

**Influence of Management Styles and Information Anxiety on Job Performance of Library
Personnel in Academic Libraries in Lagos State, Nigeria**

ADEGOROYE, Adebola Oluwamayokun.(Mrs.)

FatiuAdemolaAkesode Library, Technical Services Department
Lagos State University, Badagry Expressway, Ojo.
adebola.adeROYE@lasu.edu.ng

OJO, Joshua Onaade,

Research and Bibliographic Department,
University of Lagos Main Library, Akoka, Yaba.
onaade@gmail.com

&

ASHIRU, BolanleBadira

FatiuAdemolaAkesode Library,
Faculty of Business Administration Library,
Lagos State University, Badagry Expressway, Ojo.
Badirat.ashiru@lasu.edu.ng

Abstract

This study investigated the influence of management styles and information anxiety on the job performance of library staff in academic libraries in Lagos State, Nigeria. The study adopted a descriptive design with a study population and sample of 197 librarians and library officers in 14 academic libraries in Lagos State. A structural questionnaire titled “Management Styles, information Anxiety and Job Performance (MSIAJP)” was used for data collection which had a coefficient reliability of $\alpha = .9091$. Data was analysed using frequency distribution; percentages, mean, and standard deviation together with regression and correlation analysis run on SPSS. There is a significant relationship between management styles and job performance of library staff in academic libraries ($r = .306, P < 0.05$). There was no significant relationship between the management styles of library staff in academic libraries ($r = .051, P > 0.05$). There was a significant combined effect of the management styles and information anxiety on the job performance of library staff ($F(2,192) = 10.327, P < 0.05$). Job performance of library staff in academic libraries is a function of many factors including management styles and information anxiety. This present study has been able to establish that both management styles and information anxiety have a major influence on the job performance of library staff. It is therefore recommended that library management should endeavour to create a favourable information environment that promotes access to useful information for decision –the library management should ensure that work is designed in a way that improves employees’ feeding of satisfaction and commitment to the work.

Keywords: Academic library, Management style, Information anxiety, Job performance, Nigeria

Introduction

Academic libraries are the hub of any higher institution. They are integral parts of all tertiary education systems be it universities, research institutes, polytechnics and colleges. The entire academic programmes of any institution are centred on its library. Academic libraries' main goal is to offer quality service to the user community but this is highly dependent on the calibre of library personnel who, to a large extent, determine the quality of service delivery (Ajie, Soyemi and Omotunde, 2016). According to Madukoma and Popoola (2012), libraries encourage teaching, research, conservation of knowledge and general information use in all aspects of life in their parent institution, including the promotion of reading culture in the university environment.

The contribution of the various employees and academic and non-academic staff in the achievement of organisational goals cannot be overlooked. The non-academic staff plays complementary roles, while the academic staff members are primarily involved in teaching, research and community services. The non-academic staff provides the required enabling environment to ensure the achievement of success on the tasks embarked on by academic staff and for the benefit of the smooth running of these institutions (Aman, 2010). The non-academic staff performs mainly administrative functions and some technical duties. They range from skilled, semi-skilled and unskilled tasks. They are made up of professional/administrative, secretarial, clerical, grounds, technical/works (electricians, plumbers and masons, laboratory workers, media specialists, and sports assistants) and staff of the library and finance departments, drivers, food services personnel, security staff, ventures staff, counsellors/social workers, and the student development services workers (Martinelli, 2015).

The managers of any organisation or institution want effective and efficient productivity from the staff; the reason being that it is said that the best thing to happen to any organisation, big or small, is the attainment of set goals and objectives. This, in most cases, is reflected in an increase in the level of productivity through work performance (Madukoma and Popoola, 2012). According to Oyewole and Popoola (2013), the job functions of library staff involve selecting, acquiring, organising, and disseminating, among others. Thus, the quality of library services is hinged on the level of personnel job performance and has been the concern of all stakeholders. However, management styles and information anxiety may affect the job performance of library personnel in academic libraries.

Management style is simply construed as a way to manage an organisation. It is the general approach of a manager in dealing with people at work and exercising authority over subordinates to reach organisational goals (Quang, 2002; Hartzell, 2006). Effective management style is the extent to which a leader continually and progressively leads and directs followers to a predetermined destination agreed upon by the whole group. It is the manner of approach to issues by managers towards achieving the goals of their organisations by transforming various resources available to them into output through the functions of management (Field & Dubey, 2001).

The essence of management in any organisation is to provide leadership and a sense of direction for the employees. There are different forms of management styles being practised in organisations today such as the democratic style of management, autocratic management style, participative style and laissez-faire style of management. The impact of management styles on job functions and job performance in libraries and other organisations cannot be underestimated. For instance, Sirbu, (2015) argued that the anticipated outcome of practising any style of management in organisations is increased job satisfaction among employees.

For employees to accomplish their jobs, managers must encourage individuals who report to them, co-workers supervisors or customers. Because of this, for effective and efficient organisational management, the human factor must be critically looked at from the employee performance. Management and employees often rely on information to accomplish their given tasks and for effective decision-making. Irrespective of the nature of management being practised in any organisation, the result is to achieve some mode of effectiveness and efficiency. The foundation of management styles and practices can be presented by looking at the different management styles: participatory management, democratic management, autocratic management, dictatorship, laissez-faire and many other published styles of management.

