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Leadership Style and Institutional Effectiveness of Polytechnic Libraries South-West, Nigeria

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LEADERSHIP STYLE AND INSTITUTIONAL EFFECTIVENESS OF POLYTECHNIC LIBRARIES SOUTH-WEST, NIGERIA

Introduction

The quest for a successful and economically stable institution is on the increase as a result of the drastic change in globalisation, increasing rate of competition and rapid technological development. These changes have made organisations focus more on internal resources that can help enhance their performance, which would eventually improve their overall effectiveness. Organisational effectiveness is attainable with the prudent, effective and strategic use of organisational internal resources such as finance, manpower and technology which are controlled by leaders. In the 21st-Century, institutions have placed more emphasis on the human capital resource than the other resources and materials as they realise that humans have more to offer the institution in terms of attaining effectiveness through commitment and performance.

Institutions are important components of a modern society; it could be an organisation, library, establishment or foundation. The common aim of an institution is usually to promote a particular cause or programme, especially one that is beneficial to the community they serve. The library is an institution that provides services that are beneficial to the community they serve. The services, libraries provide include, but not limited to providing information material, referral services, indexing and abstracting, current awareness services, selective dissemination of information that enhance knowledge and literacy skills of their users regardless of their age, gender, and culture. In providing these services, the library system must define its goals and objectives and aspire to achieve them. This is regarded as institutional effectiveness. Effectiveness is the competence with which an institution meets stated goals and objectives.

An institution is regarded as effective when it achieves its goals and fulfils its objectives with the available resources. Manzoor (2012) describes institutional / organisational effectiveness as the extent to which an organisation makes use of certain available resources; fulfil its objectives without depleting its resources, without waste and undue strain on its employees. Effectiveness is also the ability of an individual to do everything they know how to do and do it well.

The library is described as the heart of a learning environment (Onuoha, Omokoje & Bamidele, 2013). This is because it is structured to enhance the knowledge of its users, produce users that

are relevant in the society, users that adapt to the changing environment due to globalization / technology and are successful in the ongoing competition for limited resources, among other things. That is why the measure of an effective library is not only determined by its provision of information for its educational development, information for social and personal development, information for recreational purposes as described by Adesina (2003). However, it is in the ability of the library system to attain its goals and objectives of providing quality services. The seeming lack of evidence of a definite definition of effectiveness in the library could be an indicator that most libraries do not evaluate their level of effectiveness. Institutional effectiveness is an activity that is driven by the need to change or evaluate simultaneously, the institution's performance in the past alongside the present performance. Institutional effectiveness is an ongoing and systematic process and practise that involves planning, evaluation of services, identification and measurement of output from all units, and prompt decision-making process as a result of the various outcomes gathered. It is also concerned with accountability, high performance and continuous improvement.

Effectiveness is an activity that is expected to keep the library working bearing in mind that, the success of every student depends solely on the library's level of effectiveness. The work of Oyerinde, Unegbu and Omotunde (2016) revealed that, the library is solely responsible for the negative or the positive learning outcome of a student as their success is dependent on the services and materials made available for the use of the students. The fact remains that institutional effectiveness exists mainly to enhance the value of an institution and also to provide a vast information poll on the institution's overall performance. It appraises all the activities engaged in by individual department of the library such as circulation department, cataloguing and classification department, the acquisition department, serials and reference department, to determine the effectiveness of the services rendered at each given time.

Literature revealed that many libraries do not evaluate their level of institutional effectiveness as it pertains to their goals and objectives. This is also true of libraries in polytechnics. Diogu (2011) noted that many libraries in Nigeria do not evaluate their level of effectiveness and that the services rendered by library personnel in most academic libraries cannot be termed effective because many library materials are outdated, librarians are resistant to change, have poor

leadership style, poor work environment, lack cooperation of the parent body, lack funds among others. All these factors can possibly hamper the goals and objectives of the library.

The concept of institutional effectiveness in this study was conceptualised using the competing values framework by Quinn and Rohrbaugh (1983). The competing values framework is a combination of four models which has two standard set of criteria each was developed to show the indicators of an effective organisation. The competing values framework further states that for organisational effectiveness to be attained, organisations must pay attention to three value orientations/dimensions: organisational emphasis focuses on the well-being and development of the people in the organisation as well as the well-being and development of the organisation itself. The second value tagged organisational structure stresses the need for organisational stability and flexibility while the third value, organisational means and ends, emphasize the importance of processes (planning and goal setting) and final outcome. Effectiveness in the view of Berkshire and Bromberger (2012) can be determined when libraries or organisations are equipped with thoughtful strategy, strong leadership, sound operation, and compelling communication.

Leadership style is a key determinant of institutional effectiveness. Its importance cannot be overlooked because the leadership of a library determines the process of evaluation, planning and also direct their course of action. Aside from the evaluation and planning processes that are a key function of a library head, the competitive nature of the society or of the information providers has created a rising interest in the leadership style of the library. In fact, Ukaidi (2016) and McCleskey (2014) are of the opinion that, for any organisation to be termed effective, the leadership style adopted by the leader must be effective and all inclusive. The researchers further stated that although leaders should not be restricted to a particular style of leadership, one style must still dominate.

