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EXPLORATION OF LEADERSHIP STYLES AND EMPLOYEES' COMMITMENT TO EFFECTIVE LIBRARY AND INFORMATION SERVICES IN A UNIVERSITY LIBRARY IN GHANA

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Abstract

The paper discusses the types of leadership style exhibited by leaders in the library and how the leadership style has influenced employee's commitment in the provision of library and information services in Ghana. The rationale of the paper was to find ways of improving upon leadership in the library and employees' commitment. The investigation was underpinned by the path-goal theory; adopted the positivism paradigm and employed the survey research design. Questionnaires was used to collect data from 140 respondents. Interviews and observations were also used to triangulate the data collected. Participants were selected using purposive and simple random sampling. In view of this, a sample size of 146 comprising of 6 senior members, 38 senior staff and 102 junior staff were selected out of 230 employees for the study. IBM SPSS version 22.0 in combination with Microsoft excel and thematic content analysis were used to analyse the quantitative data and qualitative data respectively. It emerged from the study that employees were not motivated by the leadership style of the library and therefore they were less committed in providing services.

KEY TERMS: Leadership style, Employees, Commitment, Library and information services, University, Academic and Library

Introduction

Employees' commitment has become a dependable instrument for gaining an effective library and information service. Similarly, effective leaders are vital assets for organisations as they can offer a competitive advantage (Dyne, 2009). For an organisation to be successful, the leader

must have the ability to promote creativity, innovation and stimulate the subordinates to challenge their own value systems and improve their individual performance (Drucker, 2007). This means that, leadership has become the optimal answer to many library and information services.

A leader is a person who manages an organisation or a subsystem of an organisation, in terms of giving clear directions and guidance to the subordinates for greater organisational efficiency and effectiveness (Panneerselvam & Sivasankaran, 2014). A leader should have integrated thinking, planning and concerns for all in the organisation and must be willing to accept the ideas of others in the organisation for better results. This means that leadership plays a critical role in the management of an organisation and most importantly in influencing the commitment of employees in responding to their mandates and the developmental aspirations of the organisation (Mullins, 1999).

Libraries are institutions responsible for the collection, processing and storage of recorded knowledge for the purpose of reading, study and consultation (Aina, 2002). The main function of the university library is to provide information support services to aid teaching, learning, and research activities. Meeting the strategic goals of university libraries involves effective leadership and employee commitment (Alemna, 2000; Yukl, 2010). (James, 2011) stressed that librarians "have major roles to play in achieving the objectives of libraries", of which employees' commitment is key for the objectives of the library to be achieved.

According to (Riggs, 2001), leadership in libraries can no longer be pushed aside and ignored. It must be brought to the centre stage and treated with all level of seriousness. However, the extent to which leadership influences the commitment of employees to the service delivery functions of the Sam Jonah library (University of Cape Coast library) is unknown. Despite the recognised importance of leadership on an organisation, the Sam Jonah library is still faced with various challenges ranging from lack of commitment by employees, inadequate financial support, inadequate trained staff, and inadequate recognition among others. This may be attributed to the type of leadership style that has been operational in this library over the years. This is because the library has over the years witnessed many disagreements among its employees. A few years ago, a disagreement between the management and the employees over the discrepancies in the payment of their overtime allowances resulted to the closure of the library for some weeks by the staff as a means of demonstrating to back their demand for this situation to be normalised (UCC Vice Chancellor's Annual Report, 2014).

This problem, leaves one wondering whether the University as well as the library leadership has done enough in the area of managing these disagreements effectively in order to win back the commitment of its employees. In an attempt to address these challenges, this paper seeks to:

1. Explore the types of leadership style exhibited by the management of the Sam Jonah library.
2. Investigate how the perceived leadership style has influenced the commitment of employees in the provision of library and information services in the library.

Literature review

Leadership

According to Mullins (2010), there are many ways of looking or interpreting leadership. Leadership might be interpreted in simple terms, as ‘getting others to follow’ or ‘getting people to do things willingly’ or interpreted more specifically, as ‘the use of authority in decision-making’. It may be exercised as an attribute of position or because of personal knowledge or wisdom. Leadership might be based on a function of personality or it can be seen as a behavioural category. It may also be viewed in terms of the role of the leaders and their ability to achieve effective performance from others (Mullins, 2010). Leadership therefore is the ability to influence the activity or behaviour of people.

The primary purpose of leadership is to produce change and movement (Manning & Curtis, 2007). Some researchers have suggested that leaders motivate and help their employees to be competitive by using effective leadership styles (Luftman, Bullen, Liao, Nash, & Neumann, 2004). Therefore, the leader’s use of effective leadership styles is to promote standards of excellence in the professional development of the members of the organisation (LaRue, Childs, & Larson, 2006).

According to Mullins (2010) ; Sila and Ebrahimpour (2005), leadership involves management, inspiration, remuneration and analytical skills. When all these are present, the organisation records increase employee satisfaction that positively affects the productivity and profits of the organisation. Manning and Curtis (2007) indicate that in dealing with leadership, the following two questions are noteworthy:

- a. Have you ever been a victim of someone who exhibited poor leadership?
- b. How do you feel about the good leaders you have known?

A person who has experienced both types of leaders may recognise the importance of leadership. Leadership is an important factor for promoting work morale and generating job performance (Manning & Curtis, 2007). According to Manning and Curtis (2007), leadership is the ability to influence the activities or behaviour of people. An effective leadership can make a positive difference in the lives of people, the functioning of groups, and the success of the organisation (DeRue & Ashford, 2010). According to DeRue and Ashford (2010), effective leadership enhance employees' satisfaction with their jobs, motivation at work, and task performance.

Theoretical Perspectives

Path-goal theory of leadership

The theory that underpinned this study was the path-goal theory. This theory provides understanding to the evaluation of the role of leadership on employees' commitment as well as work performance in an organisation. It employs the 'expectancy model' of work motivation (Evans, 1970). The path-goal theory proposes that a person's motivation (effort) depends on his or her assessment of whether their effort would lead to good performance, the probability of a reward, either material or psychological, as a result of the good performance and the 'valence' (value of the reward to the person). According to House (1971), leaders are there to define the path to be followed by the team in order to achieve the desired goals and objectives of the organisation.