The advancement in communication technologies has redefined information handling and usage among employees and employers. As a result of this, one of the most serious problems confronting employees and managers in libraries and other organisations in this information age is the need to deal or cope with the overflowing information. Information anxiety relates to the apprehension about finding, selecting, processing, interpreting, managing and applying information. It is caused by “the ever-widening gap between what we understand and what we think we should understand” (Conhaim, 2001: 11). Anxiety is a psychological condition that is unavoidable due to the nature of human lives today. Controlled and mild anxiety is essential for a dynamic human society and human development (Khadivi, 2006). Anxiety, especially in learning and decision-making, has long been recognised as a factor in various stages of job performance. Information anxiety is a feeling of an abundance of data or the inability to find or interpret them properly (Aghaei, Soleymani and Rizi, 2017).

Objectives of the study

The main objective of the study is to investigate the influence of management styles and information anxiety on the job performance of library staff in academic libraries in Lagos State, Nigeria. The specific objectives are to:

- i. determine the management styles adopted in academic libraries in Lagos State;
- ii. find out the level of information anxiety among library personnel in academic libraries in Lagos State;
- iii. examine the level of the job performance of library personnel in academic libraries in Lagos State;

Research questions

The following research questions are to be answered in the study.

- i. What are the management styles adopted in academic libraries in Lagos State?
- ii. What is the level of information anxiety among library staff in academic libraries in Lagos State?
- iii. What is the level of the job performance of library staff in academic libraries in Lagos State?

Hypotheses

The following null hypotheses will be tested in the study at a 0.05 level of significance:

- Ho1: There is no significant relationship between management styles and job performance of library staff in academic libraries in Lagos State.
- Ho2: There is no significant relationship between information anxiety and the job performance of library staff in academic libraries in Lagos State.
- Ho3: There is no significant relationship between information anxiety and management styles of library staff in academic libraries in Lagos State.

Literature Review

Job performance refers to how effectively employees accomplish their tasks and responsibilities (AbuAlRub, 2004). Greenslade and Jimmieson (2007) developed a well-validated scale to measure job performance, based on an established job performance model. Their scale consists of 41 behaviours with eight dimensions of job performance. These include (1) task performance consisting of four dimensions: provision of information, coordination of care, provision of support and technical care, and (2) contextual performance consisting of four dimensions: interpersonal support, job-task support, compliance and volunteering for additional duties.

Rotundo and Sackett (2002) identified three components of job performance, namely task, citizenship and counterproductive performance. Their prime objective was to determine the relative importance of each component to managers when rating the performances of their subordinates. Both task performance and counterproductive performance were given the greatest weight. Campbell, McCloy, Oppler and Sager (1993 cited Schepers, 2014: 21) defined performance as “goal-relevant actions that are under the control of the individual, regardless of whether they are cognitive, motor, psychomotor, or interpersonal”.

To achieve adequate job performance, there is a need for good management. Therefore, management involves organising and directing a group of people to accomplish specific tasks. Also, it has a unique purpose and outcome that is needed to maintain a healthy organisation. The history of management science provides managers with a background

into what came before so they are well grounded in the past. They continue to use some past theories in coping with management problems today. Additionally, society has changed remarkably, providing current management theorists with new insights and challenges (Sullivan and Decker, 2005; Marquis and Huston, 2009).

Wittgenstein (2006) described management as the managerial process of forming a strategic vision, setting objectives, crafting a strategy and then implementing and executing the strategy. A good management style is a blend of both efficiency and effectiveness. There is no point in acting efficiently if what managers are doing will not have the desired effect. Management techniques can be viewed as either bottom-up, top-down or collaborative processes. Stoner et al (1997) in Ghias and Ahmed (2012) described management as the process of planning, organising, leading and controlling the work or members of an organisation and using all available organisational resources.

According to Martinelli (2015), management describes the complex behaviour of those responsible for the decisions that determine the allocation of resources, both human and physical, within an organisation. The role of general managers is multifunctional: decision-maker, strategic leader, human relations expert, custodian of institutionalised values, mediator between business and society, negotiator and power broker. Managers act in a set of institutional contexts and display specific cultural attitudes and styles of action. According to the simplified model of firm behaviour under perfect competition, the managerial function is limited to a set of highly rigid decision rules for determining price and output. In real market situations which deviate from the perfectly competitive, market forces are only one of the variables in the complex context where business management takes place. Other key variables concern the corporate organisation, the larger group of organisations in which the firm is embedded, state policies and legal systems, and the strategies of both internal and external stakeholders of the firm. The general management function is therefore a very complex one, which includes a set of managerial roles and implies various forms of managerial behaviour and style.

Effective job performance, over the long term, requires managers' styles, careful planning and effort both by management and by workers. Job performance can be greatly influenced by the employee's characteristics, the manager's personal characteristics and management style being adopted, as well as the nature of the work itself (Saeed, Azizollah, Zahra, Abdolghayoun, Zaman & Peyman, 2011). Management style was found to be the key variable in predicting and creating professional workplaces (Nichols, 2003). According to Upenieks (2003), who pointed out that, hospitals would attract and retain more qualified nurses; the more participative the nurses perceived their managers' leadership style to be, the more satisfied they were.

Methodology

The research design adopted for this study was the descriptive survey research. This design was considered appropriate since the variables of interest have all existed and are studied as they were. The study adopts the total enumeration method also known as the census method. This implies that all members of the population are also considered as a sample for this study. With this, the sample size for the study is 197 respondents which include 108 librarians and 89 library officers, which spreads across all the libraries.

The target population for the study comprises the 197 staff of academic libraries in Lagos State. These include librarians and library officers. The libraries under investigation consisted of the university and college libraries in Lagos State. The questionnaire is the main instrument to be used for the data collection for this study. The questionnaire is titled – Management Styles, Information Anxiety and Job Performance (MSIAJP) Questionnaire. This research adopted a questionnaire with standardised scales, which have been widely used by researchers in various studies. Four subscales are derived from the MSIAJP Questionnaire.

