



EMOTIONAL INTELLIGENCE AND LEADERSHIP IN NIGERIA LIBRARY AND INFORMATION SCIENCE

A Festschrift in Honour of
PROFESSOR LENRIE OLATOKUNBO AINA
Director, National Library of Nigeria

EDITORS

- ADEYINKA TELLA *Ph.D*
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CHAPTER THIRTEEN

Leadership Traits and Strategy for Driving Creative and Innovative Workforce in Academic Libraries in Kwara State

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Abstract

The study investigated the leadership traits and strategy in driving creative and innovative workforce in academic libraries in Kwara State. Objectives of this study include among others identifying different categories of workforce in the selected academic libraries in Kwara State. Four research questions were raised, among the various categories of workforce in selected academic libraries in Kwara State. Quantitative research method was adopted; survey method. In addition, triangulation approach was used by combining questionnaire with the interview conducted on three University Librarians. Both professional and para-professional staff members of the selected academic libraries were used as sample size of the study. Structured questionnaire was the main instrument used for data collection, while descriptive method and correlation were used to analyze the data collected. The finding revealed that effective communication, teamwork and excellent leadership and ability to influence are among the leadership traits required for a successful academic library management. Furthermore, the findings showed that a new ways of solving problems and detecting patterns in systematic reactions should be identified. Based on the findings, the study concludes with recommendation that more leadership training should be organized by academic library managements for all stakeholders. The implication of the findings of the study is that leadership traits are germane to the survival and steady growth of academic libraries.

Keywords: Leadership traits, Leadership strategy, Creative and innovative workforce, Academic libraries, Kwara State.

Introduction

In this age of globalization and demand of knowledge economy, much emphasis has been placed on equipping the workforce with the right skills and competencies in order for them to gain competitive edge. For academic staff to be active and become global players in the knowledge-based economy, where information is a commodity and where information is power, academic libraries must be entrusted with producing quality services with the right leadership skills that enhance access to information to all stakeholders (students, lecturers and community). For instance, students have to be actively engaged in the process of information seeking for research, assignments, and decision-makings. Effective decision making, however, can only be achieved by having the right information, in the right place, in the right format, at the right time (Hassan & Mansor, 2009). To complement this, academic

libraries all over the world are responding to the needs of users by extending access to their services- both physically and remotely. In response to this, academic library workforce have to diversify their service with the right guidance in order to deliver hybrid library services and able to anticipate and meet round-the- clock demands (White & Weaver, 2004). Awareness of certain needs will help academic library leadership to introduce appropriate training plans for its workforce to support them to achieve this. These needs described as set of skills by White and Weaver (2004), are identified in the following areas:

- Responsiveness to change and change management
- ICT to support remote working
- Teamwork and communication, especially for staff working in isolation or in fragmented teams
- Time management and personal organization
- Keeping up to date with internal and external developments, especially in cases where workers are distanced from mainstream activity
- Reflective practice, to promote continuous improvement and engage workers in service development

Ifidon and Ifidon (2007) defined leadership as influence, the art or process of influencing people so that they will strive willingly towards an organisation's objectives. It implies not only willingness to work but also willingness to work with zeal and confidence. While zeal reflects enthusiasm and intensity in the execution of the work, confidence reflects experience and expertise. Furthermore, researchers described leaders as those who continually pursue and evaluate innovations; direct the staff towards the accomplishment of the library's objectives; inspire the staff to apply their full capabilities to the work; understand that staff members have both their own objectives which must be harmonized with the library's objectives and the desire to be motivated by means of defining and designing ways of satisfying their human needs. Such incentives include commendation, promotion, monetary reward, appointment to positions and re-designations (Ifidon and Ifidon (2007).

It is assumed that there is need for combined leadership traits and strategy to douse and avoid tension between various levels of workforce in academic libraries. While trait has been described as the innate or inherited qualities of the individual, strategy has been explained by Ifidon and Ifidon (2007) as involving the general direction in which the organization chooses to move to meet its goals and realize its objectives. When a strategy becomes internalized into a corporate culture, it can lead to a group think-tank. The authors advocated for a concerted effort in devising tactics that will lead to strategy implementation which involves allocation of sufficient resources (financial, personnel, time and technological support); establishing a chain of command or some alternative structure; and assigning responsibility of specific tasks or processes to specific individuals or groups. Moreover, management needs a combination of leadership traits and strategies to evolve a goal oriented creative and innovative workforce that will assist to accomplish specific tasks assigned to them successfully in academic libraries. Creativity is marked by the ability to generate, bring into existence, to invent into a new form, to produce through imaginative skill, to make to bring into existence something new (Okpara, 2007). While Innovate means to take risks and this may happen most easily when people work in a safe and secure

