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UNDERSTANDING LIBRARIAN TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP CAPABILITIES THROUGH THE LENS OF STUDENTS RESPONSE WHILE SPENDING TIME IN UNIVERSITY LIBRARY

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UNDERSTANDING LIBRARIAN TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP CAPABILITIES THROUGH THE LENS OF STUDENTS RESPONSE WHILE SPENDING TIME IN UNIVERSITY LIBRARY

Abstract;

The current study tries to understand the prospective of students about librarian leadership approach during their time spent in university main library. In this regard librarian transformational leadership attributes (Articulating Vision, Individualized consideration, Group Goal, Idealized Influence) as well as transactional approach (Contingent Reward, Contingent Punishment) was assessed through the students response based on age, gender differences and their background from three different campuses. In this regard data was analyzed through SPSS via one sample t-test and ANOVA as well as regression analysis. Findings depict that students perceive librarian transformational and transactional leadership on the basis of different characteristics. Similarly students background from three different campuses also evident significant results for differentiating librarian transformational and transactional leadership abilities.

Keywords; Transformational leadership, Articulating Vision, Individualized consideration, Group Goal, Idealized Influence, Transactional approach, Contingent Reward, Contingent Punishment, Gender, Age,

INTRODUCTION

According to Judge, Bono, Ilies, and Gerhardt (2002), skill is also influential in predicting leadership effectiveness, and leaders must act varies in various settings to be effective. However, according to Fairholm (2004), when individuals start to conceive of visions and values as organizational attractors, it helps leaders comprehend the power of vision and values in establishing and changing organizational environments and attitudes. Consequently, today's leaders have several challenges in maintaining a coherent strategy while dealing with the pervasiveness and evolution of technology, as well as budget and personnel volatility. Librarians

may have to deal with contradictory demands and expectations for information access and resources, as well as a number of other challenges. Baldoni (2000) described leadership as L – listening and learning from others, E – energizing the institution, A – acting for the betterment of everyone, D – development of themselves and others, E – empowerment of everyone to manage, and R – recognition of accomplishment in terms of pure attributes (Tarsik, Kassim, & Nasharudin, 2014).

Transformational leadership is defined as a sharing of an inspiring relationship between a leader and his or her followers on the continuum of leadership (Avolio, Yammarino, & Bass, 1991). By serving to subordinates' requirements, building a climate of confidence and trust, and persuading followers to prioritize organizational interests over personal interests, the leader motivates and influences his or her subordinates to achieve beyond their capabilities (Dvir, Eden, Avolio & Shamir, 2002). Followers are encouraged to assist the groups by upholding high moral standards. Followers, on the other hand, have a great level of trust, respect, regard, and loyalty for their leaders and believe that their performance and efforts are critical to the organization's success (Judge & Piccolo, 2004). These leaders encourage their subordinates to perform above and beyond their expectations by reassuring optimism and excitement (Bass., 2008). Such leaders, by their missionary attitude, instill in their followers a sense of self-esteem and confidence (Khan, Khan, & Idris, 2021). Followers get trust and respect as a result of the leader's actions. The leader encourages intrinsic motivation in his or her followers and develops a visionary approach to achieving goals (Rukmani, Ramesh & Krishnan, 2010).

According to Dawson (2002), librarians' traditional value system is incompatible with people management, controlling material assets such as finances, or acting confidently in a political and corporate setting. Many criticize library qualification providers for failing to recruit the suitable candidates (Ugwu, & Okore, 2020). As a result, implementation difficulties become concerns about how leaders can influence the course of events and overcome opposition in order to achieve organizational objectives. Furthermore, effective decision-making requires strong leadership. Many people and institutions will benefit from this research. This research may aid them in selecting an appropriate leadership style in order to attain the institution's objectives. Likewise, they may improve leadership theory in order to comprehend leadership style. This

research attempts to investigate the leadership styles of librarians in Malaysian university libraries from all of the aforementioned aspects. The following research questions were formulated:

1. What kinds of leadership styles are used by academic librarians at university libraries?
2. Are there any disparities in their leadership styles based on their gender, the institution where they work, their age, their position, or their work experience?

