



Leadership Styles and Innovativeness of Librarians in Universities in South-West, Nigeria

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Abstract

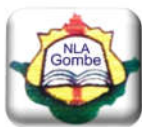
Innovativeness of employees is a much-desired attribute that can increase organisational performance. Hence, the study investigated the influence of leadership styles on innovativeness of librarians in universities in South-west Nigeria. The study adopted the survey research design. The population comprised 861 librarians in universities in South-West Nigeria. A sample size of 273 was determined using Taro Yamane formula and a multistage sampling technique was used to select the respondents. A validated, structured questionnaire was used for data collection. Cronbach's alpha reliability coefficients for the variables ranged from 0.82 to 0.95. A return rate of 99.2% was achieved. Descriptive and inferential (linear and multiple regression) statistics were used to analyse the data. The findings revealed that leadership styles ($R^2 = 0.034$, $t = 2.943$, $\beta = .185$, $p < 0.05$) had a significant influence on librarians' innovativeness. The study concluded that leadership styles contributed to librarians' innovativeness in universities in South-West Nigeria. It was recommended that library management should adopt leadership styles that will bring out innovative attributes in them.

Keywords: Librarians' innovativeness, leadership styles, Librarians, transactional leadership style, transformational leadership style

Introduction

Innovativeness is becoming a much-desired attribute as competition continues to increase among organisations. This competition is driven by new technologies and the emergence of the knowledge economy. Innovativeness has to do with introducing new ideas to the extent of producing creative results. Yusheng and Ibrahim (2020) consider innovativeness a key driver for the long-term success of firms today. It is the capacity, competence, and readiness of organisations and their employees to introduce novelties or inventions in business or other practices (Nedelko & Potocan, 2019). Innovativeness is essential for achieving a competitive advantage in products and service delivery. It is vital for the generation of original ideas, processes, and methods in organisations. Organisations that innovate would respond better when faced with challenges than non-innovative organisations. Innovativeness is an organisation's overall ability to bring in new products to the market or open up new markets by combining strategic orientation with innovative behaviour and process (Aas & Breunig, 2017).

Individuals are low on innovativeness for reasons such as hostility in employee relationships, lack of information about the innovation and a high level of organisational silence. Resistance to change, the shoddy work environment, meagre wages, high level of mistrust in authority, inappropriate leadership style, and lack of innovation are other reasons for low innovativeness. Personality, motivation, and cognition could also affect innovativeness in an individual; (Jantz, 2012; Zennouche, Zhang & Wang, 2014). In this study, innovativeness can be measured using three dimensions: openness to experience, willingness to take risks, and adaptation to change (Kilicer & Odabasi, 2013). Leadership styles are essential to consider in terms of innovativeness in organisations and individuals. An appropriately practiced leadership style is more likely to increase the level of innovativeness in an individual and organisations.



Leadership styles in university libraries could influence the innovativeness of individuals. Leadership is an integral and vital part of any organisation because of the abilities of leaders to create a shared vision and inspire others. Leaders should convey their idea clearly and get their followers to buy into their goals through interpersonal relationships. Mamza, Innocent and Elkanah (2019) consider leadership as motivating or influencing a group of people to act towards achieving a common goal. Leadership in organisations would require leaders to look out for successful ways to fulfil the organisations' mission. Organisations with proper leadership in place would make the best decisions, be consistent and make innovative changes and guide followers accordingly.

Leadership exists in different forms and styles in various work environments. Avolio and Bass (1994) identified a combination of three kinds of leadership as a continuum. These are the transformational leadership style, transactional leadership style, and passive avoidant leadership style. However, this study looked at the transformational leadership style and transactional leadership styles. Transformational leadership style motivates and influences members to achieve goals through communication and high visibility. Transformational leaders are innovators, creative thinkers and motivators that ensure they work with their followers to enhance their aspirations and enable them to perform their duties following the organisation (Hassan, 2019). According to Bass (1995), this style of leadership has four elements: individualised consideration, intellectual stimulation, inspirational motivation, and idealised influence.

The transactional leadership style is a kind of leadership style that essentially motivates subordinates by exchanging rewards for achievement or performance and penalties for defaulters (Odumeru & Ifeanyi, 2013). The transactional leader has the power to perform specific tasks and reward or punish the team's performance. Contingency reward and management by exception are characteristics of the transactional leadership style. Contingent reward refers to the compensation given to followers for a good performance. Management by exception refers to the power given to the transactional leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when the expected outcome is reached. For libraries to succeed, we could also adopt leadership styles such as transformational and transactional leadership styles in university libraries to bring about innovativeness. The absence of these could lead to a lack of innovativeness. Based on this assumption, this study would investigate the influence of leadership style on librarians' innovativeness in universities in South-West Nigeria.