environment, one that encourages them to experiment and take risks in order to turn problems into opportunities. All innovation begins with creative ideas. Creativity is the starting point for innovation. Creativity is however necessary but not a sufficient condition for innovation (Okpara, 2007). Innovation is the implantation of creative inspiration. Mason (2010) reiterated that innovation is the process whereby an institution interacts with its environment and in doing so lead to internal transformation. According to Okpara (2007), innovation is the process that combines ideas and knowledge into new value and without innovation an enterprise and what it provides quickly become obsolete. This suggests that innovation plays an important role in any organization and without innovation, organizations will fail to create the conditions for sustainable growth. As noted by Anderson Potocnik, and Zhou (2014) that it is highly valued and imperative for organizations to prioritize innovation for their long-term success.

Just as businesses cannot afford to stand still but need to introduce new ideas and technologies to keep ahead in the world of educational change and development, indisputably, academic library workforce needs to be intellectually inspired to stimulate their engagement in creative and innovative practices. Several studies (Potocnik & Anderson, 2016; Ifidon & Ifidon, 2007; Okpara, 2007) had investigated leadership traits and strategy in driving creative and innovative workforce but little attention was given to library especially academic libraries. Hence, this study examined leadership traits and strategies that stimulate and sustain interest in creative and innovative practices in academic libraries.

Statement of the problem

An empirical review of literature appears to indicate that nurturing of leadership potential to drive creative and innovative workforce within academic library is a key priority globally, nationally and locally (Baker & Alliden, 2017; Charan *et al.*, 2001). However, preliminary investigations have revealed that in academic environment particularly in universities, library leadership is lacking which has resulted in an unhealthy environment that has become an obstacle to achieving the desired goals for development of such an institution (Sung *et al.*, 2013; Jang & Liu, 2012). It seems there is a leadership shortage and the lack of confidence in leaders in some of these academic libraries. This portends danger especially, when academic library is supposed to be a hub of academic activities in educational institutions of higher learning.

One of the causes might be lack of leadership traits and strategies to evolve a creative and innovative workforce in academic libraries. Observations have revealed that management of academic library has failed to initiate grounds that are needed to encourage mentoring, on the job and off the job training to produce a better library workforce for better service delivery to users (Njoku, 2017). Furthermore, Leaders in academic libraries in Nigeria appear to exhibit domineering attitude. They seem not to possess enough traits and strategy that believe in ideal leader and follower relationship but rather believe in master-servant relationship. This has resulted in ineffective leadership, lack of motivation, inadequate trained and skilled manpower among others. Hence, there is an urgent need for a new kind of leadership with new sets of traits and strategies in the academic library to provide the ground for creative and innovative workforce. Also, there is the need for responsibility in managing an academic institution's hybrid library resources towards achieving the overall predetermined goal of expanding the frontiers of knowledge for national development. It is

against this backdrop, that this study examines the leadership traits and strategies in driving creative and innovative workforce in academic libraries in Kwara State.

Objectives of the Study

The main objective of this study is to examine the leadership traits and strategies in driving creative and innovative workforce in academic libraries in Kwara State. The specific objectives are to:

1. identify different categories of workforce in the selected academic libraries in Kwara State;
2. investigate the leadership traits exhibited by library management in driving the creative and innovative workforce of the selected academic libraries in Kwara State;
3. examine the leadership strategies employed by library management in driving the creative and innovative workforce of the studied academic libraries in Kwara State and
4. examine the creative and innovative attributes of the library staff in the selected academic libraries in Kwara State.

Hypothesis of the Study

This null hypothesis will be tested at 0.005 level of significant. There is no significant relationship between leadership trait and attributes of creative and innovative workforce among library staff in the selected university libraries

Review of Related Literature

The Mandate of Academic libraries

Olanlokun (2003) observed that libraries are known to play a very active role in the distribution of publicity materials and publications on various educational programs, those related to primary and higher education in Nigeria. Libraries generate, organize, evaluate, repackage information resources and interpret, translate and place information available for easy access. They provide information for decision making and formulation and implementation of policies for national development. Specifically, academic libraries cater for the learning, teaching, research and academic needs of students, teachers and researchers in an academic environment. They have always held a key role in the higher education teaching and learning process. They support all academic programmes offered in higher institutions. According to Curzon and Jennie (2009), an academic library is a library that is attached to a higher education institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students.