This theory assigns to the leader the duty to guide and help team members to select the best paths towards achieving their own goals (individual set goals) and those of the group in fulfilment of the overall vision and goals of the organisation. Thus, the leader assists his or her followers in ways that are in consonance with the objectives and goals of the organisation through direction, training and motivation. However, the behaviour of the leader is upheld by the subordinates when it is viewed as a source of satisfaction and commitment, motivation, facilitation and to reward effective performance. In this case the behaviour of the leader is measured by his respect for the views of others and his ability to analyse situations and offer solutions without any acrimony. The theory continues to postulate that it is the leader's job to guide and help the team members to select the best out of the rest towards achieving the leader's goals as well as the group (Silverthorne, 2004).

According to Mullins (2010), the path-goal theory suggests different types of behaviour that can be practiced by the same person at different times in varying situations. By using one of

the four styles of leadership behaviour, the manager attempts to influence subordinates' perception and motivation, and smooth the path to their goals as presented in Figure 1.

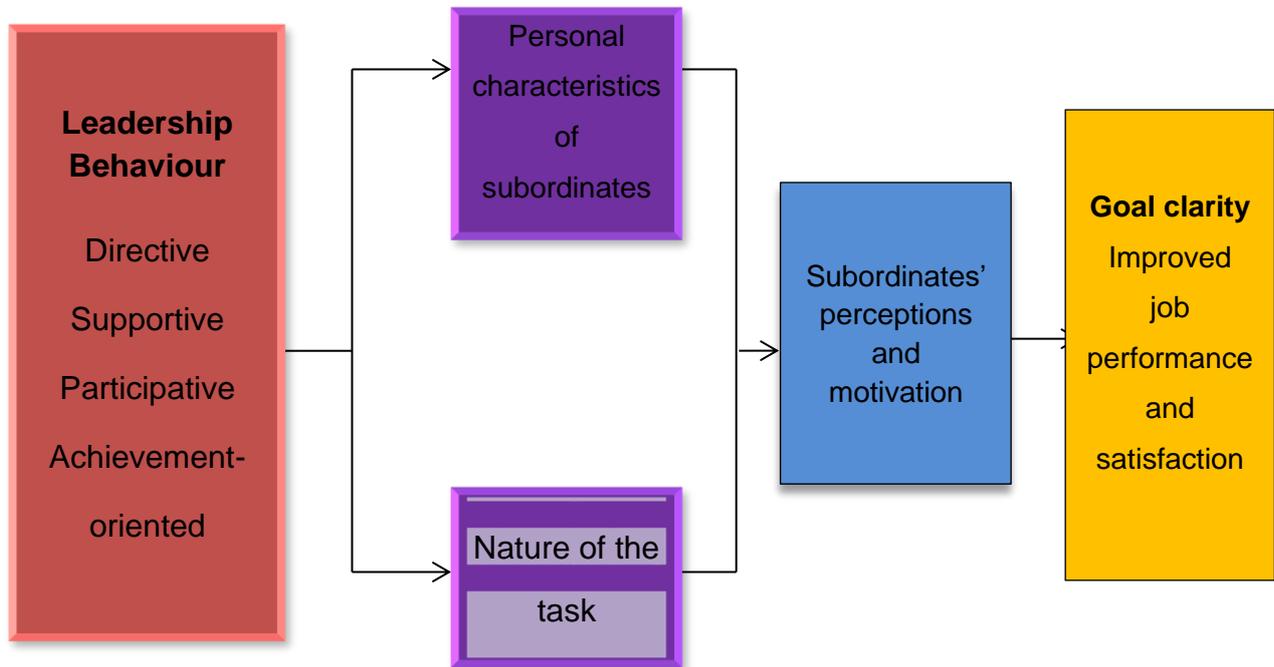


Figure 1: Representation of the Path-goal theory of leadership

Source: Adapted from Mullins (2010: p. 384)

Figure 1 evaluates how leaders encourage and support their followers to achieve the goal they have set by making the path they should take clear and easy. It was identified that leadership behaviour is determined by two main situational factors: the personal characteristics of subordinates and the nature of the task.

- The personal characteristics of subordinates determine how they will react to the manager's behaviour and the extent to which they see such behaviour as an immediate or potential source of need satisfaction.
- The nature of the task relates to the extent that it is routine and structured or non-routine and unstructured.

The thinking behind path-goal theory is that commitment is driven primarily by goals or objectives. An individual commitment is enhanced when feedback on performance is available, and goals are made public and are set by the individual rather than imposed. The Path-goal

theory assumes that leaders can change their leadership styles to meet the demands of a particular situation (Mullins 2010).

Additionally, effective leaders will adopt different styles - supportive, instrumental, participative or achievement-oriented - in different situations. The situational factors that moderate subordinate performance and satisfaction are the personal characteristics of the subordinates and environmental and structural factors. Path-goal theory is primarily about transactional leadership: the leader will offer rewards to others for their successful achievement of the leader's goals (House, 1971).

According to Mullins (2010), it is important to note that according to the path-goal theory, the leader increases personal payoffs to subordinates for achieving work goals and paves the way to these payoffs by clarifying the path, removing or reducing roadblocks and pitfalls, and enhancing personal satisfaction along the way. George (2000) and Dasborough and Ashkanasy (2002) highlighted that leadership is an emotional process in which leaders express emotions and try to arouse emotions in their subordinates. Control of the emotions of their staff is thus one of the most important means by which leaders can improve staff performance and productivity (Humphrey, 2002).

Effective leadership behaviour is based, therefore, on both the willingness of the manager to help subordinates and the needs of subordinates for help. Leadership behaviour will be motivational to the extent that it provides necessary direction, guidance and support, helps clarify path-goal relationships and removes any obstacles which hinder attainment of goals. For example, when a task is highly structured, the goals become readily apparent and subordinates are confident, any attempts to further explain the job or to give directions to the employees of the library are likely to be viewed as unacceptable behaviour. However, when a task is highly unstructured, the nature of the goals is not clear and subordinates lack experience a more directive style of leadership behaviour is likely to be welcomed by subordinates (Mullins, 2010).