Statement of the Problem

To provide services that match the requirements and expectations of the 21st-century information user, librarians must be innovative. Literature showed that innovativeness among librarians is low (Okere & Olorunfemi, 2018). Studies have, however, shown that some librarians are not innovative and do not have the attribute to develop innovative methods, procedures and processes (Siyanbola, 2018; Purc & Laguna, 2019). Employees seemed to lack creative relevant skills, expertise, necessary technical skills and willingness, which could lead to a lack of innovativeness. University libraries that do not embrace leadership styles may not create the conditions and circumstances needed for creative and innovative ideas. Thus, factors like leadership styles may influence librarians' innovativeness in university libraries in Nigeria. The extent to which is the case is, however, yet unknown. Hence, this study seeks to empirically determine the influence of leadership styles on librarians' innovativeness in universities in South-West, Nigeria.



Research Questions

The following research questions are raised based on the objectives of the study:

1. What is the extent of innovativeness of librarians in Universities in South-West, Nigeria?
2. What are the leadership styles practised in University libraries in South-West, Nigeria?

Hypothesis

The following null hypotheses would be tested at $\alpha = 0.05$ level of significance

H₀₁: Leadership styles have no significant influence on librarians' innovativeness in Universities in South-West, Nigeria.

Concept of Innovativeness

Innovativeness is from the word innovation. Innovation comes from the Latin verb *innovare*, which means "to make" something new. Innovation is a new method, process, or technology. (Reguia, 2014). Pustovrh, Jaklic, Martin and Raskovic (2017) defined innovation as a tool for employees to capture change for diverse businesses and services. In his view, innovation is a science that can be learned and practised. Other scholars (Kogabayev & Maziliauskas, 2017; Daugherty et al., 2011; Grawe, 2009; Rogers, 1995) refer to innovation as "a new idea, practice, or object" that is perceived as being new by an individual or by an organization. According to (Mkalama, Ndemo, Maalu and Pokhariyal (2018), innovation entails creating a new product or service by using a combination of technical and administrative knowledge. Innovation involves the introduction of new products, services, processes, policies, or methods into an organization. An organisation's management team or employees who create innovation must be innovative.

Dass and Dabbagh (2016) defined innovativeness as an individual's attitude to adopt any innovation earlier than most others did. Innovativeness is an attribute in an individual, group of people, or even an organisation. Sparrow (2011) defined innovativeness as a firm's propensity and capability to incorporate a change in business practices by creating and adopting new ideas, which could increase competitiveness and sustainability. Also, Yi, Fielder and Park (2006) see innovativeness as an attribute that determines how an individual identifies and reacts to an innovation. Yusheng and Ibrahim (2020) consider innovativeness a key driver for the long-term success of firms today. Hurt, Joseph and Cook (2011) consider innovativeness an adaptation to change and being inherently novelty seeking. Innovativeness is a key attribute of any management team. For any firm, such as the university library, to be innovative, they have to propose new ideas for the competitive advantage and sustainability of their libraries.

Concept of Leadership styles

Khan, Khan and Qureshi (2015) defined leadership as a personal relationship where an individual directs, coordinates, and supervises others in a common task's performance. Leadership style involves the consistency in behaviour that characterises a leader Nanjundeswaraswamy and Swamy (2014). Armstrong (2015) defines leadership styles as a method used by leaders to practise their role in empowering staff to achieve the organisational goal. Xenikou (2017) describe leadership style as how a leader exercises his roles and determines how he behaves with his followers. Leadership style describes leaders' behaviour and has many ways to describe it such as dictatorial, bureaucratic, charismatic, and participative (Idowu, 2019). Al-Khaled and Fenn (2020) explain that there are no best leadership styles to motivate or influence followers, but a blend of styles can positively affect an organisation. (Akpa, Asikhia & Okusanya 2021). Udovita (2020) list some leadership styles such as transactional, transformational, dictatorial, bureaucratic, charismatic, and participative.



Other styles of leadership include transactional, transformational, autocratic, laissez-faire and democratic (Idowu, 2019). The purpose or goals of the leader and the organisation affect leadership style. Various kinds of leadership styles exist in the literature, such as transformational leadership style and transactional leadership style. For this study, the following leadership styles are considered: transformational and transactional.