Research has revealed that leadership is associated with the changes and development that occur within a library, while the processes or skills employed by the leaders to achieve their goals and objectives are referred to as leadership style. Omolayo (2007) described leadership style as "a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals" (p. 4). In essence, leading a group of people towards

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achieving organisational goals should not be a forceful process, followers must be willing either because the manager is an influencer or is charismatic in nature or rather one that influences change. An organisation that adopts a good leadership style is likely to experience a high level of commitment and when employees are committed, the organisation is bound to be effective. Akinyemi and Ifijeh (2013) noted that a good leadership style will automatically count as effectiveness in any organisation, including the library as subordinates are willing to follow and listen to the instruction of their leaders. Styles adopted by library management can sometimes lead to low commitment which will eventually lead to ineffectiveness of a library. Since leaders are said to have a grip on their employees and the moment they fail in their responsibility, the organisation would suffer ineffectiveness.

The library is interdependent, among its various sections. For example, if there is a problem in the process of acquiring materials as a result of misappropriation of funds by leaders, then the service quality of the circulation unit will be ineffective. Misappropriation of funds is just a minor issue when it comes to leadership. Unfair treatment, unwillingness to carry subordinates along during decision making process, poor communication system, ineffective or partial reward and motivation systems and even adoption of inappropriate leadership styles are some of the factors that literature has pointed out as issues affecting leadership styles in an organisation (Allner, 2008; Martins, 2015). The styles adopted by library leaders are expected to increase the level of effectiveness which is why it is important for libraries to identify suitable styles. However, the library does not have clear measures of effectiveness as established in the work of Clavert (2009) which could be a result of unsuitable leadership. It is therefore eminent to consider the various leadership styles and how they impact the level of effectiveness in the library.

Literature suggests that leadership style affects the nature of the organisation as well as its relationship with the community it serves which is the importance of adopting a suitable leadership style. In many ways, the style of the leader determines the effectiveness of the organisation. It means that a leader that is disciplined and faithful to the goals and objectives of the institution can increase the level of effectiveness. Leadership as a concept is exhibited when an individual exercise power, gains and exercise the privileges of high status, being the boss, task

oriented, takes care of people and empowers others. Leadership styles vary and it includes but is not limited to autocratic, charismatic, democratic, laissez-faire, transformational and transactional leadership (Bass, 1985; Burns, 1987; Val & Kemp, 2012).

Transformational leaders are leaders that deal with their employees with justice and integrity. This leader sees justice and integrity as values that cannot be exchanged nor negotiated. These groups of leaders are not interested in any form of exchange between their subordinates. The transformational leaders are seen in four forms: idealized influence where leaders are perceived as the ideal person; inspirational motivation, where leaders spread optimism and constantly encourages subordinate toward achieving the collective goals; intellectual stimulation leaders constantly demands the best from followers by stimulating innovation and creativity; lastly individualized consideration which when leaders pay attention to individual's need for achievement and growth either by mentoring or coaching.

 A transactional leader is a leader that focuses on the exchanges between subordinates. They follow the rule of consideration, they reward or praise employees base on their output. Although the transactional leader seeks to achieve the desires of their subordinates, they do it in exchange for the commitment of their followers. Transactional leadership style is displayed in two forms. Firstly, contingent reward which occurs in the form of a consistent assurance from the leaders to the subordinate. It involves securing an agreement that bounds the leader promises of reward to the followers. The second form is management by exception which occurs when leaders act when there are deviations from standard. They follow protocols and procedures to its maximum. Transformational and transactional leadership styles are interdependent and they work simultaneously to achieve effectiveness in an organisation. The library is no exception as it also has leaders and they adopt varying leadership styles.

The leadership styles or situations in Nigeria polytechnic libraries are yet to be ascertained as researchers like Ogbah (2013) noted that librarians adopt the use of autocratic leadership styles while Akor (2009) stated that they adopt the use of democratic leadership style. Ishola (2014) also suggested that the use of situational leadership approach is obtainable in many organisations than any other style. These researchers concluded that leadership style has a relatively high influence on the level of commitment, performance and the overall effectiveness of an

organisation. Research also agreed that leaders in most Nigeria libraries lack the skills, knowledge and zeal to lead the library towards effectiveness (Anyaoku, Osuigwe, & Oguaka, 2015).

The library is a major component in producing students that are competitive and relevant in the modern society. It is of uttermost concern for the library to be effective in terms of meeting stated goals and objectives. The library system must be one that has a clear measure of effectiveness or ineffectiveness in every aspect and a defined measure of quality services. In attaining a high level of effectiveness it is important that heads of libraries (leaders) adopt a leadership style that ensure that organisations have stated goals and objective, strategic plans that ensures that these goals and objectives are met and are also flexible enough to communicate central goals to employees in order to increase effectiveness. Over the years various researches have been carried out on the issue of leadership styles and it impact on the library but not so much has been done as regard it influence on library effectiveness. It is on the above premise the research seeks to investigate the influence of leadership styles on institutional effectiveness of polytechnic libraries in South-West Nigeria.