Anunobi and Okoye (2008) were of the opinion that academic library has more vital relationship to the academic community, as books and other resources do not merely accompany academic activities but are the fabrics of academic activities. Hence, academic libraries are considered the nerve centre around which the academic activities revolved. This is the reason academic institutions such as universities depend on the library to support their activities especially with regard to their three acclaimed responsibilities- research, teaching and community development. To this end Aguolu (1983) identified the main functions of academic library especially the one found in university, which are geared towards the realization of these acclaimed responsibilities, as: conservation of knowledge;

pursuit, promotion and dissemination of knowledge through teaching; advancement of knowledge through research-pure, applied and development-oriented; provision of intellectual leadership; development of human resources for meeting manpower needs; and promotion of social and economic modernization. In underscoring the critical role academic library plays in supporting academic activities of any higher institutions of learning, Pattanaik and Pattanaik, (2011) investigated the purpose of visiting academic library by Faculty of Science Department, North Orissa University, and stated that the library should be viewed as an integral part and parcel of every academician to encourage, motivate and support not only learning and research but also to develop ideal citizens of the country. Thus, the purpose of visiting the academic library should be viewed as equally important for optimization of faculty members' knowledge to support their educational endeavor. According to White and Weaver (2004), given the continuing diversification and extension of library profession, managers will be increasingly reliant on workers to provide high quality services over long hours. Therefore, there is the need for such workforce to always receive regular training and development required, so that the agile academic library will be able to move swiftly to meet the changing needs of its clientele through a highly creative and innovative workforce.

The different Categories of Workforce in Academic Libraries

Ifidon and Ifidon (2007) observed that to manage successfully, it is necessary for the librarian to know what precisely he is managing or expected to manage. The authors identified the four key resources which the librarians manage as people (library staff and library clientele); information (bibliographic and media resources); physical facilities (building, furniture and equipment); and finance. However, of all the identified resources, staff or personnel appear to be the most critical and valuable. They are not only responsible for systematic organization and arrangement of library information resources; also, without these library and information services cannot be rendered. Fayose (2000) corroborated this by asserting that the effectiveness of any library depends to a large extent on the caliber of the staff. It is the staff members who translate all the policies of the library into action. The author identifies two main types of staff in any library. These are the professional and supportive staff. Supportive staffs are further divided into paraprofessionals, technical supportive and clerical.

The professional staff members constitute the highest numbers of qualified staff in any library and do more serious professional duties. The paraprofessional staff members constitute the middle level manpower in the library. They assist the professionals, but, because of shortage of manpower in the country, this cadre of professionals also holds important positions in libraries where there are no professionals (Fayose, 2000). The technical staff members are employed to man various machines used for operations such as photocopy services, binding and book repair, etc. The clerical staff members are made up of library assistants, clerks, typists and so on. This category of staff is also invaluable to the system because they are responsible for routine jobs. Many of these cadres are trained on the job. However, irrespective of types and levels, all staff members in academic libraries are responsible for delivering services to users and are probably the library's most important asset (Brophy, 2005). It is therefore, important that staff members at all levels in academic libraries as opined by Bent (2004) are made to realize that they are working in an environment that demands constant updating of their skills. Hence, there was a need to

exhibit creative ideas and adopt innovative approaches to stay ahead and to foster positive benefits for the library.

Attributes of Creative and Innovative Workforce in Academic Libraries

Within academic library context, management needs to make great efforts to encourage creativity on the part of subordinates. Management needs to encourage creativity in order to generate new ideas through independent thinking and placement of responsibility in subordinates. Creativity is the ability to generate new ideas while innovation is the ability to translate those ideas to saleable products or services. Okpara (2007) opined that creativity is the ability to generate new ideas by combining, changing, or reapplying existing ideas. Any organization which frustrates creativity directly or indirectly encourages mediocrity. Creativity and innovation go hand in hand. For example, Evans (1993) described creativity as "the mental activity in problem-stating, problem-solving situations where artistic or technical innovations are the result".