James McGregor Burns influenced the transformational leadership style in 1978 when he wrote a best-selling book on political leadership. Transformational leadership style focuses on the links created between a leader and his/her followers by inspiring and motivating each team member to maximise their overall performance (Silva, 2015). “Transformational leadership is leadership in which it coordinates relationships around a mutual purpose in behaviours that transform, motivate, and enhance the efforts and honest endeavours of followers (Burns, 1978, cited in Simola et al., 2012). It is a leadership style that seeks positive transformations “in those who follow”, and that achieves desired changes through the “strategy and structure” of the organization (Geib & Swenson, 2013). According to Bass (1985), as cited in Lai, (2011), five principal components transformational leaders strive to accomplish are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

According to Bass (1985), transactional leadership exists when changes in degree or marginal improvement can be seen as the result of leadership that is an exchange process, a transaction in which followers’ needs are met. The leader sets clear goals, is adept at understanding employees’ needs, and selects appropriate, motivating rewards. Transactional leadership styles assume reward and punishment motivate people primarily. This style is much related to the autocratic leadership style. The belief is that employees perform their best when the chain of command is definite and clear, and that reward or punishment is contingent upon performance (Kolzow, 2014). There are two factors to consider in transactional leadership: contingent reward and management-by-exception. The contingent reward provides rewards for effort and recognises good performance. Management-by-exception maintains the status quo, intervenes when subordinates do not meet acceptable performance levels and initiate corrective action to improve performance (Odumeru & Ifeanyi, 2013).

The Influence of Leadership Styles on Innovativeness

Leadership is vital if employees are to be innovative in an organisation. To assess the relationship between leadership styles and innovativeness, different scholars have conducted various researches but found a dearth of literature among librarians in universities. Though, further findings exist in other fields. A study by Sookaneknun and Ussahawanitchakit (2012) explored the relationships among transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualised consideration), organisational innovativeness and firm performance with market culture as a moderator in cosmetic industries in Thailand. The study adopted a descriptive-correlational design. Their results revealed that of the four dimensions of transformational leadership, only idealised influence affected organisational innovativeness. However, when all four dimensions were integrated as transformational leadership, it had a positive impact on organisational innovativeness. Secondly, organisational innovativeness had a positive effect on the performance of the organisation.

Afsar and Masood (2017) investigated how nurse managers’ transformational leadership relates to subordinate nurses’ innovative work behaviour through creative self-efficacy, trust in supervisors, and uncertainty avoidance. The study revealed that transformational leadership has the strongest positive relationship with innovative work behaviour when nurses have high



trust and uncertainty avoidance levels. Creative self-efficacy mediates the effect of this three-way interaction between transformational leadership, organisational trust in the supervisor, and uncertainty avoidance on innovative work behaviour.

Sethibe and Steyn (2017) examined the effect of transformational and transactional leadership styles, as well as the effect of each component of transformational and transactional leadership on innovativeness in South African companies using a survey design. The results indicate it is useful to utilise both transformational and transactional leadership styles to enhance employees' innovativeness. The study substantiated the expected positive relationship between transformational and transactional leadership style and innovativeness. The results showed that amongst the components of these leadership styles, inspirational motivation, intellectual stimulation, and contingent reward positively influence innovative behaviour. The results showed no relationship between individual consideration, management-by-exception and innovative behaviour. Contrary to expectations, the results revealed a negative relationship between idealised influence and innovative behaviour.

A study by Hussain, Abbas, Lei, Haider, and Tayyaba (2017) examined the role of transactional leadership in creativity and innovativeness in organisations through knowledge sharing behaviour between employees and leaders in Pakistan. The study adopted a survey design. The study explored the contingent reward as for knowledge sharing for creativity in the organization because many studies have been conducted to encourage knowledge sharing through the contingent reward system. The study takes a different turn by exploring whether a contingent reward system through transactional behaviour creates organisational innovativeness. The results showed that transactional leadership and knowledge sharing have a positive relationship with creativity and innovativeness and knowledge sharing is mediating the relationship between transactional leadership and organisational creativity.