Objectives
The following are the specific objectives of this study
1. find out the level of institutional effectiveness of polytechnic libraries in South-West, Nigeria;
2. ascertain the types of leadership styles in polytechnic libraries in South-West, Nigeria;
3. establish the influence of leadership style on institutional effectiveness in polytechnic libraries in South-West, Nigeria;

Research Questions

1. What is the level of institutional effectiveness of libraries in polytechnics in South-West, Nigeria?
2. What style of leadership is being practised in polytechnic libraries in South-West Nigeria?

Hypothesis

$H_0$1: Leadership style does not significantly influence institutional effectiveness in polytechnic libraries in South-West Nigeria.

Literature Review

Institutional Effectiveness

Organizational effectiveness is a field that has been extensively researched (Rojas 2000), although it still baffles one's imagination that no concrete consensus has been reached in terms of definition and operationalization (Cameron 1986). This open ended consensus according to Cameron (1986) is as a result of the ambiguity and confusion surrounding Organizational effectiveness, lack of agreement on the measurement scale and the disparity of usage among professionals and academics. Therefore, organizational effectiveness can only be maximized when the term is used in a "constructs perspective" i.e. the ability of the user to define it in terms of assessment and conceptualization.

Williams (2014), institutional effectiveness is viewed as a commitment to continuous improvement and it is also a cyclical process that is participative, flexible, relevant and responsive. It was also noted that the higher the level of commitment of employee the higher the level of institutional effectiveness and that institutional effectiveness is a continuous and inclusive process. Alfred, Ewell, Hudgins and McClenney (1999) suggested that institutional effectiveness is the extent to which an institution achieves its mission and goals while in the opinion of Mckinney (2011) institutional effectiveness is a commitment to the continuous quality improvement of all aspects associated with fulfilling the institutional mission. Bassey and Akpan (2010); Ripley (2015) perceived that institutional effectiveness can be ascertained based on the quality of students produced in a higher institution of learning and their ability to fit into the information/knowledge society that exists today. The common issues identified by each of these definitions are that organisational effectiveness is a system, a process that involves strategic planning and it is also directed towards the attainment of specified goals. A standard library also has to consider organisational effectiveness. It has to create functional system and constantly running process through strategic planning in order to meet the information needs of its community (its goals) and especially provide a lifelong learning (provision of materials that can

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enhance the performance of students outside the four walls of a higher institution) facility (Hudson, 2008). The importance of constantly evaluating the effectiveness of the library institution is to identify their areas of weaknesses and work towards improving it.

The need for constantly evaluating library's effectiveness, according to Blagden (1975) is to prove to both the funders and users that the services rendered by the library meets the purpose of creation and that the library is an internal control mechanism. But Powell (2006) itemized ten reasons that subsume all the earlier reasons for evaluating effectiveness. The researcher stated that it is necessary because libraries need to account for the way they made use of their limited resources, explain their actions, enhance their visibility, describe their effects, elude errors, support planning activities, express concern for their public, sustain decision making, and reinforce their political position. A thorough look at this list shows that the evaluation process is developed from a narrow perspective to a broader one with multiple purposes. It can be inferred that the process of evaluating effectiveness gives the manager useful information on several management functions and this has placed greater expectations of evaluation itself.

The work of Asogwa (2014) highlighted that although very few libraries in Nigeria seem to be effective in terms of educational roles, professional development and research, but, most of them were not effective in the provision and use of library resources in cyberspace, as well as collection development and information technology skills. Also Bassey and Akpan (2010) noted that selected universities in Nigeria were ineffectiveness because the system does not provide facility for self-development and actualization. The researchers concluded on this finding, based on the response of 240 randomly selected administrative and non-administrative staff of two universities in Nigeria. They stated that a significant relationship existed between achievement motivation and institutional effectiveness of staff in the university. The study of Kayode (2016) discovered that institutions in Nigeria experience poor funding, corruption, poor mentoring and supervision, lacks teamwork, reputation for poor management and politicization which are major hindrance to the effectiveness of the library system. This assertion was based on the findings from 346 lecturers selected from the various universities in the five geopolitical zones in Nigeria in a study that examined the relationship between distributed leadership, quality administrative and academic processes and institutional effectiveness in public universities in Nigeria.

The competing values framework (CVF) will be used to explain organisational effectiveness in this study. This framework was stipulated by Quinn and Rohrbaugh (1983) after taking into consideration the various models designed by past researchers. The competing values framework states that for organisational effectiveness to be attained organisations must pay attention to three value orientations/dimensions: organisational emphasis which focuses on the well-being and development of the people in the organisation as well as the well-being and development of the organisation itself. The second value is tagged organisational structure which stresses the need for organisational stability and flexibility while the third value, organisational means and ends, emphasizes the importance of processes (planning and goal setting) and final outcome.

Leadership Styles in the Library

The term leadership has generated a lot of interesting research in the management sector for several years. Lester (1975) suggested that one of the earliest notions about leadership was that leaders were born not made and that it was inherited and monopolized by the aristocracy. In later years, McGregor (1985) argued that leadership can be developed under a well-structured organisational climate. To buttress McGregor's argument, Lester (1975) described leadership as an "important resource in every institution, including the library and must be exhibited by individuals through a broad scope of talents and abilities" (p. 4). Leadership is also defined as the process by which an individual influences others to accomplish a stated objective and also direct the organisation in a way that makes achieving the goal cohesive and coherent (Sharma and Jain, 2013).