Leadership styles

House's (1971) theory specified a number of situational moderators of relationships between task and person-oriented leadership and their effects. House attempted to explain how the behaviour of a leader influences the performance and satisfaction of the followers (subordinates). According to House (1971), the leader is supposed to use the appropriate leadership style (one of four), regardless of preferred traits and behaviour to motivate

employees to enhance their commitment and performance. The path-goal leadership model is therefore used to select the leadership style (directive, supportive, participative, or achievement-oriented) appropriate to the situation (subordinate and environment) to maximise both commitment and performance. Based on situational factors, path-goal therefore proposes a fourfold classification of leadership styles or behaviours, as described below:

Autocratic (directive) leadership style

According to Northouse (2013), this is where the focus of power is with the manager and all interactions within the group move towards the manager. The manager alone exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishments. With respect to this style, the leader tells the subordinates exactly what they are supposed to do. It characterises a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. He also sets standards of performance and defines clear rules and regulations for subordinates (Northouse, 2013). Autocratic leadership behaviour is appropriate when a task is complex, formal authority is strong, and the work group provides job satisfaction (Lussier & Achua, 2010).

Democratic (participative) leadership style

This is where the focus of power is more with the group as a whole and there is greater interaction within the group. The leadership functions are shared with members of the group and the manager is more part of a team. The group members have a greater say in decision-making, determination of policy, implementation of systems and procedures. In other words, the leader consults with subordinates to obtain their ideas and opinions and integrates their suggestions into the decision-making process (Northouse 2013). It is appropriate when subordinates do not want autocratic leadership, have internal locus of control, and follower ability is high; when task is complex, authority is neither weak nor strong, and satisfaction from co-workers is either high or low (Lussier & Achua, 2010).

Laissez-faire (genuine) leadership style

The laissez-faire leadership style involves a non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals. The leader in this case gives the employees the freedom to make decisions although the leader is still responsible for the decisions made. It is also a style where the manager observes that members of the group are working well on their own. The manager consciously makes a decision to pass the focus of

power to members, to allow them freedom of action ‘to do as they think best’, and not to interfere; but is readily available if help is needed. There is often confusion over this style of leadership behaviour because it tends to make some subordinates to take things for granted. The word ‘genuine’ is emphasised because this is to be contrasted with the manager who could not care, who deliberately keeps away from the trouble spots and does not want to get involved. The manager just lets members of the group get on with the work in hand. Members are left to face decisions that rightly belong with the manager. This is more a non-style of leadership or it could perhaps be labelled as abdication.

Transformational (achievement-oriented) leadership style

This leader sets clear and challenging goals for subordinates by establishing high standards of excellence and seeks continuous improvement. Further, leader shows a high degree of confidence in subordinates (Northouse 2013). Achievement-oriented leadership is appropriate when followers are open to autocratic leadership, have external locus of control, and followers’ ability is high; when task is simple, authority is strong, and job satisfaction from co-workers is either high or low (Lussier & Achua 2010). Transformational leadership, according to its proponents, is likely to lead to longer term change and more genuine organisational reform by raising followers’ levels of consciousness about the importance of the goals they are pursuing as an organisation, getting followers to transcend their own self-interest, and moving them to address higher-level needs (Bass, 1985).

Leithwood and Jantzi (1999) reported on a number of studies in which transformational leadership predicted organisational conditions, such as shared goals and purposes, school structure, and social networks, which in turn affected student outcomes, in particular those relating to belonging to school, though the relationship is not as strong as sometimes assumed. In addition, transformational leadership is seen as better able to cope with complex situations and was, along with instructional leadership (focus on teaching and learning) found to be a characteristic of effective leaders in Hallinger (1989) review.

There is some evidence in the literature that transformational leadership has positive organisational impacts. Another issue is that the often disruptive nature of transformational leadership can in some cases lead to strong resistance from staff that can itself impede change and improvement efforts (Mitchell & Tucker, 1992). In particular, research in the US has shown that strong transformational leaders sometimes provoke passive resistance whereby staff wait for the leader to move on. This is especially prevalent where rapid management turnover

is built into the system (Beauchum, 2004). Where transformational leaders are successful, another problem emerges. Where leadership resides in the individual, difficulties arise when this person leaves the organisation, or where not all followers have been “inspired”. In many cases, while leadership at the top is strong, the overall leadership capacity of the organisation has not been enhanced, leading to problems being stored up for the future.

In conclusion, the success of the path-goal model is based on the ability of the leader to thoroughly motivate the subordinates. A satisfied subordinate works hard if there is an indication that his or her efforts will lead to things that are highly valuable to him, such as awards and promotion. All the same, this model is said to be complex as the leader may find it difficult to know which style to use and when considering those situational factors (Lussier & Achua 2010).

The Concept of Employee commitment

People differ in what motivates them and what they are seeking from work. But unless people feel fully engaged and committed with the organisation they will not be intellectually and emotionally committed or motivated to give off willingly their best (Mullins 2010). According to Mullins, it is often said that people join organisations but leave their bosses. Among the factors that contribute to a healthy organisational climate is the extent to which employees have a sense of engagement with, and commitment to their work, their managers and to the organisation. O'reilly and Chatman (1996) refers to the term “organisational commitment’ or employee commitment as ‘typically conceived of as an individual’s psychological bond to the organisation, including a sense of job involvement, loyalty, and a belief in the values of the organisation’. Research in large organisations suggests that leader behaviour is positively related to organisational commitment (Bass & Riggio, 2006). According to Bass and Riggio (2006:32-33), the extraordinary commitment that transformational leaders evoke in their followers may underlie their excellent performance.

Newstrom and Davies (2002) define employee commitment as the degree to which an employee identifies with the organisation and wants to continue actively participating in it. Like a strong magnetic force attracting one metallic object to another, it is a measure of the employees’ willingness to remain with a firm in the future. It often reflects the employees’ belief in the mission and goals of the firm, willingness to expend effort in their accomplishment, and intentions to continue working there. According to them, commitment is the attitude exhibited by employees and reflects the value or standard that the organisation has set for itself. If both

managers and employees can exhibit commitment, it can act as a catalyst to propel the organisation to increase its productivity and also outperform its competitors (Newstrom & Davies, 2002).

Commitment is usually stronger among longer-term employees, those who have experienced personal success in the organisation, and those working with a committed employee group (Madigan, Norton, & Testa, 1999). They asserted that commitment refers to the attitude about employees' loyalty to their organisation and is an ongoing process through which organisational participants express their concern for the organisation and its continued success and well-being. The organisational commitment attitude is determined by a number of personal (age, tenure in organisation, and dispositions such as positive or negative affectivity, or internal or external control attributions) and organisational (the job design and leadership style of one's supervisor) variables.

