SELF-KNOWLEDGE AS CORRELATE OF LEADERSHIP EFFECTIVENESS OF LIBRARIAN'S IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

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Abstract:

Purpose: Thisstudy was carried out to investigate self-knowledge as correlate of leadership effectiveness of librarians in Universities in South-west Nigeria.

Design/Methodology/Approach: The descriptive survey research design was adopted for this study.Professional Librarians, Deputy Librarians and the University Librarians in leadership positions spread across private, state and federal universities in South-west, Nigeria formed the population of the study. The study population was determined using 60% of the whole universities in South-west Nigeria. A total of 233 questionnaire copies were distributed to all the librarians with a retrieval success of 188 copies, representing 80.7% return rate. There were, however, some missing data points due to few unanswered questions by respondents. Data were analysed using Mean, percentages, frequencies and Pearson Product Moment Correlation analysis.

Findings:The findings of this study revealed thatthe level of self-knowledge of librariansin universities in South-west, Nigeria was high (mean=43.16). It was equally revealed that the level of leadership effectiveness of librariansin universities in South-west, Nigeria was high (mean=32.22) as librarians indicated that they are able to balances work priorities with personal life among others. Findings further showed a significant positive relationship between self-knowledge and leadership effectiveness of librariansin universities in South-west, Nigeria. ((Df= 186, N= 188, r= .163*, P < 0.05).

Implication: Emphasised the impact of self-knowledge such that in the quest of librarians providing and making available information resources to their clients/users they require what is called self-knowledge to be more efficient and intelligent for self-knowledge will help their state of professionalism as librarians and help to be more effective in performing their duties.

Originality/Value: It was recommended that library management should organize seminal, workshop and training programmes for librarians on all the activities in the library in other to enhance their self-knowledge and effectiveness in the provision of library services for users in the library.

Keywords: Self-knowledge, Leadership effectiveness, academic librarians, Universities, South-west Nigeria.

Paper type: Empirical research

Introduction

Librarians in academic libraries in Nigerian universities as library custodians locate, access, retrieved and organised the information resources that are in both print and electronic forms through cataloguing and classification and make available for the library users. Librarians therefore play a pivotal roles towards ensuring provision of adequate information needs. They guide students and faculty members at the reference desk, instructing library research sessions, and developing library collection. It is a truism to say that librarians in all sectors of an academic library wear many different hats and provide numerous services to patrons (Alsop and Gibson, 2007).

Effective leadership is crucial for success in any organisation. In the library profession, one may encounter various problem caused by the lack of leadership qualities possessed by librarians in

managerial leadership positions. For examples, one obvious problem is micromanagement. Indications of micromanagement include: wanting to be in control of everything, not giving subordinates sufficient authority and control over their job responsibilities and interfering or imposing too many restrictions on what subordinates are allowed to do. Meanwhile, library goals in terms of effective services provision cannot be achieved alone by leader's efforts; it requires the contribution of the activities of other library staff or personnel to achieve leadership effectiveness in the library.

According to Allner (2008)lack of delegation results in the librarian becoming overwhelmed by job duties, the subordinate's motivation and imitative being stifled and an overall inefficiency of the organization. The implication of this is that, as suggested by Gowda (2009), the effectiveness and efficiency of the service organizations like libraries is measured in terms of quality of its service delivered or rendered to its users. It appears that part of prerequisite for quality service depends largely on self-knowledge, adaptability and satisfaction level of the professionals working in a given library. Insufficient self-knowledge (especially one's own shortcomings) is another problem (Allner, 2008).In the quest of librarians providing and making available all these information resources to their clients/users they require what is calledself-knowledge to be more efficient and intelligent.

Self-knowledge help librarians state of professionalism and help librarians to be more effective in performing their duties.Self-knowledge can be regarded as the state of know-how, a critical thinking, and creativeness as a result of information received that leads to intelligent. Davenport and Prusak (1998) as cited in Chang and Chen, defined knowledge as a fluid mix of framed experience, values, contextual information, expert insight that provides a framework for evaluating and incorporating new experiences and information. Knowledge is neither data nor information; it needs unceasing accumulated related data or information through reflection, experience, analysis of people continuously. Awad and

Ghaziri (2004) indicated that intelligence that was skills of knowledge is acquired and applied. Therefore, they concluded that knowledge cannot come without foundation which need accumulated by experience continuously. This complement the proposition that subjective feeling of true self-knowledge should enhance meaning follows from a number of historical perspectives that suggest that true self-knowledge is a critical component of healthy human functioning or effective performance.