Silva (2016) described leadership as "the process of interactive influence that occurs when, in a given context, some people accept someone as their leader and this leader stirs them towards achieving common goals" (p. 64). He further describes or explained that leadership can be viewed from the following perspective: a process and not particularly a person's quality; that leadership is far more than the process of influencing someone, but a mutual influence relationship; that leadership is subjected to a particular context and that as the context changes so does leadership style change; that the leader must be accepted by their followers either willingly or by force because their acceptance or rejection can lead to an end or continuity of tenure; lastly, leaders are selected basically to accomplish stated goals

In the opinion of Alkahtani (2016), leadership is a process that involves influencing a group of people towards achieving organisational goals, i.e. a leader is seen as the inspiration and director of all actions within the organisation. Sharma and Jain (2013) in their article on leadership stated that, leadership has four main factors, which are leader, followers, communication and situation. A leader is saddled with the responsibility of understanding his followers, convincing them and inspiring his followers, i.e. for success to be attained, the leader needs the supports of his followers; Followers: it involves getting to know your employee or your followers, identifying their needs and wants, understanding their emotions and what motivates them communication could be verbal or non-verbal, although more of non-verbal is required because the term leadership by example is more acceptable. It implies showing your followers that you can also perform the task that is being assigned to them; Situation: a leader is expected to use his or her discretion to judge the situation. He is advised not to be too weak, too harsh, too slow or too fast in taking action or presiding over any given situation. Cruz-Milan, Simpson, Simpson and Choi (2016); Felix, Ahmed and Arshad (2015); Hasan and Rjoub (2017) suggested that a good leader must reflect the following actions: the ability to adapt to change, commitment to the organisation and organisational vision, setting the direction and establishing an organisational mission.

The effect of an effective leadership style cannot be over emphasized as the work of Oyelude and Oladele (2014) revealed. The outcome of their study, which was based on observation, personal experience and interview, was that the library personnel still consist of a sizable number of adults well advanced in age, many of whom are heads of different units in the library. The outcome is that the libraries do not readily adopt and adapt new trends such as information and communication technologies (ICTs) since the leaders are not knowledgeable about their usage and operations. Nwaigwe (2015) opined that poor and ineffective leadership style adopted by library heads' in Imo State is the major reason for job dissatisfaction among library personnel. Using personal interaction and questionnaire to generate data, the researcher concluded that the use of a democratic leadership style will definitely result in higher job satisfaction among library personnel.

The transformational and transactional leadership styles are variables of interest to this study. Burns (1978) in discussing transformational and transactional leadership noted that the latter

dwells on a give and take relationship between leaders and followers, i.e. exchanges reward for certain achievements while transformational leaders and followers have a mutual higher level relationship of motivation and moral. Indrawati (2014) in the same view opined that transformational leaders are leaders that inspire, motivate and instruct their followers in ways that would eventually benefit the organisation. There are four types of transformational leaders also known as the four I's i.e. idealized influence/charisma, inspirational motivation, intellectual stimulation and individualized considerations. Transactional leadership as depicted by Avolio (1999) is one in which the leader who reward or discipline the followers depending on the adequacy of the follower's behaviour or performance. Schiena, Letens, Aken and Farris (2013) also expressed that transactional leaders define expectations and promote performance to achieve these levels. This leadership style is of two type's namely contingent reward and management by exception.

Leadership Styles and Institutional Effectiveness

Institutions or organisations such as libraries from any perspective are human capital driven and it is also one that encourages interdependence and teamwork in order to achieve institutional goals and objective. As a result of this, individuals within an institution must engage in daily interaction so as to perform well in the course of discharging their duties as well as contributing their quota to the effectiveness of the organisation. The unique aspect of human capital is the difference in attitude, styles, beliefs and value systems of the people working and all these factors are major causes of conflicts or confusion within an organisation. Knight and Ukpere (2014) posited that, except the leadership style adopted by the leaders of the organisation is strong and able to curb such conflict; the level of ineffectiveness will be high.

Martins (2015) opined that although organisations adopting transformational leadership styles have recorded success, the rate at which organisations have neglected the use of transactional leadership style is alarming even though it has also been proven to enhance or encourage employees towards achieving organisational goals. In essence, any leader with transformational – transactional leadership style would lead his/her organisation to success. Reiterating this point in the view, Koech and Namusonge (2012) transformational leadership factors and organisational performance rated high, whereas correlations between the transactional leadership behaviors and organisational performance were relatively low.

Shafie, Baghersalimi and Barghi (2013), from a different approach, stated that, leaders have a strong ability to influence the attitudes, beliefs, and ability of employees to maximize effectiveness. The researchers asserted that, by adopting the use of transformational leadership style, an organisation is bound to increase its level of effectiveness. Azhar (2013) emphasized that, the attitude of a librarian towards the subordinate would reflect on the services provided by the librarians. The researcher stated that, the library is perceived to be effective when members work as a team and teamwork can only exist when leaders work together with their subordinates. Malik, Aleem and Naeem (2016) also noted that, an increase in effectiveness can be recorded when leaders adopt styles that pay attention to the unique individual behaviour of employees. The outcome of this research was deduced from the collective response of 206 respondents in the Pakistan telecom sector.