These four dimensions are the Management Styles Scale (MSS), Information Anxiety Scale (IAS), Job Performance Scale (JPS) and Challenges to Job Performance. The questionnaire was made up of Likert-type questions which are measured on a four-point scale using the following: SA = Strongly Agreed; A = Agreed; D = Disagreed; SD = Strongly Disagreed.

Data Analysis:

Data were coded and analysed using the Statistical Package for the Social Scientists (SPSS). Descriptive statistics such as frequency counts, percentage, mean and standard deviation were used for the research questions. Pearson Product Moment Correlation and Regression analysis were used to discover the statistically significant relationship and differences between information anxiety, management styles and job performance of library staff. Multiple regression analysis was also used to determine the joint influence of management styles and information anxiety on the job performance of the respondents. A total of 197 copies of the questionnaire were administered to respondents in the University libraries out of which 154 copies were duly completed and returned and were found valid for analysis. This represents a total of 78.2% response rate as revealed in Table 4.1, which is a very good result.

Demographic characteristics of respondents

Figure 1: Respondents distribution by section/department as presented below:

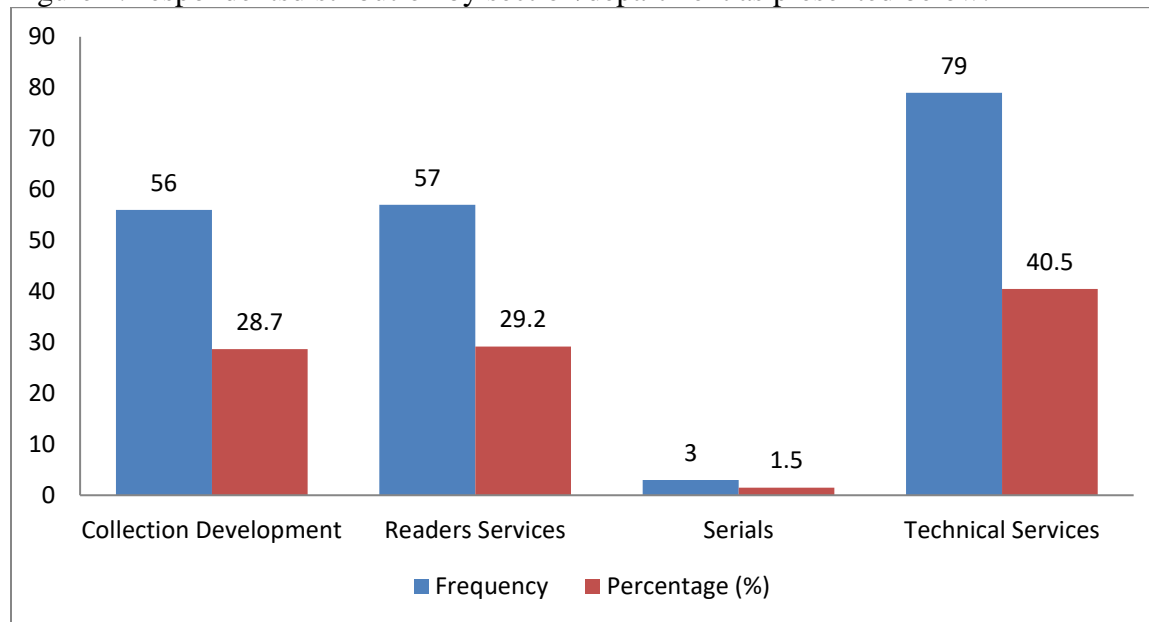


Figure 1 shows that the majority 79(40.5%) of the respondents were in the technical services section/department, 57(29.2%) were in the reader's services section/department, 55(28.2%) respondents were in the collection development department and 3(1.5%) were in serials section.

Figure 2: The distribution of the respondents by gender as presented below:

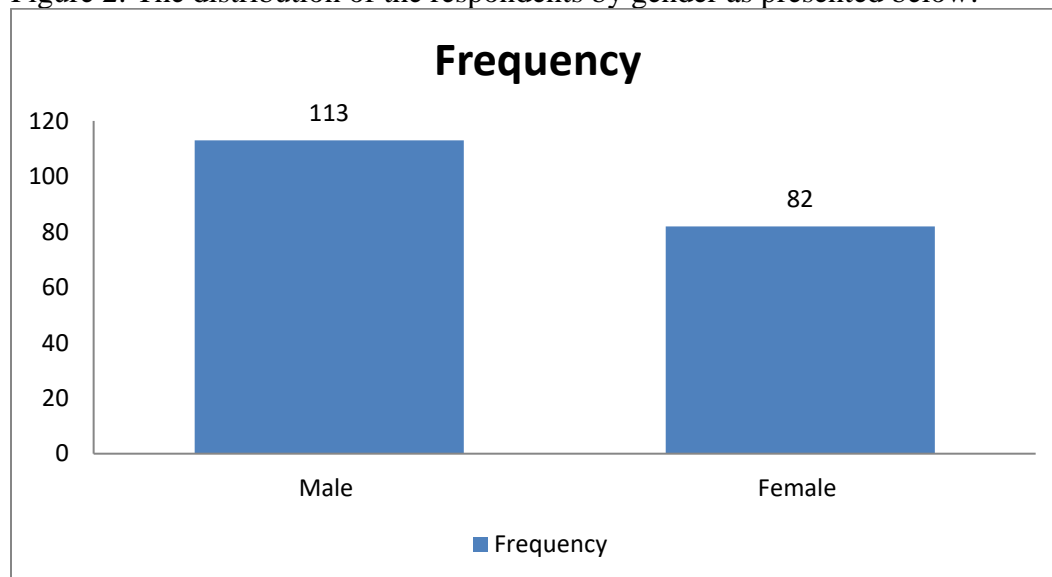


Figure 2 reveals that the majority 113(57.9%) of the respondents were male while the remaining 82 (42.1%) were female. This infers that there were more male staff than females in the libraries. These respondents cut across all the libraries.