Statement of the problem

Overtime, it has been observed that there is low leadership effectiveness among library personnel's in universities in South-west, Nigeria. This is because many a times library personnel who are satisfied with their jobs are still not good performers, because they seem to lack main competence such as self-knowledge which is a critical component of healthy human functioning. Also, for the library personnel to be effective they must have adequate, appropriate and up-to-date collections in their library of different subject discipline. But on other hand, many librarians in the university libraries do not know how to go about retrieving, selection, organizing and to efficiently utilize these information resources. Meanwhile, lack of the librarian's self-knowledge affects the growth and performance of the librarians as well as their effectiveness.

Objectives of the study

The broad objective of the study is to investigate self -knowledge as a correlate of leadership effectiveness of librarian in universities in South-west Nigeria. The specific objectives are to:

i. determine the level of self-knowledge of librarians in universities in South-west Nigeria;

ii. determine the level of leadership effectiveness of librarians in universities South-west Nigeria; and

iii. find out if there is a significant relationship between self-knowledge and leadership effectiveness of librarians in universities in South-west Nigeria.

Research questions

The following research questions where drawn to guide the study

1. What is the level of self-knowledge of librarian in universities in South-west Nigeria?

2. What is the level of leadership effectiveness of librarians in universities in South-west Nigeria?

Hypothesis:

The following null hypothesis was tested in the study at 0.05 level of significance:

Ho1. There is no significant relationship between self-knowledge and leadership effectiveness of librarians in universities in South-west Nigeria.

Significance of the study

The significance of this study lies in the fact that this work will be of great importance to the universities under study and other academic institutions in Nigeria in general in the area of integration of self-knowledge to provide service to their entire users without any discrimination to users from other departments as is the case with decentralized ICT service in the universities.The study emphasis the need for the library management to sensitize the library personnel's to develop their self-knowledge so as to be effective in performing their duties to become effective within the profession.

Literature Review

Concept of self-knowledge

According to Gallup (2010) self-knowledge is a term used in psychology to describe the information that an individual draws upon when finding an answer to the question "what am I like?" While seeking to develop the answer to his question, Gallup (2010) reported that self-knowledge requires ongoing self-awareness and self-consciousness. At some greater level of cognition, however, a self-conscious component emerges in addition to an increased self-awareness component, and then it becomes possible to as "What am I like?", and to answer with self-knowledge. Without question, most people feel they are in the know about themselves, particularly when it comes to

predicting their future outcomes and achievements (Dunning, 2005). Gallup (1979) defined self-knowledge as a component of the self, or more accurately, the self-concept. It is the knowledge of one's self and one's properties and the desire to seek such knowledge that guides the development of the self-concept. Self-knowledge informs us of our mental representations of ourselves, which contain attributes that we uniquely pair with ourselves, and theories on whether these attributes are stable, or dynamic.

Pronin, Kruger, Savitsky and Ross (2013) as cited in Vazire and Carlson (2013) affirmed that most of us have the powerful intuition that we know ourselves better than other know us. Pronin et al., (2001) identified several good reasons to think that we are the best judge of ourselves and pointed out that we have privileged knowledge about our own histories, our thoughts and feelings, and our private behaviors. Yet, we all know people who seem to be deluded about themselves which raises the uncomfortable possibility that we, too, might be so deluded. Although self-knowledge serves as an obvious guide to predictions of future behaviour, its correspondence with reality can be surprisingly tenuous. People's beliefs about their traits and abilities often correlate modestly, if at all, with objective measure (Dunning, Health and Suls, 2004). Dunning et al., (2004) suggested that people's predictions of their own behaviour are sometimes less accurate than predictions made by others. Compared with predictions from peers, people are less able to predict whether they will be promoted into a leadership position (Bass and Yammarino, 1991).