Derakhshandeh and Gholami (2011) opined that for an organisation, its management must understand that they have the power to change or move the organisation to the next level. The effectiveness of the organisation, according to the researchers, is in their ability to exploit the human resource or capital in terms of the leadership style adopted. This fact was supported by the outcome of their research which shows a significant relation between transactional leadership style and organisational effectiveness.

The styles of decision making adopted by leaders, their styles of delegating responsibilities, and particularly the way they interact with their subordinates among other things, according to Root (2015), are an important aspect of effectiveness. Leaders are saddled with the responsibility of setting examples and particularly showing their subordinates that they can do whatever the subordinates are asked to do. The essence of this is to increase the level of effectiveness in an organisation. The result of a study carried out in Nigeria by Ojokuku, Odetayo and Sajuyigbe (2012) concluded from the response of 60 participants to a well-structured questionnaire that, leadership style, dimensions jointly predicts the increase or decrease in organisational performance as well as the overall effectiveness of the organisation.

Research Methodology

The research design adapted for this study was survey method. The population comprises of library personnel of the polytechnic libraries in South- West Nigeria. A total number of 32 libraries including privates, states and federal make up the population of the study. Simple random sampling technique was used to select 75% of the population (24 polytechnic libraries) and total enumeration was used to administer copies of the questionnaire to 368 library personnel's of the selected institution.

The research instrument used for collection of data for this study was structured questionnaire, which is titled, "Leadership Style Work environment, Organisational silence and Institutional Effectiveness of Polytechnic Libraries in South-West Nigeria". The questionnaire was divided into six (6) sections. Section A contains the demographic information of respondents. Section B contains questions on Institutional Effectiveness. The scoring format for this section is Very High Effectiveness= 5; High Effectiveness = 4; Moderate Effectiveness = 3; Low Effectiveness = 2; No Effectiveness = 1. The scale has a reliability coefficient of .95 using Cronbach-alpha method. The questionnaire was used to ascertain the various measures of effectiveness (i.e. cohesive workforce, skilled workforce, flexible, plans and goals, productive and efficient) Items from this questionnaire were adapted from Hassan (2011). The questions selected were reviewed and adjusted to suit the need of the researcher and attract an expected response from respondents.

Section C contains questions on Leadership Style. The scoring format is Strongly Agree=5; Agree=4; Undecided= 3; Disagree= 2; Strongly Disagree=1. The scale has a reliability coefficient of .81 using Cronbach-alpha method. This part of the questionnaire was adapted from the Multi-Factor Leadership Questionnaire developed by Bass and Avolio (1998). The MLQ questionnaire has been used in many studies, including: Loganathan, (2013); Xiaoxia, Xiaoxia and Jing, (2006) and Clark, (2015). The questions addressed transformational leadership style (i.e. Idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) and transactional leadership style (i.e. Contingent reward and management by exception).

Section D addressed issues of work environment using the Strongly Agree=5; Agree=4; Undecided= 3; Disagree= 2; Strongly Disagree=1 scale. The questions specifically look at motivational factors (policies, working conditions, salary) and hygiene factors (nature of work, achievement, rewards). The content of this section was adapted from the works of Tan and Waheed, (2011).

Section E measured the variable organisational silence using a Likert scale of Very High Degree = 5; High Degree = 4; Moderate Degree = 3; Low Degree = 2; Very Low Degree = 1. The questionnaire was adapted from the research work of Harboliogbu and Gultekins (2014). The questions covered the major themes as discussed in the body of the work (acquiescent silence, defensive silence and pro-social silence) and the questions attempted to establish the reasons for employee silence.

Section F identified the challenges associated with institutional effectiveness. The questions included the possible challenges affecting institutional effectiveness and it was designed by the researcher.

The data collected were analysed using descriptive statistics (frequency and percentage). Hypotheses $H0_1$ was analysed using simple regression analysis. The instrument used for analysis was Statistical Package for Social Science (SPSS) version 22.

Findings and Analysis

Table 1 reveals that libraries had more male personnel (56.88%) than female personnel (43.13%). This result is quite surprising as current general thinking is that libraries have more female library personnel than male personnel. The result revealed that many of the employees were in their active stage of life, between 36-50 (58.13%) years of age, which is expected. Almost 29.37% of the employees were between the ages of 20-35 years and12.52% of the employees were between ages 51-65. The low percentages of older employees were expected as many of the libraries are constantly subjected to change which might not be favourable to the older employees.