Analysis of Research Questions

There were four research questions and seven hypotheses formulated for this study to achieve the set objectives. Answers to these research questions and hypotheses are provided below:

Research question 1: What are the management styles adopted in academic libraries in Lagos State?

Table 1: Management styles adopted in academic libraries of the respondents

S\N	Management Styles	Always	Mostly	Often	Occasio nally	Rarely	Never	Mean	S.D
Autocratic management styles									
7	He/She often decides without consulting others	19(9.7%)	24(12.3%)	14(7.2%)	32(16.4%)	56(28.7%)	50(25.6%)	1.81	1.653
8	People have learnt not to question his/her judgment, as he/she rarely back down when he/she is truly passionate about something	12(6.2%)	29(14.9%)	25(12.8%)	49(25.1%)	43(22.1%)	37(19.0%)	2.01	1.506
9	He/She pushes the employees to work even harder even though some of the employees are already hard-working	31(15.9%)	44(22.6%)	24(12.3%)	17(8.7%)	22(11.3%)	57(29.2%)	2.35	1.906
10	He/She would urge the employees to beat their previous records	38(19.5%)	90(46.2%)	30(15.4%)	9(4.6%)	21(10.8%)	7(3.6%)	3.48	1.348
11	The superiors do not take into consideration the ideas and suggestions of the subordinates	17(8.7%)	16(8.2%)	30(15.4%)	20(10.3%)	48(24.6%)	64(32.8%)	1.68	1.654
12	The manager supervises subordinates closely with little or no degree of freedom	13(6.7%)	27(13.8%)	29(14.9%)	14(7.2%)	71(36.4%)	41(21.0%)	1.84	1.580
Democratic management style									
13	Decisions made by the manager are always by a voting system	21(10.8%)	11(5.6%)	23(11.8%)	36(18.5%)	52(26.7%)	52(26.7%)	1.75	1.612
14	He/She receives employees' approval before making any changes to their working conditions or role, even if it is just for a day	36(18.5%)	37(19.0%)	27(13.8%)	51(26.2%)	24(12.3%)	20(10.3%)	2.74	1.598
15	Employees constantly challenge his/her ideas and strategies because they know they are welcome to do so	25(12.8%)	16(8.2%)	41(21.0%)	33(16.9%)	46(23.6%)	34(17.4%)	2.17	1.615
16	He/She entrusts tasks equally to his/her employees	33(16.9%)	69(35.4%)	44(22.6%)	28(14.4%)	10(5.1%)	11(5.6%)	3.28	1.349
17	Provide direction, but allow the group/team to make its own decisions	38(19.5%)	63(32.3%)	39(20.0%)	44(22.6%)	10(5.1%)	1(0.5%)	3.37	1.204
18	Encourages members to determine goals and procedures, and stimulates members' self-direction	62(31.8%)	50(25.6%)	42(21.5%)	23(11.8%)	12(6.2%)	6(3.1%)	3.56	1.366
19	Supports the teamwork method and always coaches and leads staff to achieve the organisational goals	100(51.3%)	56(28.7%)	18(9.2%)	13(6.7%)	7(3.6%)	1(0.5%)	4.16	1.122
Participative management style									
20	He/She consults a variety of people	36(18.5%)	62(31.8%)	48(24.6%)	23(11.8%)	20(10.3%)	6(3.1%)	3.27	1.340

	when making decisions, but they tend to agree with his/her original idea anyway								
21	People see him/her as a leader but not a manager	54(27.7%)	51(26.2%)	62(31.8%)	13(6.7%)	9(4.6%)	6(3.1%)	3.56	1.260
22	The managers encourage staff to think strategically and participate in the formulation and implementation of competitive strategy	69(35.4%)	69(35.4%)	44(22.6%)	6(3.1%)	6(3.1%)	1(0.5%)	3.95	1.032
23	Allow staff to be involved in decision-making, not only strategic decisions but also tactical and operational ones	40(20.5%)	70(35.9%)	32(16.4%)	36(18.5%)	14(7.2%)	3(1.5%)	3.39	1.281
24	Allow staff to be personally responsible for the quality of their work, because it allows for achieving the established collective objectives	49(25.1%)	76(39.0%)	43(22.1%)	18(9.2%)	5(2.6%)	4(2.1%)	3.69	1.144
25	Allow staff to take appropriate action to satisfy the customer, meet their needs and expectations, and guide the activities of the company to them	55(28.2%)	82(42.1%)	33(16.9%)	13(6.7%)	9(4.6%)	3(1.5%)	3.78	1.157
26	The leader requires the staff to have commitment and self-control	84(43.1%)	72(36.9%)	22(11.3%)	11(5.6%)	4(2.1%)	2(1.0%)	4.10	1.055
27	Improves the introduction and evaluation of more ideas from staff	96(49.2%)	69(35.4%)	20(10.3%)	4(2.1%)	5(2.6%)	1(0.5%)	4.25	.965
Laissez faire management style									
28	He/She believes that people will come up with the best working methods when given minimal instruction	43(22.1%)	42(21.5%)	77(39.5%)	22(11.3%)	10(5.1%)	1(0.5%)	3.43	1.134
29	He/She learnt that people will never fail to positively surprise him/her if he/she leaves them alone	26(13.3%)	47(24.1%)	63(32.3%)	32(16.4%)	20(10.3%)	7(3.6%)	3.03	1.296
30	He/She does not pay much attention or control over minor details	21(10.8%)	29(14.9%)	33(16.9%)	46(23.6%)	33(16.9%)	33(16.9%)	2.28	1.585
31	He/She prefers employees to get back to him/her rather than getting in touch himself/herself	57(29.2%)	31(15.9%)	51(26.2%)	25(12.8%)	18(9.2%)	13(6.7%)	3.23	1.544
32	The manager provides the necessary information for employees to carry out their tasks	103(52.8%)	44(22.6%)	29(14.9%)	12(6.2%)	5(2.6%)	2(1.0%)	4.14	1.143
33	The manager allows employees to make decisions and manage work on their own	35(17.9%)	42(21.5%)	56(28.7%)	35(17.9%)	18(9.2%)	9(4.6%)	3.07	1.379
34	He/She allows the employees not to depend on the managers	34(17.4%)	40(20.5%)	52(26.7%)	43(22.1%)	12(6.2%)	14(7.2%)	2.99	1.423
Overall mean = 87.41, SD = 38.25									