LITERATURE REVIEW

2.2 Concept of leadership

2.2.1 Leadership definition

For a long time, there has been a relationship between people and. For numerous reasons, the issue of leadership has piqued the researcher's interest and drive. According to Gill (1998), leaders present their followers with such guidelines that drive them to complete tasks. The leaders identified issues, suggested solutions, established, measured, and evaluated priorities, and began essential operations. According to (Bass, 1990; Bingham, 1927), a leader is a person with good traits, a charismatic personality, and a natural charisma. The present definition of leadership focuses solely on the individual qualities and variances (Avolio 2007; Yukl 2006).

"Northouse (2007) defines leadership as "a process through which a person influences a group of others to achieve common goals."

A variety of leadership styles exist, including democratic, bureaucratic, authoritarian, enigmatic, participatory, transformational, and transactional leadership (Northouse, 2003).

2.2. New Approach to Leadership

Northouse (2007) stated that today leaders are not dependable on their legitimate power to convince the peoples of the society to do as they are told but here the leaders take interest to interact with their workforce and also increase the concern of their human resources. According to Bass, (1990) there are two main leadership approaches such as;

2.3. Transformational Leadership

TRNSFL is a transformational leader who persistently encourages his or her person to accomplish better levels of efficiency than expected (Bass, 1985). TRNSFL can achieve its goals

in many ways, according to Bass, the first being to ensure that employees are well informed about their designated tasks and goals, the second being that employees use self-interest to achieve organisational goals, and the third being to start taking care of the workers' requirements. Employee emotions, work growth, personal development, and achievement are all too important to transformational leaders. TRNSFL, according to Limsila and Ogunlana (2008), persuade their colleagues to look at efficiency, quantity above quality, and improve problem-solving techniques. TRNSFL and employee performance are linked, according to Camps and Rodriguez (2011).

2.3.1 Idealized Influence (II)

According to Bass (1985) and Gill (2006) such types of leaders have a charismatic personality. These leaders have the role model for their followers and also the ability to lead. In the view of Bass et al (2003) such leaders are risk taking and considered the followers needs as their own needs.. These leaders have higher ethical attitude, moral standards and takes accurate decision at the right time (Northouse, 2007). Bass et al (2003) depict that leaders have a define vision, objectives, goals and also develop way to achieve these objective

2.3.2 Inspirational motivation (IM)

According to Yulk and Van Fleet (1982), inspirational leaders have the power to inspire a group of followers and boost their confidence level in order to achieve the desired outcome. Inspirational leaders have the ability to enthrall their followers and motivate them to work hard in order to attain their objectives. According to Hoyt et al. (2006), inspirational motivation is the level of vision with which leaders motivate their followers to exhibit dedication and commitment to their jobs. An inspirational leader expects their followers to have high expectations. In light of (Northouse's, 2007) accomplishment, Inspirational leaders inspire and motivate their followers to act in their own best interests(Saif, Khan, & Ali, 2019).

2.3.3 Intellectual Stimulation (IS)

Such leaders, according to Bass (1985), instill a sense of encouragement to solve problems through their own ingenuity and thought. Intellectual stimulation, according to Hoyt et al. (2006), encourages followers to demonstrate their ability to solve problems by applying novel

ideas and creative thinking, as well as participation in team decision making (Limsila and Ogunlana, 2008). According to Bass et al. (2003), when a problem arises, followers find new approaches and ideas to solve the problem (Khan et al.,2021; Saif et al., 2014; Saif et al., 2019).

2.3.4 Individualized Consideration

This style of leader, according to Bass et al (2003), Sadler (2003), and Gill (2006), acts as a trainer or coach. There is a close bond between the leaders and the following (Bass, 1985). According to Hoyt et al. (2006), leaders respect individual requirements while also taking good efforts toward staff growth (Limsila and Ogunlana, 2008). This leadership allocates a variety of duties, activities, and programs to help employees enhance their skills (Bass 1985).