Demeško (2017) in an unpublished thesis examined the effects of transformational and transactional leadership styles on innovative work behaviour (IWB). Based on the literature review and available theory, the thesis suggested possible results of other constructs such as Locus of control, both internal and external in the relationship between transformational leadership and IWB. The empirical research was carried out with a sample of 106 employees of the largest aircraft maintenance (MRO) company in the Baltic States. The results of the statistical analysis illustrate that leadership styles do not show any correlation with IWB. Based on the results, research suggests the importance of applying both transformational and transactional leadership styles' practices in the cooperation with subordinates, by considering the personal differences of employees with their innovative work behaviour. Both leadership styles contain practices that positively affect the innovative behaviour of employees; therefore, leaders need to combine these practices in their behaviour to foster innovative work behaviour among followers.

Günzel-Jensen, Hansen, Jakobsen and Wulff (2018) examined the relationship between transformational, transactional, empowering leadership and the innovativeness of public sector employees. The analysis is based on a survey from one of Denmark's largest hospitals. The article focused on the interaction between different leadership instead of investigating their association individually. The main result showed that when leadership is empowered with a focus on the employees, there is moderation between transformational leadership, which is directed at motivation and innovativeness. The findings also emphasise the importance of focusing on not only a single leadership style but also understanding how they work in combination.



Durmusoglu, Zamantili, Chaudhuri, Chen, Joens and Scheuer (2018) investigated internal and external barriers influencing the different dimensions of innovativeness in organisations and the moderating effect of transformational leadership on these relationships in Turkey. using cross-sectional survey data from 148 hotels, the results showed that barriers to innovation need not impede firm service innovativeness at all times; some of these so-called “barriers” may even act as catalysts that improve the likelihood of firms becoming innovative. The findings suggest that a transformational leadership style lessens the negative influence of internal barriers on innovativeness dimensions in terms of process, strategic and behavioural innovativeness.

Many researchers (Faupel & Süß, 2019; Günzel-Jensen et al., 2018) on leadership styles believe that different leadership styles such as transformational leadership styles could influence innovativeness more than transactional while Hussain et al. (2017) showed transactional leadership style will influence innovativeness. Literature showed that though the influence of leadership styles on innovativeness was investigated, respondents were not academic librarians in Nigeria. There is dearth of literature on the influence of leadership styles on innovativeness among librarians. Thus, this study intends to add to knowledge.

Methodology

This study adopted a survey research design. The population for this study comprised all library personnel (professional and para-professional) in all federal, state and private university libraries in South-West Nigeria. In South-West Nigeria, there are 54 universities comprising 7 federal universities, 11 state universities and 36 private universities with 861 library personnel. The sample size for this study was determined with a sample size formula by Taro Yamane (1967). Multistage sampling techniques were used to choose the final participant. The rationale for choosing this sampling method is that it ensures a true representation of the target population (Creswell & Creswell, 2018).

Table 1.0 Total number of library staff and Sample from selected universities

| S/No | University Libraries In South-West, Nigeria | Number Of Library staff | Sample |
|--|--|-------------------------|-----------|
| Federal Universities In South-West, Nigeria | | | |
| 1. | Federal University, Oye-Ekiti, Ekiti State | 31 | 11 |
| 2. | Federal University of Technology Akure | 32` | 12 |
| 3. | National Open University of Nigeria, Lagos | 14 | 5 |
| 4. | Obafemi Awolowo University, Ile-Ife Osun State | 41 | 15 |
| 5. | University of Ibadan | 70 | 26 |
| 6. | University of Lagos | 51 | 19 |
| | | 239 | 88 |
| State Universities In South-West, Nigeria | | | |
| 7. | Adekunle Ajasin University, Akungba-Akoko, Ondo state | 08 | 3 |
| 8. | Ekiti State University, Ado-Ekiti | 32 | 12 |
| 9. | Ladoke Akintola University of Tech, Ogbomosho | 18 | 7 |
| 10. | Olabisi Onabanjo University, Ago-Iwoye Ogun State | 15 | 6 |
| 11. | Moshood Abiola University of Science and Technology Abeokuta | 08 | 3 |
| 12. | Ondo State University of Science and Technology | 10 | 4 |
| 13. | Osun State University, Osogbo | 14 | 5 |
| 14. | Oyo State Technical University Ibadan | 4 | 1 |