Table 1 reveals the manifestation of different kinds of management styles in academic libraries. As far as an autocratic management style is concerned, the majority 46.2% indicated that the manager would mostly urge the employees to beat their previous records with the highest mean score of 3.48,

while 36.4% of the respondents indicated that the manager rarely supervises subordinates closely with little or no degree of freedom (Mean=1.84). Concerning the democratic management style, the majority 100(51.3%) of the respondents indicated that the manager always supports the teamwork method always coaches and leads staff to achieve the organisational goals (Mean=4.16) and always encourages members to determine goals and procedures, and stimulates members self-direction (Mean=3.56).

Research question 2: What are the levels of information anxiety among library staff in academic libraries in Lagos State?

Table 2: Levels of information anxiety among library staff in academic libraries

S\N	Information Anxiety	SD	A	D	SD	Mean	S.D
35	I have to manage so much information in my daily life that it takes me a long time to complete even simple tasks	28(14.4%)	41(21.0%)	93(47.7%)	33(16.9%)	2.33	.922
36	I regularly feel overwhelmed by too much information these days	23(11.8%)	74(37.9%)	64(32.8%)	34(17.4%)	2.43	.909
37	It is sometimes hard for me to concentrate because of all the information I have to assimilate	23(11.8%)	55(28.2%)	91(46.7%)	26(13.3%)	2.38	.862
38	There is so much information available on topics of interest to me that I have trouble choosing what is important and what's not	32(16.4%)	62(31.8%)	68(34.9%)	33(16.9%)	2.48	.960
39	I have to process so much information that it frequently takes me too long to get things done promptly	34(17.4%)	58(29.7%)	77(39.5%)	26(13.3%)	2.51	.933
40	I feel overwhelmed learning a new subject or topic because there is so much information	31(15.9%)	65(33.3%)	67(34.4%)	32(16.4%)	2.49	.949
41	I am confronted by an avalanche of Email, phone and text messages each day	20(10.3%)	46(23.6%)	90(46.2%)	39(20.0%)	2.24	.890
42	When I search for information on a topic of interest to me, I usually get too much rather than too little information	31(15.9%)	111(56.9%)	24(12.3%)	29(14.9%)	2.74	.901
43	I have so much information to manage daily that it is hard for me to prioritize tasks	23(11.8%)	52(26.7%)	80(41.0%)	40(20.5%)	2.30	.927
44	I am stressed out by the sheer volume of information I have to manage daily	27(13.8%)	40(20.5%)	97(49.7%)	31(15.9%)	2.32	.904
45	It seems like the volume of information available is increasing exponentially in a relatively short period	29(14.9%)	105(53.8%)	36(18.5%)	25(12.8%)	2.71	.874
46	I feel like I can't keep up with all the new developments in my area of expertise	17(8.7%)	27(13.8%)	107(54.9%)	44(22.6%)	2.09	.842
47	I sometimes feel numb and incapable of action because of all the information I have to process daily	18(9.2%)	32(16.4%)	109(55.9%)	36(18.5%)	2.16	.833
48	I feel like my attention span is becoming shorter and shorter because of information overload	16(8.2%)	32(16.4%)	107(54.9%)	40(20.5%)	2.12	.828
49	I regularly feel pressed for time because of all the information I have to deal with	21(10.8%)	53(27.2%)	93(47.7%)	28(14.4%)	2.34	.855
50	I am unsure about how to manage the information at my disposal	17(8.7%)	30(15.4%)	112(57.4%)	36(18.5%)	2.14	.819
51	I am unsure about how to begin a search for	17(8.7%)	29(14.9%)	96(49.2%)	53(27.2%)	2.05	.878