2.4. Transactional leadership

Leaders that adopt a transactional style engage in a negotiation with members over conditional incentives by offering encouragement and typically understand the expectations and wants of followers (Bass et al., 2003). These interactions enable leaders to minimize avoidable risks, finish needed duties, and motivate subordinates to reach a predefined consensus (Khan et al.,2021; Saif et al., 2014). Followers accomplish their performance goals, maintain the organization's positive culture, and place a premium on extrinsic rewards as a means of achieving goals (Walumbwa et al., 2008; Saif, et al.,2018). As a result, leadership is dependent on a leader's ability to meet and react to their followers' shifting expectations and emotions (Paracha et al., 2012).Similarly, transactional leaders have a number of features that have been extensively utilised by academics in a variety of contexts with a variety of organizational aspects (Brahim et al., 2015). To foster a culture of trust and confidence among their followers, leaders primarily employ contingent incentives, contingent punishment, and management-by-exception (active and passive) (Silva &Mendis, 2017). The followers, on the other hand, might exhibit resistance with transactional leaders because to the trait of punishment (Khan et al.,2021; Saif et al., 2014; Saif et al., 2019).

2.5. Relationship between Transformational leadership attributes and demographic variables

The current study try to align various demographic variables with transformational leadership attributes. In this regard research literature poised variation in response employees of different countries. Study of Kunze, & Bruch, (2010) depict that higher the age of leaders, better the transformational attributes are recorded. According to Felfe, & Schyns, (2004) age of the leaders to behave transformational attribute are significantly associated with each other. In the same study it was recorded that inspirational motivation and age are also strongly correlated. However the study of Mohammed Othman, & D'Silva, (2012) findings founds no significant relationship between transformational leadership and social demographic variables among Malaysian sample. Results from the study of Lopez-Zafra, Garcia-Retamero, & Martos, 2012; Saif, Naveed, Ibrahim, & Malik, 2014) state that transformational leadership and leaders emotional intelligence capabilities are strongly associated with the age of the respondents. Interestingly the study of Zacher, Rosing, & Frese, (2011) depicts that gender and age did not show any significant relationship with transformational and transactional leadership. However Passive-avoidant Leadership attribute was significantly attached to age of the respondents among university professors in Germany. According to the study of Ugwu, & Okore, (2020) most of the librarians depict transformational leadership attributes than transactional in Nigerian work setup. Similar results are quoted by Tarsik, Kassim, & Nasharudin, (2014) and their results also support the notion that age has significant impact on shaping librarians transactional leadership attributes. Level of work experience also shows significant change in librarian leadership approach. However the study of Martin, (2015) found that level of experience change librarian transactional style of leadership, however most of the time women prefer idealized influence as well as inspirational motivation attribute of transformational leadership.

Based on the previous research the current hypothesis will be investigated.

H1; *Librarians transformational and transactional leadership attributes depend upon student's response from different campuses.*

H2; *Librarians transformational and transactional leadership attributes depend upon student's response from different genders*

H3; *Librarians transactional and transactional leadership attributes depend upon student's response from different age group.*

RESEARCH METHODOLOGY

Population of the study consists of students from University of lakki marwat different campuses. All the campus consists of different departments and number of students varies from campus to campus because of variation in number of department and their relevant disciplines. Main campus consisting students from management sciences and education, Town campus comprising students from computer science, zoology, while river view campus consists of student from political science background. One fifty students from all the campuses were selected.

Total population of all the campuses consist of more than 700 students, while sampling was done through quota (Zhang et al.,2020) based on the total population in all the campuses. According to the rule of thumb (Kyriazos, 2018) one hundred and fifty students were selected and after removing missing values response of 140 students was recorded for further analysis. For the purpose of data collection survey technique was applied and data was recorded on 5 piont likert scale through adapted version of transformational and transactional leadership attributes developed by (Bass., 2008 Judge& Piccolo, 2004) and validated by (Saif et al.,2018; Khan et al.,2021; Saif et al., 2014; Saif et al., 2019).

Students response related to specific demographic variable was also recorded. While librarian leadership ability was assessed through adapted construct. Gender difference impact on defining librarian leadership was analyzed through one sample t-test (Liang, Fu,& Wang, 2019) while difference s in student's opinion based on their campus location was recorded through results generated via ANOVA test (Breitsohl, 2019) . Regression and correlation was also performed to investigate the change in respondents demographic affect on librarian leadership attributes.