| | | | |
|--|--|------------|------------|
| 15. | Tai Solarin University of Education | 15 | 5 |
| 16. | University of Medical Sciences, Ondo | 08 | 3 |
| | | 132 | 49 |
| Private Universities In South-West, Nigeria | | | |
| 17. | Achievers University, Owo Ondo State | 12 | 4 |
| 18. | Adeleke University, Ede | 10 | 4 |
| 19. | Afe Babalola University, Ado-Ekiti | 12 | 4 |
| 20. | Ajayi Crowther University, Oyo | 12 | 4 |
| 21. | Anchor University, Ayobo, Lagos State | 5 | 2 |
| 22. | Atiba University Oyo | 06 | 2 |
| 23. | Augustine University, Ilara Lagos | 10 | 4 |
| 24. | Babcock University, Ilishan-Remo | 41 | 15 |
| 25. | Bells University of Technology, Otta | 19 | 7 |
| 26. | Caleb University, Lagos State | 12 | 4 |
| 27. | Chrisland University, Owode, Ogun State | 06 | 2 |
| 28. | Covenant University, Ota Ogun State | 51 | 19 |
| 29. | Crawford University, Igbesa Ogun State | 10 | 4 |
| 30. | Crescent University, Abeokuta | 14 | 5 |
| 31. | Dominican University Ibadan Oyo State | 02 | 0 |
| 32. | Dominion University, Ibadan, Oyo State | 3 | 1 |
| 33. | Eko University of Medical And Health Sciences Ijanikin, Lagos | 05 | 2 |
| 34. | Elizade University, Ilara- Mokin | 09 | 3 |
| 35. | Hallmark University, Ijebu, Itele, Ogun State | 12 | 4 |
| 36. | Joseph Ayo Babalola University, Ara-Ikeji | 09 | 3 |
| 37. | Kings University, Ode Omu, Osun State | 10 | 4 |
| 38. | Kola Daisi University Ibadan, Oyo State | 02 | 0 |
| 39. | Lead City University, Ibadan | 09 | 3 |
| 40. | Mc Pherson University, Seriki Sotayo, Ayebo | 07 | 3 |
| 41. | Mountain Top University | 14 | 5 |
| 42. | Oduduwa University, Ipetumodu-Osun State | 07 | 3 |
| 43. | Pan-African University, Lekki, Lagos State | 10 | 4 |
| 44. | Precious Cornerstone University, Oyo | 05 | 2 |
| 45. | Redeemer's University, Osun State | 26 | 10 |
| 46. | Trinity University, Ogun State | 5 | 2 |
| 47. | The Wesley University of Science &Tech. Ondo. | 13 | 5 |
| 48. | Westland University, Iwo, Osun State | 5 | 2 |
| | Total | 373 | 136 |
| | Total Sample Size | | 273 |

A questionnaire titled “Leadership Styles and Innovativeness” was used as the instrument for data collection. The questionnaires consisted mostly of closed-ended questions where the questions had options that were determined by the researcher and one open-ended question where respondents were required to respond in writing. The questionnaire was divided into. Section B measured the extent of innovativeness using a scale ranging from: very high extent (4); high extent (3); low extent (2); very low extent (4). Section C contained items on leadership styles in the university library using a scale with responses ranging from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).



To ensure validity, questions were based on information gathered during the literature review. It was validated for face and content validity by experts in the library and information science field. For the reliability of the instrument, the researcher conducted a pilot study and the result of the Cronbach’s Alpha test determined the reliability of the main constructs in the survey instrument –leadership styles and innovativeness. The reliability test estimated the consistency of people’s responses to the items within a scale and the value (<0.6) is adequate for the study (Hair, Tatham, Black, Babin & Anderson, 2014). The Cronbach alpha coefficient (α) values for the variables were (Section B: Innovativeness Scale=0.82), and (Section C: Leadership Style Scale =0.85). The reliability results for the variables are all accepted for the study since their reliabilities are greater than 0.6, the minimum acceptable reliability for a research instrument.

The researcher administered the corrected copies of the questionnaire to the respondents in the study sample areas. The data collected was analysed using descriptive statistics such as frequency counts, percentages, the mean and standard deviation and inferential statistics would analyse the research questions in this study. Regression analysis was used to establish the influence of the independent variables on the dependent variable. Analysis of closed-ended questions from the questionnaire was coded and analysed using the Statistical Package for Social Sciences Software (SPSS Version 23).

Results of Findings

Research question one: What is the extent of innovativeness of librarians in Universities in South-West, Nigeria?

Table 4.2: Extent of librarians’ innovativeness in universities in South-West, Nigeria.

