

**LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND  
PERFORMANCE OF SELECTED UNIVERSITY LIBRARIES IN  
KENYA**

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**PhD**

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KENYA**

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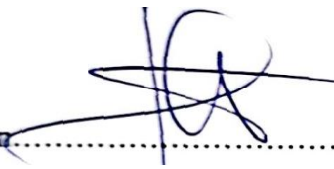
**(August, 2024)**


**DECLARATION**

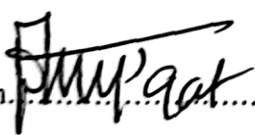
I declare that this Thesis is my original work, and as far I am aware, it has not been presented for the award of a degree in any university.

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## **DEDICATION**

I dedicate this Thesis to my beloved wife, Docce Auma Ogada, and all my children: Dr Vincent Kennedy Hongo, John Fred Otieno Ogada, Jacqueline Leah Mercy Atieno and Judy Jael Winnie Amondi, who have stood by me during my Doctoral studentship.

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## ABSTRACT

Effective leadership plays a pivotal role in shaping the success of university libraries, with head librarians serving as critical figures in influencing the library's performance and culture. This study examines the diverse leadership styles employed by head librarians and their impact on library performance in Kenyan universities. The objectives of this research encompass an analysis of leadership's significance in Kenyan university libraries, an exploration of the applied leadership styles, an investigation into library performance levels, an examination of the relationship between leadership styles and library performance, and the proposal of leadership styles with the potential to influence university libraries in Kenya positively. A pragmatic research paradigm and a convergent parallel mixed-method research design were adopted to achieve these objectives. The study encompassed twelve public and private university libraries in Kenya, aiming to discern potential distinctions and commonalities across these institutions. Utilising a multi-stage sampling technique, the research initially stratified universities into public and private and then further stratified the population into three categories: library staff, library users, and head librarians. Data collection methods comprised questionnaires for quantitative data and key informant interviews for qualitative data. Analysis was conducted using the Statistical Package for Social Sciences (SPSS) for quantitative data and Atlas.ti and VOSviewer tools for qualitative data. The findings of this study shed light on the critical elements of leadership styles in the context of the Kenyan university library. Traits include robust decision-making, integrity, motivation, inspiration, and visionary thinking, characterised by effective leadership. Among various leadership styles, democratic leadership and transformative leadership styles emerged as the most effective in promoting efficient library service delivery. Regarding library performance, the research revealed that most users visited the library weekly for research, academic study, book borrowing, and technology utilisation, indicating high satisfaction. Nonetheless, specific aspects, such as technology and equipment maintenance, required enhancement. The study further highlighted a direct link between leadership styles and library performance. Democratic ( $B = 0.198$ ,  $p = 0.504$ ) and transformational ( $B = 0.133$ ,  $p = 0.654$ ) leadership styles show positive but non-significant associations with library performance. Bureaucratic leadership ( $B = -0.792$ ,  $p = 0.021$ ) significantly decreases performance, reflecting its rigid, hierarchical nature. Transactional ( $B = -0.167$ ,  $p = 0.664$ ), autocratic ( $B = -2.204$ ,  $p = 1.00$ ), and charismatic ( $B = -0.417$ ,  $p = 0.222$ ) styles do not significantly impact performance. Laissez-faire leadership ( $B = -1.000$ ,  $p = 0.005$ ) significantly reduces performance due to its hands-off approach. In light of these findings, a series of recommendations have been put forth: enhance leadership development and flexibility, support staff development and recognition, improve library resources and infrastructure, strengthen management support and collaboration and adapt to changing user needs. The implications of this study are broad. Education policymakers should prioritise leadership development within university libraries, creating a supportive environment for effective leadership. Professionals in library and information science must underscore the significance of continuous training that is aligned with library goals. The study aligns with the Path-Goal Theory, emphasising the adaptability of leadership styles, motivation, and leadership's impact on the library environment. By embracing these recommendations, university libraries can establish themselves as indispensable resources in the digital era, fostering academic achievement, research, and innovation within the academic community.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ALA	:	American Library Association
ANOVA	:	Analysis of Variance
CD	:	Compact Disc
CHE	:	Commission for Higher Education
CILIP	:	Chartered Institute of Library and Information Professional
CUE	:	Commission for University Education
DVD	:	Digital Versatile Disc or Digital Video Disc
EI	:	Emotional Intelligence
IFLA	:	International Federation of Library Associations
IRB	:	Institutional Review Board
ISO	:	International Organization for Standardization
IT	:	Information Technology
KLA	:	Kenya Library Association
KPI	:	Key Performance Indicator
KPIs	:	Key Performance Indicators
LIS	:	Library and Information Science
NACOSTI	:	National Commission for Science, Technology and Innovation
SPSS	:	Statistical Package for Social Sciences
TUK	:	Technical University of Kenya
UMBC	:	University of Maryland, Baltimore County
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

## **DEFINITION OF OPERATIONAL TERMS**

The following terms and concepts are essential to this research study. Therefore, they are defined as indicated hereunder.

**Key Performance Indicator (KPI)** – According to Parmenter (2007), KPIs are metrics that show the accomplishment of a targeted condition. They gauge how well a specific activity performs at a particular level or amount over time. In the library context, KPIs are quantifiable measurements or indicators used to gauge the efficacy of the library in attaining its aims and objectives. In this study, KPIs are used to assess libraries' performance levels. This study correlates the libraries' performance with the university librarians' leadership styles.

**Leader** - A person who influences and directs the organisation to accomplish an objective to make it more cohesive and coherent (Sharma & Jain, 2013). S/he is an individual whose significant duties are to guide, interact with and win the confidence of the group members to participate toward the achievement of group goals actively. S/he is a person who wields power over other group members and guides their activities to accomplish the organisational goals and objectives (Fatokun et al., 2010). A leader, therefore, must be an individual who possesses full authority over the group members and channels their actions for effective performance. In the context of a library, a leader is in charge of directing and overseeing the library's employees, services, and operations. In addition to managing the library's daily operations, the leader plays a significant role in establishing the institution's vision, direction, and strategic goals. Depending on the organisational structure, librarians' directors, managers, chief librarians, or administrators may use a variety of titles.

**Leadership** - Leadership is a skill by which a person influences others to accomplish an objective and directs the organisation's productive performance (Sharma & Jain, 2013). Leadership is a purpose-driven action that brings about change or transformation based on

values, ideals, vision, symbols and emotional exchanges. Library leadership is the behaviour or skill used by librarians to influence their subordinates to willingly follow the library idea, process or vision for the adequate performance of the library. This leadership skill should occur at all layers and levels within the library. Leadership in the context of this study refers to the people in charge of directing and managing the library's employees, services, and operations. These individuals are crucial in determining the library's vision, mission, and strategic direction, assuring its applicability and effectiveness in serving its users. Leadership in the context of this study refers to the people in charge of directing and managing the library's employees, services, and operations. These individuals are crucial in determining the library's vision, mission, and strategic direction, assuring its applicability and effectiveness in serving its users.

**Leadership style** - Refers to a combination of traits, skills and behaviours that leaders use while interacting with subordinates (Bosiok, 2013). Leadership style is a behaviour or skill a library leader uses to initiate, organise and direct the efforts of the subordinates for better performance to accomplish the library's goals and objectives efficiently. Nwaigwe (2015) indicated that the correct leadership style used by a library leader will increase the subordinates' satisfaction. This will, in turn, become an excellent pointer to determine the best leadership style that induces the library employees to perform efficiently to achieve the library's goals. Northouse (2015) points out that a leadership style affects the performance of an organisation. In the context of this study, it is a strategy or way of interaction by library leaders and influence over their team or followers.

**Library and Information Science (LIS)** - is an interdisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries; the collection, organisation, preservation, and dissemination of information

resources; and the political economy of information (Chang, 2018). Library and information science is constantly evolving, incorporating new topics like database management, information architecture and knowledge management. It is fascinating and an excellent opportunity to know various information sources. In this study, effective library leadership is prepositioned as a foundation of knowledge and abilities provided by LIS. In order to guarantee that libraries remain essential resources for their communities, leaders who are knowledgeable about LIS ideas can make wise judgments, lead their teams, create strategic goals, and adapt to the changing information world.

**Management** - Management is an activity that employs an organisation's resources to attain its vision and mission. It is the process of achieving organisational goals through planning, organising, leading, and controlling the human, physical, financial, and information resources (Omotayo, 2015). Library management involves the activities the head librarian and other librarians undertake to oversee the library's operational and strategic activities smoothly and efficiently to achieve its goals and objectives.

**Performance** refers to the results of an organisation's activities within a given period. It is a quality dimension in delivering services and meeting user needs (Johnson et al., 2018). The performance of a university library refers to putting into practice all that is necessary for the qualitative service offered by the library staff to meet the library patrons' information requirements effectively and efficiently. Library performance depends upon how effectively the librarians perform their roles and responsibilities at different levels of management. It also depends on how the librarians share their responsibilities among different classes of library staff in meeting their mission. Performance in the context of this study refers to a leader's ability to effectively and successfully manage a library's operations, personnel, and services. It entails

evaluating how well executives carry out their duties, make choices, and steer the library in the right direction.

**Performance indicators (measures)** - These are quantified statements or measures used to evaluate the performance of a library in achieving its objectives. In various fields, KPIs are quantifiable metrics that evaluate performance against specific objectives or goals. They provide a means to measure progress, identify improvement areas, and assess operations' effectiveness. They include library resources used, users' information needs satisfaction, collection size and diversity, references and digital services and budget and cost-effectiveness. In this study, they provide quantitative standards to monitor and evaluate a leader's efficacy in overseeing the library's operations, personnel, and services.

**University Head Librarian** – The University Head Librarian serves as the principal manager of a university library. The University Head Librarian provides vision and leadership to the university library and plans, organises, and directs all areas of its operations to achieve its mission, vision and values effectively. The University Head Librarian oversees the strategic planning, policy and financial frameworks established by the university management (Gichohi, 2015). The role of the University Head Librarian in library management is mainly strategic, administrative, managerial and specialist. University Head librarians are responsible for the overall leadership of the university library, change management, delegation, and staff empowerment. The University Head Librarian has the authority to lead, direct and manage library services strategically significant to the university's academia, students and management. The University Head Librarian plans and coordinates library functions. Although referred to by diverse titles, in this study, the University Head Librarian is the same as the university librarian, chief librarian or director responsible for the university library within the university structure and may also be called the Dean of Libraries or Director of Library Services.

**University Library** – This is a library that an institution of higher learning establishes to help realise its learning, study, and research goals. The library is associated with a degree-granting institution of higher education, which is identified by the post-secondary institution of which they are a part (Ely, 2021). In the present study context, a university library is a facility that offers knowledge and resources to students, faculty, researchers, and staff within a university institution.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.0 Introduction**

This chapter presents the research background, along with an overview of the study's history and justification. The problem statement thoroughly justifies the need for the research and the particular subject. The study's goals and objectives are also presented. Based on the objectives, the research questions were developed. The hypotheses investigated and put to the test are captured in this chapter. The chapter concludes with a discussion of the study's scope, justification, limitations and chapter summary.

#### **1.1 Background of the study**

Leadership is one of the main factors linked to attaining organisational goals and objectives (Al-Khajeh, 2018). Leadership is one of the functions of management. It is the practice of influencing groups or individuals' activities toward achieving the set goals and objectives of their organisations. Influential leaders influence their subordinates and ensure they attain their highest potential performance. Leaders understand that the behaviour of the subordinates is also a contributing factor to effective organisational performance (Wren, 2018). Therefore, effective performance should guarantee the attainment of general organisational objectives and aims. The ability of an organisation to quantify its major undertakings has become an essential element of achievement in today's fast-paced world (Kvirikashvili, 2021). Organisational performance is quantified and calculated on the team's capability to attain set goals since this is a sign of the competence level of those inside the organisation. Many organisations are developing different methods to increase their performance through innovation to attain high performance and sustain it (Ivanov & Avasilcăia, 2014). Performance measurement is critical

to all organisations because it assists them in making decisions and recognising development towards meeting the results of the planned targets and their achievements.

Leadership is an essential factor in enhancing the performance of an organisation. The leadership style adopted by a leader also determines an organisation's performance, which is seen in its goal attainment (Chung & Al-Khaled, 2022). The Great Man Theory and Trait Theory of Leadership proponents argue that individuals inherit definite talents and personalities, enabling them to become superior leaders and enhance their leadership positions (Tipurić, 2022). Early research on leadership philosophies proposed that leadership abilities are innate aptitudes that individuals are born with. Although leadership has been a popular area of research for decades, it was not until recently that proper leadership theories were developed. Any organisation is established to attain its goals and objectives (Fontán et al., 2019). Leadership in goal attainment is essential because it can positively or negatively influence the ecosystem of the organisations, activities and workers. Effective leadership may create happiness, enthusiasm and performance in the workers. Consequently, leaders are directly concerned with persuading subordinates to enthusiastically accomplish organisational goals and objectives to produce good performance (De-Oliveira & De-Lacerda, 2015). The part played by a leader is crucial for the existence and growth of an organisation in terms of achieving its aims, ideals and vision (Surji, 2015).

A leadership style is a leader's approach to motivating and influencing subordinates to accomplish organisational vision and mission (Al-Mahayreh & AbdeL-Qader, 2015). Therefore, organisational leaders' leadership styles impact the organisation's performance (Al-Khajeh, 2018). The styles adopted by an organisational leader help to steer the organisation towards effective performance and attainment of its goals and objectives. Since leadership is regarded as a significant contributor to organisational performance, the leadership style

embraced significantly influences any organisation's success or failure (Ngetich & Mucheni, 2017). This applies to all organisations, including libraries. The university head librarians, as leaders, play a pivotal role in attaining the university goals and objectives concerning teaching, learning and research activities of its faculty members and the entire university community (Akparobore & Omoisekejimi, 2020). For effective performance of a university library, the head librarian needs highly influential capabilities and leadership skills to inspire, motivate and guide the subordinates to work with zeal, confidence and enthusiasm towards achieving the university library goals and objectives (Hao & Yazdanifard, 2015).

The leadership style head librarians use in university libraries dramatically influences how the staff working under them perform their duties. Thus, the university library staff's contentment, happiness and determination are pegged on the head librarian's leadership style (Chukwusa, 2019). Ashiq et al. (2018) opined that the main hindrance linked to the achievement of the objectives of libraries is a pitiable headship. Akparobore and Omoisekejimi (2020), in their study on the impact of leadership qualities and style on job productivity and effective service delivery among library staff in academic libraries in South Nigeria, posited if the head librarians' leadership styles make their juniors timid, fearful and confused, they will not perform their duties optimally. Akidi and Chukwueke (2020) argued that university head librarians should adopt appropriate leadership styles that enable them to guide, inspire, and lead their subordinates to appreciate themselves and work with happiness, zeal, and enthusiasm.

Zehndorfer (2013) explains that successful leaders are considerate and able to determine how to deal with complicated challenges and resolve tough problems. Weiner (2017), in his study on the leadership of university libraries, emphasised that library leaders ought to be inventive and imaginative risk-takers. They are also elastic, possess the intellectual skill to solve difficult

situations, have operative abilities to work with subordinates, have 21st-century technological knowledge, and are enthusiastic about learning. While remarking on the leadership style of university librarians in Nigerian university libraries, Ogbah (2013) stated that the library leaders embrace autocratic, democratic and free-reign styles of leadership. Thanh and Quang (2022) identified five leadership styles: autocratic, democratic, laissez-faire, transactional, and transformational, typically found in organisations. Kaleem et al. (2016) acknowledged that organisational leaders generally use diverse leadership styles. These include autocratic, bureaucratic, charismatic (motivational), paternalistic (family-oriented), visionary, democratic, laissez-faire, transactional, and transformational styles of leadership. Library leaders are free to choose a leadership style that spurs librarians working under them into putting in their best in the course of discharging their duties (Segun-Adeniran, 2015). Deliberating on the influence of leadership qualities and style on staff performance in libraries, Chukwuma and Idris (2009) asserted that through leadership, teams are built, and the right decisions that ultimately affect the growth of the library are made. So, the decisions of any organisation's head (leader) spread through every facet of that organisation; hence, the importance of the leadership style adopted by an individual will either enhance or inhibit the organisation's progress. Lo et al. (2020) posited that transformational leadership promotes visible organisational performance due to the transformation witnessed by university libraries globally. This is particularly so in university libraries where the head librarians' leadership skills play a crucial role in attaining their goal achievements (Ashiq et al., 2019; Aslam, 2018).

During the last half of the 20th century, many researchers and practitioners have argued that university libraries must make dramatic changes or face the possibility of being marginalised (Burrows, 2009). Soutter (2016) posits that it is expected to encounter many 21st-century university librarians who need more aptitude to develop their libraries. Such library leaders

stand the risk of sinking their institutions and the profession into oblivion. Akidi and Chukwueke (2020) attribute such failure to the leadership styles used by the library leaders.

University libraries are considered the heart of universities as institutions (Chan, 2019). However, digital technologies pose significant threats and competition and challenge libraries' survival and growth (Aslam, 2018). The prime responsibility of a university library is to support and promote research activities while ensuring the efficient working of a library (Harland et al., 2018). University libraries provide relevant information to library communities in this age of information overload. This ensures ease of research and success of their parent institutions. Leadership styles adopted by university head librarians ensure that such libraries can perform to the expectation of their parent organisations (Saliu et al., 2018). The thriving or perishing of the university libraries may be determined by the leadership styles of the university head librarians (Martin & Newman, 2015).

### **1.1.1 Leaders and Leadership**

A leader is a person who takes the dominant part in the group dealings and who impacts the activities of other group members. He is a person who has power over other group members and is in charge of controlling their activities. He is an individual involved in core organisational activities such as forecasting, establishing, policymaking, and directing. The success of these activities is assessed by the capacity to accomplish the aims and goals of the group (Orewa, 2019). Nonetheless, a leader does more than lead people. They must be compelled by the correct inspiration and make an affirmative impression on the individuals around them. A leader can see how things can be developed and gather individuals to move toward improved visualisation. Leaders are compassionate and associate with individuals in their teams to be fruitful. Leaders do not have to come from the same background or follow the same path (Morgan, 2007). Great leaders possess flawless integrity, ability to delegate,

communication skills, self-awareness, gratitude, learning agility, influence, empathy, courage, and respect.

### **1.1.2 Leadership**

Leadership is a multifaceted procedure with manifold magnitudes. Researchers have conducted studies on leadership investigating the perceptions that may intellectualise leadership in a diversity of hypothetical methods. Northouse (2016) and Wong (2017) viewed studies on leadership as an emphasis on individuals' development, qualities of group leaders, activities and engagements, authority correlation, and change development. Leadership is a societal procedure whereby the leader tries to find the deliberate contribution of juniors to achieve group objectives. It is a method in which one individual exercise societal inspiration over other group members. Leadership is also termed a method of manipulating the actions of a person or a group of persons in an attempt to achieve group goals in specified circumstances. It is an interpersonal idea concerning the persuading manager and the individual being persuaded. Okere and Olorunfemi (2018) define leadership as the ability to influence people towards achieving a common goal. Northouse (2016), on the other hand, defines leadership as the behaviour of influencing other people to make them achieve specific results. Leadership also helps in creating a good working relationship with the employees of an organisation so that they can achieve the set goals and objectives.

Leadership influences others to understand and agree about what needs to be done and how to do it. It also facilitates individual and collective efforts to accomplish shared objectives (Xu, 2017). Leaders influence organisational functions through the persuasion of the employees to work smart towards achieving organisational objectives. This should be done so that the employees voluntarily devote their efforts. According to Pimentel (2016), exemplary leadership is the backbone of organisational success. Effective leadership entails effective

change management, vision, dedication, and goal realisation for the leader and the other employees (Davies, 2020). Leadership is a skill achieved through education, experience, interaction with people, and inspiration. An authentic leader should define, follow, and share his/her vision effectively with the followers.

The very objective of leadership is the general achievement of the group goal (Osabiya & Ikenga, 2015). Therefore, knowledge of the connection between leadership and individuals being led is essential. The importance of leadership can be seen in manipulating and inspiring juniors (Surji, 2015). According to Meraku (2017), leaders perform critical organisational functions. Leadership functions in any organisation include leading people, encouraging coherence, supporting orderliness, and motivating and defending subordinates. Therefore, leadership is a cohesive influence that holds employees in unison, the remedial power that motivates subordinates to perform, the authority-wielding component that inspires workers' accomplishments, and the awareness that converts desperation into self-confidence. Essentially, there is no substitute for an honest and operational leader. Influential leaders develop enthusiasm and inspiration in the organisational workers (Osborne & Hammoud, 2017). Happy, dedicated and disciplined employees typically receive solid and vivid instructions on the goals and objectives of the organisation from their influential leaders. Workers expect their leaders to solve problems and provide appropriate feedback regularly and consistently. This procedure ensures the organisation's effectiveness, efficiency and success (Kolzow, 2014). From the Trait Theory of Leadership, the initial study by philosophers opined that leaders were born with definite personal qualities and behavioural appearances, which identified them as non-leaders. Leadership is not a superior ideology or the same as management (Khan et al., 2016).

Kolzow (2014) describes influential leaders as individuals who embody several essential traits. These leaders possess intelligence, enabling them to incorporate and comprehend information effectively and creativity, which fosters inventive and innovative thinking. They exhibit self-confidence and trust in their abilities alongside a drive characterised by high energy, creativity, and tenacity. Their expertise is reflected in task-relevant knowledge, ensuring a deep understanding of their profession and what it takes to achieve success. Credibility is another crucial trait, as they are honest, trustworthy, predictable, and dependable. Furthermore, influential leaders demonstrate motivation, encouraging their subordinates to reach common goals and flexibility, allowing them to adapt to the needs of their team and the demands of various situations.

### **1.1.3 Management versus Leadership**

Management and leadership often need clarification, but there are distinct differences between the two concepts. Management, as defined by Tanjung (2020), involves achieving organisational objectives through forecasting, establishing, directing, and supervising the organisation's personnel, physical, fiscal, and informational resources. In contrast, Northouse (2016) describes leadership as the process by which an individual influences a group to achieve a common goal.

Sundi (2013) emphasises that leadership involves inspiring subordinates, whereas management focuses on supervising and directing employees. This distinction is further articulated by the notion that management is about doing things right, while leadership is about doing the right things. Leadership inspires others to achieve shared objectives, a quality that distinguishes leaders from managers. Kolzow (2014) adds that managers typically direct workers to complete tasks while leaders motivate employees to fulfil their roles.

Jabbar and Hussein (2017) highlight the traits distinguishing managers from leaders. They explain that managers excel in executing visions through strategic planning, directing daily operations, managing processes, and attending to team needs. Leaders, on the other hand, are characterised by their vision, honesty, integrity, ability to inspire, effective communication, and willingness to challenge the status quo.

Maxwell (2005, p. 113) succinctly differentiates management and leadership by stating: "Leadership is people more than projects; movement more than maintenance; art more than science; intuition more than formula; vision more than procedure; risk more than caution; action more than reaction; relationships more than rules; who you are more than what you do." Therefore, while leaders create vision, initiate change, take unique risks, and build relationships, managers set goals, maintain the status quo, control risk, think short-term, and build systems and processes.

Jabbar and Hussein (2017) further assert that leadership focuses on leading people, whereas management concerns itself with responsibilities for things such as information technology, finances, and equipment. Ibrahim and Daniel (2019) contrast the skills required by each, noting that management skills are used to plan, build, and direct organisational systems to achieve goals. Leadership skills, however, focus on potential change by establishing direction, aligning people, and inspiring them.

Vanesa et al. (2019) argues that while managers quantify value in things, leaders create value. The critical difference lies in influence and inspiration rather than power and control. Influential leaders think beyond problems, have a vision, and inspire people to turn challenges into opportunities. Leadership is more human-centric, with leaders relating to ideas intuitively and empathetically, while managers relate to people based on their roles.

The concept that leadership solely characterises excellent management evolved from the 1970s and 1980s perspective of scientific management (Samul, 2020). Kotter (2018) differentiates management and leadership by noting that management focuses on smooth operations through planning, organising, controlling, budgeting, and problem-solving. Conversely, leadership involves defining a vision, aligning people with that vision, and inspiring others to achieve it. According to Digirolamo and Tkach (2019), leaders plan and develop original modifications while managers implement these changes. Both roles are crucial for organisational productivity. Influential leaders apply changes promptly and minimise employees' resistance, ensuring seamless integration of new initiatives.

## **1.2 Librarians as Leaders**

According to Martin (2018), librarians interpret leadership as a method of inspiration and recognise that it originates from official leaders and other informal leadership structures. According to Do and Nuth (2020), librarians interpret leadership to be a studied subject and an ability to lead junior library staff. Librarians also understand that library leadership is mainly connected with management. Some librarians view leadership as the work of library heads or directors of libraries and high-ranking supervisors. According to Wong (2017), some librarians are also recognised as leaders due to the regard given to them by members of the group. Hence, librarians still need a more designed understanding of what makes effective leadership. Wong also posits that librarians perceive library leadership to be associated with leadership traits only. Weiner (2017) argues that library leadership is the determinant factor for articulating and implementing a library philosophy and vision.

A library leader must supervise a library's overall function (Saliu et al., 2018). Library leadership is required to facilitate an establishment's reach wherever it desires. Library leadership impacts a library's efficiency, official role, and flexibility (Weiner, 2017). Librarians

understand leadership as a method of inspiration and that leadership does not originate from official leaders only (Wong, 2017). Possessing exemplary leadership skills is one of the fundamental and self-motivated powers for achieving an establishment's performance. In university libraries, "assigned leadership" can be demonstrated at various levels. These could, for example, be at the levels of head librarians or directors, chief librarians, section heads, middle managers, and other junior heads. The leadership exercised in these settings has its characteristics. For instance, a director or a department head plans a longer-term strategic vision, while a team leader focuses on the operational goals of the team. Other differences include the relationship between leaders and followers, their places in the organisational structure, and the dynamics of their interactions. It is recognised that the type of leadership style the head librarian uses in the library influences its general performance (Akpapere, 2022). Thus, the training of library professionals enables them to be fully equipped with essential leadership capabilities like visualisation, communication skills, administrative knowledge, approval of others and honesty (Wong, 2017). Weiner (2017) also contends that the leadership training of professional librarians has helped library leaders to know the importance of leadership instruments such as policymaking, how to inspire workers and the rationale and conduct of subordinates.

### **1.2.1 University head librarians as leaders**

University libraries are integral components of their parent institutions, providing critical support for teaching, learning, and research (Mohammed & Obaje, 2015). Within this framework, university head librarians are pivotal leaders who oversee the administration of information services and resources essential for academic success (Maheshwari & Nayak, 2022). These libraries must offer a diverse array of materials, equipment, human resources, and

spaces to facilitate the universities' primary educational and research objectives (Klain-Gabbay & Shoham, 2017).

The effectiveness of a university library largely depends on the leadership style and personal qualities of its head librarian (Saliu et al., 2018). These leaders must balance authority with empathy, manage a wide range of issues, and function as transformational managers to implement the library's vision and mission successfully. Their leadership should foster an environment of open communication and collaboration, making them approachable and dependable figures within the academic community (Martin, 2018; Wong, 2017). Confidence, extensive knowledge, courage, and strong communication skills are essential for building effective teams and achieving library goals.

Education and professional training are crucial for equipping university head librarians with the necessary skills and knowledge to perform effectively. As mandated by UNESCO/IFLA (1994), continuous education and staff development programs are essential to maintaining a high standard of service and acting as effective intermediaries between users and resources. According to IFLA (2016), head librarians should possess qualifications equivalent to those of faculty members, including administrative abilities and leadership skills, ensuring they can manage library operations while guiding the library's strategic direction.

Leadership in university libraries requires a blend of critical thinking, intelligence, imaginative problem-solving, rational decision-making, and a strong commitment to educational goals (Graham & Longchamps, 2022). Brey-Casiano (2017) suggests that future library leaders should be proactive, prioritise effectively, seek mutually beneficial outcomes, understand others before seeking to be understood, synergise, and continuously develop their skills. A Delphi study by Heyns et al. (2019) highlights the characteristics essential for university library

directors, such as maintaining a productive work environment, managing change, building a shared vision, setting priorities, and establishing credibility with faculty and administration. These attributes are critical for navigating the complex and evolving landscape of academic libraries.

The challenges faced by university libraries today, including budget constraints, rapid technological advancements, and increasing demands for accountability, underscore the importance of effective leadership (Aslam, 2019). University head librarians must not only understand their roles and responsibilities but also actively contribute as leaders who align with and support their institution's mission (Kunene & Mapulanga, 2021). This involves demonstrating leadership competencies such as vision, honesty, administrative skills, teamwork, and effective communication, which evolve through practical experiences and continuous professional development (Wong, 2017).

To meet these demands, university head librarians typically possess advanced educational qualifications in library science or related fields. Positions often require a Master's degree in library and information science or a related discipline, and increasingly, a PhD in library and information science is preferred (Lo et al., 2015; Agyemang et al., 2016). These leaders must have strong organisational and interactive skills, proficiency in information technology, familiarity with databases and the Internet, and the ability to assess resources and communicate effectively. Continuous professional training and development, supported by accredited programs such as those from the Chartered Institute of Library and Information Professionals (CILIP), prepare head librarians for the dynamic nature of their roles and enable them to manage emerging technologies and evolving academic needs (Bowe, 2011; Saunders, 2015).

In essence, university head librarians are not only responsible for the daily management of library services but also play a critical role in strategic leadership that aligns with and supports their institution's broader goals. Their combination of educational background, ongoing professional development, and leadership abilities equips them to manage library resources effectively and contribute significantly to their universities' academic success.

### **1.3 University libraries**

A library (from French "*librairie*"; Latin "*liber*" = book) is an organised collection of resources made accessible to a defined community for reference or borrowing. It provides physical or digital access to materials and a physical building, room, virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microforms, CDs, cassettes, videotapes, DVDs, e-books, audiobooks, databases, and other formats (Ari, 2017).

A library is the storehouse of knowledge for use. Human knowledge can be recorded and preserved in different media. Since the beginning of civilisation, human beings have stored information differently. Libraries are dynamic and grow along with human civilisation. The urge for social, economic, intellectual and cultural improvement necessitates the development of different kinds of libraries. Dissemination of the correct information to the right reader/user at the right time is the dictum of all the libraries and information centres. In short, a library is an agency for the dissemination of information. Libraries play an essential role in formal and non-formal learning. This can be in the context of research and development, cultural activities, spiritual and ideological realms, as well as recreation and entertainment, among others. With the spectacular advances in information technology and increasing categories of users and their information needs in different situations, modern society is heading towards an information

society in which knowledge and information are the central instruments of change, force and direction of change.

According to IFLA (adapted from ISO 2789 & Cornell University Library, 2020), the main types of libraries are university libraries, which serve colleges and universities; public libraries, which serve cities and towns of all types; school libraries, which serve students at primary and secondary; and special libraries which operate in specialised environments, such as hospitals, corporations, museums, the military, private business, and the government. According to Otiye and Omboi (2010), a library is more important in a university because a library can do without a university, but a university cannot function without a library. A university library is considered the heart of the university because it was established to make available information resources to the public to support teaching, learning, and research activities (Ogbuyi & Okpe, 2013). University libraries are established in higher learning institutions to cater to the needs of students and faculty members. A university library is integral to the institution (Klain-Gabbay, 2019). The main objective of university libraries is to make available information services that fulfil the information requirements of the patrons (Ihekwoaba et al., 2023). Besides, a university library manages research projects, assists students and lecturers, and keeps up with emerging library and information science trends. According to Omehia et al. (2021), the role of university libraries is to enhance learning and research in the institution, encouraging intellectual growth and creativity. The library should work with the university fraternity to develop collections that fit each user's needs. A university library assists the users in transforming information into knowledge.

According to the then Commission for Higher Education (2012) in Kenya, it is the role of the university librarian to coordinate and evaluate the selection of information resources required for the various programmes and organise and maintain the collection of these resources.

Equally important is the responsibility of developing information literacy skills. This enables the learners to master content and to review literature as comprehensively as possible. Such attributes are invaluable to the attainment of excellence in the learning and research goals of the university. The librarians and faculty, therefore, share the common goal of maximising the learning opportunities and assisting the students to attain their desired goals (Sanchez-Rodriguez & LoGiudice, 2018). The university must set aside adequate human and financial resources to ensure that library services are within reach of all faculty and students regardless of their geographical location or mode of education delivery.

Effective university head librarians provide vision, trend, enthusiasm, and motivation for the university libraries' achievement and existence during stormy periods of change and transformation (Lo et al., 2020). Therefore, a multifaceted style of headship is required as university libraries develop to encounter the modern requirements, challenges, and demands of their mother institutions. To achieve their objectives, libraries require human resources made up of individuals of various cadres. These individuals can be professionals (librarians) or para-professionals (library officers). In university libraries, leadership designations may be exhibited at different levels. Otike and Ombui (2013) suggested that university library staff would be categorised as University Librarians or Director, Deputy University Librarians, Senior Librarians, Librarians, Senior Library Assistants and Library Assistants. Apart from overseeing library workers and the day-to-day activities of the library, a university librarian also develops and oversees the library policy, plans for the various departments and their activities, plans for the library's future objectives and vision, gives directions and administers activities of the library (Chowdhury, 2014). University head librarians need a high degree of acumen to perform the library's day-to-day activities, which entails a knowledge-intensive 24-hour role.

Egberongbe (2020) posited that the ultimate objective of library performance measurement is to demonstrate the library's need and improve its value. The university library is significant in higher education success. Do and Nuth (2020) also stressed the need for effective university library headship and decent administration to persuade and influence all library staff to pull together to attain the university library's aims and missions. The university library staff must also transform their library information service activities for continuous dissemination to fit the current information technological age. They further suggested the vital need for the university library leadership to be more proactive in coping with the modern trends of information delivery.

#### **1.4 Contextual setting: University Libraries in Kenya**

In Kenya, the Commission for University Education (CUE) manages university governance and accreditation. It was established through the Universities Act, No. 42 of 2012. The CUE replaced the Commission for Higher Education (CHE), which was initially set up under the Universities Act Cap 210B of 1985 (Commission for Higher Education, 2002). This transition aimed to modernise and enhance the regulatory framework for higher education in the country.

The CUE's regulatory mandate extends to overseeing university libraries, which are evaluated based on their contribution to their respective institutions' vision, mission, values, and goals. This evaluation, as per the University Libraries Standards and Guidelines developed by CHE (2012), is a crucial part of ensuring the effectiveness of these libraries in supporting and enhancing the academic objectives of their universities. This alignment with institutional goals underscores the pivotal role that university libraries play in training, developing, and producing proficient, self-reliant citizens capable of dynamic engagement with minimal external assistance (Mang'unyi & Govender, 2017).

Kenya's higher education landscape is rich and diverse, with 60 universities: 35 public and 25 private chartered universities (*see appendix 1*) (CUE, 2022). These institutions are not just part of the nation's educational infrastructure but also provide a wide range of opportunities for higher education and research, a fact that should inspire all those interested in Kenya's higher education system.

### **1.5 Statement of the Problem**

Leadership is a crucial determinant of organisational success, directly linking cause and effect with performance outcomes (Arif & Akram Arif, 2018). Influential leaders shape an organisation's values, culture, change tolerance, and employee motivation, which are crucial for achieving organisational goals (Al-Mahayreh, 2015). This relationship is particularly significant in university libraries, where dynamic and skilled leadership is essential for driving service innovation and adapting to technological and environmental changes in higher education (Wong, 2019). Despite the critical role of leadership, evidence indicates a significant need for improvement in the leadership of university libraries (Aslam, 2018).

In the Kenyan context, the effectiveness of university library leadership is vital for the libraries to fulfil their role in supporting their parent institutions' missions. However, Kenyan university libraries face a range of challenges that are exacerbated by ineffective leadership. These include adapting to the demands of a knowledge-based economy as outlined in Kenya's Vision 2030, managing the integration of new technologies, and addressing the evolving needs of the academic community (CHE, 2012; Mang'unyi & Govender, 2017). Studies such as those by Awujoola and Kathleen (2020) and Ashiq et al. (2019) argue that inadequate leadership is a significant barrier preventing university libraries from achieving their goals, alongside issues such as limited resources and a rapidly changing higher education landscape.

Bitagi and Michael (2015) highlight that current studies on the leadership of university libraries need to be more comprehensive, and the leadership styles of university library leaders often need to meet the needs of a rapidly evolving educational environment. This is particularly problematic in Kenya, where there is a need for leadership styles that can effectively guide libraries through the challenges of digital transformation and service innovation (Koech & Namusonge, 2012). Effective leadership in Kenyan university libraries is essential for addressing issues such as inadequate funding, the need for new skills, the management of new generations of learners, and the resistance to technology-driven changes (Enweani, 2018).

Odili (2019), in his research on the leadership roles in Nigerian university libraries, provides insights that are also relevant to Kenya. He emphasises the importance of applying leadership styles that inspire and empower librarians to excel in service delivery. This perspective aligns with the need for Kenyan university library leaders to adopt leadership styles that foster creativity and enhance the performance of their libraries in a dynamic environment (Aslam, 2018).

There exists a discernible necessity for concerted efforts to address the deficiencies in the leadership of Kenyan university libraries. It is imperative to elevate leadership through the implementation of proficient and adaptable leadership methodologies, as this is critical for the transformation of information provision and for effectively meeting the current and anticipated requisites of the academic community. This specific need served as the impetus for the present study, the underlying argument of which posits that the performance of university libraries will be significantly enhanced through more effective leadership.

### **1.6 Aim of the study**

This study aimed to assess the leadership styles of university head librarians and their influence on the performance of university libraries in Kenya.

### **1.6.1 Research objectives**

The specific objectives were to:

- i. examine the leadership styles of university head librarians in Kenya;
- ii. analyse the significance of leadership in university libraries in Kenya;
- iii. determine the level of performance of university libraries in Kenya;
- iv. analyse the relationship between the leadership styles of university head librarians in Kenya and the performance of their libraries and
- v. propose a framework of leadership style(s) to positively enhance university libraries' performance in Kenya.

### **1.6.2 Research questions**

The following research questions guided this study:

- i. What are the leadership styles of university head librarians in Kenya?
- ii. What is the significance of leadership in university libraries in Kenya?
- iii. What is the level of performance in university libraries in Kenya?
- iv. What is the relationship between the leadership styles of university head librarians and the performance of university libraries in Kenya?
- v. Which leadership styles have the potential to positively enhance the performance of university libraries in Kenya?

Based on the research objectives and questions, a main null hypothesis of the study was:

**H<sub>0</sub>:** There is no significant relationship between the leadership styles of university head librarians and the performance of university libraries in Kenya.

## **1.7 Significance of the study**

The results of this study are likely to be significant in three areas, as outlined hereunder:

### **1.7.1 Practice**

The findings of this study will contribute knowledge which might be used to justify the expectations of universities of their libraries. This way, the thesis will contribute to improving the performance of university libraries by recommending adopting a suitable leadership style. The study will provide data on the leadership styles of head librarians currently applied in university libraries in Kenya and their effectiveness. The findings from the study will also aid library leadership in making hiring or promotion decisions for their libraries. The findings of the study may also be helpful for current, young, and future chief librarians to understand the challenges they may face and develop the leadership skills needed to cope with these challenges. The study's findings also help sensitise library staff about the leadership styles of their head librarians and thus enhance the interaction between subordinates and their superiors. The study will help the university head librarians to be more effective and efficient by using appropriate leadership styles. This is imperative for smooth interpersonal and good working relationships with their subordinates in the library environment. The findings will also reveal ways university head librarians in Kenya can adjust their leadership styles to enhance performance.

This study is also likely to be helpful to the management of university libraries in Kenya as well as to other library professionals interested in improving their leadership skills to enhance their efficiency and effectiveness in performing their duties. This thesis will help identify skills required by librarians in relation to the skills they already have and strengthen the areas of weaknesses. The findings of this study will provide a reliable guide for university libraries that

intend to upgrade the leadership skills of their staff. The study's findings will also contribute to the growth of university libraries through effective leadership styles.

### **1.7.2 Theory**

The findings of this study will further explain the nature of leadership and leadership styles in university contexts, as well as their associated challenges. The university librarians will understand the theoretical implications of leadership styles and thereby act in a better and more informed manner. The empirical data will help interventions, if necessary, improve university library leadership and performance. The research findings will also link leadership styles and the performance of organisations. This will enhance the understanding of theories on leadership and how they influence the performance of university libraries. The results of this research will also contribute to those studies, models, and theories carried out in the quest for broadening and understanding the place of leadership styles in the performance of university libraries.

### **1.7.3 Policy**

The study findings will help university libraries re-focus their strategies and policies to cope with leadership style challenges facing them to ensure high performance. The findings of this study can anchor policy development, review of the existing policy and curriculum review for schools of library and information science. One of the policies could be to design and deploy periodic seminars, conferences, and leadership training for heads of university libraries and other professional librarians. The results of this study will also act as a guide for the university library committees. The study findings can be instrumental in developing policies that affect leadership styles, such as policies on locus of control in management structures, sub-ordinate and superior relationships, and delegation of duties in the organisation. The study's findings will also be helpful for university library leaders, university management, and library associations in developing policies on professional training and education of university library

leaders. The study will also be helpful to academic institutions during their recruitment processes, professional associations for training purposes, and schools of librarianship for designing and deploying leadership courses. The study's results will also be helpful to the Government of Kenya and the Commission for University Education in Kenya in understanding library leadership. They will influence the creation of policies on university library leadership.

### **1.8 Justification of the study**

This study aimed to examine the leadership styles of university librarians and the performance of university libraries in Kenya. According to Shahzad et al. (2023), leadership styles can improve or lessen the level of performance of university libraries. They further state that leadership with shared attributes strengthen the institutions and, thus, the quality of services. Ojokuku et al. (2012), in their study on the impact of leadership styles on organisational performance, established that all leadership styles positively impact performance.

Koech and Namusonge (2012) suggested that literature and empirical evidence on the link between leadership styles and performance in an organisational context in Kenya needs to be more comprehensive and conclusive. So far, investigations have been confined to the influence of leadership styles on students' performance in secondary school examinations in Kenya and the leadership styles of university and research librarians in Eastern and Southern Africa (Kwanya & Stilwell, 2018). Literature on library leadership in universities in Kenya is scarce. However, considerable research has been devoted to the effectiveness of leadership styles of school heads and students' performance in Kenya (Gemedda & Lee, 2020; Keskes, 2014), less attention has been paid to investigating the influence of leadership styles of head librarians on the performance of university libraries in Kenya. There is thus a need to examine the leadership styles of head librarians in the performance of university libraries in Kenya.

This study is intended to contribute to the understanding of the leadership styles adopted by university head librarians and how they affect the performance of their libraries. The key contributions of this research include (1) a better understanding of how university head librarians' leadership characteristics and perceptions will play a role in the library's performance; (2) leadership qualities of university head librarians which are crucial for the library's success; and (3) a new lens to view the head librarians' pursuit of leadership with knowledge on how to adjust their leadership styles for effective performance of university libraries.

### **1.9 Scope of the study**

This study delved into the leadership styles of head librarians within the university libraries of Kenya and their effects on library performance. It confined its geographical scope to Kenya, acknowledging the country's unique socio-economic and educational context while considering the potential applicability of findings to similar regions in sub-Saharan Africa and other developing areas. The study encompassed both public and private institutions. By incorporating this diverse range of universities, the study aimed to comprehensively understand the leadership dynamics and challenges inherent across different institutional types. The deliberate inclusion of both public and private universities ensured a holistic portrayal of leadership perspectives from diverse contexts. The chosen universities were the University of Nairobi, Kenyatta University, Egerton University, Moi University, Jomo Kenyatta University of Agriculture and Technology, the Technical University of Kenya, Machakos University, and Multimedia University of Kenya, Strathmore University, United States International University - Africa, Catholic University of Eastern Africa, and Africa International University.

This study primarily focused on scrutinising the leadership styles of university head librarians in Kenya and their implications for library performance. It evaluated various facets of

leadership, encompassing attributes, behaviours, and strategies, and examined their influence on library operations, staff motivation, and service innovation. Furthermore, the study investigated the challenges encountered by university libraries in Kenya, such as budget constraints and technological advancements, and analysed how different leadership styles addressed or exacerbated these challenges.

### **1.10 Limitations of the Study**

The study was limited because the degree of effectiveness in performance in the university libraries, both in public and private universities, was different due to different policies governing them. This is because private universities are privately owned and demonstrate a more serious commitment by the library staff (Kwanya et al., 2012). Private universities are also more focused on performance than their public counterparts (Kwanya & Stilwell, 2018). These disparities between the two sets of universities are likely to affect the generalisability of the findings of this study. Therefore, the study focuses more on unravelling the link between leadership styles of university head librarians in their contexts. Thus, there needed to be more focus on the generalisability of the results.

Another limitation of this study was the low volume and variety of research conducted in this country (Onyancha et al., 2021). As explained earlier, some studies concerning leadership styles were in other sectors, not university libraries. To mitigate this limitation, the researcher used all the available authentic information resources to anchor the study.

Given the large population size, collecting data faced logistical challenges regarding time and resources. The university libraries are also in different parts of the country, which covers a vast area. Therefore, data collection, cleaning, and analysis were expected to take a long time. One of the mitigation strategies the researcher used was to hire competent research assistants to assist in distributing data collection tools.

### **1.11 Chapter summary**

This chapter provides an in-depth overview of the study's focus on evaluating university head librarians' leadership styles and how they affect university libraries' operations in Kenya. It outlines the importance of libraries as knowledge repositories and their crucial role in assisting with teaching, learning, and research in higher education establishments. The chapter places the study in the larger context of Kenyan higher education, highlighting the daunting challenges university libraries confront, such as the requirement to incorporate new technology and adjust to a knowledge-based economy. The chapter delineates the study problem, aims, and research questions, underscoring the critical role of proficient leadership in confronting these recognised obstacles. Moreover, it highlights the study's relevance in theoretical, practical, and policy settings, underscoring its potential to enhance university library administration procedures and provide guidance for the formulation of policies.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.0 Introduction

This chapter is on the reviewed literature related to investigations on the perceptions of the relationships between leadership styles and performance. The chapter is structured according to the key themes of the study on leadership styles of head librarians and the implementation of university libraries in Kenya. The goal of this literature review is to anchor the objectives of the study, which flow from the research questions posed in chapter one, on existing literature.

#### 2.1 Leadership

Leaders act as catalysts for change, profoundly shaping the actions and perceptions of their subordinates (Hirlak & Kara, 2018; Otara, 2011). In group settings, effective leadership modifies the momentum and abilities of other members (Yukl, 2013). Modern literature offers various theories and frameworks to understand leadership, showing that these concepts have evolved and improved over time (Khan et al., 2017). Leadership is commonly defined as the process of influencing others to achieve group or organisational goals through traits such as intelligence, drive, integrity, honesty, business knowledge, emotional stability, cognitive ability, the desire to lead, and self-confidence (Al-Khaled & Fenn, 2020). Yukl (2013, p. 11) outlines the key characteristics of leadership, including traits, values, integrity, confidence, skills, behaviour, influence tactics, follower perceptions, and mental models.

Understanding leadership and its various styles is crucial for organisational success. Effective leadership is not just about traits but also about good human relations between leadership and employees, which are essential for high productivity (Önday, 2016). Originating in the early 1920s, human relations theories emphasise the importance of addressing employees' feelings and needs to achieve organisational goals (Önday, 2016).

Organisations today face numerous challenges that require effective leadership for resolution (Akidi & Chukwueke, 2020). Libraries, including university libraries, are no exception. They must be exceptionally efficient in their information activities to meet the diverse needs of their patrons (Segun-Adeniran, 2015; Ayiah, 2012). University libraries need leaders who understand and are committed to achieving their objectives. The adaptation of Ranganathan's Five Laws of Library Science to the modern context underscores this need, emphasising that libraries should serve humanity, respect all forms of knowledge, use technology intelligently, protect free access to knowledge, and honour the past while creating the future (Gorman, 2000).

Influential university library leaders play a pivotal role in executing policies and achieving library goals (Arumuru et al., 2019; Segun-Adeniran, 2015). The success of these libraries largely depends on the leadership and styles of their head librarians, which influence the attitudes and performance of their subordinates (Chukwusa, 2019; Weiner, 2017). Leadership styles can motivate or demotivate staff, impacting the library's overall efficiency and effectiveness (Arumuru et al., 2019).

This study explores how different leadership styles—transformational, transactional, charismatic, democratic, autocratic, laissez-faire, and bureaucratic—affect the performance of university libraries (Amanchukwu et al., 2015). The influence of leadership styles on performance depends on the interplay of various interconnected factors (Makura, 2013). As leadership theories have evolved, they have increasingly considered situational factors like work environment, motivation, and occupational variables that affect performance (Chowdhury, 2014; Hunt & Fedynich, 2019).