3.4. Data Analysis Tools

In order to analyze the response of students regarding their commitment to spent time in library and the culture that promote students commitment was analyzed through different statistical procedures. In order to check the impact of gender differences on student's commitment and library culture t-test was applied. While subject difference among students affect on their commitment and preference for culture was analyzed through ANOVA. Finally the strength of relationship between student's commitment level and variation in organization culture was

checked through correlation, while change in student's commitment types with respect to culture variation was assessed through regression analysis.

RESULT AND DISCUSSION

Table 1 .T test results for measuring transformational leadership attributes of librarian

| Variables | Groups | n | \bar{X} | SD | T test | | |
|------------------------------|--------|-----|-----------|---------|--------|--------|------|
| | | | | | t | Df | Sig. |
| Articulating Vision | Male | 122 | 2.3603 | .85437 | -1.076 | 138 | .022 |
| | Female | 18 | 2.6030 | 1.13139 | -.874 | 19.961 | |
| Individualized consideration | Male | 122 | 2.4244 | .92783 | -.409 | 138 | .763 |
| | Female | 18 | 2.5209 | .96876 | -.396 | 21.857 | |
| Group Goal | Male | 122 | 2.1452 | .76875 | -.271 | 138 | .928 |
| | Female | 18 | 2.1975 | .73445 | -.280 | 22.856 | |
| Intellectual Stimulation | Male | 122 | 2.6321 | .78057 | .510 | 138 | .178 |
| | Female | 18 | 2.5292 | .91981 | .451 | 20.772 | |
| Idealized influence | Male | 122 | 2.5873 | .78899 | -.178 | 138 | .376 |
| | Female | 18 | 2.6234 | .87468 | -.165 | 21.284 | |

Table (1) depicts the information about the gender differences in their approaches toward librarian leadership attributes. According to the findings only one attribute of transformational leadership (Articulating Vision) shows significant ($t=-1.076$; $p=.02$) differences in the gender opinion regarding librarian leadership ability while students spending their time in library. It clearly indicate that in ULM librarian enlighten the vision of students to get appropriate books/reference material as well as guide them toward the attitude transformation for reading and learning while spending time in main library.

Table 2.T test results for measuring Transactional leadership attributes of librarian

| Variables | Groups | n | \bar{X} | SD | T test | | |
|-----------------------|--------|-----|-----------|---------|--------|--------|------|
| | | | | | t | Df | Sig. |
| Contingent Reward | Male | 122 | 2.4557 | .89593 | .508 | 138 | .028 |
| | Female | 18 | 2.3373 | 1.09958 | .436 | 20.466 | |
| Contingent Punishment | Male | 122 | 2.2300 | .72404 | -1.076 | 138 | .010 |
| | Female | 18 | 2.4363 | .97487 | -.863 | 19.861 | |

Table (2) depicts the information about the gender differences in their approaches toward librarian transactional leadership attributes. According to the findings both attributes of transactional leadership contingent reward ($t=0.508_M$, 0.436_F ; $p=.02$) and contingent punishment($t=-1.076_M$, -0.836_F ; $p=.02$) shows significant results. One of the possible reasons for significant difference in gender approach toward librarian transactional leadership built upon the notion that in ULM culture delay in book/journal submission leads to pay additional fine. While for early submission of book/journal within the specified deadlines, arouse positive feelings (in the mind of librarian) about the students approach for obeying organization rules and regulations in true spirit. Based on the results from table (1&2) H2 is accepted.