Table 1 also reveals that 27.81% of the library personnel were first degree holders, 22.81% have a master's degree in library science, while 20% of them have HND qualification while 20.63 % of them have diploma or ND. The table also reveals that a low percentage (2.19%) has PhD and 6.56 % of have masters in other fields. This implies that most library personnel are highly educated and qualified to perform their tasks. The work experience section shows that 58.44% of the employees had 1-10 years working experience. About 35% of the employees worked in the library between 11-25 years while 6.87% worked for 26 to 35 years. Although there is a slight gap between the numbers of library personnel between 1-10 years and 11-35 years of working experience, the researcher observed that a blend of experience, innovative and youthful minds would make the library a highly effective institution.

Table 1:**Demographic Information of the Respondents**

Information	Demographic Information and Sample		
	Description	**Frequency**	**Percentage (%)**
	Male	182	56.88
	Female	138	43.13
Gender	**Total**	**320**	**100**
	(20-24)	12	03.75
	(25-30)	49	15.31
	(31-35)	33	10.31
	(36-40)	90	28.13
Age (years)	(41-45)	41	12.81
	(46-50)	55	17.19
	(51-55)	26	08.13
	(56-60)	12	03.75
	(61-65)	2	00.63
	Total	**320**	**100**
	Diploma	37	11.57
	ND	29	09.06
	HND	64	20.00
	Bachelor's Degree	89	27.81
Educational Qualification	Master of Library Science	73	22.81
	Master's Degree (non MLS)	21	06.56
	Ph.D	7	02.19
	Total	**320**	**100**
	(1-5)	98	30.63
	(6-10)	89	27.81

	(11-15)	35	10.94					
	(16-20)	46	14.38					
Work Experience (years)	(21-25)	30	09.38					
	(26-30)	13	04.06					
	(31-35)	9	02.81					
	Total	**320**	**100**					

Source: Field Survey, 2018

Research Question 1: What is the level of institutional effectiveness of libraries in polytechnics in South-West, Nigeria?

Table 2: Level of institutional effectiveness of libraries in polytechnics in South-West, Nigeria

S/N	Rate your level of effectiveness in the following statement	5	4	3	2	1	Mean	SD
	Skilled Workforce	N (%)	N (%)	N (%)	N (%)	N (%)		
	All library personnel are well qualified for their jobs	76 (24)	145 (45)	23 (7)	53 (17)	23 (7)	2.81	0.45
	Employees possess adequate skills that enhance job performance	145 (45)	91 (28)	23 (7)	61 (19)	0 (0)	2.57	0.23
		Average mean = 2.69						
	Cohesive Workforce							
	There are significant conflicts among employees	98 (31)	148 (46)	23 (7)	36 (11)	15 (5)	2.89	0.39
	There is an atmosphere of friendship at my work place	137 (43)	145 (45)	14 (4)	23 (7)	1 (0.3)	2.88	0.40
	Employee gets along well with each other	77 (24)	46 (48)	30 (9)	152 (14)	15 (5)	2.02	0.51
		Average mean = 2.33						
	Productivity							
	Productivity at my work place is lower than what it could be	53 (17)	130 (41)	23 (7)	84 (26)	30 (9)	2.51	0.34
	The volume of work accomplished in my library is quite enormous	77 (25)	83 (26)	22 (7)	115 (36)	23 (7)	2.04	0.99
		Average mean = 2.28						
	Planning and Goal settings							
	My library seems to be without central purpose or direction	38 (12)	107 (33)	46 (14)	91 (28)	38 (12)	2.49	0.77
	It is easy to give a precise explanation of the goals of our institution	45 (14)	91 (28)	17 (5)	137 (43)	30 (9)	2.16	0.23
	Members of our institution have a clear understanding of institutional goals	45 (14)	76 (24)	22 (7)	130 (41)	47 (15)	2.14	0.87
		Average mean = 2.26						
	Information Management							
	My library system provides me help with relevant and helpful information	39 (12)	183 (57)	23 (7)	60 (19)	15 (5)	2.64	0.71
	I get useful information from my co-workers.	41 (13)	168 (53)	30 (9)	66 (21)	15 (5)	2.59	0.23
	My library system provides me with good, usable information	45 (14)	107 (33)	15 (5)	137 (43)	16 (5)	2.02	1.02
		Average mean = 2.24						

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Flexibility							
Employees ensure that duties are completed despite work crisis	92 (29)	130 (41)	38 (12)	45 (14)	15 (5)	2.67	0.23
Employees are flexible enough to take on new tasks	100 (31)	99 (31)	15 (5)	91 (28)	15 (5)	2.66	0.78
My library system response to emergencies is usually adequate	62 (19)	91 (28)	38 (12)	114 (36)	15 (5)	1.06	0.19
Average means = 2.13							
Resource Acquisitions							
In terms of the number of personnel, my organisation has not grown recently	38 (12)	83 (26)	38 (12)	119 (37)	42 (13)	2.04	0.91
The library manager hire new employees to fill new positions	38 (12)	76 (24)	38 (12)	137 (43)	31 (10)	2.01	0.89
Average mean = 2.03							
Stability							
There is a feeling of staff cohesion and teamwork.	30 (9)	91 (28)	23 (7)	122 (38)	54 (17)	0.93	1.02
My library system has a reputation of not being managed very well	30 (9)	60 (19)	30 (9)	89 (28)	111 (35)	0.91	0.43
Average mean = 0.92							
Average Mean Score = 2.20							

Source: Field Survey, 2018

The level of institutional effectiveness of polytechnic libraries in South-West Nigeria was found to be low ($\bar{x}$ =2.20 on a five point scale). For all the indicators measured, stability ($\bar{x}$=0.92) had the lowest level of effectiveness while resource acquisition, flexibility, information management, planning and goal setting, productivity and cohesive workforce (2.03, 2.13, 2.24, 2.26, 2.28, 2.33) were found low respectively. The skilled workforce had a moderate level of effectiveness ($\bar{x}$ =2.69).