Just as it is important to note that creativity allows libraries to make productive change vital to their existence, it is equally, important for leaders of academic libraries to recognize that everyone has some creative ability and to allow staff members to frequently exercise their creativity. A manager, therefore, must plan for and encourage creativity on the part of all employees, with the goal of a positive mutual benefit for both the individual and the organization (Evans, 1993). Cole (2002) revealed that workforce as indicated in some studies, develop their own standards of social and work behavior. These standards develop within groups as a response to the influence of key individuals, the style of the leader concerned and the nature of organization procedures among others. Evans (1993) identified four types of creative thinking that can be used in any library setting, if the manager is willing to accept the creative process as an integral element in that organization. The first type of creative thinking involves a logical, pragmatic approach whereby a problem is viewed as a situation in which some imbalance exists. To correct that situation, a hypothesis is formulated and then tested through a series of carefully planned experiments.

The second category of creative thinking, closely related to the logical approach is labeled problem solving approach which places great emphasis on a careful definition of the problem. The third is the idea linking type of creative thinking, a process whereby a wide variety of ideas, experiences, observed situations and the results of the situations are gathered, then, linked together in various ways. Through this one can come up with the new concept known as free association which refers to an attempt to bring to the conscious level a great many more ideas that are normally at this level. Free association shakes the ideas loose from the normal pattern in which they are held so as to form new patterns. Also, it allows some unconscious ideas to mingle with the conscious ones, further expanding the range of possible patterns. Any library administrator may make use of all four types of creative thinking. If all four types were to be combined, two things might be achieved:

1. Many great innovative ideas and methods for handling library operations might be developed, and
2. These ideas could fit into the organizational pattern with the least disruption.

On the other hand, Mishra and Singh (2010) carried out extensive review of the empirical studies and scale of creativity and grouped determinants of creativity in two broad aspects- cognitive and behavioural. The findings of the study categorized cognitive aspect to include divergent thinking style and creative thinking skill; whereas behavioural aspect includes risk taking behaviour, acceptance of failure, expertise, giving sufficient time to task. There are two concepts which seem to be the same but they differ from each other. They are not clearly different from each other in the available literatures. One is divergent thinking and the other is creative thinking style. Divergent thinking involves producing multiple or alternative answers from available information. It requires making unexpected combinations, recognizing links among remote associates, transforming information into unexpected forms, and the like. Persons having creative thinking style are used to generating new ideas; idea flows rapidly in their mind. They take every situation as new and try to find its alternate solution.

Nevertheless, creativity arises through the confluence of the three components. These are knowledge which relates to the relevant understanding an individual brings to bear on the creative effort; creative thinking which relates to how people approach problems and depends on personality and thinking style; and motivation which is generally accepted as key to creative production. Moreover, Otara (2012) described innovation as the lifeblood of any institution and further defines it as an organic process, almost biological in the sense that the institution interacts with its environment and in doing so changes internally. These changes according to the author are reflected in services given back to the environment and the process is interactive and continuous. It is either an institution changes in response to the changing needs and opportunities of its environment or it dies. Furthermore, Hotho and Champion (2011) accentuated that innovation within an institution requires the establishment of attitudes and systems that recognize and reward creativity.

The author thereafter, presents five rules for innovation which are not exhaustive but minimum prerequisites for institutional creativity. These are: develop a shared vision; communicate frequently, formally and informally; empower employees to make a difference; take limited risks; and use technology. Although, every organization requires a sense of direction, nevertheless if it is rigidly enforced, it can stifle initiative and creativity (Ifidon & Ifidon, 2007). In essence, one way of encouraging creative and innovative thinking among the workforce in a library is to increase decentralization of decision making and delegation of authority. Decentralization in this context according to Evans (1993) should be accompanied by a loosening of departmental lines and jurisdiction, which causes more interdepartmental contact and communication. The increase in such interdepartmental communication and perhaps a little competition can produce innovative ideas. Academic libraries should occupy a pivotal position in the stimulation of a creative and innovative thinking workforce, as this is necessary if such libraries are to grow as an institution with continuing relevance to the users, the parent organization and the society at large.

Imperative of Leadership Traits and Strategies in Facilitating Creative and Innovative Workforce in Academic Libraries

Academic library, like any organization, requires leadership with a vision and ability to see the potential in others. The concept of leadership has been written about by many, but few have defined it. Cole (2002) attempted a working definition of leadership as follows:

"leadership is a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of group tasks or goals." It is further assumed that the working definition encompasses several important features of leadership some of which are: that leadership is a dynamic process, influenced by the changing requirements of the task, the group itself and the individual members; the leader's principal role is to influence the group towards the achievement of group goals. The group voluntarily accepts this influence and direction for a number of reasons: outstanding skill in a particular area, extensive experience in the area of concern, or specific personality traits (Evans, 1983).