According to Madigan, Norton and Testa (1999), committed employees would work diligently, conscientiously, provide value, promote the organisation's services or products and seek continuous improvement. In exchange, they expect a work environment that fosters growth and empowerment, allows for a better balance of personal and work life, provides the necessary resources to satisfy the needs of customers and provides for their education and training as well as that of their co-workers. (Pareek, 2004) also defines organisational commitment as a person's feeling with regard to continuing his or her association with the organisation, acceptance of the values and goals of the organisation, and willingness to help the organisation achieve such goals and values.

Hellriegel, Slocum, and Woodman (2001) emphasises that, organisational commitment goes beyond loyalty to include an active contribution to accomplishing organisational goals. Organisational commitment represents a broader work attitude than job satisfaction because it applies to the entire organisation rather than just to the job. In other words, commitment typically is more stable than satisfaction because day to day events are less likely to change it. Luthans (1995) explains that, as an attitude, organisational commitment is most often defined as: a strong desire to remain a member of a particular organisation; a willingness to exert high levels of effort on behalf of the organisation; and a definite belief in and acceptance of the values and goals of the organization (Luthans, 1995).

According to (Mowday, Porter, & Steers, 1982), organisation commitment refers to the employee's emotional attachment to, identification with, and involvement in a particular

organisation. Organisational behaviour scholars call this affective commitment because it refers to the individual's emotions toward the organisation. Affective commitment is called organisation loyalty when the organization is the target of the individual's commitment. However, affective commitment can also refer to loyalty toward co-workers, customers, or a profession (Becker, Billings, Eveleth, & Gilbert, 1996). Along with affective commitment, employees also have varying levels of continuance commitment (Meyer, 1997). Continuance commitment occurs when employees believe it is in their own personal interest to remain with the organisation. This form of commitment is a calculative bond with the organisation, rather than an emotional attachment. For example, you may have met people who do not particularly identify with the organisation where they work but feel bound to remain there because it would be too costly to quit. Continuance commitment is this motivation to stay because of the high cost of leaving (Hackett, Bycio, & Hausdorf, 1994).

The three-pillar model of commitment

As illustrated in Figure 2, Martins and Nicholls in Mullins (1999) view commitment as encapsulating by “giving all of you” while at work. This commitment entails things as using time constructively, attention to detail, making that extra effort, accepting change, co-operating with others, self-development, respecting, trust, pride in abilities, seeking improvements and giving loyal support. Based on case studies that focused on employee commitment of 14 British companies including Jaguar, Royal Bank of Scotland, British Steel, Pilkingtons, Rothmans, Raleigh, and Schweppes, Martin and Nicholls formulated a model of commitment based on three major pillars, each with three factors, as shown in **Figure 2** as below:

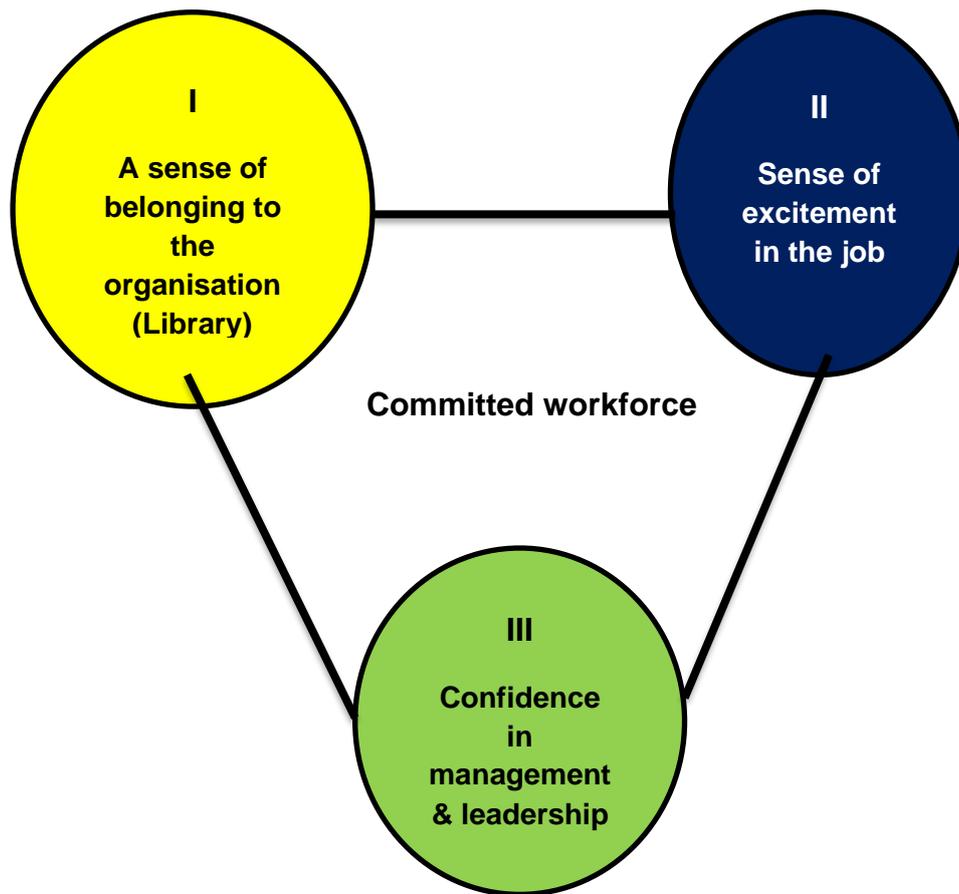


Figure 2: The three-pillar model of commitment

Source: Mullins (1999)

As illustrated in **Figure 2**, the three pillar of commitment consists of the factors as follows:

(I) A sense of belonging to the organization: This builds upon the loyalty essential to successful industrial relations. The sense of belonging is created by ensuring the workforce is informed, involved and sharing in success.

(II) A sense of excitement in the job: Improved results will not be achieved unless workers can also feel a sense of excitement about their work which results in the motivation to perform well. This sense of excitement can be achieved by appealing to the higher-level needs of pride, trust and accountability for results.

(III) Confidence in management and leadership: The senses of belonging and excitement can be frustrated if workers do not have respect for, and confidence in, management leadership. This respect is enhanced through attention to authority, dedication and competence.

A large measure of the success of the companies studied derives from their management of people and from creating a climate for commitment. For example, if people feel trusted, they will make extraordinary efforts to show the trust to be warranted. However, creating

commitment is hard. It takes time, the path is not always smooth and it requires dedicated managers (Mullins 1999).