Source: *Field Survey (2021)*

Key = VHE =Very High Extent, HE = High Extent, LE =Low Extent, VLE = Very Low Extent; ***Decision Rule: if mean is ≤ 1.49 = very low extent, 1.5 – 2.49 = high extent, 2.5 – 3.49 = high extent, 3.5 – 4.0 = very high extent

| Items | VHE (%) | HE (%) | LE (%) | VLE (%) | Mean \bar{x} | SD |
|---|-----------|-----------|---------------------|---------|----------------|-------------|
| Openness To New Experience | | | | | | |
| I enjoy trying new ideas to a... | 120(44.3) | 145(53.5) | 6(2.2) | - | 3.42 | 0.54 |
| I seek out new ways to do things to a... | 111(41.0) | 152(56.1) | 6(2.2) | 2(0.7) | 3.37 | 0.57 |
| I find it stimulating to be original in my thinking and behaviour to a... | 109(40.2) | 153(56.5) | 9(3.3) | | 3.37 | 0.55 |
| I frequently improvise methods for solving a problem when an answer is not apparent to a... | 96(35.4) | 163(60.1) | 12(4.4) | - | 3.31 | 0.55 |
| | | | Average mean | | 3.37 | 0.55 |
| Adaptation To Change | | | | | | |
| I am positive about new inventions and new ways of thinking to a... | 142(52.4) | 129(47.6) | - | - | 3.52 | 0.50 |
| I am generally eager about accepting new ideas to a... | 143(52.8) | 104(38.4) | 13(4.8) | 11(4.1) | 3.45 | 0.73 |



| | | | | | | |
|---|-----------|-----------|----------|---------|------------------------------------|------------------|
| I am eager about adopting new ways of doing things whether I see them working for other librarians around me or not to a... | 108(39.9) | 139(51.3) | 23(8.5) | 1(0.4) | 3.30 | 0.64 |
| I tend to feel that new way of living and doing things is the better way to a... | 92(33.9) | 162(59.8) | 16(5.9) | 1(0.4) | 3.27 | 0.59 |
| I am usually among the first people in my group to accept something new to a... | 59(21.8) | 189(69.7) | 23(8.5) | - | 3.13 | 0.53 |
| I trust new ideas whether the vast majority of librarians around me accept them or not to a... | 70(25.8) | 158(58.3) | 43(15.9) | - | 3.09 | 0.64 |
| | | | | | Average mean | 3.29 0.61 |
| Willingness To Take Risk | | | | | | |
| Ambiguities and unsolved problems move me to a... | 77(28.8) | 156(58.4) | 30(11.2) | 4(1.5) | 3.15 | 0.66 |
| To earn greater rewards, I am willing to take higher risks to a... | 92(33.9) | 132(48.7) | 38(14.0) | 9(3.3) | 3.13 | 0.78 |
| I seek new experiences even if their outcomes may be risky to a... | 68(25.4) | 153(57.1) | 43(16.0) | 4(1.5) | 3.06 | 0.68 |
| I believe that unanswered questions are inevitable to a... | 69(25.5) | 128(47.2) | 70(25.8) | 4(1.5) | 2.97 | 0.76 |
| I like to take chances, although I may fail to a... | 66(24.4) | 126(46.5) | 62(22.9) | 17(6.3) | 2.89 | 0.84 |
| | | | | | Average Mean | 3.04 0.74 |
| | | | | | Total Average weighted mean | 3.23 0.63 |

Table 4.2 contains responses on the extent of innovativeness of librarians in universities in South-West, Nigeria. On a 4- point scale, the grand mean score of $\bar{x}=3.23$, shows that the extent of innovativeness of librarians in universities in South-West, Nigeria is rated to a high extent. Among the three measures of innovativeness of librarians in universities, openness to a new experience was rated to a high extent ($\bar{x}=3.37$) followed by adaptation to change ($\bar{x}= 3.29$) and willingness to take risk ($\bar{x}= 3.04$). This may imply that although librarians in universities in South-West, Nigeria are innovative, they appear to be better open to new experience than are willing to take risk.



Research question two: What are the leadership styles practised in University libraries in South-West, Nigeria?