According to Schlegel, Hicks, king and Arndt (2013) true self is referred to as who a person really is, regardless of his or her outward behaviour. Gergen (1991) reported that many people believe that this true self is a vitally important part of a person's identity. According to the author, despite the popularity of lay beliefs about the true self, there is little empirical evidence for the psychological foundations and functions of the true self-concept (i.e., a person's avowed true self). Schlegel et al. (2009) argued that one function of the true self-concept is to create meaning in

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people's lives. Schlegel (2013) discovered that the idea that the true self is an important part of human existence can be trace back to Aristotle (1998, original work), who believed that the highest form of excellence was achieved through living in accord with one's true self. He further reported that the idea is a recurring theme throughout the history of both psychology and philosophy. People like and value their true self-concepts more than other self-concepts (Schlegel et al., 2013).

Andersen and Williams (1985) conducted a study and participants were asked to reflect on positive aspects of their true self, that is, private thoughts and cognitions or positive aspects of their actual self, that is, public behaviours and found out that thinking about one's private thoughts and cognitions led to increased self-esteem, whereas thinking about one's positive public behaviours did not influence self-esteem. Expressing the true self also predicts positive outcomes. Studies of authenticity by Kernis and Goldman (2004, 2006) Lakey, Kernis, Heppner and Lance (2008) found that self- reported authenticity relates to a host of important outcomes, including self-actualization, self-esteem, and psychological distress. Neisser (2008) reported that self-knowledge is based on several different forms of information, so distinct that each one essentially establishes a different self. Neisser (2008) pointed out five kinds of self-knowledge:

1. **The ecological self**: is the self as directly perceived with respect to the immediate physical environment.

2. **The interpersonal self:** Is established by species specific signals of emotional rapport and communication.

3. **The extended self:** This self is based on memory and anticipation

4. **The private self:** This appears when we discover that our conscious experiences are exclusively our own.

5. **The conceptual self or 'self-concepts':** It draws its meaning from a network of socially-based assumptions and theories about human nature in general and ourselves in particular (Neisser, 2008).

Neisser (2008) reported that these selves differ in their developmental histories, in the accuracy with which we can know them, in the pathologies to which they are subject, and generally in what they contribute to human experience. Wang (2006) and Neisser (1998) studied the development of two kinds of self-knowledge: autobiographical memory and self-concept and found out that autobiographical memory or the "extended self" refers to long-lasting memory of significant personal experiences from an individual's life while the self-concept, or the "conceptual self", refers to an individual' conceptual representation of him or herself. Gallup (2010) reported that the self-concepts is thought to have three primary aspects

   i. The Cognitive self

   ii. The Affective self

   iii. The Executive self

The cognitive self: According to Gallup (2010) self-knowledge is linked to the cognitive self in that its motives guide our search to gain greater clarity and assurance that our own self-concept is an accurate representation of our true self, for this reason the cognitive self is also referred to as the known self. The cognitive self is made up of everything we know. This implies physiological properties such as hair colour, race, and height etc.; and psychological properties like beliefs, values, and dislikes to name but a few (Gallup, 2010).

The affective and executive self: Gallup (2010) described the affective and executive self as the felt and active selves respectively, as they refer to the emotional and behavioral components of the self-concept.

Leadership effectiveness of librarians

Leadership appears to be one of the most important issues in applied psychology. Osif (2008) cited Hesselbein and shrader (2008) who addressed the skills of the effective leader to be, ability to manage themselves well, communicate clearly, develop others, encourage full participation and teamwork, build relationships, spur innovation and creative thinking, foster high performance, align strategy and execution. Osif (2008) cited other

definitions of leadership effectiveness such as Leheney (2008) He stated that individual moving into leadership are often expert at the technical skills required by their positions, but they neither make time nor possess the skills to make the necessary commitment to people. Hernon, Giesecke, and Alire (2008:11) in Academic Librarians as Emotionally Intelligent Readers, defined leadership as being about giving people confidence to meet organisational expectations and serve as change agents. On emotional intelligence, the authors further defined leadership as a person's ability to manage his or her own emotions, to monitor the emotional state of others in the organisation, and to influence the thinking and behaviour of others to accomplish a shared mission or vision. The authors concluded as they stressed that:

> The changing landscape in which academic libraries function makes effective leadership all the more necessary to achieve a positive future...namely, ensuring that academic libraries remain in existence and, more importantly, play a dynamic role in helping their institutions meet their stated mission and in working toward the accomplishment of the institutional vision (Hernon, et al., 2008: 12).