The low level of effectiveness on stability ($\bar{x}$ =0.92) was a result of poor management reputation and lack of teamwork, contributing to the low level of resource acquisition ($\bar{x}$ =2.03) is the failure of library managers to hire new employees to fill vacant positions while the low level of flexibility ($\bar{x}$ = 2.13) was as a result of the inadequate emergency system that operated in the library. For the skilled workforce ($\bar{x}$ =2.69) that was found moderately effective respondents reveal that library personnel's were adequately skilled for the job at hand.

Research Question 2: What style of leadership is being practised in polytechnic libraries in South-West Nigeria?

Table 3: Leadership style operated in polytechnic libraries in South-West, Nigeria

S/N	Indicate your level of agreement or disagreement with the following statement	5 N (%)	4 N (%)	3 N (%)	2 N (%)	1 N (%)	Mean	SD	AMS
	Transactional leadership style								
1.	My boss is satisfied when I meet agreed upon standards	112 (35)	160 (47)	4 (1)	47 (15)	7 (2)	3.28	1.15	2.87
2.	My boss informs me on what to do if I want to be rewarded for their work	101 (32)	159 (50)	6 (2)	34 (11)	20 (6)	3.04	1.09	
3.	My boss closely monitors me to eradicate mistakes	58 (18)	167 (52)	7 (2)	53 (17)	35 (11)	3.01	1.07	
4.	My boss talks more about his/her important values and belief	76 (24)	162 (51)	5 (2)	51 (16)	26 (8)	2.99	0.92	
5.	My boss provides recognition/rewards when I am able to achieve organisational goals	114 (36)	149 (47)	3 (1)	39 (12)	15 (5)	2.98	1.06	
6.	My boss ensures that I am aware of the standards needed to carry out my work	112 (35)	152 (48)	6 (2)	45 (14)	5 (2)	2.94	1.01	
7.	As long as things are working, my boss doesn't try to make changes.	69 (22)	131 (41)	9 (3)	79 (25)	32 (10)	2.87	1.01	
8.	My boss clearly clarifies the rewards for achieving targets	98 (31)	145 (45)	7 (2)	54 (17)	16 (5)	2.71	0.92	
9.	My boss waits for things to go wrong before taking action	28 (9)	63 (20)	11 (3)	121 (38)	97 (30)	2.01	0.23	
	Transformational leadership style								
10	My boss makes me feel good when working with him/her	140 (44)	128 (40)	8 (3)	26 (8)	18 (6)	2.90	1.11	2.66
11.	My boss ensures that people listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality.	78 (24)	166 (52)	10 (3)	40 (13)	26 (8)	2.77	1.01	
12.	My boss enable me to think about old problems in new ways	90 (28)	165 (52)	6 (2)	45 (14)	14 (4)	2.71	1.03	
13.	Am proud to be associated with my boss	101 (32)	143 (45)	9 (3)	42 (13)	25 (8)	2.69	0.98	
14.	My boss gives personal attention to me when I seem rejected	98 (31)	155 (48)	4 (1)	52 (16)	11 (3)	2.66	0.87	
15.	My boss provides challenges for my team members to help us grow.	86 (27)	143 (45)	7 (2)	67 (21)	18 (6)	2.63	0.81	
16.	My boss inspires new ways of looking at new and complex ideas or concepts	87 (27)	174 (54)	7 (2)	37 (12)	15 (5)	2.56	0.99	
17.	My boss ensures that I am carried along	88 (28)	148 (46)	8 (3)	47 (15)	29 (9)	2.55	0.98	
18.	He/She encourages me to make the most of my skills and capacities to do my job	76 (24)	176 (55)	6 (2)	49 (15)	13 (4)	2.52	0.91	

Source: Field Survey, 2017

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Table 3 reveals that transactional leadership and transformational leadership styles were moderately practise in polytechnic libraries in South-West Nigeria ($\bar{x}$=2.77). The results showed a moderate prevalence of transactional leadership style over transformational leadership style with a mean score of 2.87 and 2.66 respectively. Contributing to the moderately prevalence practise of transactional leadership style was the satisfaction derive from meeting agreed upon standard ($\bar{x}$=3.28).

Transformational leadership style ($\bar{x}$=2.66) on the other hand, operates at a slightly lower level because of library managers failed to encourage employees' use of skills and capacity ($\bar{x}$=2.52). The leadership style practised in the polytechnic libraries was transactional-transformational leadership style.

Hypothesis One

H₀1: Leadership style does not significantly influence institutional effectiveness in polytechnic libraries in South-West Nigeria.