Table 4.5: Leadership styles practised in Universities in South-West, Nigeria.

| TRANSFORMATIONAL LEADERSHIP STYLE | SA (%) | A (%) | D (%) | SD (%) | Mean | AM | SD |
|---|---------------|--------------|--------------|---------------|-------------|-------------|-------------|
| Inspirational Motivation Measure | | | | | | | |
| My Supervisor... | | | | | | | |
| talks enthusiastically about what needs to be accomplished. | 83(30.9) | 147(54.6) | 34(12.6) | 5(1.9) | 3.14 | | 0.70 |
| talks optimistically about the future. | 73(27.5) | 153(57.7) | 35(13.2) | 4(1.5) | 3.11 | | 0.67 |
| articulates a compelling vision of the future. | 63(23.8) | 156(58.9) | 41(15.5) | 5(1.9) | 3.04 | 3.09 | 0.68 |
| Individual Consideration Measure | | | | | | | 0.69 |
| helps me to develop my strengths. | 73(27.1) | 151(56.1) | 41(15.2) | 4(1.5) | 3.09 | | 0.69 |
| treats me as an individual rather than just as a member of a group. | 69(26.0) | 147(55.5) | 45(17.0) | 4(1.5) | 3.06 | | 0.69 |
| considers me as having different needs, abilities and aspirations from others. | 53(20.1) | 145(54.9) | 61(23.1) | 5(1.8) | 2.93 | 3.02 | 0.71 |
| Idealised Influence (Attributed) Measure | | | | | | | 0.68 |
| acts in ways that build my respect. | 68(25.3) | 160(59.5) | 25(9.3) | 16(5.9) | 3.04 | | 0.76 |
| goes beyond self-interest for the good of the group. | 71(26.4) | 139(51.7) | 41(15.2) | 18(6.7) | 2.97 | | 0.82 |
| instils pride in me for being associated with him/her. | 67(25.3) | 127(47.9) | 47(17.7) | 24(9.1) | 2.89 | 2.96 | 0.88 |
| Intellectual Stimulation | | | | | | | 0.82 |
| re-examines critical assumptions to question whether they are appropriate. | 60(22.6) | 156(58.9) | 45(17.0) | 4(1.5) | 3.02 | | 0.67 |
| gets me to look at problems from many angles. | 64(23.7) | 141(52.2) | 50(18.5) | 15(5.6) | 2.94 | | 0.80 |
| seeks differing perspectives when solving problems. | 64(23.9) | 144(53.7) | 38(14.2) | 22(8.2) | 2.93 | 2.96 | 0.84 |
| Average mean | | | | | 3.00 | | 0.77 |
| TRANSACTIONAL LEADERSHIP STYLE | | | | | | | |
| Management by Exception (Active) Measure | | | | | | | |
| My Supervisor... | | | | | | | |
| focuses attention on irregularities, mistakes, exceptions and deviations from standards | 55(20.4) | 120(44.4) | 79(29.3) | 16(5.9) | 2.79 | | 0.83 |
| concentrates his/her full attention on dealing with mistakes, complaints, and failures | 59(21.8) | 97(35.8) | 93(34.3) | 22(8.1) | 2.71 | | 0.89 |
| directs my attention toward failures to meet standards. | 38(14.0) | 125(46.1) | 93(34.3) | 15(5.5) | 2.68 | | 0.78 |
| keeps track of all mistakes. | 48(17.7) | 106(39.1) | 92(33.9) | 25(9.2) | 2.53 | 2.67 | 0.87 |



| | | | | | | | | |
|---|----------|-----------|----------|--------|------|-------------|-------------|-------------|
| Contingent Reward Measure | | | | | | | 0.84 | |
| expresses satisfaction when I meet expectations. | 86(32.0) | 149(55.4) | 29(10.8) | 5(1.9) | 3.17 | | 0.68 | |
| discusses in specific terms that are responsible for achieving performance targets. | 71(26.6) | 143(53.6) | 48(18.0) | 5(1.9) | | 3.05 | 0.72 | |
| makes clear what one can expect to receive when performance goals are achieved. | 61(22.5) | 157(57.9) | 49(18.1) | 4(1.5) | 3.01 | 3.07 | 0.68 | |
| Average mean | | | | | | | 2.87 | 0.69 |
| Total weighted average | | | | | | | 2.93 | 0.73 |

Source: *Field Survey (2021)*

Key: Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1; (SD) = Standard Deviation. (AM)= Average Mean

Decision Rule: If mean is ≤ 1.49 = Strongly Disagree; 1.5 to 2.49 = Disagree; 2.5 to 3.49 = Agree; 3.5 to 4 = Strongly Agree

Table 4.5 shows that both transformational and transactional leadership styles were practised in university libraries in South-West Nigeria (\bar{x} =2.93). Transformational leadership style (i.e. inspirational motivation, individual consideration, idealized influence (attributed) and intellectual stimulation) was found to be more practised (\bar{x} =3.00) than transactional leadership style (i.e. contingent reward and management by exception) style (\bar{x} =2.87). This implies that librarians in universities in South-West, Nigeria are more comfortable with transformational leadership style with some elements of transactional leadership style.