Leadership trait is defined as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations (Zaccaro, Kemp & Bader, 2004). Cole (2002) quoted lists of leadership traits supplied by certain military groups to include integrity, knowledge, courage, decisiveness, dependability, tact, faith, loyalty, sense of duty, humanity, efficiency, energy, sympathy, resolution etc. Similarly, Rowley and Roberts (2008) generated the following leadership traits from a study based on American executives' views of leadership qualities: judgment, foresight, human relating skill, emotional stability, dedication, initiative, energy, decisiveness, fairness, objectivity, integrity, drive, dependability, ambition, co-operation. A more recent piece of work conducted by the Hay Group for the British National Health Service (Department of Health, 2002) suggested that effective and outstanding leaders were characterized by some traits such as leading change through people, holding to account, empowering others, effective and strategic influencing, collaborative working, etc. Ifidon and Ifidon (2007) summarised the most important traits of effective leaders as follows:

- Concern for staff in respect of their human needs. This is likely to generate loyalty to and respect for the leader, the library and the parent organization; it means mutual trust and a two-way communication;
- **Personal skills**-anticipatory skills in order to provide foresight into a constantly changing situation; vision skills in order to lead the library towards its objectives; value skills in order to be in touch with staff needs both physical and spiritual so that values and objectives are shared;
- Self-understanding in order for leaders to understand their own needs and those of their staff;
- **Decision-making approach**- ability to make high quality decisions which the staff will accept; ability and willingness to answer questions after decisions have been presented to staff; ability to modify, change or adjust decisions after staff input; willingness to consider staff input before taking decisions; ability to define limits within which staff can take decisions; ability to involve staff in decision making process within limits defined by the parent organisation's constraints; ability to motivate and inspire;
- Placing themselves before their staff and leading by example instead of standing behind, pushing and prodding them to action; and
- Willingness to accept and apply the principle of ultimate responsibility whenever occasion arises.

Furthermore, leadership is incontestably associated with direction, and strategy, since strategy is concerned with establishing and sharing long term direction. Leaders need the capacity and the context to allow staff to think, plan and act strategically. Strategy is the direction and scope of an organization over the long term which achieves advantage for the organization through its configuration of resources within a changing environment and to fulfill stakeholder expectations (Johnson & Scholes, 2002). Rowley and Roberts (2008) asserted that strategy concerns strategic fit or the matching of the resources and activities of an organization to the environment in which it operates in order to achieve maximum strategic advantage.

The authors list some strategies that a leader might exercise termed power talking strategies as supported by Huczynski and Buchanan (2007). These are talking positively, giving credit, accepting responsibility, persuading others, speaking decisively and telling the truth. The authors conclude that strategic management is concerned with establishing fundamental parameters, has long term implications and is organization-wide. Examples of the kind of long-term goals to be found in a statement of strategy for workforce has been identified by Cole (2002) included the following:

- Ensure that the organisation's workforce needs for the next certain years are met both in terms of numbers and categories of employees
- Maintain wage and salary levels sufficient to recruit, retain and motivate staff at all levels in the organization
- Ensure effective training and development opportunities for all staff to improve skills and develop flexibility of roles
- Develop effective communication systems between management and other employees and between departments and functions

Ifidon and Ifidon (2007) gave a summary of required strategy to facilitate a creative and innovative workforce in academic libraries thus "the librarian's task of personnel management begins with the recruitment of staff. Once he has recruited them, the librarian needs to know the jobs which should be assigned to them. It is also necessary to know what exactly he has been assigned to do because the principles of productivity and job satisfaction demand that staff members should be deployed to where their skills, knowledge and interest can make them produce the best results. This requires that the librarian should know his staff's strengths and weaknesses. It is the responsibility of the library manager to study the staff and determine what makes them helpful or unhelpful and to motivate them (Ifidon & Ifidon, 2007).