Leadership involves selecting, equipping, training, and influencing followers to focus their efforts on achieving the organisation's mission and vision (Frey, 2018). A good leader's influence encourages followers to commit their energy enthusiastically to the organisation's

success (Winston & Patterson, 2006). Leadership is about guiding people towards a common goal and requires the ability to make decisions and provide direction (Northouse, 2016; Xayyapheth, 2015). Although charisma can be beneficial, effective leadership fundamentally revolves around influencing others to contribute to shared objectives (Yukl, 2013).

Earlier leadership theories focused on the traits distinguishing leaders from non-leaders, while more recent theories emphasise situational factors affecting leadership at different levels (Chowdhury, 2014). Despite this shift, the ability to inspire and commit people to a shared vision remains essential to effective leadership (Ojokuku et al., 2012). Libraries, like other institutions, are significantly influenced by the quality of their leadership, which plays a critical role in their performance and success (Ogbah, 2013).

## **2.2 Significance of Leadership**

Leadership involves an individual influencing a group to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills (Northouse, 2016). "Leadership is the ability to persuade others to seek defined objectives enthusiastically. The human factor binds a group together and motivates it towards goals." Leadership aids in persuading the conduct of people (Paais & Sui, 2018). A leader inspires and motivates his juniors with his leadership skills. He uses his leadership technique and encourages them to give their best output to attain organisational goals (Kolzow, 2014) efficiently. Influential leaders continuously achieve better results with the help of their subordinates (Suda, 2013). Leadership is essential to any organisation's achievement (Nzimande, 2017). Leadership helps followers in fulfilling their individual needs. The path-goal theory, which falls under the contingency and situational leadership model, highlights the view that influential leaders must comprehend to the subordinates that they can satisfy their desires and anticipation through job performance. Their obligation to provide subordinates with adequate advice to finish the task is equally

essential to leaders' efficiency (Kabir, 2016). Leadership also assists in introducing the needed transformations in organisations. Influential leaders help their organisations by effectively solving conflicts between workers or between workers and the organisation. Efficient leaders also ensure the individual development of their subordinates for more future responsibilities (Mars, 2018). Xayyapheth (2015) posits that the significance of leadership qualities is the capability of leaders to inspire assistants by giving consideration and appreciating their emotional state, conduct, and beliefs to support them in attaining their assigned goals efficiently. It is up to the organisational leaders to highlight the current mission statement to workers and bring out the organisational mission clearly and measurably.

To attain the organisation's anticipated prospects, leaders are responsible for creating a vibrant aim and goal and guiding the organisation to achieve the communal objectives. Worthy leaders make sure that subordinates are busy with managerial goals and objectives. In addition, the virtuous and influential leader must learn to use suitable approaches to inspire subordinates through interactions and reassure them to increase their performance in achieving the organisational goals and objectives (Ejimabo, 2015). Thus, leadership is important because it sets a clear vision and communicates it effectively to subordinates/colleagues. A clear vision gives them a better understanding of organisational goals. Leadership is an essential utility of an organisation that aids it in exploiting effectiveness and attaining structural objectives (Mishra et al., 2019).

Guinan et al. (2019) posit that the group leader originates the activities to be achieved by informing the workers of the strategies and procedures from the beginning of the activities. An organisational leader plays an active part in inspiring the subordinates to give their best to attain the communal goals and objectives (Kljajić-Dervić & Dervić, 2017). The leader's role is to provide guidance and directions to the subordinates using suitable approaches for carrying out

their tasks and functions, offer answers to several types of hitches and difficulties, carry out effective judgements and produce friendly and sociable environmental situations that will aid the smooth attainment of organisational aims and missions (Tanjung, 2020). Hilton et al. (2021) acknowledges that creating self-assurance in subordinates is vital. This can be realised by appreciating the efforts put in by the workers, clarifying their responsibilities and providing them with the procedures to attain the objectives efficiently. Leadership also involves boosting the morale of the subordinates to enhance their effective performance and goal attainment.

This nature of leadership is in line with Maslow's (1943) motivational theory of needs, which suggested that five basic needs (physiological, safety, love, esteem and self-actualisation) are inspiring aspects of a worker's work output ideals since the worker is inspired to make sure that the majority of these personal necessities are satisfied. McGregor (1960) also maintained that workers strive to add more to the group when they feel responsible and appreciated. Hence, a leader must possess good individual relations with workers, attend to their difficulties and try to resolve them accordingly. Human relations theory requires that subordinates should be given good treatment as human beings. Satyendra (2015) argued that coordinating organisational resources by an efficient leader guarantees harmony of activities between persons and employees working in different groups and sections; it also conveys coherence when performing diverse actions and responsibilities to accomplish the institutional objectives professionally. According to Shah (2017), the perception of harmonisation constantly relates to group hard work. This perception of the coordination of organisational resources by leaders abides with Fayol's 14 principles of management (Bacud, 2020).

### **2.3 Leadership and University Library**

As has already been argued, leadership is one of the determinants of organisational effective performance (Almatrooshi et al., 2016). Modern establishments require operational leaders

who comprehend the complications of the fast-shifting world situation. Six significant aspects impact leadership efficiency. These include a leader's perceptual truthfulness, leadership experience, knowledge and character, superior outlooks and behaviour, workers' training, job knowledge, and peer prospects (McDowell et al., 2018). Just like any other organisation, a university library's effective leadership is required for its successful performance (Aslam, 2018). Leadership also touches on a university library's efficiency, role in the academic institution, flexibility for new purposes, and resourcefulness (Segun-Adeniran, 2015). The university libraries' values, goals, objectives, and information activities are mainly to provide direction to the access of information resources and related information facilities, which are essential for learning, teaching and research. They impact the potential of the students and faculty to recognise and effectively quest for the most pertinent information for their information requirements. The leadership of the library dictates if a university library's mission and aims are expressed well and the degree to which they are fulfilled (Harland et al., 2018). Leadership affects a university library's mission and vision achievement, its role in the academic institution, and its compliance with new functions and creativities.

University libraries are energetic tools of learning. They sustain the organisations they are part of in accomplishing their goals and objectives. University libraries face a variety of modern shifts in terms of their information collection, new information communication technology, new techniques of information access and dissemination, and dramatic increases in the price of information materials. At the same time, financial resources are reduced, among others (Cox, 2021). While these happen, the university head librarians are expected to provide essential library opportunities to the faculty for teaching, learning and research programmes (Klain-Gabbay & Shoham, 2017). There is a worry that there is a need for more university head librarians who are adequately skilled to successfully steer these university hubs of knowledge

during these stormy periods. The academic library leader should be able to adjust to any circumstances and be prepared for the imminent situation.

Training for the library staff and reinforcement of the library leader is immediately required. It will give a substantial impression of the approach of the university head librarian concerning the library's success (Mayer et al., 2020). Chow and Conte (2021) described the university head librarian's qualities and primary duties as qualified, skilled and proficient enough to be visionary, empathetic, communicative, and responsive. The university library leader must also be able to budget in advance, build library issues, hold regular meetings and supervise junior staff effectively. All these significant roles of the university head librarians are critical to the effective leadership and performance of the university library (Ayiah, 2012).

#### **2.4 Leadership style**

According to Chen and Silverthorne (2020), a leadership style is the behaviour pattern a leader uses to influence the group members to think and act in a way that supports common group mission, activities and strategy. Newstrom and Davis (2015) perceive a leadership style as the approach and manner in which a leader provides direction and implements plans by motivating people. Leadership styles leaders adopt broadly impact organisational success or failure (Al-Khaled & Fenn, 2020). According to Hilton et al. (2021), a leadership style is a leader's manner or technique to influence and motivate subordinates to accomplish organisational goals and objectives effectively and efficiently. Al-Khajeh (2018) believes that leadership style is the comparatively constant form of conduct which describes a leader. On their part, Obiwuru et al. (2011) describe a leadership style as explicit or implicit patterns of actions used by a leader to motivate subordinates to act in a way that ensures organisational excellence. They assert that leadership styles are predictors of leadership effectiveness.

Although organisational leaders may employ various leadership styles, this study focuses on seven principal styles: autocratic, democratic, transactional, transformational, laissez-faire, charismatic, and bureaucratic leadership. Autocratic leadership involves leaders who set rules and make decisions independently, relying on their authority to dictate the schedule for group members (Kalu & Okpokwasili, 2018). Democratic leadership encourages group dialogue and seeks participation from all followers before making decisions (Belyh, 2020). Transactional leadership operates on a "give and take" relationship between supervisors and subordinates, often involving financial compensation for achieving agreed-upon goals (Akhigbe et al., 2014). Transformational leaders are motivational and innovative, guiding individuals to exceed their capabilities and explore new approaches in their roles (Bakti & Hartono, 2022). Laissez-faire leadership adopts a detached approach, allowing group members the freedom to make and implement their own decisions (Tayfur-Ekmekci et al., 2021). Charismatic leadership inspires enthusiasm, zeal, and commitment in subordinates by presenting a compelling vision and boosting their confidence in achieving goals (Aliraja, 2021). Lastly, bureaucratic leadership, as conceptualised by Max Weber in 1947, relies on explicit procedures and defined authority structures established by supervisors (Idrus et al., 2015).

## **2.5 Leadership style and performance**

Jami (2018) argues that a leader's leadership style influences subordinates' decisions, meeting deadlines, demonstrating creativity, and managing change in a way that favours the organisation. Sugiyama et al. (2021) suggest that leaders should regularly examine their leadership styles' effectiveness and adjust them accordingly for maximum impact.

Leadership styles are the methods leaders use to inspire subordinates. An appropriate leadership style should be chosen and modified to suit institutions, circumstances, individuals, and personalities. According to Munyao (2017), university library performance can be pegged

on applying the information value measurement in conveying their information activities to satisfy the clientele information demands. Meier (2016), while expounding on the Situational Leadership Theory of Hersey, posits that an effective leader selects an appropriate leadership style according to the standard of the subordinates, the kind of assignment to be undertaken, as well as the situation of the environment. Hence, effective leadership is crucial for effectively performing organisational activities (De-Oliveira & De-Lacerda, 2015). Therefore, leaders ought to understand the full spectrum of leadership styles and how to apply them in different situations to benefit the organisation. Obiwuru et al. (2011) explain that a good leader inspires the subordinate's potential to enhance efficiency and meet their needs in achieving organisational goals. Duggan (2021) adds that leadership behaviour influences the group by encouraging subordinates' self-confidence, efficiency, decision haste, and metrics. Successful leaders carefully analyse problems, assess the skill level of associates, consider alternatives, and make an informed choice for the attainment of the organisational goals.

## **2.6 Role of leadership styles in enhancing the performance of university libraries**

Effective leadership has been consistently linked to enhanced performance, especially when organisations face challenges (Jing & Avery, 2008). Nixon et al. (2012) provide compelling evidence that specific leadership styles directly impact organisational performance. Obiwuru et al. (2011) argue that the competitive pressures and declining revenue streams in today's operational environment necessitate innovations led by influential leaders. Furthermore, Yusuf et al. (2014) emphasise that such innovations, guided by effective leadership, should be institutionalised into routines, procedures, and practices to ensure sustainable organisational excellence. Ultimately, Jebungei (2014) notes that the performance of an organisation is primarily determined by the work of its subordinates, underscoring the role of leaders in harnessing their potential to achieve the organisational vision and mission.

Therefore, effective leadership is considered a vital source of management excellence, leading to improved competitive advantage and better organisational performance (Jing & Avery, 2008). For example, transactional leadership enhances organisational efficiency by linking job performance to valued rewards and ensuring employees have the necessary resources to complete their tasks (Samaitan, 2014). Visionary leaders, on the other hand, create and communicate a compelling strategic vision, model this vision through consistent actions, and foster commitment towards achieving it (Jing & Avery, 2008). According to Obiwuru et al. (2011), visionary leadership fosters greater unity, commitment, conviction, and enthusiasm, thereby enhancing performance in a changing structural environment.

Saasongu (2015) argues that focusing on effective leadership is crucial for organisations aiming to outperform competitors. Leaders play a pivotal role in shaping collective norms, helping teams navigate environmental challenges, and coordinating collective action among subordinates. Jing and Avery (2008) highlight that a leader-centered perspective on organisational performance offers valuable insights into the relationship between leadership and team performance. This perspective is especially relevant as intangible assets such as leadership styles, ethos, expertise, capability, and motivation are increasingly viewed as significant sources of power in organisations that effectively integrate individuals, processes, and structural performance (Saasongu, 2015).

## **2.7 Leadership styles used by university libraries**

Effective leadership is crucial for inspiring and encouraging subordinates to accomplish designated tasks, as noted by Chowdhury (2014). An effective leader possesses several vital capabilities, including trustworthiness, desire, esteem, self-confidence, and attention. These traits enable leaders, such as university head librarians, to employ various leadership styles to enhance the performance of their libraries.

Transactional leadership is one such style, which begins by defining the relationship between leaders and subordinates as a reciprocal exchange motivated primarily through conditional rewards (Xenikou, 2017). Rewards are given for achieving desired goals and good task performance, making the leader's role akin to a cost-benefit financial exchange that encourages juniors to pursue tangible objectives in return for benefits (Bass, 2008). This exchange can also involve values like honesty, responsibility, fairness, and reciprocal obligation between leaders and followers, leading to employee compliance as a consequence of the leader's support in directing efforts towards mutual goals (Xenikou, 2017). Koech and Namusonge (2012) describe a structured five-step approach for transactional leaders to achieve organisational goals. They start by clarifying expectations and outlining the purpose of subordinates' performance. Next, they detail the actions employees must take to meet these expectations. Then, they explain the performance evaluation framework to be applied. Subsequently, they provide feedback on performance and the extent to which expectations have been met. Finally, they allocate rewards based on the degree of achievement of performance objectives. Transactional leadership involves the exchange of benefits based on job performance, which can be positive or negative (Krishnan, 2004). Once the exchange is complete, interaction between leaders and subordinates typically ceases, though a contingent reward might be introduced for new processes or tasks (Judge & Piccolo, 2004).

Avolio and Bass (2002) identify three key components of transactional leadership. The first is contingent reward, where leaders clearly define roles and expectations, rewarding successful performance with appropriate psychological or material benefits (Aga, 2016). This motivates subordinates to perform well in anticipation of the rewards (Keskes, 2013). The second is management-by-exception (active), a corrective transaction where leaders actively monitor performance, ensuring standards are met and intervening before mistakes materialise

(Antonakis & House, 2014). This proactive approach emphasises a vigilant yet positive exchange between leaders and subordinates (Nandedkar & Brown, 2018). The third component is management-by-exception (passive), where leaders do not actively monitor performance but wait until deviations occur, taking corrective action only when issues arise (Antonakis & House, 2014). This approach allows the status quo to persist until problems are detected.

In contrast, transformational leadership is a deeper, more profound leadership style. Unlike transactional leaders, who act based on situational factors and follower maturity, transformational leaders address the deeper needs of their followers, resulting in long-term effects (Hautala, 2005). Antonakis and House (2014) compare transactional leadership to situational leadership theory, where followers are motivated by rewards or punishment. In contrast, transformational leadership has a more extensive impact by considering each case and person differently. This approach leads to sustainable individual commitment, resulting in more significant effort and better performance (Hautala, 2005). Okoroji et al. (2014) argue that transformational leadership occurs when leaders and subordinates interact effectively, elevating each other's motivation. This mutual understanding and appreciation of shared values and goals lead to improved performance. Transformational leaders care deeply about those they lead, seeking opportunities to empower them through higher internal values, which fosters better and sustainable motivation to act favourably toward the organisation (Shurland, 2016). Chemers (1997) posits that authentic transformational leadership involves adopting organisational objectives and committing to fulfilling them. Unlike transactional leaders, transformational leaders harness the selfless effort of subordinates towards achieving institutional goals rather than individual ones (Spahr, 2016).

According to Hughes (2005), the hallmark of transformational leaders is their ability to inspire and galvanise followers around a shared vision, setting high goals for the organisation. This

relationship enhances the exceptional performance of subordinates in a transformational setting. Steinmann et al. (2018) explain that transformational leaders motivate subordinates to exceed planned targets willingly. Garman et al. (2003) identify five subscales of transformational leadership that enhance organisational performance: idealised influence (attributed), where followers perceive the leader's charisma, power, and confidence, creating a strong emotional bond (Paladan, 2015); idealised influence (behaviour), focusing on the leader's ethical conduct and role modelling (Banerji & Krishnan, 2000; Özaralli, 2003); inspirational motivation, involving setting high-performance standards and encouraging followers through enthusiasm and optimism (Shatali, 2011; Hay, 2006); intellectual stimulation, where leaders foster creativity and problem-solving by challenging assumptions and supporting risk-taking (Paladan, 2015; Xenikou, 2017); and individualised consideration, where leaders act as mentors, attending to the unique needs and development of each follower (Antonakis & House, 2014; Hay, 2006). According to Antonakis and House (2014), transformational leaders should clearly articulate the organisational vision, explain how to achieve it, demonstrate confidence and optimism, allow followers to showcase their skills, and serve as daily role models.

Laissez-faire leadership stands in stark contrast to transformational and transactional leadership styles. Described by Avolio and Yammarino (2013) as a passive leadership style, laissez-faire leaders avoid decision-making and staff supervision, refraining from being actively present in subordinates' activities (Hartog et al., 1997). Such leaders do not take responsibility for decisions or results, opting instead for a "hands-off" approach (Steinmann et al., 2018). Bass (2008) clarifies that laissez-faire leadership should not be mistaken for democratic or participative leadership, as it involves neither active direction nor supervision of delegated tasks.

Autocratic leadership, on the other hand, involves the monopolisation of decision-making, with leaders issuing strict instructions without engaging with their followers (Kalu & Okpokwasili, 2018). Autocratic leaders focus on commanding subordinates, often paying attention to their suggestions. Excessive authority can reduce subordinate performance and lead to resentment, hostility, and a lack of innovation due to the use of force and fear to achieve compliance. Janse (2018) argues that autocratic leadership, while less prevalent today, is likely to be resisted by employees due to its authoritarian nature, characterised by unilateral decision-making and severe punishment for non-compliance. This style stifles creativity, hinders organisational growth, and leads to staff demotivation and frustration (Janse, 2018).

Democratic leadership, also known as participative leadership, encourages subordinates to actively participate in decision-making, although the leader retains the final decision-making authority (Gill, 2014). Jerotich (2013) explains that democratic leaders are respected by their subordinates, who do not expect them to know everything but appreciate their inclusion in the decision-making process. Democratic leaders view employees as partners whose participation is vital, leading to enhanced performance through collaboration and team effort. This people-oriented approach boosts staff morale and performance compared to task-oriented autocratic leadership (Iqbal et al., 2015; Nwaigwe, 2015).

Bureaucratic leadership relies heavily on policies to guide processes towards meeting organisational targets (Ojokuku et al., 2012). Bureaucratic leaders strictly adhere to policies and procedures, often at the expense of addressing employee needs. While policies provide structure, they can demotivate and frustrate staff when applied inflexibly (Salahuddin, 2010). Bureaucratic leadership, like autocratic leadership, tends to focus more on compliance with procedures rather than motivating or developing the workforce, leading to issues not being addressed promptly or effectively (Ojokuku et al., 2012; Nwokocha & Iheriohanma, 2015).

Finally, charismatic leadership derives from the Greek word "khárisma," meaning gift or grace, suggesting that charismatic leaders have a unique ability to influence and inspire others (Mittal, 2015). Charismatic leaders are often seen as possessing a vision and personality that motivates followers to implement their vision, creating an environment where creativity and innovation thrive (Khatri, 2005; Aruzie et al., 2015). Despite its many benefits, charismatic leadership can pose challenges when the leader departs, as organisations may struggle to maintain momentum in the absence of the charismatic leader's unique influence (Ojokuku et al., 2012). The power of charismatic leadership lies in the leader's personality, making it difficult to replicate or sustain after their departure (Awuor & Kamau, 2015).

## **2.8 Relationship between leadership styles and the performance of university libraries**

According to Segun-Adeniran (2015), university libraries can only perform well if the leadership style of the head librarians is appropriate. Further, he argued that organisations can be affected positively or negatively by how leaders delegate authority, interact with other staff and make decisions. For instance, leaders interested in good performance by their subordinates must be role models and lead by example. This makes it easier for subordinates to acknowledge that what they are being asked to do is achievable, thereby stimulating effectiveness and efficiency in the organisation.

It is essential to underscore that leaders cannot achieve meaningful results by being bossy. Cheung et al. (2018) explain that a good leader models good behaviour for the subordinates to emulate. Han et al. (2018) assert that the attitude of humility and commitment challenges the subordinates to perform exceedingly well. Segun-Adeniran (2015) argues that this attitude will appeal to subordinates and be replicated by them, thereby sustaining good organisational performance. This truth applies to library leaders as well (Azhar, 2013). Therefore, head librarians must demonstrate a suitable leadership style to enhance and sustain good

performance in the institutions (Kwanya & Stilwell, 2018). A combination of styles may also work in certain circumstances depending on the changing needs of subordinates. Therefore, while transactional leadership may be appropriate in some scenarios, transformational leadership is best suited for the organisation in others.

Leadership in a university library is vested in the head librarian (Lembinen, 2018). Therefore, the head librarian must embrace the most suitable leadership for their institutions. As members of university management, head librarians exercise authority over the library staff, collection and services. Segun-Adeniran (2015) state that in the current information and communication universe, democratic and transformational leadership stand a better chance to inspire librarians to be creative and innovative. This is possible because library staff have the room to disseminate their views and actively get involved in making decisions. Ultimately, this enhances staff performance because a worker who knows that their leaders listen to them are likely to be motivated to be more creative and innovative than those who feel constricted through less humane leadership styles.

The role of the University Librarian includes supporting creativity and the development of new concepts for improving library operations and services. This is done by integrating the input of different library staff. University librarians should perceive themselves as something other than knowing everything. Conversely, they should harness the potential of the staff they supervise to contribute to improving the performance of their libraries through a mix of strategies, including motivation, rewards/incentives and capacity development. Such an approach can encourage staff to perform beyond expectations. The degree to which the staff contribute depends heavily on the leadership style the University Librarian applies as a leader. The technique applied will influence the relationship between the leader and the other team, the

type of reward/incentive used, the level of delegation, teamwork between staff and the staff's commitment to organisational goals.

Several authors have proposed various strategies to enhance staff performance in university libraries. First, fostering employee ownership and accountability involves the University Librarian clearly outlining the roles and responsibilities of each librarian and motivating them to take ownership of their tasks. Librarians are also held accountable for their deliverables. Kolzow (2014) emphasises that clarity in roles leads to a willingness to be accountable for both successes and failures, while Wang et al. (2018) note that assigning responsibilities helps identify whom to praise or blame for outcomes. Second, defining goals and projects entails the University Librarian dedicating time and resources to clearly articulate organisational goals for each team member, aligning their roles with these objectives. This process varies by leadership style, with more inclusive approaches incorporating feedback from staff (International Peace Institute, 2012). Third, managing employee satisfaction is crucial; leaders must inspire staff by being firm yet sensitive to their intrinsic or extrinsic needs. According to Kolzow (2014), such an approach can motivate staff to perform better, while Elrehail et al. (2019) add that recognising and appreciating good performance drives employees to achieve higher results. Fourth, effective communication is vital in leadership. Adu-Oppong and Agyin-Birikorang (2014) argue that open communication fosters a sense of acceptance and belonging among employees, which enhances performance. Verma et al. (2022) further explain that effective communication ensures timely feedback, along with appropriate rewards or punishments. Finally, providing rewards and incentives is essential even in non-profit environments like university libraries. Erdogan et al. (2012) suggest that suitable incentives for staff excellence and rewards for outstanding performance not only recognise good work but also motivate underperforming employees to enhance their productivity (Iqbal et al., 2015).

## **2.9 Leadership styles in enhancing the performance of university libraries**

According to Fatokun et al. (2010), leadership styles which involve open communication between leaders and followers lead to higher productivity and better performance. Therefore, they suggest that transformational or democratic leadership styles fit this bill better. Thus, university librarians who apply transformational and democratic leadership styles stand a higher chance of motivating higher performance among library employees. By being buoyed by open communication by the leader, employees will work harder and achieve better results.

The University Librarian is the top university leader, usually assisted by middle-level managers. This team leads all cadres of professional and paraprofessional staff in the library. Since university libraries are formal organisations, they have specific objectives anchored on the mission and vision of their parent institutions. Germano (2010) argues that the degree to which these goals will be met depends on the effectiveness of the leadership provided. The significance of leadership is dependent on the leadership style applied. In the library context, for instance, staff will innovatively respond to change in the information universe and offer quality services only if there is effective leadership helping them to focus on the appropriate areas and with the right attitude and tools.

According to Awan et al. (2014), the organisational setup influences the type of leadership applied in a university library. Therefore, librarians in public universities tend to be more productive under an autocratic leader. Conversely, librarians in private universities perform better under a democratic leader. Goodrich (2008) argues that librarians in public universities exhibit the tendencies of other public servants and need closer supervision to perform their duties. Additionally, Sulaiman and Akinsanya (2011) opine that public institutions' demands on librarians are lower than in private institutions. Oghenetega et al. (2014) also posit low remuneration in public institutions. Therefore, staff need to be more motivated to perform their

duties well. Similarly, private institutions focus on profit-making and refrain from entertaining low performance because it would dent their profit levels and sustainability.

## **2.10 Theoretical Framework**

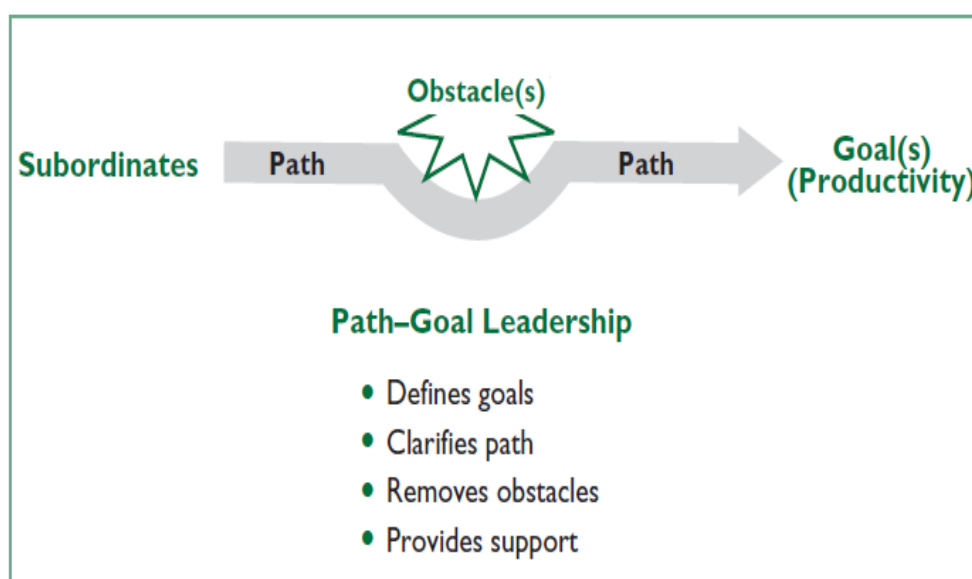
In the 20<sup>th</sup> Century, leadership research has been conducted under myriad schools of thought. These include trait, behavioural, contingency, relational, sceptical, information-processing, and neo-charismatic schools of thought. The trait school of thought focuses on the disposition of leaders, while the behavioural is related to the behaviour of leaders. While contingency school focused on leadership contingencies, the relational school of thought was anchored on the relationships between the leaders and followers. Sceptics argue that leadership is unnecessary, while information-processing school highlights the need for cognition in leadership. On its part, neo-charismatic highlights transformation to transactions. Antonakis and House (2014) observed that the neo-charismatic school of thought is concerned with transforming subordinates to be less self or group-centred. They further posit that studies on contemporary leadership have shifted focus to societal issues, leading to many leaders embracing hybrid leadership styles. This study applied path-goal theory.

### **2.10.1 Path-goal theory**

This theory was developed in 1971 by Robert House. It was revised in 1996. The theory postulates that the effectiveness of a leader's behaviour is exemplified by the extent to which the subordinates are satisfied and motivated to perform their tasks. Therefore, the leader adopts behaviour that brings out the best performance from the subordinates. A leader's key role is to choose and guide subordinates on the best path to achieve the best performance (House, 1996). To achieve this, the leader has to create a conducive work environment for the subordinates to perform best (House & Mitchell, 1974). According to Martin (2009), the role of rewards in motivating subordinates to take the correct path towards the expected performance levels in

their roles which are realistic but challenging. Leaders are responsible for identifying suitable paths for their staff to achieve organisational goals. They should also remove any obstacles along those paths which may hinder the best performance of the subordinates.

Northouse (2013) argues that influential leaders must address their subordinates' needs. Additionally, they must support the subordinates in selecting the most suitable paths to attain individual and institutional goals. When subordinates encounter obstacles, the leaders are expected to help to surmount them so as not to affect their productivity. Leaders have two options in helping their subordinates overcome their challenges: either remove the obstacles or support them to go around them. The leaders achieve this by guiding, motivating, directing and coaching the subordinates all through the way. Figure 1 shows the basic idea behind the path-goal theory, while Figure 2 gives the main elements of the path-goal theory.



**Figure 1: The Basic Idea Behind Path-Goal Theory**

*Source: Northouse (2013)*

As explained earlier, the Path-Goal Theory proposes that influential leaders support subordinates in performing better by motivating them and involving them in tasks that match

their capacity (Steinman et al., 2018). The leader does this by building the ability of the subordinates as well as motivating and rewarding them. The theory argues that effective leadership requires leaders to adopt directive, supportive, participative or achievement-oriented leadership styles that encourage and empower the subordinates to perform best.

Martin (2009) explains that path-goal theory rests on two theories – goal setting and expectancy theory. Goal-setting theory deals with inspiring employees to perform better by setting good objectives. On the other hand, expectancy theory explains what motivates staff to work hard to attain the set organisational goals. Nemati (2016) explains that expectancy theory elucidates the link between hard work and the performance of individuals in the physical and social environment in which they work. Therefore, people will perform better if they understand that an activity will contribute to their advantage and that it is the best opportunity to attain the objectives. Redmond (2016) argues that people who do not understand that their efforts will be compensated appropriately will not commit their energies and resources to perform their assigned tasks.

The path-goal theory stresses the association between leadership styles, work situations, and subordinate features with the main motive of developing workers' performance and achievement (Northouse, 2012). The principle of this model is to inspire workers using various leadership styles such as directive, supportive, participative and achievement-oriented. These leadership styles allow for actualising the organisational goals as well as their individual goals: directive offers guidelines, supportive offers nurturance, participative offers involvement, and achievement-oriented offers challenges.

According to Northouse (2016), influential leaders tailor their approach based on the specific needs and circumstances of their subordinates. For instance, an oriented approach is most suitable when staff members face low levels of challenge and are at risk of becoming bored. In

such scenarios, this method helps engage and motivate them. On the other hand, a directive leadership style, which involves clearly defining staff responsibilities, is beneficial in ensuring that team members understand their tasks and can commit to them effectively. When subordinates require improved decision-making regarding performance and procedures, a participative leadership approach is most effective, as it involves them in the decision-making process, leading to better outcomes. Lastly, supportive leadership is particularly valuable for new teams with limited skills, experience, or confidence, as it provides the necessary guidance and encouragement to build their capabilities and confidence in their roles.

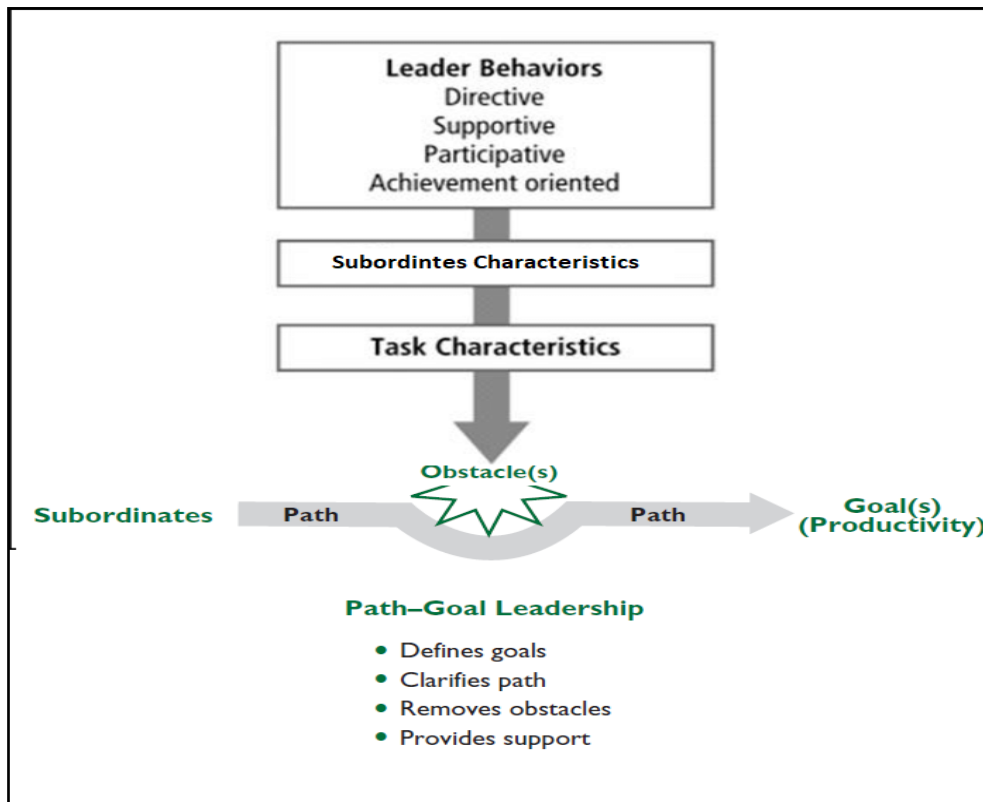
### **2.10.2 Application of Path-Goal Theory in a University Library Leadership**

As explained, the path-goal theory emphasises the behaviours (leadership styles) leaders use to support their juniors in attaining individual and structural goals (Kambambovu, 2018). Influential leaders will define the goals to be achieved, clarify the path to be followed, remove any obstacles, and provide the needed support to their subordinates by directing their pathways. When obstacles block their way, they should follow and provide them with the means. This is useful for this study in that while leadership styles (independent variables) of head librarians of university libraries may vary, the choice of the correct leadership style will significantly influence the performance of university libraries (dependent variables) to enhance the performance of these libraries. Suppose university head librarians adopt the correct leadership style. In that case, they will inspire, direct and motivate the subordinates to achieve the university library goals and objectives efficiently and successfully, leading to effective performance.

As indicated earlier, this study applied the path-goal theory to determine the influence of the head librarians' leadership styles and the performance of university libraries in Kenya. This theory aims to encourage the head librarians to motivate university library subordinates to

enhance their commitment towards a high degree of performance. Therefore, the study investigated how the performance of university libraries in Kenya is influenced by the leadership styles adopted by the head librarians of these libraries. The path-goal theory stresses the importance of university head librarians improving the level of motivation of their subordinates and their working conditions to lead them towards attaining the library goals. The application of path-goal theory in this study provided the rationale for a university library to use leadership methods suitable in terms of the leader's supportive, directive, achievement-oriented, and participative behaviour to influence library staff to achieve the mission and vision of their institutions. This study assumed that head librarians must practise the path-goal theory leadership attributes in their daily dealings with the junior librarians to attain library goals.

University libraries need to provide satisfactory services that meet the anticipations and desires of library users. University libraries are trying to define new metrics better to describe their service activities (Calvert, 2008). Increased pressure from funding authorities and accreditation agencies and greater demands from the users for better services have encouraged universities, and thus their libraries, to move towards more outcome-based assessment instead of relying merely on input, output, or resource metrics. Outcome performance measures would show how university libraries serve their users and demonstrate institutions' level of performance.



*Figure 2: Major components of the path-goal theory of leadership*

Source: Adapted from Northouse (2013)

## 2.11 Conceptual framework

A conceptual framework is the skeleton of the research developed concerning the literature review. The conceptual framework allows researchers to understand, describe, and infer insight from the research results. The conceptual framework integrates various leadership styles with university library performance indicators, considering the influence of intervening and moderating variables. The independent variables encompass a range of leadership styles, including democratic, bureaucratic, transactional, transformational, autocratic, laissez-faire, and charismatic. Each of these styles brings distinct approaches to leadership, impacting factors such as decision-making processes, staff motivation, and organisational culture within the library setting.

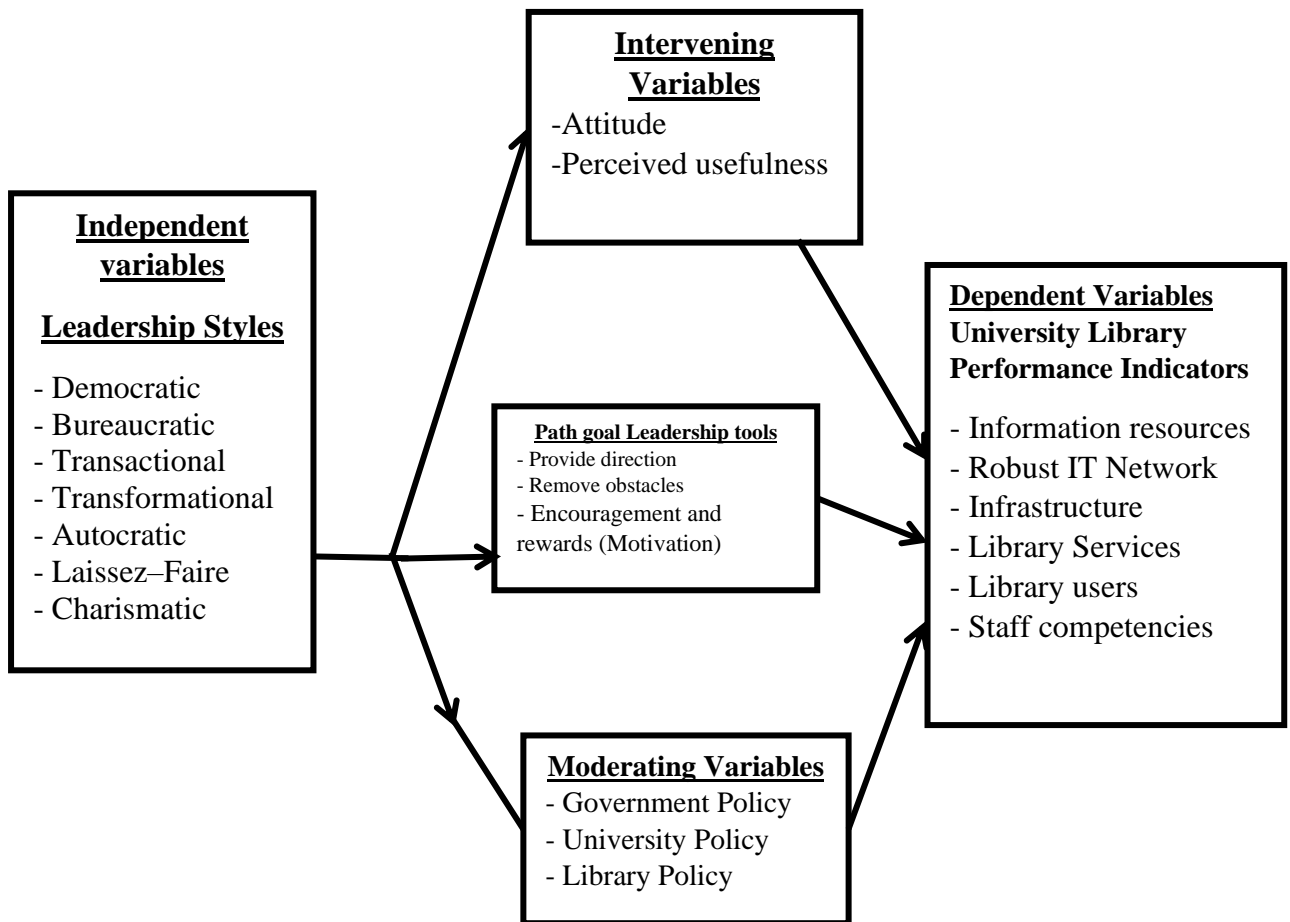
Dependent variables encompass critical aspects of library performance, including the adequacy and quality of information resources, the robustness of the IT network, infrastructure quality, the range and quality of library services, user engagement and satisfaction, and staff competencies. These performance indicators reflect key areas where leadership can have a significant impact, influencing factors such as resource allocation, strategic planning, and service delivery within the library.

Intervening variables were attitude and perceived usefulness. These variables play a crucial role in shaping how leadership styles translate into performance outcomes. Staff and user attitudes towards the library, as well as their perceptions of the usefulness of library services, can significantly influence engagement, satisfaction, and, ultimately, performance. Effective leadership must consider these factors and work to foster positive attitudes and perceptions among both staff and users.

Moderating variables, including government policy, university policy, and library policy, also shape the relationship between leadership styles and library performance. External policies and institutional priorities can either support or constrain the implementation of specific leadership styles and their effectiveness in improving performance outcomes. Additionally, library budget allocation and institutional support are essential considerations within the conceptual framework. Adequate funding and institutional backing are critical enablers of effective leadership and can significantly impact resource availability, staff morale, and service quality within the library.

Incorporating Path-Goal Leadership tools further enhances the alignment of leadership styles with desired performance goals. Providing clear direction, removing obstacles, and offering encouragement and rewards are essential strategies for motivating staff and optimising performance outcomes within the library setting. Overall, the conceptual framework provides

a comprehensive framework for understanding the complex interplay between leadership styles, performance indicators, intervening and moderating variables, and institutional support factors within university libraries. Figure 3 shows the conceptual framework.



*Figure 3: Conceptual framework*  
Source: Researcher (2023)

## 2.12 Literature Gaps

The literature gaps the study investigated are as stipulated in Table 1.

**Table 1: Literature gaps**

<b>Authors</b>	<b>Research focus</b>	<b>Findings</b>	<b>Research gap</b>	<b>Focus of current research</b>
Karatas et al., 2020	Decline in university library performance	Decline attributed to reduced funding from grant institutions	Lack of adequate funding for university libraries	Influence of funding on library performance
Davis, 2014	Impact of funding fluctuations on university libraries	Reduction in grant funding from 3.7% in 1984 to 1.8% in 2011	Fluctuating funding impacting library performance	Impact of funding on library performance
Gabbay & Shoham, 2017	Comparison of information provision to library and faculty	Library staff is satisfied, faculty feel libraries lack support in locating and providing comprehensive information	Perception of library services needs to change due to technological advancements	Information provision and technological change
Onuoha et al., 2019	Impact of ICTs on academic libraries	ICTs are transforming learning, studying, and research activities, necessitating changes in university libraries.	Need for adaptation of libraries to technological advancements	Impact of ICTs on library services
Chung & Al-Khaled, 2022	Leadership impact on organisational performance	Leadership is crucial in defining principles, inspiring workers, and facilitating transformation.	Need for effective leadership to drive organisational change	Leadership styles and organisational performance
Nyamato & Kwanya, 2017	Competencies of head librarians	Vision, communication skills, customer service, credibility, interpersonal skills, and creativity are important.	Lack of studies on how leadership competencies influence subordinates' performance in Kenyan libraries	Leadership competencies and staff performance
Kehinde & Banjo, 2014	Relationship between leadership styles and library performance	Democratic, transformational, and transactional styles positively related to performance	Limited evidence on laissez-faire leadership style's impact on library performance	Leadership styles and library performance
Rasool et al., 2015	Impact of leadership styles on library performance	Transformational leadership is more pronounced in positively affecting library performance	Inconsistency in evidence regarding laissez-faire leadership style's impact on library performance	Leadership styles and library performance
Aboshaiqa h et al., 2014	Relationship between laissez-faire leadership and library performance	Negative relationships were reported in some studies, positive ones in others	Inconsistent evidence on the impact of laissez-faire leadership on library performance	Leadership styles and library performance

### **2.13 Chapter summary**

This chapter provided a comprehensive review of the literature on leadership styles and their impact on university library performance, focusing on head librarians in Kenya. It outlines various leadership theories, emphasising the role of leadership in organisational effectiveness, particularly in the context of university libraries. Key points included the significance of effective leadership for guiding library missions and adapting to changes, the distinct impacts of various leadership styles (transactional, transformational, laissez-faire, democratic, charismatic, bureaucratic and autocratic), and the role of Path-Goal Theory in enhancing performance by aligning leadership behaviours with subordinate needs. The chapter also presents a conceptual framework integrating leadership styles with performance indicators, highlighting intervening and moderating variables. Finally, it identifies gaps in existing research, such as the influence of funding and technological advancements on library performance. It sets the stage for further investigation into how leadership styles can enhance university library outcomes in Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the research methodology used to conduct this study. The sections covered include philosophical worldview, research approach and design, research setting, sampling techniques, data collection techniques, data collection instruments, data collection procedure, data analysis, reliability, validity, and ethical considerations.

#### **3.1 Philosophical assumptions**

A research philosophy defines the data which should be collected and analysed to unravel the phenomenon under study. A worldview is a mindset, a basic set of beliefs or assumptions about research phenomena that can be perceived (Kaushik & Walsh, 2019). Research philosophy is an integral part of research methodology. Creswell and Creswell (2018) identify four philosophical assumptions. They explain that ontological assumptions describe the nature of reality and its characteristics. They also describe epistemological assumptions as being about what can be known and how researchers know what they know. On axiological assumptions, they explain that these describe the role of values in research. They add that axiological philosophical assumption enables researchers to make their values known in the study and actively report their values and biases and the value-laden nature of information gathered from the field. They also explain that methodical assumptions are the methods used in research. Following this assumption, researchers shape how they collect, process, analyse, and interpret research data.

Saunders et al. (2009) argue that these philosophical approaches enable a researcher to decide which approach should be adopted and why. The critical assumptions are present in research philosophy, which explains the researcher's view regarding the world. Thakurta

and Chetty (2015) explain that these assumptions determine the research strategy and the methods of that strategy. These methodological assumptions are based on ontological, epistemological and axiological assumptions. From the worldview assumptions, a researcher employs a philosophical approach that suits the methodology regarding research strategy and provides reliable procedures that yield accurate results (Peterson & Gencel, 2013). Worldview perspectives assist the researcher in strategising, knowing the correct procedures followed, collecting, processing, analysing and interpreting. Philosophical assumptions suggest diverse opinions around whatever may be acknowledged and how it may be recognised. This determines the kinds of inquiry to be tested, the investigation method to be followed, and the systematic procedures to be employed.

In this study, the ontological assumption is that leadership constitutes a unique reality in every situation and context. Therefore, the study sought to unravel the leadership styles of university librarians and their influence on performance. Thus, this reality was perceived and painted in Kenyan lenses and "colours". Epistemologically, the researcher assumed that this reality was developed from the individual perspectives and experiences of the subjects of the study, the librarians. Therefore, the researcher assumed that this reality could only be unravelled by working closely with the subjects, collecting and collating their views and understanding the nature and consequences of librarians' leadership on the organisations' performance. Axiologically, the researcher assumed that his interaction with the subjects of the study was critical to the validity and reliability of the findings and conclusions of this study. Therefore, he would work to maintain objective yet cordial interactions with the respondents. These assumptions, as explained later in this chapter, influenced the selection of the methodological approaches applied in the study.

## **3.2 Research paradigm**

According to Creswell (2014), four research paradigms are applied in scientific research. These are positivism, interpretivism, transformative and pragmatism.

### **3.2.1 Positivism**

This paradigm assumes that knowledge of the world is the absolute truth that researchers can analyse objectively. The approach considers data, evidence, and rational considerations as the research activities that shape knowledge. The positivist researcher is an objective analyst who keeps personal beliefs out of the study. Positivist research seeks everything to explain the situation of concern and the causal relationship. The traditional forms of conducting research represent this worldview and focus more on quantitative research than qualitative research methods (Bryman et al., 2019).

### **3.2.2 Interpretivism or constructivism**

This paradigm holds that human beings construct the meanings of phenomena in life. Human beings make sense of the world based on their historical and social perspectives. The essential generation of meaning is always through social interactions with the human community. The constructivist focuses more on qualitative research design than quantitative research (Bryman et al., 2019).

### **3.2.3 Transformative or advocacy/participatory**

This paradigm focuses on the study of groups of society which have been marginalised. It also focuses on inequities based on gender, race, ethnicity, disability, sexual orientation, and socioeconomic class. The transformative or advocacy/participatory paradigm is perceived as more of a qualitative approach, although it can be used as a foundation of quantitative research. It is also known as critical theory.