However, according to Leheney (2008) it is the commitment to people that is curial to the organisation. That is what helps people excel and give their best to the workplace. He provides four simple but "powerful, practical, and time-tested practices" to become more people oriented. These are learn to listen, share information, recognize successes and mistakes, and understand, accept, and work with other people's uniqueness. He concluded that today our most important resource is our people and the knowledge, skills, and talents they bring to bear on their work, leaders who are committed to their people have a better chance of having them show up to work enthusiastic, ready to give their best, and better able to work with others to tackle the inevitable problems and challenges in any work place. Supporting the above statements, Ammons-Stephens, Cole,

Jenkins-Gibbs, Riehle and Weave (2009) opined that the success of libraries as organisations is determined by the actions of the individuals who work in those libraries, the success of those individuals in carrying out the missions of those libraries is in large measure a reflection of the type and quality of leadership. They further reported that successful library leaders demonstrate certain skills that are instrumental in the delivery or desired outcomes.

Ammons-Stephens et al. (2009) reiterated that good leaders not only possess vision; good leaders create vision. A leader must be able to envision and articulate the roles of library and librarians in this dynamic environment. Vision speaks to the perspective that leadership is not merely interchangeable with management; library leaders must be visionary to be effective and to help ensure the continued relevance and effectiveness libraries and other information organisation. Sullivan (2010) cites vision along with authenticity and confidence as one of the three most important competencies for library leaders. She asserted that effective leaders must have appreciative inquiring and must be able to inspire others and to work for others.

Self-knowledge and Leadership Effectiveness of Librarians

In the quest of librarians providing and making available information resources to their clients/users they require what is called self-knowledge to be more efficient and intelligent for self-knowledge will help their state of professionalism as librarians and help to be more effective in performing their duties.Self-knowledge is an intrinsic value, an important virtue which is required for managerial or leadership effectiveness. Giesecke and McNeil (1999) referred to self-knowledge as core competencies and personal attributes that contribute to an individual's success in a particular position. According to Nahavandi (2006) the moral challenges of power and the nature of the leader's job explain why self-knowledge and self-control are the most important factors in leadership development and effectiveness. Ciulla (2009) noted that self-knowledge is one of the ethnics of a leader as a person other include, discipline, and intentions, skills, abilities, and so forth.

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Politis (2001) examined the roles played by leadership in the process of knowledge acquisition and a survey was carried out on 227 persons who have been engaged in knowledge acquisition activities to examine the relationship between leadership styles and knowledge acquisition attributes. The results hawed that the leadership styles that involve human interaction and encourage participative decision-making are related positively to the skills essential knowledge acquisition. In other words, individual who is self-knowledge, acquire knowledge and uses such knowledge in performing and carrying out his or her activities in an organisation such is been referred to as a knowledge worker.

Senge (2006) as cited in Figurska (2010) reported that the substance of knowledge organisation is manifested in its ability to develop and learn as well as in encouraging its employees to learn and seek for the best solutions to the problems occurring in the organisation. Davenport (2005) defined knowledge workers as people whose primary job is to do something with knowledge: to create it, distribute it and apply it. They can guarantee the success of the organisation, knowledge workers are characterized by having general and specialist knowledge, system of values, creativity consisting in creating new, original ideas, using their knowledge from different fields as well as innovativeness thus the ability of turning this ideas into practice. Knowledge workers have the ability to learn quickly using various methods. They use time and energy to expand the scope of their skills. They are open to changes, perceiving them as the chances and not as the threats. They are also able to use them to their own and organizations advantage. They create the greatest added value and affect the value of their companies to the largest extent (Davenport, 2007).