Table 3. One way ANOVA test to determine the group means differences for Transformational Leadership attributes of librarian.

| | Discipline | n | \bar{X} | SD | Source of Variance | Sum of Squares | Df | Mean Square | F | p |
|------------------------------|------------|-----|-----------|--------|--------------------|----------------|-----|-------------|-------|------|
| Articulating Vision | RVC | 42 | 1.925 | .800 | Between Groups | 13.957 | 2 | 6.97 | 9.851 | .000 |
| | MNC | 52 | 2.683 | .84114 | Within Groups | 97.053 | 137 | .708 | | |
| | TWC | 46 | 2.486 | .8781 | Total | 111.00 | 139 | | | |
| | Total | 140 | 2.391 | .89366 | | | | | | |
| Individualized consideration | RVC | 42 | 1.925 | .93926 | Between Groups | 16.518 | 2 | 8.259 | 10.90 | .000 |
| | MNC | 52 | 2.742 | .74031 | Within Groups | 103.74 | 137 | .757 | | |
| | TWC | 46 | 2.558 | .93838 | Total | 120.26 | 139 | | | |
| | Total | 140 | 2.436 | .93017 | | | | | | |
| Group Goal | RVC | 42 | 1.914 | .82680 | Between Groups | 3.609 | 2 | 1.80 | 3.205 | .044 |
| | MNC | 52 | 2.207 | .62835 | Within Groups | 77.113 | 137 | .563 | | |
| | TWC | 46 | 2.305 | .80207 | Total | 80.721 | 139 | | | |
| | Total | 140 | 2.151 | .76206 | | | | | | |
| Intellectual Stimulation | RVC | 42 | 2.024 | .91360 | Between Groups | 21.466 | 2 | 10.73 | 22.01 | .000 |
| | MNC | 52 | 2.822 | .62511 | Within Groups | 66.808 | 137 | .488 | | |
| | TWC | 46 | 2.930 | .53036 | Total | 88.273 | 139 | | | |
| | Total | 140 | 2.618 | .79691 | | | | | | |
| Idealized | RVC | 42 | 2.055 | .84444 | Between Groups | 17.347 | 2 | 8.674 | 16.73 | .000 |
| | MNC | 52 | 2.796 | .60946 | Within Groups | 71.002 | 137 | .518 | | |

| | | | | | | |
|-------|-----|-------|--------|-------|--------|-----|
| TWC | 46 | 2.850 | .71215 | Total | 88.349 | 139 |
| Total | 140 | 2.592 | .79725 | | | |

RVC= River View Campus; **MNC=** Main Campus; **TWC=** Town Campus (All the campuses are part of University of LakkiMarwat)

Table (3) display detail information's about Librarians leadership capabilities by student's response from different campuses of university of LakkiMarwat. According to the results higher mean values for articulating vision attribute of librarian is found among main campus ($M_{MNC}=2.683$; $SD_{MNC}=0.8441$)students followed by Town campus ($M_{TWC}=2.461$; $SD_{TWC}=0.878$). From the table it is also clear that mean values among three campuses students varies that's lead to significant difference in the response about librarian articulating vision attribute. Similar results are pointed for recording differences in the approaches of the students about librarian individualized consideration. Result from the table (3) clearly indicate that highest mean values for individualized consideration attribute of librarian is found among main campus ($M_{MNC}=2.743$; $SD_{MNC}=0.7403$)students followed by Town campus ($M_{TWC}=2.558$; $SD_{TWC}=0.9383$).

In response to group goal attribute of transformational leadership among ULM librarian it is found that highest mean values relates to the students of town campus ($M_{TWC}=2.305$; $SD_{TWC}=0.8076$) followed by main campus ($M_{MNC}=2.207$; $SD_{MNC}=0.6238$)students. Similar results are recorded for the intellectual stimulations attribute of transformational leadership ability among ULM Librarian. According to the results highest mean values relates to the students of town campus ($M_{TWC}=2.930$; $SD_{TWC}=0.530$) followed by main campus ($M_{MNC}=2.82$; $SD_{MNC}=0.6251$)students.