### **3.2.4 Pragmatism**

Pragmatism is not committed to any one philosophy and system of reality. Individual researchers are free of choice (Kaushik & Walsh, 2019). It does not see the world as an absolute unity. Truth is what works at the time. It agrees that research always occurs in every context. The pragmatism research approach arises from situations, actions, outcomes and consequences instead of antecedent conditions and uses quantitative and qualitative approaches (Bryman et al., 2019).

### **3.3 Pragmatism in this research**

This study applied the pragmatism paradigm. Pragmatism derives from the work of Peirce, James, Mead, and Dewey (Cherryholmes, 1994). Instead of focusing on methods, pragmatic researchers emphasise the research problem and use all approaches available to understand the problem (Elsbach & Kramer, 2016). Patton (2015) and Tashakkori and Teddlie (2010) argue that pragmatism is commonly used as a philosophical underpinning for mixed methods studies and is used to focus attention on the research problem. They also explain that it is commonly used in social science research, which uses pluralistic approaches to derive knowledge about the problem. According to Cherryholmes (1994) and Morgan (2007), pragmatism provides a flexible philosophical foundation for research, allowing inquirers to draw freely from both quantitative and qualitative approaches without commitment to a single system of philosophy or reality. This perspective grants individual researchers the freedom to select the methods, techniques, and procedures that best align with their specific needs and objectives. Pragmatists reject the notion of absolute unity in the world, instead advocating for the use of diverse approaches to data collection and analysis rather than adhering strictly to either quantitative or qualitative paradigms. They view truth as situational and based on what works at a given time, without reliance on a strict duality between mind-independent reality and mental constructs.

Consequently, pragmatist researchers utilise both quantitative and qualitative data to achieve the most effective understanding of a research problem. Their approach is guided by practical considerations—focusing on the intended outcomes of their research and the reasons for mixing different data types to achieve their goals. Pragmatists recognise that research is inherently influenced by social, historical, political, and other contextual factors, and they believe in an external world that exists independently of the mind yet also recognises the importance of mental perspectives. They contend that researchers should move beyond asking fundamental questions about reality and natural laws to focus on pragmatic outcomes and practical solutions (Cherryholmes, 1994).

The pragmatic paradigm was relevant in the present study because the researcher constructed the nature and characteristics of the reality around the influence of head librarians' leadership styles on the performance of university libraries in Kenya using the respondents' input. Essentially, the researcher had no preconceived reality of the phenomenon under study. Conversely, this reality emerged from the interactions with and responses from the respondents. The researcher also assumed that this reality was neither objective nor subjective but was, in some instances, objective while also remaining subjective in others. In some cases, it was both objective and subjective at the same time, depending on the lenses and perspectives from which the issues were being considered.

### **3.4 Research approach**

Research approaches are plans and procedures that span from broad assumptions to detailed data collection methods, analysis, and interpretation (Creswell & Creswell, 2018). Several approaches are applied when conducting scientific research. Research approaches can be quantitative, qualitative or mixed methods. This study used mixed methods.

Creswell and Creswell (2018) define mixed research as the method that focuses on collecting, analysing and mixing qualitative and quantitative data in a single study or series of studies. A mixed-method study is an investigation in which the investigator blends or combines quantitative and qualitative research methods, approaches, tactics, ideas or semantics in one study. Researchers typically select the quantitative approach to respond to research questions requiring numerical data, the qualitative approach for research questions requiring textual data, and the mixed methods approach for research questions requiring numerical and textual data (Creswell, 2014). The research used concurrent procedures to collect quantitative and qualitative data simultaneously. The researcher also integrated and interpreted qualitative and quantitative information concurrently.

This study applied a mixed research approach because the research questions required quantitative and qualitative answers. Also, the mixed method approach was chosen to enable the researcher to cross-examine the multiple and complex factors involved in varied experiences by respondents to provide more profound responses. When using closed-ended questionnaires, for example, it took more work to collect a comprehensive understanding of respondents' perspectives than in-depth interviews. According to Richards and Morse (2013), evidence of opportunities, experiences, beliefs, and challenges can be easily missed when only quantitative methods are used. Thus, quantitative findings are supplemented by qualitative data to explain the quantitative results in depth.

Similarly, it was not possible to use qualitative research methods only to collect information on statistical details on how many people supported or did not support specific issues or statements. This was possible with the quantitative research method. The basic concept was that integration of quantitative and qualitative data maximised the strengths and weaknesses of each type of data. This idea of integration separated current views of mixed methods from older

perspectives in which investigators collected both forms of data but kept them separate or casually combined them rather than using systematic integrative procedures (Meissner, 2011).

Mixed method research was used to demonstrate different facets of a phenomenon or to brighten a problem from diverse viewpoints, gaining diverse forms of information. Therefore, the use of mixed-method research guaranteed that the weakness of one method was boosted by the other. Again, mixed methods research is a method to collect information, theory and practice that attempts to anticipate several standpoints, opinions, circumstances and ideas.

One of the drawbacks of using mixed methods in this study was that it was more expensive and time-consuming as the researcher had to follow both quantitative and qualitative research methods (Johnson & Onwuegbuzie, 2004). Despite these limitations of the mixed method, Creswell and Poth (2018) believe that integrating methodological approaches supports the overall research design, as the strengths of one approach offset the flaws of the other. The research used an embedded mixed method design, which concurrently collects the quantitative and qualitative data with one method of data by being helpful to the other. Mixed methods offer a better comprehensive representation by noticing developments, simplifications, and comprehensive information about members' viewpoints (Boru, 2018).

The study specifically adopted a convergent parallel mixed method design. Both quantitative(questionnaires) and qualitative(interviews) data were collected simultaneously and analysed separately. The results were then compared to draw overall conclusions. The convergent parallel design allowed triangulation, utilising the complementary capabilities of qualitative and quantitative methodologies, expanding findings, enhancing validity and trustworthiness, grasping complexity better, and reaching a wider audience – participants' perspectives.

### **3.5 Research design**

Research design is the arrangement of conditions for data collection and analysis in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2016). It is the essential component of research that embraces all elements of the research project. It is a planned structure for action that functions as a connection concerning research questions and the implementation of the research.

The study employed a convergent parallel mixed methods design, which integrates both quantitative (questionnaires) and qualitative (interviews) data to enhance research conclusions. The data collection for both methods occurs simultaneously, and results are analysed separately before being compared and integrated to draw comprehensive conclusions. Creswell and Creswell (2018) highlight that this design enables triangulation, allowing researchers to validate and corroborate findings from different data sources, thereby increasing the accuracy and reliability of the conclusions.

The convergent parallel design leverages the complementary strengths of quantitative and qualitative methodologies. Quantitative data from questionnaires provides a broad numerical perspective for statistical analysis, identifying trends and patterns. Qualitative data from interviews offers in-depth insights into participants' experiences and perceptions, contributing to a richer understanding of the context and nuances behind the numbers. Creswell and Creswell (2018) emphasise that integrating these data types helps capture the complexity of research problems more effectively than using a single method.

A key advantage of the convergent parallel design is its ability to enhance the validity and trustworthiness of findings. By comparing and contrasting quantitative and qualitative data, researchers can cross-validate results, reducing biases inherent in each method. This

triangulation process not only corroborate findings but also provides a more holistic view, thereby increasing the study's credibility (Creswell & Plano Clark, 2018). Furthermore, this design broadens the reach and engagement with participants' perspectives, expanding the audience for the research findings. Integrating numerical data with narrative descriptions allows researchers to address both the "what" and the "why" questions of the study, appealing to those interested in statistical analysis and those focused on contextual and experiential aspects (Creswell & Creswell, 2018).

In the convergent parallel mixed methods design, data integration was achieved by presenting both quantitative and qualitative data in a complementary manner. Initially, quantitative data were analysed using statistical techniques to reveal patterns and trends, while qualitative data underwent thematic analysis to uncover recurring themes and contextual insights. Following these separate analyses, the integration process involved presenting the results of both data types. This approach allowed for a direct comparison to identify areas of convergence, where findings from both methods aligned and divergence, where discrepancies emerged. Techniques such as joint displays and narrative integration facilitated this process by visually juxtaposing quantitative and qualitative results or synthesising them into a cohesive narrative. By presenting both types of data together, the integration process provided a richer, more nuanced understanding of the research problem, as recommended by Creswell and Creswell (2018).

### **3.6 Research setting**

The research setting refers to the place where the data is collected and the environment in which research is carried out. If the research is about people's working lives, this could be a laboratory or a "real" setting, such as the subjects' working environment (Given, 2008). The study encompassed public and private universities in Kenya. The study was conducted in

twelve (12) university libraries in Kenya. Specifically, the study was conducted in the main campuses of the universities; satellite campuses were not considered.

The public universities were the University of Nairobi, Kenyatta University, Egerton University, Moi University, Jomo Kenyatta University of Agriculture and Technology, the Technical University of Kenya, Machakos University, and Multimedia University of Kenya. The four (4) private universities are Strathmore University, United States International University - Africa, Catholic University of Eastern Africa, and Africa International University.

The approach of mixing private and public universities was to ensure that leadership perspectives of these contexts were captured in the study. The number of universities, public versus private, was determined based on the overall number of universities in each category in Kenya. Since there are more public than private universities in Kenya, more public universities were selected. Similarly, more public universities were considered because they are more significant in programmes and student populations than private universities. Therefore, their libraries are more complex and require concrete leadership to succeed.

### **3.7 Population of the study**

Population refers to the entire group of persons or set of objects and events that the researcher intends to study (Asiamah et al., 2017). The target population is the entire aggregation of respondents that meets the criteria (Kothari, 2013). A population can also be referred to as a target population if it forms the entire set of units for which the survey data are used to make inferences (Kothari, 2016). The key informants of the study were Librarians, University staff, Students and Head Librarians. Librarians are intimately involved in running and managing university libraries daily. They have in-depth user interaction, collection development, and library services expertise. Their perceptions can offer helpful angles. University academic staff members are both users and researchers whose viewpoints can illuminate how leadership

philosophies affect library performance and interactions with other departments. Students are prominent patrons of university libraries, and they can shed light on their expectations and past experiences. Head librarians are in leadership positions within the library and thoroughly understand decision-making, strategic planning, and library operations. Their thoughts on management techniques and how they affect the library's operation might be instructive for the research. The population of the study is 16,147, comprising 408 librarians, 10,545 university staff, 5,194 students (class representatives), and 12 head librarians, as shown in Table 2

**Table 2: Population of the study**

<b>University</b>	<b>Librarians</b>	<b>University staffs</b>	<b>Students</b>	<b>Head librarian</b>
University of Nairobi	161	2670	1180	1
Kenyatta University	28	1500	1064	1
Moi university	41	1000	588	1
Egerton	46	1000	555	1
JKUAT	32	2600	347	1
Technical University of Kenya	28	881	581	1
Multimedia University of Kenya	8	130	218	1
Machakos	14	176	356	1
Catholic University of Eastern Africa	11	210	59	1
Strathmore University	7	131	124	1
United States International University of Africa	24	200	71	1
African International University	8	47	51	1
<b>TOTAL</b>	<b>408</b>	<b>10545</b>	<b>5194</b>	<b>12</b>

### **3.8 Sampling techniques**

A complete coverage of the total population is occasionally possible. However, there are circumstances when all the members of a population of interest cannot be reached (Schindler, 2019). In these circumstances, a sample is used. A sample is a representative selection of members of a population. It is a smaller group drawn from the population with the entire population's characteristics. A researcher studies the sample to understand the population in which he or she is interested (Bryman & Bell, 2015). A representative sample is a sample that resembles the population in as many ways as possible and allows the researcher to make

deductions and generalise the results accurately. A representative sample should replicate the population's properties in almost the same proportion as the target population (Bryman & Bell, 2015).

According to Kothari (2016), sampling refers to the procedure used to select a portion of the population for study. In sampling, identifying a correct population or target group is essential. As indicated in Table 2, the study population consisted of 408 librarians, 10,545 university staff, 5,194 students (class representatives) and 12 head librarians. The researcher used the multi-case sampling procedure. Multi-case sampling moves from a broad to a narrow sample using a step-by-step process (Taherdoost, 2016). The multiple-case sampling is a complex form of cluster sampling. Cluster sampling is a sampling technique wherein the population is divided into subgroups called clusters; then, a few clusters are chosen for the survey (Sindani, 2018). The researcher used the multiple-case sampling technique to reduce the sampling complexity for substantial populations and to avoid biased results.

In the multi-case sampling, first, the researcher adopted information-oriented purposive sampling to select both public and private universities. The universities were selected based on the year of establishment. The second stage was to get the actual units of analysis from the universities where the researcher used stratified sampling. The researcher stratified the sample into three strata: library users, staff, and head librarians. The third step was used to get the actual respondents in each stratum. All head librarians were selected using purposive sampling because they hold pertinent information on leadership. The study adopted probability sampling, which used a simple random sampling technique for the library staff and users. With simple random selection, the researcher could choose respondents from the strata where each participant had an equal chance of being chosen (Shahapure & Nicholas, 2020). Finally, the

library users were further stratified into academic staff and class representatives. Information-oriented purposive sampling was used to get the actual sample of the library users and staff.

### 3.8.1 Sample size

Four (4) private universities and 8 (public universities) were selected for the study. To get the sample size for head librarians, the study adopted a census where all the head librarians from the 12 universities were selected. The researcher used Taro Yamane's formula below to calculate the sample sizes of the librarians, university staff and students (class representatives) in the various universities respectively.

**Where:**

**N** = population size,

**e** = margin error, which was 5%,

**p** = confidence level, which was 95%, and

**z** = z-score, representing the proportion's standard deviation, which was 1.96.

Using the example of librarians at the University of Nairobi, the sample size was calculated as below:

**Where:**

**N** = 161,

**e** = 0.05,

**p** = 0.95, and

**z** = 1.96

$$= \frac{\{(1.96*1.96)\} * 0.95(1-0.95) / (0.05*0.05)}{= 3.8416 * 0.0475 / 0.0025}$$

$$\text{Numerator Value} = \underline{72.9904}$$

$$1 + \frac{\{(1.96*1.96) * 0.95(1-0.95) / (0.05*0.05) * 161\}}{= 3.8416 * 0.0475 / (0.0025 * 161)}$$

$$= 0.182476 / 0.4$$

$$= 0.45619$$

$$= 1 + 0.45619$$

$$\text{Denominator Value} = 1.45619$$

$$\text{Sample size} = 72.9904/1.45619$$

$$= 50$$

Therefore, if the population size for librarians = 161, then the sample size is = 50.

Hence, the sample size for the study was as stipulated in Table 3.

**Table 3: Sample size per university**

University	Librarians		University staffs		Students	
	Population	Sample	Population	Sample	Population	Sample
University of Nairobi	161	50	2670	71	1180	69
Kenyatta University	28	20	1500	70	1064	68
Moi university	41	26	1000	68	588	65
Egerton	46	28	1000	68	555	65
JKUAT	32	22	2600	71	347	60
Technical University of Kenya	28	20	881	67	581	65
Multimedia University of Kenya	8	7	130	47	218	55
Machakos	14	12	176	52	356	61
Catholic University of Eastern Africa	11	10	210	54	59	26
Strathmore University	7	6	131	47	124	46
United States International University of Africa	24	18	200	53	71	36
African International University	8	7	47	29	51	30
<b>TOTAL</b>	<b>408</b>	<b>228</b>	<b>10545</b>	<b>697</b>	<b>5194</b>	<b>645</b>

### 3.9 Data collection techniques

Data collection methods are those procedures used to collect data and the techniques employed to process and analyse the data (Kothari, 2013). Data collection techniques include interviews, observations (direct and participant), questionnaires, and relevant documents (Shanks & Bekmamedova, 2018). Data collection techniques allow the researcher to systematically collect data about the objects of study (people, objects, phenomena) and the settings in which they occur (Larini, 2018). The researcher used a mixed approach method (quantitative and qualitative) to gather data for the study. In the quantitative approach, the researcher employed structured questionnaires for the librarians, university staff and students.

In contrast, unstructured interviews were used to solicit qualitative data from the head librarians.

### **3.9.1 Questionnaire**

A questionnaire is a written list of questions and the answers recorded by respondents (Kumar, 2014). Questionnaires are a popular data collection technique because they are inexpensive and can provide a broad perspective. They have long been among the most popular data-collection techniques (Flick, 2018). This study used self-administered questionnaires to collect quantitative data from librarians, university staff and students. The advantages of questionnaires to this study include the fact that they allow the researchers to structure and formulate the data collection plan with precision carefully; respondents can take these questionnaires at a convenient time and think about the answers at their own pace; the reach of questionnaires is theoretically limitless. The questionnaire can reach every corner of the globe if the medium allows it. The disadvantages of questionnaires include questionnaires without human intervention can be quite passive and miss out on some of the finer nuances, leaving the responses open to interpretation; response rates can be quite low; and questionnaires can be designed well by choosing the right question types to optimise response rates, but very little can be done to encourage the respondents without directly conversing with them.

### **3.9.2 Interviews**

Interviewing is a commonly used method of collecting data from people. Researchers collect data from many walks of life through different forms of interaction with others. According to Monette et al. (2014, 156), "an interview involves an interviewer reading questions to respondents and recording their answers". Burns (2000) states, "An interview is a verbal interchange, often face-to-face". In this study, the researcher visited each head librarian on the appointed date and time and personally conducted the interviews. Unstructured interviews were

used since they are more informal, open-ended, and flexible and generate qualitative data through open questions; they also increase validity because they allow the interviewer to probe for a deeper understanding, ask for clarification and allow the interviewee to steer the direction.

The other advantages of unstructured interviews include that they are the most appropriate approach for studying complex and sensitive areas as the interviewer has the opportunity to prepare a respondent before asking sensitive questions and to explain complex ones to respondents in person. They are also helpful in collecting in-depth information. In an interview situation, an investigator can obtain in-depth information by probing. Hence, interviewing is the preferred data collection method in situations where in-depth information is required. Similarly, an interviewer can supplement information obtained from responses with those gained from observation of non-verbal reactions. It is also less likely that a question will be misunderstood as the interviewer can either repeat it or put it in a form that the respondent understands. An interview can be used with almost any population: children, people with disabilities, the illiterate or the very old. Interviews also do not require literacy on the part of the respondents. They allow the interviewer to uncover deep insight by clarifying and deep-diving into the respondent's answers and collecting nonverbal data (Creswell & Poth, 2018).

The disadvantages of interviews include the fact that conducting interviews can be costly as well as time-consuming. An interview can be costly as it may involve many respondents, and the interviewer may need to write down the correct responses. This inefficiency of an interviewer can lead to misleading results. Additionally, there is always a possibility that the interview process can be influenced by the interviewer's biases (Ali, 2016).

### **3.10 Data collection tools**

This section presents the data collection tools used in this study. Any research is only worth its results if the correct data is sought and collected. Therefore, selecting the correct method to obtain accurate data is necessary (Flick, 2018). The following tools were used to collect data in this study.

#### **3.10.1 Questionnaire**

A questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent. It is the vehicle used to pose the questions the researcher wants respondents to answer (Golden, 2018). A *questionnaire* is an instrument for collecting primary data (Cohen et al., 2018). As an instrument for collecting data, a questionnaire involves asking a given subject to respond to a set of oral or written questions. According to Mellinger and Hanson (2017), questionnaires are typically used under the following circumstances: if the researcher can reach a large number of people; when the study is not new to explore; when there are difficult or controversial issues; when obtaining standardised data; when there are predefined range of answers; if the respondents can answer the questions; and if there is enough money and time to carry out the study.

Questionnaires were used in this study to collect data from librarians, university staff, and students because of their ability to reduce any bias and the collection of authentic data necessary for data analysis. Billups (2020) explains that the main aim of a questionnaire is to obtain facts and ideas about a phenomenon from people who are informed about it.

The advantages of questionnaires include that they are inexpensive and practical, offer a quick way to get results, are scalable, and allow the researcher to gather information from a large audience. They are also easy to analyse and visualise and allow respondents anonymity, such as through online and email surveys (Mellinger & Hanson, 2017). Questionnaires allow the

researchers to structure and formulate the data collection plan carefully. As explained earlier, some of the disadvantages of questionnaires include that questionnaire without human intervention (as we have taken them here) can be quite passive and miss out on some finer nuances, leaving the responses open to interpretation.

In this study, closed-ended questionnaires were administered to the sampled respondents to obtain their views on the influence of head librarians' leadership styles and the performance of university libraries in Kenya. A closed-ended question generates a limited set of responses that can be coded easily in a database with some number or symbol representing a response. This enabled the researcher to have a high response rate for the study.

The researcher used multiple-choice, ordinal, interval, and ratio questions to generate closed-ended responses. Multiple-choice questions are easier and quicker for respondents to answer. The answers given by different respondents are more accessible to compare, code, and statistically analyse. Their response choices can clarify the meaning of ambiguous questions for respondents. The use of multiple-choice questions enabled the respondents to answer sensitive topics.

Additionally, the less literate respondents are not disadvantaged and can quickly answer the questions. They can easily be replicated when the need arises. The researcher also used some open-ended questions to allow the respondents to include more information, such as feelings, attitudes, and understanding of the subject. This enabled the researcher to gather more insight into the subject of study.

### **3.10.2 Interview guide**

An interview guide, or aide memoire, lists topics, themes, or areas to be covered in a semi-structured interview. This is usually created in advance of the interview by the researcher and

is constructed in such a way as to allow flexibility and fluidity in the topics and areas that are to be covered, the way they are to be approached by each interviewee, and their sequence. The interview guide will usually be linked to the research questions that guide the study and will cover areas likely to generate data that can address those questions.

The researcher used open-ended questions to interview head librarians. This approach aimed to ensure that each interviewee was presented with precisely the same questions in the same order. This ensured that answers could be reliably aggregated and that comparisons could be made confidently between sample subgroups. The researcher used open-ended questions to interview head librarians. Due to the sensitivity of this study, respondents were interviewed independently and assured of absolute confidentiality regarding their views to get impartial results.

The interview guide assisted the researcher in knowing what to ask about, in what sequence, how to pose the questions, and how to pose follow-ups. The interview guide guided the researcher about what to do or say next after the interviewee had answered the last question. It was meant to keep the researcher on track and ensure they covered all the topics needed to answer the research questions.

### **3.11 Data collection procedure**

Data collection methods are those procedures used to collect data and the techniques employed to process and analyse the data (Kothari, 2016). The researcher first obtained an introduction letter from the School of Graduate and Advanced Studies, the Technical University of Kenya, indicating that he is a student and has been authorised to collect data. This letter was attached when applying for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also applied for ethical clearance from a registered Institutional Review Board (IRB). Upon receipt of the research permit and the IRB ethical

clearance certificate, the researcher wrote a letter to the universities under study requesting permission to collect data from their head librarians, library staff, university staff and students.

The goal for all data collection was to capture quality evidence that translated to rich data analysis and allowed the building of convincing and credible answers to questions posed. The researcher constructed one set of questionnaires for librarians and another for university staff and students, which were used in this study to collect data.

Once the approvals had been received from the universities, the researcher then requested lists of librarians from the head librarians, university staff from the Human Resources offices, and students from the deans of students of the respective universities. After receiving the lists, the researcher randomly identified the respondents from each stratum of librarians, university staff, and students; after that, the questionnaires were distributed to the librarians, university staff, and students, and interviews were organised for the head librarians.

### **3.12 Piloting**

Piloting, as defined by Creswell and Creswell (2018), involves conducting initial research before the main study to allow for a thorough evaluation and adjustment of the study strategy, research tools, measurements, judgment, researcher safety, and a wide range of issues related to the expected behaviour of the investigation. It includes field testing and refining the formal research design, enabling researchers to understand the research context better and anticipate how various factors may affect the investigation. Moreover, piloting highlights potential ethical concerns and risks, prompting necessary adjustments in strategies and procedures. Junyong (2017) notes that pilot testing is essential for validating the tools used to generate required data before the primary data collection. Hilton (2017) categorises the key characteristics of piloting into three areas: process, resources, and management. The process involves evaluating the

feasibility of significant stages in the main study, such as employment rates and suitability conditions. The resources aspect addresses potential challenges with time and resources, including the duration of the study, feasibility of using specific equipment, and adequacy of assessment procedures. Lastly, the management aspect concerns data organisation and team involvement, assessing issues like data collection difficulties, variability of collected data, and the ability to analyse data across different institutions.

In this study, piloting provided the researcher with vital information about whether a full-scale study was feasible and made any amendments to the design and tools of the intended study. The researcher conducted a pilot study at the Jaramogi Oginga Odinga University of Science and Technology (public) and KCA University (private), which did not participate in the main study. Appendix 5 shows the report of the data collected from the pilot study. The data gathered from the interviews was used to improve the final interview tool by adding new questions, rewording old ones, and ensuring all aspects of the study objectives were covered. Section A on demographic data was updated for the library staff questionnaires. Section B on leadership styles was divided into smaller aspects for coverage, and Section C on the importance of leadership was added. More questions were included to investigate the connection between leadership styles and performance. For library users, three parts of the questionnaire were combined into one, including demographic information, library visits, and performance evaluation. Clarity, relevance, and efficacy were improved, which improved data gathering and study findings.

### **3.13 Data analysis and presentation**

Data analysis conveys order, arrangement, and sense regarding the quantity of collected information (Pruneau, 2017). It is defined as disordered, vague, and laborious but also as an imaginative and exciting procedure. The action of making sense of, understanding and

theorising data indicates a quest for universal reports amid groups of information (Pruneau, 2017). Data investigation is decreasing the vast quantity of collected information that is necessary to make sense of it. Data analysis is a procedure of gathering, converting, cleaning, and displaying data to determine the vital data. The outcomes achieved are connected, signifying inferences, and supportive decision-making. The resolution is to find, convert, support decision making and convey an inference to research. For this study, data was analysed as follows:

### **3.13.1 Quantitative data**

After getting the questionnaires from the respondents, the data was checked and verified to ensure consistency and accuracy. Quantitative data was analysed statistically. The researcher used Statistical Package for Social Sciences (SPSS) version 21 to conduct the statistical tests. SPSS was also used to conduct the Pearson correlations and regression analysis to help in analysing the independent (head librarians' leadership styles) and dependent variables (performance of university libraries). Similarly, an Analysis of variance (ANOVA) was conducted. Because this data was collected using close-ended questions, the results could easily be transformed into numbers, statistics, graphs, and charts. The processed data was presented using graphs and tables.

### **3.13.2 Qualitative data**

Qualitative research, on the other hand, aims to explain why and how something is happening. It most commonly revolves around open-ended survey questions and highly descriptive answers that are hard to quantify and express through numbers. It is a great way to collect complex information and explore people's thoughts and behaviour. It is often used to find ideas, formulate predictions, and explain the numbers (Sjödín et al., 2020).

In this study, the researcher recorded the data as the interviewees (the library staff) responded. Through the data collection process, the researcher reviewed the exhibited patterns and themes. The researcher grouped the data into meaningful patterns or themes to enable analysis of the data. A thematic analysis where the researcher grouped the data into themes based on research questions was adopted. According to Miles et al. (2019), themes can be directly developed from the research questions or naturally derived from the data when the study is being collected. The qualitative data from the Head librarians were transcribed. The researcher then thoroughly studied and comprehended the transcriptions to become familiar with the data. Then, using open coding, concepts and themes were captured by giving descriptive codes to various data segments. Using themes, these codes were arranged into ATLAS.ti and Vos-viewer. Using the themes, the researcher could analyse their meaning and connect them to the research questions. After analysing the data into themes, the researcher assembled, organised and compressed the data to facilitate the conclusion (Creswell & Creswell, 2018). The data was analysed using ATLAS.ti version 9 and Vos-viewer software. The data was presented using word clouds and verbatim statements.

### **3.14 Reliability and validity**

Establishing reliability, validity, and/or trustworthiness in research is to confirm that the data gathered is complete and replicable (Mohajan, 2017). Mixed-method research in this study aimed to enrich the data collected (Zohrabi, 2013). Similarly, multiple data collection techniques and tools were applied. Using different types of processes for gathering data further confirmed the validity and reliability of the data. Therefore, the research method of collecting data and the instruments used boosted the validity and reliability of the research. Mohajan (2018) posits that reliability relates to the uniformity of a measure, and validity is the extent to which a concept is accurately measured in a quantitative study. The validity of the research

answers the following two questions: Will the study have sufficient controls to ensure that the conclusion to be drawn will be justified by the data to be collected? Will the research measure the phenomenon of the study in a way that accurately reflects its characteristics?

### **3.14.1 Reliability**

Reliability refers to the repeatability of results. The idea behind reliability is that any significant results must be more than a one-off finding and be intrinsically repeatable. Other researchers must be able to achieve precisely the same experiment under similar circumstances and produce similar results. In research, reliability means "repeatability" or "uniformity". A measure is considered trustworthy if it repeatedly provides us with a similar outcome (Drost, 2015). Reliability tells the researcher how consistently a method measures something. The researcher should get similar results when a similar technique is applied to a similar sample under similar circumstances. If not, the measurement technique may be defective. Reliability measures the uniformity of outcomes over time, among observers, between varieties of a test, and between substances of a test (Creswell & Creswell, 2018). The theory of reliability states that it is impossible to calculate reliability exactly. Instead, researchers have to estimate reliability, which is always imperfect.

For this study, the researcher used internal consistency of the tools, and a pilot test of the research instruments was conducted to enhance reliability. The research instruments were piloted at Jaramogi Oginga Odinga University of Science and Technology and KCA University to check their consistency. The researcher also used an appropriate questionnaire to measure the competency level. Additionally, the researcher enabled participants to be familiar with the assessment criteria.

### **3.14.2 Validity**

Validity refers to the credibility or believability of the research. Are the findings genuine? Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method. Validity refers to how well a test measures what it is purported to measure. Validity refers to the appropriateness of the inferences made about the results of an assessment. Validity is the credibility or believability of a particular study (Heale & Twycross, 2015). Validity refers to whether there is evidence to support the assertion that the methods are really measuring the abstract concepts they are intended to measure. Validity measures the accuracy of a method used to obtain results. Validity concerns the quality of the researcher's evidence regarding the effect of the independent variable on the dependent variable, reflecting how accurately a method measures something (Taherdoost, 2016; Creswell & Creswell, 2018). For a method to be valid, it must measure what it claims to measure, and the results should closely align with real-world values. The five main types of validity include construct validity, content validity, face validity, concurrent validity, and predictive validity. Construct validity ensures that the measurement method accurately reflects the construct being measured, achieved by carefully developing indicators and measurements based on relevant existing knowledge (Brown, 2010). Content validity assesses whether a test represents all aspects of the construct, ensuring that the measurement method covers all relevant parts of the subject it aims to measure. Missing aspects can threaten content validity. Face validity involves a subjective assessment of how suitable the content of a test appears on the surface, focusing on the presentation and logical structure of data collection tools to enhance validity (Lam et al., 2018). Concurrent validity compares results from a new measurement technique to those of an established technique measuring the same variable to determine if they are related. It requires thorough examination since similar behaviours might not reflect the same variable (Salkind, 2010). Predictive validity evaluates

whether results from measuring a construct can be used to predict behaviour, acknowledging limitations as behaviour prediction cannot be entirely precise but helps forecast fundamental trends to some degree (Frey, 2018).

Theodos et al. (2018) also classify validity as either internal or external. They explain that external validity indicates how reliably conclusions from a study or evaluation can be generalised to different populations, programmes, geographies, or periods. On the other hand, internal validity indicates how accurately the relationships between the issues under study are not influenced by factors external to the study.

The researcher ensured that the research goals and objectives were revisited and integrated into the data collection process and tools to achieve validity. The researcher matched the assessment measure to the research goals and objectives. The researcher also ensured that the data collection procedures were accurately followed and aligned with the stipulated research design and that the data collected was accurate to ensure their validity. The researcher also used a panel of "experts" familiar with the issues under study to assess the validity of the instruments used for data collection. The experts inspected the items and agreed on what that exact item was proposed to measure. More so, the panel helped limit "expert" unfairness. This means that a test replicating what an individual's impressions were the most significant in appropriate areas. The researcher also involved the supervisors in helping confirm the validity of the intended research tool to measure the intended construct. The researcher considered content validity, the degree to which the quantity of tool objects was pertinent and characteristic of the aim concept to be exact and dependable of the survey and questionnaires (Yusoff, 2019).

### **3.15 Ethical considerations**

Ethics, rooted in the ancient Greek philosophical inquiry into moral life, refers to a system of principles that can critically alter previous considerations about choices and actions (Rae,

2018). As a branch of philosophy, ethics deals with decision-making concerning what is right and wrong (Shafer, 2019). In research, ethics govern the standards of conduct for scientific inquiries, ensuring the protection of participants' dignity, rights, and welfare. Fundamental ethical principles include beneficence, which involves acting for the good and welfare of others through attributes like kindness and charity; non-maleficence, which entails preventing harm or minimising potential harm; autonomy, which recognises individuals' rights to self-determination and decision-making; and justice, which involves treating all individuals fairly and with equal respect and concern. Additionally, veracity emphasises being truthful and accurate in all interactions, fidelity involves being loyal and faithful to those who trust the research, and integrity requires acting with honesty and aligning actions with moral standards.

The study adhered to several key ethical considerations to ensure the integrity and safety of the research process. Informed consent was a fundamental principle guiding the study. Participants were adequately informed about the research purpose before the administration of both the questionnaire and interviews. A formal informed consent form was prepared, which the respondents read, understood, and signed to indicate their willingness to participate. This approach aligns with Shafer's (2019) assertion that obtaining informed consent is a critical ethical requirement for research involving human participants. By securing informed consent, the researcher adhered to accepted ethical standards, ensuring transparency regarding the study's objectives and procedures.

To maintain anonymity and confidentiality, the researcher did not collect any information that could identify or reveal the respondents' details, thus keeping participants' identities unknown and unacknowledged. Data was reported in aggregate form rather than on an individual basis, further protecting the respondents' personal information and aligning with ethical standards that safeguard participant confidentiality and prevent the disclosure of sensitive information.

Privacy was also a key consideration in the study, with measures taken to respect participants' confidentiality, autonomy, and right to self-determination. Protecting privacy in research involves adhering to social norms and individual expectations regarding the disclosure of personal information. The researcher ensured that participants' privacy was either implied or formally guaranteed (Bussu et al., 2021). The researcher prevented any form of distress, physical or mental harm, embarrassment, or offence to the participants (Tsigu & Rao, 2015). No questions were asked that could potentially violate or embarrass the respondents, thus safeguarding their privacy and emotional well-being (Hammersley & Traianou, 2012).

The researcher also complied with the necessary institutional authorisation requirements mandated by the Technical University of Kenya. This included applying for and obtaining a clearance certificate from the School of Graduate and Advanced Studies, a research permit from NACOSTI, and ethical clearance from a registered Institutional Review Board (IRB). Gatekeeper authorisation was sought and obtained from the institutions where the study was conducted. Adhering to these institutional authorisations ensured that the research was conducted in accordance with established ethical guidelines and protocols.

### **3.16 Chapter summary**

This chapter provides a comprehensive overview of the research methodology employed in the study. It begins with exploring philosophical assumptions, including ontological, epistemological, axiological, and methodological perspectives, which shaped the research approach. The research paradigm adopted was pragmatism, allowing for a mixed-methods approach that effectively integrated quantitative and qualitative data to address the research problem. The research design was a convergent parallel mixed methods design, with simultaneous data collection and separate quantitative and qualitative data analysis. The study was conducted in public and private universities in Kenya, focusing on twelve university

libraries with a total target population of 16,147. Sampling techniques included purposive, stratified, and simple random sampling, with sample sizes determined using Taro Yamane's formula. Data collection involved structured questionnaires for quantitative data and unstructured interviews for qualitative insights, with tools including questionnaires and an interview guide. The data collection procedure involved obtaining permissions, piloting instruments, and collecting data according to the study's design. Data analysis was performed using SPSS for quantitative data and thematic analysis with ATLAS.ti and Vos-viewer for qualitative data. Reliability and validity were ensured through internal consistency, pilot testing, and expert reviews, while ethical considerations were upheld through informed consent, anonymity and confidentiality.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

This chapter analyses and presents the research data based on the study's objectives. The objectives were to establish the leadership styles used by head university librarians in Kenya; analyse the significance of leadership in university libraries in Kenya; determine the level of performance of university libraries in Kenya; analyse the relationship between the leadership styles of head university librarians in Kenya, and the performance of their libraries; and propose leadership style(s) with the potential to enhance the performance of university libraries in Kenya positively. The study had a population of 16,159 respondents and a sample of 1,582. The data was analysed thematically and statistically.

#### 4.0 Response rate

Response rate is the percentage of target respondents who offer exhaustive replies. The percentage is calculated by dividing the number of respondents who complete the survey or participate in the interview by the sample size, then multiplying that result by 100. This study had a sample size of 1,582 respondents. From this, 1,342 were library users, 228 were library staff, and 12 were head librarians in Kenya. The response rate of the study is tabulated in Table 4.

*Table 4: Response Rate*

Respondents	Sample	Frequency of responses	Percentages (%)
Library users	1342	954	71
Library staffs	228	171	75
Head librarians	12	11	92
<b>Total</b>	<b>1582</b>	<b>1136</b>	<b>72</b>

Table 4 indicates the responses from different categories of respondents: library users, staff, and head librarians. With 1136 actual respondents out of 1582 potential respondents providing

feedback, the overall response rate was 72%. From the library users, a response rate of 954(71%) was achieved. From the library staff, 171(75%) responded to the questionnaires, while 11(92%) head librarians were interviewed. Table 5 indicates the responses per university based on the strata.

**Table 5: Responses per universities**

<b>Name of Universities</b>	<b>Library users</b>	<b>Library staff</b>	<b>Head librarians</b>
Africa International University	40	6	1
Catholic University of East Africa	54	11	1
Egerton University	73	22	1
Jomo Kenyatta University of Agriculture and Technology	99	13	1
Kenyatta University	100	14	1
Machakos University	56	9	1
Moi University	95	19	1
Multimedia University	74	8	1
Strathmore University	51	6	0
Technical University of Kenya	126	15	1
United States International University Africa	75	30	1
University of Nairobi	111	18	1
<b>Totals</b>	<b>954</b>	<b>171</b>	<b>11</b>

#### **4.1 Demographic data**

This section presents the respondents' demographic information, such as gender, age, education level, employment status, job titles, and work period.

##### **4.1.1 Gender of the Respondents**

Table 6 presents the gender distribution of the respondents across different categories, including library staff, library users, and head librarians. From Table 6, most library staff respondents were male, 96(56%), while 75(44%) were female. Similarly, most library users had male respondents, 614(64%). Most 7(64%) of the head librarians were female, while only 4(36%) were male.

**Table 6: Gender distribution of the respondents**

<b>Respondents</b>	<b>Gender</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Library staffs	Male	96	56
	Female	75	44
	<b>Total</b>	<b>171</b>	<b>100</b>
Library users	Male	614	64
	Female	340	36
	<b>Total</b>	<b>954</b>	<b>100</b>
Head Librarians	Male	4	36
	Female	7	64
	<b>Total</b>	<b>11</b>	<b>100</b>

#### **4.1.2 Age of the respondents**

The study went further and analysed the age of the respondents. For the library staff, most of the respondents were in the age categories of 41 – 50 years 69(40.3%). The least were aged between 21 – 30 years 20(11.7%). Among the library users, most respondents were aged 18-34 388(40.9%), while the least 3(0.3%) were below 18 years old. Table 7 presents the data.

**Table 7: Age of the respondents**

<b>Respondents</b>	<b>Age categories</b>	<b>Frequency</b>	<b>Per cent</b>
Library staffs	21 – 30 years	20	11.7
	31 – 40 years	53	31.0
	41 – 50 years	69	40.3
	51 and above	29	17.0
	<b>Total</b>	<b>171</b>	<b>100</b>
Library users	Below 18	3	0.3
	18-34	388	40.9
	35-44	277	29.0
	45-54	258	27.0
	55-64	20	2.0
	Above 64	8	0.8
	<b>Total</b>	<b>954</b>	<b>100</b>

### 4.1.3 Education level of respondents

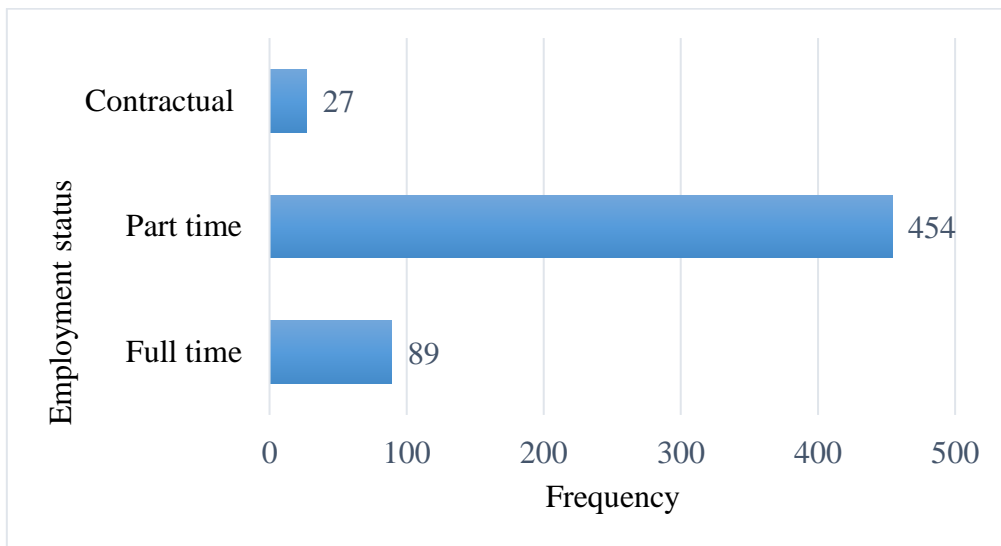
The respondents were asked to indicate their level of academic education. The results are captured in Table 8. Seven library users' respondents did not respond to this question. From Table 8, most 96(56.1%) of the library staff had a degree, while only 2(1.2%) had a doctorate. For the library uses: 465(81.4%) of the academic staff had a Master's degree. This was followed by those with a doctorate at 53(9.3%), and the least had a higher diploma 1(0.2%). For the class representatives, the majority, 319(84.8%), indicated they were pursuing a Bachelor's degree, while 3(0.8%) were doctoral students.

**Table 8: Education Level of the Respondents**

<b>Respondents</b>	<b>Education level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Library staffs	Diploma	30	17.5
	Degree	96	56.1
	Masters	43	25.1
	Doctorate	2	1.2
	<b>Total</b>	<b>171</b>	<b>100</b>
Library users: Academic staffs	Diploma	4	0.7
	Higher Diploma	1	0.2
	Bachelors	48	8.4
	Masters	465	81.4
	Doctorate	53	9.3
	<b>Total</b>	<b>571</b>	<b>100</b>
Library users: Class representatives	Diploma	22	5.9
	Bachelors	319	84.8
	Masters	32	8.5
	Doctorate	3	0.8
	<b>Total</b>	<b>376</b>	<b>100</b>

### 4.1.4 Employment status of library users (academic staff)

The researcher investigated the employment status of the academic staff. Figure 4 indicates the data.

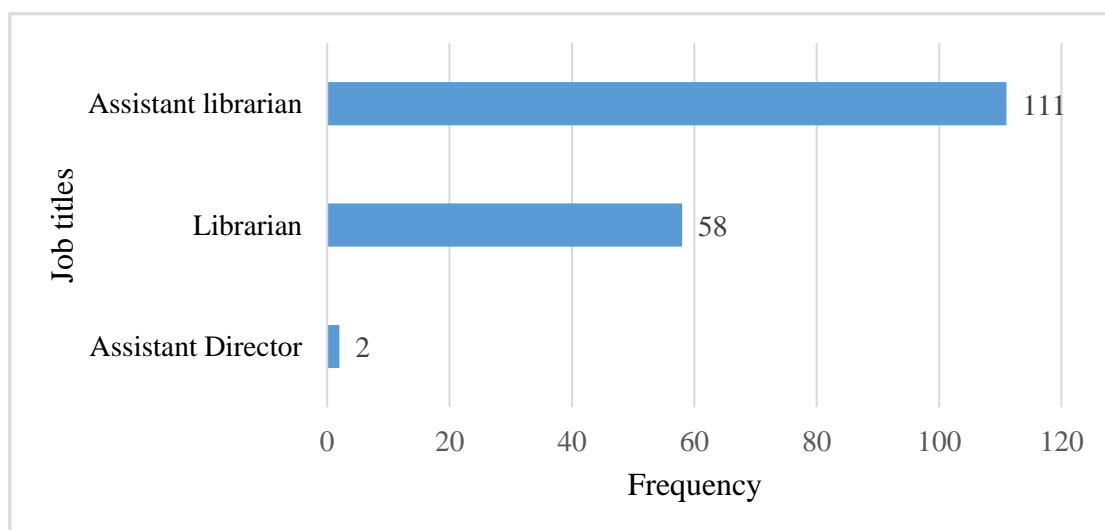


*Figure 4: Employment status*

Figure 4 shows that most academic staff work part-time: 454(79.6%), while 27(4.7%) respondents are on contract. One respondent did not indicate their employment status.

#### **4.1.5 Job titles of the library staff**

When the library staff were asked to indicate their job titles, 111(64.9%) of the majority indicated they were assistant librarians, while 2(1.2%) were assistant directors. Figure 5 presents the data.



*Figure 5: Job titles of library staff*

#### 4.1.6 Work length for library staff

Library staff were asked to indicate the number of years they have worked in their institutions. It emerged that the majority, 64(37.4%) of the librarians, had worked for 1-5 years, while 7(4.1%) had worked for 26-30 years. Figure 6 shows the data.

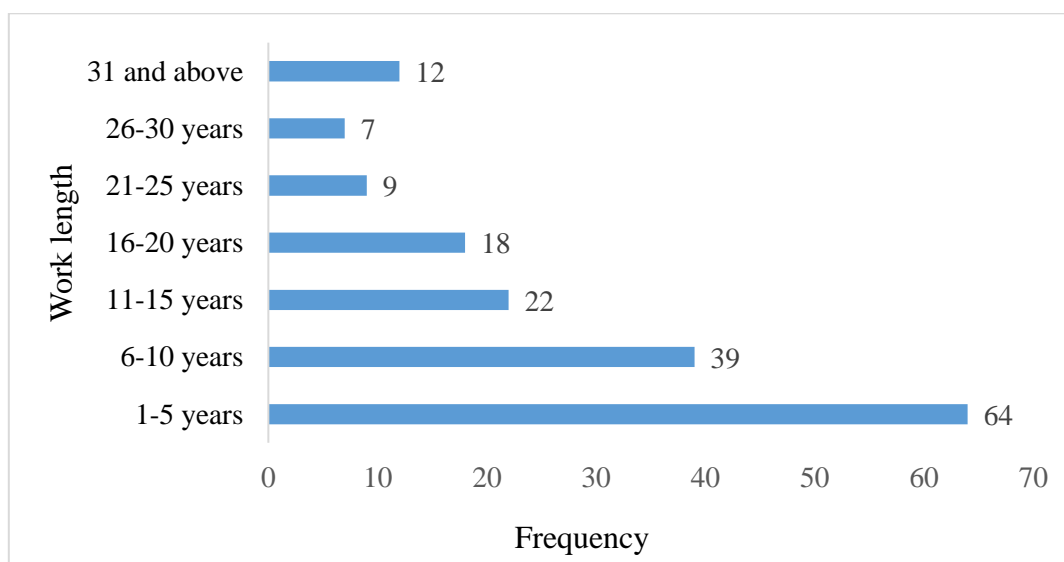


Figure 6: Library staff work length

#### 4.1.7 Library users' descriptive statistics

Table 9 shows the descriptive statistics for the variables: age, gender, education level of academic staff, education level of students, and employment status of academic staff. The data is presented in terms of N (number of responses), range, mean, standard deviation, and variance.

Table 9: Library users' descriptive statistics

Variables	N	Range	Mean	Std. Deviation
Age	954	5	2.92	0.919
Gender	954	1	1.36	0.479
Education Level of Academic Staff	571	4	3.98	0.497
Education Level of Students	376	4	2.98	0.593
Employment Status of academic staff	570	2	1.89	0.438

For the age variable, the number of responses received was 954. It had a range of 5, indicating that the age values span five units. The mean age was 2.92, and the standard deviation was

0.919, indicating moderate data dispersion by age. The gender variable had a response of 954. The variable had a range of 1, indicating it is binary data (male or female). It had a mean of 1.36, which indicates that the data tends to fall towards one gender. The data is correct, as most of the respondents were male. The standard deviation for the gender variable was 0.479, which indicates that the variable had a moderate dispersion. For the academic staff's academic level, the number of responses received was 571. The range for the variable was 4, which indicates that the data was presented in a categorical format of 4 educational levels. The mean was 3.98, which indicates the academic staff had a high educational level, which is true to the data as most of them had a Master's degree. The standard deviation of the same data was 0.497, indicating a moderate data dispersion. For the education level of the students, the data had a range of 4, indicating it was categorical data with four distinct levels. This meant that the students' respondents had four categories to choose for the education level they were pursuing (Diploma, Bachelor, Master and Doctorate).