Table 4: Influence of Leadership Style on Institutional Effectiveness in Polytechnic Libraries in South-West, Nigeria.

Coefficients [a]						
	Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	T		Sig.
(Constant)	1.473	1.121		26.55		0.000
Transformational	0.218	0.130	0.340	3.930		0.000
1 Transactional	0.120	0.019	0.097	1.120		0.025
ANOVA						
Model	Sum of Squares	Df	Mean Square		F	Sig.
Regression	4.57	2	0.96		6.292	0.047[b]
Residual	21.68	317	0.114			
Total	23.34	319				
Model Summary						
Model R	R Square		Adjusted R Square		Std. Error of the Estimate	
1 0.1326[a]	0.13037		0.1795		0.24724	
a. Dependent Variable, Institutional Effectiveness (IE)						
b. Predictors: (Constant), Transformational Leadership Style, Transactional Leadership Style						

The result reveals that leadership style significantly influenced institutional effectiveness ($t_{(317)}$ = 0.1326, R^2 = 0.13037, $p < 0.05$). The null hypothesis H^0 was rejected. Furthermore, it was discovered as shown in Table 4.8 that transformational leadership style (β = 0.340, $p < 0.05$) was found to contribute more to institutional effectiveness as compared to the transactional leadership (β = 0.097, $p < 0.05$).

Discussion of Findings

The study revealed a low level of institutional effectiveness among polytechnic libraries in South-West. The responses of the library personnel revealed a low level of institutional effectiveness on all indicators apart from stability, which had no level of effectiveness and skilful workforce which was moderately high. This agrees with the outcome of Ayob (2013) and Ezeala's (2009) findings that library effectiveness is low. Similarly Kayode (2016) revealed that ineffectiveness of libraries was a result of poor mentoring and supervision (stability).

Another important finding from this study revealed a moderate practice of transactional-transformational leadership style among polytechnic libraries. This implies that they operate transactional leadership style more than they operate transformational leadership style. This finding supports the ones by Derakhshndeh and Gholami (2011) on leadership style and organisational effectiveness. According to them, organisational effectiveness is attained when the human capital of the organisation is exploited. On the other hand, Nwaigwe (2015) stated that the occurrence of job dissatisfaction among librarians revealed the existence of poor or ineffective leadership styles in Nigerians libraries. Oyelude and Oladele (2014) validated this noting that effective leadership style is imperative for any library to be flexible enough to accept the constant change in the library environment. Although, Martins (2015) opined that regardless of the type of leadership style, effectiveness can be attained. The outcome of this study is that where transactional leadership style prevails over transformational leadership style, institutional effectiveness is low.

Hypothesis one which assumed an influence of leadership style on institutional effectiveness was rejected. The result revealed that transformational and transactional leadership style both significantly influenced institutional effectiveness ($t_{(317)}$ = 0.1326, R^2 = 0.13037, $p < 0.05$). The

research findings also revealed that transformational leadership style had a more significant influence on institutional effectiveness ($\beta = 0.340$, $p < 0.05$) than transactional leadership style ($\beta = 0.097$, $p < 0.05$). This outcome affirmed the findings of Martins (2015) that transformational-transactional leadership style is tantamount to organisational effectiveness. The researcher further stated that transformational leadership has a strong influence on effectiveness but can be stronger with the help of transactional leadership style. Also Koech and Namusonge (2012) stated that, although leadership style boosts effectiveness in an organisation, the tendency to perform better lies on the leader's ability to transform his/her subordinates. In like manner, Rubin, et al (2005) and Sucoshanay, et al (2014) opined that where transformational leadership style prevails, the organisation will be effective, profitable, inter-personally sensitive and innovative. Contrary to other opinions and suggestions, Derakhshandeh and Gholami (2011) opined that effectiveness is attained when employees are exploited by their leaders. In essence, transactional leadership style significantly influences institutional effectiveness. Based on the findings of this study and other empirical findings, it can be concluded that a library that operates a transformational leadership style will increase its level of institutional effectiveness compared to one that employs the transactional leadership style.

Conclusion and Recommendations

The study concluded that:

1. The level of effectiveness in the polytechnic libraries was low, particularly in the areas of stability, resource acquisition, flexibility, information management, planning and goal settings, and productivity.
2. The leadership style practised in the polytechnic libraries was transactional and transformational leadership styles. The transactional leadership style was the slightly more predominant leadership style.
3. Leadership style had a positive significant influence on institutional effectiveness of polytechnic libraries in South-West Nigeria

The essence of this research was to find out the influence of leadership style on institutional effectiveness of polytechnic libraries in South-West Nigeria. Based on the conclusion drawn from this research, the following were recommended:

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1. Heads of libraries should ensure that the library system is effective especially in terms of stability, flexibility, resource acquisition, information management, productivity and planning and goal settings. Heads of libraries can achieve effectiveness by introducing healthy conflict among employees, encouraging strong interpersonal in terms of teamwork, employing enough and capable hand to complete task etc.

2. Library managers should adopt the use of transformational leadership style by encouraging employees to make use of their skills, paying attention to the individual needs of employees and inspire employees to perceive concepts or idea in a new way because it boosts the level of institutional effectiveness.

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