	information in general		(%)	(%)	(%)		
52	I get confused trying to find specific information	18(9.2%)	26(13.3%)	98(50.3%)	53(27.2%)	2.05	.881
53	I get confused trying to use the library's website	12(6.2%)	26(13.3%)	104(53.3%)	53(27.2%)	1.98	.809
54	I don't know what to do next when the information I need is not readily available (e.g. cannot find information online, etc.)	30(15.4%)	30(15.4%)	100(51.3%)	35(17.9%)	2.29	.947
55	I enjoy learning new things about finding information	108(55.4%)	68(34.9%)	12(6.2%)	7(3.6%)	3.43	.773
56	I enjoy learning new things about using technology (e.g. computers).	121(62.0%)	61(31.3%)	9(4.6%)	4(2.1%)	3.54	.690
57	I feel comfortable searching for information	118(60.5%)	61(31.3%)	14(7.2%)	2(1.0%)	3.52	.684
58	In general, I am comfortable using technology (e.g. computers).	102(52.8%)	60(30.8%)	19(9.7%)	14(7.2%)	3.28	.920
59	I feel like I am bothering other colleagues if I ask a question	32(16.4%)	36(18.5%)	90(46.2%)	37(19.0%)	2.32	.965
60	There is always too much information to process every day	26(13.3%)	88(45.1%)	57(29.2%)	24(12.3%)	2.59	.870
61	Most available information is not relevant to my immediate needs	18(9.2%)	64(32.8%)	81(41.5%)	32(16.4%)	2.35	.862
62	Working through the information sources is always time-consuming	35(17.9%)	92(47.2%)	51(26.2%)	17(8.7%)	2.75	.864
63	The information available online is cumbersome and unorganized	33(16.9%)	79(40.5%)	54(27.7%)	29(14.9%)	2.60	.949
Overall Mean = 72.53, SD 33.48							

Table 2 revealed a high level of information anxiety among library staff in academic libraries as the majority 182(93.3%) of the respondents agreed that they enjoyed learning new things about using technology (e.g. computers) (Mean=3.54), followed by a relatively large number of 179(91.8%) of the respondents that agreed that they feel comfortable searching for information (Mean=3.52). More so, 176(90.3%) of the respondents agreed that they enjoy learning new things about finding information (Mean=3.43), followed by 162(83.1%) respondents who agreed that in general, they are comfortable using technology (e.g. computers) with (Mean=3.28). this was followed by 142(72.8%) respondents who agreed that when they search for information on a topic of interest, they usually get too much rather than too little information (Mean=2.74), and 134(68.7%) respondents who agreed that it seems like the volume of information available is increasing exponentially in a relatively short period with a mean value of (Mean=2.71), 114(58.5%) respondents agreed that there is always too much information to process every day with (Mean=2.59), while, 112(57.4%) of the respondents agreed that information available online is cumbersome and unorganized with (Means=2.60).

Research question 3: What is the level of job performance of library staff in academic libraries in Lagos State?

Table 3: Level of the job performance of library staff in academic libraries

S\N	Job performance	Excl	V.Good	Good	Fair	Poor	Mean	S.D
64	Ability to perform library routing works	74(37.9%)	81(41.5%)	37(19.0%)	3(1.5%)	-	4.16	.780
65	Contribution to the overall development of the library	54(27.7%)	89(45.6%)	43(22.1%)	8(4.1%)	1(0.5%)	3.96	.842
66	Meeting of approved goals of his/her section (e.g. cataloguing, Reference, Circulation, Serials, etc)	60(30.8%)	86(44.1%)	40(20.5%)	7(3.6%)	2(1.0%)	4.00	.868
67	Ability to work with co-workers	54(27.7%)	101(51.8%)	32(16.4%)	4(2.1%)	4(2.1%)	4.01	.843
68	Punctuality and regularity at work	60(30.8%)	96(49.2%)	34(17.4%)	3(1.5%)	2(1.0%)	4.07	.796
69	Ability to attend promptly to requests from clients	64(32.8%)	95(48.7%)	29(14.9%)	4(2.1%)	3(1.5%)	4.09	.832
70	Meeting minimum requirements for promotion	49(25.1%)	101(51.8%)	37(19.0%)	8(4.1%)	-	3.98	.780
71	Communication skills	65(33.3%)	90(46.2%)	34(17.4%)	5(2.6%)	1(0.5%)	4.09	.807
72	Contribution to the overall development of the College	62(31.8%)	86(44.1%)	38(19.5%)	9(3.6%)	-	4.03	.837
73	Coordinating ability	60(30.8%)	88(45.1%)	42(21.5%)	5(2.6%)	-	4.04	.792
74	Creativity and diligence at work	72(36.9%)	75(38.5%)	42(21.5%)	6(3.1%)	-	4.09	.838
75	Ability to provide leadership	58(29.7%)	97(49.7%)	36(18.5%)	4(2.1%)	-	4.07	.750
76	Assessment of quality of work performed	54(27.7%)	97(49.7%)	35(17.9%)	9(4.6%)	-	4.01	.803
77	Performing work schedule on time	54(27.7%)	93(47.7%)	34(17.4%)	10(5.1%)	4(2.1%)	3.94	.917
78	Ability to work with minimum supervision	61(31.3%)	92(47.2%)	36(18.5%)	4(2.1%)	2(1.0%)	4.06	.820
79	Ability to perform administrative duties	59(30.3%)	97(49.7%)	33(16.9%)	6(3.1%)	-	4.07	.770
80	Assessment of quality of work performed	46(23.6%)	109(55.9%)	32(16.4%)	7(3.6%)	1(0.5%)	3.98	.770
81	Ability to perform competently under pressure	52(26.7%)	92(47.2%)	40(20.5%)	8(4.1%)	3(1.5%)	3.93	.880
82	Ability to anticipate problems and develop solutions in advance	49(25.1%)	94(48.2%)	37(19.0%)	10(5.1%)	5(2.6%)	3.88	.931
83	Skills in the use of information technology (IT)	42(21.5%)	106(54.4%)	35(17.9%)	8(4.1%)	4(2.1%)	3.89	.858

Table 3 shows that the level of job performances of library staff in academic libraries was very good as the majority 109(55.9%) of the respondents indicated an assessment of the quality of work performed with (Mean=3.98) followed by a relatively large number of 106(54.4%) of the

respondents that indicated skills in the use of information technology (IT) with (Mean=3.89), followed by 101(51.8%) respondents that indicated the ability to work with co-workers and meeting minimum requirements for promotion with (Mean=4.01 and 3.98) respectively. Other areas in which the level of job performances of library staff in academic libraries was very good included the following: Ability to provide leadership, assessment of the quality of work performed and ability to perform administrative duties with (Means=4.07, 4.01, 4.07); Punctuality and regularity to work with (Means=4.07), Ability to attend promptly to requests from clients with (Mean=4.09), Ability to anticipate problems and develop a solution in advance with (Mean=3.88), Performing work schedule on time with (Mean=3.94), Ability to work with minimum supervision and ability to perform competently under pressure with (Mean=4.06 and 3.93) respectively.