The data had a mean of 2.98, which shows that most of the students fall under the category of Bachelor's degree, which is what most of the students were pursuing. The standard deviation was 0.593, showing a moderate data dispersion. Finally, the variable on the employment status of the academic staff had a 570 dataset. It had a range of 2, which indicated that the results had two chosen levels. This is confirmed as the employment status had three categories (full-time, part-time and contract), but only the part-time and full-time categories had distinct data. The mean of the data was 1.89, which indicates that most of the respondents were in one category of employment, which was in line with the findings as most of the respondents were part-time workers. The standard deviation was 0.438, indicating a moderate dispersion of data.

#### 4.1.8 Library staff descriptive statistics

Table 10 presents descriptive statistics on the library staff. The variables in the table are gender, age, education level of library staff, working length, and job title.

*Table 10: Library staff's descriptive statistics*

<b>Variables</b>	<b>N</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Deviation</b>
Gender	171	1	1.44	0.498
Age	171	3	2.63	0.901
Education level of library staff	171	3	2.10	0.683
Working length of library staff	171	6	2.64	1.850
Job title	171	2	3.64	0.506

All the variables had a response of 171 datasets. For the gender variable, the range was 1, which indicates it is binary data (male or female). It had a mean of 1.44, which indicates that the data tends to fall towards one gender. Based on the data, this is correct, as most of the respondents were male. The standard deviation for the gender variable was 0.498, which indicates that the variable had a moderate dispersion. The age variable had a range of 4, indicating that the age values span four units. The mean age was 2.63, and the standard deviation was 0.901, indicating moderate data dispersion by age. The education level of library staff had a range of 3, which indicates the data had three distinct categories. This aligns with the data as most had Bachelor's, Master's and doctorate degrees. The data had a mean of 2.10 and a standard deviation of 0.683, showing a moderate dispersion level. The working period of the academic staff had a range of 6, which shows a considerable difference between the shortest and longest working timelines. The standard deviation of 1.850 shows a large variation/dispersion of the dataset. This shows that some staff members have worked for a longer time or shorter time.

#### 4.2 Leadership styles used in university libraries

The study's first objective was to discuss leadership styles used in university libraries. The following subsections were used to explore the objective.

#### **4.2.1 Qualities of a Leader**

The themes that emerged from the interviews with the head librarians were good communication skills, vision, motivation, and inspiration. Some of the qualities are reported verbatim hereunder.

*“Visionary with a clear vision of the future; good communication and listening skills” [Head Librarian 10]*

*“A good listener/communicator; firmness in decision making” [Head Librarian 1]*

*“Motivating and inspiring; communicating effectively; empowering others” [Head Librarian 9]*

*“Good communication; equality; consistency” [Head Librarian 6]*

*“Communication and being able to be in touch with staff”. [Head Librarian 7]*

*“Patient; visionary; time conscious” [Head Librarian 8]*

*“They have a vision, integrity, motivating and inspiring others, and have good communication skills”. [Head Librarian 3]*

#### **4.2.2 Roles played by librarians within the library**

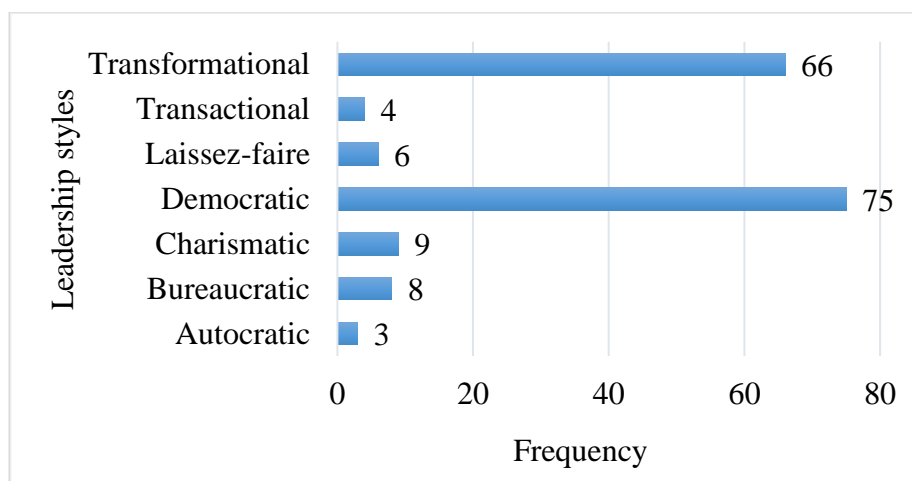
The study sought to identify the roles librarians play within the library. The question was a multiple-response question. Most 148(13%) of the librarians indicated they maintain the physical library collection and provide research assistance. Others, 142(12%), indicated that they stay current with developments in librarianship and technology, while 13(11%) mentioned developing and delivering library instruction and information literacy programmes. The least 28(2%) mentioned role played was managing the library budget. Table 11 shows all the results.

**Table 11: Roles played by librarians**

<b>Roles played by librarians</b>	<b>Frequency</b>	<b>%</b>
Maintaining the physical collection	148	13
Providing research assistance	148	13
Managing the budget	28	2
Developing and delivering library instruction and information literacy programs	131	11
Staying current with developments in the field of librarianship and technology	142	12
Collaborating with faculty and staff to support the teaching and research mission of the university	124	11
Promoting and marketing library resources and services	127	11
Assessing and evaluating library services and programs	105	9
Participating in the selection and acquisition of library materials	75	7
Supervising and training library staff and students	119	10
<b>Total</b>	<b>1147</b>	<b>100</b>

#### 4.2.3 Leadership styles used by librarians and head librarians

The librarians were asked to indicate the leadership styles used in the university library. It emerged that most of them use a democratic leadership style (75). This was followed by transformational leadership style (66), charismatic (9), bureaucratic (8), laissez-faire (6), transactional (4) and autocratic (3). Figure 7 present the data.



*Figure 7: Leadership styles used by librarians*

Similarly, when the head librarians were asked to identify their leadership styles, most used the democratic leadership style followed by the transformational style. Some also used laissez-

faire leadership styles. Figure 8 shows the word cloud of the responses from the head librarians identifying the democratic style as dominant.



Figure 8: Leadership styles used by head librarians

Requested to give some examples of how they have used the leadership styles, the following verbatim statements were provided.

*"I consistently use democratic leadership with those I supervise. I encourage them to take ownership of their sections and welcome new ideas that can lead to improved services. As a result, section heads are empowered to make some decisions and to, in turn, empower those they supervise". [Head Librarian 10]*

*"I consistently use democratic and transformational leadership styles to supervise and encourage the library staff to work towards achieving the university library goal and be responsible in their various sections." [Head Librarian 6]*

*"In meetings, I use democratic leadership to encourage staff to speak up and share their ideas". [Head Librarian 8]*

*"In staff reshuffles, I involve the various section leaders since they know the staff under them better; we build strong section teams". [Head Librarian 3]*

#### 4.2.4 Adapting the leadership style to meet the needs of different individuals and teams within the library

The head librarians were asked to explain how their leadership styles help meet the needs of different library members. They indicated that they mainly studied the situation and involved the library staff. This is done by getting to know each other's strengths and what they can do better. Figure 9 represents some of the explanations given by the head librarians.

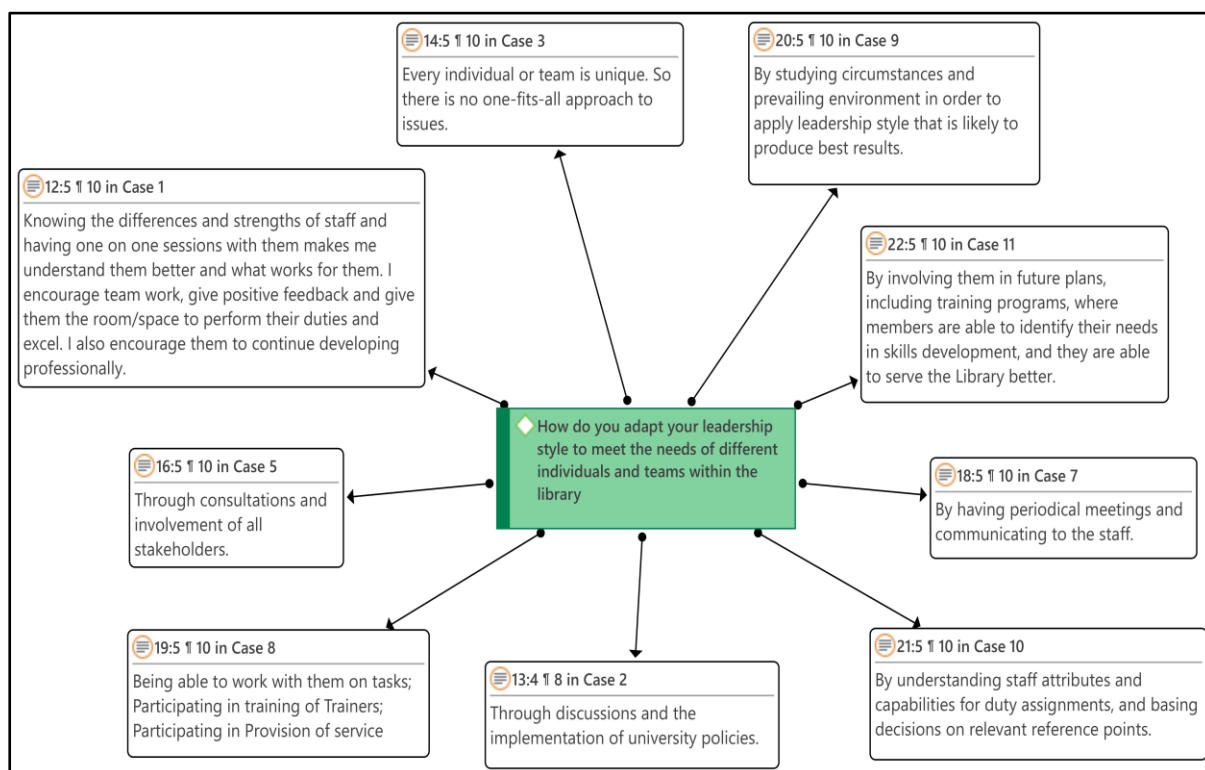


Figure 9: Leadership styles used to meet the needs of different individuals and teams within the library

#### 4.2.5 Building a positive and productive working environment for library staff

From the interviews, head librarians foster a positive and productive environment by prioritising professional development through periodic training, enhancing skills and staying current with industry standards. They motivate staff with feedback and encouragement, boosting morale and commitment. Effective communication, including active listening, builds trust and facilitates idea-sharing among team members. Engaging in activities like team-

building and workshops promotes camaraderie and motivation. Collaboration is encouraged through teamwork, fostering innovation and problem-solving. Recognition via rewards, whether tangible or intangible, reinforces positive contributions and sustains motivation. Together, these strategies create a supportive atmosphere where librarians feel valued and empowered, enhancing overall organisational effectiveness and service delivery. Figure 10 shows the themes.

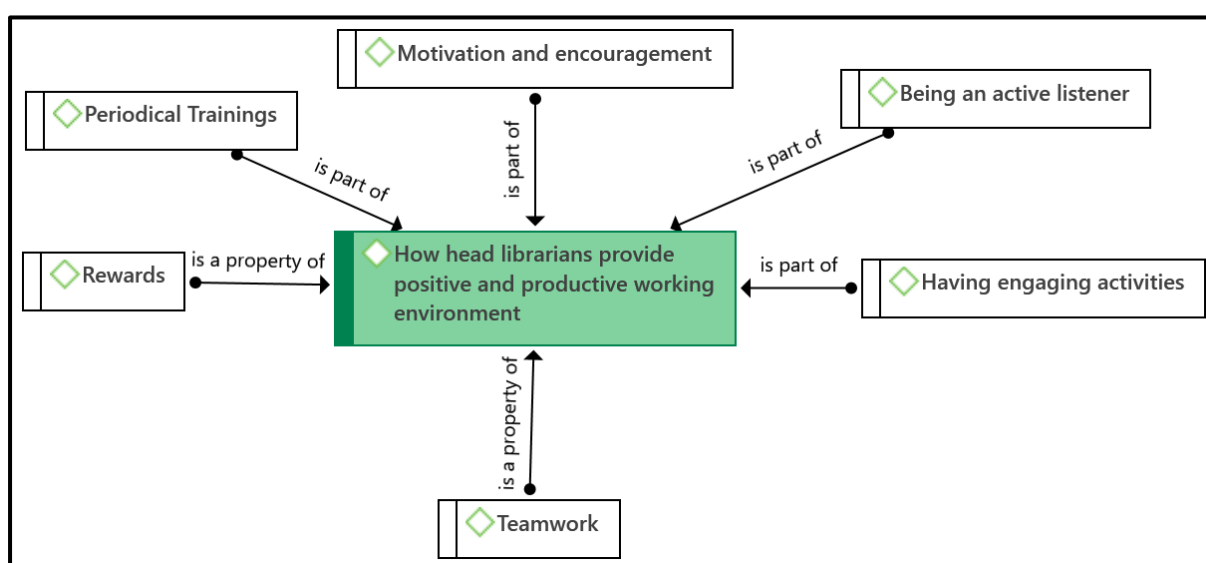


Figure 10: Building a positive and productive working environment for library staff

#### 4.2.6 Leadership function rating

The library leader's performance was evaluated based on a survey conducted among the library staff. The survey had four response options, ranging from "Strongly Disagree" to "Strongly Agree." Table 12 gives the study results. The questions were multiple-response, and respondents could answer some and leave others, hence the variations of N per row.

As presented in Table 12, the responses that most respondents strongly agreed with were: Library leader appropriately recognises the library staff when performing their regular work duties 62(39%); Library leader ensures that the library physical spaces are adequate for the performance of the staff duties effectively 99(58.2%); Library leader works with sincerity and determination to understand the parent organisation goals and objectives 93(54.7%); Library

leader firmly communicates the library's vision and strategies 101(60.1%); Library leader is an exceptional trust-builder of high integrity 68(45.6%); Library leader is a thought leader that can introduce new ways of "thinking" and "doing" library duties 65(44.2%); Library leader is an outstanding communicator, skilled at both listening and messaging 73(44.7%); Library leader evaluates the library staff based on a fair system of performance standards 65(41.9%); Library leader creates room necessary for training of all library staff for better performance 74(44%); Library leader makes sure that the library rules make it easy for the library staff to carry out their duties efficiently 94(55%); and Library leader always explains to the library staff the assignments given to them for better library performance 91(53.5%).

Most 62(39%) respondents strongly agreed that the library leader appropriately recognises the library staff when performing their regular work duties, while few strongly disagreed 7(4.4%) with the statement. On the statement that the library leader ensures that the library physical spaces are adequate for the performance of the staff duties effectively, 99(58.2%) of the respondents strongly agreed. In comparison, a few 5(2.9%) strongly disagreed. The other statements had all the respondents somehow agreeing with them. Also, all the statements had the most negligible percentages of strongly disagree.

**Table 12: Leadership functions**

Leadership functions		Strong disagree	Somehow disagree	Somehow agree	Strongly agree	N(Row)
Library leader appropriately recognises the library staff when performing their regular work duties	N	7	17	73	62	159
	N%	4.4%	10.7%	45.9%	39.0%	100%
Library leader ensures that the library physical spaces are adequate for the performance of the staff duties effectively	N	5	15	51	99	170
	N%	3.0%	9.0%	30.0%	58.0%	100%
Library leader works with sincerity and determination to understand the parent organisation's goals and objectives	N	2	9	66	93	170
	N%	1.2%	5.3%	38.8%	54.7%	100%
Library leader firmly communicates the library's vision and strategies	N	4	11	52	101	168
	N%	2.4%	6.5%	31.0%	60.1%	100%
Library leader demonstrates executive presence and is comfortable working in all circumstances effectively with confidence	N	3	11	71	66	151
	N%	2.0%	7.3%	47.0%	43.7%	100%
Library leader is an exceptional trust-builder of high integrity	N	6	8	67	68	149
	N%	4.0%	5.4%	45.0%	45.6%	100%
Library leader inspires the library staff and builds a strong team in the library	N	11	15	72	63	161
	N%	7.0%	9.0%	45.0%	39.0%	100%
A library leader is a thought leader who can introduce new ways of "thinking" and "doing library duties	N	3	22	57	65	147
	N%	2.0%	15.0%	38.8%	44.2%	100%
The library leader is an outstanding communicator, skilled at both listening and messaging	N	5	15	61	73	154
	N%	3.0%	10.0%	40.0%	47.0%	100%
The library leader routinely provides feedback and coaching to the library team	N	7	15	77	56	155
	N%	4.5%	9.7%	49.7%	36.1%	100%
Library leader rewards outstanding performance and know how to reward the "right" library staff at the right time	N	28	26	53	44	151
	N%	19.0%	17.0%	35.0%	29.0%	100%
Library leaders can demystify library complex concepts and teach the library staff accordingly for effective library performance	N	7	19	62	61	149
	N%	4.7%	12.8%	41.6%	40.9%	100%
Library leader evaluates the library staff based on a fair system of performance standards	N	6	23	60	65	154
	N%	4.0%	15.0%	39.0%	42.0%	100%
Library leader creates a congenial environment for the library staff to work harmoniously	N	7	17	64	61	149
	N%	4.7%	11.4%	43.0%	40.9%	100%
Library leader provides adequate opportunities to all library staff for the development of their professional skills at work	N	14	21	62	54	151
	N%	9.3%	13.9%	41.0%	35.8%	100%
Library leader ensures that all the library departments provide the equipment, supplies and resources necessary for the library staff for their effective performance of their duties	N	7	23	61	59	150
	N%	4.7%	15.3%	40.7%	39.3%	100%
Library leader creates room necessary for training all library staff for better performance	N	10	23	61	74	168
	N%	6.0%	13.7%	36.3%	44.0%	100%
Library leader makes sure that the library rules make it easy for the library staff to carry out their duties efficiently	N	7	20	50	94	171
	N%	4.1%	11.7%	29.2%	55.0%	100%
Library leader sometimes listens to the library staff's opinions and feedback to make necessary changes	N	11	15	63	61	150
	N%	7.3%	10.0%	42.0%	40.7%	100%
Library leader always explains to the library staff the assignments given to them for better library performance	N	9	17	53	91	170
	N%	5.3%	10.0%	31.2%	53.5%	100%

#### 4.2.7 Rating of Leadership issues as viewed by the library staff

The library staff were told to indicate their opinion on given leadership issues. The options were: no opinion, not important, somewhat important and very important. Table 13 shows the responses. In Table 13, "N" represents the respondents who selected each option for the multiple-choice question. The "N" values quantify the distribution of opinions among library staff regarding the given leadership issues, showing how many respondents chose each option.

**Table 13: Leadership statements**

Leadership statements		No opinion	Not important	Somewhat important	Very important
Involving library users in decision-making and planning processes is for the success of the university library	N	3	6	29	133
	N%	1.8%	3.5%	17.0%	77.8%
Staying informed and up-to-date on developments and trends in library science and technology is important for a librarian	N	1	2	27	140
	N%	0.6%	1.2%	15.9%	82.4%
Involving and collaborating with other departments and organisations within the university is for the success of the library	N	0	4	26	141
	N%	0.0%	2.3%	15.2%	82.5%
The ability to respond to and address challenges and crises is important for a librarian	N	3	7	40	118
	N%	1.8%	4.2%	23.8%	70.2%

From Table 13, all the statements had the highest percentages of very important. The statement with the highest percentage was "Involving and collaborating with other departments and organisations within the university is for the success of the library" at 141(82.5%). The same statement did not have any response on "no opinion". The statement was followed by "Staying informed and up-to-date on developments and trends in library science and technology is for a librarian" 140(82.4%).

#### 4.2.8 Leadership Styles Rating

The respondents were asked to rate their leaders' leadership styles based on their agreement with specific statements. The rating options included "strongly disagree," "somewhat agree," and "strongly agree." Table 14 presents the results, where "N" denotes the number of

respondents selecting each option. These "N" values show the distribution of opinions on the effectiveness of different leadership styles, reflecting how many respondents held each level of agreement.

**Table 14: Rating of the leadership styles of the head librarians**

Statements		Strong disagree	Somehow disagree	Somehow agree	Strongly agree
Leadership style promotes open communication among library staff	N	1	5	40	125
	N%	0.6%	2.9%	23.4%	73.1%
Leadership style encourages creativity and innovation among library staff	N	1	7	37	126
	N%	0.6%	4.1%	21.6%	73.7%
Leadership style fosters collaboration and teamwork among library staff	N	1	7	29	133
	N%	0.6%	4.1%	17.1%	78.2%
Leadership style promotes a culture of accountability among library staff	N	0	2	50	117
	N%	0.0%	1.2%	29.6%	69.2%
Leadership style effectively addresses and resolves conflicts among library staff	N	0	5	48	117
	N%	0.0%	2.9%	28.2%	68.8%
Leadership style promotes a positive and inclusive work culture within the library	N	0	8	36	126
	N%	0.0%	4.7%	21.2%	74.1%
Leadership style improves the library's ability to attract and retain qualified staff	N	1	10	45	114
	N%	0.6%	5.9%	26.5%	67.1%
Leadership style improves the library's ability to adapt to changes in technology and user needs	N	0	4	41	123
	N%	0.0%	2.4%	24.4%	73.2%
Leadership style improves the library's role in the larger university community	N	0	8	36	127
	N%	0.0%	4.7%	21.1%	74.3%
Leadership style improves the library's ability to respond to and address challenges and crises	N	0	4	30	136
	N%	0.0%	2.4%	17.6%	80.0%

From Table 14, all the statements had the highest responses of strongly agree, and the lowest percentages of strongly disagree. The statement with the highest response of strongly agree was "leadership style improves the library's ability to respond to and address challenges and crises" 136(80%), followed by "leadership style improves the library's role in the larger university community" 127(74.3%).

#### **4.2.9 Pearson correlations for leadership style and demographic data**

Inferential statistics for leadership styles and demographic data of library staff were conducted. The results are indicated in Table 15. Table 15 presents Pearson correlations examining the relationships between leadership styles and demographic variables, including age, education,

gender, and working length (tenure). Analysis reveals several significant findings: Firstly, age demonstrates a slight yet statistically significant positive correlation ( $r = 0.161, p = 0.041$ ) with leadership styles, indicating that older individuals tend to exhibit stronger perceived leadership characteristics. Conversely, education exhibits a negligible and non-significant correlation ( $r = -0.073, p = 0.357$ ), suggesting no clear link between higher educational attainment and specific leadership styles within this dataset. Gender shows a significant negative correlation ( $r = -0.158, p = 0.045$ ) with leadership styles, implying potential gender-based differences in leadership perceptions. Notably, working length demonstrates a strong positive correlation ( $r = 0.557, p < 0.001$ ) with leadership styles, indicating that individuals with longer tenure tend to exhibit more pronounced leadership qualities. These findings underscore how demographic factors may influence perceived leadership styles, with age and tenure playing particularly significant roles in shaping leadership perceptions among the study participants.

**Table 15: Pearson correlations for leadership style and demographic data**

Correlations						
		Age	Education	Gender	Working length	Leadership styles
Age	Pearson Correlation	1	.032	-.104	.557**	.161*
	Sig. (2-tailed)		.676	.176	.000	.041
	N	171	171	171	171	162
Education	Pearson Correlation	.032	1	-.043	-.102	-.073
	Sig. (2-tailed)	.676		.581	.186	.357
	N	171	171	171	171	162
Gender	Pearson Correlation	-.104	-.043	1	-.012	-.158*
	Sig. (2-tailed)	.176	.581		.881	.045
	N	171	171	171	171	162
Working length	Pearson Correlation	.557**	-.102	-.012	1	.023
	Sig. (2-tailed)	.000	.186	.881		.773
	N	171	171	171	171	162
Leadership styles	Pearson Correlation	.161*	-.073	-.158*	.023	1
	Sig. (2-tailed)	.041	.357	.045	.773	
	N	162	162	162	162	162
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

### 4.3 Significance of leadership in university libraries

The study's second objective was to discuss leadership's significance in university libraries. The following subsections explored the findings of this objective.

#### 4.3.1 Role of a leader in a university library setting in Kenya

The head librarians indicated that a leader in a university library is primarily responsible for meeting the library's objectives, encouraging their staff, guiding the staff on what needs to be done, and motivating and articulating library issues to the university management. Figure 11 presents some excerpts from the interview.

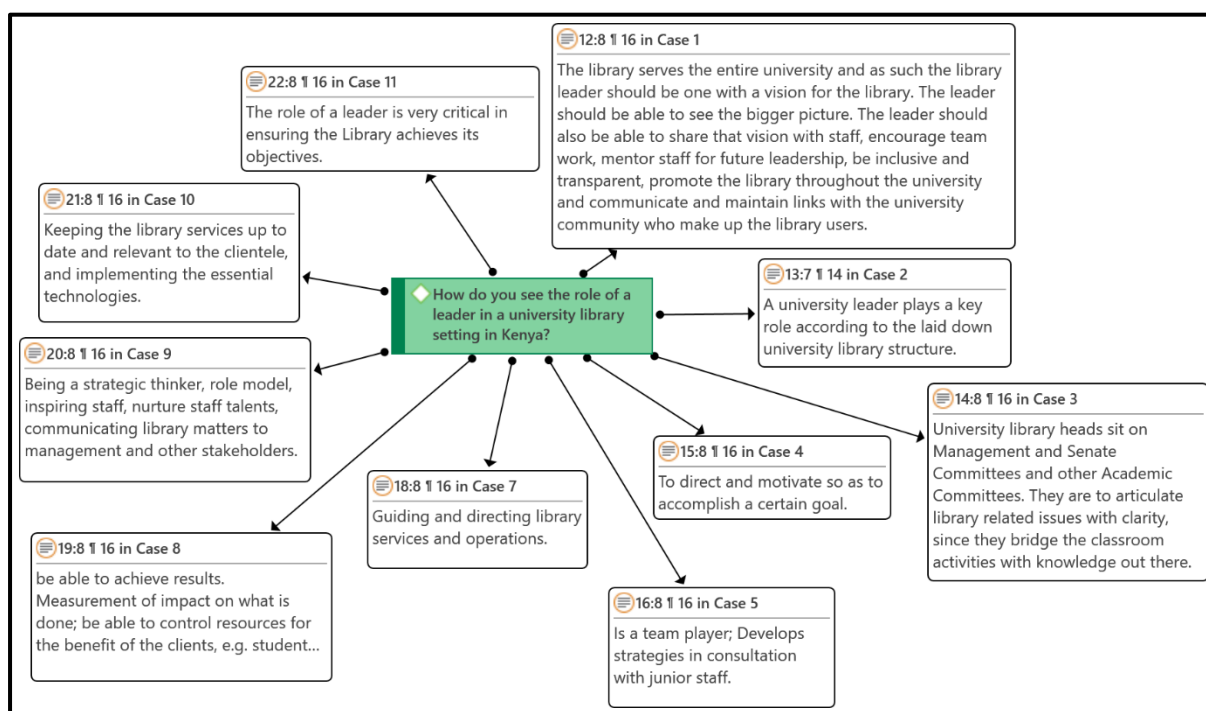


Figure 11: Role of a leader in a university library setting in Kenya

#### 4.3.2 Most important role of a leader within a university library

From the questionnaires, out of the 171 respondents, the majority, 157(91.8%) of the library staff indicated that the most important role of a library leader within a university library is to guide and direct library staff and services; managing the budget 13(7.6%) and organising library events and programmes 1 (0.6%). No respondent indicated that the role of a leader is to maintain the library's physical collection. Figure 12 shows the data.

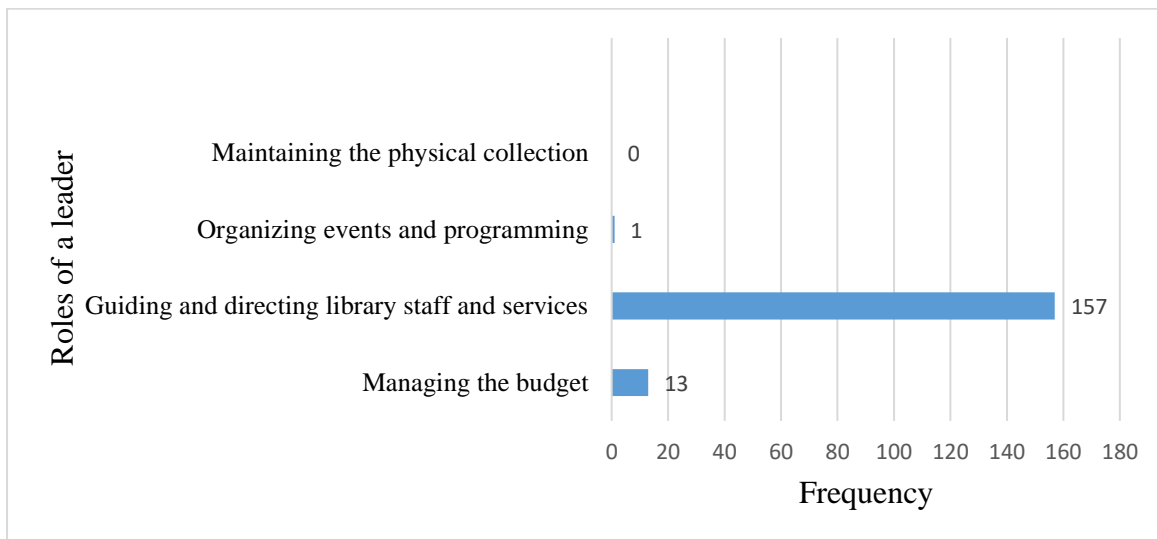


Figure 12: The most important role of a leader within a university library

#### 4.3.3 Challenges the Head Librarians have faced and how they have overcome them

The head librarians indicated that they mostly face the challenge of not being recognised in the university; hence, only some library requests are considered. The themes that emerged from the challenges were staff turnover and budget allocations. Some of the verbatim responses are listed below.

##### Staff turnover:

*"A staff member was unable to report to work for over one year due to illness. I struck a deal where she worked from home and handed in weekly reports on tasks assigned to her." [Head Librarian 1]*

*"Inadequate staff; we need more staff, either on a casual basis, contract or students on attachment, and or internship." [Head Librarian 6]*

##### Budget allocations:

*"One challenge I continuously face is the lack of recognition of the significance of the library in the university space. Time and again, the library is left out of discussions where we should be involved, and many times, we are brought in towards the tail end when someone remembers that we should have been part of the team. I am still trying to overcome it by making library services impactful and memorable". [[Head Librarian 10]*

*“The challenges experienced include inadequate resources like finance, staff and materials.” [Head Librarian 4]*

*"The major challenge is poor funding, which causes staff salary delays and non-remittance of deductions. This gives the staff a low morale." [Head Librarian 7]*

#### **4.3.4 Importance of leadership in the overall success of a university library**

The respondents were asked to indicate the importance of leadership in the overall success of a university library. The results are presented in Table 16.

**Table 16: The importance of leadership in the overall success of a university library**

		<b>Very important</b>	<b>Somewhat important</b>	<b>Not important</b>	<b>No opinion</b>
Leadership is for the overall success of a university library	N	164	7	0	0
	N%	95.9%	4.1%	0.0%	0.0%

The majority, 164(95.9%) of the respondents, felt that leadership is very important for the overall success of a university library. Only 7(4.1%) respondents felt it was somewhat important, while none felt it was not important or had no opinion.

#### **4.3.5 Library leadership and user experience and satisfaction**

The data in Table 17 reveals the respondents’ opinions on how good leadership in a university library might enhance patron satisfaction and experience.

**Table 17: Library leadership and the user experience and satisfaction**

		<b>Greatly improves</b>	<b>Somehow improves</b>	<b>Does not improve</b>	<b>No opinion</b>
Effective leadership in a university library improves the user experience and satisfaction	N	155	16	0	0
	N%	90.6%	9.4%	0.0%	0.0%

It emerged that 155 (90.6%) respondents indicated that good leadership significantly enhances the user experience and happiness, while 16 (9.4%) said that it only slightly does so. No respondents expressed an opinion on whether or not good leadership enhances user experience and satisfaction.

### 4.3.6 Library leadership and its role in the larger university community

The library staff respondents were asked to indicate how leadership in a university library affects the library's function within the larger university community. Table 18 indicates the results.

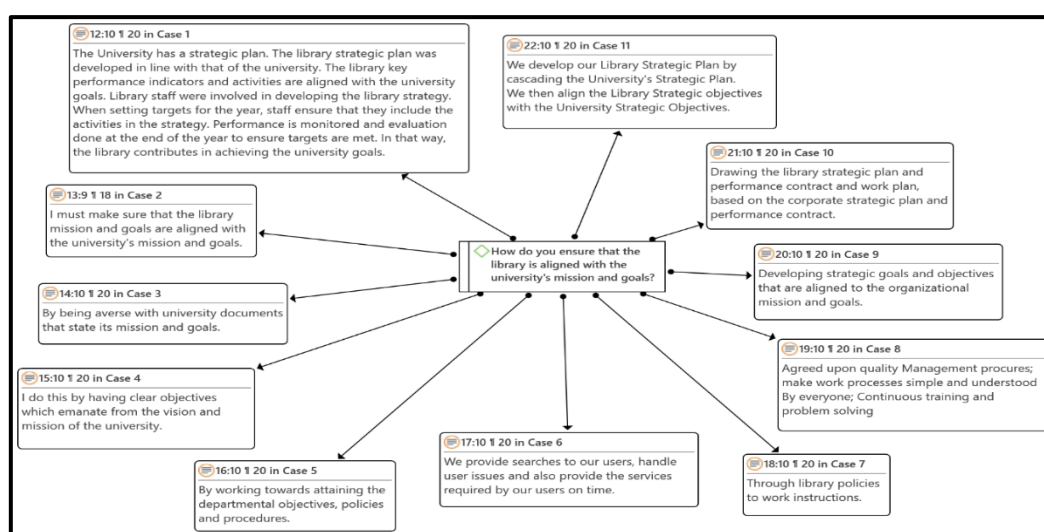
**Table 18: Library leadership and its role in larger university community**

		Increases visibility & relevance	Decreases visibility & relevance	Has no impact	No opinion
Leadership in a university library impacts the library's role in the larger university community	N	168	2	1	0
	N%	98.2%	1.2%	0.6%	0.0%

Most respondents, 168(98.2%), indicated that the library leadership impacts the larger university community by increasing visibility and relevance. Two 2(1.2%) indicated that it decreases visibility and relevance. One 1(0.6%) indicated it had no impact.

### 4.3.7 Library alignment to the university mission and goals

The head librarians were asked to indicate how they ensure the library is aligned with the university's goals and mission. Figure 13 shows some of the ways they use to align with the university's goals and mission.



**Figure 13: Library alignment to the university mission and goals**

Figure 13 shows that the larger university documents guide the head librarians as they all indicate they draw the library plans from the university strategic plan.

#### 4.3.8 Leadership Statements Rating

The respondents were asked to rate several leadership statements about the university library using the options "strongly disagree," "somewhat disagree," "somewhat agree," and "strongly agree." Table 19 presents the results, with "N" indicating the number of respondents who selected each rating option. These values show the distribution of opinions and the level of agreement with the statements provided.

**Table 19: Leadership Statements rating**

Statement		Strong disagree	Somewhat disagree	Somewhat agree	Strongly agree
Leadership in a university library promotes a culture of transparency and open communication among library staff	N	4	4	24	138
	N%	2.4%	2.4%	14.1%	81.2%
Leadership in a university library improves the library's ability to secure funding and other resources	N	5	13	33	119
	N%	2.9%	7.6%	19.4%	70.0%
Leadership in a university library improves the development and implementation of library policies and procedures	N	1	2	27	140
	N%	0.6%	1.2%	15.9%	82.4%
The ability to collaborate and form partnerships with other departments and organisations is for a leader in a university library	N	5	5	28	131
	N%	3.0%	3.0%	16.6%	77.5%

All the statements had the highest responses of strongly agree and the least strongly disagree. The statement with the highest number of responses strongly agreed was "leadership in a university library improves the development and implementation of library policies and procedures" 140(82.4%).

#### 4.3.9 Head librarian Involvement of staff in decision-making and encouraging staff development

The themes emerged from the head librarians' interviews on how they involve staff in decision-making and staff development: meetings, conferences, assigning roles and supporting them to

attend workshops. These enable them to make decisions whenever the head librarian is unavailable or when needed. Some of the verbatim responses were:

*“Staff are involved in decision making through meetings where they make suggestions and recommendations and action points are agreed on” [Head Librarian 10]*

*“By assigning them responsibilities”. [Head Librarian 9]*

*“Staff represent the library in the World Bank/United Nations/University Librarians Committee meetings and workshops on rotation” [Head Librarian 10]*

*"We usually have monthly meetings, asking for their opinions, integrating their ideas, and encouraging them to go for further studies." [Head Librarian 2]*

*"In-house trainings are organised for staff, e.g., the CADFP three-month training, among others." [Head Librarian 10]*

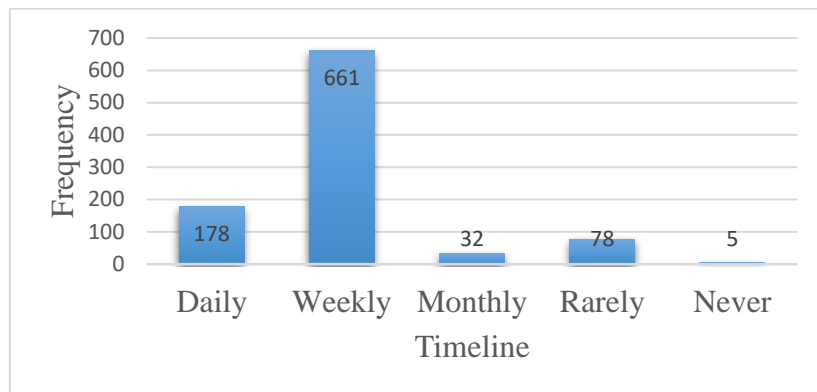
*"I have constituted various committees to deal with various aspects of the library. The committees are comprised of staff from different cadres." [Head Librarian 3]*

#### **4.4 Level of performance of university libraries**

The level of performance of the university libraries was discussed using the subsection below.

##### **4.4.1 Frequency of use of the library**

The library users were requested to indicate how often they used the library. Figure 14 presents the data.

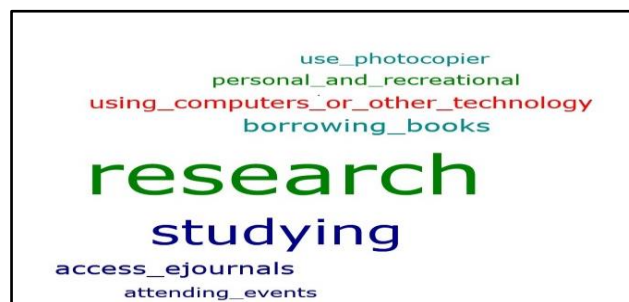


*Figure 14: Times users used the library*

The majority of 661(69.3%) of the users indicated they used the library weekly, while the least 5(0.5%) indicated they had never used it.

#### **4.4.2 Main purpose of visits to the university library**

The library users were asked to indicate their main purpose for visiting the library. Figure 15 shows the data.



*Figure 15: Main purpose of your visit to the university library*

From Figure 15, most respondents said they visited the library for research and study. Other purposes were borrowing books, accessing e-journals, using computers or other technology, personal and recreational use, using the photocopier and attending events.

#### **4.4.3 Performance rating of university library by users**

The library users were requested to rate the library's overall performance. Figure 16 shows the results. From the 954(N) library user respondents, the majority, 567(59.4%) of the respondents,

indicated the overall performance of the library was excellent, while a few 1(0.1%) indicated the performance was very poor.



Figure 16: Overall performance of university library by users

#### 4.4.4 Rating of library services, facilities and resources

Library users were asked to rate various services as "excellent," "good," "fair," or "poor." In Table 20, "N" denotes the number of respondents who chose each rating option. These values illustrate the distribution of opinions on service quality, indicating how many users rated the services at each level from "excellent" to "poor." From Table 20, the services rated as excellent were user services at 429(45%) and library hours of operation at 387(40.6%). All the other services were rated as good. None of the services had high responses or poor ratings.

Table 20: Library Services rating

Library services		Excellent	Good	Fair	Poor
User services	N	429	473	48	4
	N%	45.0%	49.6%	5.0%	0.4%
Multimedia collection	N	302	445	181	26
	N%	31.7%	46.6%	19.0%	2.7%
E-journal resources	N	356	425	159	14
	N%	37.3%	44.5%	16.7%	1.5%
Books	N	371	407	161	15
	N%	38.9%	42.7%	16.9%	1.6%
Internet and computers	N	299	406	211	38
	N%	31.3%	42.6%	22.1%	4.0%
Printing and photocopy	N	201	402	270	81
	N%	21.1%	42.1%	28.3%	8.5%
Reference services	N	350	441	150	13
	N%	36.7%	46.2%	15.7%	1.4%
Hours of operation	N	445	386	112	11
	N%	46.6%	40.5%	11.7%	1.2%
Overall services	N	387	470	96	1
	N%	40.6%	49.3%	10.1%	0.1%

#### 4.4.5 Issues rated for library performance

The respondents rated statements about library performance on a scale of "very dissatisfied," "somewhat dissatisfied," "somewhat satisfied," and "very satisfied." In Table 21, "N" indicates the number of respondents for each rating option, reflecting the distribution of satisfaction levels with various aspects of library performance.

**Table 21: Rating of library performance**

		Very dissatisfied	Somehow dissatisfied	Somehow satisfied	Very satisfied
Overall performance of your university library	N	10	143	464	337
	N%	1.0%	15.0%	48.6%	35.3%
Availability of resources in your university library	N	17	143	453	341
	N%	1.8%	15.0%	47.5%	35.7%
Accessibility and ease of use of the library's website and online resources	N	32	177	407	338
	N%	3.4%	18.6%	42.7%	35.4%
Library hours of operation	N	29	130	389	406
	N%	3.0%	13.6%	40.8%	42.6%
The library's staff and their level of customer service	N	36	164	386	368
	N%	3.8%	17.2%	40.5%	38.6%
The library's facilities and physical space	N	46	191	295	422
	N%	4.8%	20.0%	30.9%	44.2%
Library's collection of physical and digital resources	N	37	210	409	298
	N%	3.9%	22.0%	42.9%	31.2%
Library's events and programming	N	73	216	398	267
	N%	7.7%	22.6%	41.7%	28.0%
Library's ability to respond to and address challenges and crises	N	76	216	370	292
	N%	8.0%	22.6%	38.8%	30.6%
Library's overall role in the larger university community	N	52	147	355	400
	N%	5.5%	15.4%	37.2%	41.9%

From Table 21, only three statements had the rating of very satisfied. These statements related to the library's facilities and physical space 422(44.2%), the library's hours of operation 406(42.6%) and the library's overall role in the larger university community 400(41.9%). All the other statements had a high response of somehow satisfied. Additionally, there was a statement that had high responses of very dissatisfied. This statement related to the library's abilities to address challenges and crises 76(8%).

#### 4.4.6 Rating of the university library

The library users rated statements about their libraries using a four-point scale: "strongly disagree," "somewhat disagree," "somewhat agree," and "strongly agree." In Table 22, "N" denotes the number of respondents who chose each rating option, illustrating the distribution of opinions on the statements about their libraries.

**Table 22: Statements about the university library**

Statements		Strong Disagree	Somehow Disagree	Somehow Agree	Strongly Agree
University library provides an environment that is conducive to studying and research	N	13	86	289	566
	N%	1.4%	9.0%	30.3%	59.3%
University library's staff is involved and responsive to feedback from students and faculty	N	23	137	363	431
	N%	2.4%	14.4%	38.1%	45.2%
The University library's technology and equipment are up-to-date and reliable	N	51	151	355	397
	N%	5.3%	15.8%	37.2%	41.6%
The University library provides adequate study spaces for students and faculty.	N	38	126	236	554
	N%	4.0%	13.2%	24.7%	58.1%

From Table 22, most responses were strongly agree (566(59.3%), 431(45.2%), 397(41.6%), and 554(58.1%) while strongly disagree had the least responses. The statement with the highest response of strongly agree was "University library provides an environment that is conducive for studying and research" at 566(59.3%), while the statement with the highest responses of strongly disagree was "University library's technology and equipment is up-to-date and reliable" at 51(5.3%).

#### 4.4.7 Initiative or project implemented to improve the performance of the library

The head librarians indicated that they have initiated projects that help improve the library's performance. Figure 17 shows the initiatives.

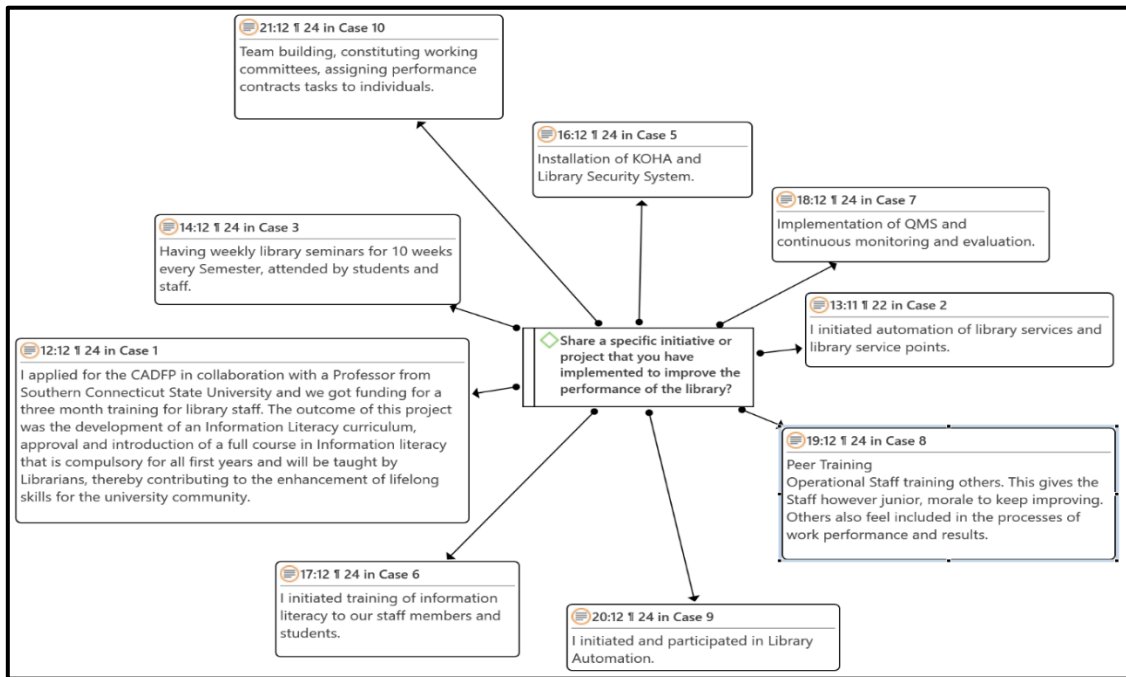


Figure 17: Initiative or project implemented to improve the performance of the library

Figure 17 indicates that the head librarians have initiatives like literacy training to assist in acquiring library materials. Some have also collaborated with other institutions and academics in developing information literacy curricula. They have also held seminars and training events and advocated for the automation of library services.

#### 4.4. 8 Strategies used by head librarians to measure library performance

The head librarians indicated they use various ways to measure the library's performance. Some strategies included customer feedback, surveys, suggestion boxes, self-evaluations, and impact assessments. Figure 18 shows the strategies.