One way of motivating staff is by involving them in the decision-making process. Another way of motivating staff is to ensure that staff demands and expectations which include advancement for hard work, annual increments and opportunities for self-development are critically and objectively examined. However, Walton (2007) observed that people are motivated either intrinsically (outside in) or extrinsically (inside out). In management terms, this means that with extrinsic motivation, people are supervised or managed and with intrinsic motivation they manage themselves. Furthermore, with extrinsic motivation, the push to work hard comes from earning rewards and avoiding punishment. In contrast, when intrinsic motivation is present people are rewarded by the challenge of work and pride in their job (Walton, 2007). Equally, White and Weaver (2004) suggested that the role of

strategic leaders is critical in helping to identify training needs, in encouraging team member to participate in training and to ensure that training is put into practice afterwards. Information about such training and staff development events should be readily made available to library workers by means of regular communication through newsletter, central e-mail system, notice boards, circular, memo or cascaded via the line manager. Ifidon and Ifidon (2007) described a leader as the one with academic and professional qualifications, experience, intelligence, good judgment of, and love for people, specialized knowledge of library and information science, leadership ability, building of loyal teams, listening carefully most of the time, speaking in encouragement and reinforcing with believable action, persuasive, meticulously shifting the attention of the parent organization to the library, being visible when things are going awry and invisible when all is well and the ability to obtain the commitment of staff to the library's objectives. Needham (2001) stressed that there are several important leadership roles to play in creating an environment to nurture a successful transition of libraries into the new roles. Among these roles are helping to create standards and protocols, advocacy, mentoring, creating heroes, and underwriting leadership training for new members of the profession. Leadership traits and strategy influence creativity and innovation of workers.

Belbin (1993) suggested six factors that determine creative and innovative workforce behavior as follows: personality, mental abilities, personal values and motivation, personal experience and role learning (e.g. as acquired through team skills training/team-building exercises). However, in any leadership situation, three main variables are at work (Cole, 2002). These are: task needs, group needs and individual need. Therefore, demonstration of right leadership traits and strategies should achieve leadership effectiveness which should be able to lead to the achievement of overall library organizational goals, high degree of commitment to those goals by academic library workforce and high level of academic library workers/team members' satisfaction.

Methodology

This study adopted the descriptive survey research. Correlational analysis was applied whereby the relationship that exists between the identified independent and dependent variables in the study namely, leadership traits, leadership strategy and creative and innovative workforce will be described. The population of the study was made up of 155 professional and para-professional staff in three selected academic libraries in Kwara State. These are: university of Ilorin library (118); Kwara state university library (20); and Al-Hikmah University library (18) as shown in Table 1. These groups were purposefully chosen because they are regularly assigned more complex duties and act as interface between the library leadership and other supportive staff in academic libraries. The population was arrived at through personal contacts with professional colleagues. Apart from the questionnaire, which forms the major instrument for collecting the needed data, other instruments are observations and interview, which were conducted with the three top management staff of the selected academic libraries (University Librarians).

Table 1: Population and Sample Size of Respondents

S/N	Academic libraries	Staff	Sample	Percentage (%)
1	University of Ilorin	118	118	76.2
2	Kwara State University	20	20	12.9
3	Al-Hikmah University	17	17	10.9
Total		155	155	100

Source: Administration Registers of the Selected Libraries, 2018

Analysis of Data and Discussion of Findings

Response Rate: The sample size selected from the three universities libraries that participated in the study is 155. This is 100% of 155 of the total population of both professional and para-professional staff in the three selected universities libraries in Kwara state. The questionnaire was distributed to 155 respondents, and 134 were completed and returned by respondents, 21 (13.5%) of the library staff did not respond, giving an overall response rate of 86.5%.

Demographic Information

Data collected were analysed to determine the distribution of staff in the three selected university libraries on the basis of participation. The results are presented in Table 2.

Table 2: Demographic Information

Item	Frequency	Percentage
Gender		
Male	55	41.0
Female	79	59.0
Total	134	100.0
Age (Years)		
20- 39	91	67.0
40-49	29	21.6
50 years and above	14	10.4
Total	134	100.0
Marital Status		
Single	29	21.6
Married	105	78.4
Divorced	-	-
Total	134	100.0
Name of University		
University of Ilorin	104	77.6
Al-Hikmah University	12	9.0
Kwara State University	18	13.4
Total	134	100

Source: (Field Data Analysis, 2018)

Table shows that 55(41%) of respondents were males while 79(59%) were females. This implies that majority of the staff in the selected university libraries were female. Also, the findings show that majority of the staff (67%) in the selected academic libraries were between of 20-39years of age while majority of the staff (78.4%) are married men and women. Furthermore, Table 2 shows that majority of the respondents (77.6%) are staff

from University of Ilorin library, followed by Kwara State University library staff (13.4%) while (9.0%) of the respondents were from Al-Hikmah University library.