Three processes or stages of commitment

Mullins (1999) suggests three processes or stages of commitment. These are:

- **Compliance**, where a person accepts the influence of others mainly to obtain something from others, such as pay.
- **Identification**, this is the stage at which the individual accepts influence in order to maintain a satisfying relationship and to feel pride in belonging to the organization.
- **Internalisation**, at this stage, the individual finds the values of the organisation to be intrinsically rewarding and compatible with the personal values.

Materials and Methods

Research paradigm

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used (Lincoln & Denzin, 2000). For that matter, the positivists' philosophy was adopted for this study. It was adopted because it is pluralistic in nature and allows the researcher to choose different methods, techniques, procedures and approaches to understand the problem under investigation (Saunders, Lewis, & Thornhill, 2007). And this made questionnaire, interview guide and observation to be employed for this study in order to allow for the data triangulation. Thus, the positivism is suitable because of its structures, process and theoretical background which helps to identify and assess the causes that influence outcomes, as can be found in an experiment (Sarantakos, 2000). The positivist's approach is an epistemological position that advocates the application of the scientific method to the study of social reality and beyond. It is referred to as positivism because it represents the thinking of the positivists who recognised that we can be positive about our claims of knowledge when studying the behaviour and actions of humans (Phillips, Phillips, & Burbules, 2000).

Research approach

Research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014). The study combined both qualitative and quantitative methods. It also triangulated by first collecting quantitative data using the set of questionnaires, follow by qualitative data which was collected using both interview guide and observation guide. The interview and

observation data aided in understanding and in the interpretation of the quantitative data collected from the 140 respondents drawn from the various sections of the library. During the interpretation phase of the study, the two methods were then integrated. The purpose of this strategy was for the researchers to use the results of the qualitative component to explain or interpret the results of the quantitative component (Creswell, 2003). The librarian and the senior members who are the heads of department/section for the purpose of cross validation were interviewed. Some observations were also made to confirm or otherwise clarify some of the controversial issues raised in the questionnaires and during the interview. The triangulation of methods used in this study helped to minimise the biases, limitations and weaknesses of the individual approaches. This makes the results very valid and reliable.

Population

According to the 2016 Vice Chancellor’s report, the University of Cape Coast library has a total employee of 230 (Documentation and Information Section, 2016). For that matter, the target population for this study was 230 employees of the library. The study also considered the various categories of the library employees ranging from the professional librarians, non-professional librarians as well as supporting staff. The population was inclusive of employees of the main library as well as the staff of 32 satellite libraries in the university. The total population of employees from the 32 satellite libraries and the main library of the university was 230. Out of this, 10 were senior members, 60 were senior staff, and 160 were junior staff. This therefore means that the junior staff or employees form the majority. Table 1 as below presents the distribution of the total number of employees at the library.

Table 1: Distribution of the employees of the library

CATEGORY	NUMBER OF EMPLOYEE
Senior Members	10
Senior Staff	60
Junior Staff	160
Total	230

Source: Documentation and Information Section, UCC 2016

Sample size and Sampling procedures

Since the population of the employees varied from one category to another, the population was first subdivided into three mutually exclusive segments, called strata. Simple random sampling was used to draw a sample from each stratum, and these subsamples were joined to form the complete stratified sample for the study. The population of the employees was further broken down into strata – senior members, senior staff and junior staff. Stratified random samples of 3 cases were drawn by randomly selecting an equal proportion of employees from the various categories of staff. The population of each category of staff was multiplied by and divided by the total population which was 230. In view of the formula propounded by Fisher, Laing, Stoekel, and Lownsend (1998), a sample size of 146 respondents was used for the study. For that matter, the sample size determination for this study took into consideration the estimated total population of the employees of the University of Cape Coast library; 230 (Library Administration, 2017). Using Fisher *et al.* (1998)'s formula for determining sample size for a population less than 10,000 a sample size of 146 was arrived at. In view of this, a sample size of 146 out of 230 of the population was selected for this study. The sample size therefore constituted sixty-three-point five percent (63.5%) of the target population. The sample was made up of six senior members, 38 senior staff and 102 junior staff.

Table 2: Sample size by category of employee

Category of Employee	Population	Sample size (Proportion Allocation)
Senior Members	10	6
Senior Staff	60	38
Junior Staff	160	102
Total	230	146

Data collection instruments

The instruments used to collect data for this study include questionnaire, interview guide and observation guide. The researcher used a well-designed, structured and self-administered questionnaire to collect data among the junior and senior staff categories and the interview was limited to only the senior members who are in various leadership positions of the library. In

order to gain participants' cooperation by establishing a relationship with them the structured interview guide was designed and given to the senior members of the library in advance before the interview date. Conclusively, as a qualitative data gathering technique, observation is used to enable the researchers to gain a deeper insight and understanding of the phenomenon being observed since it allows the observer to hear, see and begin to experience reality as participants do (Gorman & Clayton, 2005).

Data analysis

Thematic content analysis technique was used to analyse the qualitative data, while the IBM Statistical Package for Social Sciences version 22.0 was used to analyse the quantitative data. The recorded interview data were transcribed, analysed and coded into categories. The data were later compared with notes taken during the interview process to scan for possible omissions or additions. The data were subsequently integrated using the thematic content analysis technique. Patterns were assessed to identify common attributes which by and large helped in making meaning out of the data. The observed behaviour was also recorded, analysed, coded and categorised. The coding of observed behaviour focused on defined events that were to be observed.

Presentation of Results

Background Characteristic of Respondents

Table 3 summarises the background characteristics of the respondents. The characteristics discussed include gender, educational qualification, category of staff, length of service and duration of work on the current rank or position. The reason for this aspect of the analysis was to determine the calibre of people used for the study and also aimed at putting the study into context.

The findings discovered that out of the total respondents of 140, 87 (62.1%) were male and 53 (37.9%) were female. The results indicate that the composition of library staff in the University of Cape Coast library is predominantly male as in other organisations in Ghana. This therefore means that the views of the male employees of the library dominate this study.

The result indicates that majority of the respondents representing 74.3% were with either SSSCE / O' Level / A' Level/ or diploma certificate. About 15 respondents were with B.A / B. ED/ BSC/ B.Com certificate. However, 21 of the respondents representing 15.0% were holders of various categories of second degrees such as M.A/ M.ED/ MSc. However, per the University

of Cape Coast's statutes (2017), the entering point for senior membership is MPhil degree. These senior members form the leadership and academic staff such as the Librarian and his deputy director, heads of sections as well as the administrator of the library. The findings obtained from the respondents indicate that the employees with the second degrees such as M.A/ M.ED/ MSc felt that leadership has not encouraged their promotion to the Junior Assistant Librarian position and as such felt there was no need committing themselves to making the library realise its visions and goals. The researcher is also of the view that an organisation that employees' promotions are frustrated may not realize its vision and goals because the employees would no longer be committed to the organisation.