Creating, disseminating and using knowledge in practice are the most significant goals of knowledge workers. Their tasks are closely connected with the development of the organisation and consist in using knowledge in every situation and at every stage of contact with other entities they cooperate or compete. The tool that is used by the knowledge workers is their brain; the effort connected with performing their duties is intellectual, not physical. Their work is innovative because problems they solve and opportunities they use are completely new (Davenport, 2007). Workers of knowledge earn money thinking; what is characteristic of them is the fact that their thinking is rather global, multithreaded, long-term, it doesn't result from short-term benefit (Mikula, 2006). Their behaviour can be characterized as conducting a constant process of inquiries and organisational improvement and effectiveness.

Methodology

The research design adopted for this study was descriptive survey research approach. This was selected as the most appropriate design to obtain accurate assessment of the characteristics of whole populations of people (Kerlinger, 2000). The respondents were Professional Librarians, Deputy Librarians and the University Librarians in leadership positions spread across private, state and federal universities in South-west, Nigeria. The study population was determined using 60% of the whole universities in South-west Nigeria. A total of 233 questionnaires were distributed, out of which 188 were returned. There were, however, some missing data points due to few unanswered questions by respondents. The research instrument was a standardized scale adopted from well-known scholars and the reliability coefficient for the instruments was tested to be 0.94 using Cronbach-Alpha method.

Results

Data were analysed as they related to the specific areas of the study using descriptive and inferential statistics such as frequency distributions, percentages and correlation analysis to test for the significant relationship between self-knowledge and leadership effectiveness of librarians.

Demographic Information of the Respondents

Table 1: Questionnaire response rate

S/N	Name of Universities	Sample	Return	Percentage (%)
1	University of Lagos, Akoka	20	13	6.9
2	Obafemi Awolowo University, Ile-Ife	23	15	8.0
3	University of Ibadan, Ibadan	33	33	17.6
4	Federal University of Agriculture, Abeokuta.	12	8	4.3
5	Ladoke Akintola University of Technology, Ogbomoso.	11	7	3.7
6	Covenant University, Otta	18	12	6.4
7	Ekiti State University, Ado-Ekiti	11	9	4.8
8	Lagos State University, Ojo, Lagos.	10	8	4.3
9	Osun State University, Oshogbo.	9	7	3.7
10	Olabisi Onabanjo University, Ago-Iwoye.	14	10	5.3
11	Adekunle Ajasin University, Akungba	8	7	3.7
12	Adeleke University, Ede	4	3	1.6
13	Tai Solarin Uni-of Education, Ijebo-Ode.	7	7	3.7
14	Ajayi Crowther University, Oyo, Ibadan.	6	5	2.7
15	Lead City University, Ibadan	8	7	3.7
16	Oduduwa University, Ipetumodu-Osun State.	3	3	1.6
17	National Open University of Nigeria, Lagos	11	11	5.9
18	Bowen University, Iwo	8	8	4.3
29	Fountain University, Oshogbo	4	4	1.6
20	Bells University of Technology, Otta	10	9	4.8
21	Cresceent University, Ogun	3	3	1.6
	Total	**233**	**188**	**100.0**

A total of 233 copies of the questionnaire were administered to respondents in the University libraries out of which 188 copies were duly completed and returned and were founded valid for analysis. This represents a total of 80.7% response rate as revealed in Table 1, which is a very good result.

Table 2: Age distribution of respondents

Age	Frequency	Percentage (%)
18-25 years	15	8.0
26-35 years	54	28.7
36-45 years	68	36.2
46-55 years	49	26.1
Above 56 years	2	1.1
Total	**188**	**100.0**

Table 3: Gender distribution of the respondents

Sex	Frequency	Percentage (%)
Male	89	47.3
Female	99	52.7
Total	**188**	**100.0**

Table 2 above showed that out of the 188 respondents, majority 68(36.2%) were between 36 and 45 years of age, while 54 (28.7%) respondents were within 26-35 years of age. About 49 (26.1%) of the respondents were between the ages 46-55 years. While, just only 2 (1.1%) were above 56 years. The result indicated that majority of the librarians are matured in age.