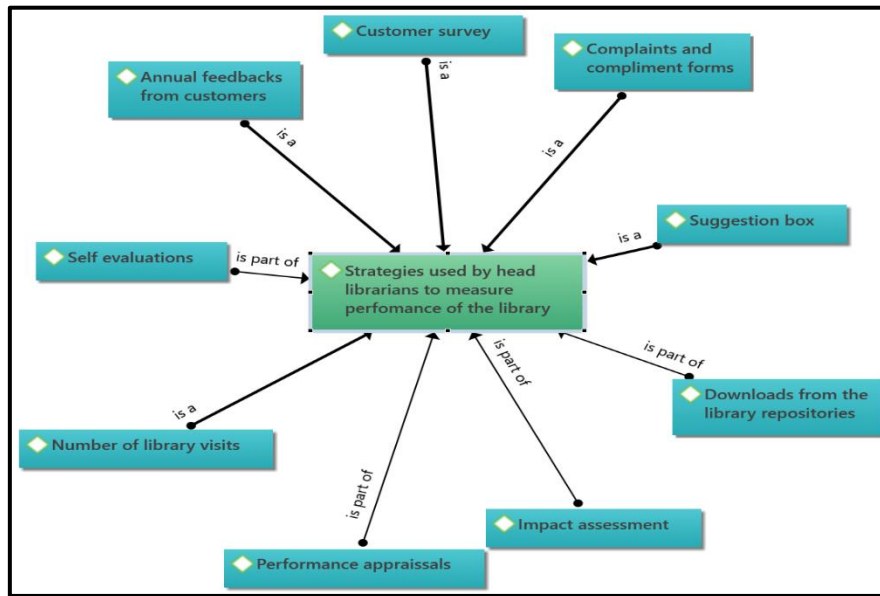


Figure 18: Strategies used by head librarians to measure library performance

Some of the indicators for success for the library from the head librarians were based on staff development and usage of library information resources. Some of the verbatim responses were:

*"Professional, skilled and motivated staff." [Head Librarian 10]*

*"Targets met in terms of adequate information resource; effective and efficient library staff; sufficient finances from the parent organisation and correct leadership style used." [Head Librarian 4]*

*"Quality and user-centred services; usage statistics are higher; improved library infrastructure; user satisfaction surveys; efficient information retrieval." [Head Librarian 3]*

*"Major indicators are a question of usage. Minimal usage means the clients are either dissatisfied or they do not have the knowledge to get the information they need." [Head Librarian 7]*

*"User satisfaction. We have an online user satisfaction communication and always do an analysis." [Head Librarian 9]*

*"Information literate users." [Head Librarian 10]*

To ensure that library resources are being used effectively and efficiently, the head librarians indicated that continuous training on access to the resources is provided. They also indicated that they have developed policies to guide the use of the resources. Additionally, they use strategies like close supervision, periodic reports, and proper organisation of the resources.

Figure 19 shows how the head librarians ensure that library resources are used effectively and efficiently.

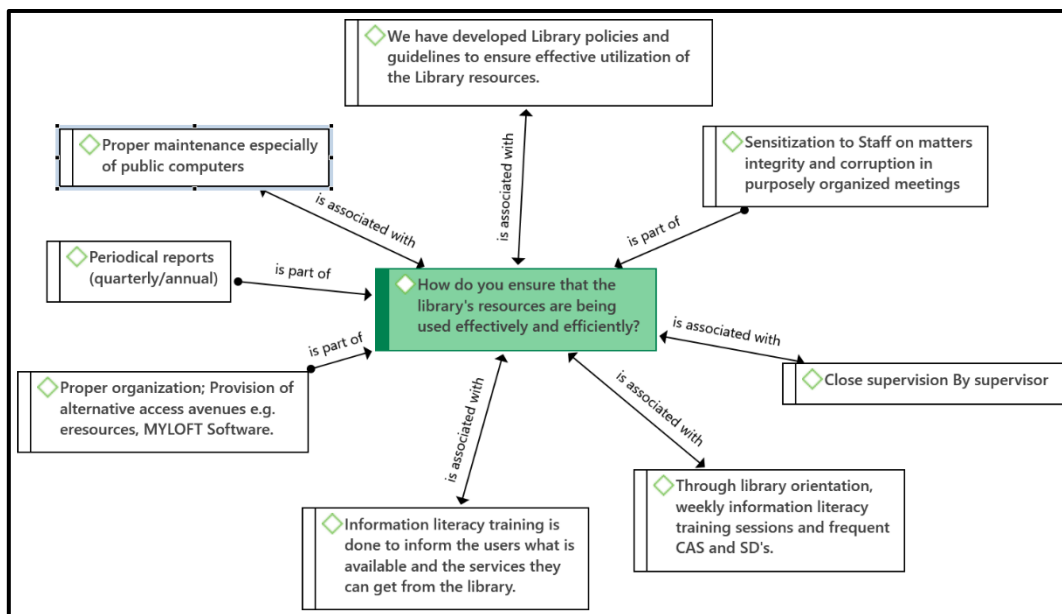


Figure 19: Ways the head librarians make sure the library resources are used effectively and efficiently

#### 4.4. 9 Strategies used by head librarians to monitor and evaluate the performance of library staff

From the interviews, the head librarians indicated that they use setting individual targets, quarterly reports, performance appraisals, library system-generated statistics, and issuing user questionnaires to monitor and evaluate the library staff. Figure 20 presents some of the responses.

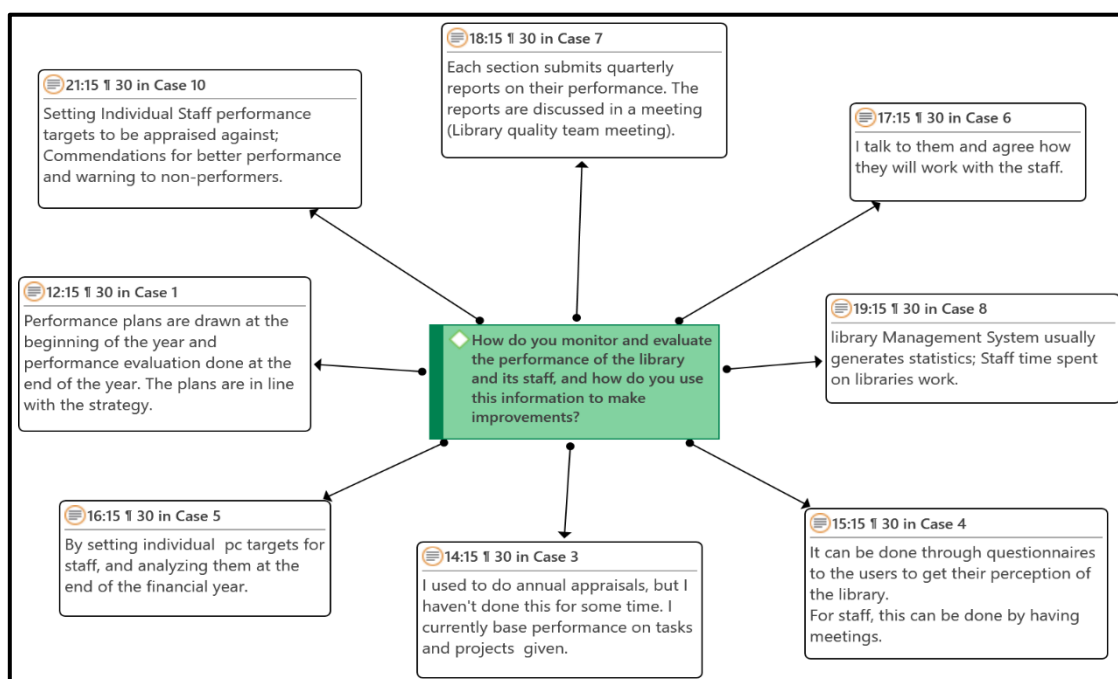


Figure 20: Strategies used by head librarians to monitor and evaluate the performance of library staff

#### 4.4.10 Descriptive statistics

Table 23 presents the descriptive data on evaluating different university library features, with age as the main controlling factor.

Table 23: Descriptive statistics with age as the controlling variable

Statements	Mean	Std. Deviation	N
Overall performance of your university library	3.18	0.716	954
Availability of resources in your university library	3.17	0.741	954
Accessibility and ease of use of the library's website and online resources	3.10	0.815	954
Library's hours of operation	3.23	0.795	954
The library's staff and their level of customer service	3.14	0.831	954
The library's facilities and physical space	3.15	0.903	954
Library's collection of physical and digital resources	3.01	0.830	954
Library's events and programming	2.90	0.896	954
Library's ability to respond to and address challenges and crises	2.92	0.920	954
Library's overall role in the larger university community	3.16	0.876	954
Age	2.92	0.919	954

From Table 23, all the variables have mean scores above 2.9 and standard deviations above 0.7. This is done with age being the controlling factor. The high mean scores indicate that the

respondents perceived the variable to be better, while the higher standard deviations indicate a significant variability of opinions in age groups. That means that the opinions on the variables vary more widely within an age group from the data set.

#### **4.4.11 Partial correlation of how often users utilise the library and overall performance of the library**

A partial correlation was run to determine the relationship between how often users utilise the library and the overall performance of the library as seen by users whilst controlling for age. Table 24 presents the descriptive results, while Table 25 shows the partial correlation results from the findings.

*Table 24: Descriptive statistics of how often users utilise the library and the overall performance of the library*

	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
How often do you use the library?	2.03	0.771	954
Overall performance of your university library	3.18	0.716	954
Age	2.92	0.919	954

Table 24 shows that the mean score for how often users use the library is 2.03, with a standard deviation of 0.771. The mean score for the library's overall performance is 3.18, with a standard deviation of 0.716. The mean age of the participants is 2.92, with a standard deviation of 0.919.

Table 25 shows the findings of the partial correlation study, which controls for age and examines the relationship between patron usage frequency and overall library performance.

**Table 25: Partial correlation between how often users utilise the library and the overall performance of the library**

Control Variables			Often do you use the library	Overall performance of your university library	Age
-none- a	Often use of the library	Correlation	1.000	-.134	.170
		Significance (2-tailed)	.	.000	.000
		df	0	952	952
	Overall performance of your university library	Correlation	-.134	1.000	-.116
		Significance (2-tailed)	.000	.	.000
		df	952	0	952
	Age	Correlation	.170	-.116	1.000
		Significance (2-tailed)	.000	.000	.
		df	952	952	0
Age	Often use of the library	Correlation	1.000	-.117	
		Significance (2-tailed)	.	.000	
		df	0	951	
	Overall performance of your university library	Correlation	-.117	1.000	
		Significance (2-tailed)	.000	.	
		df	951	0	

a. Cells contain zero-order (Pearson) correlations.

The data in Table 25 shows a negative and statistically significant relationship ( $r = -0.134$ ,  $p = 0.00$ ) between the number of times patrons visit the library and its overall performance. This indicates a significant negative correlation between the two variables. Thus, the more library users utilise it, the more they rate its performance as low. The relationship between the overall library performance and age had a negative ( $-0.116$ ) and significant correlation ( $p$ -value  $0.000$ ). This indicates that the older the respondent, the higher the likelihood of rating the library performance low. Lastly, the variables had a positive ( $0.170$ ) and significant ( $0.000$ ) relationship for the age and frequency of library usage. This indicates that the older the respondents, the more frequently they use the library.

#### **4.4.12 Pearson correlations on the use of the library and its conducive environment**

The relationship between the frequency of library uses and how well the university library provides an environment that is conducive to studying and research was examined using the Pearson correlation. Table 26 shows the findings.

**Table 26: Pearson correlations on the use of the library and its conducive environment**

Correlations			
		Often do you use the library	The library provides an environment that is conducive to studying and research
How often do you use the library	Pearson Correlation	1	-.188**
	Sig. (2-tailed)		.000
	N	954	954
The University library provides an environment that is conducive to studying and research.	Pearson Correlation	-.188**	1
	Sig. (2-tailed)	.000	
	N	954	954

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 26 reveals a negative correlation (-0.188\*\*) and a significant relationship between the two variables with a p-value of 0.000. This could indicate that frequent library users need a higher perception of the library environment for studying and research. This could be that the library environment becomes more crowded or noisy, hence the negative influence on its environment.

#### **4.4.13 Pearson correlations for overall performance and library staff and their level of customer service**

The relationship between the university library’s overall performance and the level of customer service provided by the library personnel was investigated using the Pearson correlation. The correlation data, shown in Table 27, reveal a moderate positive correlation ( $r = 0.575$ ) between the variables, and the relationship is significant ( $p = 0.000$ ). This means that as the library staff improves customer service, their performance is rated more positively.

**Table 27: Pearson correlations for overall performance and library staff and their level of customer service**

Correlations			
		Overall performance of your university library	The library's staff and their level of customer service
Overall performance of your university library	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	954	954
The library's staff and their level of customer service	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	954	954

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### **4.4.14 Challenges head librarians have faced when trying to improve the performance of the library**

The head librarians indicated that inadequate funding is the most challenging issue they face. The other themes that emerged were limited information resources, staff resistance and low uptake of information literacy. Some of the verbatim responses are below.

##### **Funds**

*"Inadequate financial resources and staff". [Head Librarian 4]*

*"Limited institutional support in terms of personnel and finances; some resources requested take too long to be availed from suppliers". [Head Librarian 1]*

*"Inadequate financial resources to acquire all the required information resources". [Head Librarian 9]*

*"Budgetary cuts; we have to prioritise requests". [Head Librarian 6]*

*"Major challenges are small budget allocations and inadequate staffing. I am still managing the problems by persuading the management to address the gaps". [Head Librarian 8]*

##### **Information materials**

*"Inadequate information resources" [Head Librarian 2]*

*"Sometimes, we lack the resources needed such as core texts books". [Head Librarian 5]*

*"Lack of necessary tools and infrastructure coupled with insufficient financial resources". [Head Librarian 3]*

##### **Information literacy**

*"Teaching information literacy has been a major challenge. Previously, we had to request that the faculty allow us to train their classes. We are currently piloting the Information Literacy course, which will be compulsory for all students and taught by librarians. This will go a long way in enhancing students' information literacy skills and hopefully increase library resource usage". [Head Librarian 10]*

## **Staff**

*“Staff resistance if the goals may not be achievable; I had to discuss with staff the challenges and agree on the way forward”. [Head Librarian 7]*

*"Inadequate staffing, hence the dependence on other departments, e.g. procurement and finance". [Head Librarian 11]*

### **4.4.15 Suggestions by users for improving the overall performance of the university**

#### **library**

The library user respondents were asked to suggest what can be done to improve the library's performance. Figure 21 shows the map of suggestions from the users. The primary themes from the suggestions were online and digital services, operational and staff interaction and computer resources. Online and digital services reflect a strong demand for enhanced virtual offerings. Users suggested that the library should expand its collection of online resources, making them more comprehensive and more accessible. There was a notable call for improvements in how digital materials are presented, indicating a need for more intuitive and user-friendly platforms. Additionally, participants recommended updates to the library website, aiming for better design and functionality, as well as the integration of more engaging online events, potentially adopting hybrid models to accommodate a wider audience.

Under the theme of operational and staff interaction, feedback emphasised the need for extended library hours, particularly over the weekends, to better align with students' varying schedules and study habits. Users also expressed a desire for more flexible and supportive interactions with library staff, suggesting that improved customer service could significantly enhance their experience. Security of personal items, such as laptops and other valuables, was another critical concern. Users proposed that the library should implement more robust measures to ensure the safety of these belongings while on the premises.



for a transformative leadership style and having more assertive leaders. They indicated that for the library to thrive, there is a need for support from the top management in the universities. Regarding the library, they suggested more information resources (online and hard copy) and changing the current physical spaces to capture the new generation of readers. Figure 22 shows the network of the major themes suggested.

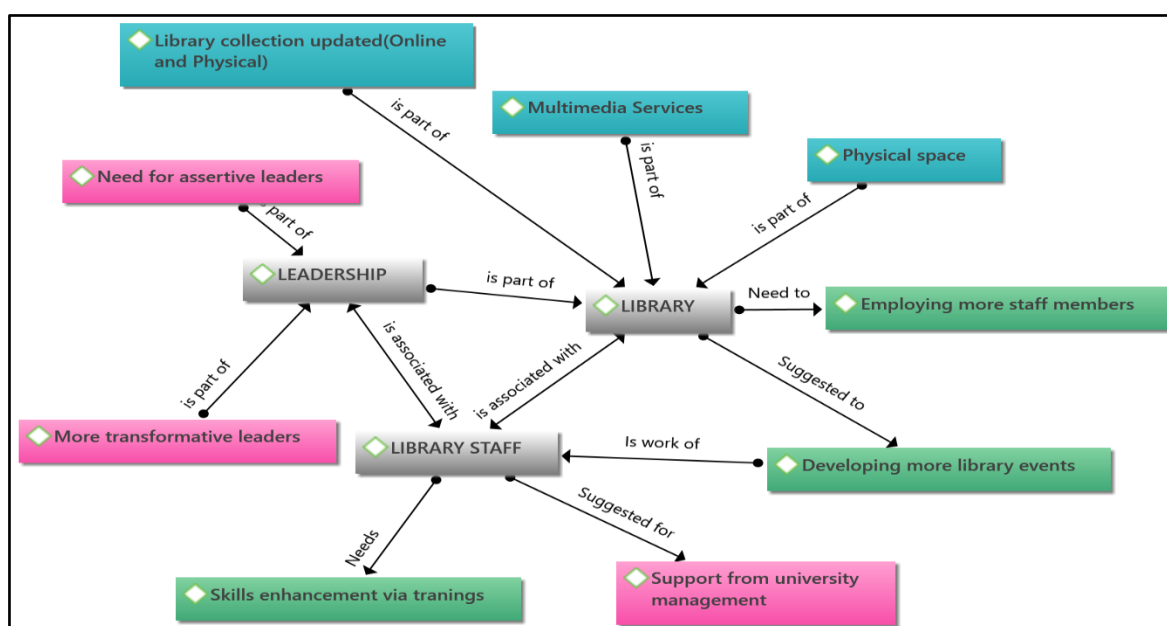


Figure 22: Suggestions by library staff

#### 4.5 Relationship between the leadership styles of university librarians and the performance of libraries

This section discusses the findings regarding the effects of university librarians' leadership styles on library performance.

##### 4.5.1 How head librarians motivate their staff in the library

The head librarians were asked to state different ways to motivate their staff. Figure 23 shows the responses. From Figure 23, the head librarians use rewards, involve the staff in decision-making, recommend staff for promotions and acknowledge staff strengths to motivate them. Similarly, the head librarians indicated they relate well with the university management; some sit in their senates.

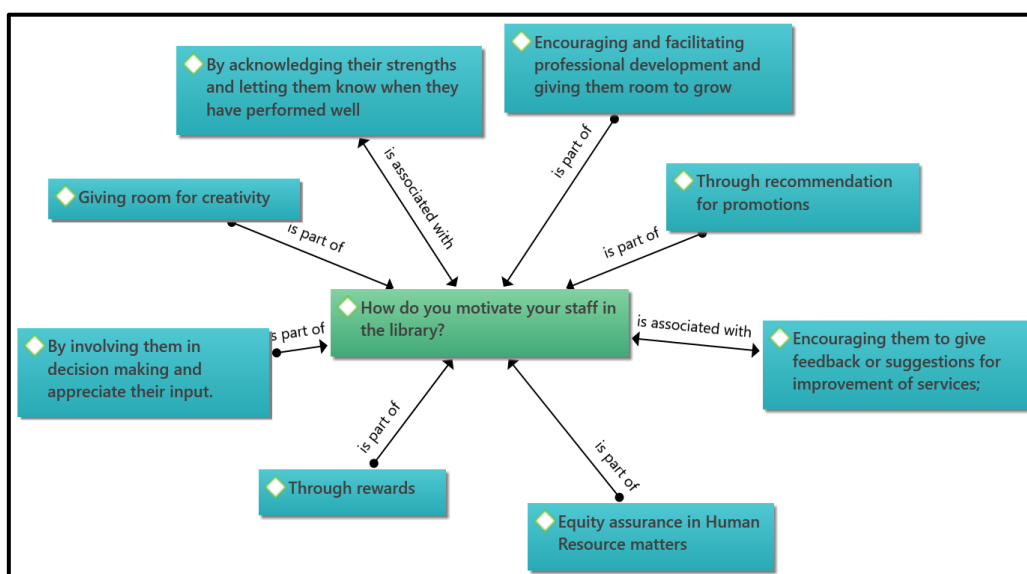


Figure 23: Ways head librarians use to motivate their staff

#### 4.5.2 Impact of leadership on the performance of the university library and promoting a positive and inclusive work culture within the library

The library users were requested to rate the impact of the leadership style on the library's performance and on promoting a positive and inclusive work culture within the library. The rating scale used was greatly improved, somewhat improved, did not improve and had no opinion. Table 28 shows the data.

Table 28: Leadership style impact on the performance and promoting a positive and inclusive work culture within the library

Variable	Rating	Frequency	Percentage (%)
Leadership style impact on the performance of the university library	Greatly improves	120	70.2
	Somewhat improves	47	27.5
	Does not improve	3	1.8
	No opinion	1	0.6
	<b>Total</b>	<b>171</b>	<b>100</b>
Promoting a positive and inclusive work culture within the library.	Greatly promotes	125	73.1
	Somewhat promotes	41	24.0
	Does not promote	3	1.8
	No opinion	2	1.2
	<b>Total</b>	<b>171</b>	<b>100</b>

Table 28 reveals that from 171 library staff responses, 120(70.2%) of the respondents rated the leadership style's impact on the university library's performance as "greatly improves," while 1(0.6%) had no opinion. On promoting a positive and inclusive work culture within the library, 125(73.1%) respondents rated it as "greatly promotes," while 2(1.2%) had no opinion.

The head librarians were asked to indicate how their leadership impacted the library's performance. They all stated that their leadership styles have impacted the library's growth in different ways. Some of the verbatim responses are indicated hereunder.

*"The library always performs well. I am unsure whether the leadership style or some other factor has made this possible." [Head Librarian 10]*

*"I believe my leadership style is motivational and empowering to the staff." [Head Librarian 1]*

*"The respect given and opinions sought by both Senate and Deans' Committees members. Assignments given by both Senate and University Management". [Head Librarian 7]*

*"Gradual growth of the department is evidence enough; the management acknowledges my contribution". [Head Librarian 8]*

*"Reflected in the level of achievements of the various targets in the performance contract". [Head Librarian 11]*

They were requested to provide an example of how their leadership styles have influenced a specific initiative or project that has improved the library's performance. The head librarians indicated improvements in webometrics ranking, development of library policies, use of data analytics to track the resources, and initiating services for users who are abled differently.

#### **4.5.3 Level of performance of university libraries**

The respondents rated their level of agreement or disagreement with several assertions about university librarians using a Likert scale. Table 29 presents the findings. The findings indicate that only four statements had a high rating of "strongly agree", with the highest being "university librarians are determined to carry out tasks through, to the end" at 113(68.5%). This was followed by "university librarians perform duties competently" at 80(50.3%). Five

statements had a high rating of "strongly disagree", with the highest response being "university librarians are easily thrown off balance, they are not reliable even under normal circumstances" at 114(77%), followed by "university librarians are tactless and cannot deal with the public" at 109(73.2%).

**Table 29: Level of performance of university libraries**

		<b>Strong disagree</b>	<b>Somehow disagree</b>	<b>Somehow agree</b>	<b>Strongly agree</b>
University librarians are exceptionally effective in the performance of their duties	N	3	10	78	78
	N%	1.8%	5.9%	46.2%	46.2%
University Librarians are highly proficient in the practical application of professional/technical knowledge	N	4	8	68	71
	N%	2.6%	5.3%	45.0%	47.0%
University librarians get a great deal done within a set time frame	N	1	16	70	63
	N%	0.7%	10.7%	46.7%	42.0%
University librarians perform their duties but not positively outstanding	N	35	43	44	28
	N%	23.3%	28.7%	29.3%	18.7%
University librarians perform duties competently	N	4	8	67	80
	N%	2.5%	5.0%	42.1%	50.3%
University librarians are ineffective and are not up to the duties	N	103	18	10	17
	N%	69.6%	12.2%	6.8%	11.5%
University librarians maintain very high standards, and their work is virtually error-proof	N	13	38	71	27
	N%	8.7%	25.5%	47.7%	18.1%
University librarians grapple with the problems after they arise	N	43	36	40	28
	N%	29.3%	24.5%	27.2%	19.0%
University librarians anticipate problems after they arise	N	36	40	35	34
	N%	24.8%	27.6%	24.1%	23.4%
University librarians get straight to the roots of the problem	N	8	22	69	56
	N%	5.2%	14.2%	44.5%	36.1%
University librarians seldom see beyond the surface of the problem	N	34	34	55	25
	N%	23.0%	23.0%	37.2%	16.9%
University librarians' proposals are consistently sound	N	9	23	79	35
	N%	6.2%	15.8%	54.1%	24.0%
University librarians are tactless and cannot deal with the public	N	109	10	14	16
	N%	73.2%	6.7%	9.4%	10.7%
University librarians are easily thrown off balance; they are not reliable even under normal circumstances	N	114	9	11	14
	N%	77.0%	6.1%	7.4%	9.5%
University librarians are deficient in applying professional/technical knowledge of practical issues	N	94	15	17	24
	N%	62.7%	10.0%	11.3%	16.0%
University librarians are accurate in the use and interpretation of figures	N	5	18	89	51
	N%	3.1%	11.0%	54.6%	31.3%
University librarians are determined to carry out tasks through to the end	N	2	8	42	113
	N%	1.2%	4.8%	25.5%	68.5%

#### 4.5.4 Extent leadership style of university librarian influences library performance

Table 30 presents the extent of influence of the leadership style of the university librarian on library performance.

**Table 30: The extent to which the leadership style of university librarians influences library performance**

S/N	Extent of influence	Frequency	Percentage
1	Very Large Extent (VLE)	149	87.1
2	Large Extent (LaE)	17	10
3	Moderate Extent (ME)	4	2.3
4	Low Extent (LoE)	1	0.6
5	No influence (NI)	0	0
<b>Total(N)</b>		<b>171</b>	<b>100</b>

According to Table 30, the majority, 149(87.1%) of the respondents, agree that university librarians' leadership style significantly impacts their libraries' success. At the same time, none indicated they have no influence.

#### 4.6 ANOVA tests for library level of performance

The section presents data on the ANOVA test of library performance.

##### 4.6.1 Model summary for library level of performance from users' perspective

The model summary in Table 31 presents the findings of the regression analysis.

**Table 31: Model summary**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 <sup>a</sup>	.549	.545	.483

a. Predictors: (Constant), Library's overall role in the larger university community, accessibility and ease of use of the library's website and online resources, library's hours of operation, library's events and programming, availability of resources in your university library, library's staff and their level of customer service, library's facilities and physical space, library's collection of physical and digital resources, library's ability to respond to and address challenges and crises

The analysis indicated the variations between the dependent and independent variables. The model had a variation of R-value of 0.741, indicating a strong correlation between the independent and dependent variables. The value of R-Square was 0.549, indicating that the independent variables can explain approximately 54.9% of the dependent variable.

In the model:

Y = Overall performance of the university library = is the **dependent variable**

The **independent** variables are chosen key indicators, namely:

X<sub>1</sub> = Availability of resources in your university library

X<sub>2</sub> = Accessibility and ease of use of the library's website and online resources

X<sub>3</sub> = Library's hours of operation

X<sub>4</sub> = Library's staff and their level of customer service

X<sub>5</sub> = Library's facilities and physical space

X<sub>6</sub> = Library's collection of physical and digital resources

X<sub>7</sub> = Library's events and programming

X<sub>8</sub> = Library's ability to respond to and address challenges and crises

X<sub>9</sub> = Library's overall role in the larger university community

#### 4.6.2 ANOVA for library level of performance from the users' perspective

The ANOVA analysis was conducted to determine the relationship between various factors affecting the overall performance of university libraries from the users' perspective. Table 32 gives the data ( $F(9, 944) = 127.909, p = 0.000$ ). The F-value (127.909) is the overall significance of the regression model. Nine (9) indicates the number of predictors, the independent variables in the model, and the degree of freedom, represented by 944. The p-value for the study was 0.000. The study had a high F-value and low p-value, which indicates that the regression model is statistically significant.

**Table 32: Analysis of Variance (ANOVA)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	268.273	9	29.808	127.909	.000 <sup>b</sup>
	Residual	219.991	944	.233		
	Total	488.264	953			
a. Dependent Variable: Overall performance of your university library						
b. Predictors: (Constant), Library's overall role in the larger university community, Accessibility and ease of use of the library's website and online resources, Library's hours of operation, Library's events and programming, Availability of resources in your university library, Library's staff and their level of customer service, Library's facilities and physical space, Library's collection of physical and digital resources, Library's ability to respond to and address challenges and crises						

### 4.6.3 Test of coefficients

The regression equation's beta coefficients are shown in this section. They comprise both the y-intercept term (beta zero) and the slope term (beta one); the "Unstandardised coefficients" are, hence, the primary subject of attention. These coefficients are not altered or scaled in any way. Table 33 indicates the coefficients.

**Table 33: Coefficients**

Coefficients						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.431	.084		5.113	.000
	Availability of resources in your university library	.173	.028	.179	6.210	.000
	Accessibility and ease of use of the library's website and online resources	.105	.025	.119	4.244	.000
	Library's hours of operation	.160	.025	.178	6.490	.000
	The library's staff and their level of customer service	.148	.025	.172	5.874	.000
	The library's facilities and physical space	.092	.023	.116	3.938	.000
	Library's collection of physical and digital resources	.069	.026	.080	2.698	.007
	Library's events and programming	.025	.023	.031	1.070	.285
	Library's ability to respond to and address challenges and crises	.066	.024	.085	2.749	.006
	Library's overall role in the larger university community	.042	.024	.051	1.745	.081

a. Dependent Variable: Overall performance of your university library

From Table 33, the regression equation for factors influencing library performance can be expressed as follows:

$$Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9$$

Where by:

Y= Overall performance of the university library

C= Constant (0.431)

$\beta_1 = 0.173$ ;  $\beta_2 = 0.105$ ;  $\beta_3 = 0.160$ ;  $\beta_4 = 0.148$ ;  $\beta_5 = 0.092$ ;  $\beta_6 = 0.069$ ;  $\beta_7 = 0.025$ ;  $\beta_8 = 0.066$ ;  $\beta_9 = 0.042$

Hence, the equation:

$$Y = C + 0.173X_1 + 0.105X_2 + 0.160X_3 + 0.148X_4 + 0.092X_5 + 0.069X_6 + 0.025X_7 + 0.066X_8 + 0.042X_9$$

From Table 33, most independent variables (7 of them), which include availability of resources, accessibility of online resources, library hours, staff quality, facilities, collection of resources, and ability to address challenges, contribute significantly to the overall performance of the university library. However, two (2) variables, which were the impact of events and programming and the library's role in the university community, were not statistically significant.

#### 4.7 ANOVA test for leadership styles effects on university library performance

This section discussed the ANOVA test of leadership styles' effects on university library performance.

##### 4.7.1 Model summary for leadership styles effects on the performance of libraries

The model summary in Table 34 presents the findings of the regression analysis. The model had a variation of R-value of 0.533, indicating a moderate correlation between the independent and dependent variables. The value of R-Square was 0.284, indicating that the independent variables can explain approximately 28.4% of the dependent variable. This means that leadership styles account for 28.4% of the variability in the dependent variable (performance of university libraries). The standard error for the estimate (standard deviation) is 0.502, which indicates a moderate fit of the model.

**Table 34: Model summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.533 <sup>a</sup>	.284	.253	.502
a. Predictors: (Constant), Charismatic, Autocratic, Transactional, Laissez-faire, Bureaucratic, Transformational, Democratic				

In the model:

Y = Overall performance of the university library = is the **dependent variable**

The **independent** variables are chosen from the leadership styles, namely:

X<sub>1</sub> = Democratic

X<sub>2</sub> = Transformational

X<sub>3</sub> = Bureaucratic

X<sub>4</sub> = Transactional

X<sub>5</sub> = Autocratic

X<sub>6</sub> = Laissez-faire

X<sub>7</sub> = Charismatic

#### 4.7.2 ANOVA test for Leadership Styles and Performance of University Libraries

The ANOVA analysis was conducted to determine the relationship between leadership styles and the overall performance of university libraries. Table 35 indicates that (F (7, 163) = 9.231, p = 0.000). The F-value (9.231) is the overall significance of the regression model. Seven (7) indicates the number of predictors, the independent variables in the model, and the degree of freedom is represented by 163. The p-value for the study was 0.000. From Table 35 the P-value is low (0.000), which indicates that the independent variables significantly affect the university library's overall performance.

**Table 35: ANOVA test for Leadership styles and Performance of university libraries**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.290	7	2.327	9.231	.000 <sup>b</sup>
	Residual	41.090	163	.252		
	Total	57.380	170			
a. Dependent Variable: Overall performance of university library						
b. Predictors: (Constant), Charismatic, Autocratic, Transactional, Laissez-faire, Bureaucratic, Transformational, Democratic						

### 4.7.3 Test of coefficients of leadership styles and performance of university library

The regression equation's beta coefficients are shown in this section. They comprise both the y-intercept term (beta zero) and the slope term (beta one); the "Unstandardised coefficients" are hence the major subject of attention. These coefficients are not altered or scaled in any way.

Table 36 shows the coefficients.

**Table 36: Coefficients of leadership styles and performance of university library**

Coefficients						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.420	3.904		1.389	.167
	Democratic	.198	.296	.170	.670	.504
	Transformational	.133	.296	.112	.450	.654
	Bureaucratic	-.792	.340	-.289	-2.329	.021
	Transactional	-.167	.383	-.043	-.435	.664
	Autocratic	-2.204	.410	.000	.000	1.00
	Laissez-faire	-1.000	.355	-.318	-2.817	.005
	Charismatic	-.417	.340	-.152	-1.226	.222

a. Dependent Variable: Overall performance of university library

From Table 36, the regression equation for the effects of leadership styles on the performance of university libraries can be expressed as follows:

$$Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7$$

Where by:

Y = Overall performance of the university library

C = Constant (5.420)

$\beta_1 = 0.198$ ;  $\beta_2 = 0.133$ ;  $\beta_3 = -0.792$ ;  $\beta_4 = -0.167$ ;  $\beta_5 = -2.204$ ;  $\beta_6 = -1.00$ ;  $\beta_7 = -0.417$ ;

Hence, the equation:

$$Y = C + 0.198X_1 + 0.133X_2 - 0.792X_3 - 0.167X_4 - 2.204X_5 - 1.00X_6 - 0.417X_7$$

#### 4.7.4 Hypothesis testing explanations

The research was to investigate the effects of leadership styles on the performance of university libraries. The leadership styles for the discussion were Democratic, Transformational, Bureaucratic, Transactional, Autocratic, Laissez-faire and Charismatic. Table 37 shows the coefficients for the leadership styles.

***H<sub>01</sub>: Democratic leadership style does not affect the performance of the university library.***

The coefficient is 0.198, with a p-value of 0.504. This indicates that using a democratic leadership style is associated with a 0.198 increase in overall performance, though the coefficient is insignificant (p-value 0.504). With the high p-value, the research failed to reject the null hypothesis. Failing to reject the null hypothesis means that the research does not have adequate evidence to conclude that there is a significant effect of democratic leadership style on library performance. Even with the insignificant coefficient, it can be argued that the democratic leadership style has benefits like motivation, collaboration and engagement among library staff, hence the positive coefficient.

***H<sub>02</sub>: Transformational leadership style does not affect the performance of the university library.*** Transformational leadership style has an unstandardised coefficient of 0.133, suggesting that a one-unit increase in the transformational leadership style is associated with a 0.133 increase in library performance. However, this is not significant because the p-value is 0.654. With the p-value being more than 0.005, we fail to reject the hypothesis because the research needed adequate evidence to conclude that transformational leadership style significantly affects library performance. The positive coefficient could be attributed to the transformational leadership style used to inspire and motivate employees, which leads to increased productivity in organisations.

**H<sub>03</sub>: Bureaucratic leadership style does not affect the performance of the university library.**

The results indicate that the bureaucratic leadership style considerably influences the university library's overall performance. The unstandardised correlation of -0.792 shows that a one-unit rise in the bureaucratic leadership style is correlated with a 0.792 decline in library performance. Additionally, the coefficient is statistically significant, with a p-value of 0.021. The substantial detrimental effect shows that the bureaucratic leadership style, characterised by rigid adherence to rules and processes, hierarchical decision-making, and restricted autonomy for subordinates, does not promote positive library performance. The research rejects the null hypothesis and concludes that the bureaucratic leadership style has a substantial and negative influence on the overall performance of the university library based on the supplied coefficient and p-value.

**H<sub>04</sub>: Transactional leadership style does not affect the performance of the university library.**

The unstandardised coefficient of -0.167 indicates that a one-unit rise in the transactional leadership style is connected to a 0.167-unit decline in library performance. However, since the coefficient is not statistically significant (0.664), the research cannot conclude that this observed decrease in performance is a result of the transactional leadership style. Transactional leadership is characterised by a focus on task-oriented exchanges, contingent rewards, and clarifying role expectations. Therefore, based on the provided coefficient and p-value, the research fails to reject the null hypothesis, indicating that, at least within the parameters of this study, the transactional leadership style has no discernible impact on the overall performance of the university library.

**H<sub>05</sub>: Autocratic leadership style does not affect the performance of the university library.**

The unstandardised coefficient of -2.204 suggests that a one-unit increase in the autocratic leadership style is associated with a decrease of 2.204 in library performance. However, since

the coefficient is not statistically significant (p-value of 1.00), the research cannot conclude that this observed decrease in performance results from the autocratic leadership style. The autocratic leadership style is characterised by centralised decision-making, limited involvement of subordinates, and strict control. While the coefficient suggests a negative impact on library performance, the lack of statistical significance implies that the relationship is not statistically reliable. Based on the coefficient and p-value, the research fails to reject the null hypothesis. It concludes that the autocratic leadership style has no significant effect on the overall performance of the university library.

***H<sub>06</sub>: Laissez-faire leadership style does not affect the performance of the university library.***

The results show that the laissez-faire leadership style considerably affects the university library's overall performance. The unstandardised coefficient of -1.000 indicates that a one-unit rise in the laissez-faire leadership style is connected to a 1,000-unit decline in library performance. With a p-value of 0.005, the coefficient is statistically significant. The statistically significant negative coefficient shows that the laissez-faire leadership style, characterised by a hands-off attitude, a lack of direction, and little engagement in decision-making, negatively impacts library performance. This management approach might make library workers feel disengaged, unguided, and less accountable, which would eventually damage their motivation and the operation of the library. The research concludes that the laissez-faire leadership style has a considerable negative influence on the overall performance of the university library and rejects the null hypothesis based on the supplied coefficient and p-value.

***H<sub>07</sub>: Charismatic leadership style does not affect the performance of the university library.***

The data indicates that the coefficient for the charismatic leadership style is -0.417, indicating that a one-unit rise in the charismatic leadership style is connected to a 0.417-unit decline in

the university library's overall performance. The p-value of 0.222, however, shows that the coefficient is not statistically significant. However, as shown by the p-value of 0.222, the coefficient is not statistically significant. Based on this, the research fails to reject the null hypothesis.

#### **4.8 Chapter Summary**

The chapter presented the data for all the objectives based on the tools for the data collection. The major findings were based on library performance and leadership styles. The findings indicate that elements like resource accessibility, library hours, personnel calibre, facilities, resource collection, and problem-solving skills significantly impact a library's overall success. Nevertheless, the influence of activities and programmes and the library's function within the university's community are not statistically significant. Bureaucratic leadership style has a significant detrimental impact on library performance, but democratic, transformational, transactional, autocratic, laissez-faire and charismatic leadership styles have a positive impact.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 Introduction**

This chapter analyses and interprets the data collected using quantitative and qualitative methods. It covers the major themes, trends, and connections between the data and the pertinent literature and theoretical frameworks necessary for its interpretation. It also evaluates the results critically, contrasting them with prior research and discussing how they affect theory, application, policy and future study. It answers the research questions and objectives described in the earlier chapters by conducting a thorough investigation, interpreting the results, and significantly adding to the body of knowledge.

#### **5.1 Rate of response**

This research elicited a response rate of 71% from library users, suggesting their willingness to provide valuable insights for improving library services through an appropriate leadership style. Social science scholars broadly agree that a 70% or higher response rate is sufficient for most survey research. Holtom et al. (2022) argued that a response rate of more than 70% is suitable for social science research. However, Yilmaz et al. (2020) suggested that response rates between 40% and 60% are sufficient. On the other hand, Holtom et al. (2022) expressed concern about the validity of data analysis from surveys with low response rates. Haven et al. (2019) reported a response rate of only 15% in their study as sufficient. Yoon and Kim (2017) report a response rate of 14.91% in their study, which is sufficient for social science research. Lastly, Martin and Newman (2015) argue that in social science research, adequate response rates can be applied as a gauge of total social capital. It was also remarkable that head librarians responded with an extraordinarily high rate (92%), demonstrating a strong interest in evaluating

and improving the efficiency of library resources. The data demonstrates that many respondents were eager to share their thoughts on the academic library performance and leadership styles.

## **5.2 Demographic data**

This section provides information about the characteristics of the research population. This section is crucial for understanding the respondents' composition, diversity, and makeup.

### **5.2.1 Gender of the Respondents**

The findings indicate no significant gender imbalance among library employees, as 56% of all respondents are male. This suggests that the current gender distribution in library staffing is balanced. The findings showed that male respondents (64%) used libraries more frequently than female respondents (36%). Different reading habits and interests, as well as access to library services, could cause this. Gender roles and societal expectations may impact how individuals allocate their time. Males and females may have different responsibilities and commitments, affecting their ability to visit the library. According to the results, there are significantly more female respondents (64%) than male respondents (36%) among head librarians. There is a gender gap in library leadership jobs, with more women holding managerial positions (Guthro, 2019).

Additionally, it supports Bladek's (2019) claim that women have dominated the library workforce for over a century. Bladek contends that prejudice, unconscious bias, and the unequal socialisation of men and women are some of the causes of the gender disparity in academic library leadership. She also contends that the absence of variety in leadership styles and viewpoints is one of the many detrimental effects of the gender gap on libraries. Galbraith et al. (2016) remarked that gender-biased professions with a high proportion of women, like librarianship, can derive leadership lessons from looking at the difficulties experienced by underrepresented groups in other industries. Nyongesa (2020) found that female librarians in

Kenya are likelier to have a master's degree in library science than male librarians. This contradicts Howard et al. (2020), who claimed that in university libraries, compared to women, men were more likely to occupy higher-level administrative posts. Similarly, Otieno and Ochieng (2020) argue that female librarians in Kenya face several challenges, including gender discrimination, lack of mentorship and role models, and the work-life balance. The study also found that female librarians are underrepresented in leadership positions.

Although women have historically made up the majority of library personnel, Howard claims this trend is absent in positions of power. This is in line with Mars' (2018) conclusions that the lower cadre profession of librarianship has become more feminised due to women's predominance in the sector. Stereotypes and this feminisation have hindered the advancement of female librarians into leadership roles in the workplace. This research offers a variety of viewpoints, which may indicate that attempts are being made to diversify the genders holding high positions in libraries. These perspectives encompass advocacy for gender balance, acknowledgement of existing imbalances, initiatives to address diversity, identification of challenges and barriers, highlighting cultural shifts, and underscoring the need for sustained efforts. These viewpoints comprehensively understand the current landscape and ongoing endeavours to promote inclusivity and gender diversity in library leadership.

### **5.2.2 The responders' ages**

Statistics from the study established that most library staff members are between the ages of 31 and 50. Similarly, Nzioka (2021) established that most librarians were between 31 and 50 years old. Otieno and Ochieng (2020) also found the median age of librarians in Kenya to be 35. Another study by Njeru (2019) on the gender distribution of library staff in Kenya found that the median age of library staff in Kenya is 37. These studies suggest that most librarians in Kenya are between 31 and 50. This is consistent with the findings of studies on the

demographics of the library profession in other parts of the world. Their presence helps with succession planning and keeps libraries forward-thinking and adaptable to evolving community needs. Additionally, their technological proficiency, innovative thinking, and ability to connect with youth and young adults make them invaluable assets. Younger librarians contribute to diversity and inclusion efforts, ensuring libraries remain relevant and accessible.

The age distribution of library patrons and staff plays a crucial role in shaping library services. According to studies by Zaugg and Rackham (2016), Kiriri (2019), and Wu et al. (2014), a significant majority of university library users are between 18 and 34 years old. This demographic focus highlights the need for tailored services to cater to this age group. However, it is noteworthy that Salubi et al. (2018) point out that library staff members tend to fall between the ages of 31 and 50, often older than the users they serve. This dynamic could impact the relatability and adaptability of services. The nexus between age and leadership styles in libraries is evident. Leaders must be attuned to different age groups' varying needs and preferences to manage and inspire their teams effectively. Leadership styles that are flexible and inclusive are fundamental in this context. Leaders who understand and appreciate the diverse age demographics in their staff and user base are better positioned to create an environment that fosters innovation, collaboration, and responsive service delivery in libraries. Therefore, acknowledging and navigating the influence of age dynamics is essential for optimising library services and leadership effectiveness.

### **5.2.3 Respondents' level of education**

The data indicates a prevalent presence of university library personnel possessing at least a degree, aligning with the expected qualifications for such positions. However, it is noteworthy that a substantial segment (25.1%) of the staff have attained a Master's degree. This underscores the necessity for bolstered opportunities in terms of career advancement and professional

growth within the library domain (Babayi & Ijantiku, 2016; Bayissa & Gojeh, 2010; Brown & McMenemy, 2013; Freeburg & Klein, 2022; Oyovwe-Tinuoye & Adomi, 2021).

In another study conducted by Nakitare et al. (2020) delving into the evolving roles of academic librarians in Kenya, the findings disclose that the majority of respondents hold a Master's degree (69.7%), while a smaller proportion possess a bachelor's degree (21.2%), and a small fraction have attained a PhD (9.1%). This distribution of educational qualifications emphasises the prevalence of master 's-level education among academic librarians, indicating a potential area for targeted professional development and specialised training initiatives within this sector. Cox and Myers (2010) agree with Nakitare et al.'s findings; professional librarians typically need a Master's in library and information science. This is in contrast to the specific qualifications required to be recognised as a professional librarian by the Kenya Library Association (KLA), which may vary. However, generally, it involves obtaining a relevant degree or diploma in library and information science from a recognised institution. Babayi and Ijantiku (2016) discovered that most library staff were trained before beginning their jobs in Nigeria. Obim (2023) emphasises that training and education are foundational for effective role performance among library staff. The study by Oyovwe-Tinuoye and Adomi (2021) further underscores the significance of educational qualifications, directly influencing job satisfaction among library staff. However, Mapulanga (2014) raises a pertinent concern - financial constraints can impede staff from acquiring essential professional certifications in Library and Information Science (LIS). Education equips library staff with the skills, knowledge, and confidence needed for effective performance. Library leaders play a vital role in supporting and championing education, recognising its direct impact on staff capabilities and overall library success. Valuing education, leaders cultivate a culture of continuous learning, driving excellence in library operations and service delivery.

Most academic staff (81.4%) have a Master's degree, which is expected given their employment in higher education institutions. Most class representatives (84.9%) have a bachelor's degree, which is consistent with the educational criteria for most leadership positions in student groups. This data underscores the importance of recognising and catering to diverse educational backgrounds and roles within the academic community. Library leaders must acknowledge these distinctions in qualifications and tailor services and resources accordingly. This study emphasises the need to understand library users' and staff's educational backgrounds to build focused initiatives to improve library services. This may entail providing services and resources to meet the requirements of students at various educational levels and attracting and keeping staff with various levels of education to ensure a diverse and qualified workforce.

#### **5.2.4 Users' employment status (academic faculty)**

According to the data, the majority of academic staff that use the library work as part-timers (79.6%), with a lesser minority working full-time (15.6%) or on a contract basis (4.7%). This suggests a substantial reliance on library resources and services by part-timers. Conversely, a smaller percentage of full-time academic staff rely on the library. This data emphasises the need for libraries to cater for the diverse employment statuses of academic staff, ensuring services are accessible to part-term staff who sometimes do not have access to the library. Rotar (2022) and Zara (2016) support the claim that most academic staff use the library as part-timers. This is in contrast with Adagala-Ombuyai's (2017) study, which indicated that due to the borrowing system criteria, such as the usage of the university identity card, some part-timers are unable to use library resources, while others lack motivation as a result of the apparent difference between full-time and part-time employees.

The library should provide flexible access to resources and services since part-time staff members may need more ability to use library resources. Furthermore, the library may need to

consider providing resources and services to staff outside of regular business hours. Providing resources and services outside these typical hours accommodates the needs of part-time staff who may have different flexible schedules than full-time employees. This ensures that part-time staff can still access and benefit from the library's resources, demonstrating its commitment to inclusivity and support for all academic community members, regardless of their employment status. Massis (2018) suggests that cross-training mechanisms can be used to address the breaking down of silos inside university libraries and academic staff.