With regard to the category of staff, Table 3 revealed that, majority of the respondents investigated were in the junior staff category. The responses show that 102 (72.9%) of the 140 respondents were in the junior staff category and the senior staff consists of 38 (27.1%). The categorisation of employees in the library into senior and junior staff forms the basis of leadership role in libraries in Ghana. One of the major roles of the leaders of libraries is to assess and promote junior employees to the next stage of rank (senior staff status). When employees realise progress in their career, they will automatically become committed to the organisation in which they work. This is in agreement with DeRue, Sitkin and Podolny (2010) as he highlights that an effective leadership can make a positive difference in the lives of people, the functioning of groups, and the success of organisations (DeRue, Sitkin & Podolny 2010:922 - 923).

The findings in Table 3 discovered that, respondents have varying degrees of length of service or working experience in the library ranging from one to more than 21 years. The results shows that, out of the 140 respondents, 30 respondents representing 21.4% had been in the library understudied for 1 - 5 years, 63 respondents representing 45.0% had worked for 6 - 10 years, 34 respondents representing 24.3% also worked for 11 – 15 years, 9 (6.4%) of the respondents worked between 16 – 20 years, whereas 4 respondents representing 2.9% served for more than twenty-one years. The results therefore indicate that a majority of the staff served in the library more than six (6) to twenty-one (21) years. This implies that, they are capable of identifying the various factors that could be responsible for leadership challenges in the library and how it is impacting employees' commitment to the library and information services.

Table 3: Background information of respondents

Parameters	Frequency	Percentages (%)
Gender		
Male	87	62.1
Female	53	37.9
Qualification of Staff		
SSSCE / O' Level / A' Level/Diploma	104	74.3
B.A/ B.ED/ BSC/ B.com	15	10.7
M.A/ M.ED/ MSc	21	15
Category of Staff		
Junior	102	72.9
Senior	38	27.1
Length of service		
1-5 years	30	21.4
6-10 years	63	45
11-15 years	34	24.3
16-20 years	9	6.4
21+ years	4	2.9
Duration of work on current rank		
1-4 years	69	49.3
5-8 years	60	42.9
9-13 years	7	5
14-17 years	2	1.4
18+years	2	1.4
Total	140	100

Types of leadership style exhibited by leaders of Sam Jonah Library (UCC)

This section sought to investigate the type of leadership style exhibited by leaders of the Library. Respondents were asked to choose from the multiple options presented by the researcher and **Figure 3** presents the summary of the respondents' views.

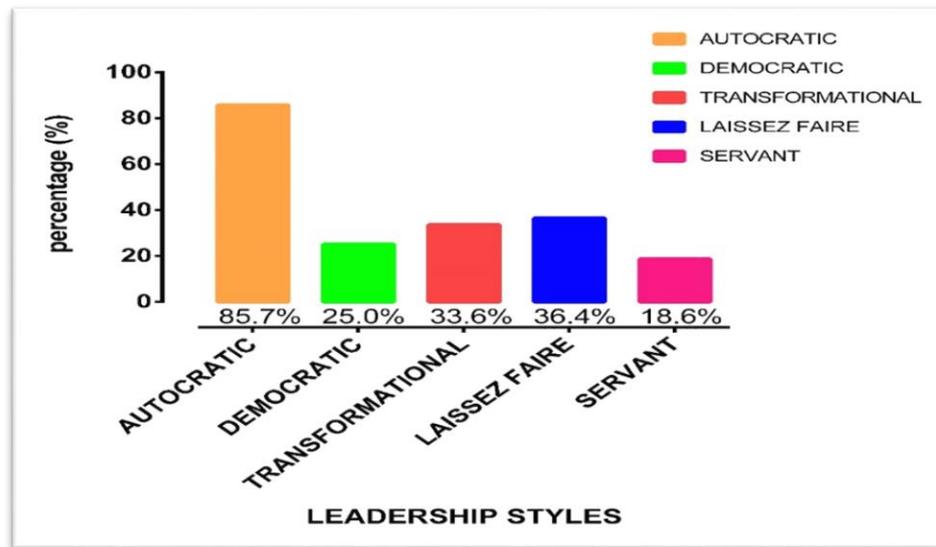


Figure 3: Types of leadership style

Figure 3 reveals the type of leadership style that the leaders of the library under study exhibit. The result discovered that the majority making 85.7% of the respondents believe that leaders exhibit autocratic style of leadership. About 25.0% of the respondents also believed that leaders of the library adopt democratic style of leadership and 33.6% also agreed that management adopt transformational style of leadership. In addition, 33.4% believed leadership in the library adopt the laissez faire style of leadership, while 18.6% of the respondents agreed that leaders adopt the servant leadership style. The result therefore shows that, the most exhibited leadership style in the University of Cape Coast Library is the autocratic leadership style. This is evident as the leadership of the library do not engage senior and junior staff in the decision-making processes of the library organisation.

On the other hand, during the interview session, when the interviewees were asked to indicate their view or perception on the type of leadership style practiced by the director of the library and how the leadership style influenced the commitment of employees in the provision of library and information services, the result confirmed that among the various leadership styles, the autocratic dominated the styles that the director practiced. Thus, the autocratic scored the

greatest points which suggested it was considered as the most commonly adopted style of leadership in the library. According to this category of respondents, transactional, laissez faire and servant leadership are not practiced in the library. The participants upon further probe on which leadership style they would adopt if they were heads of the library (library director) suggested that the servant leadership style would have been their preferred choice, followed by democratic leadership, transformational leadership and transactional leadership. They also expressed their dissatisfaction with the autocratic leadership style which in their views portrayed bossy way of leading. These findings were in agreement with the result of the studies of Prybil (2003) on factors affecting librarians' work commitment; it was revealed that higher motivational levels of staff were associated with the democratic style of supervision, while low motivation levels were associated with the authoritarian type of supervision.

The interview results further revealed that most of the heads of the department were not happy with the type of leadership style the director had adopted for they felt it did not make the employees feel belonged, since they were not involved in the decision-making processes of the library. In response to further probing questions asked by the researcher, a range of views were expressed by the participants. For instance, one of them noted this about servant leadership by saying that:

“.....it involves getting your people involved: look at the demands of the subordinates and get them involved in the decision making” [SAL].