Table 3 reveals that majority 99 (52.7%) of the respondents were female while the remaining 89 (47.3%) were male. These respondents cut across all the university libraries.

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Table 4: Marital Status of the respondents

Marital status	Frequency	Percentage (%)
Single	36	19.1
Married	151	80.3
Separated	1	.5
Total	**188**	**100.0**

Table 5: Distribution of the respondents by highest educational qualification

Highest educational qualification	Frequency	Percentage (%)
Masters	153	81.4
PHD	35	18.6
Total	**188**	**100.0**

Table 4 revealed that majority of the respondents 151 (80.3%) were married, 36 (19.1%) of them were still single, the least of the respondents 1 (.5%) were separated.

Table 5 shows that the highest number of respondents 153 (81.4%) had master degree certificates. while, 35 (18.6%) were PhD holders

Table 6: Distribution of the respondents by designation

Designation	Frequency	Percentage (%)
No response	15	8.0
Assistance Librarian	20	10.6
Librarian II	85	45.2
Higher library officer	9	4.8
System Librarian	7	3.7
Chief Librarian	44	23.4
Deputy librarian	1	.5
Circulation Librarian	1	.5
Assistance supervisors	1	.5
Law Librarian	2	1.1
Cataloguers	2	1.1
Typist	1	.5
Total	**188**	**100.0**

Table 6 shows that the highest number of respondents, 85 (45.2%) were librarians II, 44(23.4%) were Chief Librarians, 20 (10.6%) were Assistance librarians, 15 (8.0%) of the respondents did not responds, 9 (4.8%) were higher library officer and 7(3.7%) are system librarian, 2 (1.1%) were laws librarians, 2(1.1%) were cataloguers, 1 (.5%) was a Deputy librarian, 1(.5%) were circulation librarian, 1(.5%) was an Assistance Supervisor, while 1(.5%) were typist. The implication of this is that the majority of the librarians in the university libraries are majorly Assistance librarians and chief or senior librarians. They are people with Master Degree Certificates.

Analysis of research questions

There were two research questions and one hypothesis formulated for this study in order to achieve the set objectives. Answers to these research questions and hypothesis are provided below:

Research question 1: What is the level of Self-knowledge of librarians in universities in southwest Nigeria?

Table 7: Level of Self-Knowledge of Librarians

S\N	ITEMS	SD	D	A	SA	$\overline{x}$	SD
1	I am confident of myself	2(1.1)	2(1.1)	70(37.2)	114(60.6)	3.57	.58
2	Laziness is not my watchword	4(2.1)	2(1.1)	77(41.0)	105(55.9)	3.51	.63
3	I speak well publicly	4(2.1)	3(1.6)	91(48.4)	90(47.9)	3.42	.64
4	I belief I can be trusted	6(3.2)	5(2.7)	81(43.1)	96(51.1)	3.42	.70
5	I feel happy at work	1(.5)	10(5.3)	99(52.7)	78(41.5)	3.35	.61
6	I tried as much not to offend people	7(3.7)	11(5.9)	99(52.7)	71(37.8)	3.24	.73
7	Make own decisions	8(4.3)	27(14.4)	87(46.3)	66(35.1)	3.12	.81
8	I am always in good shape	12(6.4)	19(10.1)	104(55.3)	53(28.2)	3.05	.80
9	I am powerful at work	9(4.8)	27(14.4)	97(51.6)	55(29.3)	3.05	.79
10	I feel depressed when work condition is bad	16(8.5)	24(12.8)	92(48.9)	56(29.8)	3.00	.88
11	I am less concern to an unimportant issue	19(10.1)	24(12.8)	94(50.0)	51(27.1)	2.94	.90
12	I have lots of friends	14(7.4)	53(28.2)	91(48.4)	30(16)	2.73	.82
13	I know how to travel widely	18(9.6)	61(32.4)	75(39.9)	34(18.1)	2.66	.88
14	Manipulate people	55(29.3)	77(41.0)	39(20.7)	17(9)	2.10	.93
	Overall Mean = 43.16					**43.16**	**10.7**

In order to determine the level of self-knowledge of librarians, a test of norm was conducted. The scale between 0-18.6 shows that the level of self-knowledgeis low, the scale between 18.7-37.3 indicates that the level of self-knowledgeis moderate, and the scale between 37.4-56 shows that the level of self-knowledgeof librariansis high. Thus, the overall mean for self-knowledgeas indicated by the responses of the librarians is 43.16 which falls between the scales "37.4-56." Therefore, it could be deduced that the level of self-knowledge of librariansin universities in South-west, Nigeria is high (Table 7).