Table 3: Demographic Information (Continued)

Section in the Library	Frequency	Percentage
Cataloguing and Classification Section	39	29.1
Circulation Section	28	20.9
Reference Section	11	8.2
Reader Service	8	5.9
General Section	23	17.2
E-Library	15	11.2
Serial Section	10	7.5
Total	134	100
Designation		
University Librarian	3	2.2
Senior Librarian	19	14.2
Librarian I	21	15.7
Librarian II	24	17.9
Library Assistant	39	29.1
Support Staff	28	20.9
Total	134	100
Years of Experience		
1-9 Years	82	61.3
10-19 Years	31	23.1
20-29 Years	14	10.4
30 years and above	7	5.2
Total	134	100

Source: (Field Data Analysis, 2018)

Table 3 shows that majority 39 (29.1%) of the staff in three selected university libraries are working in Cataloguing and Classification Section, followed by Circulation Section 28(20.9%), General Section 23(17.2%). E-library Section 15(11.2%) and the least is serial section with 10(7.5%). In addition, the findings revealed that only 3(2.2%) University librarians participated in the study, Library Assistants 39(29.1%), followed by support staff 28(20.9%), 24(17.9%) were Librarian II, 21(15.7%) were Librarian I and 19 (14.2%) were Senior Librarians who participated in the study. Moreover, the findings show that 82(61.3%) of respondents had years of experience between 1-9 years, followed by 31(23.1%) of respondents who had 10-19 years work experience, 14(10.4%) had 20-29 years of experience while 7(5.2%) of the respondents had 30 years and above work experience.

Table 4: Categories of Workforce in Selected University Libraries

What are the different categories of workforce in the selected academic libraries in Kwara State?

Categories of Library Workers	Yes		No	
	Frequency	Percent	Frequency	Percent
Professional	134	100	-	-
Para-professional (i.e. Library Officer cadre)	127	94.8	7	5.2
Library Assistant cadre	118	88.1	16	11.9
Technical Officers	125	93.3	9	6.7
Clerical Officers	116	86.6	18	13.4
Office Attendants	118	88.1	16	11.9
Cleaners	125	93.3	9	6.7

Table 4 shows that majority of respondents 134 (100%) indicated that professional staff are available in the selected academic libraries. In addition, para-professional (library assistant, technical officers, clerical officers, office attendants and cleaners are available in all the three selected academic libraries (University of Ilorin library, Kwara State University library & Al-Hikmah University).

Leadership Traits by Library Management

Question1: Which of these practices below does your library management adopt in driving creative and innovative workers?

Table 5: Leadership Traits by Library Management

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Communicate effectively with others	121	90.3	13	9.7	-	-	-	-
Self-confidence & self-assured	82	61.2	45	33.6	7	5.2	-	-
Believe in teamwork and excellent leader	91	67.9	43	32.1	-	-	-	-
Ability to influence	84	62.7	43	32.1	7	5.2	-	-
Persistence and inspire confidence	68	50.7	59	44.0	7	5.2	-	-
Sensitive, Friendly & Trustworthy	81	60.4	53	39.6	-	-	-	-
Consistence and reliable	59	44.0	75	56.0	-	-	-	-
Delegate broad responsibilities to staff and expect them to handle the details	59	44.0	75	56.0	-	-	-	-

Strongly Agree = SA, Agree = A, Disagree = D, Strongly Disagree = SD

Table 5 shows that majority of respondents (90.3%) strongly agreed that effective communication is a germane leadership trait required for a successful library management.

Also, 91(67.9%) of respondents strongly agreed that leaders should believe in teamwork and excellent leadership trait for achieving any set goals by library management while 84(62.7%) of respondents strongly agreed that ability to influence is an important leadership trait. Furthermore, the findings revealed that 81(60.4%) of respondents strongly agreed that a leader should be sensitive, friendly and trustworthy while 68(50.7%) of the respondents strongly agreed that a leader should be persistence and develop ability to inspire confidence on his team members. In addition, 59(44%) of the respondents jointly agreed that delegating broad responsibilities to staff and expecting them to handle the details with consistence and reliable monitoring are good traits a leader must possess. The findings indicate that in any library management the aforementioned traits are essential for achieving management objectives.

Table 5: Attributes of Creative and Innovative Workforce

Question 2: Which of these strategies below does your library management adopt in driving creative and innovative workers?