Table 4. One way ANOVA test to determine the group means differences for Transactional Leadership attributes of librarian.

| | Discipline | n | \bar{X} | SD | Source of Variance | Sum of Squares | Df | Mean Square | F | p |
|-------------------|------------|-----|-----------|--------|--------------------|----------------|-----|-------------|--------|------|
| Contingent Reward | RVC | 42 | 1.7899 | .81351 | Between Groups | 25.502 | 2 | 12.75 | 18.906 | .000 |
| | MNC | 52 | 2.6884 | .88954 | Within Groups | 92.398 | 137 | .674 | | |
| | TWC | 46 | 2.7542 | .74400 | Total | 117.90 | 139 | | | |
| | Total | 140 | 2.4405 | .92098 | | | | | | |
| Contingent | RVC | 42 | 1.9316 | .82735 | Between Groups | 6.682 | 2 | 3.341 | 6.221 | .003 |
| | MNC | 52 | 2.3400 | .65531 | Within Groups | 73.575 | 137 | .537 | | |

| | | | | | | |
|-------|-----|--------|--------|-------|--------|-----|
| TWC | 46 | 2.4589 | .72431 | Total | 80.256 | 139 |
| Total | 140 | 2.2566 | .75986 | | | |

RVC= River View Campus; **MNC=** Main Campus; **TWC=** Town Campus (All the campuses are part of University of LakkiMarwat)

Table (4) display detail information's about Librarians transactional leadership capabilities by student's response from different campuses of university of LakkiMarwat. According to the results higher mean values for contingent reward attribute of librarian transactional leadership is recorded among Town campus ($M_{TWC}=2.754$; $SD_{TWC}=0.744$) followed by main campus ($M_{MNC}=2.681$; $SD_{MNC}=0.887$) students. Similar results are recorded for the contingent punishment attribute of transactional leadership ability among ULM Librarian. According to the results highest mean values relates to the students of town campus ($M_{TWC}=2.458$; $SD_{TWC}=0.7231$) followed by main campus ($M_{MNC}=2.34$; $SD_{MNC}=0.6551$)students. Based on the results from table (3&4) H1 is accepted

Table 5. Reliability and Correlation Analysis

| | AV | IDC | GG | CR | CP | INF | Age | Camp | Gen | Disp |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|
| AV | (.81) | .605** | .412** | .610** | .489** | .279** | .093 | .242** | .091 | -.102 |
| IDC | | (.76) | .393** | .619** | .419** | .368** | .133* | .263** | .035 | -.178* |
| GG | | | (.77) | .198* | .319** | .480** | .111* | .202* | .023 | -.108 |
| CR | | | | (.80) | .544** | .578** | .179 | .410** | .433** | .028 |
| CP | | | | | (.76) | .517** | .043 | .273** | .091 | .061 |
| INF | | | | | | (.75) | .074 | .391** | .015 | .058 |
| Age | | | | | | | (NA) | -.002 | -.020 | .102 |
| Camp | | | | | | | | (NA) | -.122 | .219** |
| Gen | | | | | | | | | (NA) | .111 |
| Disp | | | | | | | | | | (NA) |

AV=Articulating Vision, **IDC=** Individualized consideration, **GG=** Group Goal, **CR=** Contingent Reward, **CP=** Contingent Punishment, **INF=** Idealized Influence, **Camp=** Campus, **Disp=** Discipline,

Table (5) shows the inter correlation among various attributes of transformational, and transactional leadership among librarian as well as various demographic variables. Result shows that highest correlation exist between individualized consideration attribute of transformational leadership and contingent reward characteristics of transactional leadership ($r=.619$; $p<0.05$) followed by articulating vision of attribute of transformational leadership and contingent reward characteristics of transactional leadership ($r=.610$; $p<0.05$). However the weak correlation exist between variation in campus and group goal attribute of transformational leadership ($r=.202$; $p<0.01$). Surprisingly no correlation was recorded for Articulating Vision, Individualized consideration, Group Goal and Individualized Influence with gender differences. Similarly no significant relationship was evident for association between transformational and transactional leadership with students subject differences. However idealized influence and group goal behavior of transformational leadership capabilities among UL librarian was significantly correlated to age group of the students. Reliability values for all the attributes of librarian leadership capabilities are also denoted in parenthesis. Highest reliability is related to articulating vision attribute ($\alpha=0.80$) of transformational leadership followed by contingent reward ($\alpha=0.76$) characteristics of transactional leadership, while lowest reliability is related to idealized influence ($\alpha=0.75$).