In particular, the self-knowledge of librarianswith the highest means included: I am confident of myself(mean=3.57), laziness is not my watchword(mean=3.51), I speak well publiclyand I belief I can be trusted(mean=3.42 and mean=3.42) respectively.

Research question 2: What is the level of leadership effectiveness of librarian in universities in South-west Nigeria?

Table 8: Level of leadership effectiveness of librarians

S\N	ITEMS	SD	D	A	SA	$\overline{x}$	S.D
1	Balances work priorities with personal life	9(4.8)	7(3.7)	90(47.9)	82(43.6)	3.30	.76
2	Builds productive working relationship with co-workers and external parties	7(3.7)	8(4.3)	95(50.5)	78(41.5)	3.30	.72
3	Quickly master new technical and business knowledge	6(3.2)	9(4.8)	102(54.3)	71(37.8)	3.27	.70
4	Shows genuine interest in others and sensitivity to employees needs	6(3.2)	16(8.5)	93(49.5)	73(38.8)	3.24	.74
5	Demonstrates self-control in difficult situations	9(4.8)	6(3.2)	104(55.3)	69(36.7)	3.24	.73
6	Uses effective career management tactics, including mentoring, professional relationship and feedback channels	8(4.3)	16(8.5)	99(52.7)	65(34.6)	3.18	.76
7	Motivate others to perform at their best	11(5.9)	10(5.3)	101(53.7)	66(35.1)	3.18	.78
8	Coaches and encourages employees to develop in their careers	11(5.9)	9(4.8)	105(55.9)	63(33.5)	3.17	.77
9	Attracts, motivate and develops employees	8(4.3)	14(7.4)	104(55.3)	62(33)	3.17	.74
10	Displays warmth and a good sense of humor	8(4.3)	11(5.9)	110(58.5)	59(31.4)	3.17	.72
	Overall Mean = 32.22					**32.22**	**7.42**

In order to determine the level of leadership effectiveness of librarian, a test of norm was conducted. The scale between 0-13.3 shows that the level of leadership effectiveness is low, the scale between 13.4-26.7 indicates that the level of leadership effectiveness is moderate, and the scale between 26.8-40.1 shows that the level of leadership effectiveness of librarians is

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high. Thus, the overall mean for leadership effectiveness as indicated by the responses of the librarians is 32.22 which fall between the scales "26.8-40.1". Therefore it could be deduced that the level of leadership effectiveness of librariansin universities in South-west, Nigeriais high (Table 8).

The ranking of the scale on leadership effectiveness of librarianwith the highest means included: balances work priorities with personal life (mean=3.30), builds productive working relationship with co-workers and external parties (mean=3.30), quickly master new technical and business knowledge(mean=3.27), shows genuine interest in others and sensitivity to employees needs; and demonstrates self-control in difficult situations(mean=3.24 and mean=3.27) respectively.

Hypotheses

Ho1. There is no significant relationship between self-knowledge and leadership effectiveness of librarians

Table 9: PPMC Summary table Showing the relationship between self-knowledge and leadership effectiveness of librarian's

Variables	N	Mean	Stand-Dev	Df	R	P	Sig
Leadership effectiveness	188	47.5691	5.65827	186	.163*	0.022	Sig.
Self-knowledge	188	43.0053	8.68033				

α = 0.05

Table 9 shows a moderate utilization of self-knowledge on leadership effectiveness of librarians in the studied universities (Df= 186, N= 188, r= .163*, P < 0.05). Based on this, the null hypothesis is rejected. Therefore, there is a significantrelationship between self-knowledge and leadership effectiveness of librarians in universities in South-west, Nigeria.