The need to provide flexible access to resources and services, mainly part-time staff, reflects a leadership approach prioritising adaptability and inclusivity. This approach aligns with a transformational leadership style, where leaders aim to inspire and motivate their team to adapt to changing circumstances and meet diverse needs. In this context, a head librarian who employs a transformational leadership style would proactively identify the specific needs of part-time staff and implement measures to ensure their access to library resources. This might involve implementing extended hours, providing remote access options, or offering specialised training sessions tailored to their schedules. Such leadership fosters collaboration, responsiveness, and equity within the library, acknowledging academic staff's varied roles and statuses. Additionally, as Massis (2018) suggested, cross-training mechanisms indicate a leadership style that encourages a holistic and integrated approach to library operations, breaking down silos and promoting a cohesive team dynamic. This leadership approach contributes to a library's effectiveness in catering to the diverse needs of its users, especially in accommodating part-time staff.

### **5.2.5 Job titles of library staff**

The data reveals that assistant librarians (64.9%), librarians (33.9%), and assistant directors (1.2%) make up the majority of the library personnel who took part in the study. Bignoli (2023),

Samson and Swanson (2014), and Ntui and Enang (2022) support the claim that assistant librarians, librarians, and assistant directors make up the majority of the library personnel. Samson and Swanson attest to the passion with which assistant librarians, librarians and assistant directors support personnel to explore and use library services and resources. Ntui and Enang concur that librarians are essential in helping university libraries support their parent institutions by attaining their established goals. For assistant librarians who want to improve their careers to the position of librarian or assistant director, there may be opportunities to provide professional development and training opportunities. This enhances library performance by equipping staff with advanced skills and knowledge. This aligns with transformational leadership, which encourages personal and professional growth.

Additionally, librarians who facilitate such opportunities foster a culture of continuous learning, leading to increased innovation and improved services. Furthermore, the data hints that there might be chances for Head Librarians to interact with assistant directors to learn more about their duties within the library. As well as outreach initiatives to advertise the library's services to this group may entail creating specialised services and resources. The data emphasises how crucial it is for Head Librarians to comprehend the job descriptions of library employees in order to build focused methods to enhance library services and performance.

### **5.2.6 Work length for library staff**

The data reveals that library staff who have been employed for 1–5 years make up the largest group of university librarians, followed by those who have been employed for 6–10 and those who have been employed for less than one year, respectively. This is contrary to the American Library Association's study, which was based on data from a survey of 2,000 library staff in the United States. This study established that the average work length for university library staff in the United States is 12.2 years. A 2020 study by the Canadian Library Association

found that the average work length for university library staff in Canada is 11.8 years. Similarly, a 2019 Australian Library and Information Association study found that the average work length for university library staff in Australia is 12.5 years. A study by Nzioka (2020) on a proposed framework for digital librarianship in academic libraries in Kenya found that most library staff had worked for 5-10 years. The study surveyed 250 library staff members from 10 academic libraries in Kenya. The study found that 36.7% of the respondents had worked for 5-10 years, making them the largest group of library staff. The study also found that 28.3% of the respondents had worked for 1-5 years, 17.7% had worked for more than ten years, and 17.3% had worked for less than one year. The study's findings suggest a high turnover rate of library staff in Kenya. This could be due to several factors, such as low salaries, lack of opportunities for professional development, and difficult working conditions. These study's findings also highlight the need for library leadership to develop strategies to retain staff and provide professional development opportunities.

The current study discovery may have implications for Head Librarians in managing the library and its human resources. Due to the fact that this group of librarians makes up the majority, the Head Librarians should create retention strategies to keep those who have been working there for one to ten years. Retaining librarians with 1 to 10 years of experience is essential for maintaining stability, knowledge continuity, and adequate service provision within the library. Additionally, to attract and keep librarians in their early careers (1–5 years), the library may need to develop specific recruitment and retention strategies. These early-career professionals bring fresh perspectives, technological proficiency, and a willingness to innovate. Nurturing early-career librarians ensures a seamless institutional knowledge and expertise transition as more experienced staff members retire.

Given that this group represents a large portion of librarians, the data also hints that it may be possible to design specialised professional development and training programs for librarians who have been employed for 11 to 15 years. Head librarians need to initiate coaching and mentoring programs to help librarians improve in their careers, as well as training courses specifically intended to meet the needs of librarians at different stages of their careers. The data indicates that Head Librarians must comprehend a librarian's service length to build focused measures to enhance human resource management and retention practices. This conforms to strategic leadership style, recognising librarians' unique needs and experiences at different stages of their careers. Head Librarians can implement effective retention practices and maximise the contributions of their team members.

### **5.3 Leadership styles used in university libraries**

Data on library leaders and staff demonstrate various aspects related to leadership styles, qualities of influential leaders, roles played by librarians, creating a positive working environment, and evaluating leadership functions. Critical findings on qualities of an effective leader included good communication skills, being visionary, motivating, inspiring, firm in decision-making, and having integrity. Chow and Conte (2021) concur that leadership qualities are essential for library employees. This emphasis on leadership qualities is directly related to library performance, as leaders who possess these attributes are more likely to inspire and guide their teams effectively, resulting in improved service delivery, user satisfaction, and overall organisational effectiveness. Leaders inspire and motivate their team members to achieve their full potential. Demonstrating the relationship between leadership qualities and library performance underscores the critical role that effective leadership plays in achieving the goals and objectives of a library. Aslam (2019), Oyelude and Oladele (2014) and Lo et al. (2018) back the assertion that influential library leaders need to have good communication skills.

Aslam (2018) supports the argument that influential library leaders must be visionary. (Ashiq et al., 2019; Aslam, 2019; Aslam, 2018; Martin, 2022; Martin, 2018; Mullins & Linehan, 2009; Oyelude & Oladele, 2014) agree that influential library leaders need to be motivating and inspiring and a catalyst for change. These findings are buttressed by the Path-Goal Theory of leadership, which focuses on how leaders motivate and guide their followers to achieve their goals. This study underscores the significance of leaders in directing their followers toward goals by providing clear guidance, addressing any barriers, and providing support along the process. The head librarians mentioned the importance of motivating, encouraging, and empowering their staff. This viewpoint is supported by Martin (2018), who noted that university library leaders play a crucial role in providing the necessary support and motivation for their staff members to succeed. Shahzad et al. (2023) demonstrated that staff motivation influences librarians to provide creative and valuable services. They illustrated that motivation improves job performance.

Similarly, Unegbu et al. (2020) confirmed that a positive workplace culture with good communication and employee motivation are excellent enablers in the hands of leadership to energise the workforce because they enhance employees' willingness to work, increasing the effectiveness and the library's overall performance. This aligns with the supportive leadership style, where leaders provide emotional support, show concern for their followers' well-being, and create a positive working environment. The librarians stressed the significance of practical communication abilities, vision, inspiration, and drive in their leaders. These traits match those of the followers highlighted in the Path-Goal Theory, where followers look to their leaders for direction and assistance in overcoming challenges and achieving their objectives.

The findings also revealed that librarians perform various roles within the library, such as maintaining the physical collection, providing research assistance, managing the budget,

developing and delivering library instruction and information literacy programs, staying updated with developments in the field, collaborating with faculty and staff, promoting and marketing library resources, assessing and evaluating library services, participating in the selection and acquisition of materials, and supervising and training library staff and students. In agreement with these findings, Prucha (2021) emphasised the diverse roles that Head Librarians undertake, ranging from educators and support workers to faculty members, research specialists, managers, and information literacy specialists. This versatility highlights the crucial leadership role Head Librarians play in orchestrating various aspects of library operations. Furthermore, Klain and Shoham (2019) reinforced the notion that university library staff may also engage in teaching and research activities, indicating the multifaceted responsibilities within the library setting. Meanwhile, Were (2019) underscored the significant contributions of librarians, particularly in information literacy programs, showcasing their pivotal role in enhancing user skills. Examining this in the context of leadership styles, Head Librarians who employ appropriate leadership styles tend to excel in guiding their teams towards achieving these diverse objectives. Head librarians may find success in adapting their leadership approach based on the situation and the needs of their staff to drive improved library performance. This approach fosters a culture of continuous learning, innovation, and adaptability, ultimately bolstering library performance and its ability to meet the evolving needs of its users.

Ducas et al. (2020) convincingly argue that data management, research facilitation, scholarly communication, teaching and learning, digital scholarship, and user experience are just a few of the new and evolving responsibilities that head librarians play more and more frequently. However, they noted that these new responsibilities replace older ones like collection management and reference work. Nakitare et al. (2020) also stated that Head Librarians have

had to reinvent their roles to meet new demands brought about by technological advancements. Numerous studies show that there has been a significant change in the roles of Head Librarians (Frederick & Run, 2019; Magut & Kiplagat, 2022; Manuell, 2018; Mathar et al., 2021; Mutula, 2019). The development of technology and the availability of digital resources have given university librarians new responsibilities outside of traditional collection administration. Bynoe (2022) advocates for effective communication and leadership skills in managing change and successfully adapting to the new normal. Head Librarians currently frequently work as information specialists and technology facilitators. Due to their broader range of duties, Head Librarians must become more capable of managing and directing their personnel. Head Librarians are working more and more collaboratively with faculty staff and other stakeholders. This change calls for a leadership approach prioritising collaboration, clear communication, and developing relationships. With these enormous new responsibilities, university librarians, more than ever, need to show their value and impact. As leaders, university librarians are pivotal in establishing performance objectives, assessing results, and ensuring responsibility.

The study reveals that head librarians and librarians predominantly lean towards employing a democratic leadership style, with transformational, charismatic, bureaucratic, laissez-faire, transactional, and autocratic styles following in descending order of preference. These findings resonate with Butt et al. (2023), who similarly discovered that most library heads opt for a democratic leadership approach, emphasising a conducive office environment, motivated staff, and maintained organisational standards. Nwaigwe's (2015) study in Imo State, Nigeria, further affirms the prevalence of the democratic leadership style among head librarians in tertiary institutions, a consensus supported by Nyamato and Kwanya (2017) and Kaur and Kaur (2019). Equally, Kalu and Okpokwasili (2018) assert that university librarians strongly favour the democratic leadership style due to its positive impact on worker productivity and junior staff

performance. Similarly, Offem's (2021) findings underscore the effectiveness of the democratic leadership style in explaining administrative success. This alignment is consistent with the research of Kwanya and Stilwell (2018), who advocate for the democratic leadership style as highly effective in promoting the delivery of library services. Agusta and Nurdin (2021) propose an integrated approach, combining democratic and transformative leadership styles to empower subordinates strategically. Furthermore, various studies (Arapasopo & Adekoya, 2022; Beglou & Akhshik, 2023) establish that, particularly during times of crisis, transactional and transformative leadership philosophies prove superior to the laissez-faire approach in managing libraries. When navigating changes in academic libraries, transformational leadership is preferred over transactional and laissez-faire approaches (Sucozhañay et al., 2014).

In contrast, Ashiq et al. (2019) contend that charismatic leadership is pivotal in academic library contexts. The study's findings further indicate that academic library professionals consider a humanistic and charismatic personality, team leadership abilities, and adept relationship-building and social outreach skills the most desirable traits for head librarians. This suggests that charismatic leaders in academic libraries are more likely to inspire and motivate their teams, foster trust with key stakeholders, and lead in a manner that fosters creativity and innovation. Academic libraries can thrive under charismatic leadership by cultivating a positive and productive work environment, encouraging collaboration and innovative thinking, and enhancing operational efficiency.

The research by Arapasopo and Adekoya (2022) investigated the influence of library personnel on library services in Nigeria. It was discovered that although the bureaucratic leadership style is not the most prevalent, it is still utilised by library leaders in university settings. Akor's (2014) study, conducted in Benue State, Nigeria, indicated that among academic librarians, the

bureaucratic leadership style ranks second to the authoritarian style in unpopularity. Akor's study further revealed a deficiency in leadership skills among academic librarians and highlighted the detrimental effects of the authoritarian leadership style on job performance. These findings align with those of Arapasopo and Adekoya (2022), demonstrating that adopting the bureaucratic leadership style tends to be less common than the more democratic approach. These results imply that although bureaucratic leadership styles may exist in academic libraries, they might not be the most advantageous or effective for boosting institutional and individual job performance and total effectiveness in this setting. Although the authoritarian leadership style is observed in some academic libraries, it generally has a negative impact on employees' job satisfaction and performance (Akor, 2014; Dolly & Nonyelum, 2018). According to Arapasopo and Adekoya (2022) and Akparobore and Omoisejimi (2020), academic library leaders do not frequently adopt an autocratic leadership style. A leader with a humanistic and charismatic personality is viewed as more desired by library professionals than this style (Sharif et al., 2022; Ashiq et al., 2019). Academic libraries may also have adverse effects from toxic leadership practices, including abusive supervision and authoritarianism (Ortega, 2019).

Other studies, such as Tarsik et al. (2014), found that the transactional leadership style was commonly practised by university librarians, with the laissez-faire style being the least used. Transactional leadership style is acknowledged as a crucial leadership strategy. Transactional and transformational leadership styles effectively manage libraries (Arapasopo & Adekoya, 2022; Beglou & Akhshik, 2023). According to Ugwu and Okore (2019), transactional leadership positively affects librarians' development in university libraries. Additionally, research suggests that academic libraries use transactional leadership, albeit to a lesser extent than transformational leadership (Hidayat et al., 2017). Applying transactional and

transformational leadership is advantageous in times of transition (Sucozhañay et al., 2014; Düren, 2013).

Moreover, it has been determined that the transactional leadership style positively impacts the librarians' ability to share knowledge (Ugwu et al., 2020). In general, the transactional leadership style is crucial to the efficient administration and operation of academic libraries. Akor (2014) discovered that the laissez-faire leadership style in academic libraries has a detrimental effect on work performance. Their study is supported by the findings of Akidi and Chukwueke (2020), who found that transactional and transformational styles were highly adopted. In order to effectively serve the various interests of individuals and teams within the library during times of change, head librarians underlined the significance of studying the situation and involving library staff.

The current study revealed that autocratic leadership was the least preferred by the respondents. This is supported by Otieno and Njoroge (2019), who observed that authoritative leadership harmed employees' performance at the Technical University of Kenya Library. In their study, Akparobore and Omosekejimi (2020) looked at leadership traits and philosophies and influences on work performance and efficient service delivery in university libraries in Imo State, Nigeria. Their findings diverge from those of the current study in that academic library staff tended to adopt and apply the autocratic leadership style. Similarly, Rahman (2021) explored the impact of rational instrumental action on the autocratic leadership style of head librarians of the Indonesian Islamic University Library.

Contrary to this study's findings, he established that the autocratic leadership style had the most positive impact in managing the library to attain its goals optimally. According to the Path-Goal Theory, leaders can modify their approaches to leading depending on their followers'

circumstances and demands. Different leadership philosophies may work well in certain situations; therefore, executives should pick the best one to help their teams achieve their objectives.

The current study surveyed library staff to evaluate leadership functions. The responses varied, with some respondents strongly agreeing or agreeing with statements related to recognising staff, ensuring adequate physical spaces, working with sincerity, communicating vision, inspiring staff, providing feedback and coaching, rewarding outstanding performance, creating a congenial environment, providing opportunities for professional development, and more. Sanchez-Rodriguez (2021) studied diversity in the CUNY Library Profession, explicitly focusing on equity, diversity, and inclusion within the library field. The findings aligned with the current study, highlighting that a crucial role of library leadership involves facilitating the attraction, recruitment, and retention of staff with diverse backgrounds and perspectives. Dolly and Nonyelum (2018) also supported the finding that leadership plays a role in recognising staff, providing opportunities for professional development, and ensuring a congenial environment. McKeown and Bates' (2013) study on emotional intelligence (EI) leadership in the setting of public libraries stressed the importance of EI leadership in library administration. They concurred that effective leadership must recognise the importance of communicating a clear vision, inspiring staff, and providing feedback and coaching. The tasks performed by librarians, including upkeep of the physical collection, assistance with research, creation and delivery of library instruction programs, collaboration with faculty, and evaluation of library services, align with the Task characteristics in the Path-Goal Theory.

Critical aspects of leadership and Head Librarians' roles in influencing library performance examined underscore that effective leadership traits such as communication, vision, motivation, and integrity significantly contribute to improved library outcomes. The evolving

roles of Head Librarians, ranging from collection management to digital scholarship, highlight the pivotal role of Head Librarians in orchestrating various operational facets. Moreover, the impact of technological advancements necessitates adaptable leadership approaches. Transformational leadership is vital for efficient library administration, while an autocratic leadership style can have detrimental effects. Furthermore, recognising and developing staff and fostering an inclusive and diverse environment emerge as key responsibilities for library leaders. Ultimately, this section emphasises that adept leadership is a cornerstone for optimising library performance and adapting to dynamic industry changes.

#### **5.4 Significance of leadership in university libraries**

According to the head librarian interview and library staff survey responses, a leader's primary role in a university library setting includes achieving library goals, inspiring and directing staff, giving instructions on tasks, energising the group, and communicating library issues to the university administration. This shows that leaders are vital to creating and attaining library objectives, encouraging and empowering staff, and advocating the library's interests in the university. There are differing opinions on the primary role of leaders in a university library setting. On the one hand, Akparobore and Omosokejimi (2020), Chow and Conte (2021) and Rahmadanita (2022) corroborate the findings that the principal role of library leaders is to inspire and direct staff, provide motivation and direction and develop leadership skills within the library. On the other hand, Rifauddin et al. (2020) suggest that library leaders' primary role is to understand and solve complex issues/problems, translate the library's values to staff and the broader university community, and change organisational behaviour to increase staff performance.

In this study, the majority (91.8%) of respondents considered guiding and directing library staff and services as the most crucial role of a library leader within a university library. Ashiq et al.

(2019) made similar findings that head librarians should exhibit a humanistic and charismatic demeanour while having a visionary and innovative mindset when directing library staff. They should also be excellent team leaders and possess outstanding interpersonal skills, including the ability to engage in social outreach. Similarly, Nwachukwu (2018) presented evidence that the role of library leaders is to guide, direct, and delegate staff for a higher level of job satisfaction. Kimmel (2014) affirmed that library staff morale and performance were most positively impacted by guidance and direction from library leadership. This underscores the significance of leadership in providing clear guidance, fostering teamwork, and ensuring effective library operations.

The findings of this study revealed that head librarians face various challenges, including a need to understand the library's importance to the university library stakeholders, staff turnover, space limitations, and budget constraints. Aslam (2018) made similar findings that challenges academic library leaders face include a need for recognition by university administration and other faculty. Similar observations were made by Kusmer and Stuart (2019), who established that academic libraries need help in providing outreach services due to the need for recognition of libraries and librarians in the university hierarchy. This collective data underscores the need for increased awareness and support for the pivotal role that libraries and their leaders play in the academic environment. Similarly, Nyambok and Hongo (2022) found that staff turnover in academic librarians is a significant challenge. They concluded that the primary reasons for staff turnover were insufficient leadership development and training programmes, low pay and benefit conditions, and lousy pay and job satisfaction based on the job's favourability. Investing in library staff's professional growth and skill-building, particularly in leadership roles, is essential for reducing turnover. These findings underscore the importance of creating an environment that fosters growth, recognises the value of library professionals, and ensures their

overall job satisfaction. Addressing these concerns is vital for retaining a skilled and motivated workforce within academic libraries. Smith (2016) reviewed the evolution of academic libraries over the past three decades. The study revealed space as a significant and constant challenge for libraries. Likewise, Nabe (2017) found that library leaders need more spaces for meaningful creativity. The limited availability of space can impede efforts to foster innovative and collaborative environments within academic libraries, which are crucial for meeting the diverse needs of users and supporting various forms of academic inquiry and creativity. Addressing these space-related challenges is imperative for ensuring academic libraries remain vibrant and compelling learning and knowledge-creation hubs. According to Ashiq et al. (2019), who support the findings of this study, library leaders face numerous difficulties, including identity crises, communication problems, financial limitations, lack of opportunities for capacity building, administrative problems, the need to raise awareness, the absence of a self-development culture, and technological difficulties. Similarly, Kalu et al. (2019) found that library leaders encounter challenges from junior staff who must report their expectations to the leader and the junior library staff with a negative attitude toward leadership. Strategies to overcome these challenges involve using an appropriate leadership style, making library services impactful, seeking alternative arrangements for staff unable to work on-site, advocating for adequate resources, and addressing staff morale through formal and informal discussions.

Most respondents strongly believed that leadership is essential for the overall success of a university library—this emphasised leadership's critical role in shaping the library's direction, performance, and achievements. The findings of this study are consistent with earlier research by Weiner (2017), who consolidated qualities and styles of leadership used by academic library directors. It was suggested that strong leadership is essential for ensuring a library's efficacy,

institutional significance, and adaptability. Similarly, Koufogiannakis and Crumley (2017) proposed a leadership model in academic libraries that incorporates three dimensions: strategic, collaborative, and empowerment leadership. They contend that strong leadership in academic libraries is essential for fostering innovation, achieving strategic goals, and adapting to changing user needs.

The respondents overwhelmingly agreed that effective leadership in a university library greatly improves user experience and satisfaction. Arifin et al. (2023) contend that leadership significantly influences library user satisfaction. This highlights the positive impact of leadership on providing quality services, meeting user needs, and enhancing overall satisfaction. Shin and Shelton (2020) found that leadership is critical for creating an environment where library staff can thrive and effectively work. They found that a good leader promotes collaboration, fosters a culture of excellence, and empowers staff to be innovative and responsive to user needs. Moreover, they discovered that influential leaders create a sense of purpose and build trust among staff members. Similarly, in a study conducted by Aslam (2018), the respondents indicated that library leaders who are clear communicators, visionary, and empower staff are likelier to deliver better quality services that meet user needs and expectations.

According to most respondents, the rating of (98.2%) indicates that leadership in a university library increases its visibility and relevance within the larger university community. Andrikopoulou et al. (2021) surveyed University libraries in Greece's impact of several initiatives, such as research data management, on the library's visibility, image, and identity within the university and larger communities. They established that good leadership improved access to resources and services and library visibility. Dang's (2017) study concurs that academic libraries can play a crucial role in enhancing the visibility of academic research by

promoting open access initiatives to research communities. Dang noted that collaboration between leaders in academic libraries and other stakeholders in the research process, such as research funders, can also enhance research visibility. This suggests that effective leadership helps reposition the library as a crucial part of the university's academic and research ecosystem.

Head librarians ensure the library's alignment with the university's goals and mission by drawing library plans from the university's strategic plan. Harland et al. (2018), Walter (2018) and Crowe (2019) agree that head librarians play a crucial role in ensuring the library's alignment with the university's goals and mission by drawing library plans from the university's strategic plan. Library leaders may strategically align the library with the university by coordinating organisations' strategic objectives, allowing enough time for plan implementation, and routinely informing stakeholders about the library's success (Harland et al., 2018). By integrating itself with the university's mission and strategic plan, an academic library benefits from university management's engagement and acknowledgement of its worth (Walter, 2018). A case study by Crowe (2019) conducted at the University of Maryland, Baltimore County (UMBC) established that the library supports the university's goal meaningfully by providing students, faculty, and staff with access to resources and services that help them succeed. This indicates that the library leadership actively aligns the library's objectives with the broader institutional objectives, thus ensuring coherence and synergy.

The rating of (81.2%) leadership statements demonstrates that the majority of the respondents agreed that leadership in a university library promotes a culture of transparency and open communication among library staff, improves the library's ability to secure funding and resources, enhances the development and implementation of library policies and procedures, and enables collaboration and partnerships with other departments and organisations. Similar

findings were discovered by Akparobore and Omosekejimi (2020), which state that a library leader's traits and leadership styles can foster good service delivery among academic library staff. This leads to increased productivity and effectiveness at work. Equally, Le (2015) outlined the main difficulties faced by academic library leadership and the critical qualities of an effective leader in academic libraries and suggested that good leadership qualities can have immense outcomes in the delivery of library services. These results highlight the need for strong leadership in successfully managing university libraries' difficulties in the digital age.

The head librarians indicated they involve staff in decision-making through meetings where suggestions and recommendations are made, and action points are agreed upon. Habiburrahman's (2022) research at North Sumatra UIN Library highlighted that the head librarian actively engaged subordinates in decision-making, welcoming suggestions and employing a communication style aligned with democratic leadership principles. Likewise, Wardhani and Dewiyani (2022) analysed the democratic leadership style in that the head librarian at Pascasarjana UIN Sunan Kalijaga Yogyakarta solicited staff members' opinions in the decision-making process. They also assigned responsibilities and encouraged staff to attend conferences, workshops, and further studies. This indicates a participatory approach to decision-making and staff development, empowering and engaging the staff in shaping library operations. The current study's findings align with several key concepts of the Path-Goal Theory of leadership, which focuses on how leaders can enhance employee motivation and performance by clarifying goals, providing support, removing obstacles, and offering rewards. The autocratic leadership style described in the Path-Goal Theory requires leaders to provide clear expectations, guidance, and support to help employees achieve their goals. According to the findings, 92.4% of the respondents view university librarians as competent and effective at their jobs. The concept of leader expertise from the Path-Goal Theory might be connected to

this perception of competence and knowledge. Employees are more confident in their capacity to accomplish goals and overcome obstacles when leaders are seen as informed and capable. According to the Path-Goal Theory, supportive leadership encourages staff growth, fosters open communication, and includes employees in decision-making. 93.5% of respondents emphasise the significance of library leadership in coordinating the library with the aims and objectives of the university. This element fits the Path-Goal Theory's focus on delineating goals' pathways. Employees have a strong sense of direction and purpose when leaders effectively communicate and link the library's aims with the larger institutional goals.

The findings highlight the importance of effective leadership in optimising library performance and adapting to industry changes. The evolving roles of head librarians, including responsibilities related to digital scholarship and data management, underscore the need for adaptable leadership approaches. The prevalence of democratic leadership style in university libraries indicates its significant role in creating a conducive work environment and maintaining organisational standards. However, head librarians face recognition issues, staff turnover, space limitations, and budget constraints. Addressing these concerns is crucial for retaining a skilled and motivated workforce. Effective leadership in university libraries requires diverse skills and attributes, and the optimal leadership style may vary depending on the specific context and challenges each library faces. A combination of democratic, transformational, and other effective leadership styles and an understanding the evolving roles and challenges will contribute to excellent performance in these institutions.

### **5.5 Level of performance of university libraries**

From the study findings, most (69.3%) of university library users indicated they used the library weekly, while the least indicated they had never used it. These outcomes align with earlier research by Gyau et al. (2021), which found that students visit the library weekly to do their

research. Balakrishnan and Jeyshankar (2019) argued that approximately 60% of people use library facilities daily or frequently throughout the day. A study by Jayawardena and Gregar (2013) on undergraduates' use of the University of Sri Jayewardenepura library in Sri Lanka revealed that 97.3% of the participants surveyed used the library. Similarly, a survey conducted by Connaway et al. (2017), which examined the behaviour of undergraduate students in the United States, found that 93% of their sample reported having used the library at some point in their academic career. In addition, a study by Yu and Young (2017) explored how students used physical and online library resources and services. It found that 96.1% of students reported using the library at least once during their academic careers. The findings show that library users can benefit from accessing the university library, with most users reporting regular use in the most recent and preceding surveys. While a student reporting using the library at least once during their academic career indicates some engagement, it implies they do not use the library frequently, regularly or consistently. It could be a one-time or infrequent occurrence. It is possible that a user only used the library once to check out a book for a class assignment and never used it again.

Most participants stated that they went to the library to do some research and do some academic study. Other purposes were borrowing books, accessing e-journals, using computers or other technology, personal and recreational use, using the photocopier and attending events. Previous literature indicates that several factors motivate library users to visit libraries. Dukku and Temboge (2019) found that most Federal University of Kashere Library patrons used the library more for research-related activities than fun or leisurely ones. On the contrary, Barot and Afrane et al. (2022) established that computers and Internet access were among the most critical factors contributing to library use and user satisfaction. Irfiani (2020) conducted a survey-based study on the use of libraries by undergraduate students at the University of

Nigeria and found that borrowing books was the most common library use among students. Fajar et al. (2021) noted that e-journal services encourage users to access them as a reference source. Arulpragasam (2018) highlighted the increasing use of electronic journals in academia and underscored their advantages to various stakeholders. These advantages include better user experiences, more author opportunities, enhanced indexing services, improved academic communication, increased research accessibility, and valuable library effects. Arfa et al. (2022) emphasised the value of photocopier services for library users in terms of time efficiency for obtaining necessary information, enhancing the library's financial revenue, and providing a mutual benefit for both users and the library. These findings highlight the complex functions of the university library and the value of multiple resources and services in addressing patron needs.

The results of this study showed that most respondents indicated that their library's overall performance was excellent. In contrast, just 1(0.1%) indicated the performance was abysmal. These results revealed that services offered to users were excellent and library hours of operation were good. All the other services were also rated highly. Moreover, 422(44.2%) were satisfied with the library's facilities and physical space, the library's hours of operation 406(42.6%) and the library's overall role in the larger university community 400(41.9%). All the other statements had a high response of somehow satisfied. Only 8% were dissatisfied with the library's ability to respond to and address challenges and crises. The majority (89.6%) of the respondents expressed satisfaction with the level of assistance the library had given them in supporting their learning. A study by Singh and Kuri (2017) on university library users' satisfaction in India supports the high user satisfaction with library services. These findings agree with prior research by Tiemo and Ateboh (2016) that looked at how contented library users were with the information sources and services offered at Niger Delta University's

College of Health Sciences Library in Nigeria. The results showed that library users reported satisfaction with various features, including book lending services, prompt information material renewal, and expanded library hours. Asogwa et al. (2015) assessed infrastructure enabled by technology and service quality. While none of the indicators were rated as "excellent," the study found six indicators were rated as "good," suggesting a positive performance by university libraries. According to the current study findings, the library is doing well in terms of its services, facilities, and role in the university community. However, there is potential for improvement in resolving issues and ensuring that learning is given the best possible assistance.

Furthermore, the study established that most users strongly agreed that the university library provides an environment conducive to studying and researching. Also, most respondents strongly disagreed that the university library's technology and equipment were up-to-date and reliable. This finding validates a previous study by Kari (2020) at the University of Nairobi, Kenya, in which most users strongly agreed that the university library provides an environment conducive to studying and research. Additionally, Tsekea and Chigwada (2020) analysed the creative assistance strategies academic libraries use to improve e-learning in Zimbabwean universities. Their study concluded that library users still expect services that meet their information needs, implying that libraries play a vital role in supporting learning environments. The finding that respondents strongly disagreed that the university library's technology is up-to-date and reliable is corroborated by Eiriemiokhale and James (2023) in a study that revealed that lack of up-to-date technology and equipment was one of the critical challenges leading to dissatisfaction with the library's services. These results offer more information about the library's advantages and shortcomings. While the library succeeds at creating a comfortable setting for research and study, it is evident that issues with out-of-date and unreliable

technology and equipment need to be addressed. In order to match user expectations and improve the library's services, the literature emphasises the value of investing in contemporary resources.

The head librarians indicated that they have initiated projects that help improve the library's performance. They specified that they have set up initiatives like literacy training to assist in the uptake of the library materials. Some have also collaborated with other institutions and academics and developed information literacy curricula. They have also held seminars and training events alongside advocating for the automation of library services. Equally, De La Cruz and Wasil (2023) recommended on-the-job training through seminars, workshops and benchmarking to provide valuable opportunities for continuous professional development, thereby enabling librarians to stay current with library technology and information management advancements. Lugya (2018) noted that in addition to literacy training and curriculum development, librarians have held seminars and training events to educate library staff and users on new trends in library services. Komariah et al. (2021) advised librarians to collaborate with other institutions and their communities on information literacy programmes. From the descriptive statistics, all variables (Overall performance of the university library, availability of resources in the university library, accessibility and ease of use of the library's website and online resources, library's hours of operation, library's staff and their level of customer service, library's facilities and physical space, library's collection of physical and digital resources, library's events and programming, library's ability to respond to and address challenges and crises and library's overall role in the larger university community) have mean scores above 2.9 and standard deviations above 0.7. This suggests that the respondents perceive the variables positively, but there is considerable variability of opinions within age groups. The findings echo Karliza et al. (2022) that library users generally perceive similar variables

positively. The study was conducted on user perception of IAIN Batusangkar University library services, Indonesia. It found that the users' perception variable had an average score of 3.22, indicating a good perception of the library services. From the current study, the researcher found a partial correlation between library usage and overall performance, showing that the mean score for library usage frequency is 2.03, with a standard deviation of 0.771. The mean score for overall library performance is 3.18, with a standard deviation of 0.716. Controlling for age, a partial correlation analysis in Table 25 revealed a negative and statistically significant relationship ( $r = -0.134$ ,  $p = 0.00$ ) between library usage frequency and overall performance. This indicates that users who visit the library more frequently tend to rate the library's performance lower. This finding is consistent with a study by Noh (2020), which found that people who visit the library at different frequencies had noticeably different perceptions of it.

Additionally, a negative correlation ( $r = -0.116$ ,  $p = 0.000$ ) between age and overall library performance suggests that older respondents are more likely to rate the performance lower. Uda et al. (2018) research on how older persons used libraries to seek information indicated that older adults may have varying preferences and lower frequency of library usage, potentially influencing their perception of library performance. However, there is a positive correlation ( $r = 0.170$ ,  $p = 0.000$ ) between age and frequency of library usage, indicating that older respondents use the library more frequently. This is inconsistent with Evjen and Vold (2018), who argued that library usage decreases as individuals age. Similarly, Gor et al. (2016) revealed that lower age group library users (21-30) and (31-40) frequently used online library services compared to only 2.2% of respondents in the older age brackets (41-50) and (51-60). The relationship between library usage frequency and the library's environment for studying and research was examined using Pearson correlation, and the result is presented in Table 26. The data shows a negative correlation ( $-0.188^{**}$ ) and a significant relationship ( $p = 0.000$ )

between the variables. This suggests frequent library users have a lower perception of the library's environment. Many studies on the subject reflect this conclusion. For instance, research by Smith et al. (2010) surveyed library customers and discovered that frequent library users who go to the library at least once a week rated the library's environment lower than occasional library users. Similarly, Johnson (2015) found that frequent library users complained about noise levels, cleanliness, and the availability of study rooms.

The Pearson correlation analysis in Table 27 explored the relationship between overall library performance and the level of customer service provided by library staff. The data reveals a moderate positive correlation ( $r = 0.575$ ) between the variables, which is statistically significant ( $p = 0.000$ ). This demonstrates that as library staff members provide better customer service, patrons' perceptions of the library increase. Hernández-Pérez and Favela-González's (2019) investigation of the connection between user satisfaction and library performance in Mexican university libraries also yielded similar results. The study discovered a link between the users' opinions of a library's performance and the calibre of customer service.

Additionally, Botha and Du Preez (2016) looked into the perception of user satisfaction and service quality in academic libraries in South Africa. The results showed that customer service factors, including staff friendliness and helpfulness, highly influenced user satisfaction and opinion of the library's overall performance. Similarly, Brown and Jones (2018) systematically evaluated the literature on library customer service and its effect on user satisfaction. The literature supported the view that there is a link between high-quality customer service and user satisfaction. It also stressed the importance of providing excellent customer service to exceed users' expectations and improve library performance.

According to the responses from head librarians, the most challenging issue they face in improving the library's performance is inadequate funding. Limited information resources, staff

resistance, and low uptake of information literacy follow this. The head librarians noted that these challenges negatively influence the performance of university libraries. A study by Garcia and Gomes (2018) that investigated the challenges faced by academic libraries in Brazil generated data congruent with this conclusion. According to the survey, one of the significant challenges to enhancing library resources and services was the need for more funding.

Similarly, a study by Chowdhury and Lorenzen (2018) in the United States found that libraries need more funding, a significant obstacle to improving their performance. Head librarians have noted limited information resources as another significant issue. Budget restrictions frequently play a role in this and can limit the library's ability to acquire and update materials. Saayman and Du-Preez's (2016) study of the challenges university librarians face in South Africa concluded that inadequate information resources were a significant barrier to improving library services. A study by Panda and Das (2020) examined the challenges Indian university libraries faced and emphasised the importance of unlimited access to information resources. The head librarians pointed out that there are challenges in enhancing the library's performance, primarily stemming from resistance among the staff. This can be due to library staff resistance or hesitation to accept changes or adopt new technologies and practices. Staff resistance was a significant roadblock to implementing innovative library practices (Khanka et al., 2017).

Similarly, Siddiqi (2014), at the University of Karachi Library in Pakistan, researched the issues affecting the adoption of new technology in university libraries and identified staff opposition as the main barrier. Lastly, head librarians reported a low uptake of information literacy as a challenge to improving the library's performance. Lloyd and Crane (2017) investigated the challenges public libraries face in promoting information literacy skills among users and found that low uptake of information literacy programmes was a commonly identified issue. Additionally, a study by Bath and Gebauer (2017) examined the challenges school

librarians face and found that limited user interest and participation in information literacy initiatives presented a barrier to enhancing the library's performance.

University libraries should focus on maintaining and improving the quality of their services, especially regarding technology and equipment, to meet user expectations. Efforts should be made to address challenges identified by head librarians, including securing adequate funding and promoting information literacy programmes. Head librarians can benefit from understanding user motivations for visiting the library and tailoring services to meet those needs. Head librarians should be aware of the potential disconnect between frequent users' high expectations and their perceptions of library performance. They should invest in staff training and development to help overcome resistance to change and improve overall customer service. Most library staff in Kenya are between the ages of 31 and 50 and have worked for 5-10 years. Library leadership must develop strategies to retain staff and provide professional development opportunities. This would allow libraries to offer their staff competitive salaries and benefits and provide them with the necessary resources to develop their skills and knowledge.

#### **5.5.1 Suggestions by users for improving the overall performance of the university library**

The library user respondents were asked to suggest what can be done to improve the library's performance. They suggested that the libraries should improve the services they offer, online resources, library events, websites, and library operation hours, especially over the weekend, access to computers in the library to enable ease of research and update computer software and hardware to be able to hold current formats of books and electronic materials. They also indicated that the staff is sometimes rigid when assisting. They also stated that the security of the library's items (computers) could be higher. The library staff suggested skills enhancement, events management, and promotions. They also raised issues on the need for transformative leaders who are more assertive. Transformational leaders are visionary and proactive in driving

positive change and improvement, which resonates with the identified areas for enhancement. The staff's emphasis on the need for assertive transformative leaders reflects a desire for leaders who can drive meaningful change and take decisive actions to address the identified challenges and opportunities for improvement. They indicated that for the library to thrive, there is a need for support from the top management in the universities. On the library itself, they suggested a need for more information resources (online and hard copy) and a change of the current physical spaces to appeal to the new generation of readers.

Mohindra and Kumar (2015) surveyed the discrepancy between users' expectations and perceptions. The study underscored the importance of considering user opinions and satisfaction when improving library services. Trivedi et al. (2021) conducted a study to evaluate the effectiveness of the relevant infrastructure and electronic service quality. Their findings highlighted the significance of assessing user satisfaction and using the results as the foundation for additional improvement measures. Further empirical investigation is urgently required on this topic, according to Inamdar's (2023) study on the effects of artificial intelligence text generators on libraries. Reference services greatly influence the effectiveness of libraries and user satisfaction. Hermansyah et al. (2022) stressed the significance of ongoing development and enhancement of reference services. Another topic that has gained importance, particularly in the digital age, is the digitisation of libraries. In order to meet the demands of the digital generation, Nafisah (2022) emphasised the urgent necessity to digitise libraries.

Research examining the link between information technology use and library usage shows that technology affects library services and patron satisfaction. Dolai and Shenmare (2022) indicated that researchers evaluate user satisfaction with library facilities, resources, and services. The paper also revealed that consistent observation of user perspectives of services leads to user satisfaction. Salauddin (2022) emphasised the significance of making information

sources and services accessible to people with impairments, suggesting the appointment of skilled staff and modern assistive technologies to support them. Finally, Mugo and Mathu (2021) stressed the significance of shifting and improving library services to correspond with users' changing information needs.

The feedback provided by library users and staff offers a comprehensive view of the university library's performance. Users' suggestions for improvements, from enhanced services to updated resources and extended operating hours, directly address areas where the head librarians can play a pivotal role. These recommendations align with the need for transformative leadership highlighted by the staff, emphasising the assertive approach required to implement meaningful change. Moreover, the staff's call for top management support underscores the importance of a collaborative effort to enhance the library's performance. By heeding the input from both users and staff, head librarians can steer the library towards a more responsive and effective service, ultimately contributing to an environment that better serves the evolving needs of its patrons.

### **5.5.2 Suggestions by Head Librarians for improving the overall performance of the university library**

Head librarians indicated they use various ways to measure the library's performance. Some strategies were customer feedback, surveys, suggestion boxes, self-evaluations, and impact assessments. Other scholars made similar findings (Amarasekara & Marasinghe, 2020; Gessner & Eldermire, 2015). Gessner and Eldermire (2015) stated that the library can reorient its efforts to optimise education and efficiently use feedback and survey data to construct maps of valuable services and resources. To ensure that the library resources are being used effectively and efficiently, the head librarians indicated a need for continuous training on access to the resources. Continuous training and development programmes are also implemented to ensure

effective library resource utilisation to improve library staff's job performance (Cobblah & Walt, 2016). The head librarians also indicated that they have developed policies to guide the utilisation of the resources. Novak and Day (2015) asserted that, in addition to this, the establishment of policies and close supervision plays a role in resource utilisation and organisation. Head librarians also use strategies like close supervision, periodic reports and proper organisation of the resources.

Moreover, the head librarians indicated that they use individual target settings, quarterly reports, performance appraisals, library system-generated statistics, and user questionnaires to monitor and evaluate the library staff's performance. Individual targets, performance appraisals, library-generated statistics, and questionnaires are administered to users to monitor and evaluate library staff (Gessner & Eldermire, 2015). Among library professionals, ICT competencies and the requirement for training to refresh these competencies are studied (Ahmed & Rehman, 2016). These strategies improve operational efficiency, allocation of limited resources, and user satisfaction in the library (Khanka et al., 2017; Subramaniam et al., 2022) to enhance user satisfaction.

The head librarians' utilisation of various strategies to measure and enhance library performance reflects their leadership style and aligns with the principles of the Path-Goal Theory. The diverse methods, such as customer feedback, surveys, and performance appraisals, demonstrate an adaptive leadership approach. This style is characterised by the leader's ability to tailor their strategies to their team's specific needs and circumstances, which, in this case, includes both library staff and users. The emphasis on continuous training and development supports a transformational leadership style, which aims to inspire and empower employees to achieve their full potential. This leadership approach encourages ongoing learning and growth, fostering a culture of excellence within the library. Establishing policies, close supervision, and

setting individual targets reflect an autocratic leadership style. This style provides clear guidance and expectations, ensuring that resources are managed efficiently and tasks are completed effectively. Additionally, using performance appraisals and user questionnaires supports a democratic leadership style, involving staff and users in decision-making processes. This style fosters a sense of ownership and engagement, contributing to improved performance and user satisfaction.

These leadership styles aim to clarify paths and reduce obstacles to help staff achieve their goals. The head librarians act as leaders who facilitate attaining individual and organisational objectives by providing direction, support, and motivation. Employing a combination of autocratic, democratic, and transformational leadership styles, the head librarians enhance the work environment, promote staff development, and ultimately contribute to the overall success and effectiveness of the library. This multifaceted leadership approach complements the Path-Goal Theory's emphasis on adapting leadership behaviours to meet the needs and preferences of followers, ultimately maximising performance outcomes.

## **5.6 Relationship between the leadership styles of university librarians and the performance of libraries**

University librarians must demonstrate strong leadership to maximise performance and satisfy the various demands of academic communities. In recent years, interest in the link between university librarians' leadership styles and the success of their libraries has grown. Understanding how various leadership styles affect library performance is crucial to improving services and accomplishing organisational goals. This study's results indicated different ways leadership styles affect the performance of academic libraries in Kenya. The results are discussed hereunder.

### **5.6.1 Motivating library staff**

It is essential to motivate library employees if you want to increase output and general performance. Library leaders frequently use the techniques detailed in the results (rewards, involving the staff in decision-making, recommending staff for promotions and acknowledging staff strengths) to motivate their employees.

#### **5.6.1.1 Rewards and recognitions**

The results of the interviews indicate that the head librarian rewarded the employees for their work. Employee morale may be raised and motivated to keep up their excellent work through praise. According to Idiegbeyan-Ose et al. (2019), incentives and recognition favour employee motivation and work satisfaction. Sayed et al. (2021) discovered that non-financial incentives significantly impact employee engagement and motivation, including verbal praise, public acknowledgement, and gratitude. Additionally, Ameyaw et al. (2021) discovered that a well-designed employee recognition programme may raise staff morale and work satisfaction considerably. Both monetary and non-monetary rewards have a favourable impact on employee commitment and motivation. Praising staff for exemplary efforts and accomplishments may be a powerful approach to inspire them. On the contrary, a study by Kosfeld et al. (2017) found that while incentives might increase motivation initially, relying too much on them may eventually cause employees' intrinsic drive to decline. This research suggests that head librarians should carefully balance incentives with other staff motivation that fosters their motivation and enthusiasm.

#### **5.6.1.2 Involving staff in decision-making**

Another motivation strategy that was highlighted was involving the library staff in decision-making. Employees who are engaged in decision-making feel empowered and appreciated. Participatory decision-making increases organisational commitment, job satisfaction, and

performance (Gallie et al., 2017). Also, Chan (2019) found that participatory decision-making enhances overall work performance and job satisfaction across an organisation. Additionally, a study by Alajmi and Alasousi (2019) found that including staff in decision-making encourages a sense of ownership and responsibility for results, which raises motivation and engagement. Participatory decision-making has been shown to positively impact work satisfaction and organisational commitment. Over time, workers who actively participate in decision-making report less burnout and better job performance.

On the contrary, research by Gray et al. (2020) drew attention to the possible drawbacks of overly involved employees. They indicated that more staff involvement may result in disagreement or inefficient decision-making in complicated or time-sensitive scenarios. Head librarians should know the proper amount of employee engagement in light of the nature and urgency of choices.

#### **5.6.1.3 Recommending staff for promotions**

The head librarians indicated that they recommend them for promotion. to motivate their staff. With this strategy, the employees feel they are progressing in their careers and as people. Promotions based on performance considerably increase employees' commitment and work satisfaction. Employees feel more inspired as long as they believe that choices about their advancement are based on objective standards (Idiegbeyan-Ose et al., 2019). Mwashila (2018) also highlighted the need to establish clear career development routes since they benefit employee motivation and retention.

#### **5.6.1.4 Acknowledging staff strengths**

Employees' job happiness and self-esteem may be raised by recognising and praising their distinctive abilities and accomplishments. A greater degree of determination and accomplishment can result from receiving constructive criticism and rewards (Martin, 2017).

Leveraging the workers' skills and healthy behavioural assets is crucial for promoting enthusiasm and participation. On the contrary, Attebury (2018) advocated for a balanced strategy that tackles flaws and presents developing possibilities. In order to prevent stagnation, there is a need to stress the value of pushing people to acquire new abilities and take on responsibilities outside of their comfort zones.

#### **5.6.1.5 Good relations with university management and senate involvement**

The success and general operation of the library can be enhanced by developing a good working connection with the university administration. Cooperation and support from higher levels in the organisational hierarchy may produce a positive work environment. Additionally, some chief librarians' membership in university senates can strengthen their influence and decision-making abilities, making promoting library-related issues and acquiring resources more straightforward (Davies, 2020). Peng (2020) examined the leader-member exchange (LMX) idea and highlighted the value of strong bonds between superiors and subordinates. High-quality LMX connections have been linked to higher trust, loyalty, and work satisfaction.

#### **5.6.2 Effect of leadership in encouraging inclusion and performance of university libraries**

According to the results of the current study, the respondents had a favourable opinion of how a leader's leadership style affects the university library's performance. Leaders who prioritise their workers' well-being and professional development frequently foster an empowering and happy workplace atmosphere. Odiachi (2022) asserted that library spaces with leaders who motivate and empower their staff experience greater work satisfaction, dedication, and lower turnover rates. Additionally, improved user experiences and satisfaction with library services have been connected to successful leadership practices. Higher levels of user satisfaction and

increased library use are the outcomes of directors taking a user-centred strategy, focusing on satisfying user requirements and offering good service (Bayter, 2018).

Furthermore, research shows that a leader's approach may significantly impact how the library as a whole operates. Libraries with leaders demonstrating transformational behaviour, such as fostering innovation and inspiring a shared vision, are more likely to be flexible and responsive to shifting user needs and technology improvements (Lo et al., 2020). This flexibility helps the library maintain its relevance in a continually changing academic environment and improves the quality of its services.

While the current study has discovered a connection between leadership style and library performance, others have yielded contradictory or more complex findings. For example, research by Igbinovia and Popoola (2016) found that factors, such as the library's size, organisational culture, and the type of its services, might affect a leader's performance. The strategies that provide positive results in one library might not perform as well in another. Also, influential leaders frequently modify their behaviour in response to changing circumstances. According to Oberer and Erkollar (2018), leaders who can adapt their style flexibly to the demands of their team and the environment may produce superior results.

