior exchanges.

SUCCESSFUL MODELS IN MANAGING PRIVATE UNIVERSITY LIBRARIES IN NIGERIA

In items number 3, 4 and 5 above, different **Theories, Models and Styles of Management** highlighted are discussed moderately. A deep assessment of these no doubt has revealed that none of the **theories or models or styles of management** is full proof in successfully managing any university library. No successful library manager (University Librarian) has adopted only one of these since none is perfect. They all have their high and low points, a University Librarian has to blend the styles as we can see in the illustration below. The timeliness in switching from one model/style/ theory of management to the other is the only factor that differentiates a smart and experienced manager from others

The High and the Low Points of Different Management Styles



The reason why there is no perfect management style in the management of libraries, especially, private universities libraries is dependent on certain factors stated above in items 5 (i-iii) above, but highlighted here again as thus:

- i. Physical and Constitutional factors (age, height, weight, psycho-physical characteristics) of staff;
- ii. Psychological factors (general intelligence and integrity of character) of staff;
- iii. Sociological factors (sociability, prestige) of staff.

There are also some unique peculiarities which are capable of affecting successful management of university libraries. These includes but not limited to these:

- i. Nature of ownership—public or private owned. If public; state/federal, if private, is it Private-Private (owned by individuals) or organizational (religious bodies (Christian or Islamic) or Community
- ii. Nature of attitude---workers attitude to work
- iii. Nature of stock----Very large/large/small/purchased/donated (bequeathed or bequests)
- iv. Nature of funding---Public or Private as in (i) above
- v. Nature of staffing and staff welfare----Numbers of professional/para professional/adequate/skilled/properly remunerated and classified?
- vi. Nature of library head ----substantive or acting, indigene/foreigner
- vii. Nature of library building and staff offices---adequate/purpose built/make shift/storey building/single floor/location of service points?
- viii. Nature of library facilities---adequate/manual/automated?
- ix. Nature of university management---properly constituted staff/selected staff/posted staff/deployed staff by owners
- x. Nature of environmental politics----rumour thriving atmosphere/secure atmosphere?
- xi. Environmental facility----21st Century facility/glorified?
- xii. Motive for setting up of institution----profit/social service/ethnic balancing/political patronage?

These are very germane and can influence management outcomes, therefore, the manager has to be really at alert. The successful manager is free to adopt different styles/models of management at any situation. It is like looking into a prism. A few Management Models are discussed below:

6a. The Chess Management Model or Management By Groping Along (MBGA) or Management By Wandering. A University Librarian has to tinker with several models of management very often to know which one to adopt at a time. This is what Robert Behn (1991) in Lynch and Cruise (2006) referred to as **Management By Groping Along (MBGA)**. Some schools of thought also refer to it as **Management By Wandering**, but this author describes it as **Chess Management Model**. Public administrators have to try out different models at different situations and observe how well they work in pursuing various objectives.



Diagram of Chess Management Model. Manager knocking out one option for the other

The diagram above shows the Library manager tinkering with management models like in the game of Chess to see which one is appropriate to solve a particular situational problem.

6b. The Participative Management Model. Depicted in the diagram below is a model of management where every staff, senior and junior must be involved in the thinking. It has been adopted several times and has paid off. Everybody must be seen to be important and given the privilege to contribute his quota. By this, staff can see the system as belonging willing to play a

part. It is quite different from poverty of ideas on the part of the Manager which Lynch and Cruise (2006) referred to as **Management by Fear**.



6c. Intersection Management Model.

This management model is a combination of the three dominant styles of management. It is the result of applying a little force, little democracy and a little freedom which can make a perfect management model. It is the point where these styles meet (intersection) that the manager will settle. With this, a great deal of achievement can be made.

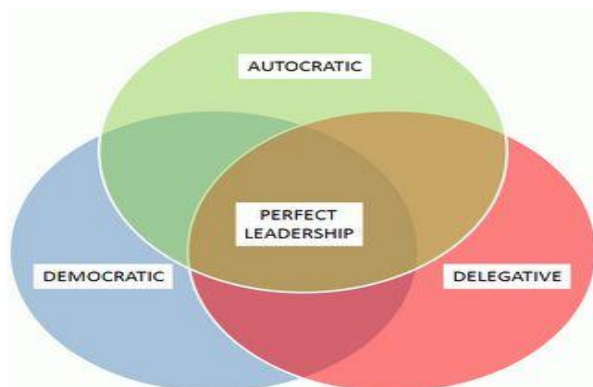


Diagram of Intersection Management Model

If the system has to deliver, there must not be any excuse. Students always reminded the university management of the “huge” fees they paid, therefore, the expectations and the stakes are very high. The management model which one needs to effectively manage a division which has a professional librarian as the head is not the same as one needs to manage a division which has a para professional librarian as its head. It is also not the same as one needs to handle the Security or the Bindery units of the Library where certain core skills are the requirements to head such units and not necessarily high level of educational qualifications. The Manager has to be smart.