Other participants also commented that:

“.....it makes me understand the people I lead and also apply the appropriate assistance” [JAL1].

“..... it encourages innovativeness within the library” [JAL2].

In addition, the observation results also indicated that the employees were dissatisfied with the autocratic leadership style which in their views portrayed bossy way of leading. This type of leadership style was confirmed through the attitude of the employees during the observation period. For instance, the researcher observed that none of the participants was happy interacting

with him for the fear of being victimised if found disclosing the leadership challenges of the library to an outsider. Figure 4 presents the summary of the various types of leadership style and how they were perceived to be practiced in the library.

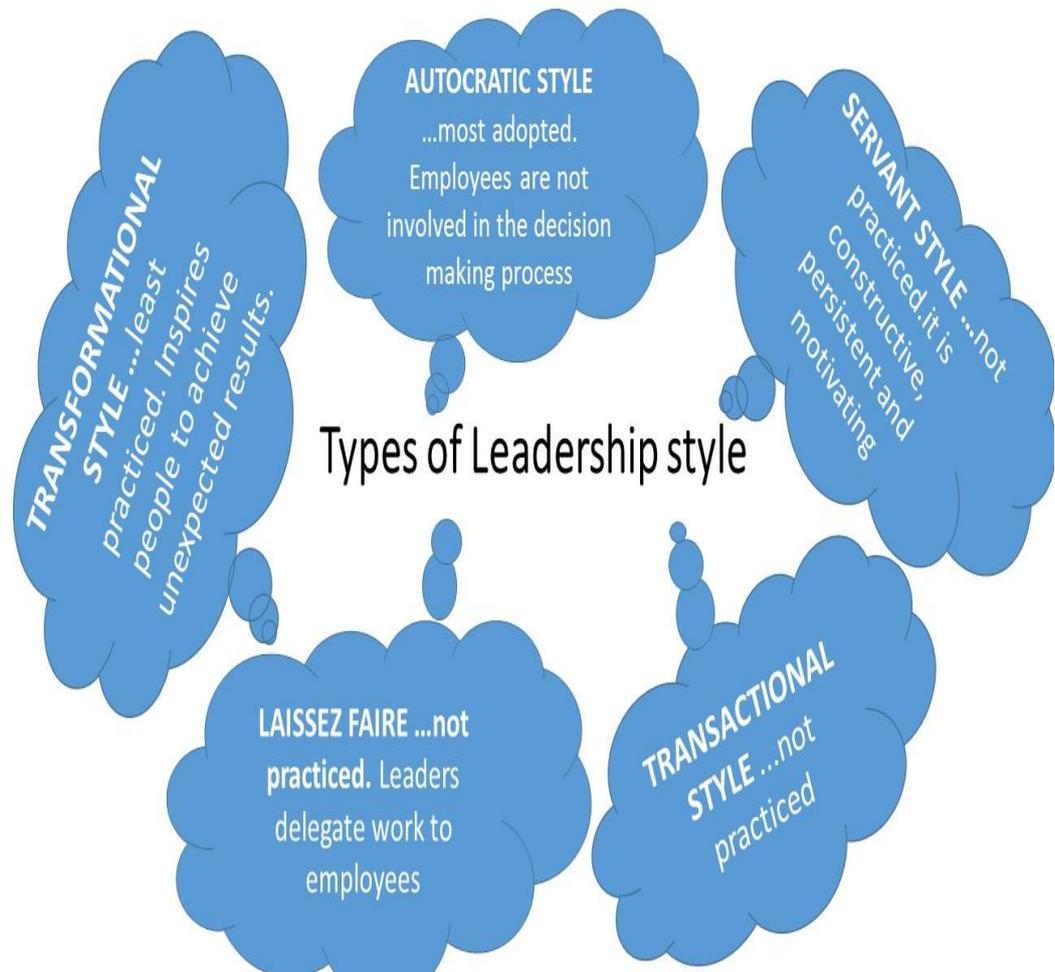


Figure 4: Types of Leadership Style

Influence of the existing leadership style on employees’ commitment to library and information services

The results on the issue of the influence of the existing leadership style on employees’ commitment, as shown in **Table 4** below revealed that a significant proportion of the respondents with an average of 90 (64.3%) disagreed with the assertion that the leadership style of the library had influenced them to be willing to continue working with the library. About 108 (77.2%) of the respondents also disagreed that the leadership style had influenced them to be happy working with the library. The results further indicated that, majority of the

respondents were not in agreement to the assertions. However, Mullins (1999) emphasised that a high level of employee commitment implies willingness to work for the organisation's benefit. Therefore, leaders of libraries must do their best to encourage employees to be happy and willing to continue working in the library.

Secondly, on the issue of the existing leadership style influencing employees to sacrifice their personal comfort for the library, only 14 (10%) were in agreement and about 108 (77.2%) disagreed that the leadership style of the library encouraged them to sacrifice their personal comfort for the library. With regard to the leadership influencing employees to be willing to work with the library until retirement, majority of the respondents (65.0%) disagreed that the leadership style would never influence them to work with the library until retirement. This was followed by the assertion that leadership influenced employees' desire to leave the library for another department of the university. On this, majority (80.7%) of the employees agreed to the assertion.

Table 4: Influence of the existing leadership style on employees' commitment

Influence of the existing leadership style on employees' commitment	SA Freq. (%)	A Freq. (%)	U Freq. (%)	SD Freq. (%)	D Freq. (%)
The leadership style has influenced employees' willingness to continue working with the library	18 (12.9)	21 (15.0)	11 (7.9)	46 (32.9)	44 (31.4)
The leadership style has influenced employees to be happy working with the library	7 (5.0)	16 (11.4)	9 (6.4)	53 (37.9)	55 (39.3)
The leadership style has influenced employees to sacrifice their personal comfort for the library	4 (2.9)	10 (7.1)	18 (12.9)	61 (43.6)	47 (33.6)
The leadership style has influenced employees' willingness to work with the library until their retirement	5 (36.0)	13 (9.3)	31 (22.1)	55 (39.3)	36 (25.7)

The leadership style has helped to improve work performance in the library	1 (0.7)	11 (7.9)	27 (19.3)	47 (33.6)	54 (38.6)
The leadership style has influenced the employees to desire to leave the library for another department	77 (55.0)	36 (25.7)	16 (11.4)	7 (5.0)	4 (2.9)

Data is presented as frequency with percentage in parenthesis.