Hypothesis One: Leadership Styles Have No Significant Influence on Librarians' I'no'at've'ess in Universities in South-West, Nigeria

Table 4.9: Influence of leadership styles on librarians' i'no'at've'ness in universities in South-West, Nigeria

| | B | Std. Error | Beta | T | P | R ² | Adj. R ² | F | ANOVA (Sig.) |
|-------------------------|--------|------------|------|--------|------|----------------|---------------------|-------|--------------|
| (Constant) | 42.195 | 2.150 | | 19.622 | .000 | 0.034 | 0.034 | 8.662 | 0.004 |
| Leadership Style | .116 | .040 | .185 | 2.943 | .004 | | | | |

.Dependent Variable: Innovativeness

Source: *Field Survey (2021)*, Note: β = Standardized Coefficient, significant at 0.05

The regression analysis results in table 4.9 indicate that leadership styles ($R^2 = .0034$, $\beta=.185$, $t(245)=2.943$, $p <.05$) has a significant influence on the innovativeness of librarians in universities South-West. The model shows that leadership styles contributes 3.4% ($R^2 = 0.034$) variation on influence on the innovativeness of librarians. The coefficient table further shows that when leadership styles are improved by one unit on a measurement scale, there will be corresponding 11.6% (0.116) increase on the innovativeness of librarians. With this evidence, therefore, the null hypothesis is rejected. This implies that leadership styles being practised in libraries in universities are vital to improving the innovativeness of librarians in universities in South-West, Nigeria.

Discussion of findings

Findings from this study indicated a high extent of innovativeness and showed a lower rate of resistance to change and unwillingness to take risk (Kilicer & Odabasi, 2013). This finding agrees with Onuoha, et al. (2015) that found out that openness to experience, creativity, and originality served as a strong influence on librarians' innovativeness in Imo state. In addition,



Onuoha et al. (2015) found that library and information science professionals in Nigeria are innovative and creative, especially in resource organisation, e-resources management, CD-ROM management services. In addition, Ilo et al. (2015), as well as Umar (2016), differed with the findings because librarians lacked infrastructure, e-equipment, erratic power supply and mostly a lack of funds.

Findings from this study revealed that transformational leadership style and transactional leadership style were practised in university libraries in South-West, Nigeria. However, the more prevalent leadership style was transformational leadership. The finding agreed with Tarsik et al. (2014) who indicated that librarians practised more of transformational leadership style because it helps them engage with subordinates in the organisation by influencing them to bring out improvement on the job and brings a potential of transforming workers positively. The findings of this study contrasted the research findings of (Ogbah, 2013; Akor, 2014; Nwaigwe, 2015; Okpamen, 2017; Jerome, 2018) who found out that the leadership styles adopted by academic libraries and was found to be prominent were authoritarian leadership style, democratic leadership. From the foregoing, it can be deduced that leadership styles are adapted to fit the situation in the organisation based on innovations.

Findings showed that leadership styles had a significant influence on innovativeness of librarians in universities in South-West, Nigeria. The findings of this study align with that of Yildiz, et al., 2014; Sookaneknun & Ussahawanitchakit, 2012; Hussain et al., 2017) that leadership styles have a significant positive influence on innovativeness. However, the findings disagree with Sethibe and Steyn (2017) who found a negative relationship between leadership styles and innovativeness.

Conclusion

Innovativeness is an important behaviour among today's employees. This study investigated the influence of leadership styles on innovativeness of librarians in universities in South-West, Nigeria. Findings reveal that leadership styles significantly influenced innovativeness of librarians in universities in South-West, Nigeria. Therefore, the study concludes that leadership styles are critical factors in the influence of innovativeness among librarians in university libraries, South-West, Nigeria. Thus, there is an obvious need to keep librarians in university libraries South-West, conversant of appropriate leadership styles to continually sharpen their innovative attitudes so they can exploit these skills for optimum performance.

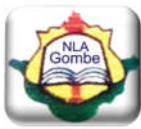
Recommendation

The following were recommended

1. Library management should be aimed at implementing both transformational and transactional leadership style to make the library more creative and innovative.
2. Library management should organise trainings, workshops and seminars that will sustain their innovative attitude.

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