Discussion of Findings

The aim of this study was to investigate self-knowledge as a correlate of leadership effectiveness of librarians in Universities in South-West Nigeria. The study found that majority of the respondents by name of university; University of Ibadan has the larger population of professional librarians, followed by Obafemi Awolowo University and then University of Lagos. Others have a minimum number of professional librarians in universities in South-West Nigeria. The study also found that majority of the librarians were between the ages of 36 and 45 years old, which showed that they are matured adult. There were more female respondents than male in the selected university libraries while, a large number of 151 (80.3%) of the respondents were married, 36(19.1%) were singled and 1(.5%) person was separated. As far as the education qualification of the respondents is concerned, there were more respondents with master degree qualification than those with PhD. The respondent's, by their designation with qualification and years of service, librarian II were of higher number than librarian I who are refers to as senior librarians and chief librarians.

Findings revealed that the level of self-knowledge of librariansin universities in South-West, Nigeria is high. Librarians expressed their self-knowledge such as: I am confident of myself, laziness is not my watchword, I speak well publiclyand I belief I can be trusted. This finding agreed with the findings of Gallup (2010) who reported that self- knowledge requires ongoing self-awareness and self-consciousness. Also, Schlegel, Hicks, king and Arndt (2013) agreed that true self is referred to as who a person really is, regardless of his or her outward behaviour. Neisser (2008) reported that self-knowledge is based on several different forms of information, so distinct that each one essentially establishes a different self.

Findings also revealed that the level of leadership effectiveness of librariansin universities in South-west, Nigeria is high as librarians indicated that they are able to balances work priorities with personal life, builds productive working relationship with co-workers and external parties, and shows genuine interest in others and sensitivity to employees needs among others. This finding is

in line with that of Osif (2009) cited in Hesselbein and shrader (2008), who addressed the skills of the effective leader to be, ability to manage themselves well, communicate clearly, develop others, encourage full participation and teamwork, build relationships, spur innovation and creative thinking, foster high performance, align strategy and execution.

The study revealed that there was a moderate utilization of self-knowledge on leadership effectiveness of librarians in the university libraries in South-west, Nigeria. Therefore, there is a significant relationship between self-knowledge and leadership effectiveness of librarians. These findings corroborate with the study of Nahavandi (2006), who reported that the moral challenges of power and the nature of the leader's job explain why self-knowledge and self-control are the most important factors in leadership development and effectiveness. Ciulla (2009) noted that self-knowledge is one of the ethnics of a leader as a person others include, discipline, and intentions, skills, abilities, and so forth. Giesecke and McNeil (1999) referred to self-knowledge as core competencies and personal attributes that contribute to an individual's success in a particular position.

Conclusion

Library management can vividly contribute to the leadership effectiveness of librarians in universities in ensuring that they engage the librarians in knowledge acquisition activities to acquire knowledge and uses such knowledge in performing and carrying out their activities in the library. In the quest of librarians providing and making available information resources to their clients/users they require what is called

self-knowledge to be more efficient and intelligent for self-knowledge will help their state of professionalism as librarians and help to be more effective in performing their duties. The study therefore agrees with Giesecke and McNeil (1999), they referred to self-knowledge as core competencies and personal attributes that contribute to an individual's success in a particular position. According to Nahavandi (2006) the moral challenges of power and the nature of the leader's job explain why self-knowledge and self-control are the most important factors in leadership development and effectiveness.

Recommendations

In view of the conclusion stated or drawn above, the following recommendations are put forward:

1. Librarians should develop and apply their self-knowledge in their place of work in solving difficult situation and as well provide answers to user's query when they come to the library for information.
2. The library management in universities should give adequate support to the librarians because they are in a position of leadership by profession and are in charge of technical aspect of the library services. Therefore, they are likely to call the attention of management when necessary.
3. Library management should organise seminal, workshop and training programmes for librarians on all the activities in the library in other to enhance their self-knowledge and effectiveness in the provision of library services for users in the library.

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