Test of Hypotheses

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

Ho1: There is no significant relationship between management styles and the job performance of library staff in academic libraries in Lagos State.

Relationship between Management styles and job Performance of Library Staff

Variables	N	Mean	Stand-Dev	Df	R	Sig. P	Sig
Management styles	154	51.2000	10.06658	152	.306**	.000	Sig.
Job performance of library staff	154	47.4923	8.65452				

Table 4 shows a high level of relationship between management style and job performance of library staff in academic libraries(Df= 152, N= 154, r= .306, P < 0.05). Based on this, the null hypothesis is rejected. Therefore, there is a significant relationship between management styles and the job performance of library staff in academic libraries in Lagos State.

Ho2: There is no significant relationship between information anxiety and the job performance of library staff in academic libraries in Lagos State.

Table 5: Relationship between information anxiety and job performance of library staff

Variables	N	Mean	Stand-Dev	Df	r	Sig. P	Sig
Information Anxiety	154	31.1128	7.59663	152	-.373	.011	Sig.
job performance of library staff	154	47.4923	8.65452				

Table 6 shows a correlation between information anxiety and the job performance of library staff in academic libraries(Df= 152, N= 154, r=-.373, P < 0.05). Based on this, the null hypothesis is rejected. Therefore, there is a significant relationship between information anxiety and the job

performance of library staff in academic libraries in Lagos State. The table further revealed a negative influence of information Meanwhile; it implies that a unit increase in information anxiety reduces the job performance of library staff in academic libraries. Moreso, to further understand the proportion of influence impacted by information anxiety on the job performance of library staff, the determinant of coefficient r^2 $(-.373)^2$ was estimated=0.0053. This implies that the information anxiety factor accounted for a 5.3% variation in the prediction of the job performance of library staff in academic libraries.

Ho3: There is no significant relationship between information anxiety and management styles of library staff in academic libraries in Lagos State.

Table 7: Relationship between information anxiety and management styles

Variables	N	Mean	Stand-Dev	Df	r	Sig. P	Sig
Information Anxiety	154	31.1128	7.59663	152	-.051	.483	Not Sig.
Management styles of library staff	154	51.2000	10.06658				

Table 7 shows a low level of information anxiety on the management styles of library staff in academic libraries(Df= 152, N= 154, $r=-.051$, $P >0.05$). Based on this, the null hypothesis is accepted. Therefore, there is no significant relationship between information anxiety and management styles of library staff in academic libraries. The table further revealed a negative influence of information anxiety; meanwhile, it implies that a unit increase in information anxiety will increase the tendency for adaptability with management styles of library staff in academic libraries. Moreso, to further understand the proportion of influence impacted by information anxiety, the determinant of coefficient r^2 $(-.051)^2$ was estimated=0.0026. This implies that the information anxiety factor accounted for a 2.6% variation in the prediction of management styles of library staff in academic libraries.

Table 8: Summary of regression for the joint contributions of independent variables to the prediction of the job performance of library staff

R =.312 R Square =.097 Adjusted R square =.088						
Model		Sum of Squares	Df	Mean Square	F	Sig. P
1	Regression	1411.239	2	705.620	10.327	.000(a)
	Residual	13119.499	152	68.331		
	Total	14530.738	154			

Table 8 reveals a significant combined effect of the independent variables (management styles and information anxiety) on the prediction of the job performance of library staff. The result yielded a coefficient of multiple regressions R of .312, multiple R -square = .097 and Adjusted R -square = .088. This suggests that the two factors when combined accounted for 8.8% ($\text{Adj.}R^2=.088$) variation in the prediction of the job performance of library staff. Other factors accounting for 91.2% variation in the prediction of the job performance of library staff are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant combined effect of the independent variables on the dependent variable, $F(2,152) = 10.327, P < 0.05$.

Discussion of findings

The study found that some of the managers in the academic libraries exhibited an autocratic management style because the manager would mostly urge the employees to beat their previous records and push the employees to work even harder even though some of the employees are already hard working. The study also discovered that a democratic management style is highly prevalent in libraries. This was very evident as the manager always supports the teamwork method and always coaches and leads staff to achieve the organisational goals; as well as always encourages members to determine goals and procedures, and stimulates members' self-direction. It was established by Nielsen, Yarker, Brenners, Randall and Borg (2008) there is a positive relationship between transformational style and its follower's well-being through mediation from work characteristics. Abu Mansor, Choon, Mohamed and Ishak (2012) examined the relationship between the management style practised by managers and employees' well-being in an international bank in Malaysia. This particular study examined the type of management style (autocratic, democratic, paternalistic and laissez-faire). Results revealed that the branch manager practised a paternalistic management style. Besides that, employees working under managers are healthy physically, psychologically, and socially. In addition, there is a rather weak but positive relationship between paternalistic style with physical and psychological health.