The interview results also indicated that all participants had agreed that the existing leadership style had low influence on employees' commitment to library and information services. Similarly, the interview and observation confirmed the data gathered as some employees indicated that:

"... we do not feel happy working with the library because we were not involved in the decision-making process of the library. The management also treat us as children".

Other respondents indicated that:

"...management does not respect us at all..." [R1]

Another respondent indicated that:

"...me, I will never sacrifice my comfort for this library o. Look at how much we are paid? and the director has become autocratic too, hmmm..." [R2]

These results were in line with House (1996) who emphasised that, treating workers as adults and partners with dignity and respect, is the primary source of workers commitment, attachment and quality work, which turn out into long-term productivity and gains for the organisation. This means that when the employees of the library are treated with dignity and respect, they would assume to have become psychologically attached to the library organisation beyond seeing the workplace as a means of earning a living to a climate of personal satisfaction.

Discussion of Results

Leadership and employees' commitment

The main objective of this study was to gain measurable insight into the role of leadership on employee commitment to library and information services in the university of Cape Coast library in Ghana. This section, discusses findings presented, which relate to the types of leadership and employees' commitment to library and information services in the University of Cape Coast library in Ghana.

Type of leadership style exhibited by leaders of the Sam Jonah library

The findings on the type of leadership style that the director of University of Cape Coast library exhibits shows that, 85.7% of the respondents indicated leaders exhibit autocratic style of leadership. In addition, 33.4% of the respondents also believed that management of the library adopts the laissez faire style of leadership, while 18.6% of the respondents felt that leaders adopt the servant leadership style as indicated in Figure 3.

The results suggest that the most exhibited leadership style in the University of Cape Coast library is the autocratic leadership style. This is evident as the leadership of the library does not engage senior and junior staff in the decision-making processes of the library. This finding is in agreement with the assertion of Northouse (2013) who indicates that, with respect to the autocratic style, leaders tells subordinates exactly what they are supposed to do, how it is to be done, and time line for the completion of a particular task. He also sets standards of performance and defines clear rules and regulations for subordinates. The interview results also indicate that, among the various leadership styles, the autocratic dominates the styles that the director practiced. Thus, the autocratic scored the greatest points which suggested that it was considered as the most commonly adopted style of the library. This is followed by the transformational leadership style. These findings are in agreement with the result of the studies of Prybil (2003) on factors affecting librarians' work commitment; it was revealed that higher motivational levels of staff were associated with the democratic style of supervision, while low motivation levels were associated with the authoritarian type of supervision.

Influence of the existing leadership style on employees' commitment in UCC library

The results on the issue of the influence of the existing leadership style on employees' commitment, the results reveals that, a significant proportion of the respondents with an average of 90 (64.3%) disagreeing with the assertion that the leadership style of the library has influenced them to be willing to continue working with the library. Also, about 108 (77.2%) of the respondents disagreed that, the leadership style has influenced employees to be happy working with the library. Also, the results indicated that, a majority of the respondents are not

in agreement to the assertions. However, Mullins (1999:815) emphasise that, a high level of employee commitment implies willingness to work for the organisation's benefit. Therefore, leaders of the library must do their best to encourage employees to be willing to continue working and be happy in the library.

On the issue of the leadership style influencing employees to sacrifice their personal comfort for the library, only 14 (10%) were in agreement and about 108 (77.2%) disagreed that the leadership style of the library encouraged them to sacrifice their personal comfort for the library. With regard to the leadership influencing employees to be willing to work with the library until retirement, majority of the respondents making (65.0%) disagreed that the leadership style would never influence them to work with the library until retirement. This was followed by the assertion that leadership influenced employees' desire to leave the library for another department in the university. On this, majority (80.7%) of the employees agreed to the assertion. However, the interview results, indicate that, all participants have agreed that the exiting leadership style has low influence on employees' commitment to library and information services function of the library. The interview and observation confirm the data gathered from the questionnaire that employees do not feel happy working with the library because they are not involved in the decision-making process. They also felt they are not respected by the leadership of the library. Further results also indicate that employees are not willing to sacrifice their personal comfort for the library because of low remuneration and the autocratic leadership style of the director.

These results are in line with House (1996) who emphasised that treating workers as adults and partners with dignity and respect is the primary source of worker commitment, attachment and quality work, which turn out into long-term productivity gains for the organisation. This means that when the employees of the library are treated with dignity and respect, they would assume to have become psychologically attached to the library organisation beyond seeing the workplace as a means of earning a living to a climate of personal satisfaction.

Conclusion and Recommendations

The paper examined the type of leadership style exhibited by the leaders of Sam Jonah library and also analyse how the existing leadership style of the library influenced the commitment of employees in the provision of library and information services. The paper has therefore, established that among the various leadership styles, the autocratic dominated the styles that the leaders of the library practiced. This was followed by the transformational leadership style,

laissez faire and the servant leadership style. Sectional heads were also not happy with the type of leadership style the director had adopted. They felt it did not make the employees feel belonged. They suggested that the servant leadership style would have been their preferred choice, followed by democratic leadership style, if they were the library director. It was evident that managers of the library never engaged their employees (both senior and junior) in the decision-making processes of the library. Observation revealed that the employees were not comfortable or happy interacting with the researcher for the fear of being victimised if found disclosing the leadership challenges of the library to outsiders. The study also concludes that the leadership style of the library had negatively influenced employees since majority of them were unwilling to continue working with the library and also refused to sacrifice their personal comfort for the development of the library. This has led to the reduction in employee's performance, and created the desire to leave the library to another department.

In line with the above conclusions, some key recommendations are made. In order to make employees feel belonging, the library leaders, as well as the new management of Sam Jonah library must change their style of leadership to the democratic and servant leadership instead of the autocratic style of leadership. Secondly, in order to make employees committed to the library and information services, managers and leaders of the library should engage their employees (both senior and junior staff) in the decision-making process of the library. Additionally, high level of employee commitment implies willingness to work for the organisation's benefit. Therefore, leaders of the library must do their best to encourage employees to be willing to continue working and be happy with the library. The results of the study show that the leadership style of the library has negatively influenced employees. Managers of the library are encouraged to adopt measures that could make the employees of the library willing to sacrifice their personal comfort for the library; improve performance and prevent the desire of employees to leave the library for another department.

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