The prosperity and well-being of university libraries depend on encouraging an excellent and inclusive workplace culture. A supportive workplace environment can increase staff members' job satisfaction, loyalty, and level of service (Masykuri et al., 2020). Libraries with positive work environments typically have more engaged and motivated employees, which results in improved services and user experiences. Idiegbeyan-Ose et al. (2018) explored the connection between organisational culture and work satisfaction among library employees. They discovered that better levels of job satisfaction among library staff were strongly influenced by an environment that was welcoming and inclusive, characterised by supportive leadership,

teamwork, and a focus on employee development. Makinde and Opeke (2018) also investigated how organisational culture affected the dedication and productivity of library workers. The study found that libraries had more outstanding staff commitment and better job performance when there was a pleasant and inclusive work environment where people felt appreciated, respected, and supported. Idiegbeyan-Ose et al. (2018) investigated how organisational culture affected the quality of library services. The study discovered that libraries with a welcoming and constructive work environment, where staff members felt a sense of ownership and dedication to their profession, provided patrons with higher-quality services.

On the contrary, some studies have found that organisational culture does not necessarily affect the library's performance. For example, Anasi (2020) found that variables other than culture, such as personal motivation and training for specific jobs, may also impact employee performance. The findings of Anasi study showed that while a supportive workplace environment might boost employee morale and job satisfaction, it only immediately impacted patron satisfaction with library services. The researcher suggested that other elements, such as resource accessibility and service quality, may significantly impact customer happiness. Research by Morgan-Daniel et al. (2022) revealed that while a supportive workplace environment may increase employee commitment and engagement, user engagement was not directly impacted. According to the study, other aspects, such as resource accessibility and outreach initiatives undertaken by the library, may significantly impact user involvement. The study's findings highlight the importance of organisational culture and leadership style in determining how well university libraries work while also recognising that these factors may have a variety of consequences and the necessity for flexible and inclusive strategies in this situation.

## **5.7 ANOVA tests for library level of performance discussion**

Library performance must be examined to evaluate its efficacy and impact in addressing the wide range of user demands. Several variables that affect the level of services, materials, and overall user experience must be examined to evaluate a library's performance. The ANOVA test for this study indicated a strong correlation between the independent and dependent variables. Each of the variables is discussed hereunder.

### **5.7.1 Availability of resources in your university library**

The availability of resources in the university library was positively correlated with the performance level of the library, with a correlation value of 0.173. Even if there is not a very high connection, the incredibly low p-value of 0.000 indicates that this link is statistically significant. As a result, it may be inferred that there is a connection between resource accessibility and library performance. This result aligns with earlier studies that stress the value of an extensive and varied collection of materials in academic libraries (Loksha & Kumari, 2022; Zulqarnain & Shakil, 2022). For consumers to receive the information they want, it is essential to have access to various resources, including printed books, journals, databases, and digital materials. Libraries with large, current collections tend to draw more patrons and have happier patrons. Library leadership styles significantly influence the availability and accessibility of library resources. The depth and relevance of library collections are influenced by leadership styles prioritising resource acquisition, allocation, and technological integration. Libraries can have current, diverse, and extensive collections because of their proactive leaders in strategy planning, budget allocation, and engagement with publishers and content providers.

### **5.7.2 Accessibility and ease of use of the library's website and online resources**

The study's findings showed a positive association (0.105) and a p-value of 0.000 between a library's performance and the usability and accessibility of its website and online resources.

Accessibility of websites and resources influences library performance, but it is only one of many variables. Other factors that play a role include leadership, user services, collection quality, and general administration. This suggests that improving website and online resource accessibility can improve performance. However, it must be a part of a bigger plan that considers various factors impacting the library's overall efficacy. This conclusion is corroborated by previously published research, emphasising the importance of user-friendly interfaces and easy access to digital resources (Bose & Majumder, 2017; Khowaja & Fatima, 2021; Verma et al., 2022). In the current digital era, libraries' online presence is crucial for attracting people and offering easy access to materials. Libraries that improve their website's navigation and design typically have greater user engagement and satisfaction ratings.

### **5.7.3 Library's hours of operation**

The association between a library's operating hours and performance has a correlation coefficient of 0.160 and a low p-value of 0.000, which points to a statistically significant positive relationship. Increased accessibility and user demands can improve library performance with longer hours. Proactive and user-focused leaders are more inclined to extend library hours to accommodate patron needs regarding leadership styles. Flexible working hours may also be influenced by transformational leaders who foster innovation and adaptation, thereby affecting the performance of libraries. Effective leadership may affect operational decisions and tactics, including library hours, which affect library performance, even when leadership style may not fully explain the link. This result aligns with other research (Choy & Goh, 2016; Cox, 2021; Kim & Yang, 2022), highlighting the value of accommodating and flexible operation hours. Libraries that operate outside regular business hours to accommodate staff, academics, and researchers with different schedules typically see an increase in utilisation

and favourable reviews. The library's value and relevance are increased by providing longer hours since customers may access resources and services when they most need them.

#### **5.7.4 The library's staff and their level of customer service**

The association between the performance of the library and the degree of customer service provided by the library employees is statistically significant, corresponding to the correlation coefficient of 0.148 and the low p-value of 0.000. Enhancing customer service may improve library performance by raising user happiness and engagement. A culture of good customer service may be fostered by effective leadership that places a high priority on employee engagement, staff development, and user centricity. In order for workers to provide excellent customer service, which in turn affects library performance, leadership plays a crucial role in determining their attitudes and behaviours. This result is consistent with prior research emphasising the importance of attentive and well-trained library employees (Abdullahi & Mahmood, 2022; Bankole et al., 2023; Şeşen et al., 2021). A friendly atmosphere is fostered for library patrons by amiable and competent personnel. Customer happiness and loyalty are influenced by their capacity to give individualised support, respond to inquiries, and provide direction. Libraries that place a high priority on staff development and training frequently foster a welcoming and user-focused culture.

#### **5.7.5 The library's facilities and physical space**

The association between a library's physical space and performance has a low p-value of 0.000 and a correlation coefficient of 0.092, which points to a statistically meaningful relationship. Improved user happiness and experiences favour library performance when facilities are well-maintained, and the physical environment is conducive. In terms of leadership philosophies, managers who place emphasis on resource distribution and make a commitment to upkeep a warm and valuable physical environment might indirectly influence library performance.

Those in positions of leadership who support a user-centric strategy and help funding for space enhancements to create a happy workplace. The user experience might be improved through transformational leadership by encouraging innovation in space design. Although it is only one factor, leadership affects decision-making on space and facilities management, which affects library effectiveness. This result concurs with earlier research that highlights the value of building welcoming and supportive places for education, research, and cooperation (Christoffersen, 2020; Gikunju et al., 2023; Jinendran-Jain & Kumar-Behera, 2023; Kawamoto & Koizumi, 2023). Users are more likely to spend more time in the library and use its resources better when the room is well-designed with inviting seating, appropriate study areas, cutting-edge technology, and appealing aesthetics. A welcoming physical setting develops a feeling of community and improves the experience of using the library. Though most research concurs with this conclusion, some contend that although physical space is necessary, the transition of library services in the digital era may lessen the need for physical facilities (Jinendran-Jain & Kumar-Behera, 2023). These divergent points of view imply that the effect of physical space may change based on the particular circumstances and requirements of the user.

#### **5.7.6 Library's collection of physical and digital resources**

The study's results showed a 0.069 correlation coefficient and a 0.007 p-value between a library's physical and digital materials collection and its performance, suggesting a statistically significant but very modest positive association. A thorough and current collection can improve a library's operations. Influential leaders significantly impact the library's resource collection regarding their leadership philosophies. The library may provide excellent resources if the leadership prioritises strategic planning, financial allocation, and partnership with content suppliers. A dynamic collection may be fostered by transformational leadership that spurs innovation. Although other factors influence, the statistically significant association implies

that leadership contributes to library success. Leadership styles influence decision-making procedures and resource distribution. This result is consistent with studies emphasising the importance of keeping a current and pertinent collection (Scoulas & De-Groote, 2023). Academic libraries must select materials that complement the institution's academic programme and research requirements. A thorough collection in physical and digital forms supports users' academic goals and helps them succeed in school. However, other studies show that the quality of resources and how well they meet user demands may matter more than just how many resources are available (Salubi et al., 2018).

#### **5.7.7 Library's events and programming**

The study's findings showed a modest and statistically insignificant association between a library's events and programming and its performance, with a correlation coefficient of 0.025 and a p-value of 0.285. This raises the possibility that there may need to be a direct link between the activities and programmes offered by the library and its general performance. While leadership can affect decisions on events and programming, the research reveals that other variables may significantly impact library performance. Library leaders must align activities with the library's goal, encourage innovation, and involve the community in all examples of effective leadership. Although it may have a limited direct effect on overall performance, leadership can influence the development of the library's programming. The lack of statistical significance and poor association indicate that other factors, such as collection quality, user services, and resource allocation, may impact library success more than leadership styles in terms of events and programming. This conclusion should be read cautiously, though, as the influence of events and programming may differ depending on the context of the library and the user base (Kukiolczynski & Liu, 2022). Exciting events and diversified programming may positively impact user happiness and community participation. The success of libraries is more

likely when their activities and programmes are specifically designed to fulfil the needs and interests of their user population (Romano, 2022; Yamagishia et al., 2022).

#### **5.7.8 Library's ability to respond to and address challenges and crises**

The study's findings showed a positive association between the library's performance and capacity to handle difficulties and crises, with a p-value of 0.006, indicating a statistically significant positive relationship. Libraries operate better when they can handle difficulties and emergencies. In terms of leadership philosophies, leadership is essential in this situation. For instance, transformational leadership may encourage flexibility, resiliency, and creative problem-solving inside the library. Leaders prioritising crisis management and giving clear instructions amid difficulties help libraries work better. Strong leadership styles that encourage a culture of readiness and response are essential for the library to address issues and emergencies effectively. The statistical significance of this link emphasises how crucial leadership is in determining how well the library can navigate and overcome obstacles, which affects how well it performs overall. This finding shows the significance of proactive problem-solving and flexibility in library administration (Muthanna & Sang, 2019). Libraries can better sustain service continuity and customer happiness when they are prepared to face difficulties like technology outages, financial limits, or unanticipated occurrences.

#### **5.7.9 Library's overall role in the larger university community**

The study's findings show a weak and statistically insignificant association between the performance of the library and its overall function in the university community (correlation coefficient: 0.042; p-value: 0.081). This shows that there might need to be a solid or direct link between the library's performance and its place in the academic community. Regarding leadership, the evidence indicates that other elements may significantly impact library performance, even if leadership can influence the library's connection with the university

community. Although encouraging partnerships, outreach, and community involvement may be part of effective leadership, its direct impact on library performance in this situation is minimal. The lack of statistical significance and weak correlation suggests that factors other than leadership styles related to the library's function within the university community may significantly impact library performance. These factors include staff quality, resource allocation, and collection management. However, prior research by Mosha (2023) has demonstrated that the library's participation in the academic community, partnerships with other university departments, and alignment with institutional goals all benefit the library's operation and the pleasure of its patrons. Some studies contend that the library's function may change depending on institutional aims and the degree of collaboration between the library and other departments (Appleton, 2020), despite research that highlights the significance of the library's integration into the university community.

## **5.8 Effects of leadership styles on university library performance hypothesis test discussion**

Like other organisations, university libraries are impacted by leadership in essential ways that affect performance and success. Various approaches to leadership can influence the workplace culture, the dynamics of the employees, and, ultimately, the standard of the library's services. The results of this study were mainly on how seven leadership styles affect library performance. Each of the leadership styles is discussed below.

### **5.8.1 Democratic leadership style**

The results indicated a coefficient of 0.198 and a p-value of 0.504, which suggested a statistically insignificant correlation. The correlation value of 0.198 indicates little association between the variables under investigation. However, this association is not statistically significant, as shown by the high p-value of 0.504. A p-value greater than 0.05 (or 5%) is often

considered unimportant in statistical analysis. Based on this, one cannot conclusively state that the factors are connected. As a result, the findings refute the hypothesis that there is a meaningful association between the relevant variables. According to Adetayo and Babarinde (2023), democratic leadership practices among library staff members favourably impact staff engagement, job satisfaction, and employee motivation. The researchers asserted that despite the lack of significance of the coefficient ( $p = 0.512$ ) relating to library performance, the beneficial effect on staff cooperation and motivation indirectly influenced the quality of library services and performance. This finding implies that democratic leadership creates a favourable work atmosphere and boosts employee morale and teamwork, which, in turn, can favourably impact library success, even if the statistical significance may not be obvious. Similarly, Chukwusa (2019) showed that libraries with democratically-minded directors had better employee empowerment and participation in decision-making. The researchers emphasised that empowered and engaged personnel had a beneficial impact on library performance and user happiness despite the coefficient not being statistically significant ( $p = 0.497$ ) to library performance. This implies that while democratic leadership may not directly affect the library's performance, it can encourage a feeling of ownership and responsibility among the employees, encouraging more invested and proactive contributions to the library's success. According to Kalu-Dolly and Okpokwasili-Nonyelum (2018), democratic leadership in libraries consistently reports improved levels of staff cooperation, communication, and creativity. Despite the non-significant coefficient ( $p = 0.509$ ) regarding library performance, the researchers emphasised the qualitative advantages of a democratic leadership strategy. This implies that democratic leaders frequently promote open communication and cooperation, which may develop an innovative and receptive environment to user requirements, indirectly contributing to the success of libraries. Saputri (2022) discovered that democratically run libraries had superior communication systems and promoted employee openness. This research emphasises how

democratic leadership may foster an inclusive and helpful work environment, fostering staff cohesiveness and cooperation – factors that can favourably affect library operations and services. Lastly, Wang and Rodriguez (2021) found that democratic leadership in libraries promoted a sense of ownership and responsibility among staff members. They emphasised the connection between a democratic leadership style and greater cooperation, which had a favourable impact on service delivery and user experience. This suggests that democratic leadership may foster a collaborative and responsible work environment, leading to enhanced service delivery and user satisfaction even though the statistical evidence may not be substantial.

On the contrary, according to Saliu et al. (2018), academic libraries with leaders who used a democratic leadership style had lower productivity and goal accomplishment levels. This implies that while democratic leadership may have benefits in some contexts, it may not always translate to increased productivity and goal attainment in academic libraries. Additionally, Aunga and Masare (2017) discovered that democratic leadership was not linked to greater employee engagement or collaboration. They suggested that the influence of leadership styles on library performance may vary depending on the unique qualities and difficulties experienced by various types of libraries.

### **5.8.2 Transformational leadership style**

The study results show that transformational leadership style has no discernible effect on library performance. The high p-value of 0.654 and the unstandardised coefficient of 0.133 indicate a weak and statistically insignificant association. This suggests that the transformational leadership style did not significantly affect the library's performance in this research. Other variables may more heavily influence the success of a library. Sun and Henderson (2017) emphasise that while transformative leadership encourages staff motivation

and engagement, its impact on library performance may be moderated by other factors. Research by Wilson (2020) supports the view that transformational leadership indirectly improves library services by increasing employee commitment and satisfaction. Wilson stresses the significance of the need to comprehend transformative leadership's more comprehensive organisational advantages beyond specific performance indicators, even if the coefficient was not statistically significant. Abashian (2017) strongly emphasises transformational leaders' role in building a supportive and creative organisational culture in public university libraries. Although the direct effect on library performance was insignificant, Abashian contends that transformational leadership creates an atmosphere that fosters staff cooperation and innovation, which eventually increases the efficacy of the library. Similarly, Ugwu (2019) found that transformational leaders foster innovation and commitment among staff, thereby affecting library performance through enhanced user experiences. Ugwu emphasises the qualitative advantages of transformational leadership in fostering a pleasant and proactive library environment, even if the coefficient lacked statistical significance.

Research results cast doubt on the widespread belief that transformative leadership continuously improves library performance. A study by Rojas (2022) had a negative unstandardised coefficient of -0.122 and a p-value of 0.475 on the effects of transformative leadership style on performance. Contrary to what was previously believed, this surprise outcome indicates that transformative leadership may not improve library performance. This shows that the effects of transformational leadership could differ between the various kinds of libraries and that performance might only sometimes increase.

### **5.8.3 Bureaucratic leadership style**

The study's results strongly imply that the bureaucratic leadership style has an enormously detrimental effect on the performance of the university library as a whole. The unstandardised

correlation coefficient of -0.792 shows a strong inverse relation, indicating that library performance decreases by 0.792 units as the bureaucratic leadership style rises. The statistically significant p-value of 0.021 indicates a low probability that this link results from random chance. In a dynamic library environment, bureaucratic leadership, characterised by rigorous adherence to rules and processes, may result in inefficiency, a lack of creativity, and less flexibility. These results underline the significance of leadership style in determining the efficacy of the library and imply that a more adaptable strategy may be helpful for performance enhancement. Arshad et al. (2021) found a non-significant negative coefficient for bureaucratic leadership and performance. They indicated that in some situations, bureaucratic components would be required to preserve order and guarantee conformity in the library. Bureaucratic procedures may aid in creating a systematic framework to efficiently manage resources and operations in big and complicated academic environments. Additionally, Akor et al. (2018) found that bureaucratic leadership had no appreciable detrimental effect on library performance in community college libraries. They hypothesised that community college libraries' hierarchical structure may fit well with bureaucratic leadership techniques, offering a clear direction and responsibility in these smaller, more efficient organisations.

Akanji et al. (2018) emphasised how restrictive decision-making procedures and stringent adherence to regulations limited the library's capacity to innovate and adapt. The study highlights the necessity for university libraries to consider more flexible and inclusive leadership strategies to foster improved performance and increased user responsiveness. Bureaucratic decision-making processes prevent staff empowerment and the library's capacity to adapt quickly to changing user requirements (Tran, 2021). The lack of autonomy and participation in decision-making decreased worker motivation and hampered the library's overall performance. Gipson et al. (2017) performed a comparison study on leadership

philosophies in academic institutions. The researchers emphasised the requirement for more inclusive and flexible leadership styles to support library performance. It was noted that creating a friendly and flexible work atmosphere and encouraging employee participation in decision-making processes is crucial for enhancing library effectiveness.

#### **5.8.4 Transactional leadership style**

The findings show a slight adverse association between transactional leadership style and library performance, with an unstandardised correlation value of -0.167. This shows that a 0.167-unit drop in library performance is correlated with a one-unit rise in transactional leadership style. This statistically significant association shows that transactional leadership, which often emphasises rules, rewards, and organised processes, may negatively impact library performance. Rigorous leadership styles can prevent the library from adapting and innovating. However, it is essential to recognise that various other elements also affect library performance; thus, leadership style might be one of many that account for the library's total success. According to Alrowwad et al. (2020), transactional leadership may be more appropriate in some operational environments where precise task-oriented goals are crucial. While transactional leadership clarifies job expectations, Ugwu et al. (2020) emphasised that its influence on developing a healthy workplace culture and improving library performance may be minor.

On the contrary, the results of a study by DeLay and Clark (2020) represented a positive unstandardised coefficient for transactional leadership, with a p-value of 0.452. The researchers hypothesised that transactional leadership, emphasising conditional incentives and task-oriented interactions, may favour staff motivation and task completion in the library environment. They said offering incentives and prizes for achieving performance goals may increase worker engagement and productivity, improving library performance. However, this

raises concerns about the possible advantages of transactional leadership in some organisational circumstances and casts doubt on the presumption that it has no discernible influence on library performance. Similarly, Jensen et al. (2019) found that the transactional leadership style, which emphasises role expectations clarification and contingent rewards, might boost job efficiency and foster a goal-oriented work atmosphere in the library. They proposed that the transactional strategy could be more successful in libraries, where success depends on having distinct, task-oriented goals. This research calls into question the idea that transactional leadership has no observable influence on library performance and emphasises the significance of considering organisational context when assessing the effects of different leadership philosophies.

#### **5.8.5 Autocratic leadership style**

The study's findings demonstrate a strong and unfavourable link between the performance of libraries and authoritarian leadership. The unstandardised coefficient of -2.204 shows a substantial 2.204-unit decline in library performance for every unit rise in authoritarian leadership. The efficacy of the library may be negatively impacted by autocratic leadership, which is characterised by top-down decision-making and little staff involvement. The findings show the significance of leadership techniques in determining library outcomes and the need for more inclusive and participatory leadership strategies to improve library performance and overall success. According to Chukwusa (2018), autocratic leadership style does not directly influence library efficacy. The researcher emphasised the significance of taking into account other contextual elements that can mitigate the association between autocratic leadership and library performance, contending that the efficacy of the style may differ depending on the particular library environment. Also, Saliu et al. (2018) hypothesised that autocratic leaders' efficacy could be more noticeable in some organisational situations and might not directly

impact library success. This shows that the attributes of the library and its workers may influence how well the library performs when its leadership is authoritarian. The researchers instead highlighted the necessity for leadership strategies that encourage teamwork and participatory decision-making to improve library outcomes. Their findings suggest that library administrators who adopt more participatory techniques may be better positioned to promote positive performance and engage their personnel.

However, studies (Gu et al., 2020; Purwanto et al., 2019) have revealed a positive correlation between autocratic leadership and library performance. This illustrates the complexity of leadership styles' effects on library service outcomes. Purwanto et al. (2019) raise the possibility that authoritarian leadership may have certain advantages in particular library contexts, even if the bulk of investigations indicated the lack of a substantial effect. Gu et al. (2020) highlighted the beneficial effects of autocratic leadership on task completion and effectiveness. They hypothesised that a more prescriptive leadership style would result in better performance in some circumstances. Similarly, Purwanto et al. (2019) said that the library's organisational setting may impact the success of authoritarian leadership.

#### **5.8.6 Laissez-faire leadership style**

The results show that the laissez-faire leadership style considerably affects the university library's overall performance. Studies have shown conclusively that a laissez-faire leadership style has a negative effect on the effectiveness of university libraries. They repeatedly show how the laissez-faire leadership style, lack of guidance, and minimal participation in decision-making harm the efficiency of libraries. In particular, Al-Malki and Juan (2018) showed how the laissez-faire leadership style of hands-off managers adversely affected worker motivation and productivity in university libraries. The absence of active leadership and direction from superiors led to a decline in employee involvement, eventually impacting library performance.

Similarly, Orewa (2019) highlighted how university libraries suffer from laissez-faire leadership. According to Orewa's research, the lack of direction and supervision provided by apathetic executives led to a lack of accountability on the part of library personnel, which in turn caused reduced engagement and worse service quality.

The disparate research offers an alternative viewpoint on how a laissez-faire leadership style affects the effectiveness of university libraries. While all of the research that concurs highlights the detrimental effects of laissez-faire leadership, the disagreeing studies imply that the link may not always be statistically significant and that the relationship's efficacy may rely on certain contextual conditions. In particular, Saliu et al. (2018) state that laissez-faire leadership did not significantly correlate with library performance. They suggested that the organisational culture of the library and the staff members' inherent motivation may determine the influence of laissez-faire leadership. The hands-off strategy of laissez-faire executives may have minimal negative effects in some libraries where there is a culture of staff autonomy and self-motivation. Ikediugwu and Chijindu (2023) similarly found a non-significant coefficient for laissez-faire leadership in various university libraries. They hypothesised that the amount of competence and self-motivation of the library employees may affect the efficacy of laissez-faire leadership.

### **5.8.7 Charismatic leadership style**

The study shows a -0.417 negative association between academic library performance and charismatic leadership. This shows that library performance tends to decline as charismatic leadership levels rise. While motivating, charismatic leaders may occasionally lack the administrative and organisational abilities required to maximise library operations. It emphasises the significance of having a well-rounded leadership style that blends motivation and efficient administration to produce the most significant results in academic libraries. This link indicates that a generalised leadership approach might only be appropriate in some

situations, including academic libraries. Performance in libraries declines by one unit for every unit increase in charismatic leadership. According to concurring research, the charismatic leadership style has little to no impact on the operation of university libraries (Madugu, 2022). Charismatic leaders may motivate their followers, but their direct influence on library performance was not statistically significant (Sacavem et al., 2017). The impact of charismatic leaders on library results may be context-dependent and not simply connected to performance. These findings demonstrate the necessity for a more in-depth comprehension of charismatic leadership's role in university libraries.

On the contrary, McClean and Collins (2019) showed a positive coefficient, indicating that the performance of libraries in research institutions was favourably impacted by charismatic leaders' capacity to motivate workers. Their research suggested that charismatic leadership may boost the motivation and output of library employees. Oyerinde (2020), on the other hand, discovered a substantial negative coefficient, showing that charismatic leaders' dominating impact may impede teamwork and decision-making among library personnel, resulting in a decline in library effectiveness. This implies that charismatic leaders could exert themselves excessively, thereby restricting the ideas and creativity of other team members.

## **5.9 Chapter summary**

The study revealed that transformational, bureaucratic, charismatic, laissez-faire, transactional, and autocratic types were also prevalent among library executives, with democratic leadership styles coming in second. It emphasised the crucial traits—good communication, vision, drive, and integrity—that make leaders effective in the setting of academic libraries. The research emphasised the evolving responsibilities of library employees, the need for flexible leadership methods, staff recognition and development, inclusion promotion, and professional advancement opportunities. The study also revealed the crucial role of leadership in enhancing

library performance, overcoming obstacles like staff turnover, space restrictions, and budgetary restraints, and highlighting library leaders' multifaceted duties in promoting the library's importance and coordinating it with the university's strategic goals.

Finally, the effectiveness of university libraries was evaluated from both the users' and head librarians' viewpoints, providing a thorough understanding of user expectations, user evaluations, and ideas for library improvement. It shed light on how crucial user-centric strategies, ongoing development, and unified leadership are to improving library performance. These dynamics are complex and context-dependent, as seen by the results on the linkages between leadership styles, library performance, and vital factors, including resource accessibility, online accessibility, staff service, physical space, and collection quality. This research offers a comprehensive overview of university libraries' services, performance, and leadership while illuminating the complex interactions between variables that influence the academic library scene.

## **CHAPTER SIX**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.0 Introduction**

The research on university librarians' leadership styles and the performance of particular university libraries in Kenya is comprehensively summarised in this chapter. The study aimed to analyse the significance of leadership in university libraries, identify leadership styles used by head university librarians, determine library performance levels, analyse the relationship between leadership styles and library performance, and propose leadership style(s) with the potential to enhance library performance. The study emphasises how crucial strong leadership is in determining the culture and course of university libraries. Different leadership styles, ranging from dictatorial to democratic, were identified. Links between leadership styles and library performance were discovered using correlation analysis. Based on the findings, recommendations for leadership style(s) that positively enhance university library performance in Kenya.

#### **6.1 Summary of the findings**

This section addresses the research questions that guided the research. The summary of the research findings is as stipulated below:

##### **6.1.1 Leadership styles used by head university librarians**

The study's main findings on effective library leadership stress the significance of particular traits and leadership styles in managing library workers. Influential leaders in university libraries were found to have traits including strong decision-making, integrity, motivation, inspiration, and visionary thinking. Numerous studies corroborated these findings, emphasising the importance of leaders in inspiring and directing their followers to accomplish shared objectives. These findings align with the Path-Goal Theory of Leadership, which emphasises

the importance of leaders in setting clear expectations, removing barriers, and fostering a productive workplace. As a result, leadership strategies must change to meet the profession's evolving needs, emphasising relationships, collaboration, and effective communication between librarians and other stakeholders. Leadership styles - transformational, charismatic, bureaucratic, laissez-faire, transactional, and autocratic styles - were the least popular among head librarians and librarians at university libraries. The study is consistent with the value of democratic leadership in encouraging efficient library service delivery and raising employee productivity.

However, the study also revealed the presence of bureaucratic and authoritarian leadership styles, which had less positive impacts on employee job satisfaction and performance. The use of transactional leadership styles was also common, especially during times of change, and was beneficial in managing libraries effectively. The Path-Goal Theory supports the idea of adapting leadership styles based on circumstances and the needs of followers, allowing library leaders to choose the most suitable approach to achieve objectives. The importance of leadership functions, with respondents emphasising the significance of recognising staff, providing professional development opportunities, and creating a congenial work environment, was also highlighted. These findings align with the principles of emotional intelligence leadership and the Path-Goal Theory, which stress the importance of inspiring staff, providing feedback and coaching, and communicating a clear vision. The roles played by librarians in maintaining the physical collection, providing research assistance, managing budgets, collaborating with faculty, and evaluating library services align with the task characteristics identified in the Path-Goal Theory. In order to meet the changing needs of the profession, effective leadership in university libraries typically entails a combination of traits, behaviours,

and roles that encourage staff members' motivation, productivity, and a happy work environment.

### **6.1.2 Significance of leadership in university libraries**

According to the study findings, the primary responsibilities of university library leaders are to accomplish library objectives, motivate and inspire personnel, give instructions on duties, invigorate the group, and express library-related concerns to university management. Effective leadership is essential for improving user experience and satisfaction, increasing the library's visibility and relevance within the university community, and securing funding and resources. The challenges that affect leadership are staff turnover, space restrictions, and budget constraints. Additionally, influential leaders encourage open communication and a transparent work environment, as well as collaboration and collaboration with other departments and organisations. The study emphasises how crucial leadership is in determining the achievement and influence of university libraries. Influential leaders are the guiding forces who empower workers and integrate the library's mission with overarching institutional objectives. Democratic leadership is the most advantageous in the setting of university libraries, along with practical communication abilities and creative problem-solving. It became clear that leadership is vital in addressing problems and fostering successful outcomes in several operational areas of libraries, from employee morale and performance to patron happiness and library visibility. In a quickly moving digital world, there is a need for dynamic strategies for overcoming challenges; hence, establishing a culture of collaboration and leadership development is vital.

This study emphasises leadership's complex and significant role in university libraries. Effective leaders in this context need to have a variety of traits, be flexible in their leadership approaches, and actively connect with staff to create a productive and influential library

environment. University libraries can increase their relevance and contribution to the academic community they serve by realising the value of leadership in motivating personnel, coordinating with university goals, and accommodating user needs.

### **6.1.3 Level of performance of university libraries**

Most users visit the library weekly, while a small number said they have never utilised the facility. This pattern is consistent with past studies, which revealed that most students use the library on average once per week for research. Research and academic study, book borrowing, e-journal access, using computers and other technologies, and personal and recreational use were the primary motivations for going to the library. The respondents typically gave the university library high marks for performance, and most expressed satisfaction with the services provided, the facilities, and the library's function within the greater university community. However, some areas could be improved, such as ensuring that technology and equipment are up-to-date and reliable.

Head librarians have started initiatives to boost the library's efficiency, such as literacy programmes, partnerships with other organisations, seminars and training sessions, and promoting automation of library services. These programmes aim to improve library support for educational and research endeavours. The study also found relationships between the frequency of library use and overall performance and the study and research atmosphere in the library. Regular library visitors tended to have a worse opinion of the surroundings and a lower opinion of the library's performance. On the other hand, there was a strong association between patrons' opinions of the library's performance and the degree of customer care offered by the employees. The performance of the library is affected by several issues, including an inadequate budget, a lack of information resources, staff resistance to change, and a low level

of information literacy adoption, according to head librarians. These challenges may make it more difficult for the library to offer its patrons high-quality services and materials.

In summary, the study emphasises the value of academic libraries in supporting learning and research endeavours. Although the library's performance is favourable, certain areas need strengthening to serve users better. Enough funding, current resources, and effective employee training and participation are essential for the library to operate well and play its intended role within the university community.

#### **6.1.4 Relationship between the leadership styles of university librarians and the performance of libraries**

The results showed several ways that leadership styles impact library performance. There is a need to motivate library workers; this can be done through rewarding staff, including staff in decision-making, suggesting staff for promotions, and recognising staff abilities. The study also highlighted how critical it is for the library's development and functioning to have solid working relationships with the university administration. Increased staff happiness, commitment, and performance directly correlate with a favourable work environment supported by an inclusive culture. In addition, factors influencing library performance included the availability of resources, accessibility and usability of the library's website and online resources, library hours, staff competency and customer service, library facilities and physical space, collection of physical and digital resources, capacity to address problems and crises, and the library's overall role in the university community. It has been discovered that libraries function better and satisfy their user populations when they have broad and varied collections, user-friendly online tools, flexible working hours, well-trained staff, and a warm physical environment.

The study delved into the impact of seven different leadership styles on the performance of university libraries in Kenya. The findings shed light on how each leadership approach influenced these academic institutions' effectiveness and success. Firstly, the democratic leadership style emerged as a positive force, fostering staff engagement, job satisfaction, and employee motivation. Libraries led by democratically-minded leaders had a collaborative and empowering work environment, indirectly influencing library success by promoting increased staff cooperation and innovation. While the statistical significance of the coefficient with library performance was not evident, suggesting that the influence may vary based on the library's context and other factors, the qualitative advantages of democratic leadership were apparent. On the other hand, the transformational leadership style had a non-significant impact on library performance.

Conversely, the bureaucratic leadership style considerably negatively influenced library performance. The study highlighted how bureaucratic processes and strict adherence to regulations limited the library's capacity to innovate and adapt, hindering its effectiveness in meeting user needs. The transactional leadership style showed a non-significant negative correlation with library performance. While transactional leadership effectively clarified job expectations, its impact on developing a healthy workplace culture and improving library performance was deemed minor. The effectiveness of the library is affected by autocratic leadership. The study found that the library's capacity to respond to changing user needs can improve due to the need for inclusion and participative decision-making from the autocratic leader. Similarly, the performance of libraries suffered greatly from laissez-faire leadership. According to the study, poor leadership and direction from superiors resulted in a decline in employee engagement and a deterioration in service quality.

Finally, academic library performance demonstrated a negative link with charismatic leadership style. However, the impact of charismatic leadership on library performance was context-dependent. While some studies suggested a favourable effect, others highlighted the danger of charismatic leaders overstepping their authority and limiting the thoughts and creativity of other team members.

## **6.2 Conclusion**

The study highlights the critical role of specific leadership traits and styles in effectively managing university library staff. Influential leaders are characterised by their decision-making abilities, integrity, and visionary thinking, which align with the Path-Goal Theory's emphasis on setting clear expectations and fostering a productive work environment. While democratic leadership emerged as most effective in enhancing service delivery and staff productivity, the presence of bureaucratic and authoritarian styles and transactional leadership during periods of change illustrated a nuanced impact on job satisfaction and performance. The study underscores the importance of adapting leadership approaches to meet evolving professional demands, emphasising the value of recognising staff contributions, providing professional development, and fostering a supportive work environment, all of which are integral to motivating staff and achieving library objectives.

The study underscores the pivotal role of effective leadership in university libraries, highlighting its impact on achieving library goals, motivating staff, and enhancing user satisfaction. Leaders are instrumental in navigating challenges such as staff turnover, space limitations, and budget constraints while fostering open communication and collaboration within the university community. The research reveals that democratic leadership and strong communication and problem-solving skills are most beneficial in addressing operational challenges and advancing library objectives. As university libraries adapt to a rapidly evolving

digital landscape, the need for dynamic leadership strategies becomes increasingly crucial. By emphasizing leadership development and collaboration, university libraries can significantly enhance their relevance, effectiveness, and contribution to the academic environment.

The study highlights the crucial role of university libraries in facilitating academic and research activities, with most users visiting weekly and expressing general satisfaction with the services and facilities. Despite high-performance ratings, there is room for improvement, particularly in updating technology and resources. Initiatives by head librarians, such as literacy programs and automation, are positive steps towards enhancing library effectiveness. Challenges such as budget constraints, inadequate resources, and resistance to change impact overall performance. Addressing these issues through increased funding, modernised resources, and improved staff training is vital for the library to fulfil its role more effectively and continue supporting the university community's educational and research needs.

The study underscores the nuanced relationship between leadership styles and university library performance. Democratic leadership, characterized by staff engagement and a collaborative environment, generally enhances library effectiveness, although its impact can be context-dependent. This style promotes higher staff morale and innovation, contributing positively to library success. Conversely, bureaucratic leadership, with its rigid adherence to rules and processes, significantly hampers the library's ability to adapt and innovate, negatively affecting performance. Similarly, laissez-faire leadership leads to poor direction and diminished service quality due to its lack of active involvement. While helpful in clarifying job expectations, transactional leadership has minimal effect on fostering a healthy workplace culture or improving overall performance. Autocratic leadership restricts flexibility and participative decision-making, undermining the library's responsiveness to user needs. Charismatic leadership presents a mixed impact; although it can inspire, it may also limit team

creativity if not appropriately managed. Thus, effective leadership in university libraries requires a balanced approach that adapts to the library's specific needs and challenges, integrating aspects of democratic leadership while avoiding the pitfalls of more rigid or passive styles.

### **6.3 Recommendations**

Based on the findings and conclusions of this study, the researcher makes the following recommendations:

#### **6.3.1 Enhance leadership development and flexibility**

Based on the findings of the study, effective leadership in university libraries is pivotal to both staff performance and overall library success. The study recommends that library leaders adopt democratic and transformational leadership styles. This is because these leadership styles have been shown to positively influence staff engagement, job satisfaction, and library performance. The styles also encourage collaboration, innovation, and open communication.

University library leaders should receive training in emotional intelligence, conflict resolution, and transformational leadership techniques to inspire and motivate their teams effectively. Additionally, leadership development programs should be implemented to cultivate potential leaders from within the library staff, fostering a culture of continuous improvement and adaptability.

#### **6.3.2 Support staff development and recognition**

The study highlighted the need for professional development and recognition of staff as essential for improving library performance. Staff development and recognition lead to higher morale, motivation, and alignment with the library's goals. To enhance library performance, it is crucial to address staff development and recognition comprehensively. Libraries should invest in ongoing professional development, offering workshops and training sessions focused

on digital resource management, event planning, and modern library services. Providing clear career advancement pathways and recognising staff achievements through promotions and awards can boost morale and motivation. Moreover, implementing regular feedback mechanisms can help staff feel valued and involved in decision-making processes, further aligning their efforts with the library's goals. This approach not only improves job satisfaction but also enhances the quality of service provided to library users.

### **6.3.3 Improve library resources and infrastructure**

The study revealed a need to update both physical and digital resources to meet evolving user needs. There is a demand for expanding online collections, modernising technology infrastructure, and enhancing physical spaces. To meet evolving user needs and improve library performance, significant attention must be given to updating both physical and digital resources. Libraries should expand their collections of online resources and update their physical collections to include the latest academic materials. Additionally, modernising the library's technology infrastructure—including computers and software—will ensure that users have access to current and efficient tools for research and study. Enhancing physical spaces to be more inviting and conducive to collaboration can attract more users and accommodate diverse study preferences. Furthermore, implementing robust security measures will safeguard personal items, thereby enhancing the overall user experience and trust in the library environment.

### **6.3.4 Strengthen management support and collaboration**

The study emphasised that strong support from university management is crucial for library success. Effective communication with university management helps secure funding, address budget constraints, and foster collaboration across departments. For libraries to thrive, there must be strong support from university management. Leaders should advocate for the library

within the broader university context, emphasising its role in supporting academic and research objectives. Effective communication with university management can help secure necessary funding, address budget constraints, and foster collaboration across departments. Creating a supportive and transparent work environment through open communication channels and regular updates on library initiatives can also enhance collaboration and ensure alignment with university goals. Promoting collaborative initiatives with other organisations and departments can expand the library's reach and enhance its relevance within the academic community.

### **6.3.5 Adapt to changing user needs**

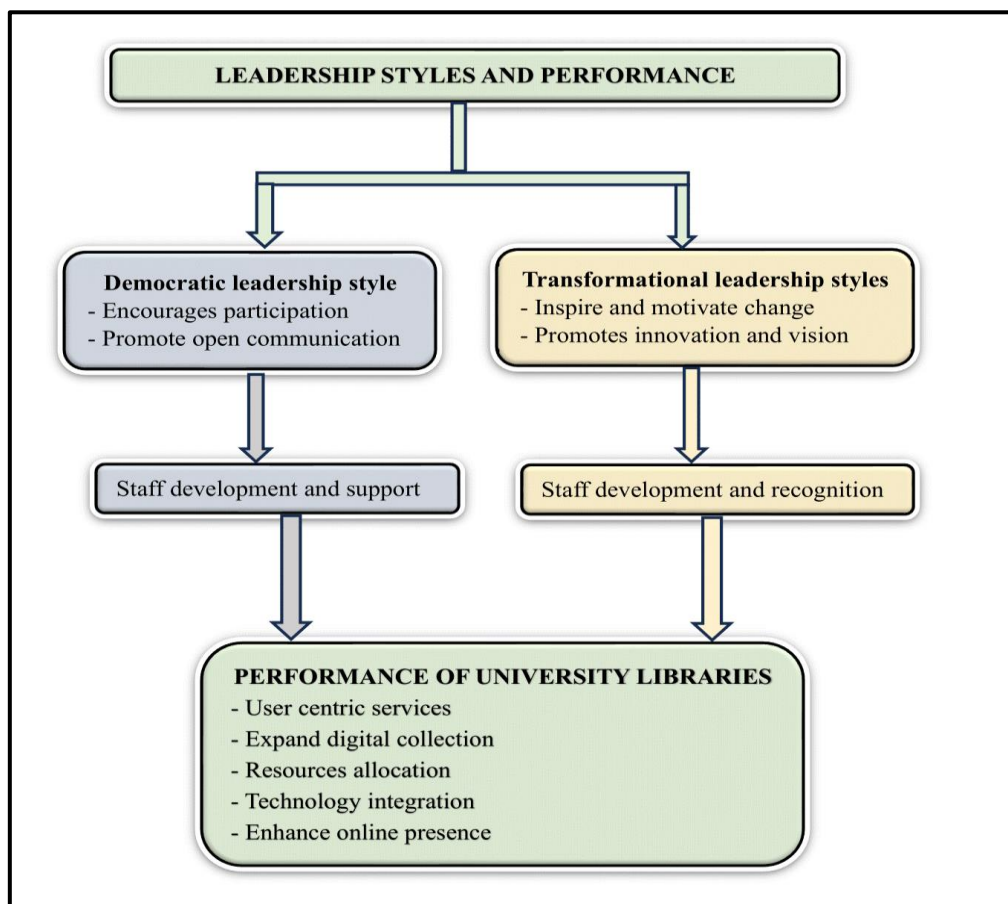
The dynamic landscape of academic libraries requires flexible and responsive strategies to meet changing user needs. The study found that extended library hours, enhanced online presence, and automation of services are necessary to improve user satisfaction and library performance.

The dynamic landscape of academic libraries requires flexible and responsive strategies to meet changing user needs. Libraries should regularly assess user feedback to identify areas for improvement in services, resources, and facilities. Offering extended library hours, especially during weekends, can accommodate diverse study schedules. Libraries should also enhance their online presence, making their websites more user-friendly and integrating digital resources seamlessly. Implementing automation in library services can streamline operations and improve user satisfaction. Addressing these aspects will not only improve the library's performance but also solidify its role as a crucial support system within the university.

### **6.3.6 Framework of leadership style(s) that enhance university libraries' performance**

Figure 24 shows the framework. This framework is designed to enhance the performance of university libraries through targeted leadership styles and systematic development. It integrates democratic and transformational leadership as core styles, supported by staff development and recognition. By integrating this performance, the library tends to improve with improvements

such as resource expansion, technological updates, facility enhancements, user feedback mechanisms, and automation of services.



**Figure 24: Framework of leadership style(s) that enhance university libraries' performance**

The aspects of the framework are discussed hereunder.

In the realm of enhancing university library performance, democratic and transformational leadership styles play pivotal roles. Democratic leadership emphasises participation and open communication, fostering a collaborative environment where staff are engaged in decision-making processes. This inclusivity ensures that diverse perspectives shape well-rounded decisions that meet the needs of both library staff and users. Meanwhile, transformational leadership brings a visionary approach, aligning library goals with broader academic objectives. Leaders in this style inspire teams to innovate and adapt to the evolving educational landscape, encouraging creativity and problem-solving among staff. Together, these leadership

approaches strengthen organisational cohesion and effectiveness, positioning university libraries as integral hubs of learning, research, and community engagement.

Investing in leadership potential and continuous learning is foundational for staff development and support critical to enhancing library performance. Leadership development programs are essential for identifying and nurturing future leaders, equipping them with skills in emotional intelligence, conflict resolution, and transformative leadership techniques. This ensures that leaders can effectively inspire and guide their teams amid changing academic needs. Simultaneously, ongoing professional development through workshops and training sessions ensures that staff remain skilled in technologies and user services aligned with the library's mission. Recognising and rewarding staff achievements fosters a culture of appreciation, boosting morale, productivity, and commitment to library objectives. These strategies collectively cultivate a skilled workforce and fortify the library's capacity to excel as a dynamic educational resource within the academic community.

Operational enhancements are crucial for optimising university library performance and meeting evolving user needs in today's educational landscape. Expanding digital collections broadens online resources like e-books and databases, supporting remote access and scholarly research. Enhancing the library's online presence improves user experience, facilitating seamless access to digital collections and services. Modernising technology and improving facilities create a welcoming environment that accommodates diverse study preferences and fosters collaboration. Extending library hours ensures accessibility during peak academic periods, enhancing user satisfaction. Automating services streamlines operations, reduces wait times, and enables personalised user support. User feedback surveys gather insights to inform continuous improvements, ensuring services align with user expectations. By integrating these

enhancements, university libraries effectively support academic success and research excellence within their communities.

The framework's applicability to all academic libraries depends on various contextual factors. Academic libraries are embedded within institutions with diverse cultures, values, and operational contexts, necessitating tailored strategies for each unique setting. Resource availability, including funding, technology, and staffing, varies across libraries, requiring adjustments in resource expansion, technological updates, and facility enhancements. Flexibility in leadership is crucial as some libraries may benefit from incorporating other leadership styles or combining elements from multiple styles to address unique challenges. Continuous learning and staff development are universally beneficial. However, the specific content and focus of professional development programs must be customised to address the varying skills and competencies required by staff in different academic libraries. User needs and expectations can differ significantly, making it essential to adapt user feedback mechanisms to align with the specific preferences of each library's user community. The readiness and infrastructure to support technological updates, automation, and digital collections expansion vary widely, necessitating phased or alternative approaches in libraries with limited technological infrastructure. Therefore, while the framework provides a solid foundation applicable to many academic libraries, successful implementation requires customisation to account for individual institutions' unique characteristics and needs, including adjusting leadership approaches, resource management, staff development programs, and user engagement strategies.

#### **6.4 Practical implications of the study**

By integrating the practical implications of this thesis into policies, library management, and leadership practices, Kenyan university libraries can strive for continuous improvement,

enhanced user experiences, and more remarkable contributions to the academic community they serve. Emphasising evidence-based practices and effective leadership styles will lead to more successful and thriving university library environments.

#### **6.4.1 Policy implications**

Policymakers in the education sector, especially those responsible for university libraries, should acknowledge the crucial role of leadership in shaping library culture and performance. They should prioritise initiatives that promote leadership development and create supportive environments for effective leadership within university libraries. This study encourages the adoption of democratic and inclusive leadership styles within university libraries. Policymakers should support training programmes that equip library leaders with the skills to involve staff in decision-making and foster collaboration to enhance library services. Allocate sufficient resources to university libraries to support staff training, technology integration, and the expansion of information resources. The implementation of evidence-based practices that meet the changing demands of library users will be made possible by adequate funding for libraries.

#### **6.4.2 Practice implications**

The significance of ongoing training and professional development for library personnel and leaders should be emphasised by specialists in the field of library science. To improve library performance, workshops and seminars focus on fostering emotional intelligence, developing leadership abilities, and integrating technology. Specialists should research the connection between leadership philosophies and library performance in Kenya. By identifying best practices, they can direct university libraries to implement successful leadership techniques and initiatives to enhance their services and impact. Library leaders should match their leadership philosophies to the task requirements, such as the objectives of the library and the type of work at hand. Choosing the best leadership style to effectively encourage and guide library workers

also requires considering their needs and qualities. Using the Path-Goal Theory, library leaders should modify their leadership philosophies according to the circumstances. Transactional leadership may be more appropriate during times of transition or difficulty, whereas democratic or transformational leadership are appropriate during times of stability. Leaders should provide clear objectives and directives to ensure the library staff's efforts align with the university library's broader goals. Staff performance and motivation will improve due to this clarity of purpose. Head librarians should exhibit a supportive leadership style, making themselves available to the staff and offering assistance and resources as needed. This assistance will promote a positive workplace culture and increase worker happiness.