Table 6. Regression Analysis for measuring the attribute of librarian leadership styles through student different age group.

| Model | R | R Square | Adjusted R ² | Change in R ² | F | P |
|------------|--------------------|----------|-------------------------|--------------------------|--------|-------------------|
| 1 | .239 ^a | .057 | .007 | .239 ^a | 1.141 | .342 ^b |
| Predictor | Dependent Variable | B | SE | (β) | T | Sig |
| (Constant) | Age | 1.064 | .117 | | 9.127 | .000 |
| AV | Age | .084 | .045 | .223 | 1.851 | .066 |
| ICD | Age | .002 | .044 | .006 | .051 | .959 |
| GG | Age | -.013 | .045 | -.030 | -.302 | .763 |
| ISM | Age | -.114 | .067 | -.270 | -1.709 | .090 |
| CR | Age | -.039 | .042 | -.108 | -.930 | .354 |
| CP | Age | .097 | .048 | .219 | 2.035 | .044 |

| | | | | | | |
|-----|-----|------|------|------|------|------|
| IDF | Age | .024 | .059 | .058 | .414 | .679 |
|-----|-----|------|------|------|------|------|

AV=Articulating Vision, IDC= Individualized consideration, GG= Group Goal, CR= Contingent Reward, CP= Contingent Punishment, INF= Idealized Influence, Dep= Department, Disp= Discipline,

Table (6) shows the detail information about transformational leadership attributes among ULM librarian and age of the students through regression analysis. According to the results from table it is evident that ($R^2=.057$; $F=1.141$ $p=.342$) that only five percent change in various transformational attributes of the Librarian occur due to the change in the age difference of students. Findings also shows that only contingent punishment attributes of transformational leadership is significantly change due to changes in age group of the students.

Table 7. Regression Analysis for measuring the attribute of librarian leadership styles through student different Gender.

| Model | R | R Square | Adjusted R ² | SE of Estimate | F | P |
|------------|--------------------|----------|-------------------------|-------------------|-------|-------------------|
| 2 | .185 ^a | .034 | -.017 | .185 ^a | .668 | .699 ^b |
| Predictor | Dependent Variable | B | SE | (β) | T | Sig |
| (Constant) | Gen | 1.064 | .117 | | 9.127 | .000 |
| AV | Gen | 1.677 | .292 | | 5.752 | .000 |
| ICD | Gen | -.027 | .113 | -.029 | -.240 | .811 |
| GG | Gen | .103 | .110 | .116 | .938 | .350 |
| ISM | Gen | .093 | .111 | .086 | .838 | .403 |
| CR | Gen | .179 | .167 | .172 | 1.075 | .284 |
| CP | Gen | .017 | .106 | .019 | .162 | .871 |
| IDF | Gen | -.076 | .119 | -.070 | -.643 | .522 |

AV=Articulating Vision, IDC= Individualized consideration, GG= Group Goal, CR= Contingent Reward, CP= Contingent Punishment, INF= Idealized Influence, Dep= Department, Disp= Discipline,

Table (7) shows the detail information about transformational leadership attributes among ULM librarian and gender difference of the students through regression analysis. According to the results from table it is evident that ($R^2=.034$; $F=.668$ $p=.669$) that only three percent change in

various transformational attributes of the Librarian occur due to the change in the gender difference of students. Finding shows that no single attributes of transformational leadership nor transactional leadership characteristics among librarian is change due to changes in gender differences of the students.

Table 8. Regression Analysis for measuring the attribute of librarian leadership styles through subject differences.

| Model | R | R Square | Adjusted R ² | SE of Estimate | F | P |
|------------|--------------------|----------|-------------------------|----------------|--------|-------------------|
| 3 | .490 ^a | .240 | .200 | .71138 | 5.952 | .000 ^b |
| Predictor | Dependent Variable | B | SE | (β) | T | Sig |
| (Constant) | SD | .732 | .248 | | 2.953 | .004 |
| AV | SD | -.098 | .096 | -.111 | -1.024 | .308 |
| ICD | SD | -.035 | .093 | -.041 | -.379 | .705 |
| GG | SD | .034 | .095 | .033 | .363 | .718 |
| ISM | SD | .280 | .142 | .281 | 1.981 | .050 |
| CR | SD | .197 | .090 | .228 | 2.190 | .030 |
| CP | SD | -.027 | .101 | -.026 | -.267 | .790 |
| IDF | SD | .150 | .125 | .151 | 1.199 | .233 |

AV=Articulating Vision, IDC= Individualized consideration, GG= Group Goal, CR= Contingent Reward, CP= Contingent Punishment, INF= Idealized Influence, Dep= Department, Disp= Discipline, SD= Subject Differences, ISM= Intellectual Stimulation.