6. CONCLUSION:

Management Models that have been successfully tested over several years in a private university is extensively discussed in this write up. **The study shows that there is no full proof management theory or model or style, rather, a model to be adopted should be that which rightly fits in at the spur of the moment. The most important factor for successful management is that the Library Manager (University Librarian) must be qualified and experienced.** A university that has just been established with a substantive Vice Chancellor, Registrar, Bursar, Directors of Health Services, Works, Academic Planning, Sports, Internal Audit and others should also have a substantive University Librarian. In most cases, reverse is the case. Some institutions employed a Librarian II or I or at best a Senior Librarian or even a Library Officer with the tag of Acting University Librarian or Head of Library.

The excuse is that the Library was small without many books and enrolment was small. The authorities in such establishments should remember that the enrolment was few when they hired substantive office holders in other areas. They felt that they could conserve resources through the Library but not from other areas. In such an institution, the Librarian is usually subservient to other Principal Officers since the desire to keep his job is paramount and this by extension, the Library will have a stunted growth.

It should be noted that sound footing and policy formulation at take-off of the Library is more important than the size of collection. A university is a system like the human body. When a child is born, he comes with two eyes, two ears, and two legs. If the child comes with one eye, (and other organs are complete) that one eye will not become two even if he is 100 years old. If the

library does not take off properly, it will remain so even if a world class librarian is brought in years after. If other sections of the university should start off well, the Library should, too. A weak library (as a body organ) can slow down the workings of other organs in the system such as a very strong Registry, strong Bursary, strong and well-equipped Laboratories.

Proprietors of institutions should also know that, if the fortunes of an institution dwindle, the first area of focus for budget cut or staff restructuring should not be the library. This phenomenon needs a serious reflection. Equally important for successful management is treatment of staff by the Manager. There should be no open favouritism. Divisional heads in the Library should be treated same way in granting opportunities (conferences attendance and committees representations), so also are units heads and other staff, in their own rights. Deployments of staff should be devoid of sentiments and emotions.

7. REFERENCE:

Aguolu, C.C and L. E. Aguolu, (2007). A force in library development in Nigeria. *World Libraries* 7(2), 20-25. Retrieved online from <https://worldlibraries.dom.edu>

Behn, R. D. (1991): *Leadership Counts: Lessons for public Managers from the Massachusetts Welfare, Training and Employment Program*, Harvard University Press. Cambridge, Mass

Bucata, G and A. M. Rizescu, (2016). Management style as a triggering factor for organization effectiveness and efficiency. *Journal of Defense Resources management*, 7(2), 159-164.

Bush, T. (2015). *Leadership in management*. Iași: Editura Polirom.

Business Dictionary (2016). *Transformational leadership: Bullying and harassment in the work place*. Taylor & Francis. <http://www.businessdictionary.com/definition/transformational-leadership.html>.

Chaudhry, A. Q and H. Javed. (2012). Impact of transactional and laissez faire leadership style on motivation. *International Journal of Business and Social Science*, 3(7), 258-264.

Dundon, T and D. Rollinson, (2011). Understanding employment relations. Berkshire: McGraw-Hill.

Harris, John (1970). Libraries and librarianship in Nigeria at mid-century. *Nigerian Libraries* 6(36). Retrieved online from <http://files.eric.ed.gov>

Lynch, T. D and P.L. Cruise. (2006): Handbook of Organizational theory and management: The philosophical approach. 2nd Ed. Taylor and Francis group.

Malos, R. (2012). Annals of Eftimie Murgu university resita, *Economic Studies Fascicle, II*, 421-426.

Mohammed, M. O. B. O. Shittu and S. I. Lawal, (2019). Anatomy of leadership styles in public tertiary institutions in Nigeria. *African Journal of Pedagogy*, 8(2), 35-49.

Pahome, and Suditu, (2017). Management models and school leadership. *The Journal of Contemporary Economy*, 2(4), 125-130.

Schultz, D and S. E. Schultz, (2016). Psychology and work today. New York: Routledge. 1-67.

Zlatko, B and S. A. Paul, (2017). The Evolution of Management Models: A Neo-Schumpeterian Theory. *Articles in Administrative Science Quarterly*,