It further revealed that the participative management style was also common as the manager always improves the introduction and evaluation of more ideas from staff, and always requires the staff to have commitment and self-control. Similarly, Bono and Ilies (2006) discovered a relationship between charismatic leadership positive emotion and mood. Apart from this, the management style which is practised by transformational leaders was found to have a positive association with employee performance and well-being (Tseng, 2010). Also, the Laissez-faire management style in the library always provides necessary information for employees to carry out their tasks while he often believes that people will come up with the best working methods when given minimal instruction.

Nguyen, Mia, Winata and Chong (2017) investigated the effect of transformational leadership style and management control system on managerial performance. The study found that transformational leadership style has a significant positive and direct effect on managerial performance. Also, Shao, Feng and Hu (2017) investigated the impact of top management leadership styles on ERP assimilation and the role of organisational learning. Thus, a theoretical

model was developed and tested with data collected from organisations that have used ERP systems for at least 1 year. The study found that the influence of transformational leadership on organisational learning was strong but mediated by the learning culture and that of transactional leadership on organisational learning was weak but direct.

Ogunola, Kalejaiye and Abrifor (2013) reported that employees were found to be more responsive to the autocratic management style due to the nature of the work in the industries. Kocher, Pogrebna and Sutter (2013) found that managers who preferred efficiency were more likely to exercise an autocratic management style by ignoring the preferences of their team members. It was also reported that equality concerns have no significant impact on management styles. Yu, Fang and Wang (2016) study found that in an environment of high innovative culture, the new participative management style relates positively to technical specialities and technology management knowledge of professional skills for engineers low on traditionalist. It was also reported that in the workplace of a low innovative culture, the new authoritarian management style relates positively to business function knowledge of professional skills for engineers high on traditionalism. Omolayo (2007) reported that workers under a democratic style of leadership do not experience a higher sense of community than workers under an autocratic style.

It could be deduced from the above result that the participative management style is the most adopted style followed by the laissez-management style and then the democratic style. The least prevalent management style in the libraries was the autocratic management style. This was supported by Katopol, (2014) who pointed out that there is a significant relationship between the management style of principals and the job satisfaction of librarians of public libraries in Tehran City. The more participatory management style, the more job satisfaction can be seen in the librarian.

There was a high level of information anxiety among library staff in academic libraries. Most of the staff enjoys learning new things about using technology (e.g. computers); they feel comfortable searching for information; enjoy learning new things about finding information; being comfortable using technology (e.g. computers). Meanwhile, the staff affirmed that when searching for information on a topic of interest, they usually get too much rather than too little information, while it was acknowledged that the volume of information available is increasing exponentially in a relatively short period, and working through the information sources is always time-consuming. Also, there is always too much information to process every day, while the information available online is cumbersome and unorganized. According to previous studies, Dholakia and Bagozzi (2001) found that individuals with minimal prior knowledge and experience are likely to exhibit high levels of frustration during information search tasks. Aghaei, Soleymani and Rizi's (2017) study on information-seeking anxiety showed that the highest level of anxiety was caused by the fear of being unable to obtain necessary information in a timely fashion. These results are similar to those reported in the studies by Bowers (2010), Lu and Adkins (2012) and Erfanmanesh (2011b).

Aghaei, Soleymani and Rizi (2017) reported that regarding barriers to access to information resources, the most important causes of anxiety are a lack of familiarity with information resources the lack of reliable information resources and the quality of retrieved information while the least important causes of anxiety were judging the relevance of retrieved information and the quality of information. Information anxiety is a major problem for decision-making and can have negative effects on an individual's ability to seek relevant information (Khadivi, 2006).

There was a high level of job performance among library staff in the academic libraries. This is measured by the assessment of the quality of work performed, skills in the use of information technology (IT), ability to work with co-workers and meeting minimum requirements for promotion. Other areas of job performances of library staff in academic libraries included the ability to provide leadership, assessment of the quality of work performed and ability to perform administrative duties; punctuality and regularity to work; ability to attend promptly to requests from clients; ability to anticipate problems and develop a solution in advance, Performing work schedule on time, ability to work with minimum supervision and ability to perform competently under pressure. The finding is in line with previous studies such as Onosote (2005) and Opeyemi (2008) which established that there is no significant difference in the job performance of workers based on their gender and that information requirement and use have a significant relationship with the job performance of employees in their organisation in Nigeria.

Conclusion

Job performance of library staff in academic libraries is a function of many factors including management styles and information anxiety. This present study has been able to establish that both management styles and information anxiety have a major influence on the job performance of library staff. Different management styles exist in academic libraries in Lagos State which could also apply to libraries in other states. It was discovered that both participative and laissez-faire management styles were most common among library managers while the autocratic style still manifests in some areas. Information anxiety does not have any positive correlation with job performance and management styles. This simply implies that with information anxiety, library staff will continuously experience negative job performance because they will find it difficult to make any meaningful decision.

Recommendations

The following recommendations are made based on the findings of the study;

1. Library managers are encouraged to adopt a management style such as the participative or democratic style that promotes effective job performance among the staff. This will help to bring out the best in staff and at the same time achieve the organizational objective.
2. Library staff, including librarians and library officers, should make an effort to enhance their information management skills which will enable them to overcome the problem of information anxiety which negatively affects their effective job performance.
3. Library management should endeavour to create a favourable information environment that promotes access to useful information for decision-making, adequate information to work, and effective communication of information between management and staff

4. There is a need for periodic training and retraining of librarians and library officers in academic libraries to constantly update their skills and competency in information management. This will enhance their information handling and use for effective decision-making and improved job performance.

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