#### **6.4.3 Theory implications**

This study has important implications for the Path-Goal Theory. The research's conclusions offer empirical proof that upholds and broadens the foundational ideas and claims of the Path-Goal Theory in the setting of academic libraries. According to the study, democratic leadership is the most popular and successful type of leadership in university libraries. This supports the claim made by the Path-Goal Theory that leaders should adopt a style that best suits the demands of their followers and the situational circumstances. Democratic management, including staff in decision-making and encouraging open communication, helps create a conducive work atmosphere and improves library performance. Different leadership styles, such as bureaucratic, transactional, and autocratic, are present in university libraries, emphasising the significance of adaptability and flexibility in leaders. According to the Path-Goal Theory, leaders should modify their actions according to the demands and traits of their subordinates and the tasks at hand. This study supports the idea that in order to address varied difficulties and encourage beneficial outcomes, leaders must be able to adopt a variety of leadership styles.

In line with the Path-Goal Theory's emphasis on inspiring followers to achieve organisational goals, the study recognises motivation as a crucial component of leadership in university libraries. Leadership traits like creativity, innovative thinking, and effective communication are more likely to inspire employees and improve job happiness, which benefits library performance. The study also emphasises the significance of supportive leadership activities, such as rewarding employees, offering opportunities for professional growth, and fostering a friendly workplace. These results corroborate the claim made by the Path-Goal Theory that supportive leadership, which involves supporting subordinates' efforts and providing required resources, improves follower performance and satisfaction. The study also emphasises the connection between the physical setting of the library, the assortment of resources, and the calibre of customer service with library performance. According to the Path-Goal Theory, leaders are in charge of outlining the best way to get things done, getting rid of roadblocks, and giving people the support they need. The study's findings confirm that leaders are essential in affecting the environment and resources of the library, which in turn affects patron happiness and library performance. Transactional leadership styles are more prevalent during times of change, which suggests that leaders may take a more directive stance to manage transitions successfully. This supports the Path-Goal Theory's claim to solve particular problems and assist followers in achieving their objectives during tumultuous or uncertain times.

### **6.5 Recommendation for further studies**

The study suggests several avenues for further research to deepen understanding of university library leadership and performance. Conducting longitudinal research over extended periods could provide insights into how leadership styles and library performance evolve, offering a clearer picture of the long-term effects of different leadership philosophies. Expanding the study to include libraries in diverse Kenyan and international cultural contexts could reveal

how cultural variations influence leadership styles and their impact on library effectiveness. Additionally, exploring the role of technology in shaping leadership practices and library services in the digital age is crucial, as it may uncover how digital transformation affects leadership and performance. Evaluating the effectiveness of university librarians' leadership training and development programs could provide valuable information on how such programs influence leadership behaviour, staff motivation, and overall library performance. Finally, investigating the relationship between organisational climate, influenced by leadership styles, and its impact on staff morale, job satisfaction, and library effectiveness could offer further insights into how leadership practices shape the work environment and organisational outcomes.

## **6.6 Chapter Summary**

This chapter provides a findings summary, conclusion, and recommendations based on the university librarians' leadership styles and the performance of selected university libraries in Kenya. The findings highlight the importance of communication, visionary thinking, motivation, and integrity in influential leaders. Democratic leadership emerged as the most preferred style, followed by transformational leadership styles. The evolving roles of librarians due to technological advancements necessitate adaptive leadership approaches. Democratic leadership addresses challenges and promotes positive outcomes. Most users visit the library weekly and are generally satisfied with services, though improvements in technology and equipment are needed. Practical recommendations include promoting democratic leadership, enhancing professional development, addressing gender imbalances, and improving technology and resources. Suggestions for further research include longitudinal studies, cross-cultural studies, and investigations into the impact of technology on leadership styles and library performance.

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## APPENDICES

### Appendix 1: List of accredited universities in Kenya

No.	NAME OF UNIVERSITY	Year of establishment/ accreditation
<b>Public Chartered Universities</b>		
1.	University of Nairobi	Established – 1970; Chartered - 2013
2.	Moi University	Established – 1984; Chartered - 2013
3.	Kenyatta University	Established – 1985; Chartered - 2013
4.	Egerton University	Established – 1987; Chartered - 2013
5.	Jomo Kenyatta University of Agriculture and Technology	Established – 1994; Chartered - 2013
6.	Maseno University	Established – 2001; Chartered - 2013
7.	Masinde Muliro University of Science and Technology	Established – 2007; Chartered - 2013
8.	Dedan Kimathi University of Technology	2012
9.	Chuka University	2013
10.	Technical University of Kenya	2013
11.	Technical University of Mombasa	2013
12.	Pwani University	2013
13.	Kisii University	2013
14.	University of Eldoret	2013
15.	Maasai Mara University	2013
16.	Jaramogi Oginga Odinga University of Science & Technology	2013
17.	Laikipia University	2013
18.	South Eastern Kenya University	2013
19.	Meru University of Science and Technology	2013
20.	Multimedia University of Kenya	2013
21.	University of Kabianga	2013
22.	Karatina University	2013
23.	Kibabii University	2015
24.	Rongo University	2016
25.	The Co-operative University of Kenya	2016
26.	Taita Taveta University	2016
27.	Murang'a University of Technology	2016
28.	University of Embu	2016
29.	Machakos University	2016
30.	Kirinyaga University	2016
31.	Garissa University	2017
32.	Alupe University	2022
33.	Kaimosi Friends University	2022
34.	Tom Mboya University	2022
35.	Tharaka University	2022
<b>Private Chartered Universities</b>		
1.	University of Eastern Africa, Baraton	1991
2.	Catholic University of Eastern Africa (CUEA)	1992


3.	Daystar University	1994
4.	Scott Christian University	1997
5.	United States International University	1999
6.	Africa Nazarene University	2002
7.	Kenya Methodist University	2006
8.	St. Paul's University	2007
9.	Pan Africa Christian University	2008
10.	Strathmore University	2008
11.	Kabarak University	2008
12.	Mount Kenya University	2011
13.	Africa International University	2011
14.	Kenya Highlands Evangelical University	2011
15.	Great Lakes University of Kisumu	2012
16.	KCA University	2013
17.	Adventist University of Africa	2013
18.	KAG EAST University	Registered -1989; Chartered - 2016
19.	Umma University	2019
20.	Presbyterian University of East Africa	2020
21.	Aga Khan University	2021
22.	Kiriri Women's University of Science and Technology	2022
23.	The East African University	2022
24.	Zetech University	2022
25.	Lukenya University	2022

## Appendix 2: School of Graduate and Advanced Studies (SGAS) letter



**THE TECHNICAL UNIVERSITY OF KENYA**  
Halle Selassie Avenue, P. O. Box 52428, Nairobi, 00200, Tel: 1254 (020) 311671, 3249974, 2251700, 341626,  
Fax: 2219660. E-mail: [vc@kenatku.ac.ke](mailto:vc@kenatku.ac.ke), Website: [www.utkenya.ac.ke](http://www.utkenya.ac.ke)

**Office of the Director  
School of Graduate and Advanced Studies**



REF: AIIX/06520P/2016 10<sup>th</sup> January, 2022

**The Chief Executive Officer**  
National Commission for Science, Technology and Innovation  
NACOSTI Building, Off Waiyaki Way  
P.O. Box 30623 - 00100  
Nairobi, KENYA  
Tel: 020 400 7000/0713788787/0735404245



Dear Sir/Madam,

**REF: APPLICATION FOR RESEARCH PERMIT**

This is to inform you that **Mr. Henry Ogada Hongo** is a registered PhD student in the Department of Information and Knowledge Management, School of Information and Social Studies, The Technical University of Kenya. The course is offered by, Coursework, Research and Thesis. The title of his Thesis is "**Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya.**"

Mr. Hongo has defended his research proposal and is currently proceeding for field work which will involve data collection using approved surveys and research methods.

This is to kindly request you to issue him with a research permit.



**Prof. Joseph O. Lalah**  
Director- School of Graduate and Advanced Studies  
File Copy: SGAS Student File  
JOL/s/mj

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Education and Training for the Real World  
ISO 9001:2015 Certified

### **Appendix 3: Introduction letter**

Dear Respondent,

#### **REQUEST FOR PARTICIPATION IN THE STUDY**

I am a postgraduate student of The Technical University of Kenya conducting research on the topic “**LEADERSHIP STYLES OF LIBRARIANS AND PERFORMANCE OF SELECTED UNIVERSITY LIBRARIES IN KENYA.**” To this effect, you have been selected to be a respondent. I will be grateful if you would participate in this interview.

All responses would be treated with utmost confidentiality and anonymity as the information will be used purely for university purposes.

Thank you.

Yours sincerely,

Henry Ogada Hongo.

Researcher

**Appendix 4: Informed Consent**

**LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND PERFORMANCE OF  
SELECTED UNIVERSITY LIBRARIES IN KENYA.**

**INFORMED CONSENT FORM**

I.....agree to participate in the  
research study.

I have read and understand the attached participant information sheet and by signing below I  
consent to participate in this study.

I understand that I have the right to withdraw from the study without giving a reason at any  
time during the study itself.

I understand that I can withdraw from the study, without repercussions, at any time, whether  
before it starts or while I am participating.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that confidentiality will be keep at utmost level and the research responses will  
only be used for the purpose of this research.

Signed.....

Date.....

Researcher's signature.....

## **Appendix 5: Pilot Study Report**

### **Introduction**

The researcher carried out a pilot study at the Jaramogi Oginga Odinga University of Science and Technology (JOOUST) (public) and KCA University (private). The researcher administered questionnaires to the library staffs, academic staffs and students and further conducted interviews with the head librarians. Summary of the findings based on the tools:

### **INTERVIEW SCHEDULE**

The two (2) head librarians were interviewed. The analysis was done based on the objectives of the study.

*Objective one: Significance of leadership in university libraries in Kenya.* The findings indicated that the interviewees understood the concept of leadership and its significance what it gives to university libraries in Kenya. They added that the researcher should add a question on examples of how leadership styles has benefitted the university libraries. This recommendation was incorporated in the final tool.

*Objective two: Types of leadership styles of university librarians in Kenya.* The findings gave different leadership styles that the respondents use in their daily activities and how they handle conflict within the libraries. The challenge with the questions was they were more of yes or no questions where the researcher was advised to rephrase the questions. Also, the respondents advised the researcher to begin with this objective when correcting the actual data as it gives the starting point of his study instead of the significances of leadership. This was done in the final tool.

*Objective three: Determine the level of performance of university libraries in Kenya.* The respondents understood the questions in the section. They recommended addition of question on strategies to measure performance, indicators of success, monitoring and evaluating performance and involvement of other library staff members on performance measurement of

the library. These suggestions were put into consideration as three (3) questions were added to address the issues raised.

***Objective four: Relationship between leadership styles and performance of university libraries in Kenya.*** The respondents acknowledged that the questions handled all the issues around how leadership styles affect performance.

#### **QUESTIONNAIRE FOR LIBRARY STAFF**

The researcher received eighteen questionnaires. Eight (8) from JOOUST and 10 from KCA. The analysis of the data was done by sections and objectives of the study.

##### ***Section A: Demographic data of the respondents***

The data collected included the name of the institutions, gender, age range, highest education level, years of experience, library duties and years in current position. The sections were updated to only include: Name of institution, gender, age range (years), highest educational qualification, time working as a librarian in the university library and current job title within the university library. The issues of library duties were expunged to be included in other sections.

***Section B:*** This section entailed all the objectives of the study. The respondents advised the section to be broken down into sections based on objectives of the study which were done in the final questionnaire.

Question 1 and 2 were close ended questions on issues around leadership styles. The respondents indicated the questions were too many for a table hence needed to be broken down to smaller questions. This was broken down into seven (7) questions. The questions were put in section B which entailed leadership styles used in the university library.

The respondents also advised addition of section C on significance of the leadership in university libraries. The researcher added the section with five (5) questions addressing the issues on the same.

Question 3 was a close ended question on leadership style and performance of library. The respondents indicated that the question addressed the issues but there is need to add more questions on the same. The new additions were done in Section C of the current tool.

Question 4 and 5 were tables addressing issues on relationship between leadership styles on performance of universities libraries. The questions were well understood and answered. They were adopted in section D of the new questionnaire.

The tool had section C that had open ended questions around the title of the study. The questions were not answered at all hence the researcher joined them to only one questions in the final tool.

### **QUESTIONNAIRES FOR LIBRARY USERS**

The researcher received forty-six questionnaires. Seventeen (17) from JOOUST and twenty-nine (29) from KCA academic staff. Also received twenty (20) from JOOUST and twenty-six (26) from KCA students. The analysis of the data was done by sections and objectives of the study. The tools had two sections. Section A was on demographic data of respondents with questions on gender, level of study(student), highest qualification(staff), age and employment status. This was well understood and responded to. Section B had questions on how often users visit libraries, main reason for the visit and rating the performance of the library.

They were two (2) different tools addressing the same issues. The researcher was advised to combine the tool into one tool as both the students and academic staff members rate the same services of the library. They were also requested to add more issues on performance based on the service and products which was done. This made the questionnaire to have three sections from the previous two sections.

Based on all the observations from the data collected the researcher revised all the tools for data collection to meet the recommendations made.

**Appendix 6: Research interview schedule for head librarians**

**SECTION A: TYPES OF LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS**

What do you see as the most important qualities of an effective leader?  
.....

How would you describe your leadership style, and how does it align with the mission and goals of the university library?  
.....

Kindly provide an example of a situation in which you have used a specific leadership style, and what was the outcome?  
.....

How do you adapt your leadership style to meet the needs of different individuals and teams within the library?  
.....

How do you build a positive and productive working environment for your library staff?  
.....

How do you delegate responsibilities and decision-making authority to library staff, and how do you ensure that they are equipped to handle these responsibilities?  
.....

**SECTION B: SIGNIFICANCE OF LEADERSHIP IN UNIVERSITY LIBRARIES**

How do you see the role of a leader in a university library setting in Kenya?  
.....

Describe a specific example of a leadership challenge you have faced in your current position and how you overcame it?.....

How do you ensure that the library is aligned with the university's mission and goals?.....

How do you involve the library staff in decision making and encourage their professional development?.....

Share a specific initiative or project that you have implemented to improve the performance of the library?.....

**SECTION C: LEVEL OF PERFORMANCE OF UNIVERSITY LIBRARIES**

What strategies do you use to measure the performance of the library and how do you use this information to make improvements?  
.....

What are some key indicators of success for a university library, and how does your library measure up against these indicators?  
.....

How do you monitor and evaluate the performance of the library and its staff, and how do you use this information to make improvements?  
.....

Provide specific examples of initiatives or projects that have improved the performance of the library in the past?  
.....

How do you involve staff, students, and other stakeholders in the process of evaluating and improving the performance of the library?  
.....

How do you ensure that the library's resources are being used effectively and efficiently?  
.....

How do you approach setting goals and objectives for the library, and how do you track progress towards achieving those goals?  
.....

Give specific challenges you have faced in trying to improve the performance of the library, and how you overcame those challenges?  
.....

**SECTION D: RELATIONSHIP BETWEEN THE LEADERSHIP STYLES OF UNIVERSITY LIBRERIAN AND THE PERFORMANCE OF THEIR LIBRARIES**

How do you motivate your staff in the library?.....

How do you relate with university management?.....

How do you believe your leadership style impacts the performance of the university library?  
.....

Can you provide an example of how your leadership style has influenced a specific initiative or project that has improved the performance of the library?.....

**Appendix 7: Research questionnaire for library staff**

**SECTION A: DEMOGRAPHIC INFORMATION**

**1) Name of Institution:** .....

**2) Gender:**

Male

Female

**3) Age range (years):**

21 – 30 years

31 – 40 years

41 – 50 years

51 and above

**4) Highest educational qualification:**

Diploma

Degree

Masters

PhD

**5) How long have you been working as a librarian in the university library?**

1-5 years

6-10 years

11-15 years

16-20 years

21-25 years

26-30 years

31 and more

**6) What is your current job title within the university library?**

- Director
- Assistant Director
- Librarian
- Assistant librarian
- Other (please specify).....

**SECTION B: LEADERSHIP STYLES USED BY UNIVERSITY LIBRARIANS**

**7) Which leadership style do you feel you primarily use in your current role as a librarian?**

- Autocratic
- Democratic
- Laissez-faire
- Transformational
- Bureaucratic
- Transactional
- Charismatic
- Other (please specify) .....

**8) To what extent do you believe your leadership style has had a positive impact on the performance of the university library?**

- Greatly improves
- Somewhat improves
- Does not improve
- No opinion

**9) To what extent do you believe your leadership style promotes a positive and inclusive work culture within the library?**

- Greatly promotes
- Somewhat promotes
- Does not promote
- No opinion

**10) Kindly rate the following statements using (1. Strong disagree 2. Somehow disagree 3. Somehow agree 4. Strongly agree)**

<b>LEADERSHIP FUNCTIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The university library leader appropriately recognizes the library staff when performing their regular work duties				
The university library leader ensures that the library physical spaces are adequate for the performance of the staff duties effectively				
The university library leader works with sincerity and determination to understand the parent organization goals and objectives				
The university library leader firmly communicates the library's vision and strategies				
The university library leader demonstrates executive presence and is comfortable working in all circumstances effectively with confidence				
The university library leader is an exceptional trust-builder of high integrity				
The university library leader inspires the library staff and builds a strong team in the library				
The university library leader is a thought leader that can introduce new ways of "thinking" and "doing library duties				
The university library leader is an outstanding communicator, skilled at both listening and messaging				
The university library leader routinely provides feedback and coaching to the library team				
The university library leader rewards outstanding performance and knows how to reward the "right" library staff and at the right time				
The university library leader can demystify library complex concepts and teach the library staff accordingly for the effective library performance				
The university library leader evaluates the library staff based on a fair system of performance standards				
The university library leader creates a congenial environment for the library staff to work harmoniously				
The university library leader provides adequate opportunities to all library staff for the development of their professional skills at work				
The university library leader ensures that all the library departments provide the equipment, supplies and resources necessary for the library staff for their effective performance of their duties				

The university library leader creates room necessary for training of all library staff for better performance				
The university library leader makes sure that the library rules make it easy for the library staff to carry out their duties efficiently				
The university library leader sometimes listens to the library staff opinions and feedback to make necessary changes				
The university library leader always explains to the library staff the assignments given to them for better library performance				

**11) Kindly rate the following statements using (1. No opinion 2. Not important 3. Somewhat important 4. Very important)**

<b>Leadership statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Involving library users in decision-making and planning processes is for the success of the university library				
Staying informed and up-to-date on developments and trends in library science and technology is for a librarian				
Involving and collaborating with other departments and organizations within the university is for the success of the library				
The ability to respond to and address challenges and crises is for a librarian				

**12) Kindly tick all the roles that you play as a librarian within the library.**

- Maintaining the physical collection
- Providing research assistance
- Managing the budget
- Developing and delivering library instruction and information literacy programs
- Staying current with developments in the field of librarianship and technology
- Collaborating with faculty and staff to support the teaching and research mission of the university
- Promoting and marketing library resources and services
- Assessing and evaluating library services and programs
- Participating in the selection and acquisition of library materials
- Supervising and training library staff and students

**13) Kindly rate the following statements using (1. Strong disagree 2. Somehow disagree 3. Somehow agree 4. Strongly agree)**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Leadership style promotes open communication among library staff				
Leadership style encourages creativity and innovation among library staff				
Leadership style fosters collaboration and teamwork among library staff				
Leadership style promotes a culture of accountability among library staff				
Leadership style effectively addresses and resolves conflicts among library staff				
Leadership style promotes a positive and inclusive work culture within the library				
Leadership style improves the library's ability to attract and retain qualified staff				
Leadership style improves the library's ability to adapt to changes in technology and user needs				
Leadership style improves the library's role in the larger university community				
Leadership style improves the library's ability to respond to and address challenges and crises				

### **SECTION C: SIGNIFICANCE OF LEADERSHIP IN UNIVERSITY LIBRARIES**

**14) How important do you believe leadership is for the overall success of a university library?**

Very important

Somewhat important

Not important

No opinion

**15) In your opinion, what is the most important role of a leader within a university library?**

Managing the budget

Guiding and directing library staff and services

Maintaining the physical collection

Organizing events and programming

**16) To what extent do you believe effective leadership in a university library improves the user experience and satisfaction?**

Greatly improves

Somehow improves

Does not improve

No opinion

**17) How do you believe leadership in a university library impacts the library's role in the larger university community?**

Increases visibility and relevance

Decreases visibility and relevance

Has no impact

No opinion

**18) Kindly rate the following statements using (1. Strong disagree 2. Somehow disagree 3. Somehow agree 4. Strongly agree)**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Leadership in a university library promotes a culture of transparency and open communication among library staff				
Leadership in a university library improves the library's ability to secure funding and other resources				
Leadership in a university library improves the development and implementation of library policies and procedures				
The ability to collaborate and form partnerships with other departments and organizations is for a leader in a university library				

**SECTION D: RELATIONSHIP BETWEEN THE LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND THE PERFORMANCE OF LIBRARIES**

**19) Kindly rate the following statements using (1. Strong disagree 2. Somehow disagree 3. Somehow agree 4. Strongly agree)**

<b>Level of performance of university libraries</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
University librarians are exceptionally effective in the performance in their duties				
University Librarians are highly proficient in the practical application of professional/technical knowledge				
University librarians get a great deal done with a set of time frame				
University librarians perform their duties but not positively outstanding				
University librarians perform duties competently				
University librarians are definitely ineffective and are not up to the duties				

University librarians maintain very high standards; and their work is virtually error proof				
University librarians grapple with the problems after they arise				
University librarians anticipate problems after they arise				
University librarians get straight to the roots of the problem				
University librarians seldom see beyond the surface of the problem				
University librarians' proposal are constantly consistently sound				
University librarians are tactless and cannot deal with the public				
University librarians are easily thrown off balance, they are not reliable even under normal circumstances				
University librarians are deficient in applying professional/technical knowledge of practical issues				
University librarians are accurate in the use and interpretation of figures				
University librarians are determined to carry out task through, to the end				

**20) To what extent do leadership style of university librarian influence library performance**

S/N	Extent of influence	√
1	Very Large Extent (VLE)	
2	Large Extent (LaE)	
3	Moderate Extent (ME)	
4	Low Extent (LoE)	
5	No influence (NI)	

**Any other suggestions**

.....

.....

.....

.....

.....

.....

.....

.....

.....

## **Appendix 8: Research questionnaire for academic staff/student's library users**

### **SECTION A: DEMOGRAPHIC DATA OF RESPONDENT**

**1) Kindly name your university.....**

**2) Kindly indicate your gender.**

Female

Male

**3) Please select your age category**

Below 18

18-28

24-34

35-44

45-54

55-64

Above 64

**4) Select you highest level of education qualification (For academic staff)**

Diploma

Higher Diploma

Bachelors

Masters

Doctorate

Post-Doctorate

**5) Select your current level of study (For students)**

Diploma

Higher Diploma

Bachelors

Masters

Doctorate

**6) What is your employment status? (For academic staff)**

Full time employment

Part time employment

Contractual employment

**SECTION B: LIBRARY USAGE**

**7) How often do you use the university library?**

- Daily
- Weekly
- Monthly
- Rarely
- Never

**8) What is the main purpose of your visit to the university library?**

- Research
- Studying
- Borrowing books
- Using computers or other technology
- Attending events
- Access e-journals
- personal and recreational
- Use photocopier/printer in the library

**9) How would you rate the overall performance of your university library?**

- Excellent
- Good
- Average
- Poor
- Very poor

**10) Rate the following library services. Please select the most appropriate answer option**

<b>Library service</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>poor</b>
User service				
Multimedia collection				
E-journal resources				
Books				
Internet and computers				
Printing and photocopy				
Reference services				
Hours of operation				
Overall library performance				

**SECTION C: LEVEL OF PERFORMANCE OF UNIVERSITY LIBRARIES**

**11) Kindly rate the level of satisfaction in the following statements using (1. Very dissatisfied, 2. Somehow dissatisfied, 3. Somehow satisfied, 4. Very satisfied).**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Overall performance of your university library				
Availability of resources in your university library				
Accessibility and ease of use of the library's website and online resources				
Library's hours of operation				
Library's staff and their level of customer service				
Library's facilities and physical space				
Library's collection of physical and digital resources				
Library's events and programming				
Library's ability to respond to and address challenges and crises				
Library's overall role in the larger university community				

**12) Kindly rate the following statements using (1. Strong disagree 2. Somehow disagree 3. Somehow agree 4. Strongly agree)**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
University library provides an environment that is conducive to studying and research				
University library's staff is involved and responsive to feedback from students and faculty				
University library's technology and equipment is up-to-date and reliable				
University library provides adequate study spaces for students and faculty?				

**12) What suggestions do you have for improving the overall performance of your university**

**library?**.....  
 .....  
 .....  
 .....  
 .....


### Appendix 9: Work plan for research proposal

	Activity	Details of Activity	Deliverables	Timeframe
1	Proposal Development	Finalise research proposal	Submit to my supervisors	23 <sup>rd</sup> July 2021
2	Proposal Defense	3 <sup>rd</sup> defense at SGAS	Will be determined by SGAS committee	9 <sup>th</sup> -13 <sup>th</sup> August 2021
3	Final Proposal Submission after SGAS Defense	Finalise corrections from SGAS defense	Will be determined by SGAS committee	January 2022
3	Ethical clearance	Submit proposal for ethical clearance	Ethical clearance	January 2022
4	Application of research permit		Obtain research permit	March 2022
5	Pilot study	Design and pretesting of research tools	Expert Review	May – July 2022
			Cognitive Interview	
6	Design of the final research tools		Questionnaire and interview schedule for actual study	August 2022
7	Data collection	Fine tuning of data collection tools	Collected research data	September 2022 - March 2023
		Printing of the data collection tools		
		Data collection		
8	Data processing and analysis	Data cleaning, Thematic categorisation and coding data	Analysed data	April – May 2023
		Data entry into SPSS		
9	Report writing	Report drafting, Reviews and corrections Final report writing	Complete thesis	June 2023
10	Presentation of the final thesis	Submission for examinations, Thesis defence, Corrections Submission of the final thesis		July 2023

**Appendix 10: Budget for the research**

<b>S/no</b>	<b>Item</b>	<b>Description of activities</b>	<b>Duration</b>	<b>Amount required</b>
1	Personnel	5 research assistants needed to help in: technical and administration work, questionnaire administration, data collection, cleaning and analysis and interpretation	2 Months	Sh. 120,000
2	Equipment	Printing, photocopying, dissemination, binding, books and periodicals.	6 Months	Sh. 30,000
3	Travel	5 research assistants to travel to the 15 Universities to administer and collect questionnaires. The researcher to administer interviews. Subsistence cost for five research assistants.	2 Months	Sh. 100,000
4	Materials, services and expendables	Taxi, results transcribed spreadsheet, stationery and photocopying.	2 months	50, 000
<b>Total</b>				<b>Sh. 300,000</b>

**Appendix 11: NACOSTI permit**


  
REPUBLIC OF KENYA



**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **638280** Date of Issue: **09/April/2022**


**RESEARCH LICENSE**



**This is to Certify that Mr. HENRY OGADA HONGO of Technical University of Kenya, has been licensed to conduct research in Kajjado, Kakamega, Kiambu, Kisumu, Machakos, Nairobi, Nakuru, Siaya, Uasin-Gishu on the topic: LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND PERFORMANCE OF SELECTED UNIVERSITY LIBRARIES IN KENYA for the period ending : 09/April/2023.**

License No: **NACOSTI/P/22/16831**

**638280**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.**

## Appendix 12: Ethical clearance



*Committed to His mission  
Connected to His world*

REF: AIU/IERC/EXT039/2022

Date:25/03/2022

TO: Henry Ogada Hongo

Dear Sir/Madam,

**RE: LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND  
PERFORMANCE OF SELECTED UNIVERSITY LIBRARIES IN KENYA.**

This is to inform you that the Institutional Ethical Review Committee has reviewed and approved your above research proposal. Your application approval number is IERC/EXT039/2022. The approval period is 13<sup>th</sup> January 2022-14<sup>th</sup> January 2023.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by the Institutional Ethical Review Committee.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to the Institutional Ethical Review Committee within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Institutional Ethical Review Committee within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to Institutional Ethical Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Joash Mutua

Chair, AIU-IERC Committee

Africa International University (AIU)  
P. O. Box 24686-00502  
Nairobi KENYA

**Appendix 13: Jaramogi Oginga Odinga University of Science and Technology University  
authorisation letter**



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY  
OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMIC AFFAIRS)**

Tel. 057-2501804  
email: [dycan@jooust.ac.ke](mailto:dycan@jooust.ac.ke)  
website: [www.jooust.ac.ke](http://www.jooust.ac.ke)

P.O. BOX 210 - 40601  
BONDO

Date: 8<sup>th</sup> July, 2022

REF: JOOUST/ACA/1/2V ol. 2

Mr. Henry Ogada Hongo  
Technical University of Kenya  
NAIROBI  
Email: [henryhongo55@gmail.com](mailto:henryhongo55@gmail.com)  
Tel: 0727 437463

Dear Mr. Hongo,

**RE: REQUEST TO COLLECT DATA**

This is to acknowledge receipt of your letter dated 25<sup>th</sup> April, 2022 in which you expressed your request to collect data at Jaramogi Oginga Odinga University of Science and Technology. It is noted that the data is towards your PhD studies.

Approval has been granted for you to collect data for your study on "Leadership styles of University Librarians and Performance of Selected University Libraries in Kenya".

Kindly arrange to share your findings with the University.

Yours sincerely,

**Prof. Joseph Bosire, PhD,  
DEPUTY VICE CHANCELLOR (AA)**

Copy to: Vice Chancellor  
Deputy Vice Chancellor (PAF) } To note on file  
Deputy Vice Chancellor (RIO)  
Registrar (AA)

/s/

**Appendix 14: KCA University authorisation letter**



**SCHOOL OF GRADUATE STUDIES**

Date: May 10, 2022

**APPROVAL FOR DATA COLLECTION**

**Research Area:** Leadership Styles of University Librarians and Performance of Selected University Librarians in Kenya

**Student Name:**  
Henry Ogada Hongo  
The Technical University of Kenya

**Comments:**

Approved to collect data

**Dr. Nyaribo Misuko**  
Dean School of Graduate Studies

SIGNED 

**Comments:**

**Prof. Joshua Bagaka's**  
DVC (A, E & SA)

SIGNED 

**Appendix 15: University of Nairobi authorisation letter**



**UNIVERSITY OF NAIROBI**  
**OFFICE OF ASSOCIATE VICE-CHANCELLOR**  
(Research, Innovation and Enterprise)

P.O. Box 30197 00100  
Nairobi, Kenya  
Website: [www.uonbi.ac.ke](http://www.uonbi.ac.ke)

Tel: +254-20-913164  
Email: [vice@uonbi.ac.ke](mailto:vice@uonbi.ac.ke)

UON/RIE/3/5/Vol.XX

July 8, 2022

Mr. Henry Ogada Hongo  
P. O. Box 52428 - 00200  
NAIROBI  
Email: [henryhongo55@gmail.com](mailto:henryhongo55@gmail.com)

Dear Mr. Hongo

**PERMISSION TO COLLECT DATA**

I refer to your request to conduct research at the University of Nairobi, for your project entitled: *"Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya."*

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your findings with the Director Library & Information Services on completion of your study.

Yours sincerely,

**PROF. M. JESANG HUTCHINSON**  
**ASSOCIATE VICE-CHANCELLOR (AG.)**  
**(RESEARCH, INNOVATION AND ENTERPRISE)**  
**AND**  
**PROFESSOR OF HORTICULTURE**

Copy to: Director, Library and Information Services

SZB:xx

## Appendix 16: Kenyatta University authorisation letter



### KENYATTA UNIVERSITY

#### OFFICE OF THE DEPUTY VICE-CHANCELLOR RESEARCH, INNOVATION AND OUTREACH

Office Phone: (+254-20) 8703026

Office Cell: +254 772 296748

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P. O. Box 43844-00100

Nairobi, Kenya

Email: [dvc-rio@ku.ac.ke](mailto:dvc-rio@ku.ac.ke)

Ref: KU/DVCR/RCR/VOL. 2/345

Date: 16<sup>th</sup> August, 2022

Mr. Henry Opeda Hongo  
Technical University of Kenya  
P. O. 50428 - 00200  
Nairobi

Dear Mr. Hongo,

#### **RE: COLLECTION OF RESEARCH DATA AT KENYATTA UNIVERSITY**

This is in reference to your letter dated 18<sup>th</sup> July, 2022 requesting for authorization to collect research data at Kenyatta University on the topic "Leadership styles of university librarians and performance of selected university libraries in Kenya" towards a Ph.D in Library and Information Science degree of Technical University of Kenya.

I am pleased to inform you that your request to collect data has been approved. It is noted that your data will be collected from select postmodern library users (staff and students) and the Librarians. It is further noted that the data will solely be used for academic purposes and will be treated with utmost confidentiality.

The University requires that, upon completion of your research you submit a hard copy of your report to the Deputy Vice-Chancellor Research, Innovation and Outreach who shall forward it to the University Library. Kindly therefore complete and sign the attached form RIO 3 and return it to my office prior to the commencement of collection of data.

Yours sincerely,

Prof. Vincent Onywera Ph.D., ISAK 2

**Ag. Deputy Vice-Chancellor Research, Innovation and Outreach**

cc: Vice-Chancellor  
DVC, Administration  
DVC, Academic  
Chief Librarian

## Appendix 17: Moi university authorisation letter



MOI UNIVERSITY  
OFFICE OF THE UNIVERSITY LIBRARIAN

Phone: +254790940508 / +254736138770

E-mail: [librarian@mu.ac.ke](mailto:librarian@mu.ac.ke)

P.O. BOX 3900 - 30100  
ELDORET  
KENYA

DATE: February 28, 2023

TO WHOM IT MAY CONCERN

ATTN:

Prof. Tom Kwanya  
Prof. Joseph Kiplang'at  
Dr. Naomi Mwai

RE: FIELD DATA COLLECTION ~ HENRY OGADA HONGO

As per Application Identification Number 638280 and subsequent approval/license issued by National Commission for Science, Technology & Innovation on 9<sup>th</sup> April 2022 (License no: NACOSTI/P/22/16831) I confirm that;

- (1) The above named collected data within Moi University's Library on 27<sup>th</sup> and 28<sup>th</sup> February 2023 on his PhD research study titled: **LEADERSHIP STYLES OF UNIVERSITY LIBRARIANS AND PERFORMANCE OF SELECTED UNIVERSITY LIBRARIES IN KENYA.**
- (2) Respondents willingly offered to participate on their own as per the request
- (3) Any other follow up questions/interviews will be acceptable

I do wish Mr. Hongo all the best in this study with a hope that the findings will be published and shared with the Libraries' leadership.




A handwritten signature in blue ink, appearing to read 'Solomon K. Mutai'.

SOLOMON K. MUTAI  
Ag. UNIVERSITY LIBRARIAN



(ISO 9001:2015 Certified Institution)

## Appendix 18: Egerton University authorisation letter

<b>EGERTON</b>		<b>UNIVERSITY</b>
P. O. Box 536-20115 Egerton, Kenya E-mail: <a href="mailto:dvcere@egerton.ac.ke">dvcere@egerton.ac.ke</a> Website: <a href="http://www.egerton.ac.ke">www.egerton.ac.ke</a>		Telephone: 1254-51-2217801/808 +254-51-2217891/2 Cell: 1254-775 015 388
<b>OFFICE OF THE DEPUTY VICE-CHANCELLOR RESEARCH AND EXTENSION</b>		
<b>EU/DVC/RE/089</b>		15 <sup>th</sup> July, 2022
Mr. Henry Ogada Hongo P. O. Box 52426-00200 NAIROBI		
<b>RE: PERMISSION TO CONDUCT RESEARCH AT EGERTON UNIVERSITY</b>		
Reference is made to your letter dated 8 <sup>th</sup> July, 2022 requesting for authority to collect data for your PhD research project titled: <i>“Leadership Styles of University Librarians and performance of Selected University Libraries in Kenya”</i> . It is noted that the data will be collected from the University Librarian, library staff, student class representatives and academic staff in Egerton University.		
Authority is hereby granted for you to collect data in Egerton University. Please report to the University Librarian for guidance. It is expected that this research is purely for academic purpose and will not be used otherwise. You are also expected to comply with the Egerton University policies on Research, Intellectual Property Rights and the Data Curation guidelines. Liaise with the Director, (Research & Extension) to obtain these documents.		
Upon completion of the study, you are expected to share the results by depositing a copy of the thesis and published paper with our Library. Note that we may ask for a presentation on the same.		
 Prof. Backline O. Bebe, PhD <b>AG. DEPUTY VICE CHANCELLOR (RESEARCH &amp; EXTENSION)</b> 		
<b>BOB/es</b>		
<hr/> <i>“Transforming Lives through Quality Education”</i>		

**Appendix 19: Jomo Kenyatta University of Agriculture and Technology (JKUAT)  
authorisation letter**



**JOMO KENYATTA UNIVERSITY  
OF  
AGRICULTURE AND TECHNOLOGY**

P. O. Box 62000 - 00200, City Square, Nairobi. Tel: +254-67- 5870001- 4, Email: dvc@aa.jkuat.ac.ke

**OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMIC AFFAIRS)**

JKU/2/003/072

07<sup>th</sup> March 2023

Henry Ogada Hongo  
P.O. Box 52428 - 00200  
NAIROBI

Dear Henry,

**RE: APPROVAL TO CONDUCT RESEARCH**

This is in response to your letter requesting to collect data for your research.

On behalf of Jomo Kenyatta University of Agriculture and Technology, I wish to inform you that your request to collect data from Jomo Kenyatta University of Agriculture & Technology for your Doctorate degree course has been granted on condition that the research findings shall be used solely for academic purposes.

Your research topic is and should remain *"Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya."*

By a copy of this letter, the University Librarian is requested to grant permission to the library staff members for a session of interview with you.

I wish you well as you embark on your research.

Yours Sincerely,

**PROF. ROBERT KINYUA, Ph.D.,  
DEPUTY VICE CHANCELLOR (ACADEMIC AFFAIRS)**

**Copy to:**  
University Librarian

RK/es



JKUAT is ISO 9001:2015 and 14001: 2015 Certified



*Setting Trends in Higher Education, Research, Innovation and Entrepreneurship*

## Appendix 20: Technical University of Kenya authorisation letter



### THE TECHNICAL UNIVERSITY OF KENYA

Gate 50/55th Avenue, P. O. Box 52428, Nairobi, 00700. Tel: +254 (020) 848672, 2249074, 2251300, 841639,  
Fax: 2219580, E-mail: [dvcasa@tuko.ac.ke](mailto:dvcasa@tuko.ac.ke), Website: [www.tuko.ac.ke](http://www.tuko.ac.ke)

#### Office of the Deputy Vice-Chancellor

Academics and Student Affairs

REF: TUK/DVCASA/ReKE/010/VOL...

DATE: July 26, 2022

Mr. Henry Gigada Hongo

School of Information and Social Studies,  
Department of Library and Information Science,  
P. O. Box 52428-00200,  
NAIROBI.

Cell No: 0777 437463

Dear Mr. Hongo,

**RE: REQUEST TO CONDUCT RESEARCH AT THE TECHNICAL UNIVERSITY OF KENYA**

Reference is made to the above matter and your letter dated 8<sup>th</sup> July, 2022 addressed to the undersigned.

Your request for authority to conduct the PhD Research titled "*Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya*" has been carefully considered and approved.

Further, the institution expects you to treat all information given with utmost confidentiality and anonymity and ensure that research information is used purely for academic purposes. In the meantime, the undersigned takes this opportunity to wish you all the best in your academic pursuits.

Yours sincerely,

Prof. Paul M. Shiundu  
DEPUTY VICE-CHANCELLOR – ACADEMICS & STUDENT AFFAIRS AND  
PROFESSOR OF CHEMISTRY

Copy to: Vice Chancellor  
Executive Dean – FSST  
Director - SISS

BT/2022

Education and training for the real world



ISO 9001:2015 Certified

## Appendix 21: Multimedia University authorisation letter



# MULTIMEDIA UNIVERSITY OF KENYA

P.O. BOX 15653 - 00503, NAIROBI, Kenya

(MMU is ISO 9001:2015 Certified)

## OFFICE OF THE DEPUTY VICE CHANCELLOR (AA, R&I)

REF: MMU/DVC AA R&I/RESEARCH/VOL.2

23<sup>rd</sup> February, 2023

Mr. Henry Ogada Hongo  
Technical University of Kenya  
P O Box 52428 - 00200  
NAIROBI

Dear Mr. Hongo

**RE: REQUEST FOR COLLECTION OF DATA IN THE UNIVERSITY**


Reference is made to the above subject matter pursuant to your letter in which you sought permission for data collection from our University.

We note that you are a registered PhD student at The Technical University of Kenya and we are pleased to inform you that your request has been granted and permission approved for collection of data within Multimedia University of Kenya, Main Campus.

You are required to report to the Registrar Administration before you commence your data collection. You will be required to observe the University Rules and Regulations. Upon completion of your study, ensure that you submit a copy of your Project Report/Dissertation/Thesis to Multimedia University of Kenya.

We hope that our support will contribute to the success of your career development.

Yours faithfully,

  
**PROF. PAUL N. MBATIA PhD.**  
Deputy Vice-Chancellor (AA, R&I)

C.c. Vice Chancellor  
Deputy Vice Chancellor - AF&P  
Reg. Administration  
Ag. Registrar, (R&I)  
Ag. Librarian  
Chief Security Officer

Magadi Road, off Bomas of Kenya  
P.O. Box 15653 - 00503, Nairobi, Kenya.  
Tel: +254 20 207 2391  
Call: 0724 257022



*Riding on Technology, Inspiring Innovation*

Email: [vc@mmu.ac.ke](mailto:vc@mmu.ac.ke)  
Website: [www.mmu.ac.ke](http://www.mmu.ac.ke)  
Fax: +254 20 2071247

## Appendix 22: Machakos University authorisation letter



**MACHAKOS UNIVERSITY  
OFFICE OF THE REGISTRAR  
(RESEARCH, INNOVATION AND LINKAGES)**

Telephone: +254 (0)799 086 901/(0)735 2479399

E-mail: [reg-rii@mksu.ac.ke](mailto:reg-rii@mksu.ac.ke)

Website: [www.mksu.ac.ke](http://www.mksu.ac.ke)

P.O. Box 136-90100

Machakos

**KENYA**

REF: MksU/RII/6/1/VOLX

24<sup>th</sup> February, 2023

Mr. Henry Hongo  
C/o Technical University of Kenya,  
P. O. Box 52428-00200,  
**NAIROBI**

Dear Mr. Hongo,

**RE: PERMISSION TO CONDUCT RESEARCH AT MACHAKOS UNIVERSITY**

This is to inform you that your request for permission to conduct research at Machakos University on your thesis "*Leadership Styles of University Librarians and performance of Selected University Libraries in Kenya*" has been approved. In granting you this permission, it is expected that you will familiarize yourself and comply with Machakos University Data Protection Policy found on the University website (<http://ir.mksu.ac.ke>). Your particular attention is drawn to the provisions of Section 5.2 and Section 10 of the Policy.

Please note that you will be required to comply with the COVID-19 Protocols.

On completion of research, you are expected to submit soft copy the data collected and a hard copy of the final research report to the undersigned.

Yours sincerely,

PROF. DAVID MULWA, Ph.D.

**AG. REGISTRAR (RESEARCH, INNOVATION AND LINKAGES)**



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Appendix 23: Catholic University of Eastern Africa authorisation letter



**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**Office of the Deputy Vice Chancellor  
ACADEMIC AFFAIRS & RESEARCH**

**Our Ref:** DVC/AA&R/RG/cam/006/2023

22<sup>nd</sup> February 2023

**Henry Ogada Hongo,**  
Technical University of Kenya  
Phone: 0727437463  
Email: [henryhongo55@gmail.com](mailto:henryhongo55@gmail.com)

Dear Henry,

**Re: Permission to Conduct Research at The Catholic University of Eastern Africa (CUEA)**

Greetings in the Mighty Name of our Lord and Savior Jesus Christ!

I am glad to inform you that your request to conduct research on the topic: **“Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya”**, has been granted. You are therefore authorized to collect data from the targeted participants at The Catholic University of Eastern Africa. You are expected to strictly observe the normal ethical cautions and discretions while conducting the research.

I wish you well with your study and I look forward to you sharing your findings with the Directorate of Research and Innovation of the The Catholic University of Eastern Africa.

Sincere regards

**Mrs. Prof. Rachel K. Gasami, PhD, MBS**  
**Deputy Vice Chancellor Academic Affairs & Research**



CC Directorate of Research and Innovation  
University Librarian



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA), P.O. BOX 62157 - 00200 Nairobi - KENYA  
Tel: 0729 691 200/201, Fax: 8581094, Email: [aa&r@cuea.edu](mailto:aa&r@cuea.edu), Website: [www.cuea.or.ke](http://www.cuea.or.ke)  
Founded in 1984 by AMECEA (Association of Member Episcopal Conferences in Eastern Africa)

## Appendix 24: Strathmore University authorisation letter



24 February 2023

Henry Ogada Hongo,  
Doctoral Student,  
The Technical University of Kenya,  
P.O. Box 00200-52428,  
Nairobi, Kenya.

Email: [henryhongo55@gmail.com](mailto:henryhongo55@gmail.com)

Dear Henry,

**RE: AUTHORIZATION TO COLLECT DATA AT STRATHMORE UNIVERSITY**

The Research Office at Strathmore University has reviewed and granted you the authorization to collect data from the Chief Librarian, 10 library staff, 10 Masters class representatives, 15 Bachelors class representatives, and 20 academic staff who use the library for the purposes of the completion of your PhD. The study "*Leadership Styles of Librarians and Performance of Selected University Libraries in Kenya*" assesses the leadership styles of head librarians and their influence on the performance of university libraries in Kenya. The data collection exercise will be supervised by Mr. Bernard Shiundu, the head of Library Services at Strathmore University.

The authorization is effective from February 24<sup>th</sup>, 2023, to March 24<sup>th</sup>, 2023.

Note that this is an administrative authorization and does not constitute an ethical approval of your research.

Please sign the declaration form binding you to the ethical use of the data you collect from Strathmore University (meant strictly for the purposes of your study).

Yours sincerely,

**Prof. Izael Da Silva**  
**Deputy Vice Chancellor - Research and Innovation**

24 FEB 2023

Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703-034000 Email [info@strathmore.edu](mailto:info@strathmore.edu) [www.strathmore.edu](http://www.strathmore.edu)

## Appendix 25: United states International University of Africa authorisation letter



Mr. Henry Ogada Hongo  
[henrvhongo55@gmail.com](mailto:henrvhongo55@gmail.com)

21<sup>st</sup> /02/2023

Dear Henry,

### **REF: PERMISSION TO CONDUCT RESEARCH AT USIU-AFRICA**

Following your request to conduct research at USIU-Africa on the topic "**Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya**" the university's Research Office has authorized you to collect data from the respondents in the Institution.

However, the university imposes the following conditions:

1. No personal information will be asked of the respondents.
2. You will share the preliminary report findings with the university prior to completion.
3. You will provide a copy of the completed research to USIU-Africa.
4. Under no circumstances will the information obtained from USIU-Africa be re-used or disclosed for other purposes.

Your research period expires on 02<sup>nd</sup> February 2024. Kindly contact the undersigned to confirm your acceptance to the condition stated above.

Sincerely,

A handwritten signature in blue ink, appearing to read "A.N.", is written over a faint circular stamp.



**Prof. Amos Njuguna,**  
Dean- School of Graduate Studies, Research and Extension.  
**Tel:** 0730116442  
**Email:** [amnjuguna@usiu.ac.ke](mailto:amnjuguna@usiu.ac.ke)

## Appendix 26: African International University authorisation letter



*Committed to His mission  
Connected to His world*

12<sup>th</sup> July 2022

Mr. Henry Ogada Hongo  
P.O. Box 52428 – 00200  
Nairobi, Kenya

Dear Mr. Hongo,

**RE: PERMISSION TO UNDERTAKE RESEARCH**

Receive greetings from Africa International University!

I acknowledge receipt of your letter dated 8<sup>th</sup> July 2022, requesting for permission to conduct research for a doctoral degree on the topic: **“Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya”**

Your request is hereby granted trusting that the findings of the research will be beneficial to the university. Upon completion of research, kindly submit a copy of the thesis to the university.

Meanwhile, we wish you success in your studies.

Sincerely,

Prof. Joseph Kiplang'at, PhD  
**Deputy Vice - Chancellor Academic Affairs & Research**

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Email: [pr@afriointernational.edu](mailto:pr@afriointernational.edu) Web: [www.aiu.ac.ke](http://www.aiu.ac.ke)

## Appendix 27: Plagiarism Report