Table 6: Attributes of Creative and Innovative Workforce

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Ability to think of new ways of solving problems and detecting patterns in systematic reactions	87	64.9	40	29.9	7	5.2	-	-
Ability to generate new ideas and communicate to achieve library goals	69	51.5	65	48.5	-	-	-	-
Ability to use new work-method	64	47.8	70	52.2	-	-	-	-
Persuasive power & openness to change	80	59.7	54	40.3	-	-	-	-
Thorough presentation of ideas and solutions	55	41.0	79	59.0	-	-	-	-
Proactive in the pursuit of ideas and their transformation into economic value	27	20.1	107	79.9	-	-	-	-
imagination, connecting ideas, tackling and solving problems, curiosity	25	18.7	102	76.1	7	5.2	-	-
Self-efficacy (i.e. self-belief, self-assurance, self-awareness, feelings of empowerment, social confidence)	62	46.3	72	53.7	-	-	-	-
Drive, enthusiasm, motivation, hard work, persistence and commitment	64	47.8	61	45.5	9	6.7	-	-
Ability to mobilise commitment and take calculated risks	57	42.5	68	50.7	9	6.7	-	-

Strongly Agree = SA, Agree = A, Disagree = D, Strongly Disagree = SD

Table 6 shows that majority 87(64.9%) of the respondent strongly agreed that ability to think of new ways of solving problems and detecting patterns in systematic reactions are features that yield creative and Innovative workforce. This is followed by 80(59.7%) of the

respondents who strongly agreed that persuasive power and openness to change are attributes of a creative and innovative workforce, next to this is 69(51.5%) who strongly agreed that ability to generate new ideas and communicate to achieve library goals are vital characteristics of a creative and innovative workforce. Moreover, the findings revealed that 64(47.8%) respondents strongly agreed that "drive, enthusiasm, motivation, hard work, persistence and commitment" are crucial attributes that can lead to creative and innovative workforce. Also, 62(46.3%) of the respondents strongly agreed that self-efficacy is an attribute of creative and innovative workforce while the least trait in the Table 6 shows that 25(18.7%) of the respondents strongly agreed that imagination, connecting ideas, tackling and solving problems, curiosity are attributes of a creative and innovative workforce. The findings indicate that the aforementioned attributes play a crucial role for the landmark achievements of the library management. The finding is not at variance with a previous finding by Sundaray (2011) who noted that engaged employees are enthusiastic about their work and will often be fully immersed in their job resulting in creativity and innovation. In the same vein, McEwen (2011) reemphasized in his research that creativity and innovation are outcomes of engaged employees.

Hypothesis Testing

H₀: There is no significant relationship between leadership trait and attributes of creative and innovative workforce among library staff in the selected university libraries.

Table 7: Correlation between Leadership Traits and Attributes of Creative and Innovative Workforce

Innovative Workforce				
Spearman's Rank Order Correlations				
			Leadership Traits	Attributes of Creative and Innovative Workforce
Spearman's rho	Leadership Traits	Correlation Coefficient	1.000	.298**
		Sig. (2-tailed)	.	.000
		N	134	134
	Attributes of Creative and Innovative Workforce	Correlation Coefficient	.298**	1.000
		Sig. (2-tailed)	.000	.
		N	134	134
**. Correlation is significant at the 0.05 level (2-tailed).				

Table 7 shows that there was a positive correlation between leadership traits and attributes of creative and innovative workforce, which was a statistically significant $r=.298$, $p>0.05$. The finding indicates that leadership traits have strong relationships that can influence the attributes of creative and innovative workforce. Hence, the null hypothesis is rejected. The result implies that staff leadership traits will determine the creative and innovative workforce. Hence, staff leadership traits and creative & innovative workforces are both necessary for the survival and growth of academic library. This finding corroborates Maku (2014) who reported that employee engagement assumes a critical precursor role to creativity and innovation at the workplace. It can be suggested from the findings that library management with leadership traits need to embrace creativity and innovation to succeed

and thrive as noted by Noefer *et al.* (2009) who postulated that innovation is critical in achieving competitive advantages

Conclusion and Recommendations

The study examined the leadership traits and strategies in driving creative and innovative workforce in the three selected academic libraries in Kwara State. Also, the study investigated the relationship between leadership traits and creative and innovative traits of workforce. It further concludes that leadership traits are essential for achieving management objectives. In addition, the findings revealed that leadership traits have strong relationships that can influence the attributes of creative and innovative workforce. The library managements of the selected academic libraries should intensify efforts towards organizing more training on leadership acquisition skills for all stakeholders in the academic libraries. This will enhance excellent performance in terms of boosting the image of the library managements as target-driven and result-oriented organization.

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