Table (8) shows the detail information about transformational leadership attributes among ULM librarian and subject difference of the students through regression analysis. According to the results from table it is evident that ($R^2=.240;F=5.953$ $p=.000$) that only twenty four percent change in various transformational and transactional attributes of the Librarian occur due to the change in the subject difference of students. Finding shows that only two variables namely contingent reward ($\beta=.228;p=0.03$) from transactional leadership and intellectual stimulation($\beta=.281;p=0.05$) from transactional leadership shows significant results due to subject differences of the students.

CONCLUSION AND RECOMMENDATIONS;

Conclusion

The current study for the first time investigate the dynamic linkage between transformational and transactional leadership attributes among librarian in university of Lakki Marwat utilizing numerous demographics variables. As most of the previous studies (Kunze, & Bruch, 2010; Felfe, & Schyns, 2004; Mohammed et al., 2012; Lopez-Zafra et al., 2012; Zacher, Rosing, & Frese, 2011; Ugwu, & Okore, 2020) try to align the strength between cumulative leadership approach (transformational and transactional) with age, gender and other demographics variables. Results of the current study (t-test statistics) depict that one attribute of transformational leadership (Articulating Vision) shows significant differences in the gender opinion regarding librarian leadership ability while students spending their time in library. This may be of the reason that librarian try to envision the students through support by selecting appropriate book and also guide them about the rules and regulations of university library. Pakistani culture is rigid and in case of female students visit to university library, it's the moral responsibility of librarian leaders to guide the female students in accordance to the organizational norms. However the study of Martin, (2015) found that most of the female librarian prefers idealized influence as well as inspirational motivation attributes of transformational leadership. Similar results are evident by the study of Felfe, & Schyns, (2004). On the other hand librarian's transactional leadership attributes (contingent reward and Punishment) show significant influence with gender differences of the respondents. One of the possible reasons for significant difference in gender approach toward librarian transactional leadership built upon the notion that in ULM culture delay in book/journal submission leads to pay additional fine. While for early submission of book/journal within the specified deadlines, arouse positive feelings (in the mind of librarian) about the students approach for obeying organization rules and regulations in true spirit. However the study of (Zacher, Rosing, & Frese, 2011) focused that Passive-avoidant Leadership attribute was significantly attached to age of the respondents among university professors in Germany.

Recommendations

Another interesting contribution of the study is that student's response from three different campuses namely (Main campus, River View Campus and Town campus) was also analyzed

through ANOVA test to understand the librarian transformational and transactional leadership capabilities. Result shows that all the campuses shows significant difference in marking the transformational/transactional leadership attributes of librarians. Results confirm that students belong to various campuses view the attitude of university librarian's leadership ability through their own perception. Differences in campuses response actually portray the culture of relevant university campus. Hence culture actually cultivates the knowledge, ability and understanding among the target group members to differentiate human behavior based on their level of understanding. Hence it is educational institutions where student's behavior is transformed through teaching via regular classes and following organizational rules/regulations either in classroom or in libraries. Hence the role of leadership is crucial to articulate vision and portrays oneself as an idealized influence for students to follow organizational rules in true spirit. Once students followed the defined procedure they must be treated with reward to consistently motivate them for better performance in ever field of life.

Based on the findings of the current study it is suggested that future researcher may investigate the student's attitude through big five personality model while spending their time in university library or online library. Similarly student's librarian leadership attributes can also be validated through student's commitment, intrinsic motivation, satisfaction from library culture and emotional attachment for reading habits. Other attributes of librarian leadership (authentic) can also be investigated while aligning it with various demographic attributes.

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